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CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
NGUYỄN THỊ KIM PHƯỢNG

GLOBAL SUCCESS

Tiếng Anh 12

SÁCH HỌC SINH



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
BẢN MẪU
Tháng 10-2023

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
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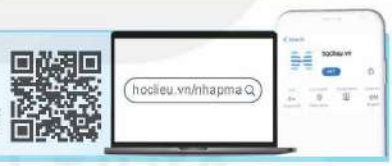
DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA
MÔN: TIẾNG ANH – LỚP 12

TT	Họ và tên	Chức vụ
1	Ông Lê Văn Canh	Chủ tịch
2	Bà Nguyễn Thị Hương Lan	Phó Chủ tịch
3	Ông Đặng Hiệp Giang	Uỷ viên, Thư kí
4	Bà Phạm Lan Anh	Uỷ viên
5	Bà Nguyễn Thị Thu Hà	Uỷ viên
6	Bà Nguyễn Thùy Linh	Uỷ viên
7	Bà Hoàng Nguyễn Thu Trang	Uỷ viên
8	Ông Nguyễn Tuấn Anh	Uỷ viên
9	Bà Lưu Thùy Dương	Uỷ viên
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HOÀNG VĂN VÂN (Tổng Chủ biên) – VŨ HẢI HÀ (Chủ biên)
CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
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Tiếng Anh 12

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LỜI NÓI ĐẦU

Tiếng Anh 12 – Global Success – Sách học sinh được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo "Chương trình giáo dục phổ thông: Chương trình môn Tiếng Anh" (từ lớp 3 đến lớp 12) ban hành theo Thông tư 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ Giáo dục và Đào tạo, nối tiếp bộ sách tiếng Anh bậc tiểu học (Tiếng Anh 3, Tiếng Anh 4, Tiếng Anh 5), bộ sách tiếng Anh trung học cơ sở (Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8, Tiếng Anh 9), Tiếng Anh 10 và Tiếng Anh 11.

Tiếng Anh 12 – Global Success – Sách học sinh được biên soạn theo đường hướng giao tiếp, giúp học sinh phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc, viết thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp). Đồng thời, sách được biên soạn theo đường hướng lấy người học làm trung tâm, theo đó mọi hoạt động dạy học được thiết kế và tổ chức đều nhằm phát huy tính tích cực, chủ động của học sinh và tạo điều kiện tối đa cho học sinh tham gia vào các hoạt động luyện tập và phát triển năng lực giao tiếp tiếng Anh.

Tiếng Anh 12 – Global Success – Sách học sinh được biên soạn theo hướng tích hợp các kĩ năng, theo đó các kĩ năng đọc, nói, nghe, viết bổ trợ cho nhau và được phát triển xoay quanh bốn chủ điểm (Theme) gần gũi với học sinh: Cuộc sống của chúng ta (Our Lives); Xã hội của chúng ta (Our Society); Môi trường của chúng ta (Our Environment) và Tương lai của chúng ta (Our Future). Bốn chủ điểm này được cụ thể hoá thành mười đơn vị bài học (Unit), mỗi đơn vị bài học tương ứng với một chủ đề (Topic). Sau một số chủ đề là một bài ôn tập (Review), tập trung vào rèn luyện kiến thức ngôn ngữ và phát triển kĩ năng ngôn ngữ học sinh đã được học.

Tiếng Anh 12 – Global Success – Sách học sinh coi trọng đặc điểm tâm lí lứa tuổi của học sinh và các đặc điểm văn hoá của Việt Nam, của các nước nói tiếng Anh và của các nước trên thế giới. Ngoài ra, **Tiếng Anh 12 – Global Success – Sách học sinh** còn được biên soạn theo hướng giúp bổ sung, làm giàu thêm kiến thức nền của học sinh về một số lĩnh vực khoa học và đời sống xã hội.

Tiếng Anh 12 – Global Success – Sách học sinh được biên soạn dựa trên cơ sở lí luận hiện đại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, đặc biệt là những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học phổ thông ở Việt Nam, với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn xuất bản Giáo dục Pearson.

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

Các tác giả

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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Unit 1

Life stories we admire



This unit includes:

LANGUAGE

Pronunciation

Diphthongs /eɪ/ and /əʊ/

Vocabulary

Phrases related to life stories

Grammar

Past simple vs. Past continuous

SKILLS

Reading: Reading for main ideas and specific information in an article about Steve Jobs' life and achievements

Speaking: Talking about the lives of two national heroes of Viet Nam

Listening: Listening for main ideas and specific information in a talk about the life of Walt Disney

Writing: Synthesising and summarising information to write a biography of Walt Disney

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing pleasure and responding to it

Culture/CLIL

Famous queens in world history

PROJECT

Designing a visual story of a person's life

I GETTING STARTED

The diary of Dang Thuy Tram

1 Track 1 **Listen and read.**

Mark: Hi, Nam. Your book must be very interesting. What are you reading?

Nam: I'm reading a really good book in English called *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram.*

Mark: Dang Thuy Tram? Who is she?

Nam: She was born in Hue in 1942. She studied medicine in Ha Noi, and volunteered to join the army at the age of 24, working as a surgeon during the resistance war against the US.

Mark: That's when she started her diary, isn't it?

Nam: Yes. She wrote her diary while she was working in a field hospital in Quang Ngai Province. The diary contains personal accounts of her experiences during the war, and shows her love for her family and country.

Mark: Wow! It sounds interesting. Is she still alive?

Nam: Unfortunately, she was killed by the enemy while she was doing her duty in the jungle in Quang Ngai Province. She was only 27 then.



Mark: Oh, that's really sad. But how did people find her diary?

Nam: An American soldier found it and saved it from being burnt. Then more than 30 years after Tram's death, a copy was returned to her mother. The diary was published in Viet Nam in 2005. It has also been translated into several other languages.

Mark: That's amazing!

Nam: Now she is considered a national hero for devoting her youth and whole life to saving other people's lives in the war.

Mark: Can you lend me the book when you finish reading it? I'd like to read it myself.

Nam: Sure!

2 Read the conversation again and circle the correct answer to complete each of the sentences.

1. Dang Thuy Tram was born in Ha Noi/Hue.
2. Tram wrote about/operated on injured soldiers during the war.
3. She died when she was very young/old.
4. An American soldier kept her diary for 27 years/more than three decades before returning a copy to her family.

3 Find words and a phrase in 1 with the following meanings.

1. a_____ — descriptions of things that have happened
2. d_____ — the end of somebody's life
3. d_____ to — giving time, attention, etc. to something
4. y_____ — the period of time when a person is young

4 Complete the sentences based on the conversation.

Dang Thuy Tram was a young surgeon. She (1) _____ her diary while she (2) _____ in a field hospital during the war. One day, she (3) _____ while she (4) _____ in the jungle. She was only 27 then. An American soldier (5) _____ her diary for many years before returning a copy to her family.

II LANGUAGE

Pronunciation

Diphthongs /eɪ/ and /əʊ/

1 Track 2 Listen and repeat. Then practise saying the words.

/eɪ/	/əʊ/
age	soldier
saved	wrote
translated	hero
against	shows

2 Track 3 Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud.

In the first year when *The Diary of Dang Thuy Tram* was published, more than 300,000 copies were sold. The book was also translated into more than 16 different languages. A film based on the diary was made in 2009. Its name is *Don't burn*.

Vocabulary

Life stories

1 Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below.

1 (to) attend	a achievement	something amazing a person does successfully
2 (to) have a happy/difficult	b for (something)	to be respected because of something
3 (to be) admired	c school/college	to go to school/college
4 (to) have a long	d childhood	to have a happy/difficult time when one is small
5 impressive	e marriage	to be married to someone for many years

2 Complete the following sentences using the correct forms of the phrases in 1.

1. My father _____ in Ha Noi between the age of 19 and 21.
2. Like so many people in their generation, my grandparents _____. They were together for 60 years.
3. My friend _____ because his mother died when he was very small.
4. Thomas Edison's _____ in science include the invention of the phonograph and development of the light bulb.
5. Uncle Ho was _____ his simple lifestyle.

Grammar

Past simple vs. Past continuous

Remember!

Past simple	Past continuous
We use the past simple to describe: • a completed action in the past. *Example: I **read** a good book last night.* • main events in a story. *Example: Mary **read** a few pages of her book and **went** to bed.*	We use the past continuous to describe: • an action which was happening at a specific point of time in the past. *Example: I **was reading** a good book at 10 p.m. last night.* • the settings of a story. *Example: It **was raining** heavily outside. Mary read a few pages of her book and went to bed.*
• When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action. *Example: I **was reading** a book when the phone **rang**.* • When two or more actions in the past are happening at the same time, we use the past continuous for both/all. *Example: While I **was reading** a book, my mother **was watching** TV.*	

1 Circle the correct answer to complete each of the sentences.

1. My dad watched/was watching a documentary about war heroes at 9 p.m. on 30th April.
2. It snowed/was snowing heavily, and icy winds were blowing/blew across the city. We lit a fire in the fireplace and sat next to it to keep warm.
3. She finished/was finishing school and applied/was applying to college at the age of 18.
4. My father started/was starting his own business in his youth and became/was becoming very successful.

2 Work in pairs. Tell the life stories of people you know and admire. Use the past simple and past continuous.

*Example: My grandfather **joined** the army when he was 24. While he **was fighting** in the war, my grandmother **was taking** care of the whole family. ...*

III READING

A creative genius



1 Work in pairs. Discuss the questions.

1. Who is the man in the photo?
2. What is he most famous for?

2 Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text.

STEVE JOBS' LIFE AND ACHIEVEMENTS

A. _____

Steven Paul Jobs was born on 24 February, 1955 in San Francisco, USA. His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.

In 1971, Jobs met Steve Wozniak, who was five years older than him, but they bonded over their love of electronics. After high school, Jobs attended Reed College in Oregon, but found the classes boring and dropped out after six months.

B. _____

When Jobs was 21, he and Wozniak started Apple Computers in Jobs' family garage with money they got by selling Jobs' van and Wozniak's scientific calculator. By making computers smaller, cheaper, and accessible to everyday users, their company became a huge success and sales quickly increased.

Although Jobs left Apple in 1985, he returned to his post in 1997 when the company needed new ideas. He helped invent new products such as the iMac, the iBook for students, the iPod music player, and iTunes music software. In 2007, he introduced the touch-screen iPhone which changed the way phones were used. Apple products were not only designed to be cutting-edge technology, but also to be stylish and easy to use.

In addition, Jobs contributed to computer animation. In 1986, he bought a small company, which later became Pixar Animation Studios. It produced the first full-length computer-animated film *Toy Story*, followed by other blockbusters.

C. _____

In 2003, Jobs was diagnosed with a rare form of pancreatic cancer. He fought the disease for several years, and stopped working in August, 2011. Two months later, he passed away. He had four children, three with his wife of 20 years and one from a previous relationship.

On an Apple web page, a statement reads, 'Apple has lost a visionary and creative genius, and the world has lost an amazing human being.'

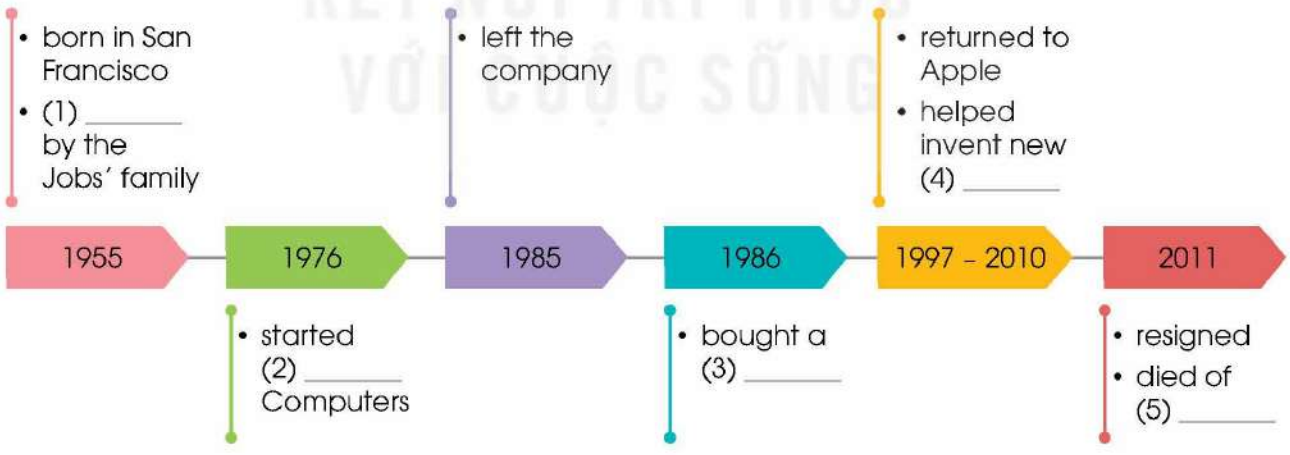
1. adopted
   - **A.** given birth to
   - **B.** taken by another family as their own child
2. dropped out
   - **A.** continued to study
   - **B.** left school/college before completing your studies
3. cancer
   - **A.** a serious disease
   - **B.** a dangerous animal
4. passed away
   - **A.** died
   - **B.** went past something
5. genius
   - **A.** a very intelligent person
   - **B.** an ordinary person

A+ EXAM TIPS page 145

3 Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings.

1. Achievements
2. Early life and education
3. Marriage and family
4. Contribution to animation
5. Health issues and family

4 Read the article again. Complete the diagram with information from the text. Use ONE word for each gap.



5 Work in pairs. Discuss the following question.

What do you admire the most about Steve Jobs?



IV SPEAKING

National heroes of Viet Nam

1 Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you.

Student A's card

General Vo Nguyen Giap

- A military genius
- 1911: born in Quang Binh Province
- 1927: joined the Communist Party of Viet Nam
- 1946–1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)
- 2013: passed away in Ha Noi

Vo Thi Sau

- A national _____
- 1933: _____
- _____: carried out attacks against French soldiers
- _____: caught and held in prison
- 1952: _____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Student B's card

General Vo Nguyen Giap

- A military _____
- 1911: _____
- _____: joined the Communist Party of Viet Nam
- _____: led the army and won many important battles (e.g. Dien Bien Phu in _____, the final Ho Chi Minh campaign in _____)
- 2013: _____

Vo Thi Sau

- A national hero
- 1933: born in Ba Ria Province
- 1948: carried out attacks against French soldiers
- 1949: caught and held in prison
- 1952: killed at Con Son Prison, Con Dao Island

2 **Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about General Vo Nguyen Giap. Then compare your notes.**

Example questions:

Who is/was ...? When did he/she ...? How old was he/she when ...? What happened in ...?

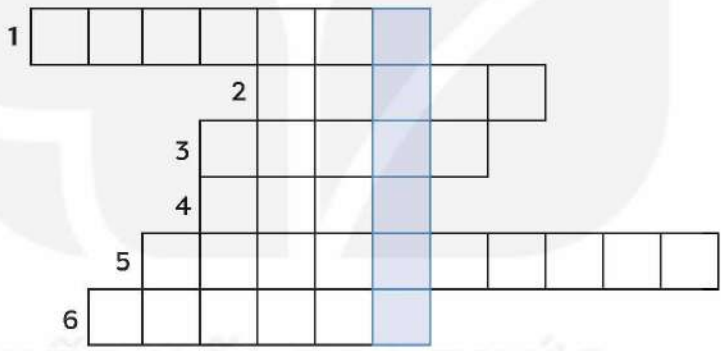
3 **Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story.**

V LISTENING

The father of Mickey Mouse

1 **Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films.**

NAME THE STORY CHARACTERS!





1. The Little _____



2. Snow _____ and the Seven Dwarfs



3. Mickey _____



4. The _____ King



5. _____



6. _____ and the Beast

2 (Track 4) **Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned.**

A. A difficult beginning ___
B. An introduction to Walt Disney 1
C. Creating the world's most popular tourist attraction ___
D. The birth of Mickey Mouse ___
E. The success of *Snow White and the Seven Dwarfs* ___
F. The continued success of The Walt Disney Studios ___

3 (Track 5) **Listen to the talk again. Choose the correct answer A, B, or C.**

1. Walt Disney moved to Hollywood because _____.
   A. his parents moved to work there
   B. he wanted to start his career again
   C. his company became very successful
2. Which is true about Mickey Mouse?
   A. It was based on a real pet.
   B. It was first voiced by a famous actor.
   C. It was not very popular.
3. What is NOT mentioned as an achievement of *Snow White and the Seven Dwarfs*?
   A. It earned more than 400 million dollars.
   B. It won several Oscars.
   C. It was the best movie in the film industry.
4. What is true about Disney's achievements?
   A. He created the first animated cartoon.
   B. He holds the record for the most Oscars in history.
   C. He designed all the Disneyland theme parks.
5. Why did he create Disneyland theme parks?
   A. So that visitors can share their magical stories with Disney characters.
   B. So that fans can see Disney characters live on stage and interact with them.
   C. So that visitors can learn to make animated films.

4 Work in pairs. Discuss the question.

What do you think is most impressive about Walt Disney's life and achievements?

VI WRITING

A biography of Walt Disney

1 Work in pairs. Answer these questions, using the information from Listening. Write NG (Not Given) if you cannot find the answer.

1. When and where was Walt Disney born?
2. What schools did he attend?
3. What talent did he have?
4. What were his most impressive achievements in film-making?
5. What were his other achievements?
6. Was he married and how many children did he have?
7. When did he die?

2 Read some facts about Walt Disney. Then work in pairs to answer all the questions in 1.

QUICK FACTS ABOUT WALT DISNEY



- **Born:** 1901, in Chicago
- **Died:** 1966 (aged 65) Cause of death: cancer

- **Talent:** drawing and painting
- **Education:** attended Brenton Grammar School, but dropped out (aged 16)
- **Jobs:** artist, animator, film producer, businessman
- **Family and relatives:** three older brothers and a younger sister, wife Lillian Bounds (married for 41 years) and two daughters (one biological and one adopted)
- **Awards:** 26 Oscars, 3 Golden Globe Awards, 1 Emmy Award

3 Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from 1 and 2, and use the following outline and suggestions to help you.

WALT DISNEY – THE FATHER OF MICKEY MOUSE

Walt Disney is famous around the world for ...

Childhood and education

He was born in ...

He attended ...

Achievements

He was a very successful film-maker, who created ...

Apart from making films, he was also famous for ...

Family

He had ... brothers and sisters/... children.

Death and the continued success of The Walt Disney Studios

He died in ...

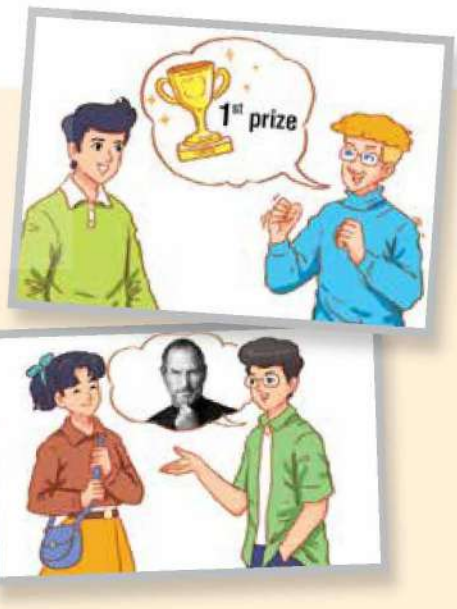
VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing pleasure and responding to it

1 Track 16 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. It was such a pleasure
B. That's fantastic
C. I'm on top of the world
D. I'm so happy for you



1

Mark: (1) _____ ! I've just learnt that my poem about Viet Nam's national heroes has won the first prize in the poetry competition for teenagers.

Nam: (2) _____! It's a very inspiring poem.

2

Phong: I took part in a public-speaking event and gave a talk about Steve Jobs' innovations in technology. (3) _____ to be among so many talented speakers. They invited me to give another presentation.

Mai: (4) _____! I've always thought you're a great speaker.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions on page 17 to help you.

1. A has just watched a wonderful Walt Disney film, and expresses his/her pleasure to B. B responds to show his/her pleasure for A.
2. B's article about the life of Steve Jobs was published in the local newspaper. B expresses his/her pleasure to A. A responds to show his/her pleasure for B.

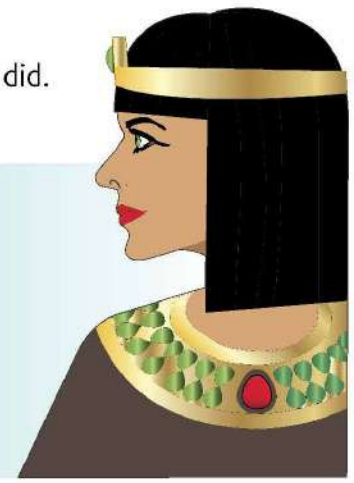
Useful expressions	
Expressing pleasure	**Responding**
• … is/was amazing/wonderful/great. • That was a(n) amazing/wonderful/great … • It is/was (such) a pleasure to … • I was so pleased to … • I'm on top of the world/on cloud nine/ over the moon.	• Wow! • I'm so happy/excited for you. • Good for you! • That's fantastic/amazing/great! • I'm pleased to hear (that you like it).

Culture/CLIL

1 Read the following text and complete the comparison table on page 18.

Queens of the world

It is said that women can rule kingdoms, and some of them actually did. Below are three of the most famous queens in world history.



Cleopatra VII (69 BC–30 BC)

The queen of ancient Egypt (ruling from 51 BC to 30 BC) was most famous for her determination and beauty. She was also very intelligent and well educated, and could speak nine languages. Under her rule, Egypt was a rich nation and remained independent from the expanding Roman Empire.



Elizabeth I (1533–1603)

Queen Elizabeth I ruled England for 45 years (1558–1603). She was admired for her strong determination and intelligence. Elizabeth could speak and write five languages, and even translated lengthy texts into French, Italian, and Latin. She is considered one of the most successful queens in British history. She defeated the powerful Spanish Navy in 1588 and encouraged the development of the arts. She refused to get married.

Catherine II (1729–1796)

Catherine II was a minor German princess who became known as Catherine the Great and ruled Russia from 1762 to 1796. She was intelligent, ambitious, and dedicated to her adopted country. She expanded the Russian Empire, adding an area of more than 500,000 square kilometres. She improved education for children and women, and opened the first school for girls in Russia. During her time there were also great developments in architecture, trade, and culture.



	Cleopatra VII	Elizabeth I	Catherine II
Country	Egypt	(1) _____	(2) _____
Years of being queen	(3) _____	45	(4) _____
Characteristics	determined, intelligent	determined, intelligent	intelligent, ambitious
Achievements	(5) _____	(6) _____	expanded the Russian Empire; improved education for children and women; encouraged great developments in architecture, trade, and culture

2 Work in groups. Discuss the questions.

Do you know any female rulers or famous women in Vietnamese history? Share what you know about them.

VIII LOOKING BACK

Pronunciation

Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs.

1. Cleopatra VII, a queen of ancient Egypt, was famous for her beauty.
2. I love Disney animated films like *Snow White and the Seven Dwarfs* and *The Little Mermaid*.
3. Vo Thi Sau attacked some French soldiers when she was only 14.
4. Steve Jobs passed away when he was only 56 years old.

Vocabulary

Replace each underlined word or phrase with ONE word you have learnt in this unit.

1. Uncle Ho gave all his love and energy to the country and people of Viet Nam.
2. Although Albert Einstein lost interest in school as a child, he became known as a very intelligent person.
3. Steve Jobs was respected for his successes in computer technology.
4. My grandfather regretted not going to college when he was young.

Grammar

Circle the mistake in each sentence. Then correct it.

A+ EXAM TIPS page 145

1. When I was looking (A) for some books in (B) the library, I was finding (C) an interesting biography about (D) General Vo Nguyen Giap.
2. At (A) the age of 16, Walt Disney was dropping (B) out of school because he wanted (C) to join the (D) army.
3. Vo Thi Sau was caught (A) while she tried (B) to attack (C) some French (D) soldiers.
4. While (A) the famous author read (B) from his biography, everyone was listening (C) and taking (D) notes.

PROJECT

VISUAL STORIES

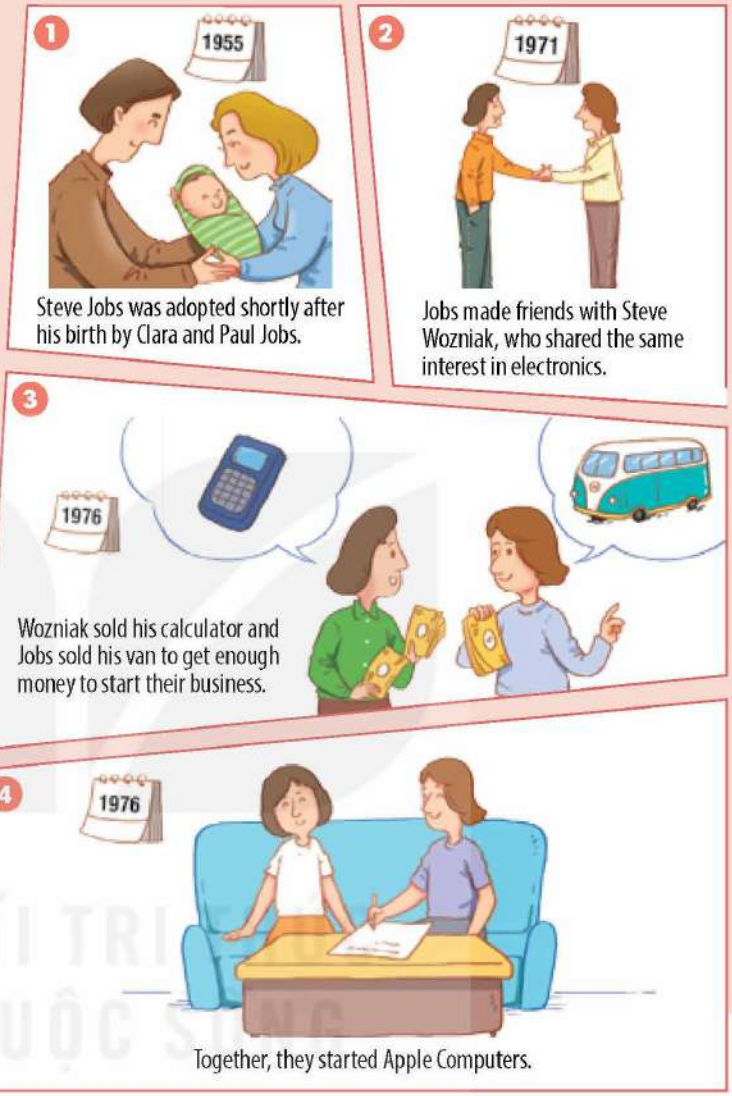
Work in groups. Write a visual story of a person's life. This could be a historical figure or someone you know and admire. Do some research on their life or interview them.

You can draw pictures to illustrate key events in his/her life. You can do that on a poster, on presentation slides, or in a short comic book.

Present your visual story to the class. Use these questions as cues.

- Who is your story about?
- What are the key events in his/her life?
- What are his/her achievements?
- What do you think of his/her life and achievements?

Steve Jobs' early life



Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce the diphthongs /eɪ/ and /əʊ/ in words and sentences. • understand and use phrases related to life stories. • use the past simple and the past continuous correctly. • read for main ideas and specific information in an article about Steve Jobs' life and achievements. • talk about the lives of two national heroes of Viet Nam. • listen for main ideas and specific information in a talk about the life of Walt Disney. • synthesise and summarise information from different sources to write a biography of Walt Disney. • express pleasure and respond to it. • learn about the lives and achievements of three famous queens in world history. • design a visual story of a person's life and present it to the class.			

Unit
2
A multicultural world



This unit includes:

LANGUAGE

Pronunciation

Diphthongs /ɔɪ/, /aɪ/, and /aʊ/

Vocabulary

Words related to cultural diversity

Grammar

Articles (review and extension)

SKILLS

Reading: Reading for main ideas and specific information in an article about globalisation and cultural diversity

Speaking: Discussing and planning a Cultural Diversity Day

Listening: Listening for people's attitudes and specific information in an interview about Halloween in Viet Nam

Writing: Writing an opinion essay on the impacts of world festivals on young Vietnamese people

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making introductions and responding to them

Culture

Culture shock

PROJECT

Doing research on a country's culture

I GETTING STARTED

At the International Cultural Festival

1 Track 8 **Listen and read.**

Nam: OK, we've arrived at the International Cultural Festival! It's a very popular event in Ha Noi. It brings cultures from all over the world to one location!

Mai: Yes, it's a way to learn about cultural diversity, particularly by tasting food from different countries.

Linda: I'd really love to try Korean kimchi or traditional Japanese sushi. Japanese cuisine is world-famous, as well as very healthy!

Mai: Can you show us around, Nam?

Nam: Sure. Let's go to the Korean booth to try some kimchi and spicy rice cakes, called *tteokbokki*. I also heard that a famous K-pop group will be at their booth.

Linda: That'll be amazing! I might meet my favourite group there and get their autographs.

Mai: Well, I'm not really interested in K-pop. Can we first go to the British booth? I'd love to try some fish and chips.

Nam: The British booth is on the corner. They serve delicious British dishes and sell souvenirs of famous tourist attractions in Britain.

Linda: But where's the Vietnamese booth?

Nam: I can see it on the map. It's an open booth and it looks huge! Visitors can play Vietnamese traditional games such as tug of war and bamboo dancing.

Linda: They all sound fun. I'll try to join all of them if I can.

Nam: And we can also have spring rolls and *bun cha* – grilled pork meatballs with noodles, which is probably Ha Noi's most popular dish.

Linda: I suggest that we go to the Vietnamese booth first. I love Vietnamese spring rolls and would like to try *bun cha*.

Mai: Great. That's a nice idea.

2 Read the conversation again and complete the table. Use no more than THREE words for each blank.

Country	Food to try	Things to do or buy
Japan	(1) _____	
Korea	kimchi, tteokbokki	meet a K-pop (2) _____
Britain	(3) _____	buy souvenirs
Viet Nam	spring rolls, (4) _____	play games (tug of war, bamboo dancing)

3 Find words and a phrase in 1 that have the same or similar meaning to the following words and phrases.

1. variety _____
2. a style of cooking _____
3. tasty _____
4. interesting places _____

4 Complete the sentences based on the conversation. Use the correct article (*a, an, the*) or Ø (no article).

1. Nam took Mai and Linda to _____ International Cultural Festival in Ha Noi.
2. Tasting food from different countries is a way to learn about _____ cultural diversity.
3. Nam tells his friends that _____ famous K-pop group will be at the Korean booth.
4. The Vietnamese booth is _____ open booth, and is very big.

II LANGUAGE

Pronunciation

Diphthongs /ɔɪ/, /aɪ/, and /aʊ/

1 Track 9 Listen and repeat. Then practise saying the words.

/ɔɪ/	/aɪ/	/aʊ/
join	spicy	crowded
enjoy	buy	around

2 Track 10 Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise saying the sentences.

1. Joyce feels so proud to be a top designer.
2. The country's identity as a separate nation was never destroyed.
3. Mike and Diana came to the fair to enjoy food from around the world.
4. A noisy crowd cheered as the band finally appeared on stage.

Vocabulary

Cultural diversity

1 Match the words with their meanings.

1 origin (n)	a the state of being liked or supported by many people
2 popularity (n)	b the activities that are organised to celebrate a special event
3 identity (n)	c the moment or place where something starts to exist
4 festivities (n)	d a general direction in which a situation is changing
5 trend (n)	e the characteristics or beliefs that make people different from others

2 Complete the sentences using the correct forms of the words in 1.

1. Language is considered the most important feature of a nation's _____.
2. Most New Year's _____ begin on 31 December.
3. The _____ of that custom is still a mystery to local people.
4. This article discusses current _____ in fashion styles among young people.
5. The _____ of cycling among young people has increased.

Grammar

Articles (review and extension)

Remember!

There are two types of articles in English: indefinite (*a/an*) and definite (*the*).

- We use the indefinite articles *a* and *an* before singular, countable nouns when the reader or the listener does not know which one we are referring to.
  *Example: I want to buy **a** souvenir.*
- We use the definite article *the* before singular or plural nouns when we think that the reader or the listener knows what we are referring to because of the following:
  - there is only one in general or only one in that context.
    *Example: **The** sun rises in **the** east.*
  - it has already been mentioned.
    *Example: A boy lost a watch. A woman found **the** watch and returned it to **the** boy.*
  - we refer to a musical instrument.
    *Example: I'm learning to play **the** piano.*
- We also use the definite article *the* with:
  - countries whose names include words like *kingdom* or *state*, or countries which have plural nouns as their names.
    *Example: **the** UK (**the** United Kingdom), **the** US (**the** United States of America), **the** Philippines*
  - oceans, seas, mountain ranges, etc.
    *Example: **The** Pacific is the largest of all oceans.*
- We do not need an article with plural, countable nouns or uncountable nouns which are used in a generic or non-specific way.
  Example: Tigers are endangered animals.

1 Circle the correct answer to complete each of the sentences.

1. One of the most common traditions during the Mid-Autumn Festival is admiring full moon/the full moon.
2. Charles Lindbergh was the first person to fly solo across Atlantic/the Atlantic.
3. The Vietnamese women/Vietnamese women usually wear *ao dai* on special occasions.
4. Many students experience culture shock when they go to study in US/the US.
5. My parents have never been to Rome/the Rome.

2 Work in pairs. Ask and answer questions about the following topics using the correct articles.



Musical instruments

Can you play the guitar?
Are you learning to play ...?



Countries

Have you ever been to the UK?
Would you like to travel to ...?



Seas, oceans, mountain ranges

Where are the Alps located?
Do you want to swim in ...?

Example: ***A:*** *Can you play* ***the*** *guitar?*
B: *No, I can't, but I can play* ***the*** *piano.*

III READING

Globalisation and cultural diversity

1 Work in pairs. Discuss the following questions.

1. What is globalisation?
2. How does globalisation affect local cultures?

2 Read the article and match each section (A–C) with a heading (1–5). There are TWO extra headings.







The effects of globalisation on cultural diversity

1. Discovering K-pop music
2. Blending fashion styles
3. Fast food popularity
4. No borders for music
5. Variety of cuisines

As a result of globalisation, the world is becoming more and more connected. This has changed people's way of life, beliefs, art and customs, or their culture, in many respects. Although people's experiences around the world have become very similar, globalisation has also encouraged cultural diversity. Below are some examples.

A. _____

Fast food chains and international restaurants have become popular, offering a wide range of dishes and more food choices to local people. For example, here in Viet Nam, we can enjoy Italian pizza or Japanese sushi, in addition to our traditional food. Moreover, some international dishes use local ingredients, which make them unique and more suitable to local tastes. On the other hand, Vietnamese specialties, such as *pho* and *banh mi*, are also gaining popularity worldwide.

B. _____

Thanks to globalisation, people can quickly discover new music from all over the world. People nowadays enjoy listening to music from different countries and cultures, and in different languages. For example, American teens are captivated by K-pop music and dance. There are also many music festivals around the globe that bring artists and music fans together. In today's connected world, it is very common for musicians across the world to work on music projects and share ideas together.

C. _____

Globalisation has also impacted fashion by opening it up to a variety of styles and influences from around the world. Cross-cultural styles that blend both traditional and modern elements are on the rise. This presents opportunities for fashion designers to be creative and reflect the cultural richness of the world. It is now easier for people to keep up with fashion trends from different cultures and regions, and express their identities in new and exciting ways.

In conclusion, globalisation has helped strengthen cultural diversity in the world and made people appreciate different cultures and lifestyles.

3 Read the article again and choose the correct answer A, B, or C.

A+ EXAM TIPS page 146

1. How has globalisation affected people's eating habits?
   - **A.** It has decreased the popularity of traditional food.
   - **B.** It has limited people's food choices to local dishes.
   - **C.** Local people are trying new cuisines.
2. Which of the following is NOT mentioned as something that local people can try in Viet Nam?
   - **A.** Dishes from other cultures using ingredients grown in Viet Nam.
   - **B.** Traditional dishes using international ingredients.
   - **C.** A Japanese dish of cooked rice and raw fish.
3. What can be inferred from the passage about music?
   - **A.** Music has connected people across cultures.
   - **B.** Teens around the world love listening to K-pop music.
   - **C.** It is easier to organise music festivals.

4. How has globalisation affected fashion?
   - **A.** It has introduced more traditional elements in fashion design.
   - **B.** It has promoted the exchange of fashion ideas and styles from around the world.
   - **C.** It has made it easier for people to create their own clothes.
5. What is the purpose of the article?
   - **A.** To discuss the positive impacts of globalisation on cultures.
   - **B.** To introduce features of new cultures to readers.
   - **C.** To explain how globalisation can help people have the same experiences.

4 Work in groups. Discuss the following question.

What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.

IV SPEAKING

Planning a Cultural Diversity Day

1 Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you.

Country	Viet Nam	e.g. *South Korea*	...
Cuisine	e.g. *pho, bun cha, spring rolls*	e.g. *kimchi, tteokbokki*	
Music			
Fashion/ Clothing			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Example:

A: *South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general.*

B: *I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.*



2 Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme.

LANGUAGE SUPPORT page 144

Example:

A: *We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.*

B: *First, we should set up some food stalls offering traditional dishes from different cultures.*

C: *That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes.*

D: *I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.*

3 Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.

V LISTENING

Celebrating Halloween in Viet Nam

1 Work in pairs. Label the following pictures. Do you often see them in Viet Nam?



1. tr_____ or tr_____



2. h_____ h_____



3. p_____ lantern

2 Track 11 Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase.

1. Minh likes/dislikes celebrating Halloween.
2. Minh thinks the history of Halloween is boring/interesting.
3. Mai thinks that people should/shouldn't celebrate Halloween in Viet Nam.
4. Mai believes that the popularity of international festivals in Viet Nam is cause for alarm/no cause for alarm.

3 Track 12 Listen to the interview again and complete each sentence with no more than TWO words.

1. The students at the New Era Secondary School are preparing for a(n) _____.
2. Halloween is celebrated annually and it is quite _____ in Minh's school.
3. Halloween has its roots in a(n) _____ Celtic festival celebrated in Ireland.
4. Nowadays, Halloween is quite popular _____.
5. In Viet Nam, _____ are still of great importance.

4 Work in groups. Discuss the questions.

What are some other festivals in the world celebrated in Viet Nam? Why are they popular?

VI WRITING

An opinion essay on the impacts of world festivals on young Vietnamese people

1 Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons.

World festivals ...	Positive	Negative
1. encourage people to buy things they don't need.		
2. encourage extracurricular activities.		
3. may make people lose their sense of identity.		
4. bring a lot of fun, happiness, and joy.		
5. may make young people ignore local festivals.		
6. help young people learn about other cultures.		

Example:

A: *I think world festivals are expensive to celebrate, which is a negative impact.*

B: *I agree with you. Most students don't have a lot of money, and shouldn't waste their pocket money on things they don't often use like Halloween costumes or Christmas decorations.*

2 Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you.

Nowadays, more and more young Vietnamese people celebrate festivals such as Christmas and Halloween. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. What is your opinion?

Introduction

Nowadays, more and more young people ... In my opinion, this has positive/negative impacts on young Vietnamese people.

Body

Firstly, ...

Secondly, ...

Finally, ...

Conclusion

In conclusion, I firmly believe that ...

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making introductions and responding to them

1 Track 13 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. It's nice to meet you all	**B.** I'd like you to meet
C. this is	**D.** Pleased to meet you





1

Ms Hoa: Good morning, class. (1) _____ Mr Paul Smith. He's a culture specialist. Today, he'll talk about cultural diversity in the UK.

Mr Smith: Hello, everyone. (2) _____.

Class: Good morning, Mr Smith. It's nice to meet you too!

2

Mai: Nam, (3) _____ Alan Samson, our new classmate from Australia ... Alan, this is my friend, Nam.

Nam: (4) _____, Alan.

Alan: Pleased to meet you too.

2 **Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you.**

1. A is a teacher, B is an exchange student from America, and C represents the class. A introduces B to the whole class. B and C respond to the introduction.
2. A is a member and B is the president of ASEAN culture club. C is a new member. B introduces C to A. A and C respond to the introduction.

Useful expressions	
Introducing people	**Responding**
Formal/Semi-formal • I'd like you to meet ... • I'd like to introduce/present ... • It's a pleasure to introduce ... • May I introduce/present ...?	**Formal/Semi-formal** • It's nice to meet you. • How nice to meet you. • It's a pleasure to meet you. • How do you do?
Informal • This is ... • I want you to meet ... • Let me introduce you to ... • Please meet ... • Have you met ...?	**Informal** • Hi, great/nice to meet you. • Pleased/Happy to meet you.

Culture

1 Read the text and put a tick (✓) or cross (✗) in the box next to the pictures to show the appropriate behaviour in different cultures.

Culture SHOCK



Culture shock refers to feelings of confusion or anxiety that people may have when experiencing a new and different culture. Culture shock can be caused by language barriers, unfamiliar lifestyles, different climate, or strange food. For example, visitors to the US find it hard to get used to the local tipping culture. By contrast, tipping in Japan can be considered rude and even insulting in many situations.

The best way to overcome culture shock is to start learning about the new culture before moving there. You should try to focus on the positive aspects of your new experiences and keep an open mind. Learning about cultural diversity helps understand different ways of thinking about the world, gain new knowledge and experiences, and promote personal growth.

Research says that almost two-thirds to three-quarters of the world drive on the right, while only one-third to a quarter of the world drive on the left including the UK and Australia. Or you may find out that things that you're used to are banned in another country. In Singapore, for example, the sale of chewing gum is illegal and Singaporeans take this law very seriously. So always remember that culture shock is not a bad experience, but the beginning of an exciting learning journey to cultural diversity.

1. The US



☐

2. Japan



☐

3. The UK



☐

4. Singapore



☐

2 Work in groups. Discuss the questions.

What kind of culture shock do you think foreigners may experience in Viet Nam? What will you do to help them overcome it?

VIII LOOKING BACK

Pronunciation

Track 14 Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs.

	/ɔɪ/	/aɪ/	/aʊ/
1. Seeing my K-pop idols appear at the booth, I started shouting their names loudly.			
2. Mike really enjoyed his life in the USA despite experiencing culture shock.			
3. The Korean food festival offers a wide choice of spicy dishes.			
4. They haven't announced the final applicants for the culture exchange programme.			

Vocabulary

Choose the correct word to complete each of the sentences.

1. Studying abroad is a growing trend/event in many Asian countries.
2. It is believed that Thailand's Songkran celebrations origin/originate from a Buddhist story.
3. It's important to preserve a country's national fame/identity through its culture.
4. Italian cuisine/culture is popular because it is delicious and healthy.



Grammar

A+ EXAM TIPS page 145

Choose the best answer A, B, C, or D.

Many secondary school students dream of studying abroad because they think it is a wonderful opportunity. However, while studying in (1) _____ foreign country such as (2) _____ US, students may experience culture shock. One of the best ways to deal with culture shock is to research (3) _____ local culture in advance. For example, if you're attending (4) _____ UK university, reading about British culture can be helpful. This will help you understand how to interact with local people. You'll also be prepared to deal with any differences between (5) _____ two cultures. Making friends with other students, joining clubs, or attending social events at the university is another way to overcome culture shock.

1. **A.** a	**B.** an	**C.** ∅	**D.** the
2. **A.** an	**B.** the	**C.** one	**D.** a
3. **A.** the	**B.** a	**C.** many	**D.** ∅
4. **A.** an	**B.** ∅	**C.** the	**D.** a
5. **A.** ∅	**B.** the	**C.** both	**D.** an

PROJECT

INTRODUCE A CULTURE

Work in groups. Choose a country and do some research on its culture. Give a group presentation. It can include some of the following information:

- Name of the country
- Language(s) spoken
- Traditional festivals and customs
- Music, dance, and fashion
- Cuisine



Name: Italy

Language: Italian

Traditional festivals and customs:

Venice Carnival



Palio horse race



Cuisine





Dance and fashion



Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce the three diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and sentences. • understand and use words related to cultural diversity. • use indefinite and definite articles correctly. • read for main ideas and specific information in an article about globalisation and cultural diversity. • discuss and plan a Cultural Diversity Day. • listen for people's attitudes and specific information in an interview about Halloween in Viet Nam. • write an opinion essay on the impacts of world festivals on young Vietnamese people. • make introductions and respond to them. • identify the concept and examples of culture shock. • do research on a country's culture and give a group presentation about it.			

Unit 3 Green living



This unit includes:

LANGUAGE

Pronunciation

Diphthongs /ɪə/, /eə/, and /ʊə/

Vocabulary

Words and phrases related to green living

Grammar

- Verbs with prepositions
- Relative clauses referring to a whole sentence

SKILLS

Reading: Reading for main ideas and specific information in emails about going green with plastics

Speaking: Discussing ways to reduce, reuse, and recycle paper and expressing opinions

Listening: Listening for main ideas, specific information and instructions in a conversation about creating a compost pile

Writing: Writing a problem-solving report on green solutions

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making predictions

CLIL

How green are our festival traditions?

PROJECT

Designing a leaflet promoting an eco-friendly habit

I GETTING STARTED

Green Classroom Competition

1 Track 15 **Listen and read.**

Nam: Hey guys, look at this notice! Our school is holding a Green Classroom Competition. The greenest classroom will win an ecotour!

Mark: How exciting! But how will the classrooms be judged?

Nam: It says here that classrooms will be judged on the following: raising environmental awareness, reducing our carbon footprint, and using resources efficiently.

Mai: I guess we should start by cleaning up our classroom more frequently and having more plants in it.

Nam: Yes, this is the easiest thing to do, but we also need to change our classmates' behaviour so that we can develop eco-friendly habits in our class.

Mark: That sounds harder. I notice many of our classmates buy plastic water bottles every day and throw them away after a single use.

Nam: Plastic takes hundreds of years to decompose, which is certainly not good for the environment.

Mai: Well, we can place a big jug full of drinking water in the classroom so that we can refill our reusable bottles.

Mark: Good idea! Now, to reduce our carbon footprint, we should also make sure we turn off the lights and air conditioners before leaving the classroom. Sometimes people rush out and leave them on, which is a waste of electricity.

Mai: Sure. Why don't we place some brightly coloured signs next to all doors to remind people?

Nam: So many good ideas already. Let's meet after school to discuss more. I hope our class wins the ecotour!

Mark: That'd be fantastic!

Mai: Yes. Let's do our best!

2 Read the conversation again and tick (✓) the green ideas mentioned in 1.

1. putting more plants in the classroom	
2. asking students to bring single-use water bottles	
3. placing a big water jug in the classroom	
4. leaving lights and air conditioners on when leaving the classroom	
5. placing reminders on saving electricity near doors	

3 Find words and phrases in 1 with the following meanings.

1. c_____ u_____ — making a place completely clean and tidy
2. e_____ - f_____ — good for the environment
3. d_____ — to be destroyed gradually and naturally
4. c_____ f_____ — a measure of the amount of CO_2 produced

4 Complete the sentences with words from 1.

1. Many students throw (1) _____ plastic water bottles after a single use, (2) _____ is not good for the environment.
2. We need to turn (3) _____ the lights and air conditioners before leaving the classroom.
3. Some students leave them (4) _____ when they rush out, (5) _____ is a waste of electricity.

II LANGUAGE

Pronunciation

Diphthongs /ɪə/, /eə/, and /ʊə/

1 Track 16 Listen and repeat. Then practise saying the words.

/ɪə/	/eə/	/ʊə/
idea	awareness	sure
years	air conditioners	ecotour

2 Track 17 Work in pairs. Underline the words that contain the /ɪə/, /eə/, and /ʊə/ sounds. Listen and check. Then practise saying the sentences.

1. There are many volunteers here to help clean up the beach.
2. Ecotourism encourages tourists to develop eco-friendly habits when travelling.
3. It is clear that not all people are aware of the negative impact of their daily habits on the environment.

Vocabulary

Green living

1 Match each word (1–5) with its meaning (a–e).

1 waste (n)



2 landfill (n)



3 reuse (v)



4 packaging (n)



5 container (n)



a an area of land where waste materials are buried under the surface

b materials used to wrap or protect things we buy from shops

c something such as a box or bowl that you can use to keep things in

d to use something again

e the act of using something in a careless way, causing it to be lost or destroyed

2 Complete the following sentences using the correct forms of the words in 1.

1. We should fix the leaking tap. It's a _____ of clean water!
2. Takeaway food includes a lot of unnecessary _____ such as single-use containers and plastic bags.
3. We always try to buy food packed in recyclable _____.
4. A creative way to _____ old greeting cards is to make gift tags and bookmarks.
5. The waste in open _____ sites can release harmful gases into the atmosphere.

Grammar

Verbs with prepositions

Remember!

- Many verbs go with a preposition followed by an object. The meaning of these two words is usually very similar to the original meaning of the verb.

  Example:

  verbs with ***about***: *ask about, care about, talk about, think about, learn about*

  verbs with ***for***: *ask for, apply for, apologise for, wait for, prepare for*

  verbs with ***on***: *agree on, base on, depend on, rely on*

  verbs with ***to***: *introduce to, refer to, respond to, listen to, explain to*

- In some cases, a verb and a preposition are combined to make a (two-word) phrasal verb. The meaning of a phrasal verb is often very different from the original meaning of the main verb. Phrasal verbs use adverbs as well as prepositions.

  Example: work out, carry out, turn on, turn off, look for, look after, look up

1 Complete the sentences with the suitable prepositions.

1. Many people have now started to care _____ the environment.
2. The future of our planet depends _____ how we deal with climate change.
3. We should work _____ some solutions to reducing plastic pollution.
4. My sister is responsible for looking _____ the plants at home.

Relative clauses referring to a whole sentence

Remember!

We can use a non-defining relative clause to refer to all the information in the previous clause(s). This type of clause is introduced with the relative pronoun *which*. We also add a comma before *which*.

Example: More and more people are interested in recycling nowadays, ***which is good for the environment****. (= The fact that more and more people are interested in recycling nowadays is good for the environment.)*

2 Combine the sentences using relative clauses.

1. Plastic takes hundreds of years to decompose in the ground. This explains why it is harmful to the environment.

→ Plastic takes hundreds of years to decompose in the ground, _____.

2. Public transport does not pollute the air as much as private vehicles. That's why more people should consider using it.

→ Public transport does not pollute the air as much as private vehicles, _____.

3. All students work very hard to help clean up the school. The teacher encourages this.

→ All students work very hard to help clean up the school, _____.

3 Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.

Example: I always ***turn off*** *the fans when I leave the room,* ***which helps save energy****.*

III READING



Going green with plastics

1 Work in pairs to solve the quiz.

1. It takes about _____ years for one plastic bottle to decompose in the ground.

A. 4.5 B. 45 C. 450

2. Around _____ plastic bottles are thrown away every year.

A. 13 thousand B. 13 million C. 13 billion

3. Plastic bags and other plastic waste kill around _____ sea animals every year.

A. 100 million B. 10 million C. 1 million

4. Nearly _____ of plastic ever made still exists today.

A. 100% B. 50% C. 10%

2 Read some extracts from the emails sent to the *Teen* magazine. Match the highlighted words and phrases (1–4) with the pictures (a–d).

GO GREEN WITH PLASTICS!

Plastic has become very common in our daily life; however, most plastic items take up to 1,000 years to decompose in landfills. Can we enjoy the convenience of plastics and a greener world at the same time? Our readers have sent us many emails with useful tips this week.

... I try to use fewer plastic bags when shopping. The supermarket near my house even provides cardboard boxes, so I can pack my groceries and get rid of plastic packaging! When I must use plastic bags, I try to reuse them again and again instead of throwing them away after a single use. ...

Hai, 18

... I know how convenient it is to buy a bottle of water from a vending machine or a supermarket; however, I always bring my reusable water bottle. All I have to remember is to fill my bottle before going to school, and then use the water filling stations or drinking fountains at school. ...

Phuong, 16



... I always reuse plastic takeaway containers. I use them to store portions of cooked food and keep leftovers in the fridge, which is also better for the environment. ...

Hoang, 15



... I have learnt that most plastic containers have numbers at the bottom to show the type of plastic they're made of. So when you recycle a bottle, for instance, remove the cap because a bottle often has number 1 on it while the cap often has number 5. Numbers 1 and 2 are the most widely accepted plastics for recycling. ...

Ha, 16

... When I started recycling, I made the mistake of putting some plastic takeaway containers with some leftover food into the recycling bin. The next day, the whole bin was contaminated, so all the recyclables were taken to the landfill instead. So now I always rinse out containers before recycling them. ...

Binh, 17

a



b



1 cardboard boxes

2 leftovers

3 contaminated

4 rinse out

c



d



3 Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap.

Single-use plastics can be:	Tips
reduced	• use (1) _____ instead of plastic packaging • bring a (2) _____ water bottle
reused	• reuse (3) _____ many times • reuse single-use plastic containers
recycled	• avoid plastics with (4) _____ that are hard to recycle • (5) _____ containers before recycling

4 Read the email extracts again. Match the following information with the right names.

1. This person has learnt from a past mistake how to recycle things properly. — a. Hai
2. This person's green lifestyle is supported by a local business. — b. Phuong
3. This person has learnt the recycling symbols to help the recycling process. — c. Hoang
4. This person's green habit depends on local drinking water facilities. — d. Ha
5. This person tries to reuse plastic takeaway containers. — e. Binh

5 Work in pairs. Discuss the following questions.

Which of the green habits in 2 have also become your habits? Which one would you like to develop in the future?

IV SPEAKING

Paper: Reduce, Reuse, and Recycle!

1 How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities.

a. Choosing recycled paper for daily use	_____
b. Sorting paper waste	_____
c. Printing on both sides of the paper	_____
d. Using old paper as compost	_____
e. Using reusable containers rather than paper for packaging	_____
f. Using smart devices to take notes instead of using paper	_____
g. Using the blank side of a sheet to take notes	_____
h. Avoiding printing things out as much as possible	_____
i. Keeping paper waste as clean as possible	_____

2 Work in pairs. Talk about how to reduce, reuse, and recycle paper. Use these questions to help you.

LANGUAGE SUPPORT page 144

1. Which of the activities (a–i) above are you doing?
2. Can you suggest more ideas? How will they help save the environment?

3 Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.

LANGUAGE SUPPORT page 144

1. After a club meeting, you notice that there are a lot of leaflets left, and they are only printed on one side. Your friend is asking you to help throw them away.
   Example: 'Do not throw them away. We should reuse these leaflets by using the blank pages to take notes, which will save natural resources such as trees and water.'
2. Your group is preparing for a presentation, and everyone has found a lot of useful online material. A group member is asking you to print out about 50 pages of information for the group to read.
3. Your club is organising a meeting, including a game in which people should write down something about themselves to share with others. The club president is asking you to buy a lot of Post-it notes for the game.

4 Report your group's answers to the whole class. Vote for the most interesting responses.

V LISTENING

Creating a compost pile

1 Match the words and phrases (1–5) with the pictures (a–e).

a



b



c



1. compost: a mixture of naturally decomposed plants, food, etc. that can be added to soil to help plants grow
2. layer: a piece of material or amount of something between two other things
3. household waste: waste material produced in home environment
4. fruit peel: the thick skin of some fruits and vegetables
5. pile: a number of things that have been placed on top of each other

d



e



2 Track 18 Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order.

1. _____ 2. _____ 3. _____ 4. e 5. _____

a



b



c



d



e



3 Track 19 **Listen again. Decide whether the statements are true (T) or false (F).**

	T	F
1. Use dry leaves as green materials.		
2. Use fruit peels as green materials.		
3. Add additional layers in the same order.		
4. Leave the pile dry for many days.		
5. Add chemical fertilisers.		

4 **Work in groups. Discuss these questions.**

How do you manage your household and garden waste? Is it environmentally friendly?

VI WRITING

A problem-solving report on green solutions

1 **Work in pairs. Complete the notes using the words in the box.**

compost piles | automatic
public transport | recycle

Problems & consequences	Green solutions
Many single-use plastic products are thrown in rubbish bins. They take many years to decompose in landfills.	Use them in arts and crafts projects (e.g. making plant pots) or (1) _____ them
People leave the lights on and the water running in restrooms. This is a waste of electricity and water.	Install (2) _____ lights and sensor taps that turn off when no one is around
Dry leaves are sometimes burnt in the schoolyard. This can cause air pollution and fires.	Create (3) _____
Many parents drive their children to school and pick them up from school every day. This causes traffic jams, noise, and air pollution at the school gate.	Encourage more students to cycle or walk to school, or use (4) _____ to go to school (e.g. free bus tickets, cycle-to-school programme)

2 **Read a problem-solving report and match the sections (A–D) with the correct headings (1–4).**

1. Conclusion
2. Problems
3. Introduction
4. Solutions

A. _____

This report describes the problem of single-use plastics in our school and suggests three main solutions to the problem.

B. _____

Many students at our school buy bottled water or takeaway food. As a result, hundreds of water bottles and single-use plastic containers are thrown away every day. Besides, students often put containers with leftovers in them into the recycling bin, which can lead to contaminating the recyclable waste. This means our school produces a lot of plastic waste that goes to landfills and has a harmful effect on the environment.

C. _____

To solve this problem, we propose the following solutions. First, we suggest that the school should provide more recycling bins. Second, the Youth Union should hold regular sessions to teach students how to recycle properly. Third, we recommend that we make use of plastic waste in arts and crafts projects, for example, for making plant pots or bird feeders.

D. _____

Reusing and recycling single-use plastics will lead to a greener school environment and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.

Tips

A problem-solving report describes a problem and suggests solutions to the problem. It often includes:

- a brief introduction presenting the problem (and solutions)
- a paragraph analysing the problem and its negative effects
- a paragraph suggesting specific solutions
- a concluding paragraph summarising the report and emphasising the importance of the suggested solutions

3 Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.

Introduction

This report describes the problem of ... and suggests ... solutions to the problem.

Problems

... As a result/Therefore, ...

... can damage/have a harmful effect on ...

Solutions

To solve ..., we suggest/propose the following solutions.

First, we suggest/recommend that the students/the school should ...

Second, it is important for students to ...

Conclusion

... will lead to .../will help promote a green lifestyle/green habits ...

Therefore, I recommend ...

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making predictions



1 Track 120 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

A. will have a difficult decision	**B.** is going to impress
C. in the long run	**D.** It's hard to predict

Mark: Tomorrow, we'll get the results of the Green Classroom Competition. Do you think we will win?

Nam: (1) _____ who'll win. Other classes also have very interesting projects.

Mark: I agree. The Cycling-to-school programme proposed by Class 12C (2) _____ the judges. Cycling to school will also lead to healthier lifestyles (3) _____.

Nam: True. There're so many great ideas. The judges (4) _____ to make.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A wonders whether the Youth Union will accept their group proposal to install automatic lights and sensor taps in the school. B, a member of the same group, makes predictions about the decision.
2. B asks A about the Green Day event at their school next week (e.g. the number of people attending, the activity people will like the most, the impact of the event). A makes predictions.

Useful expressions	
Making predictions	
• I guess/think/expect ...	• It's likely/unlikely that ...
• (very certain) ... is going to ...	• It's hard to predict/say ...
• (quite certain) ... will ...	• in the long/short/medium term
• (not certain) ... may/might ...	• in the long run

CLIL

1 Read the following text. What are the environmental problems of each tradition as mentioned in the text? Put a tick (✓) where relevant.

HOW GREEN ARE OUR FESTIVAL TRADITIONS?

Festivals come with many traditions that bring happiness and joy. However, some of these customs may not be environmentally friendly, and may need to be changed for a sustainable future. Below are three of them.



1. Balloons and sky lanterns

In countries such as China, India, and Japan, releasing balloons or sky lanterns provides a spectacular sight. They are also flown for bringing good luck and sending wishes to the sky. However, the litter left behind the balloons and lanterns is hard to decompose. The frames of the lanterns can harm wild animals, and many animals mistake the balloons for food. Lanterns also caused wildfires in the past.

2. Fireworks

In Australia, the US, and many other countries, there are fascinating firework displays that people won't want to miss. However, fireworks actually release a lot of harmful chemicals into the air. Like sky lanterns, they can also cause fires.





3. Christmas trees

Real or fake Christmas trees are often displayed in almost every house, office, and shop during the festive season. When Christmas is over and the real trees go to landfills, they produce methane and carbon dioxide, which are two harmful greenhouse gases. Fake trees can be reused for many years, but during their production, harmful pollutants are released into the air. And when they end in landfills, they will take hundreds of years to decompose.

	Polluting the air	Causing fires	Harming animals	Ending up in landfills
Balloons and sky lanterns				
Fireworks				
Christmas trees				

2 Work in pairs. Suggest some green solutions to replace one of the traditions.

VIII LOOKING BACK

Pronunciation

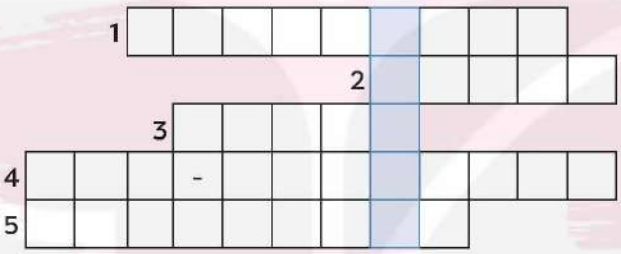
21 Read the words and choose the odd one out. Then listen and check.

A+ EXAM TIPS page 145

1. A. fair	**B.** hair	**C.** container	**D.** pair
2. A. near	**B.** ear	**C.** fear	**D.** pear
3. A. sure	**B.** future	**C.** literature	**D.** culture
4. A. bear	**B.** year	**C.** clear	**D.** hear

Vocabulary

Solve the crossword with the words you've learnt in this unit. What is the hidden word?



1. Many supermarkets try to reduce plastic _____.
2. Reduce, _____, and recycle waste whenever you can to protect and preserve the environment.
3. Household _____ is often taken to landfills and buried there.
4. We can reduce environmental pollution by choosing _____ products such as reusable shopping bags and bamboo straws.
5. We can reduce our carbon _____ by turning off lights and air conditioners when we leave the room.

Grammar

A+ EXAM TIPS page 145

Circle the mistake in each sentence. Then correct it.

1. Children should learn to (A) recycling from an early age so that they will be prepared to (B) deal with (C) plastic pollution in (D) the future.

2. Many students are taking part in (A) the Green Campaign this year, that (B) shows that (C) nowadays people care more about (D) the environment.

3. Many people neither believe in (A) climate change nor (B) want to understand what is happening with (C) the environment, which (D) is a big concern.

4. Instead of (A) throwing the plastic bottles over (B), why don't (C) you make some plant pots from them (D)?

PROJECT

Eco-friendly habits

Work in groups. Design a leaflet to give away on Green Day at your school. The leaflet should promote an eco-friendly habit (e.g. saving water, reusing paper, recycling plastic).

Present the leaflet to the class. Use these questions as cues for your leaflet.

- What is the habit?
- How important is it for a greener lifestyle and the environment?
- What should we do to develop the habit?





Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce the diphthongs /ɪə/, /eə/, and /ʊə/ in words and sentences. • understand and use words and phrases related to green living. • use verbs with prepositions correctly. • use relative clauses to refer to a whole sentence correctly. • read for main ideas and specific information in emails about going green with plastics. • discuss ways to reduce, reuse, and recycle paper and express opinions. • listen for main ideas, specific information, and instructions in a conversation about creating a compost pile. • write a problem-solving report to suggest green solutions. • make predictions. • learn about festival traditions that are not environmentally friendly and suggest solutions. • design a leaflet promoting an eco-friendly habit and present it to the class.			

REVIEW 1

I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

A+ EXAM TIPS page 145

1. **A.** resigned **B.** adopted **C.** attended **D.** celebrated
2. **A.** translate **B.** landfill **C.** waste **D.** paper
3. **A.** custom **B.** decompose **C.** leftover **D.** hero
4. **A.** diversity **B.** variety **C.** festival **D.** identity

2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

A+ EXAM TIPS page 145

1. **A.** attend **B.** carry **C.** adopt **D.** resign
2. **A.** origin **B.** achievement **C.** container **D.** attraction
3. **A.** festivity **B.** variety **C.** biography **D.** ceremony
4. **A.** cuisine **B.** landfill **C.** costume **D.** compost

Vocabulary

1 Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.

A+ EXAM TIPS page 145

1. Receiving an international award is an <u>impressive</u> achievement for such a young scientist.
   A. great **B.** small **C.** ordinary **D.** attractive
2. There is a great <u>diversity</u> of opinions on Korean fashion trends among the youth.
   A. belief **B.** container **C.** popularity **D.** variety
3. We need to make sure plastic <u>packaging</u> is fully reusable and recyclable.
   A. waste **B.** resource **C.** wrapping **D.** trash
4. This particular custom practised during Tet holiday has its <u>origins</u> in the southern part of Viet Nam.
   A. popularity **B.** roots **C.** endings **D.** trends

2 Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.

A+ EXAM TIPS page 145

1. To protect our environment, people should adopt a greener lifestyle and use <u>eco-friendly</u> products.
   A. environmentally damaging
   B. energy-efficient
   C. locally grown
   D. environmentally friendly
2. This day was chosen to mark the anniversary of the national hero's <u>death</u>.
   A. end of life **B.** life **C.** deadline **D.** liver
3. They bought their own house during the first year of <u>marriage</u>.
   A. childhood **B.** relationship **C.** adulthood **D.** divorce
4. David Attenborough's work on preserving biodiversity is <u>admired</u> by many people.
   A. accepted **B.** unknown **C.** disrespected **D.** appreciated

3 Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 145

1. It's important to preserve the cultural _____ of a nation.
   A. marriage **B.** trend **C.** identity **D.** origin
2. The waste stored in _____ can contaminate the soil and water.
   A. vehicles **B.** landfills **C.** pollution **D.** layer
3. Some waste materials release methane as they _____.
   A. pollute **B.** are reused **C.** are thrown away **D.** decompose
4. My grandfather had an unhappy _____ during the war.
   A. account **B.** death **C.** childhood **D.** festivity

5. Uncle Ho _____ his whole life to fighting for the independence and freedom of Viet Nam.
   A. attended **B.** devoted
   C. adopted **D.** protected
6. From a local _____, K-pop has spread around the world.
   A. trend **B.** style **C.** custom **D.** shock
7. Tourists are usually not familiar with the _____ of ethnic minorities in Viet Nam.
   A. beliefs **B.** fairs **C.** customs **D.** origin
8. My father had played football in his _____ before he took up tennis.
   A. childcare **B.** youth **C.** marriage **D.** achievement

Grammar

1 Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

A+ EXAM TIPS page 145

1. The teacher explained <u>of</u> (A) her students <u>the</u> (B) importance <u>of</u> (C) preserving <u>cultural</u> (D) identity.
2. Don't <u>forget</u> (A) to turn <u>out</u> (B) all lights <u>when</u> (C) the rooms are not <u>in</u> (D) use.
3. I <u>was finding</u> (A) an interesting biography <u>while</u> (B) I was looking <u>around</u> (C) the <u>bookshop</u> (D).
4. When I <u>was arriving</u> (A) at my grandparents' house, they <u>were watching</u> (B) a programme about <u>the</u> (C) customs <u>of</u> (D) ethnic minorities in Viet Nam.
5. As the second longest river in <u>the</u> (A) world, <u>an</u> (B) Amazon flows through several countries <u>in</u> (C) South America before emptying into <u>the</u> (D) Atlantic Ocean.
6. When my father studied in <u>the</u> (A) UK, he also learnt to play <u>a</u> (B) guitar and <u>performed</u> (C) in <u>a</u> (D) band.
7. After graduating <u>from</u> (A) university, my brother applied <u>to</u> (B) more than five jobs before he was invited <u>for</u> (C) his first job <u>interview</u> (D).
8. My brother dropped <u>out</u> (A) of school <u>at</u> (B) 15, <u>that</u> (C) made it harder <u>for</u> (D) him to find a job.

2 Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.

A+ EXAM TIPS page 146

1. Air pollution levels have increased in many countries. This is also linked to biodiversity loss.
   A. Air pollution levels have increased in many countries, which is also linked to biodiversity loss.
   B. Air pollution levels have increased in many countries, but this is also linked to biodiversity loss.
   C. As air pollution levels have increased in many countries, this is also linked to biodiversity loss.
   D. Air pollution levels have increased in many countries, that is also linked to biodiversity loss.
2. My classmate was searching for more information about recycling plastic containers. I was writing an introduction for our presentation.
   A. My classmate was searching for more information about recycling plastic containers, or I was writing an introduction for our presentation.
   B. While my classmate was searching for more information about recycling plastic containers, I was writing an introduction for our presentation.
   C. My classmate was searching for more information about recycling plastic containers when I wrote an introduction for our presentation.
   D. My classmate was not only searching for more information about recycling plastic containers, but also writing an introduction for our presentation.

3. I was invited to join a cultural exchange programme. This gave me the opportunity to travel and meet people from all over the world.
   - **A.** I was invited to join a cultural exchange programme because this gave me the opportunity to travel and meet people from all over the world.
   - **B.** Although I was invited to join a cultural exchange programme, this didn't give me the opportunity to travel and meet people from all over the world.
   - **C.** I was invited to join a cultural exchange programme, which gave me the opportunity to travel and meet people from all over the world.
   - **D.** I was invited to join a cultural exchange programme and this didn't give me the opportunity to travel and meet people from all over the world.

4. We arrived at the party yesterday. Everybody was dancing and having a great time.
   - **A.** Everybody was dancing and having a great time when we arrived at the party yesterday.
   - **B.** While we were arriving at the party yesterday, everybody was dancing and having a great time.
   - **C.** We were arriving, dancing, and having a great time at the party yesterday.
   - **D.** Everybody liked dancing and having a great time, but we didn't arrive at the party yesterday.

3 Mark the letter A, B, C, or D to complete each of the given sentences.

A+ EXAM TIPS page 146

1. My grandparents looked _____ my brother when he was small.
   - **A.** with **B.** at
   - **C.** into **D.** after

2. A group of students carried _____ research on Korean culture and cuisine.
   - **A.** for **B.** out
   - **C.** off **D.** by

3. We need to work _____ the high unemployment in our town.
   - **A.** out **B.** about
   - **C.** for **D.** up

4. My friends were looking _____ information about Steve Jobs on the Internet.
   - **A.** on **B.** from
   - **C.** for **D.** by

II SKILLS

Listening

1 Track 22 Listen to a talk about three traditional festivals and their environmental impact. Number the pictures of the festivals in the order you hear.



2 Track 23 Listen again and decide whether the following sentences are true (T) or false (F).

	T	F
1. People in India celebrate the Forest Festival (Van Mahotsav) annually.		
2. Only adults can plant trees during the Forest Festival.		
3. Vietnamese people release live fish into lakes and rivers after Tet Festival.		
4. People who want to attend Paléo Festival shouldn't use their own cars to get there.		
5. Food stalls at Paléo Festival are not allowed to use reusable cups.		

Speaking

1 Work in pairs. Discuss the purpose and eco-friendliness of these festivals and traditions and complete the table below.

Festivals/ Traditions	Purpose/ Eco-friendliness
1. Forest Festival (India)	- To encourage every person in India to plant a tree - To raise people's awareness about the importance of forests
2. Fish release (Tet Festival, Viet Nam)	
3. Paléo Festival (Switzerland)	

2 Work in groups. Choose a tradition or festival in your area. Discuss ideas about how to make this tradition or festival greener.

Reading

1 Read the text about Alexandre Yersin. Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.

A+ EXAM TIPS page 146



Alexandre Yersin was born in 1863 in Switzerland, and passed away at the age of 80 in Nha Trang, Viet Nam. His family was originally from France. He was a doctor who made great contributions to medicine as well as the people in Viet Nam.

In 1890, Yersin left Europe to work as a medical doctor on a ship near Indochina, where he explored the region. In 1894, he was sent to Hong Kong to deal with an infected disease. Then, he discovered a bacterium responsible for the disease and saved millions of people's lives.

One year later, Yersin established a small laboratory in Nha Trang to prepare serums against the disease in human beings and cattle. To **fund** the laboratory, he started to grow corn, rice, and coffee, and introduced the rubber tree in Indochina. **It** later became a branch of the Pasteur Institute in Paris.

From 1902 to 1904, he lived in Ha Noi and helped establish Ha Noi Medical University. He was also the first medical director of the university. In 1920, he introduced the first effective drug for preventing and treating malaria in the region.

His house in Nha Trang is now the Yersin Museum. A university in Da Lat was named Yersin University in his honour.

1. Which of the following can be the best title for the text?
   - **A.** The story of a remarkable life
   - **B.** Yersin's research and exploration in Indochina
   - **C.** Yersin's contributions to medicine in Viet Nam
   - **D.** Yersin's childhood in Viet Nam
2. The word '**fund**' in paragraph 3 is closest in meaning to _____.
   - **A.** introduce **B.** grow
   - **C.** discover **D.** finance
3. The word '**It**' in paragraph 3 refers to _____.
   - **A.** cattle **B.** laboratory
   - **C.** coffee **D.** rubber tree
4. According to the text, which of the following information is true about Yersin?
   - **A.** He started living in Ha Noi in 1890.
   - **B.** He opened a university by himself.
   - **C.** He could find an effective method for treating malaria.
   - **D.** He had a house in Nha Trang, which was turned into a pharmacy.

2 Read the following passage about Ton That Tung's contributions to the medicine in Viet Nam. Mark the letter A, B, C, or D to indicate the correct word that best fits each blank.

A+ EXAM TIPS page 146

Ton That Tung was a famous surgeon (1) _____ made great contributions to the medicine in Viet Nam. From 1935 to 1939, he performed operations on over 200 livers of dead bodies and analysed them when he (2) _____ the Indochina School of Medicine and Pharmacy. After the Revolution in August (1945), he worked as a private doctor to take care (3) _____ Uncle Ho. A few years later, he became the director of Phu Doan Hospital (Viet Duc Hospital today). In 1958, he was the first doctor to (4) _____ heart surgery in Viet Nam. Later, in 1960s, he found a new surgery method to reduce bleeding (5) _____ shorten the time for the operation down to only four to eight minutes.

1. **A.** whose **B.** who **C.** which **D.** whom
2. **A.** made **B.** took **C.** attended **D.** discovered
3. **A.** in **B.** for **C.** about **D.** of
4. **A.** perform **B.** prevent **C.** change **D.** treat
5. **A.** but **B.** and **C.** so **D.** for

Writing

Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.

- Born: 1912 (Thanh Hoa Province)
- Died: 1982 (aged 70, Ha Noi)
- Education:
  + 1931: moved to Ha Noi and studied at Chu Van An High School
  + 1935–1939: studied at the Indochina School of Medicine and Pharmacy

Unit 4

Urbanisation

This unit includes:

LANGUAGE

Pronunciation

Unstressed words in connected speech

Vocabulary

Words related to urbanisation

Grammar

- Present perfect (review and extension)
- Double comparatives to show change

SKILLS

Reading: Reading for main ideas and specific information in an article about the urbanisation of Ha Noi

Speaking: Talking about the changes in a living area

Listening: Listening for main ideas and specific information in a radio talk about urbanisation

Writing: Describing a line graph about trends in urbanisation

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making complaints and responding to them

Culture/CLIL

Urbanisation in Malaysia and Australia

PROJECT

Doing research on an urban area in Viet Nam

I GETTING STARTED

Urban development

1 Track 24 **Listen and read.**

Nam: Hi, Mark!

Mark: Hi, Nam! Sorry I'm late. I got lost because your neighbourhood has changed a lot.

Nam: Yeah. It's been three years since your last visit. Anyway, do you want to go for a walk? I'll show you around.

Mark: Fresh air and a walk sound nice. Let's go!

...

Mark: Nam, there used to be a rice field opposite your house, right?

Nam: Exactly, Mark. But now they have built several high-rise buildings. The city is getting bigger and bigger.

Mark: Yes, more and more people want to live in urban areas nowadays. This is part of the process of urbanisation.

Nam: That's true. There are also new public parks and people can enjoy more leisure activities. In addition to the big shopping centre, there is a convenience store on every corner. And look at our new electric buses! Do you want to go for a ride?

Mark: Sure, Nam ... Wow! The bus is so quiet and comfortable! It's the first time I've been on an electric bus. Getting around is probably becoming more and more convenient for local residents.



Nam: Not really. The more crowded the area becomes, the worse traffic jams get, especially during rush hour. The cost of living is also going up. These are the changes that I don't like.

Mark: That's true, Nam. I guess urbanisation can also cause problems.

...

2 Read the conversation again. Decide whether the following statements are true (T) or false (F).

	T	F
1. The last time Mark visited Nam's place was three years ago.		
2. There used to be a park opposite Nam's house.		
3. There aren't any new leisure or shopping facilities in Nam's neighbourhood.		
4. Traffic jams and rising cost of living are the two problems that Nam mentioned.		

3 Match the words to make phrases mentioned in 1.

1 urban	a residents
2 leisure	b hour
3 local	c areas
4 rush	d activities

4 Complete the sentences using phrases from 1.

1. They _____ several high-rise buildings opposite Nam's house.
2. The city where Nam lives is getting _____.
3. _____ Mark has been on an electric bus.
4. _____ crowded the area becomes, _____ traffic jams get.

II LANGUAGE

Pronunciation

Unstressed words in connected speech

Remember!

In connected speech, most grammatical words are not usually stressed. These words include:

- articles: *a, an, the*
- prepositions: *above, for, of, to, until,* etc.
- personal pronouns: *I, you, we, they, he, she, it*
- possessive adjectives: *my, your, our, their, her, his, its*
- auxiliary verbs: *be, have, do,* etc.
- conjunctions: *and, but, or,* etc.
- modal verbs: *can, will,* etc.
- the expressions: *there is, there are,* etc.

1 Track 25 Listen and repeat. Pay attention to the pronunciation of the unstressed words.

1. It's been three years since your last visit.
2. Fresh air and a walk sound nice.
3. It's the first time I've been on an electric bus.
4. I guess urbanisation can also cause problems.

2 Track 26 Listen and identify the unstressed words in the following sentences. Then practise saying the sentences in pairs.

1. A new convenience store has been opened near my house.
2. There are still a lot of problems in our cities today.
3. It is much more expensive to buy a house in a big city.
4. My father was offered a new job and his office will be in a high-rise building.

Vocabulary

Urban life

1 Match the words with their meanings.

1 afford (v)	a to become larger in size, number, or importance
2 housing (n)	b the number of people not having a job
3 expand (v)	c to have enough money to buy or do something
4 seek (v)	d houses, flats, etc. that people live in
5 unemployment (n)	e to look for something or somebody

2 Complete the sentences using the correct forms of the words in 1.

1. Higher _____ can result in increasing crime rates in big cities.
2. Not many young couples can _____ to buy their own house in big cities.
3. There is a shortage of affordable _____ in big cities.
4. Since they started using farmland for building houses, many towns have _____ into cities.
5. Many people are leaving the countryside in order to _____ better opportunities in big cities.

Grammar

Present perfect (review and extension)

Remember!

- We use the present perfect to describe something that started in the past and is still happening now, or something that was completed in the very recent past.

  Example:

  A lot of young people ***have moved*** *to big cities to work or study.*

- We also use the present perfect to say how many times something has happened with the following structure:

  It/This/That + be + ***the first/the second time*** + Subject + ***have/has (done)***...

  Example:

  This is the second time *I* ***have visited*** *this city.*

  It is not the first time *I* ***have heard*** *about urbanisation.*

- We often use the present perfect for a unique experience with the following structure:

  It/This/That/Noun or ***Gerund phrase*** + be + ***the best/the worst/the only/the most beautiful/*** ... + Subject + ***have/has (ever done)***...

  Example:

  That is the worst meal *I* ***have ever had*** *in this city.*

  Moving to the city is ***the best*** *decision my parents* ***have ever made*** *in their life.*

1 Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

A+ EXAM TIPS page 145

1. This is the first (A) time I saw (B) such a (C) tall building in (D) my life.
2. Mount Fuji in (A) Japan is the most (B) beautiful place we had (C) ever visited (D).
3. This has been (A) the second time my mother has warned (B) me not to (C) spend all my money on (D) clothes.

Double comparatives to show change

Remember!

- We use double comparatives to show change.
  Example:
  *Towns are getting **bigger and bigger**.*
  *The air is becoming **more and more polluted**.*
  *There are **more and more high-rise buildings** in the city.*
- We also use double comparatives to say that two things change together.
  Example:
  ***The bigger** the city gets, **the more crowded** it becomes.*
  ***The more** we invest in rural areas, **the more** we can help people there.*

2 Choose the best option to indicate the sentence that is closest in meaning to the sentence given.

A+ EXAM TIPS page 145

1. Housing is getting more and more expensive in big cities, so many local residents can't afford to buy their own place.
   A. Many local residents in big cities can't buy their own place because housing is becoming more expensive every day.
   B. More and more local residents can't afford their own place in big cities because housing is too expensive.
   C. Housing is getting affordable enough for many local people to buy their own place.
   D. Housing in big cities has become the most expensive these days, so many local residents can't afford their own place.
2. The more people move into big cities, the higher the unemployment is.
   A. The higher the unemployment is, the more people move into big cities.
   B. More people moving into big cities causes higher unemployment.
   C. More people move into big cities despite the high rate of unemployment.
   D. More people move into big cities because there are more employment opportunities there.
3. The more houses are built, the less space we have for plants and trees.
   A. Although more houses are built, we still have some space for plants and trees.
   B. The fewer houses we build, the less space we have for plants and trees.
   C. We have less space for plants and trees because more houses are built.
   D. Plants and trees are the reasons why more houses can't be built.

3 Work in pairs. Make true sentences about urbanisation in an area that you know, using double comparatives and the present perfect.

Example:

*Urbanisation has changed my home town a lot. The local authority **has expanded** the roads and **improved** the infrastructure. More high-rise buildings **have been built**. There are **more and more** people from the nearby villages. They **have come** to work in the local factories.*

III READING

Urbanisation of Ha Noi

1 Work in pairs. Look at the pictures in the article in 2 below. Discuss the following questions.

1. What can you see in each picture?
2. What do the pictures tell you about Ha Noi and people's life in the city?

2 Read the article. Choose the correct meanings of the highlighted words.

Ha Noi | Then and Now

'Ha Noi Then and Now' exhibition has attracted thousands of visitors this week. The pictures have brought back childhood memories to old residents while helping younger generations see how the city has changed over the years.

In the 'Then' hall, visitors can see pictures of 20th-century Ha Noi. Back in 1954, it was a small city with a population of about 530,000 residents in an area of about 152 sq km. The capital's famous Old Quarter or '36 old streets' dates back hundreds of years, with each street focusing on a different trade or craft.



An old street



The way Hanoians got around

'My parents couldn't afford a motorbike or car. Most residents used to get around by bicycle or on foot,' said an 80-year-old visitor. Trams, which began service in 1901, were a popular means of public transport until 1991. Buses were not very frequent then. People lived and worked in low-rise buildings. The city was a fascinating mixture of French colonial buildings and traditional Eastern architecture.

The 'Now' pictures show a modern city with a population of over 8 million people. Over the years, the urban area has gradually expanded to over 3,000 sq km including many of the surrounding villages. As rural residents move into Ha Noi, the government is providing more affordable housing. More high-rise buildings have also been built. Ha Noi has improved its transport infrastructure, building new roads and bridges. It is modernising bus services using more electric ones. The Ha Noi Metro opened to the public in 2021 and is expected to include more lines by 2030.



A new image of Ha Noi



Transport in Ha Noi now

However, urbanisation has created new problems. 'As more people come to seek better job opportunities, the city is getting more and more crowded. This has led to more traffic jams and higher unemployment rates,' said a 21-year-old student. Air pollution is also causing concern among city residents.

1. residents
   - **A.** people who live in a particular place
   - **B.** buildings in a particular place
2. colonial
   - **A.** connected with the native country
   - **B.** connected with a country that controls another country
3. gradually
   - **A.** slowly, over a period of time
   - **B.** quickly, over a short time
4. modernising
   - **A.** making something attractive
   - **B.** making use of the latest technology, design, etc.
5. concern
   - **A.** a feeling of satisfaction
   - **B.** a feeling of worry about something important

A+ EXAM TIPS page 145

3 Read the article again. Put the main ideas in the order they appear in the article.

The correct order is: 1. _____ 2. _____
3. _____ 4. _____

A. Ha Noi's modern infrastructure and architecture

B. The challenges of urban growth

C. Ha Noi as a small city with old streets selling different products

D. 20th-century transport and architecture

4 Read the article again and complete the table using no more than THREE words and/or a number for each gap.

Ha Noi	20th century	Now
Area	- about (1) _____ sq km (1954)	- over 3,000 sq km
Population	- about 530,000 people (1954)	- over (2) _____ people
Public transport	- (3) _____ and buses	- modern buses and (4) _____
Architecture	- mainly (5) _____	- more high-rise buildings

5 Work in pairs. Discuss the following questions.

Which one do you prefer to live in: Ha Noi in the past or Ha Noi at present? Why?

IV SPEAKING

Changes in a living area

1 The pictures show how River City has changed over time. Work in pairs. Read the words and phrases and decide which describe the city in the past (P) and which now (N).



old
parks
modern
rice field
empty roads
wet markets
busy streets
convenience stores
high-rise buildings
low-rise buildings
supermarkets

2 Work in pairs. Talk about the changes in River City. Use the words and phrases in 1.

Example:

In the past, this place only had low-rise buildings. However, a lot of high-rise buildings have been built in the city.

3 Report your answers to the whole class. Vote for the best description.

V LISTENING

A radio talk about urbanisation

A+ EXAM TIPS page 145

1 Choose the correct meanings of the underlined words.

1. House prices in big cities are increasing <u>rapidly</u> because too many people want to buy their own house.

   A. very quickly **B.** very slowly

2. The rural population is <u>decreasing</u> because more and more people are moving from the countryside to cities.

   A. going up **B.** going down

3. The public transport is not very <u>reliable</u>, so many people use their private vehicles.

   A. can be trusted **B.** can be expensive

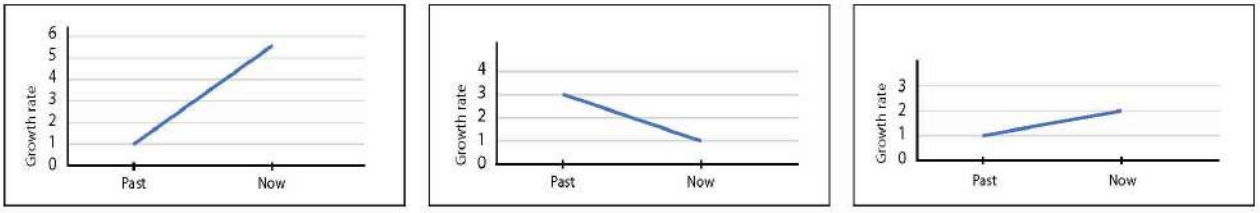
2 Track 27 Listen to a radio talk about urbanisation. Choose the correct answer A, B, or C.

1. What is the talk about?

   A. Urban population. **B.** Advantages of urbanisation. **C.** The world's urbanisation.

2. Which graph shows how the urban population has changed over the past few decades?

A. It has grown rapidly. B. It has decreased gradually. C. It has increased slightly.



3. Which chart shows the percentage of the world's urban population now?



4. Which of the following is mentioned as an advantage of urbanisation?

A. City residents have better health.
B. City dwellers can afford expensive houses.
C. Buses and trains run more often.

5. What does the speaker say about the air quality in big cities?

A. City residents can develop health problems if exposed to air pollution over a long period.
B. Air quality is improving because the number of private cars has decreased.
C. Smog and higher carbon emissions in the air are making traffic conditions worse.

3 Listen to the talk again and answer the questions. Use no more than THREE words and/or a number.

1. What was the percentage of the world's urban population in 1950?
2. By which year is it expected that about 70% of the world's population will live in cities?
3. What are good schools and modern hospitals examples of?
4. Apart from housing, what is more expensive in cities?

4 Work in groups. Discuss the following question.

What do you think is the biggest advantage of urbanisation?

VI WRITING

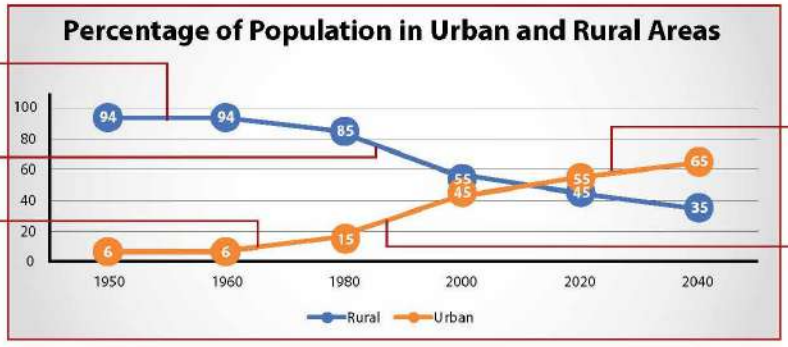
Description of a line graph

1 Work in pairs. Look at the line graph. Match the sentences with the information in the graph.

It remained stable.

1. _____

It increased slightly.



3. _____

2. _____

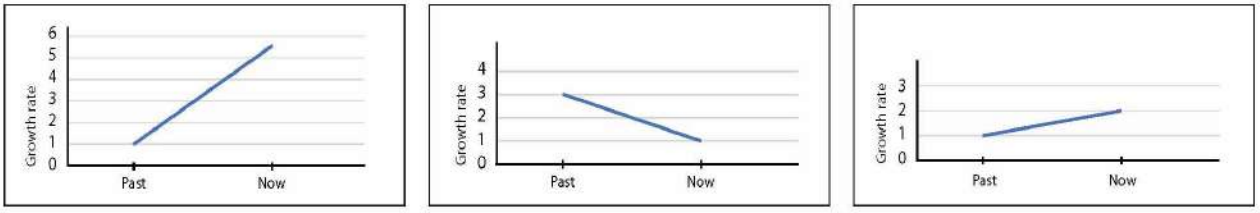
a. It is expected to go up gradually.

b. It fell steadily.

c. It rose steadily.

2. Which graph shows how the urban population has changed over the past few decades?

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VI WRITING

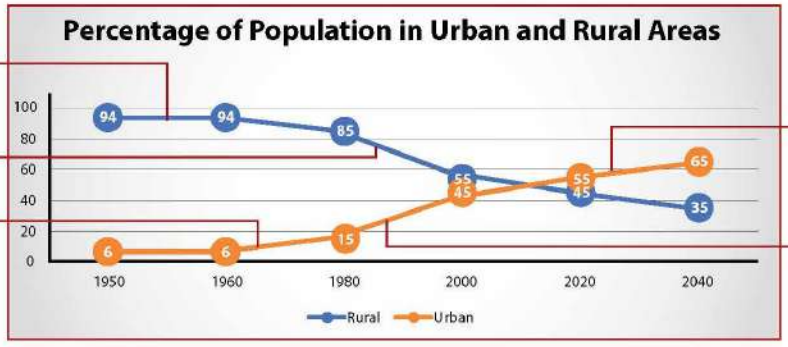
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It remained stable.

1. _____

It increased slightly.



3. _____

2. _____

a. It is expected to go up gradually.

b. It fell steadily.

c. It rose steadily.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making complaints and responding to them

1 29 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. I promise
B. I want to complain about
C. I'm sorry to have to say this
D. there's nothing we can do about it

1

Ms Lan: Hi, Mai. (1) _____, but there is always loud music coming from your flat very late at night. I can't sleep because of the noise.

Mai: Oh, I'm so sorry, Ms Lan. (2) _____ this will never happen again.

2

Nam: Excuse me, (3) _____ the bus services in the neighbourhood. Buses are always running late, especially during rush hour.

Conductor: I'm sorry, but (4) _____. There are so many vehicles on the roads now that traffic moves very slowly.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions to help you.

1. A has recently moved to a busy urban area. He/She is attending a community meeting chaired by B, who is an urban planner. A is complaining to B about the frequent traffic jams in the area. B is giving a response.
2. B is attending a talk by A, a local government official, who is discussing problems in their city. B is complaining to A about the city's overcrowded living conditions. A is giving a response.

Useful expressions
Making complaints
• I'm afraid I have a complaint to make ... • Excuse me, I want to complain about ... • I'm afraid there's a problem with/about ... • I'm sorry to say this, but ... • I'm angry about ...
Positive response to complaints
• I'm so sorry, but this will never occur/ happen again. • I'm sorry. We promise never to make the same mistake again.
Negative response to complaints
• Sorry, there is nothing we can do about it. • I'm afraid, there isn't much we can do about it.

Culture/CLIL

1 Read the text and complete the table.

URBANISATION IN MALAYSIA AND AUSTRALIA



Urbanisation in Malaysia started in the early 1970s. At that time, only around 26 per cent of the population lived in urban areas. After a period of rapid growth, the urban and rural populations were almost equal in the early 1990s. Since then, the urbanisation rate has continued to increase gradually. The urban population, for example, rose from 66 per cent in 2004 to 74 per cent in 2014.

At present, Malaysia is known as one of the most urbanised countries in East Asia. It is also one of the most rapidly urbanised regions around the world. According to the latest statistics, over 77 per cent of Malaysia's total population now live in urban areas and cities.

Australia is an interesting example of early urbanisation, which started at the end of the 19th century. At that time, over 60 per cent of the population lived in urban areas. Since then, it has maintained a gradual growth. This was also due to the country's immigration policy, which encouraged people to settle in its coastal, urban areas.

Australia is now one of the most urbanised countries in the world, with almost 90 per cent of the population living in urban areas. The two largest cities of Australia, Sydney and Melbourne, are home to over 40 per cent of the country's population.



	Urbanisation in Malaysia	Urbanisation in Australia
Started	In the early 1970s	(1) _____
Urban population when urbanisation started	(2) _____	over 60 per cent
Urban population growth	Rapid growth	(3) _____
At present	(4) _____	One of the most urbanised countries in the world
Current urban population	Over 77 per cent	(5) _____

2 Work in groups. Compare urbanisation in Viet Nam with that in Malaysia and/or Australia. Use the information in Writing and Culture/CLIL and the questions below to help you.

- Was the proportion of urban population in Viet Nam higher or lower than that in Malaysia/Australia in the 1970s?
- Which country has a faster urbanisation rate?
- Which one is more urbanised?
- What is the overall trend in urbanisation in each country?

VIII LOOKING BACK

Pronunciation

30 Listen and underline the unstressed words in the following sentences. Then practise saying the sentences in pairs.

1. There are more than fifty new skyscrapers in the city.
2. People can get around easily by the new metro instead of getting stuck in traffic jams.
3. Many young people go to big cities looking for better job opportunities and higher salaries.
4. There have been a lot of changes in my home town, and most of them have been welcomed by residents.

Vocabulary

Complete the text, using the correct forms of the words in the box.

housing	afford	
unemployment	expand	seek

Urbanisation brings a lot of changes. First, people living in rural areas move to cities to (1) _____ better jobs and improve their lives. As a result, urban areas are (2) _____. Second, more high-rise buildings are built to provide (3) _____ for the increasing number of urban residents. However, it is too expensive, so many people cannot (4) _____ to buy their own house. In addition, many people find it hard to find jobs in overcrowded cities, so (5) _____ rates there are rising.

Grammar

A+ EXAM TIPS page 145

Choose the correct answer A, B, C, or D.

1. This is the best experience I _____ in this city.
   A. have had **B.** have **C.** had **D.** will have
2. That is the second house they _____ this year.
   A. buy **B.** have bought **C.** bought **D.** had bought
3. The more we use private vehicles, _____ polluted the air becomes.
   A. less and less **B.** the less **C.** the more **D.** more and more
4. Life in rural areas is becoming _____ difficult for farmers because of falling prices of vegetables and argricultural products.
   A. less and less **B.** fewer and fewer **C.** more and less **D.** more and more

PROJECT

AN URBAN AREA

Work in groups. Do some research on a newly-created urban area in Viet Nam. Present your findings to the class.



Use these questions as cues for your presentation:

- Where is the place?
- What was it like in the past?
- How has it changed since urbanisation started?
- What are the positive and negative effects of urbanisation?

Now I can ...	✓	✓✓	✓✓✓
• pronounce unstressed words in sentences correctly. • understand and use words related to urbanisation. • use the present perfect with *It/This/That is the first/best* ... structures and double comparatives to show change correctly. • read for main ideas and specific information in an article about the urbanisation of Ha Noi. • talk about the changes in a living area. • listen for main ideas and specific information in a radio talk about urbanisation. • describe a line graph about trends in urbanisation. • make complaints and respond to them. • understand the urbanisation in Malaysia and Australia. • do research on an urban area in Viet Nam and give a group presentation about it.			

Unit 5

The world of work



This unit includes:

LANGUAGE

Pronunciation

Stressing auxiliary and modal verbs

Vocabulary

Words related to work

Grammar

Simple, compound, and complex sentences (review and extension)

SKILLS

Reading: Reading for main ideas and specific information in job advertisements

Speaking: Giving opinions about different jobs

Listening: Listening for main ideas and specific information in a phone conversation about a job vacancy

Writing: Writing a job application letter

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing anxiety and responding to it

Culture

Unusual jobs around the world

PROJECT

Doing research on suitable part-time jobs for students

I GETTING STARTED

Our parents' jobs

1 Track 31 **Listen and read.**

Lan: Come in, Mark. Did you find my place easily?

Mark: Yes, I actually met your dad in the street and he showed me the way. He said he was on his way to work.

Lan: That's right. My dad is a factory worker, so he works in shifts. Today he's on the night shift.

Mark: Working night shifts must be really hard. When does he sleep?

Lan: He goes to bed right after he comes home in the morning when there's no one at home. My mum's usually at work then. She teaches at a primary school.

Mark: Working with kids must be fun.

Lan: Yes, she loves her job though teaching can be tiring. Getting up in front of the class and putting up a performance every day seem so stressful.

Mark: I agree. My mum used to be a teacher, but she gave up her job to look after me and my brother.

Lan: How about your dad?

Mark: He has a nine-to-five job. He's an accountant at a bank.

Lan: Working with numbers must be difficult.





Mark: Yes, but it's not just numbers. You need to learn so many regulations and build good working relationships with clients.

Lan: I guess he often goes on business trips.

Mark: Not really, but he works overtime. He sometimes comes back home when I'm already in bed.

Lan: You're good at maths, so you should follow in his footsteps.

Mark: Definitely not. Neither I nor my brother wants to become an accountant. I'm interested in computer programming because it opens up so many job opportunities. What about you, Lan?

Lan: Well, I love working with children, so I want to become a primary school teacher like my mum.

Mark: Didn't you say last year you wanted to become a scientist?

Lan: (laughing) Yeah ...

2 Read the conversation again and put a tick (✓) in the appropriate column.

Who ...	Lan's dad	Mark's dad	Lan's mum
1. is a factory worker?			
2. is a bank accountant?			
3. works in shifts?			
4. is a primary school teacher?			

3 Match the words/phrases to make phrases mentioned in 1.

1 work	a business trips
2 go on	b job
3 nine-to-five	c shift
4 night	d overtime

4 Complete the sentences with phrases or clauses in the box based on the conversation in 1.

a. because it opens up so many job opportunities
b. so she wants to become a primary school teacher like her mum
c. a difficult job
d. though teaching can be tiring

1. In Lan's opinion, being an accountant is _____.
2. Mark wants to study computer programming _____.
3. Lan likes to work with children, _____.
4. Lan's mum loves her job _____.

II LANGUAGE

Pronunciation

Stressing auxiliary and modal verbs

Remember!

Auxiliary and modal verbs are usually not stressed in connected speech; however, they have stress in the following situations:

- when they are not followed by the main verb in short responses.

  Example:

  *Can we walk to the cinema? – Yes, we **can**.*
- when they are contracted with **not** in negative sentences.

  Example:

  *You **haven't** applied for the job yet.*
- when they are used to emphasise disagreement with the previous statement.

  Example:

  A: *Nam **wasn't** interested in that job.*

  B: *He **was** interested in the job.*

1 Track 32 **Listen and repeat. Pay attention to the stressed words.**

1. I don't like working with numbers, but my brother does.
2. I will help you with your maths homework if I can.
3. ***A:*** You haven't submitted your application letter for the job yet.

   B: I have.
4. My brother couldn't ride a bike two months ago, but he can now.

2 Track 33 **Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs.**

1. I would help you find a job if I could.
2. When he started his first job, he wasn't used to working in an office, but he is used to it now.
3. ***A:*** Are you ready for the interview?

   B: Yes, I am.
4. ***A:*** Is your father a teacher?

   B: He was, but he's retired now.

Vocabulary

Work

1 Match the words with their meanings.

1 challenging (adj)	a worth doing, especially by making you feel satisfied that you have done something useful
2 relevant (adj)	b money added to somebody's salary as a reward for good work
3 bonus (n)	c difficult in an interesting way that tests your ability
4 employ (v)	d related to a subject or to something happening or being discussed
5 rewarding (adj)	e to have someone work or do a job for you and pay them for it

2 Complete the sentences with the words in 1.

1. The company has to _____ more workers to meet the production targets.
2. Peter wants to become a pilot although he knows it is a _____ job.
3. Workers will receive a generous _____ if they achieve their performance goals.
4. Consider completing your course before you apply for this job because it will require _____ qualifications.
5. Working as a babysitter could be a _____ experience if you enjoy working with children.

Grammar

Simple, compound, and complex sentences (review and extension)

Remember!

- A simple sentence includes one independent clause.

  Example:

  My brother didn't apply for the job.
- A compound sentence includes two or more independent clauses joined by a coordinating conjunctive, e.g. *and, but, or, nor, yet, so,* a correlative conjunction, e.g. *not only … but also,* or a conjunctive adverb, e.g. *as a result, moreover, in fact, on the other hand.*

  Example:

  My brother didn't apply for the job, ***but*** *he was offered an apprenticeship.*

  Being a nurse is a very tiring job; ***moreover****, you don't earn a high salary.*
- A complex sentence includes one (or more) independent clause(s) and at least one dependent clause joined by a subordinating conjunction, e.g. *when, while, because, although, if, so that.*

  Example:

  When *I was younger, I wanted to become a driver.*

  Because *my brother is often late for work, he is never promoted.*

1 Combine the following simple sentences, using the words in brackets.

1. He left school with no academic qualifications. He found a well-paid job. (although)
2. People learn English well. They will have a better chance of getting a job. (if)
3. This job requires good language skills. It also requires communication skills. (not only … but also)
4. My dad attended a cooking course. He can open his own restaurant. (so that)

2 Work in pairs. Add more clauses to the following sentences to make compound or complex sentences.

I want to become a doctor.

I admire teachers.

There are jobs that no longer exist.

Some jobs will be done by robots in the future.

Example:

I want to become a doctor ***because*** *I want to help sick people.*

Although *my grades are not very good, I want to become a doctor.*



III READING

Job advertisements

1 Work in pairs. Look at the pictures and discuss what you know about the jobs.



1. _____

Tech World Magazine Online is looking to fill two vacancies in its technology section.
We want people who understand electronic products and can communicate their opinions clearly.
We offer flexible working hours and a bonus based on the number of times people view, share, and comment on your reviews.
Contact us at info@techworldmagazine.com

2. _____

Heart-to-Heart Organisation is looking for four people to help at charity events.
You will be greeting and talking to guests, and sorting donations.
You need to be friendly, polite, and willing to work at weekends.
This is an unpaid role, but a great opportunity to develop new skills and make friends.
To apply, please call 09894653462 or email us at hearttoheart@webmail.com

3. _____

We are looking for hard-working people to join our team, welcoming customers and arranging window displays.
You will need to work from Mon – Fri, 9 a.m. – 6 p.m.
No experience is required. On-the-job training is given to all employees.
We offer an hourly wage plus additional benefits such as free meals and overtime pay.
Apply in person at TH Fashion, 32 Tran Hung Dao, Mon – Wed, 10 a.m. – 2 p.m. Ask for Mrs Lan.

4. _____

The English department at Ha Noi School currently has five part-time vacancies open.
Main responsibilities:
- Supervising classroom activities
- Supporting teachers
- Checking attendance

Requirements:
- Excellent English skills
- Must be responsible, enthusiastic, and organised

Successful applicants will be required to work 20 hours per week.
If you're interested, send your application to recruiting@hnschool.com

5. _____

Are you looking for casual work? We need someone to take care of a two-year-old child every morning from Monday to Friday. The perfect candidate should be responsible, reliable, good with young children and preferably female.
To apply, call Ms Lam on 0989364731.

2 Read the adverts and choose the correct meanings of the highlighted words and phrase.

A+ EXAM TIPS page 144

1. vacancies
   - **A.** jobs which are available for someone to do
   - **B.** all the jobs in a company
2. flexible
   - **A.** able to change quickly according to the situation
   - **B.** able to stick to the chosen job
3. reviews
   - **A.** articles expressing opinions about new products, books, films, etc.
   - **B.** the act of reading materials to prepare for an exam
4. on-the-job training
   - **A.** the work experience you need to get a job
   - **B.** teaching employees how to do a job at their workplace
5. casual
   - **A.** not regular; for a short period of time
   - **B.** permanent; long-term

3 Read the adverts again and choose the most suitable headline for each one.

A. Shop assistants wanted

B. Volunteers needed

C. Job vacancies: Teaching assistants

D. Babysitter wanted

E. Want to be a product reviewer?

4 Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

	Job
a. A person without any knowledge or skills for the job.	
b. A woman who loves playing with kids and helping them grow.	
c. A person who is available to do unpaid work on Saturdays and Sundays.	
d. A person who speaks English extremely well.	
e. A person who is interested in technology and can express his/her opinions well.	

5 Work in pairs. Discuss the following questions.

Which of the jobs in the adverts do you find the most interesting? Why?

IV SPEAKING

Giving opinions about different jobs

1 Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you.

boring	challenging	demanding	exciting	important
lonely	repetitive	rewarding	stressful	tiring

Jobs	Main responsibilities	Adjectives
Teaching assistant	supervising classroom activities, supporting teachers, and checking attendance	*rewarding, interesting, fun*
Event volunteer	greeting and talking to guests, and sorting donations	
Product reviewer	testing products and writing reviews of them	
Shop assistant	welcoming customers, arranging window displays, and selling goods	
Babysitter	looking after children while parents are away, playing with them, keeping them safe, and feeding them	

2 Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.

LANGUAGE SUPPORT page 144

Example:

A: *I think working as a teaching assistant is a very rewarding job. I can help students who have questions or need encouragement during the lesson.*

B: *I agree, but it seems like a challenging job. You'll have to be patient and explain the same thing over and over again. It can get very repetitive. Personally, I'd rather be an event volunteer.*

A: *Why? You won't even get paid for that.*

B: *I know, but I'll meet interesting people and learn important skills like communication and time management. Besides, volunteer experience can help me find a better job later on.*

A: *Oh, I get it.*





3 Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.

- Which is the most common adjective to describe each job in the table?
- Which job do most people in your group like/dislike?
- What are the most common reasons?

V LISTENING

Enquiry about a job vacancy

1 Choose the correct meanings of the underlined words and phrases.

A+ EXAM TIPS page 145

1. I hope the job will not <u>interfere with</u> my performance at school.
   - **A.** prevent something from succeeding
   - **B.** try to influence a situation
2. The server was standing next to our table, ready to take our <u>order</u>.
   - **A.** the way in which things are arranged
   - **B.** a request for food or drinks in a restaurant
3. The man paid the <u>bill</u> and left the restaurant.
   - **A.** a piece of paper that tells you how much you must pay
   - **B.** a list of all the food and drinks you have had at a restaurant
4. She <u>waited on tables</u> at the local café to support herself at university.
   - **A.** served food or drinks, especially to customers in a café or restaurant
   - **B.** cleaned the tables in a café or restaurant

2 Track 34 Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F).

	T	F
1. Mark is interested in working as a part-time server in a restaurant.		
2. The part-time servers will only work six hours a week.		
3. Mark will get training if he is accepted for this job.		
4. Mark doesn't need to interview for this job.		

3 Track 35 Listen to the conversation again and complete the notes. Use no more than TWO words for each gap.

JOB ENQUIRY	
Vacancy	part-time server
Number of hours per week	(1) _____
Duties	(2) _____ customers and show them to their tables present and explain the menu take customers' orders serve food and drinks collect (3) _____
Required qualities and skills	be able to (4) _____ customers be friendly good (5) _____ and a good memory
Interview time	(6) _____

4 Work in pairs. Discuss the following questions.

According to what you hear, what qualities and skills are required as a server? Are they useful for any other jobs?

VI WRITING

A job application letter

1 Read the job application letter for a part-time server below. Label the communicative functions (1–4) with the phrases in the box.

WE'RE HIRING!

Viet Organic Garden is hiring a part-time server and a part-time receptionist.
We are looking for hard-working people who can work at weekends.
Please send your letter of application to vietorganicgarden@webmail.com.

A. Reason for writing
B. Relevant qualities and skills
C. Other relevant information
D. Relevant experience

Recipient's address

8181 Truong Chinh Road, Dong Da District, Ha Noi

Applicant's address

Viet Organic Garden
1036 Hang Dau Street, Hoan Kiem District, Ha Noi
Ha Noi, 14 October, 20...

Formal greeting

Dear Sir or Madam,

Re: Application for the position of a part-time server

I am writing to apply for the position of a part-time server, which you advertised on your website on 10 October. I believe having a part-time job is a great opportunity to learn valuable skills.

1. _____

2. _____

I am in my final year of secondary school. I have some experience in the hospitality industry. Last summer, I waited on tables for two months at a fast-food restaurant. My responsibilities included greeting customers and taking their orders. I also served food and drinks, answered questions about the menu, and made sure all customers enjoyed their meals.

3. _____

4. _____

I am a friendly, hard-working, and caring person with a love for people and good food. I can also speak English, so I can wait on foreign customers.

I would be delighted to meet you in person to discuss my application. I will be free for an interview any afternoon during the week. I have attached my CV for reference. If my application is successful, I will be available to start work after 24 October.

Formal closing and Signature

Thank you for your consideration. I look forward to hearing from you soon.

Yours faithfully,
An
Nguyen Van An

Tips

The main purpose of writing an application letter is to introduce yourself in the most effective way and persuade the employer to give you an interview. You should:

- make sure your letter of application follows a standard format.
- start your letter by stating the position you apply for and explaining why you are interested in it.
- give some information about yourself and describe any relevant experience.
- highlight relevant qualities and skills.
- show your interest in the job.
- indicate when you will be available for an interview and when you can start work.
- use professional, formal, and polite language.
- end with a brief closing paragraph and your signature.

2 Write a letter (150–180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.

2222 Nguyen Trai Road, Thanh Xuan District, Ha Noi
1036 Hang Dau Street, Hoan Kiem District, Ha Noi
16 July, 20...

Dear Sir or Madam,
I am writing to apply for ...
I am ... Last summer, ...
I consider myself.../I am ...
I would be delighted to ...
I am available for an interview on ...
If my application is successful, I will be able to start work ...
I look forward to hearing from you soon.
Yours faithfully,

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing anxiety and responding to it

1 Track 36 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Don't worry. You'll be fine	**B.** I'm really nervous about it
C. stop worrying about it	**D.** I'm so worried about

1

Minh: I've got an interview for a part-time job tomorrow and (1) _____.

Nam: Oh, (2) _____. You'll be fine.

2

Mai: (3) _____ the presentation on common part-time jobs for students. I haven't prepared enough.

Mark: (4) _____. I think you'll do it well.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A is worrying about his/her first day at work as a teaching assistant. B is comforting him/her.
2. B is a new part-time employee of a company. He/She is worrying about having sent the email to the wrong customer. A is his/her colleague. She is comforting him/her.

Useful expressions	
Expressing anxiety	**Responding**
• I'm really worried/nervous about ... • I can't concentrate on anything. • I couldn't sleep last night. • I can't help/stop thinking about it. • I'm afraid that I'll make a mistake during ...	• Stop worrying/thinking about it. • You'll be fine. • You've got nothing to worry about.

Culture

1 Read the texts and answer the questions.

UNUSUAL JOBS

Around the world, there are some jobs that may seem quite strange and surprising to you.

Train pushers



In Japan, the railway system is huge and everyone there uses trains. This makes them overcrowded most of the time. During rush hour, railway station attendants called 'pushers' or 'oshiya' do the strangest job in the world – they push passengers into trains. They have to do this because of the large number of commuters who wish to arrive at their desired locations on time. That's why they must endure the pain in squeezing themselves inside the train.

Cleaners of the world's highest building

Have you ever wondered how the world's tallest building, Burj Khalifa, in Dubai, is cleaned? It takes a team of 36 window cleaners a total of three months to clean the tower's reflective windows. Working from the height of more than 800 metres, the cleaners face huge challenges especially during bad weather. They must be the bravest cleaners in the world.



Golf balls divers

Every year in the UK, millions of golf balls get lost in the water around golf courses. This gave rise to the demand for golf ball divers whose job is to dive deep into the lakes and ponds around golf courses to find the lost balls. Most of them are professional scuba divers, but they spend long hours crawling around in mud and carrying heavy buckets. On average, they find 5,000 balls per lake. After cleaning them, they resell or recycle the balls. Sounds dangerous, doesn't it?



Which job ...

1. requires bravery and no fear of heights?
2. helps people to be on time?
3. requires good diving skills?

2 Work in pairs. Discuss the following questions.

Which job do you find most interesting and why? Do you know any other unusual jobs around the world?

VIII LOOKING BACK

Pronunciation

137 **Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practise saying the sentences in pairs.**

1. ***A:*** Have you started working for the new company?
   B: Yes, I have. I started last week.
2. ***A:*** Can people with no experience apply for this job?
   B: Yes, they can. We provide on-the-job training.
3. ***A:*** Do you like your job?
   B: Yes, I do. I wasn't interested in the job at first, but I'm quite interested in it now.
4. ***A:*** You haven't sent the email to the customer.
   B: I have sent it.

Vocabulary

Choose the correct words to complete these sentences.

1. I have some flexible/relevant information for the job you're looking for.
2. You have to improve your communication skills if you want to be employed/applied in the hospitality industry.
3. The company will give you a bonus/wage for your good performance at work.
4. Physically challenging/interesting jobs can allow you to exercise while you work.

Grammar

A+ EXAM TIPS page 145

Circle the mistake in each sentence. Then correct it.

1. Despite (A) my grandfather has retired (B), he still works as (C) a volunteer teacher in (D) the local school.
2. I quitted (A) my previous job (B) so (C) it was so tiring (D).
3. I decided to join (A) the English club such that (B) I can practise (C) my English more (D) frequently.
4. The (A) job will give you not only (B) a good salary but (C) a good chance for promotion (D).

PROJECT

Student part-time jobs



Work in groups. Think of suitable and useful jobs that students can do while studying at school or university. Use these questions as cues for your presentation.

- What is the job?
- What are the main responsibilities of the job?
- What qualities and skills do you need to do the job?
- What are the benefits of having this job?

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce stressed auxiliary and modal verbs. • understand and use words related to work. • use simple, compound, and complex sentences correctly. • read for main ideas and specific information in job advertisements. • give opinions about different jobs. • listen for main ideas and specific information in a phone conversation about a job vacancy. • write a job application letter. • express anxiety and respond to it. • learn about some unusual jobs around the world. • do research on suitable part-time jobs for students and present the information to the class.			

REVIEW 2

I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

A+ EXAM TIPS page 145

1. **A.** afford **B.** urban **C.** area **D.** expand
2. **A.** bonus **B.** employ **C.** overtime **D.** local

2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

A+ EXAM TIPS page 145

1. **A.** concern **B.** bonus **C.** housing **D.** leisure
2. **A.** flexible **B.** glamorous **C.** rewarding **D.** challenging

3 Track 138 Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practise saying the sentences in pairs.

1. Peter (A) **will** attend the job fair next week if he (B) **can**.
2. ***A:*** His grandmother (A) **doesn't** enjoy living in the city.
   B: Well, actually, she (B) **does**.

4 Track 139 Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs.

1. Life in the city is very convenient and comfortable, but also expensive.
2. It usually takes thirty to eighty job applications to get a job offer.

Vocabulary

1 Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word.

A+ EXAM TIPS page 145

1. Today, young people from rural areas often move to big cities to <u>seek</u> better job opportunities.
   A. look for **B.** look at **C.** carry out **D.** look after
2. Many employers find it difficult to recruit workers for night <u>shifts</u>.
   A. working conditions **B.** performances **C.** working hours **D.** lifestyles
3. A lot of companies provide their employees with affordable <u>housing</u>.
   A. places **B.** warehouses **C.** containers **D.** homes
4. The company has <u>employed</u> more people to work on the new project this year.
   A. hired **B.** supported **C.** stopped **D.** used

2 Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word.

A+ EXAM TIPS page 145

1. The authorities are planning to <u>expand</u> the local airport and make it more modern.
   A. widen **B.** reduce **C.** build up **D.** shorten
2. Very few people can <u>afford</u> a home in city centres nowadays.
   A. have enough money to buy
   B. be able to buy
   C. don't have enough money to buy
   D. don't have any money to buy
3. Working as a researcher can be mentally <u>challenging</u>, but it is very interesting.
   A. boring **B.** simple **C.** reliable **D.** difficult
4. A lot of companies have cut down on staff, so the number of <u>jobless</u> people is getting higher and higher.
   A. employed **B.** unemployed **C.** recruited **D.** trained

3 Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8.

Ms Huong worked as a shop assistant in *Essence*, a clothing shop in Ha Noi. Her job involved greeting customers and helping them choose the best clothes for their needs. She often worked afternoon or evening (1) _____ when the shop was very busy. Ms Huong lived in a small flat in a (2) _____ nearby, and often walked home from work. It was very convenient as she never got stuck in (3) _____. On public holidays she often had to work (4) _____ until late at night. The manager was happy with her performance, so she regularly got an annual (5) _____. However, she decided to find a(n) (6) _____ job in an office. Her new job was (7) _____, but after six months, she got bored. She is now looking for a job with (8) _____ working hours.

1. **A.** shifts **B.** turns **C.** times **D.** periods
2. **A.** housing **B.** high-rise building **C.** convenience store **D.** shopping centre
3. **A.** public transport **B.** demanding jobs **C.** workload **D.** traffic jams
4. **A.** flexible **B.** part-time **C.** overtime **D.** full-time
5. **A.** bonus **B.** wage **C.** on-the-job training **D.** competition
6. **A.** vacancy **B.** overtime **C.** nine-to-five **D.** shift
7. **A.** well-paid **B.** reliable **C.** casual **D.** local
8. **A.** long **B.** flexible **C.** overtime **D.** relevant

Grammar

1 Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 145

1. This is the first time I _____ on the Ha Noi Metro.
   A. have travelled **B.** will travel **C.** travel **D.** travelled
2. The _____ serious the air pollution in the city is becoming, the _____ its negative impact is on people's life there.
   A. less ... more **B.** more ... bigger **C.** fewer ... fewer **D.** more ... less
3. _____ people now tend to move to big cities to look for better job opportunities.
   A. More and less **B.** Less and less **C.** More and more **D.** Fewer and fewer
4. My grandparents don't want to live in the city _____ they don't like the crowded streets and the traffic jams.
   A. although **B.** because **C.** moreover **D.** if
5. The increasing number of private cars causes traffic jams; _____, it is also the main reason for air pollution in big cities.
   A. as a result **B.** on the other hand **C.** so that **D.** moreover
6. Local authorities have improved the frequency of public transport _____ more people will find it convenient to use.
   A. so that **B.** not only **C.** such that **D.** neither

2 Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences.

A+ EXAM TIPS page 146

1. Shopping centres are places where people go shopping as well as places where friends and family go to meet, eat, and be entertained.
   A. Shopping centres are neither places where people go shopping nor places where friends and family go to meet, eat, and be entertained.
   B. Although shopping centres are places where people go shopping, they are not places where friends and family go to meet, eat, and be entertained.
   C. Shopping centres are places where people go shopping because these are places where friends and family go to meet, eat, and be entertained.
   D. Shopping centres are not only places where people go shopping, but also places where friends and family go to meet, eat, and be entertained.

2. I have been to a job fair once before.
   - **A.** This is the first time I have been to a job fair.
   - **B.** This is the second time I have been to a job fair.
   - **C.** This is the last time I have been to a job fair.
   - **D.** I have been to a job fair three times this year.
3. My friend performed his duties at work very efficiently. He was promoted after only one month.
   - **A.** Although my friend performed his duties at work very efficiently, he was promoted after only one month.
   - **B.** My friend performed his duties at work very efficiently because he was promoted after only one month.
   - **C.** My friend performed his duties at work very efficiently; as a result, he was promoted after only one month.
   - **D.** My friend didn't perform his duties at work so efficiently that he was promoted after only one month.
4. The air in big cities was polluted, and now it is even more polluted.
   - **A.** The air in bigger and bigger cities was polluted.
   - **B.** The air in big cities is becoming more and more polluted.
   - **C.** The air in big cities used to be polluted, but now it is cleaner.
   - **D.** The more polluted the air was, the less polluted big cities were.
5. If you get more work experience, you will have a greater chance of employment.
   - **A.** The more work experience you get, the greater chance of employment you will have.
   - **B.** The more work experience you get, the less chance of employment you will have.
   - **C.** Although you get more work experience, you will have greater chance of employment.
   - **D.** The less work experience you get, the greater chance of employment you will have.
6. She has a well-paid job, but she always works overtime to earn more money.
   - **A.** If she has a well-paid job, she always works overtime to earn more money.
   - **B.** She has a well-paid job; moreover, she always works overtime to earn more money.
   - **C.** When she has a well-paid job, she always works overtime to earn more money.
   - **D.** Although she has a well-paid job, she always works overtime to earn more money.

II SKILLS

Listening

1 **Listen to a talk about a city. What is it about?**

- **A.** How Dream City has changed.
- **B.** The modern facilities in Dream City.
- **C.** Why people want to live in Dream City.

2 **Listen again and complete the note with no more than TWO words for each answer.**

- Housing:
  - pulling down (1) _____
  - building new (2) _____ and blocks of flats
  - getting higher rents and home prices
- Facilities:
  - better schools and universities with more education opportunities
  - more supermarkets, shopping centres and convenience stores
  - (3) _____ struggling to survive
- Transport:
  - more (4) _____ and comfortable bus and train services
  - busy roads with (5) _____ during rush hour

Speaking

1 **Work in pairs. Discuss the impact of urban development on people's life and complete the following table.**

Urban development	Positive and/or negative impact on urban life
1. Growing population	Housing shortage, higher rents and home prices
2. More schools and universities	
3. Expanded roads	
4. More shops, restaurants, and supermarkets	

2 **Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class.**

Reading

1 Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings.

1. Boosting students' confidence
2. Building their professional network for future careers
3. Improving their study results in class
4. Developing students' skills for future jobs
5. Helping students to enjoy the work environment

Today, more and more students are doing part-time jobs while they are still studying at secondary school. Having a job while at school can benefit secondary school students in several ways.

A. _____

To begin with, students can gain and develop important skills that may be useful in their future careers. The real work environment can help students learn more new skills as well as improve existing ones such as communication, teamwork, or problem-solving skills. For example, if a student works as a waiter or waitress, he or she can learn how to greet and communicate with customers. Those who are **equipped** with various life skills can perform better in their future jobs.

B. _____

In addition, having a part-time job can provide students with more experience and then boost their confidence. Students will become more confident if **they** have opportunities to work together with different groups of people. As we may know, a teaching assistant will help the teacher prepare and present the lesson or mark students' assignments. Students who apply for the post of **a teaching assistant** are required to meet and interact with the teachers, young pupils, or even parents at various age levels. This can develop their classroom experience as well as confidence.

C. _____

Finally, those who have a part-time job can build more relationship for their careers in the future. The opportunities to meet in-person and talk to other people in society will help students create a strong connection with people who may be their employers, colleagues, or customers later in their life.

2 Read the text again. Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 146

1. Which of the following skills is not mentioned?
   A. Communication skills. B. Marketing skills.
   C. Teamwork skills. D. Problem-solving skills.
2. The word '**equipped**' in Section A is closest in meaning to _____.
   A. supported B. improved
   C. provided D. produced
3. The word '**they**' in Section B refers to _____.
   A. parents B. groups of people
   C. teachers D. students
4. Why does the writer mention '**a teaching assistant**' in Section B?
   A. To introduce a new job for students who want to work.
   B. To give an example of developing confidence for working students.
   C. To explain why students want to work as teaching assistants.
   D. To show the challenges of becoming a teaching assistant.
5. Which of the following is true about the text?
   A. Having a part-time job may develop students' relationship.
   B. Students should not work while they are at school.
   C. If students start working part-time, they may be punished.
   D. It's difficult for working students to talk to someone because they are so busy.

Writing

Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.

NOW RECRUITING: AN ENGLISH TUTOR

Are you looking for a job that impacts the life of children? Are you enthusiastic about teaching English? Join us as an English tutor to make a difference in children's education.

We offer flexible working hours and you can choose to teach morning, afternoon or evening classes. You will be responsible for planning and presenting your lessons, and marking students' assignments. If you want to be considered for this position, please contact:

The Human Resource Department, Language School
1150 Hang Dau Str., Ha Noi

Unit 6 Artificial Intelligence



This unit includes:

LANGUAGE

Pronunciation

Homophones

Vocabulary

Words and phrases related to science and technology

Grammar

Active and passive causatives

SKILLS

Reading: Reading for specific information in an article about AI applications in education

Speaking: Discussing applications of AI in education

Listening: Listening for specific information and instructions for operating a home robot in a conversation with an AI expert

Writing: Writing an essay about the advantages and disadvantages of home robots

COMMUNICATION AND CULTURE / CLIL

Everyday English

Getting attention and interrupting

CLIL

The evolution of robots

PROJECT

Researching or designing a new AI application in our daily lives

I GETTING STARTED

A visit to a high-tech centre

1 42 **Listen and read.**

Teacher: Hello, class. Please meet Jessica. She's a human-like robot and will be your guide today.

Jessica: Good morning, everybody. Welcome to the New Tech Centre.

Nam: Hi, Jessica. I'm so excited as I've never met a talking robot before. Let's have a photo taken together!

Jessica: OK, I'll get someone to take a picture of us, but let's go first to the robot exhibition where you'll see a collection of human-like robots from around the world. Please follow me. ... OK, do you have any questions?

Mai: They look so real! Can we interact with them?

Jessica: Yes, you can. They're all capable of answering questions and translating from different languages. Let me get this robot activated so you can talk to him.

Mai: Hello, what's your name? What languages can you speak? Where do you live?

Robby: Hello, my name's Robby. I can speak English, Vietnamese, Chinese, and German. I live in the New Tech Centre.



Mai: Wow! You're so smart, Robby.

Nam: Jessica, where shall we go next?

Jessica: Next, we'll visit the Reseach and Development area. Please follow me. Here scientists and engineers explore and create new AI technologies. AI has many practical applications such as facial recognition and virtual assistants.

Mai: I noticed a facial recognition screen at the entrance of the centre.

Jessica: That's right. We have all visitors' identity checked to improve the centre security. Now, what else would you like to see?

...

2 Read the conversation again and answer the questions.

1. Why is Nam excited?
2. What can human-like robots do?
3. What are some examples of AI applications?
4. Where did Mai see a facial recognition screen?

3 Find words in 1 with the following meanings.

1	c_____	able to do things well
2	a_____	caused to work or act
3	a_____	the practical uses of something
4	r_____	the act of identifying what something is

4 Complete the sentences with words or a phrase from 1.

1. Let's have a photo _____ together.
2. I'll get someone _____ a picture of us.
3. Let me get this robot _____, so you can talk to him.
4. We have all visitors' identity _____ to improve the centre security.

II LANGUAGE

Pronunciation

Homophones

Remember!

Homophones are words that have the same pronunciation but different spelling and meanings.

Example: I have <u>two</u> books, <u>too</u>.

/tu:/ /tu:/

1 43 **Listen and repeat the following homophones.**

1	to	two		2	there	their	
3	where	wear		4	board	bored	
5	hour	our		6	allowed	aloud	
7	know	no		8	right	write	

2 44 **Choose the correct words to complete the sentences. Listen and repeat. Then practise saying the sentences in pairs.**

1. There are more than two/to types of robots.
2. We want to know wear/where AI technologies are used today.
3. There/Their have been some worries about AI taking over the world.
4. Robots can work for long ours/hours without feeling tired.
5. We have no/know idea about the future of AI in space exploration.

Vocabulary

Science and technology

1 Match the words with their meanings.

1 advanced (adj)	a a computer programme that can have a conversation with a human being, usually over the Internet
2 chatbot (n)	b to examine the nature or structure of something
3 artificial intelligence (n)	c modern and recently developed
4 programme (v)	d to tell a machine to operate in a specific way
5 analyse (v)	e the study and development of computer systems that can copy human behaviour

2 Complete the sentences using the correct forms of the words from 1.

1. _____ is now part of our everyday lives.
2. With its human-like appearance and ability to walk and talk, Sophia is considered the most _____ robot in the world.
3. Robots must be _____ to perform human-like activities.
4. This programme uses students' answers to _____ their language proficiency.
5. Many businesses use _____ to offer real-time customer support.

Grammar

Active and passive causatives

Remember!

- The active causative is used when the subject causes the object to do something. The pattern means 'to cause someone to do something'.

***have* + *someone* + bare infinitive**

***get* + *someone* + *to*-infinitive**

*Example: The AI expert **had** his assistant **activate** the new robot.*

*I will **get** more people **to join** the technology club.*

- The passive causative is used when the thing is done for the subject by someone else. The pattern means 'to cause something to be done'.

***have/get* + *something* + past participle**

*Example: The AI expert **had/got** the new robot **activated**.*

1 Rewrite the sentences using active or passive causatives.

1. A robot cleans my house every day.

→ I _____.

2. My dad arranged for someone to repair our robot vacuum cleaner.

→ My dad _____.

3. The shop arranged for a robot to put together our furniture in 10 minutes.

→ We _____.

4. They will upgrade his computer to improve its performance.

→ He _____.

2 Work in pairs. Make predictions about applications of robots in the future, using causatives.

Examples:

*People will **have** robots **do** all the delivery services for them.*

*People will **have** all dangerous jobs **done** by robots.*



III READING

AI applications in education

1 Work in groups. Discuss what the pictures in the article below show and where you might see them.

2 Read the article. Choose the correct meanings of the highlighted words.

TECH NEWS

Artificial Intelligence (AI) has had a huge impact on education. Here are some examples from around the world.

A. Digital portfolio

To apply for a university or a job, secondary school students usually need to support their applications with a list of relevant qualifications and work experience. Thanks to AI, they can now effortlessly do that online. A team from two famous universities in Singapore has invented an AI digital portfolio. This app collects data from the learning and working experience that students upload onto the app. Then the data is sorted into sets of skills which students can use for their job or university applications.



B. Educational chatbots

AI chatbots are being used in many schools and universities around the world. They can help keep students engaged in their learning by providing a more interactive experience. These virtual tutors can explain concepts clearly, answer specific questions, and give feedback on homework. Students can seek support from AI chatbots during and after classes so that they can understand the lessons better. They can also create groups on chatbots to share ideas about projects and activities. Engaging with each other using conversational AI can help students create a better and friendlier learning environment.

C. Virtual reality

Schools in Hong Kong are bringing fascinating learning to the classroom through the power of virtual reality (VR). This new way of teaching helps students learn valuable skills, provides 'hands-on' experiences when studying history or geography, and limits potential dangers of chemistry or physics experiments. Guided virtual tours transport students back in time to study the history of Hong Kong or take them to tropical forests to explore endangered species.



D. Personalised learning

Experts in Israel have created a technology platform to support personalised learning. It collects data from students about what they know and do not know, analyses performances using AI, then offers them suitable assignments. This app has served as the main distance-learning platform for many Israeli secondary school students who are preparing for advanced examinations in physics. There are also thousands of chemistry and biology students who benefit from this software.

1. portfolio
   - **A.** collection of someone's prizes
   - **B.** collection of someone's work such as drawings or documents
   - **C.** collection of someone's learning and working experience
2. virtual
   - **A.** not made of natural things
   - **B.** made, done, or seen on the Internet or a computer rather than the real world
   - **C.** very similar to the real world but appearing in a different form
3. hands-on
   - **A.** doing something yourself rather than just talking about it
   - **B.** asking people to do something
   - **C.** doing something by hand
4. platform
   - **A.** a floor of a building
   - **B.** a kind of computer system or software
   - **C.** a working area

A+ EXAM TIPS page 145

3 Read the article again and choose the correct answer A, B, C, or D.

A+ EXAM TIPS page 145

1. What can students in Singapore upload on their digital portfolio?
   - **A.** Their curriculum vitae.
   - **B.** Their test results.
   - **C.** Their study and work experience.
   - **D.** Descriptions of their skills.
2. Which of the following can AI chatbots NOT do according to Paragraph B?
   - **A.** Explain lessons.
   - **B.** Provide physical support.
   - **C.** Answer questions.
   - **D.** Comment on homework.
3. Which is one benefit of using VR in Hong Kong schools?
   - **A.** Organising field trips that take place online.
   - **B.** Replacing real-life travel.
   - **C.** Reducing the costs of doing experiments.
   - **D.** Creating more ways of communication.
4. Which group of students do NOT benefit from personalised learning app?
   - **A.** Physics.
   - **B.** Language.
   - **C.** Biology.
   - **D.** Chemistry.
5. Which AI applications are useful for students who need additional tutoring?
   - **A.** Digital portfolio and personalised learning.
   - **B.** All the apps mentioned above.
   - **C.** Educational chatbots and virtual reality.
   - **D.** Personalised learning app and educational chatbots.

4 Complete each of the following sentences with ONE word from the article.

1. _____ at Singaporean secondary schools can benefit from the digital portfolio.
2. Learners create project groups on _____ so that they can engage with each other.
3. Students in Hong Kong can go on virtual trips to learn about the _____ of their city.
4. The AI application in Israel has been used as the primary distance-learning _____ by advanced physics students.

5 Work in groups. Discuss the following question.

Which of the AI applications do you think your school can adopt?

IV SPEAKING

Applications of AI in education

1 Work in pairs. Match each AI application (1–5) with its purpose in learning (a–f). There can be multiple correct answers.

1 speech recognition	a support students with disabilities
2 educational robots	b develop problem-solving skills
	c check pronunciation
3 virtual reality	d develop programming skills
4 AI-powered games	e provide personalised support
5 chatbots	f provide interactive forms of learning

2 Work in groups. Discuss the questions.

1. How can each application in 1 be used in education?
2. What are the advantages and disadvantages of each application?

LANGUAGE SUPPORT page 144

Example:

A: *What do you think about chatbots?*

B: *I think a chatbot app is an effective application because it can help students understand difficult concepts and provide instant and personalised support throughout the course.*

C: *I agree. If available, we can use it during and after classes to clarify points and get feedback on homework.*

A: *Yes, but there are also disadvantages. Chatbots may not be able to answer complex questions that need making decisions.*

B: *In addition, if learners always wait for ready-made answers, they may become lazy and may not develop critical thinking skills.*

C: *That's a good point. Chatbots can't replace human interaction and lack personal connections.*

3 Prepare a summary of your discussion and report to the whole class.

V LISTENING

Operating a home robot

1 Work in pairs. Discuss the following questions.

1. Would you like to have a robot to help you in your daily life?
2. What would you like it to do for you?

2 Track 45 Listen to the first part of a conversation between Nam and an AI expert. Decide whether the following statements are true (T) or false (F).

	T	F
1. They are talking about an educational robot.		
2. Ally is the most advanced robot using AI at the New Tech Centre.		
3. Ally can see, hear, speak, and even teach maths and science.		
4. This robot runs on batteries.		

3 Track 46 Listen to the second part of the conversation and complete each gap in the diagram with no more than TWO words.

HOW TO OPERATE ALLY

Download the Ally connect app or use (1) _____ to control it.

↓

Log in the app using the (2) _____ at the back of Ally's head.

↓

Press the Start button and choose a function.

↓

To ask questions, just say (3) '_____' and ask your questions.

↓

Open the (4) _____ and choose the Standby mode.

4 Work in pairs. Discuss the following questions.

Do you want to have the same type of robot? Why/Why not?

VI WRITING

An essay about the advantages and disadvantages of home robots

1 Work in pairs. Decide whether the following ideas (A–D) are advantages (+) or disadvantages (–) of home robots. Then complete the notes using the sentences (a–d) in the box.

a. They may lose their critical thinking skills.
b. They can work without a break and provide 24/7 service.
c. They can interact and play games with people.
d. They need to be programmed to perform each task.

Advantages/ Disadvantages	Ideas
_____	**A.** People will have more time for leisure activities and family bonding. • Robots can do repetitive and boring jobs. • (1) _____
_____	**B.** Humans can become dependent on AI technologies. • (2) _____ • They may become lazy.
_____	**C.** The cost of development and maintenance of robots is high. • Robots need expensive spare parts. • (3) _____
_____	**D.** They can answer questions about many topics. • (4) _____ • They can provide information and entertainment.

2 Write an essay (180–200 words) about the advantages and disadvantages of home robots, using the ideas in 1 and the suggested outline below.

Introduction
- *People are beginning to use home robots.*
- *They have advantages and disadvantages.*

_____

Body
- *Advantages: Using home robots has several advantages.* _____
- *Disadvantages:* _____

Conclusion
- *Home robots may make lives easier and happier, but there are certain problems as well.*

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Getting attention and interrupting

1 Track 47 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. I'm sorry for interrupting	**B.** Do you mind
C. Hey	**D.** May I have your attention

1

Nam: (1) _____, Nick!

Nick: Yes, Nam.

Nam: (2) _____ if I ask you a few questions about our project on robots?

Nick: Not at all. Go ahead.



2

Speaker: (3) _____, please? Today, I'm going to talk about some applications of AI in education.

Phong: (4) _____, but could you please explain the topic of your talk?

Speaker: Sure, we're going to find out how AI can support teachers and students.

Phong: I understand now. Thanks.



2 **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.**

1. A is at a museum or robot exhibition where he/she can see B in the crowd. A wants to get B's attention.
2. A is a scientist giving a talk on the use of AI at home. B is in the audience, and he/she wants to interrupt the scientist to ask a question.

Useful expressions	
Getting attention	**Interrupting**
Formal • May I have your attention, please? • Could I ask you a question? • Can I have a few seconds/a moment of your time? **Informal** • Look!/Listen!/Watch! • Excuse me! • Sorry to bother you. • Hey!	**Formal/Semiformal** • I'm sorry for interrupting/to interrupt, but I don't quite understand ... • Sorry for the interruption, but could you (repeat) ... • This will only take a minute. Would you mind (telling me) ... • I apologise for the interruption, but I have an important question about ... • Pardon me/Excuse me, I have ... **Informal** • Hold on! • Just a second.

CLIL

1 Read the text and complete the timeline showing the evolution of robots.

THE EVOLUTION OF ROBOTS

The word 'robot' was first used in 1920. It comes from the Czech word 'robota', which means 'forced labour' used in a play by Karel Čapek to describe artificial people.

In 1949, the British inventor William Grey Walter introduced the first machine which could slowly move in response to light stimulus. Ten years later, the first industrial robotic arm was installed at a General Motors plant in the US. Such robots are mostly used in car and computer industries.

The first robot to use Artificial Intelligence was known as Shakey. It was developed at Stanford Research Institute between 1966 and 1972. Shakey could observe its surroundings, create a plan, and find its way across a room or push a box along the floor. Twenty years later, a walking robot called Dante, which was capable of climbing steep slopes, was built to go into active volcanoes.

The late 1990s marked a milestone in the history of robots when Kismet, a robotic head designed to provoke and react to emotions, was created.

Since the beginning of the 21st century, more robots have been created to improve our life. The first self-driving car was launched on 8 October 2005 when a Volkswagen Touareg named 'Stanley' won a racing competition across the desert. In 2012, the AI expert Geoffrey Hinton and his team created the first accurate visual recognition system.

In 2016, Sophia, a human-like robot was introduced. Sophia can imitate human gestures and facial expressions and is able to answer certain questions and to make simple conversations.

In the future, we may see more robots and AI applications. Whether we accept them or not, they will continue to play an important role in all aspects of our lives.






1949 — First machine that could move slowly

1972 — Shakey (first AI robot)

(3) _____ — Stanley

2016 — Sophia

(1) _____ — Industrial robotic arm

Late 1990s — (2) _____

2012 — (4) _____ system





2 Work in pairs. Discuss the following questions.

What types of AI are widely used in Viet Nam? How do you think robots and AI will develop in Viet Nam in the future?

VIII LOOKING BACK

Pronunciation

Track 48 Listen and underline the homophone of the word in bold in each sentence. Then practise saying the sentences in pairs.

1. People are not allowed to talk **aloud** in the library.
2. Students felt very **bored** when their teacher kept writing on the board.
3. **Where** can I buy some new clothes to wear to the party?
4. Robots don't **know** how to say 'No'.

Vocabulary

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

activate	artificial intelligence	application	virtual

1. In the future, we might see more _____ of AI in every aspect of life.
2. Websites use _____ to learn about users' shopping preferences and recommend products or services.
3. It is quite simple to _____ this robot and ask it to perform some tasks.
4. Computer software is used by travel agents to create _____ tours of popular destinations.

Grammar

Choose the option A, B, C, or D that is closest in meaning to each of the given sentences.

A+ EXAM TIPS page 145

1. I am going to have my broken laptop fixed by the computer shop.
   - A. I am going to ask the computer shop to fix my broken laptop.
   - B. I am going to learn how to fix my broken laptop at the computer shop.
   - C. I am going to fix my laptop with the computer shop.
   - D. Someone advised me to fix my broken laptop at the computer shop.
2. When we were away, our home robot walked and fed our pets.
   - A. We had our pets walk and feed our home robots when we were away.
   - B. We bought a robot when we were away, which could walk and feed our pets.
   - C. We had our home robot walk and feed our pets when we were away.
   - D. Our pets walked and ate with our home robot when we were away.
3. A mechanic installed a smart lock on her front door yesterday.
   - A. A mechanic had her install a smart lock on her front door yesterday.
   - B. A mechanic had a smart lock installed on her front door yesterday.
   - C. She and a mechanic installed a smart lock on her front door yesterday.
   - D. She got a mechanic to install a smart lock on her front door yesterday.
4. We often use an app called Essy to check our essays.
   - A. An app called Essy often has us check our essays.
   - B. We often get our essays checked by an app called Essy.
   - C. An app called Essy often has our essay checked for us.
   - D. We often have an app called Essy checked by our essays.

PROJECT

AI IN OUR DAILY LIVES



Your class is organising a Technology Fair. The theme is 'AI in our daily lives'. Work in groups. Think of a way of using AI in your daily life. This can be an existing or a new application. Use these questions as cues.

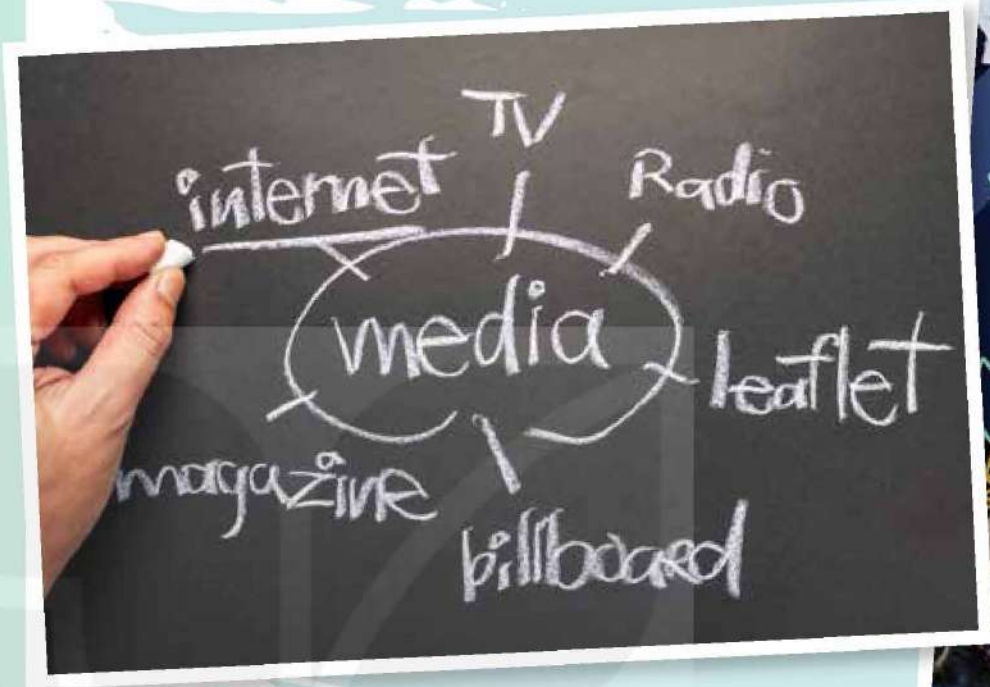
- What is the AI application? (If it's a new application, give it a name.)
- What is its purpose?
- How does it work?
- How will it improve your life?

Present your idea to the class in the form of an oral presentation, a poster, or a leaflet.

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce homophones in words and sentences. • understand and use words and phrases related to science and technology. • use active and passive causatives correctly. • read for specific information in an article about AI applications in education. • discuss applications of AI in education. • listen for specific information and instructions for operating a home robot in a conversation with an AI expert. • write an essay about the advantages and disadvantages of home robots. • get attention and interrupt. • understand the evolution of robots. • research or design a new AI application in our daily lives and give a group presentation about it.			

Unit 7

The world of mass media



This unit includes:

LANGUAGE

Pronunciation

Linking /r/ between two vowels

Vocabulary

Words and phrases related to the mass media

Grammar

Adverbial clauses of manner and result

SKILLS

Reading: Reading for main ideas, specific information, and the writer's views in an article comparing digital media and traditional media

Speaking: Comparing different types of mass media

Listening: Listening for specific information and attitudes towards fake news on the Internet

Writing: Describing pie charts

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making small talk

Culture

Mass media types around the world

PROJECT

Comparing two types of mass media

I GETTING STARTED

Promoting a charity event

1 49 **Listen and read.**

Mark: Hi, Mai. What's up? You look so worried!

Mai: I'm so stressed! The school charity club is planning a music show, and I'm in charge of the publicity for the event. But it's so difficult to think of ways to attract people's attention. There hasn't been much interest so far.

Linda: Why don't you place an advert in the local newspaper? Everybody reads it, and I'm sure an advert there can help draw attention to the event.

Mai: It'll be too expensive. I'm afraid we can't afford to promote the show as if it were a big profit-making event.

Mark: I see ... How about putting up posters in the area?

Mai: Well, they're not expensive, but there're so many of them that viewers may not pay enough attention to our poster.

Mark: How about the Internet?

Mai: You mean running commercials online? That will cost lots of money, too.



Mark: Not necessarily. We can post information on social media sites, which is free and effective. In fact, they are such popular tools of communication nowadays that everybody uses them to advertise products and events, and connect with people.

Mai: I've thought of that, but I don't have a big social media presence like you do.

Linda: Well, perhaps you should consider all of our suggestions. First, I'll phone the local newspaper to see if they offer any discounts for charity advertising.

Mark: And I can help you promote the event on the Internet. Let's get together this afternoon to design some posters, too.

Mai: Thanks so much! See you then.

2 Read the conversation again and circle the correct answers.

1. Advertising in the local newspaper is cheap/expensive, but it will attract/won't attract people's attention.
2. Posters are expensive/not expensive, but people may/may not notice them.
3. Posting information on social media sites is a very popular way of promoting/selling things.
4. Linda/Mark will help Mai with promoting the event on the Internet.

3 Find words in 1 with the following meanings.

1	p_____	the activity of ensuring that somebody or something gets a lot of attention from lots of people
2	v_____	people who watch or look at something
3	c_____	advertisements on television, on the radio, or on a website
4	p_____	the ability to make a strong impression on other people

4 Match the two clauses to make sentences used in 1.

1 They can't afford to promote the show	a that everybody uses them to advertise products and events, and connect with people.
2 Mai doesn't have a big social media presence	b as if it were a big profit-making event.
3 There're so many posters	c like Mark does.
4 They are such popular tools of communication nowadays	d that viewers may not pay enough attention to their poster.

II LANGUAGE

Pronunciation

Linking /r/ between two vowels

Remember!

In natural and fast connected speech, a linking /r/ sound can appear between the vowel of one word ending in /ɑː/, /ɔː/, /ɜː/, /ə/, /ɪə/, /eə/, or /ʊə/ and the vowel of the next word.

1 50 **Listen and repeat. Pay attention to the linking /r/. Then practise saying the sentences in pairs.**

1. I'm sure an advert there can help draw attention to the event.
2. We can't afford to promote the show as if it were a big profit-making event.
3. Perhaps you should consider all of our suggestions.
4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.

2 51 **Mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences.**

1. I saw an interesting advert about the charity event.
2. Traditional mass media, for example, TV and newspapers, are still popular.
3. There are more adverts on TV nowadays.
4. There is a law against sharing private photos without permission.

Vocabulary

The mass media

1 Match each word (1–5) with its meaning (a–e).

1. reliable (adj)



2. bias (n)



3. fake news (n)



a. to add the most recent information to something

b. newspapers and magazines

c. a strong feeling in favour of or against a group of people

d. that is likely to be true or correct

e. reports or stories that are not true

4. the press (n)



5. update (v)



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 Complete the following text using the correct forms of the words in 1.

Nowadays, information on the Internet is (1) _____ very quickly. The Internet has also changed (2) _____, and forced newspapers and magazines to move online. However, not all information on the Internet is (3) _____. Some information sources on the Internet may spread (4) _____, which confuses people. Others may contain strong (5) _____ against certain groups of people in society such as women or old people. Therefore, users should be careful when accessing information on the Internet.

Grammar

Adverbial clauses of manner and result

Remember!

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as *as, as if,* and *like*.

  *Example: He's acting **as if he were my father**.*

  Note: We use the subjunctive *were* with all pronouns after *as if*.
- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as *so ... that* and *such ... that*.

  *Example: The weather was **so** hot **that we couldn't sleep**.*

1 Combine the sentences using suitable adverbial clauses.

1. My brother was looking at me nervously. I thought he was guilty of something.

   → My brother was looking at me nervously like _____.

2. There is so much information available online. People sometimes get confused.

   → There is so much information available online _____.

3. The injured reporter was talking in front of the camera. The pain didn't affect him at all.

   → The injured reporter was talking in front of the camera _____.

4. The Internet is a very powerful tool. As a result, it allows people to share information and ideas from around the world.

   → The Internet is such a powerful tool _____.

2 Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result.

Example:

*I like watching TV **so** much **that I always have the TV on at home**. There are **so** many interesting programmes to watch **that it is sometimes impossible to watch them all**. When I'm not home, I watch my favourite TV channels on my smartphone.*



III READING

Digital media vs. traditional media

1 Work in pairs. Read the first section of the article. Discuss the following questions.
Do you think that digital media can replace traditional media? Why/Why not?

2 Read the article. Match the highlighted words with their meanings.

DEBATE CORNER

Digital media is any form of media that is created, viewed, and distributed via electronic devices. Examples of digital media include websites, social media, videos, video games, digital advertising, software, and electronic books. With the development of technology and smart devices in recent years, digital media saw a sharp rise. This raises the question of whether digital media will replace traditional media such as printed newspapers, broadcast TV, and radio. Below are two opinion pieces sent to our Debate Corner this week.

Nowadays, it is much easier and more convenient to access information via digital media. Most digital content is also freely accessible. All it takes is a few clicks, and you can read the latest news, watch videos, or see online adverts. In addition, digital media forms are more interactive. For example, customers can provide instant feedback, which can be used to solve any problems. In return, **almost every organisation can reach its target customers easily via digital media**. Furthermore, digital media is more flexible since information can be updated easily and frequently. By contrast, articles in printed newspapers or adverts on TV cannot be changed immediately. With more than 75 million social media users in Viet Nam and the number is increasing, it will not be long before traditional media becomes a thing of the past.

Minh Quang

Digital media is very convenient, but its strengths are also its own weaknesses. Since anyone with access to computers and the Internet can post or share information online, it raises the question of how credible it is. On the other hand, traditional media offers information from reliable sources that are fact-checked. Moreover, let us not forget that digital media relies on the Internet and smart devices to work well. There are still remote or disadvantaged areas in Viet Nam where access to technology is limited or too expensive. Many people also still struggle with technology. So although digital media is on the rise, traditional media such as printed newspapers, broadcast TV, and radio is **here to stay**.

Pham Hoa

1 distributed	a that can be trusted or believed
2 accessible	b that allows information to be passed continuously and in both directions between different devices or users
3 interactive	c that can be reached, used, seen, etc.
4 credible	d given to a large number of people

3 Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion.

1. Digital media will replace traditional media in our country soon. _____
2. Digital media will replace traditional media, but that won't be soon. _____
3. Traditional media will become more accessible in the future. _____
4. Both traditional and digital media will be in use in the future. _____
5. The future is uncertain for both traditional and digital media. _____

4 Read the article again. Choose the correct answers.

1. What are the three main reasons that Quang gives to support his view? (Circle THREE correct choices)
   - **A.** All digital media content is free to use.
   - **B.** Digital media can be accessed easily.
   - **C.** Information on digital media can be updated many times.
   - **D.** Users can interact with content and post opinions on digital media.
   - **E.** Customers are more flexible online.
2. Why does Quang mention the fact that many organisations can reach its customers via digital media?
   - **A.** To prove that advertisements on digital media are highly accessible.
   - **B.** To suggest that customers can interact well on digital media.
   - **C.** To show that digital media allows interaction between both sides.
   - **D.** To prove that digital media forms are easier to use than traditional ones.
3. What are the three main reasons that Hoa gives to support her view? (Circle THREE correct choices)
   - **A.** Information on digital media cannot always be trusted.
   - **B.** The government only supports the use of traditional media.
   - **C.** People in areas with limited access to technology still use traditional media.
   - **D.** Not everyone is comfortable with technology.
   - **E.** Traditional media forms are friendlier to users than digital ones.
4. Why does Hoa say '**here to stay**' in her opinion piece?
   - **A.** To show that digital media will only continue to be used in her country.
   - **B.** To confirm her opinion that traditional media has become a part of life and will continue to be popular.
   - **C.** To emphasise that printed newspapers can easily be sent to remote places.
   - **D.** To state her opinion that digital media is on the rise.

5 Work in pairs. Discuss the following questions.

After reading the article, who do you agree with, Hoa or Quang? Why?



IV SPEAKING

Types of mass media



1 Work in pairs. Discuss the different types of mass media. Make notes in the table below.

LANGUAGE SUPPORT page 144

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources/ credible content
Television	Very high	Audio and visual	Very large	Generally reliable/ credible
Printed newspapers				
Leaflets and brochures				
Emails				
Social media				

2 Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice.

LANGUAGE SUPPORT page 144

1. Your school's music club is organising a small concert. You want to promote the event and expect an audience of 30-50 people.

Example:

A: *I think we should write an event promotion email and send it to 100 people. I assume 30 per cent of them will show some interest.*

B: *Email is free of charge, but many people think email advertising or marketing is not credible. So I'm afraid they won't pay much attention to email messages.*

C: *How about promoting it on social media? We can choose several social networks and create an event page for each one.*

...

2. Your school's social awareness club wants to raise awareness of cyberbullying among teenagers. You have some information and videos you want to share with as many students at your school as possible.

3. Your charity club is collecting books and winter clothes for children in disadvantaged areas. You want to inform as many people as possible about the activity.

3 Report your answers to the whole class. Vote for the best idea for each situation.

V LISTENING

Fake news on the Internet



1 Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not.

G	I	T	E	R	G	F	H
K	E	M	E	W	A	A	W
H	L	O	A	K	A	U	H
Q	E	B	I	G	C	T	O
N	P	C	H	M	E	H	F
S	O	U	R	C	E	E	U
B	X	H	R	I	T	R	V
L	A	N	G	U	A	G	E

2 Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options.

Mai

Nam

Mark

A. He/She is worried about fake news.

B. He/She is not worried about fake news.

C. He/She doesn't care if it is fake news.

D. He/She is ashamed of spreading fake news.

E. He/She is annoyed by fake news.

3 Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap.

FAKE NEWS ON THE INTERNET

The rise of the Internet

- Popular source of information around the world
- In Viet Nam (2022): more than (1) _____ Internet users or around (2) _____ of the population

The problem with fake news on the Internet

- Reason: easy to post any information on the Internet
- Problem: can promote ideas which can be harmful to people and can change their (3) _____

Tips to avoid fake online news

- Make sure that the websites are (4) _____
- Check if the story appears on other trusted sites
- Pay attention to the language, e.g. full of spelling and grammar mistakes and (5) _____

4 Work in groups. Discuss these questions.

How helpful do you find the tips in the talk? Have you used any of them?

VI WRITING

Description of pie charts

1 Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B.

1. In general, which news source was very popular with both age groups?
   - A. Television.
   - B. Printed newspapers.
2. Which news source was least popular among young adults?
   - A. Printed newspapers.
   - B. Online news sites.
3. Which news source was least popular among old people?
   - A. Printed newspapers.
   - B. Online news sites.

4. Printed newspapers were old people's _____ choice of news source.

A. top

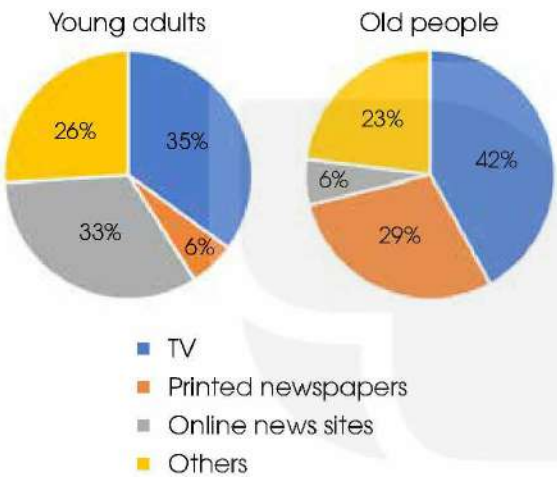
B. second

5. Other sources of news were chosen by around _____ of the people in both age groups.

A. a quarter

B. half

The pie charts below compare the main news sources for young adults and old people according to a survey in 2022.



2 Complete the following descriptions of the charts in 1. Use the words and phrases in the box.

as opposed to	meanwhile
while	most popular

The pie charts compare the main news sources for young adults and old people according to a survey in 2022.

Overall, television was the (1) _____ source of news for both age groups. It was chosen by 42 per cent of old people, and more than one third of young adults. (2) _____, more young adults turned to the Internet for news. The figure was 33 per cent for young adults (3) _____ just 6 per cent for old people. By contrast, printed newspapers were the second choice of news source for old people with 29 per cent (4) _____ only 6 per cent of young adults reported getting their news from printed newspapers. In both age groups, around a quarter relied on other sources for news.

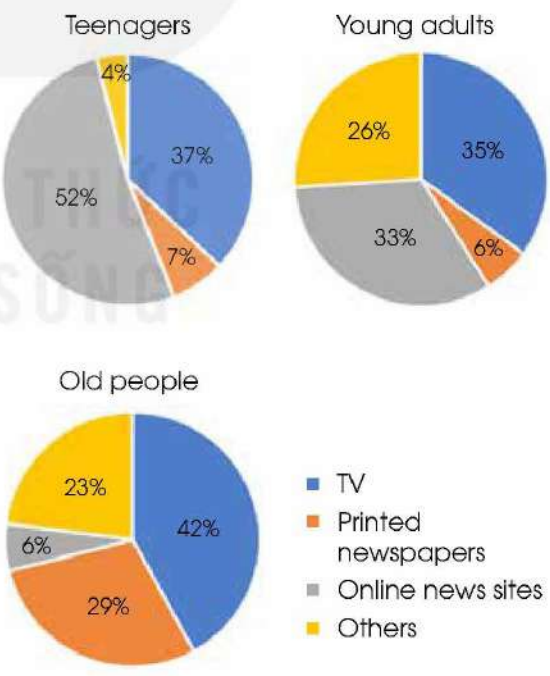
Tips

To describe pie charts, you should:

- introduce and describe the most outstanding feature of the pie charts, e.g.
  The pie charts show information about/ illustrate/compare ... Overall, ...
- make comparisons, using comparatives and superlatives, e.g. *... was more ... than .../ was the most ...*
- compare data, using linking words at the beginning of the sentence, e.g. *similarly, by contrast, meanwhile,* at the beginning of a clause, e.g. *while, whereas,* or at the beginning of a noun phrase, e.g. *as compared with, as opposed to, both.*

3 Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you.

The pie charts below show the main news sources for teenagers, young adults, and old people according to a survey in 2022.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making small talk

1 54 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. How has your day been	**B.** It's a lovely day, isn't it
C. I like your shoes	**D.** I heard on the radio today that

1

Julie: _____ the flower festival is going to be held in our city.

Mai: Really? I love flowers. I went to a flower festival in Da Lat once. It was amazing!

2

Mai: Hi, _____ so far?

Mark: I've been very busy! I'm working on promoting a charity event. It's a lot of work!

Mai: Sounds very stressful! Have you thought of inviting a famous celebrity?

3

Linda: _____! They look very stylish. Where did you get them?

Mai: Thank you. I saw them advertised on a fashion website and bought them online. I'll send you the link.

Linda: That'd be great. Thanks.

4

Nam: _____?

Linda: Yeah, it's so beautiful outside! Last week, the weather was awful.

Nam: I know, it was raining all the time. Have you got any plans for the weekend?

2 **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you.**

1. A and B don't know each other. They are at a birthday party of a mutual friend. A starts a conversation with B. They make small talk and discover they are both interested in a career in the media industry.
2. A and B are both members of their school's Media Club. They are not close friends. They meet in the local park by chance. B starts a conversation with A. They make small talk and find out they are both in charge of promoting a school event.

Remember!

Small talk is an informal, polite conversation with strangers, classmates, or friends. People make small talk to get conversations started and get to know each other. Below are some good small talk topics:

- The weather

  What a beautiful day! Lovely day, don't you think? It's so hot today, isn't it? It looks like it's going to rain.
- Films, TV shows, popular music, and books

  Have you watched …? Have you heard (about) …? Are you reading …?
- Current events

  Did you hear about …? Did you catch the news today? I read in the press today that … I heard on the radio today that …
- The day or weekend

  How was your day/weekend? Has anything exciting happened today? Are you doing anything fun after school/at the weekend?
- Observations

  I like/love your (hat). Can I ask where you got it? Your (cakes) are delicious! Thanks for (making them for the party). Nice place, isn't it?

Culture

1 Read the following text and complete the table below.

MASS MEDIA AROUND THE WORLD

There are different types of mass media and some work better than others in different situations. They could be as advanced as digital billboards, or as simple as public loudspeakers.

Digital billboards



Unlike a traditional billboard which can only show one printed image, a digital billboard can change between different messages. Digital billboards are also considered more attractive than traditional ones, and people are more likely to notice them. Moreover, they can also be updated in real time. Nowadays, digital billboards are common in many big cities around the world. It is hard to imagine places like Times Square in New York, Piccadilly Circus in London, or Shibuya in Tokyo without bright light adverts. Although they are growing in popularity, there have been concerns about their impact on the surrounding environment. Global light pollution is increasing each year. The constant light emitted by digital billboards often confuses birds, harms insects, and causes health problems in humans, too.

Public loudspeakers



In the past, public loudspeakers were used during the war to warn people of air attacks. Nowadays, they are still used in parts of Japan, the Philippines, and the US to alert people to natural disasters such as storms, earthquakes, and tornadoes. In Viet Nam, they are used to communicate important public announcements to residents. However, the noise from a city-wide loudspeaker system can be a problem to some people.

	Digital billboards	Public loudspeakers
Uses and advantages		
Problems		
Countries where they are used		

2 Work in pairs. Discuss the questions.

How effective do you think these types of mass media are? Will they become more or less popular in the future? Why/Why not?

VIII LOOKING BACK

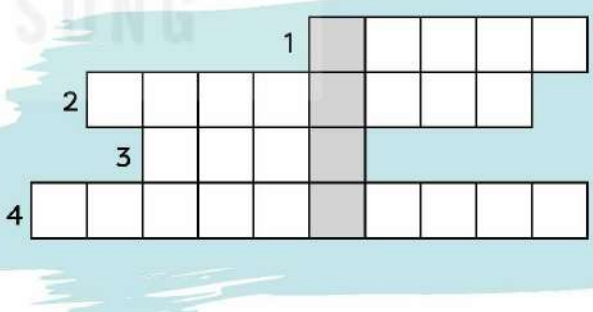
Pronunciation

Track 155 Work in pairs and mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences.

1. Peter and I are discussing the news in the local press.
2. There is a huge poster on the wall advertising the public event.
3. The village is far away in the mountains, but the villagers have a fast Internet connection.
4. The singer is the focus of media attention.

Vocabulary

Solve the crossword with the words you've learnt in this unit. What is the hidden word?



1. Broadcast TV, radio, and printed newspapers are typical examples of traditional mass _____.
2. We should only use information which comes from _____ sources.
3. The press report has strong _____ in favour of male consumers.
4. The Internet makes information easily _____ to everyone using a computer or a smart device.

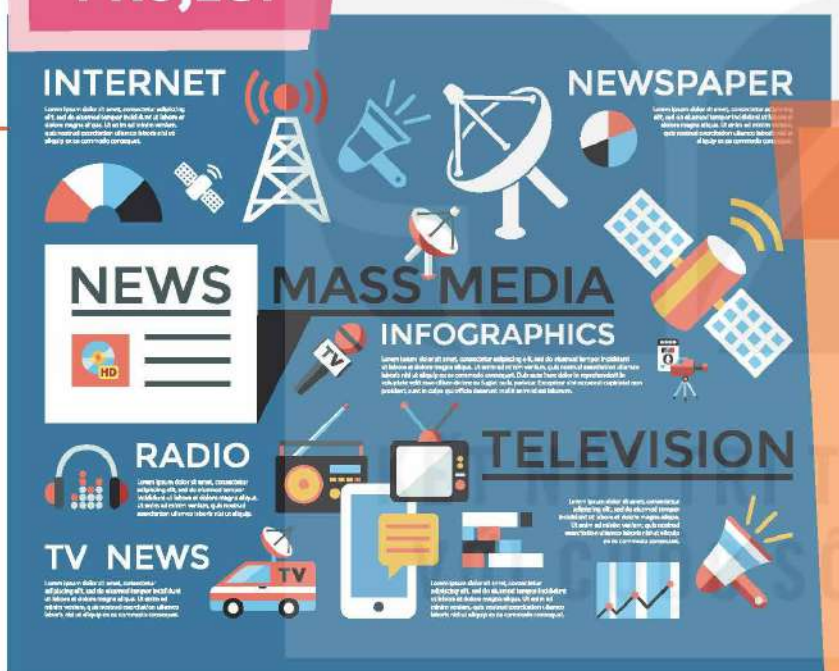
Grammar

A+ EXAM TIPS page 145

Circle the mistake in each sentence. Then correct it.

1. The Internet has become so a convenient tool that people can't live without it.
   A B C D
2. My sister has never been to Mexico, but she writes a blog about it on the Internet as like she had spent a lot of time there.
   A B C D
3. There are so many adverts in the local press so I get really annoyed.
   A B C D
4. Today it does not take much time for news to reach people around the world as if it used to take in the past.
   A B C D

PROJECT



The pros and cons of mass media

Work in groups. Give a presentation to compare two types of mass media you are interested in. Use these questions as cues for your presentation.

- What are the mass media types?
- How are they similar or different?
- What are the advantages and disadvantages of each type?
- Which of them do you think will be more popular in the future? Why?

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce linking /r/ between two vowels. • understand and use words and phrases related to the mass media. • use adverbial clauses of manner and result correctly. • read for main ideas, specific information, and the writer's views in an article comparing digital media and traditional media. • compare different types of mass media. • listen for specific information and attitudes towards fake news. • describe pie charts. • make small talk. • learn about two types of mass media used around the world. • prepare a comparison of two types of mass media and present it to the class.			

Unit 8

Wildlife conservation



This unit includes:

LANGUAGE

Pronunciation

Assimilation

Vocabulary

Words related to conserving wildlife

Grammar

Adverbial clauses of condition and comparison

SKILLS

Reading: Reading for main ideas and specific information in news items about wildlife conservation

Speaking: Suggesting activities for a wildlife conservation event

Listening: Listening for main ideas and specific information in a talk about the threats facing tigers

Writing: Writing a problem-solving report on protecting tigers

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing concern

CLIL

The International Union for Conservation of Nature (IUCN) Red List

PROJECT

Designing a poster about an endangered species

I GETTING STARTED

At a rescue centre

1 56 **Listen and read.**

Ms Smith: Welcome to the Endangered Primate Rescue Centre! If you have any questions during the tour, don't hesitate to ask me.

Mark: I've just seen a monkey in the enclosure. So are primates just monkeys, Ms Smith?

Ms Smith: No, primates are a group of mammals that includes not just monkeys, but also humans and apes.

Mark: What's the difference between apes and monkeys?

Ms Smith: Well, apes don't have tails and are larger than monkeys. Their brains are also larger. They're as good at using tools as they're at learning sign language.

Mai: So how many primates live here?

Ms Smith: The centre is home to more than 170 primates representing 14 species. They're housed in large enclosures.

Mark: I can hear some sounds. Is someone singing?

Ms Smith: We're close to the gibbons' enclosure, and the male and female gibbons are singing.



Gibbons are the smallest of the apes, and all seven species are regarded as threatened. In fact, five of them are listed as critically endangered.

Mai: What is the main threat to gibbons?

Ms Smith: It's habitat loss due to deforestation and illegal hunting. Poachers make a big profit out of selling gibbons as pets and for making traditional medicine and food.

Mai: So we can help gibbons if we stop keeping them as pets.

Ms Smith: That's right. Now let me show you Derek, the gibbon we rescued last week. He was locked in a cage for two years as an illegal pet.

Mai: Oh no, he's so thin.

Ms Smith: Yes. Gibbons can become ill or weak unless they're fed the right type of food. After examining Derek, our veterinarian also found head injuries. So we'll give him a suitable diet and monitor him for several weeks before we release him into the national park.

...

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

	T	F
1. Humans belong to the same group of mammals as apes and monkeys.		
2. Apes can learn sign language but can't use tools.		
3. Gibbons are endangered because they are the smallest of the apes.		
4. Derek's owner kept him in a cage and gave him the wrong type of food.		

3 Match the words and phrases with their meanings.

1 threatened species	a to watch and check something carefully over a period of time
2 critically endangered species	b plants and animals that are in danger of disappearing
3 monitor	c to let someone go free after having kept them somewhere
4 release	d plants and animals that are likely to become endangered in the near future

4 Complete the following sentences using the information from 1.

1. _____, don't hesitate to ask.
2. Apes are as good at using tools _____.
3. We can help gibbons _____.
4. _____ unless they're fed the right type of food.

II LANGUAGE

Pronunciation

Assimilation

Remember!

Assimilation is a process in which a sound is changed into another because of the influence of a neighbouring sound. Below are some typical cases of assimilation.

Sound ...	before ...	becomes ...	Examples
/n/	/p/, /b/, /m/	/m/	on purpose /ɒm 'pɜːpəs/ in bed /ɪm 'bed/ in May /ɪm 'meɪ/
/t/		/p/	hot potato /'hɒp pə'teɪtəʊ/ not bad /'nɒp 'bæd/ that man /'ðæp 'mæn/
/d/		/b/	bad penny /'bæb 'peni/ good boy /'gʊb 'bɔɪ/ red meat /'reb 'miːt/
/θ/	/s/	/s/	math solver /'mæs 'sɒlvə/

1 157 **Listen and repeat the examples above. Pay attention to the highlighted sounds.**

2 158 **Listen and underline the parts where assimilation occurs. Then practise reading the sentences in pairs.**

1. Apes are larger than monkeys.
2. If fed properly, the bear will recover soon.
3. Both species benefit from living together.
4. Ten per cent of the world's population was infected by the virus.

Vocabulary

Conserving wildlife

1 Match the words with their meanings.

1 extinct (adj)	a to continue to live or exist, usually despite difficulty or danger
2 survive (v)	b the situation in which a person or animal is kept somewhere and is not allowed to leave
3 captivity (n)	c to protect the natural environment
4 conserve (v)	d when a particular type of plant or animal stops existing
5 rare (adj)	e not common or frequent; very unusual

2 Complete the sentences using the words in 1.

1. Wild animals need to live in their natural habitats in order to _____.
2. Many _____ animals are in urgent need of protection.
3. Scientists estimate that every day around 150 species become _____.
4. All the animals looked well after being released from _____.
5. A new law has been introduced to _____ wildlife in the area.

Grammar

Adverbial clauses of condition and comparison

Remember!

- An adverbial clause of condition gives the potential outcome of a situation or condition, real or imagined. It uses subordinating conjunctions such as *if, provided that, until,* or *unless.*

  Example:

  What would you buy ***if you won the lottery****?*

  We can't release injured animals into the wild ***unless they are treated and fully recovered****.*
- An adverbial clause of comparison describes how something such as a skill, size, or amount compares to something else. It uses subordinating conjunctions such as *than, as … as,* or *as.*

  Example:

  There are more endangered species today ***than there were 50 years ago.***

  Gibbons are ***as*** *famous for their beautiful singing* ***as they are for their swinging movements through the trees****.*

1 Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes.

1. You must release the sea turtle into the sea. Otherwise, it will die soon. (if)

   → _____

2. Raising people's awareness is important to preserve wildlife. Imposing strict laws is also important. (as … as)

   → _____

3. We must stop poaching. Otherwise, many endangered species will become extinct. (unless)

   → _____

4. A monkey is very intelligent. You may not think it is. (more … than)

   → _____

2 Work in pairs. Make sentences about endangered animals using adverbial clauses of condition or comparison.

Example:

Punishment for hunting endangered animals is not ***as*** *harsh* ***as it should be****.*

If we don't protect giant pandas*, they will soon become extinct.*

III READING

Wildlife conservation news

1 Work in pairs. Discuss the following questions.

Do you often read news stories about wildlife? If yes, what are they about?

2 Read the news items and choose the most suitable headline for each one. There are TWO extra headlines.

A. Plans to help coral reefs recover
B. Sea turtle protection efforts supported by hundreds of volunteers
C. The effect of diving activities on coral reefs
D. Wildlife art exhibition to raise public awareness and funds
E. Young wildlife artists to hold exhibition of vulnerable species

WILDLIFE CONSERVATION NEWS

1. _____



More than 600 volunteers participated in sea turtle conservation activities held on Con Dao Island last week. Volunteers made sure that their spawning ground is safe. They also rescued turtle eggs and buried them in the sand. Sea turtles are threatened with extinction worldwide, and their populations have decreased dramatically in many places. That is why sea turtle conservation programmes are organised annually around the world. They attract many volunteers and help raise public awareness about the threats to sea turtle species.



2. _____

Local authorities are taking measures to restore the coral reef ecosystem in Nha Trang Bay. They will organise regular clean-ups of the seabed and removal of marine debris. Diving clubs will also help by having their professional divers collect broken pieces of coral, re-grow them in underwater nurseries, and then re-attach them to reefs. Coral cover is expected to increase, which will help restore natural habitats and promote marine biodiversity in the bay. In addition, the bay's management board will also monitor the number of swimmers and divers to avoid putting too much stress on the ecosystem.

3. _____

An exhibition entitled 'Paint for wildlife' will be held in Ha Noi next week. It will include more than 30 paintings by secondary school students across the country. Visitors will also have the opportunity to meet the young artists and discuss the stories behind their beautiful paintings. All of them will be on sale to raise money for the protection of endangered and vulnerable species. The event organisers hope to raise public awareness of wildlife conservation through art and contribute to efforts to save rare and endangered animals.



3 Read the news items again and match the highlighted words and phrase with their meanings.

1 spawning ground	a easily harmed or hurt physically or mentally
2 debris	b places where young plants are grown for planting somewhere else
3 nurseries	c a place where sea turtles and other animals such as fish and frogs leave their eggs
4 marine	d related to the sea
5 vulnerable	e broken pieces of something larger

4 Read the news items again and choose the correct answer.

A+ EXAM TIPS page 145

1. Where is the sea turtle spawning ground?
   - **A.** Con Dao Island
   - **B.** Ha Noi
   - **C.** Khanh Hoa
   - **D.** Nha Trang
2. Which of the following is NOT true about sea turtles?
   - **A.** Volunteers help sea turtles by burying them in the sand.
   - **B.** Their populations have gone down significantly.
   - **C.** They receive help from volunteers every year.
   - **D.** They are facing extinction all over the world.
3. Why did the management board of Nha Trang Bay have to monitor the number of divers and swimmers there?
   - **A.** To train more professional divers.
   - **B.** To restore the coral system.
   - **C.** To avoid putting pressure on the system.
   - **D.** To promote the natural habitat of the bay.
4. How many paintings will be on display in the wildlife exhibition?
   - **A.** Around 600.
   - **B.** Around 300.
   - **C.** Around 25.
   - **D.** Around 30.
5. What will happen to the paintings at the exhibition?
   - **A.** They will be donated to visitors.
   - **B.** They will be sold to raise money for wildlife conservation.
   - **C.** They will be shown in public places.
   - **D.** They will be given to different schools.

5 Work in groups. Discuss the following questions.

Which of the news items do you find most interesting or useful? Why?

IV SPEAKING

Activities for conserving wildlife

1 Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife.

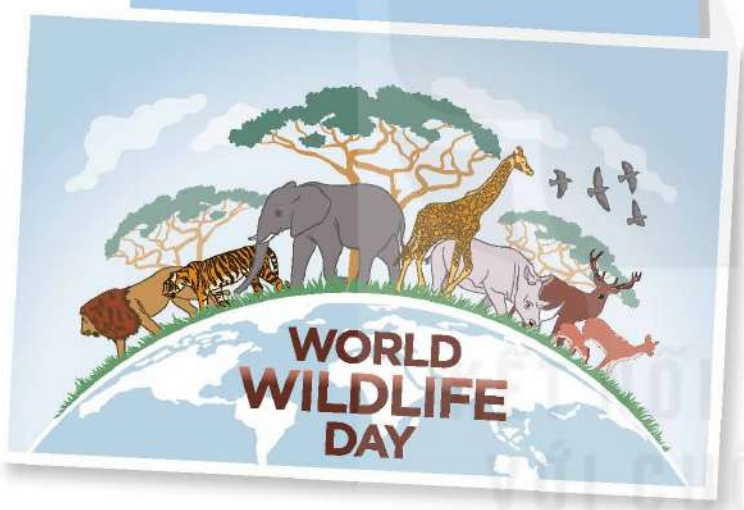
Activities	Ranking
1. Organising art or photography exhibitions of wildlife	
2. Volunteering to help local wildlife	
3. Avoiding activities, e.g. diving or swimming in the area that may harm the ecosystem	
4. Inviting guest speakers to talk about wildlife conservation	
5. Watching documentaries about wildlife	
6. Raising funds for endangered species	
7. Holding writing and speaking competitions about wildlife conservation, e.g. writing essays and debating	

2 Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. Explain how the activities will help conserve wildlife. Use the list in 1 and the example below to help you.

LANGUAGE SUPPORT page 144



The school's Youth Union is celebrating the World Wildlife Day (3rd March) to raise young people's awareness of wildlife conservation. We are seeking ideas for interesting activities to be included in the event. Send us your ideas.



Example:

A: *Today, we're discussing suitable activities for the World Wildlife Day. The aim is to raise students' awareness of wildlife conservation. Does anyone have any interesting ideas?*

B: *I think we should start the event with a wildlife painting competition.*

C: *I like your idea, but how will painting help conserve wildlife?*

B: *Well, ...*

3 Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.

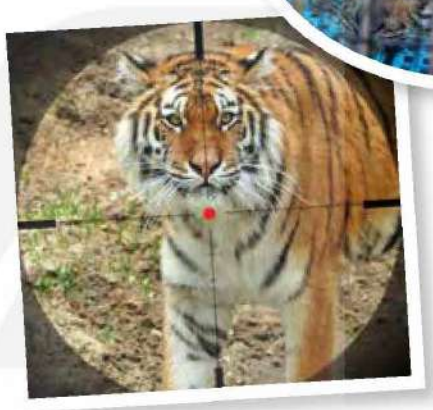
V LISTENING

Endangered species

1 Work in pairs. Look at the pictures and discuss the following questions.

What is happening to the tigers in the pictures? What can we do to protect the tigers?



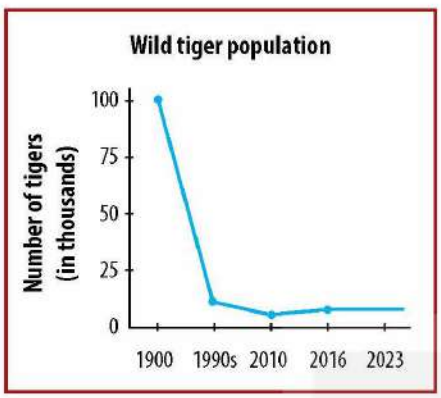


2 Choose the correct meanings of the underlined words and phrases.

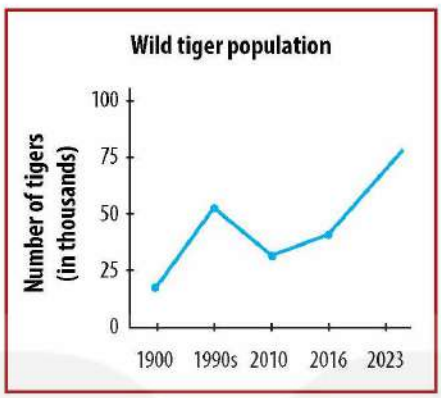
1. Natural habitats have been <u>degraded</u> by human activity.
   - **A.** made worse in quality
   - **B.** made endangered
2. <u>Forest clearance</u> to meet other land needs can destroy the natural habitats of many species.
   - **A.** removing broken trees
   - **B.** cutting down trees and other plants
3. Reducing the <u>demand</u> for wild animal parts can help stop poaching.
   - **A.** the need or desire for particular goods
   - **B.** things that someone forces you to do
4. Animals <u>bred in captivity</u> would probably not survive if they were released into the wild.
   - **A.** born while being kept in special facilities
   - **B.** born while living in the forest

3 Track 59 Listen to a talk and choose the correct answer A, B, or C.

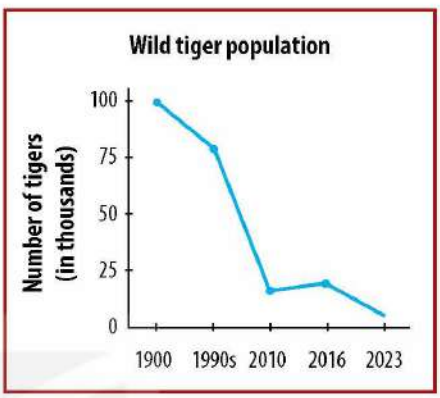
1. What is the talk mainly about?
   - **A.** Threats facing tigers.
   - **B.** Ways to protect tigers.
   - **C.** The world's tiger population.
2. Which line graph shows the population of tigers over the past 100 years?



A



B



C

3. As their habitats become smaller, tigers _____.
   - **A.** look for food in forests
   - **B.** enter farmers' houses
   - **C.** attack farm animals
4. What have the tiger breeding farms led to?
   - **A.** The creation of conservation centres.
   - **B.** An increase in poaching.
   - **C.** A decrease in the use of tiger parts.

4 Track 60 Listen to the talk again and complete the notes. Use ONE word or a number for each gap.

TIGERS	
Estimated population in 2023	There were about (1) _____ wild tigers left in the world.
Threats facing tigers	• Habitat loss: - Tigers' habitats have been (2) _____ or degraded by human activity. - Habitat loss forces tigers to (3) _____ in small, unnatural environments. • Poaching and illegal trade in tiger parts: - Tigers were poached for their (4) _____ used to make fur coats and home decorations. - Tigers are also poached for their bones, teeth, and other body parts, which are used to make traditional (5) _____.

5 Work in pairs. Discuss the following questions.

Which threats are facing tigers in Viet Nam? Which one is the most serious?

VI WRITING

A problem-solving report on protecting tigers

1 Work in pairs. Read the solutions and write the threats.

Threats	Solutions
1. _____	- Stopping deforestation - Restoring degraded habitats - Rebuilding or replacing habitats that have been lost
2. _____	Introducing stricter laws and harsher punishments to stop poachers from killing and selling tiger parts
3. _____	- Educating people about the importance of tiger conservation - Reducing demand for tiger parts

2 Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you.

The tiger is one of the most endangered animals in the world. The Wildlife Magazine is holding a writing competition to raise people's awareness about conserving tigers. Write a report (180-200 words) describing the threats facing tigers and suggesting possible solutions.

To: ...
From: ...
Subject: ...
Date: ...

Introduction
- *This report describes the threats ... and suggests some solutions to the problem.*

Threats
- *Research has shown that ...*
- *Another serious threat is ...*

Solutions
- *One solution is ...*
- *Second, it is important to ...*
- *In addition, we should ...*

Conclusion
- *In conclusion, there are ...*
- *Therefore, we recommend ...*

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing concern

1 Track 61 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Has something happened?
B. Is there something wrong?
C. Is there anything I can do to help?
D. Do you feel better now?

1

Nam: Hi, Linda. Why didn't you come to Cuc Phuong National Park with us yesterday? We were worried about you. (1) _____

Linda: I had a stomachache, so I had to stay at home and rest.

Nam: Sorry to hear that. (2) _____

Linda: I'm fine now. Thanks for asking.

2

Mai: You look worried. (3) _____

Nam: No, I'm just a bit nervous about my presentation on wildlife protection tomorrow.

Mai: (4) _____

Nam: If you could look at my slides, it would be great. Thanks so much in advance, Mai.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions on page 109 to help you.

1. A looks worried because he/she hasn't collected enough information about endangered species for his/her biology project. B expresses concern about him/her.
2. B didn't join a school field trip to the Endangered Species Rescue Centre. A expresses concern about him/her.

Useful expressions	
Expressing concern	
• Are you all right?/Are you OK? • How are things?/How are you getting on? • Is there anything I can do?	• What's the matter?/What's up? • You look a bit tired. Are you feeling all right? • You look worried/upset. Has something happened?/Is there something wrong?

CLIL

1 Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.

THE IUCN RED LIST

The International Union for Conservation of Nature (IUCN) Red List divides species into seven levels of conservation: Least Concern, Near Threatened, Vulnerable, Endangered, Critically Endangered, Extinct in the Wild, and Extinct. It uses a set of precise criteria to evaluate extinction risks and decides which species need protection. An endangered species is one that meets any of the following criteria:

Population reduction rate

A species is classified as endangered when its population has declined between 50 and 70 per cent. This decline is measured over 10 years or longer.

Geographic range

Geographic range describes the area where a species is found. If the area that a species lives on, known as its area of occupancy, is estimated to be less than 500 square kilometres, then the species is classified as endangered.

Population size

A species is classified as endangered when there are fewer than 2,500 mature individuals. When a species population declines by at least 20 per cent or two generations within five years, it is also classified as endangered.

Animals		Endangered or not
	**Siberian sturgeon** - Rate of population decline: between 50 and 80 per cent over the past 60 years - Causes of decline: overfishing, poaching, and habitat loss	
	**Ethiopian banana frog** - Location: in southern Ethiopia - Area of occupancy: less than 2,000 square kilometres	
	**Snaggletooth shark** - Location: in the tropical, coastal waters of the Indian and Pacific Oceans - Area of occupancy: enormous, from southeast Africa to the Philippines and from China to Australia	
	**Tahiti reed-warbler** - Location: only on the Pacific Island of Tahiti - Population: fewer than 1,000 individuals - Area of occupancy: around 420 square kilometres	

2 Work in groups. Name some endangered animals in Viet Nam. Share what you know about them.

VIII LOOKING BACK

Pronunciation

Task 62 Underline the parts where assimilation occurs. Listen and check. Then practise saying these sentences in pairs.

1. Have you been to the new conservation park in town?
2. Animals are brought to the park from different places.
3. My sister follows a special diet and doesn't eat red meat.
4. We got back home from a trip to the animal rescue centre.

Vocabulary

Choose the correct answers to complete these sentences.

1. To survive/rescue, the young cubs should be released into the wild when they are aged eight to ten months.
2. Many volunteers are participating in a campaign to conserve/degrade the rainforests.
3. The animals looked so weak because they were kept in captivity/extinction for a long time.
4. Many species of animals are becoming extinct/common because of habitat loss.

Grammar

Choose the sentence that best combines each pair of the following sentences.

A+ EXAM TIPS page 146

1. People continue to buy clothes made of wild animal skins. This will encourage poaching and illegal trade in body parts.
   - **A.** If people continue to buy clothes made of wild animal skins, this will encourage poaching and illegal trade in body parts.
   - **B.** If poaching and illegal trade in body parts are encouraged, people will continue to buy clothes made of wild animal skins.
   - **C.** Unless people continue to buy clothes made of wild animal skins, this will encourage poaching and illegal trade in body parts.
   - **D.** Unless people are encouraged to poach and trade body parts illegally, they will continue to buy clothes made of wild animal skins.
2. Sharks are not dangerous. People think they are dangerous.
   - **A.** Sharks are as dangerous as people think.
   - **B.** Sharks are not as dangerous as people think.
   - **C.** Sharks are more dangerous than people think.
   - **D.** Sharks are thought to be more dangerous.
3. We should try our best to conserve wildlife in the area. Otherwise, many wild animals may not survive.
   - **A.** Unless many wild animals survive, we will try our best to conserve wildlife in the area.
   - **B.** If we try our best to conserve wildlife in the area, many wild animals may not survive.
   - **C.** Unless we try our best to conserve wildlife in the area, many wild animals may not survive.
   - **D.** If we do not try our best to conserve wildlife in the area, many wild animals may survive.
4. The baby gibbon grew very quickly. We didn't expect that.
   - **A.** The baby gibbon didn't grow quickly as we expected.
   - **B.** The baby gibbon grew as quickly as we expected.
   - **C.** The baby gibbon expected that it would grow quickly.
   - **D.** The baby gibbon grew more quickly than we expected.

PROJECT

Protecting endangered species







Work in groups. Make a poster about an endangered species and suggest ways to protect it. Present your poster to the class. Use these questions as cues for your poster and presentation.

- What is the species?
- What are the threats facing these animals?
- What IUCN level of conservation are they in?
- What should be done to protect them?

Now I can ...	✓	✓✓	✓✓✓
• identify and use assimilation in connected speech to sound natural. • understand and use words related to conserving wildlife. • use adverbial clauses of condition and comparison correctly. • read for main ideas and specific information in news items about wildlife conservation. • suggest activities for a wildlife conservation event. • listen for main ideas and specific information in a talk about the threats facing tigers. • write a problem-solving report on protecting tigers. • express concern. • learn about the International Union for Conservation of Nature (IUCN) Red List. • collect information about an endangered species and give a poster presentation.			

REVIEW 3

I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

1. **A.** upd<u>a</u>te **B.** reli<u>a</u>ble
   C. activ<u>a</u>te **D.** applic<u>a</u>tion

A+ EXAM TIPS page 145

2. **A.** mon<u>i</u>tor **B.** recogn<u>i</u>tion
   C. art<u>i</u>ficial **D.** surv<u>i</u>ve

2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

1. **A.** rescue **B.** release
   C. survive **D.** conserve

A+ EXAM TIPS page 145

2. **A.** robotic **B.** suspicious
   C. digital **D.** endangered

3 Track 63 Listen and complete the sentences with the correct words. Then practise saying them in pairs.

1. We often _____ some _____ turtles on the beach.
2. This is not the _____ way to _____ an email.

4 Track 64 Mark (‿) the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs.

1. A number of nature reserves have been created to protect rare animals.
2. There is a new national park that I want to visit, but it is too far away from my city.

5 Track 65 Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs.

1. My brother was in Paris to see an exhibition on modern media.
2. They wrote many reports on how to protect pandas in China.

Vocabulary

1 What are the missing letters? Complete the sentences using the pictures to help you.



1. Interacting with a c_____ can be annoying as often it doesn't understand your questions.
2. The football match attracted a large number of TV vi_____.



3. In the last 50 years, the number of plant and animal species has decreased by more than a half, and more will become ex_____.





4. Fa_____ re_____ technology can quickly identify customers and improve banking security.

2 Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.

A+ EXAM TIPS page 145

1. With only around 70 individuals, the Javan rhino is one of the largest <u>endangered</u> mammals.
   A. dangerous **B.** threatened
   C. risky **D.** capable
2. The music festival has been widely reported in the local <u>press</u>.
   A. social media **B.** television sets
   C. radio **D.** newspapers

3 Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.

A+ EXAM TIPS page 145

1. Online articles published on government websites are <u>reliable</u> sources of information.
   A. untrue **B.** believable
   C. useful **D.** unlimited
2. Many people are unable to recognise <u>fake news</u> and share untrue information on social media.
   A. dangerous stories **B.** facts and figures
   C. true stories **D.** online reports

4 Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 145

1. _____ sources are free from bias and based on strong evidence.
   A. Credible B. Popular
   C. Accessible D. Powerful
2. The saola, whose population is fewer than 250 mature individuals, is one of the world's _____ mammals and is only found in Viet Nam.
   A. scariest B. most natural
   C. rarest D. most threatening
3. The website is _____ with new information every day.
   A. updated B. protected
   C. spread D. interacted
4. AI-based _____ in education may pose a risk to students' privacy.
   A. poaching B. applications
   C. chatbots D. recognition
5. The new website for students will be good _____ for our school.
   A. source B. platform
   C. function D. publicity
6. Although some animal species are living in extreme weather conditions, they can still _____.
   A. protect B. survive
   C. update D. exploit
7. Robots are _____ to perform specific tasks such as cleaning rooms or moving heavy boxes.
   A. conserved B. threatened
   C. rescued D. programmed
8. Scientists _____ the data collected from their field trip to China.
   A. carried out B. analysed
   C. preserved D. protected

Grammar

1 Mark the letter A, B, C, or D to indicate the correct answer.

A+ EXAM TIPS page 145

1. AI-based robots can do household chores _____ they were humans.
   A. as if B. although
   C. because D. than
2. What would you do _____ you suddenly became famous and received a lot of publicity?
   A. if B. like
   C. so that D. such that
3. To prepare for the graduation party, we had a technician _____ big screens on the walls.
   A. installed B. install
   C. installing D. installs
4. I'm writing a report on wildlife conservation and need to get all facts _____.
   A. check B. checking
   C. to check D. checked

2 Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.

A+ EXAM TIPS page 145

1. The computer technology has changed the world. No science has changed the world like that.
   A. The computer technology has changed the world as if no science has done that.
   B. No science has changed the world because the computer technology has done that.
   C. The computer technology has changed the world so that no science has done that.
   D. No science has changed the world like the computer technology has.
2. Poachers have killed so many tigers in the area. Therefore, the authorities are considering harsher punishments for illegal hunting.
   A. Poachers have killed so many tigers in the area as the authorities are considering harsher punishments for illegal hunting.
   B. Poachers have killed so many tigers in the area that the authorities are considering harsher punishments for illegal hunting.
   C. Poachers have killed so many tigers, but the authorities are not considering harsher punishments for illegal hunting.
   D. Although poachers have killed so many tigers, the authorities are not considering harsher punishments for illegal hunting.
3. The newspaper should have an online version. Otherwise, it won't attract many readers.
   A. Unless the newspaper has an online version, it won't attract many readers.
   B. If the newspaper should have an online version, it won't attract many readers.
   C. The newspaper has an online version as if it won't attract many readers.
   D. If the newspaper doesn't have an online version, it attracts many readers.
4. Alba is an advanced robot. She can talk and express emotions like humans.
   A. Alba is an advanced robot, but she cannot talk and express emotions like humans.
   B. Although Alba can talk and express emotions like humans, she is not an advanced robot.
   C. Alba is such an advanced robot that she can talk and express emotions like humans.
   D. Alba is so an advanced robot that she can talk and express emotions like humans.

3 Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

A+ EXAM TIPS page 145

1. There are enough (A) many endangered species (B) in the region that (C) the local authority has decided to (D) create more protected areas.

2. The cost (A) of advertising on the (B) Internet is equally (C) low as that (D) of using printed brochures.

3. Visitors can safely take (A) photos of (B) wild animals in the park unless (C) they quietly move (D) around the area.

4. My manager has (A) decided to have (B) the company's computer software update (C) at least once a month. (D)

II SKILLS

Listening

1 Track 66 Listen and choose the factors that have affected the blue whale population. There is ONE extra option.

A. They were hunted for commercial purposes.
B. They are hit by large ships.
C. They are dangerous to humans.
D. They eat pieces of plastic.
E. They find it hard to find food in warming oceans.



2 Track 67 Listen again and choose the correct answer A, B, or C.

1. How does Nam feel about the size of whales?
   A. Impressed.
   B. Concerned.
   C. Annoyed.
2. Which of the following is NOT mentioned as the reason for the widespread whaling in the 1920s?
   A. Advances in technology made whale hunting easier.
   B. It became a profitable business.
   C. It was impossible to build suitable habitats for blue whales.
3. According to the speaker, what is the current number of blue whales?
   A. About 10,000.
   B. No more than 25,000.
   C. About 340,000.
4. Why are blue whales more likely to be hit by ships at night?
   A. They can't see or hear well at night.
   B. There is more plastic pollution at night.
   C. They are looking for food near the water surface at night.

Speaking

1 Work in pairs. Match the threats facing blue whales with the solutions.

Threats	Solutions
1 Hunting whales for commercial purposes	a Changing shipping routes away from their habitats
2 Being hit by large ships	b Imposing a total ban in all countries
3 Plastic pollution	c Slowing global warming down
4 Climate change	d Reducing plastic use

2 Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class.

Reading

1 Read the article below. Match each section (A–C) with the heading (1–5). There are TWO extra headings.

1. Writing articles automatically
2. Adding extra security to social media login
3. Changing the appearance of users
4. Suggesting more suitable programmes
5. AI in journalism

Artificial Intelligence in the mass media

The mass media has undergone many changes over the last century. Artificial intelligence has also had an impact on the media. AI has become an important part of all forms of mass communication.

A. _____

Nowadays, people receive so much information from different sources that it is difficult to spot false stories. This is where AI can help. The advanced technology is able to classify types of information and recognise news that is not suitable for the public. Furthermore, AI can automatically change data into various forms such as online graphic organisers, images, and videos. This innovation is a breakthrough in journalism.

B. _____

Social media is popular all over the world, and more and more people are using platforms such as Facebook, Instagram, or Twitter. AI can make these platforms much safer and help the users avoid identity theft. A typical example is **facial recognition** software that allows us to increase the safety and security of our accounts. In many cases, social networking sites require personal information, which can be verified via facial recognition.

C. _____

Although television has been popular for a long time, it is now attracting larger audiences because of new features made possible by AI. TV viewers can watch programmes with higher picture quality and a lot of special effects. AI can also provide personalised recommendations to different users. The software can help TV viewers find channels or programmes based on their preferences, behaviour, and history.

2 Read the article again. Choose the correct answer A, B, C, or D.

A+ EXAM TIPS page 146

1. The purpose of writing the article is _____ in the mass media.
   - A. to advertise AI
   - B. to introduce the benefits of AI
   - C. to help readers avoid using AI
   - D. to describe an AI robot
2. Which of the following benefits of AI in journalism is NOT mentioned?
   - A. AI can change data into various forms.
   - B. AI can help people avoid unsuitable information.
   - C. AI can help journalists express their opinions.
   - D. AI can identify whether the information is true or not.
3. Why does the author mention '**facial recognition**' in Section B?
   - A. To support an idea.
   - B. To illustrate a contrast.
   - C. To give a reason.
   - D. To give a description.
4. What can be inferred about television in Section C?
   - A. TV viewers can watch more live TV shows.
   - B. There are more special effects on live TV programmes.
   - C. It has not benefited from AI.
   - D. AI makes it easier for people to choose their favourite programmes.

Writing

Write an essay (180–200 words) about the benefits of using AI in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below.

Problems caused by AI in creating content for the mass media

- Increasing costs of the mass media (high costs for developing, installing, and maintaining the software)
- Reducing people's creativity (automated content creation using AI tools)
- Replacing human's jobs in the mass media (AI's capability of reporting and writing)

Unit 9 Career paths

This unit includes:

LANGUAGE

Pronunciation

Sentence stress and rhythm

Vocabulary

Phrases related to choosing a career path

Grammar

Three-word phrasal verbs (consisting of a verb, an adverb, and a preposition)

SKILLS

Reading: Reading for main ideas and specific information in an article about things to consider when choosing a career path, and understanding text structure

Speaking: Talking about the things to consider when following different career paths

Listening: Listening for main ideas and specific information in a conversation about a career in teaching

Writing: Writing a curriculum vitae (CV)

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving clarification

Culture

In-demand careers for the future

PROJECT

Doing a survey on school-leavers' career plans

I GETTING STARTED

Q&A with a career adviser

1 Track 68 **Listen and read.**

Mr Kien: … So, I've talked to you about future job opportunities. I hope you'll continue to keep up with the rapid changes in the job market. Have you got any questions?

Nam: Yes, do you think we need to have a university degree to pursue a career?

Mr Kien: Well, it depends on the industry and the field of work that you're interested in. There're many jobs that don't require a university degree. For example, you may consider becoming a flight attendant, car mechanic, or repair worker.

Nam: But how do you get a job without a degree or any experience? Employers look down on job applicants without a university degree.

Mr Kien: No, they don't. You need to show that you're hard-working and willing to learn. Many companies hire school-leavers and provide on-the-job training.

Mai: So, when do you think we should start thinking about our careers?

Mr Kien: Well, the sooner, the better. However, the best time is when you start senior secondary school.

Mai: I read that AI will replace many workers in the future. How do I make sure that the job I choose won't be taken over by a robot?

Mr Kien: That's a good question. Many factory jobs and jobs in customer service have already become automated. As AI continues to develop, more human employees may be replaced. That's why it's important to choose jobs that involve a high level of human interaction, critical thinking, and decision-making.



Nam: So, are these the most important job skills we'll need in the future?

Mr Kien: That's right! No matter what career you may consider, you'll need these skills. Good communication and teamwork will always be in demand. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

Nam: Thank you very much for your answers.

2 Read the conversation again. Decide whether the following statements are true (T) or false (F).

	T	F
1. According to Mr Kien, school-leavers need to have a university degree to start a career.		
2. Mr Kien mentions three jobs that you can do without a degree.		
3. Mr Kien encourages students to start thinking about their future careers when they leave school.		
4. Mr Kien advises students to develop soft skills, which will help them deal with difficult situations.		

3 Find words and phrases in 1 with the following meanings.

1. p_____ — to try to achieve something over a period of time
2. a_____ — done by machines or computers
3. i_____ d_____ — wanted by a lot of people
4. s_____ s_____ — personal qualities that enable you to communicate well with other people
5. a_____ — to change your behaviour in order to be more successful in a new situation

4 Complete the text using phrasal verbs from the conversation in 1.

The career adviser hopes that students will continue to (1) _____ the rapid changes in the job market. He assures Nam that employers don't (2) _____ people without a university degree. The adviser also tells students to develop soft skills, which can help them (3) _____ solutions to challenging problems in the workplace.



II LANGUAGE

Pronunciation

Sentence stress and rhythm

Remember!

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not.
- This combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

1 Track 69 **Listen and repeat. Pay attention to the sentence stress and rhythm.**

1. It depends on the industry and the field of work that you're interested in.
2. There're many jobs that don't require a university degree.
3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.

2 Track 70 **Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.**

1. I'd like to apply for the position of Assistant Teacher.
2. We've received a lot of application letters.
3. We've chosen the best applicants to interview.
4. Successful applicants will start work in the new office.

Vocabulary

Choosing a career path

1 **Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below.**

1 have	a stressful situations	manage difficult situations
2 develop	b one's passion for	keep a very strong feeling of liking something
3 deal with	c an outgoing personality	like to talk to people
4 gain	d soft skills	build abilities to communicate with others and work well
5 pursue	e work experience	get experience of a particular job

2 **Complete the sentences using the correct forms of the phrases in 1.**

1. She left her current job in order to _____ music.
2. I have earned some money and _____ from my previous part-time jobs.
3. If you _____, it will be an advantage when you apply for this job.
4. In addition to technical knowledge, you also need to _____ such as communication and teamwork skills.
5. Your working environment may not always be pleasant. Sometimes, you have to _____.

Grammar

Three-word phrasal verbs

Remember!

- In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition.

Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts.

e.g. walk away from, climb out through.

Example:

*The driver **walked away from** the burning car.*

*The thief **climbed out through** the window.*

Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.

live up to	meet someone's expectations
cut down on	reduce
get on with	have a good relationship with
put up with	accept an unpleasant situation/person without complaining
go in for	have something as an interest or a hobby
get through to	contact somebody by phone
look forward to	expect something because you enjoy it
keep up with	learn about the current developments of
...	...

Example:

*She **gets on with** all the members of her team.*

*I can't **put up with** his bad behaviour any longer.*

- Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place.

1 Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in A-D to make complete sentences.

1. I have tried to contact the employment agency several times, but I haven't been able to get ...
2. After graduating from a medical school, my father had to work very hard to keep ...
3. I have sent them my CV and application letter. Now, I'm looking ...
4. As the factory gets more automated, its management plans to cut ...

a. up

b. forward

c. down

d. through

A. ... to hearing from them.

B. ... on staff.

C. ... to anyone.

D. ... with medical knowledge.

2 Work in pairs. Make true sentences about the career path of someone you know, using three-word phrasal verbs.

Example:

*My eldest sister is very good at English, and my parents wanted her to become a teacher of English. However, she didn't **live up to** my parents' expectations. Instead, she **went in for** a game design competition and became a game designer.*

III READING

Future career choices

1 Work in pairs. Discuss the following questions.

1. What are your career plans?
2. What do you need to do to prepare your future career?



2 Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase.

Career experts' advice

Our Teen Talk magazine has recently received a lot of questions from secondary school students asking about things they should consider when choosing their careers. We've talked to our career experts, and here is their advice.

A. _____

First, learn about yourself and discover your personality type, beliefs, soft skills, and interests. For example, if you are passionate about working with people and helping them develop, you may consider becoming **a social worker or a teacher**. If you are interested in learning languages, history, art, and architecture, you might look at jobs in the tourist industry. Spend time thinking about what you want to do, and list what you are good at. This can help you come up with a career path that matches your personality.

B. _____

Next, you should take into account any career qualifications you may need. Many jobs require formal education at a university or college. In order to work as a doctor, for example, you will need to study at medical school for some years of general medical training, followed by several years of specialty training. But there are also jobs that don't require any formal qualifications. You can be hired as a server or a barista in a coffee shop, for instance, and you will be given on-the-job training.

C. _____

You should also consider your chances of being hired. Some fields of work may offer very few positions. With technology developing at a fast pace, some jobs such as cashiers and travel agents may become automated or obsolete. **However,** other jobs are on the rise. Doctors, nurses, and pharmacists, for instance, are in great demand because of ageing populations and increased life expectancy. That is why before you make a decision, you should carefully examine the opportunities that a career path may provide.

1. passionate
   - **A.** having strong feelings of enthusiasm for something
   - **B.** showing happiness and excitement about something
2. take into account
   - **A.** describe
   - **B.** consider
3. specialty
   - **A.** the subject of study that someone knows a lot about
   - **B.** the typical food that a restaurant is famous for
4. barista
   - **A.** an owner of a coffee shop
   - **B.** a person who serves in a coffee shop
5. obsolete
   - **A.** updated
   - **B.** out of date

A+ EXAM TIPS page 145

3 Read the article again. Match each section (A–C) with a heading (1–4). There is ONE extra heading.

1. Think about employment opportunities
2. Ask the career experts for advice
3. Follow your passion and interests
4. Understand education requirements

4 Read the article again and choose the correct answer A, B, or C.

1. How is the article organised?
   - **A.** Using a 'cause and effect' text structure.
   - **B.** Discussing similarities and differences.
   - **C.** Sorting information into themes and categories.
2. Why does the writer mention '**a social worker or a teacher**' in Section A?
   - **A.** To illustrate jobs related to working with and helping people.
   - **B.** To prove that it will be easy to get these jobs in the future.
   - **C.** To show that more and more people want to work as social workers and teachers.
3. Why does the writer include the server and barista jobs in Section B?
   - **A.** To compare these jobs with the jobs that need formal training.
   - **B.** To give an example of jobs that don't require formal training.
   - **C.** To give additional examples of jobs that need formal training.
4. The author uses '**However**' in Section C in order to _____.
   - **A.** explain why the jobs will become obsolete
   - **B.** show the consequences of increased life expectancy
   - **C.** introduce jobs that are in demand

5 Work in pairs. Discuss the following questions.

What kind of job do you prefer: a job that requires formal education or a job that does not? Why?

IV SPEAKING

Discussion on different careers

1 Work in pairs. Use the given ideas to complete the information about the job of a tour guide.



- **A.** attend part-time courses or complete an apprenticeship
- **B.** may only be employed in the high season
- **C.** be patient, confident, and able to deal with stressful situations
- **D.** good communication skills

To become a tour guide, you need to consider:

Personality and interests:	• (1) _____ • be interested in culture, history, and architecture
Skills and knowledge:	• (2) _____ • knowledge of the local area: cultural, historical, and natural sites and events • knowledge of languages
Education and training:	• diploma in travel and tourism is useful, but a degree is not required • (3) _____ • learn on the job
Employment opportunities:	• (4) _____ • many tour guides are self-employed or combine tour guiding with another job • might be replaced by robots in the future

2 Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.

LANGUAGE SUPPORT page 144

To become a teacher of English/police officer/doctor, you need to consider:

Personality and interests:	• _____ • _____
Skills and knowledge:	• _____ • _____
Education and training:	• _____ • _____
Employment opportunities:	• _____ • _____

Example:

A: *Let's talk about the job of a doctor. What do you think we need to consider before we pursue this career?*

B: *Well, I think a doctor's personality is very important. You must be very kind and care for patients. You must have a passion for helping people.*

C: ...

3 Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences, and decide which job you prefer and why. Report your group's answers to the class.

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V LISTENING

Preparation for employment

1 Choose the correct meanings of the underlined words.

A+ EXAM TIPS page 145

1. I like science because it is a <u>fascinating</u> subject.
   - **A.** extremely interesting
   - **B.** completely boring
2. Lots of university students work as <u>tutors</u> to help school children learn better.
   - **A.** teaching assistants
   - **B.** private teachers
3. People with a strong <u>character</u> are honest, responsible, and confident.
   - **A.** a set of personal qualities that makes someone different from others
   - **B.** a main actor or actress in a film that you admire a lot
4. You need to send in your <u>CV</u> and an application letter in order to apply for this job.
   - **A.** a letter showing your academic achievements
   - **B.** a written record of your education and the jobs you have done

2 Track 71 Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the order you hear it.

Skills | Interests and hobbies | Work experience

- Education and qualifications
- (1) _____
- (2) _____
- (3) _____
- References

3 Track 72 Listen to the conversation again and choose the correct answer A, B, or C.

1. What is the conversation about?
   - **A.** How to qualify to teach in a school.
   - **B.** How to get a job as a home tutor.
   - **C.** How to become a good teacher.
2. What do you need to do before starting a teacher training course?
   - **A.** Get some teaching experience in the classroom.
   - **B.** Get a degree in a related subject.
   - **C.** Earn a teaching certificate.
3. Which of the skills are NOT mentioned by Ms Hoa?
   - **A.** Good communication and teamwork skills.
   - **B.** Understanding people's feelings.
   - **C.** Tutoring skills.
4. Why does Ms Hoa think reading is an important habit for teachers?
   - **A.** It helps them learn new things.
   - **B.** It improves their communication skills.
   - **C.** It exercises the brain.
5. According to Ms Hoa, what does '**a reference**' mean?
   - **A.** An application letter that gives additional information about someone's abilities.
   - **B.** A person who agrees to provide information about a job applicant.
   - **C.** A record of the things someone has learnt and done.

4 Work in groups. Discuss the following questions.

Would you like to become a teacher? Why/Why not?

VI WRITING

Writing your CV

1 Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections.

1. Hobbies and interests
2. Education
3. Work experience
4. Skills

TEACHING ASSISTANTS NEEDED

- Do you have a passion for teaching children?
- Are you a good communicator?
- Are you interested in organising learning activities?

We need 10 volunteer teaching assistants to help at a summer camp for primary school students. If this interests you, please send your CV to summercamp@webmail.com

CURRICULUM VITAE

Personal details

Full name: Ha Ngoc Nguyen

Phone: 1112345

Email: ngocha@webmail.com

Personal statement

Enthusiastic and hard-working senior secondary school student, currently studying towards a school graduation diploma. Passionate about teaching and learning, with excellent organisation and communication skills. Eager to find a volunteer position to help me gain work experience and prepare for a career in teaching.

A. _____

Nguyen Hue Senior Secondary School, Ha Noi — 20XX-present

Nguyen Trai Junior Secondary School, Ha Noi — 20XX-20XX

Subjects and predicted grades: English – 9, Maths – 9.5, Literature – 8.5

Awards: Young Leaders Award, Ha Noi Outstanding Student Award

Extracurricular activities: Founding member of the school book club, conducting member surveys to choose reading materials and planning club meetings

B. _____

Childminder — 20XX-present

- Supervise two children (aged 7 and 9) every Saturday while parents are away
- Help children do their homework and learn new concepts

Volunteer Tutor – Ha Noi Children's Village — Jul – Sep 20XX

- Tutored children aged 8-12 in maths and English at the local orphanage for three months
- Helped teachers make learning materials

C. _____

Fluent English: IELTS score 5.5

Digital skills: Good understanding of common digital software and platforms, basic coding skills

Effective communication skills

Excellent organisation skills

D. _____

Singing, reading, photography

References

Available upon request

Remember!

In your CV, you should include the following sections:

- **Personal details**
  Provide your personal information such as full name, phone number, and email
- **Personal statement**
  Provide a short summary about your personality, skills, and career goals.
- **Education**
  Give information about your education and qualifications. List the core subjects and the grades you have received or expect to receive. You can also include any academic achievements, awards, or extracurricular activities.
- **Work experience**
  Describe your work experience, especially the experience related to the job you are applying for. Include any voluntary work as well. Use bullet points to highlight your duties.
- **Skills**
  List your strongest skills, especially the ones related to the job you are applying for.
- **Hobbies and interests**
  This section is optional. However, if you don't have any notable work experience, your hobbies and interests will be a great way of showing a bit of your personality.
- **References**
  Make sure you have at least two references who know you well and can describe your character, skills, and work experience. It's not always necessary to include their names and contact details in a CV, so making them available on request is fine.

2 Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving clarification

1 Track 73 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Can you clarify
B. to put it another way
C. Could you explain it
D. in other words

1

Mr Kien: The job application process can be challenging, so you must start preparing yourself.

Mai: Mr Kien, I'm not sure I understand the process. (1) _____ for me, please?

Mr Kien: Well, (2) _____, it means the steps you must follow when you apply for a job. First, you find a job vacancy, get your CV ready, and send it with an application letter. When you hear from the recruiter, prepare for the job interview. If you're successful, you'll be offered the job.

Mai: I see. Thank you, Mr Kien.

Mr Kien: You're welcome.

2

Mark: Mai, have you got references in your CV?

Mai: I'm still confused about this section. (3) _____ what it should include?

Mark: Well, it should include names of teachers, career advisors, or former employers, (4) _____, people who can provide useful information about you.

Mai: Oh, I understand now. Thank you.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A is a Grade 12 student. B is a career adviser. B is explaining career path options. A is asking for clarification. B is giving clarification.
2. B is a new teaching assistant at a language centre. A has worked as a teaching assistant at the centre for several years. A is describing their job responsibilities. B is asking for clarification. A is giving clarification.

Useful expressions	
Asking for clarification	**Giving clarification**
• I'm not sure I understand ... • Can you clarify ... for me? • Could you be more specific? • What do you mean by ...? • Sorry, I'm confused about ... Could you explain that again?	• In other words, ... • Let me clarify that. • To put it another way, ... • What I mean is ... • I'd like to explain that ...

Culture

1 Read the text and answer the questions.

IN-DEMAND CAREERS FOR THE FUTURE

Technology has brought a lot of changes to our lives. The introduction of new technologies and the growth of artificial intelligence have also created a lot of career opportunities. Here are some jobs that we'll be seeing more of in the coming years.



Software developers and other coding careers

Nowadays, coding – or the process of writing computer programs – is becoming a valuable skill that recruiters are looking for. A recent survey of tech workers and employers has found that the job of a software developer will be the most important tech job in the future. Not surprisingly, in many countries, coding has even been added to the primary school curriculum.

Content creators

Over the past few years, the demand for content creators – those creating content for digital channels – has increased dramatically. There are a lot of job opportunities for content creators in different industries such as media, IT, fashion, pop music, travel and food services. Companies need to communicate with their customers, so they will always need talented content creators to help them. As a result, content creation will continue to grow and will still be a career in the future.





Data protection jobs

Personal data should only be collected and used for specific purposes. However, personal data can also be misused or used illegally to commit offences. Therefore, the demand for data protection officers, who educate employees about data handling, and data detectives, who examine data and detect issues, will go up. There will be plenty of data privacy jobs for people with the right technical and legal skills.

The above-mentioned jobs are among the many in-demand jobs of the future. If you are really interested in any of them, try to spend some time exploring them, so you can prepare for your future career.

1 Read the text and answer the questions.

Which job(s) involve(s) ...

1. stopping or detecting illegal actions?
2. helping businesses to understand their customers better?
3. a skill that some students can start learning from a young age?

2 Work in pairs. Discuss the following questions.

Which job do you find the most interesting and why? What other jobs do you think will become popular in the future?

VIII LOOKING BACK

Pronunciation

Track 74 Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm.

1. I saw a new job advert on the school noticeboard.
2. They're seeking a volunteer for their new project.
3. The heritage site wants to hire a tour guide with the relevant work experience.
4. My brother doesn't want to apply for a job that requires working with people.

Vocabulary

Complete the text. Use the correct words and phrases in the box.

passion	soft skills	pursue	automated	outgoing personality

The world of work is changing very fast. Most jobs require both technical and (1) _____. There are many employment opportunities for doctors, nurses, or software developers. Other jobs such as travel agents or cashiers may become (2) _____ or obsolete. More jobs will be replaced by robots. That's why it's important to choose and (3) _____ the right career path. To be successful and happy, you also need to have a(n) (4) _____ for your work and a(n) (5) _____.

Grammar

A+ EXAM TIPS page 145

Choose the correct answer A, B, C, or D.

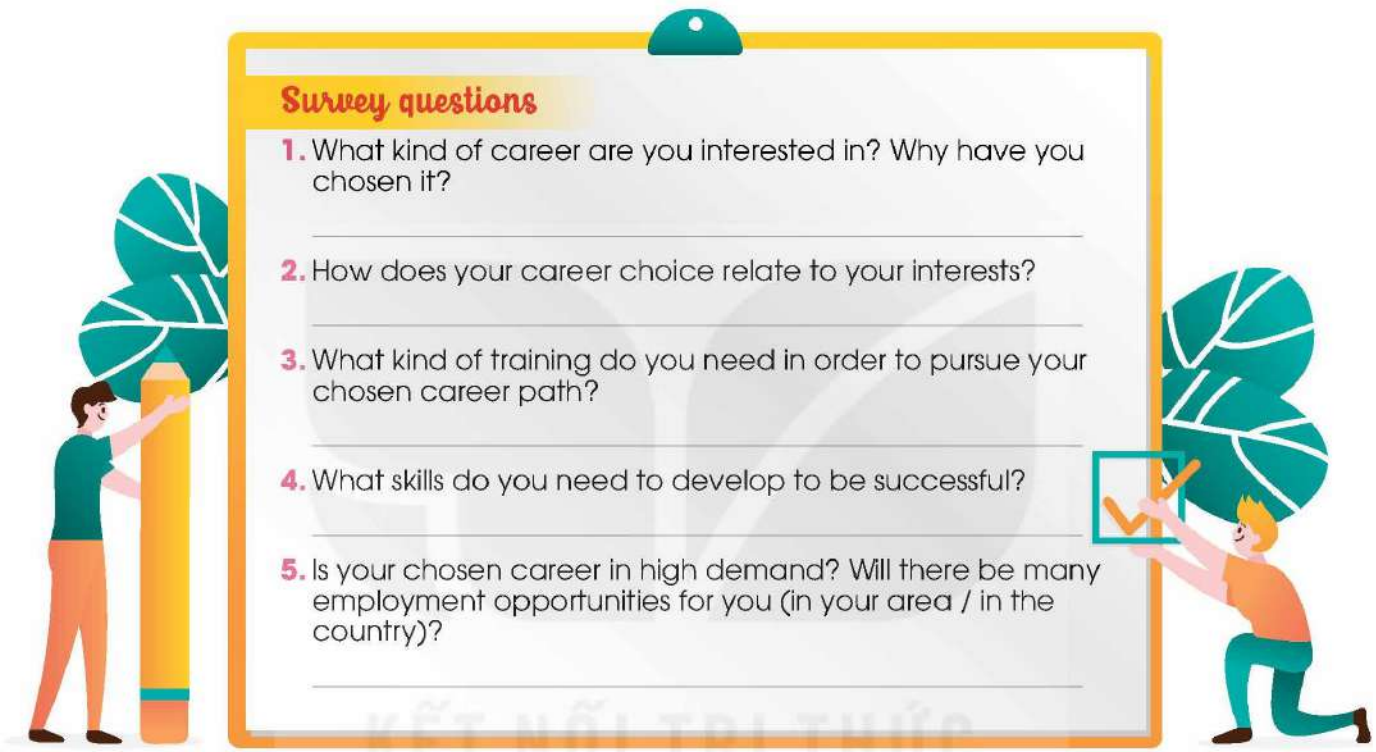
1. It is important for Grade 12 students to keep _____ with the changes in the university entrance exams.
   A. up **B.** on **C.** down **D.** to
2. My father left his job because he couldn't put _____ with his colleagues' constant complaining.
   A. on **B.** up **C.** along **D.** through
3. The company is planning to cut down _____ staff to reduce costs.
   A. in **B.** along **C.** on **D.** at
4. Many teenagers find it difficult to live _____ to their parents' expectations.
   A. in **B.** on **C.** back **D.** up

PROJECT

School-leavers' career plans

Work in groups. Ask questions to collect information from 8–10 classmates about their career plans.

Report your survey results to the class.



Survey questions

1. What kind of career are you interested in? Why have you chosen it?
2. How does your career choice relate to your interests?
3. What kind of training do you need in order to pursue your chosen career path?
4. What skills do you need to develop to be successful?
5. Is your chosen career in high demand? Will there be many employment opportunities for you (in your area / in the country)?

Now I can ...	✓	✓✓	✓✓✓
• use sentence stress appropriately to speak with a natural rhythm. • understand and use phrases related to choosing a career path. • use three-word phrasal verbs correctly. • read for main ideas and specific information in an article about things to consider when choosing a career path, and understand text structure. • talk about the things to consider when following different career paths. • listen for main ideas and specific information in a conversation about a career in teaching. • write a curriculum vitae (CV). • ask for and give clarification. • understand in-demand careers for the future. • do a survey on school-leavers' career plans and report it to the class.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 10 Lifelong learning



This unit includes:

LANGUAGE

Pronunciation

Intonation in questions (revision)

Vocabulary

Phrases related to lifelong learning

Grammar

Reported speech: reporting orders, requests, offers, and advice

SKILLS

Reading: Reading for main ideas and specific information in a head teacher's message to school-leavers

Speaking: Talking about great role models for lifelong learning

Listening: Listening for main ideas and specific information in a talk about the challenges of lifelong learning

Writing: Synthesising and summarising information to write an article about the benefits and challenges of lifelong learning

COMMUNICATION AND CULTURE / CLIL

Everyday English

Thanking and accepting thanks

Culture

One of the oldest university graduates

PROJECT

Creating a leaflet about a lifelong learning habit

I GETTING STARTED

Learning for life

1 175 **Listen and read.**

Mark: Hello, Grandma!

Grandma: Oh hi, Mark. I'm glad you're here! Can you help me increase the font size of this text on my laptop? It's too small for me to read.

Mark: Let me show you ... You need to press these two keys together ... See? It's easy, isn't it?

Grandma: It works! Everything's so easy to read now. Thanks, dear. I still have trouble using the laptop. You know, it's taken me so much time to learn computer skills.

Mark: That's fine, Grandma. My teacher says it's never too late to learn something new, especially new technology, because it's rapidly developing. Grandma, you've typed a lot of text! What are you working on?



Grandma: Well, I'm writing a summary of a book I've read recently. You see, my doctor advised me to read every day to boost my memory. And I want to brush up on my French before I visit my friend in Paris.

Mark: You're amazing, Grandma! Learning languages can improve your thinking skills. Our language teacher has also asked us to try to maintain our language skills after leaving school. Do you know that you can use the Internet to learn a language or watch the news?

Grandma: Really? This could help me stay informed about current events. Can you show me some news sites after I finish my book summary?

Mark: No problem, Grandma. But why do you have to type it?

Grandma: It's for the reading club I've just joined. The club leader encourages us to prepare our book reports and share them with all members in advance.

Mark: Are all club members your age?

Grandma: No, there're some young people as well. Are you interested in joining the next meeting?

Mark: Yes, I'd love to.

Grandma: OK, I'll put your name on the list of attendees then.

2 Read the conversation again. Decide whether the following statements are true (T) or false (F).

	T	F
1. Mark's grandma is very good at using technology.		
2. Mark's grandma is working on a book summary for her reading club.		
3. After typing up her book report, Mark's grandma will learn how to make the text size bigger on her laptop.		
4. Mark wants to attend the next meeting of his grandma's reading club.		

3 Find words and phrase in 1 with the following meanings.

1. b_____ — to make something become better
2. b_____ u_____ (on) — to practise and quickly improve a skill or knowledge of something learnt in the past
3. m_____ — to make something continue at the same level
4. i_____ — having a lot of knowledge about something

4 Match the beginnings with the endings to make complete sentences.

1. The doctor of Mark's grandma advised her	a. to put his name on the list of attendees.
2. Mark's language teacher has asked him	b. to read every day to boost her memory.
3. The club leader encourages members	c. to try to maintain his language skills after leaving school.
4. Mark's grandma offered	d. to prepare their book reports in advance.

II LANGUAGE

Pronunciation

Intonation in questions (revision)

Remember!

Question types	Intonation patterns
Yes/No questions	↗ (rising, at the end of the sentence)
Wh-questions	↘ (falling, at the end of the sentence)
Choice questions	↗ (rising on each choice before the word 'or'); ↘ (falling, at the end of the sentence)
Question tags	↘ (falling on the question tag, when almost sure of the answer); ↗ (rising on the question tag, when not sure of the answer)

1 Track 76 **Listen and repeat. Pay attention to the intonation of the following questions.**

1. It's easy, isn't it? ↗
2. What are you working on? ↘
3. Are all club members your age? ↗
4. But why do you have to type it? ↘
5. Are you interested in joining the next meeting? ↗

2 Track 77 **Mark the intonation in the following questions using ↗ (rising intonation) or ↘ (falling intonation). Then listen and check. Practise saying them in pairs.**

1. What does lifelong learning mean?
2. Do you have to pay for this online course?
3. Do students prefer online courses or face-to-face classes?
4. This is your book, isn't it? I saw your signature on the first page.

Vocabulary

Lifelong learning journey

1 Match the parts of the words to make words and phrases that mean the following.

1 night	a -rounded: having a variety of experiences and a range of skills and interests
2 distance	b education: education for adults that is available outside schools and universities
3 well	c school: classes for adults, held in the evening
4 learning	d learning: a method of education in which people study at home and send their work to their teachers
5 adult	e community: a group of learners who share learning goals and often connect with one another

2 Complete the sentences using the words and phrases in 1.

1. Lifelong learning can help you to become a _____ person.
2. Continuing education or _____ helps people keep their knowledge and skills up-to-date.
3. As my mother worked during the day, she went to _____ to get nursing qualifications.
4. Joining a _____ is a great way to meet people with similar interests.
5. Thanks to the power of the Internet, _____ or remote learning has become very popular.

Grammar

Reported speech: reporting orders, requests, offers, and advice

Remember!

- When we report orders, requests, offers, and advice, we can use a *to*-infinitive clause after the reporting verb. Reporting verbs include *ask, tell, advise, command, order, instruct, invite, encourage, persuade, remind, warn*, etc. Some verbs are followed by an object + *to*-infinitive clause.
- The verbs ***say*** and ***tell*** are the most common verbs in direct speech, but depending on the context and meaning, we can use different reporting verbs.

Example:

Direct speech	Reported speech
'Sit down and stop interrupting the talk!' the club leader said/told Mark.	*The club leader **told/ordered Mark to sit down and stop** interrupting the talk.*
'Could you show me how to register for the course?' I asked my teacher.	*I **asked my teacher to show** me how to register for the course.*
'You should take up a sport to keep fit,' my fitness instructor said.	*My fitness instructor **advised me to take up** a sport to keep fit.*

- Some verbs, such as *offer, propose, agree,* and *demand,* can't be followed by an object before the *to*-infinitive clause.

Example:

Direct speech	Reported speech
'I'll pay for your driving lessons,' my brother said.	*My brother **offered to pay** for my driving lessons.*
'OK, Mai, we'll pay for the online course,' Mai's parents said.	*Mai's parents **agreed to pay** for the online course.*

- Negative orders, requests, etc. are usually reported by *not* + *to*-infinitive.

Example: 'Don't stay out late, Mark,' his mother said.

→ *Mark's mother **told/warned him not to stay out** late.*

1 Rewrite the sentences in reported speech, using the correct forms of the verbs in the box.

ask offer tell advise

1. 'Find more information about the course you want to apply,' my mother told me.
   → My mother _____.
2. 'Can you send me the list of available online courses?' my friend asked.
   → My friend _____.
3. 'I'll teach you how to use mobile applications,' my brother said.
   → My brother _____.
4. 'You shouldn't waste so much time on social media,' the head teacher said.
   → The head teacher _____.

2 Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice.

Example:

*My parents **asked me to read** for an hour every day. They also **advised me to join** the school English club to improve my English. They **encouraged me to start** a learning journal. They **told me to write down** my thoughts about what I am studying in the journal.*

III READING

Head teacher's message to school-leavers

1 Work in pairs. Discuss the following questions.

1. Have you ever thought of continuing learning after finishing your secondary education?
2. If yes, how will you continue your learning?

2 Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.

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Dear students,

In a few weeks' time, you'll complete your secondary education. Some of you may have already made plans for continuing your studies at university or vocational school, while others may wish to start working right away. Whatever choice you make, remember to keep on learning new knowledge and skills.

'Haven't we learnt enough in secondary school?', many may wonder. In fact, learning does not stop after graduation. It is a lifelong process. It involves creating and maintaining a positive attitude to learning for both professional and personal development. Lifelong learning is especially relevant in today's changing world. It allows you to adapt to changes in the modern workplace and widens your employment opportunities. It helps you make better, informed decisions and become a more well-rounded individual. In addition, it keeps your brain healthy and boosts your memory. Lifelong learning also helps you stay connected with modern ideas and meet new people as you participate in various forms of adult education.

'Does that mean I have to go to classes again?'. The answer is 'yes' and 'no'. *Yes*, because when you start working, you may decide to go to night school or enrol on a distance learning course to learn a skill or get a degree. The answer is also *No*, because lifelong learning happens all the time. As long as you are motivated, you can learn new knowledge and develop new skills anywhere. Uncle Ho is a great role model for lifelong learning. He never stopped learning throughout his life despite all the hardships and challenges. He learnt to speak different languages, including English, French, Russian, Italian, German, and Chinese mainly by himself. He even wrote poems in Chinese when he was imprisoned in China to keep his mind sharp. He took regular physical exercise, did traditional martial arts, and enjoyed activities such as swimming and mountain climbing throughout his life. We can all learn from Uncle Ho's lifelong efforts to improve himself.



Remember that learning is a lifelong journey. Enjoy every moment of it.

Mrs Le Minh Ngoc
Head teacher

1. wonder
   - **A.** to think about something and try to guess what is true or will happen
   - **B.** to walk slowly around an area without a clear purpose

2. relevant
   - **A.** relatively close
   - **B.** valuable and useful
3. widens
   - **A.** makes something larger in degree or range
   - **B.** makes something smaller in degree or range
4. hardships
   - **A.** large boats that are hard to operate
   - **B.** conditions of life that cause difficulty and suffering
5. imprisoned
   - **A.** released from a prison
   - **B.** put in a prison

3 Read the letter again. Choose the correct answer A, B, C, or D.

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1. What is the main message of the letter?
   - **A.** Continue your studies at university or night school after leaving school.
   - **B.** Continue learning after leaving school to improve yourself and career.
   - **C.** Don't be afraid of the challenges of lifelong learning.
   - **D.** It's important to get a degree for your professional development.
2. Which of the following options is NOT mentioned as a choice for school-leavers?
   - **A.** Going to university.
   - **B.** Finding a job.
   - **C.** Going to a vocational school.
   - **D.** Volunteering abroad to learn languages.
3. Which of the following is NOT mentioned as a benefit of lifelong learning?
   - **A.** You have a better understanding of the world and can make good decisions.
   - **B.** It helps you to become successful in the present-day world.
   - **C.** It keeps your brain healthy and improves your memory.
   - **D.** It helps you stay connected with people and current ideas.
4. Why do some people choose distance learning according to the letter?
   - **A.** They may want to earn a degree, but still have a full-time job.
   - **B.** It is easier to enrol on a distance learning course.
   - **C.** There are many online courses to choose from.
   - **D.** It is the easiest way to stay connected with your friends from school.
5. Which of the following is NOT mentioned as an example of Uncle Ho's lifelong learning?
   - **A.** He regularly exercised, did traditional martial arts, and enjoyed outdoor activities.
   - **B.** He learnt to use different languages through self-study.
   - **C.** He regularly attended evening classes and joined a learning community.
   - **D.** He wrote poems in prison to keep his mind sharp.

4 Work in pairs. Discuss the following questions.

Imagine this letter is addressed to you. How would you reply to the head teacher? What would you say to her?

IV SPEAKING

Great role models for lifelong learning

1 Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.



Student A's card

Uncle Ho as a lifelong learner

- Managed to learn every day throughout his life (e.g. *by reading and writing until midnight after a working day*)
- Learnt to speak French, English, Chinese, Italian, German, and Russian (*mainly through self-study, had an effective way to learn new words: writing them on pieces of paper or his arms and revising them throughout the day*)
- Kept fit and healthy (e.g. *by doing exercise every day, doing traditional martial arts, and enjoying physical activities*)

Marie Curie as a lifelong learner

- Managed to go to university _____
- Spent a lot of time studying _____
- Won prizes _____

Student B's card

Marie Curie as a lifelong learner

- Managed to go to university (*because there were no universities accepting women in her country, Poland, she moved to France and studied physics and maths at the Sorbonne University*)
- Spent a lot of time studying (e.g. *studied on her own while working as a governess or tutor, borrowed books from the library, registered for many different courses at university*)
- Won prizes (*was the first woman to win a Nobel Prize, and the only woman to win a Nobel Prize twice, won a Nobel Prize in Physics in 1903 and another Nobel Prize in Chemistry in 1911*)

Uncle Ho as a lifelong learner

- Managed to learn every day throughout his life _____
- Learnt to speak French, English, _____
- Kept fit and healthy _____

2 A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.

Example:

Uncle Ho is a great role model for lifelong learning. He managed to learn every day throughout his life. He often learnt by reading and writing until midnight after a working day. ...

3 Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes.

Example:

Marie Curie is a great role model for lifelong learning. She managed to go to university because in her country, Poland, women were not allowed to go to university to study. Marie moved to France and studied physics and maths in Sorbonne University. ...

4 Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.

V LISTENING

Challenges of lifelong learning

1 Choose the correct meanings of the underlined words.

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1. Her job was difficult, but she didn't give up and showed great <u>determination</u> to succeed.
   - **A.** the desire to do something challenging without any support
   - **B.** the ability to continue trying to do something even when it is difficult
2. My mother managed to go to university despite many <u>obstacles</u>.
   - **A.** difficult situations
   - **B.** supporting conditions
3. There were too many <u>distractions</u> at home, so I started going to the library to study.
   - **A.** things that you pay close attention to
   - **B.** things that stop you from paying attention to what you are doing
4. We tried to apply the knowledge we <u>acquired</u> from the course into practice.
   - **A.** gained
   - **B.** discussed
5. We need to work together in order to solve <u>complex</u> problems.
   - **A.** difficult to deal with
   - **B.** easy to deal with

2 Track 78 Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.

a. You need money, time, and space to continue your pursuit of knowledge and skills.
b. You need to have a strong motivation and determination to become a lifelong learner.
c. Lifelong learning is effective only when you put what you've learnt into practice.

1. _____
2. _____
3. _____

3 Track 79 Listen to the talk again and complete the sentences. Use no more than THREE words for each gap.

1. Lifelong learners are motivated to expand their _____ and develop new skills.
2. To become a lifelong learner, you need to be determined to _____.
3. Reading books and _____ are not enough for effective lifelong learning.
4. You must be able to use the new knowledge and skills to find a solution to a _____ or create something new.
5. Not having enough money, time, or space should not prevent you from continuing learning and becoming a _____ person.

4 Work in groups. Discuss the following question.

How do you think we can overcome these challenges and become lifelong learners?

VI WRITING

An article about the benefits and challenges of lifelong learning

1 Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you.

Benefits	Challenges
• You have a better understanding of the world and can make good decisions. • (1) _____ • (2) _____	• You need to have strong motivation and determination to become a lifelong learner. • (3) _____ • (4) _____

2 Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

Benefits and Challenges of Lifelong Learning

Lifelong learning is self-motivated learning that is focused on both personal and professional development. This type of learning is essential in today's rapidly changing world. It brings many benefits as it helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So, what are these benefits and challenges?

Let's start with the benefits. _____

_____

What about the challenges? _____

_____

In conclusion, lifelong learning has many benefits, but it can also be challenging. In my opinion, _____

_____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Thanking and accepting thanks

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Don't mention it **B.** I really appreciate it
C. It's my pleasure **D.** Thank you for inviting

1

Ms Lan: Mai, the information about the online courses is very useful. Thank you for presenting it. (1) _____.

Mai: (2) _____, Ms Lan. I'm glad you found it useful.

2

Nam: Mark, I like the activities of the science club very much. (3) _____ me to join the club.

Mark: (4) _____. Glad to help.

2 Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

1. A attends a cooking class taught by B. A thanks B for teaching her/him to cook a traditional dish. B replies by accepting thanks.
2. A and B are friends. B thanks A for sharing information about an app for learning English. A replies by accepting thanks.

Useful expressions	
Thanking	**Accepting thanks**
Formal	**Formal**
• I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it.	• You're welcome. • It's my pleasure. • My pleasure.
Informal	**Informal**
• Thank you/Thanks for ... • Many thanks! • Thanks a million!	• No problem. • Don't mention it. • Glad to help.

Culture

1 Read the text and complete the diagram with information from the text.

One of the oldest university graduates

Bertie Gladwin became one of Britain's oldest graduates after receiving his Master's degree in intelligence history from the University of Buckingham at 91. He started his degree at the age of 89 together with his wife, who was then aged 77. 'I feel very satisfied to think that I've done an MA at my age,' he said at the time. 'When you're 90, you sit around and not a lot happens, so it's important to carry on learning and to broaden your horizons.'

Gladwin left school at the age of 14 and never finished his secondary education or went to university. But he still found a satisfying job. When Gladwin retired, he became less active and thought getting back into learning would delay the negative symptoms of old age. He wanted to keep his brain active and learn more about something that had always interested him. Then at the age of 60, he earned a BA in Psychology. By the time he was 70, he had also completed a BSc in Molecular Biology. 'They're fascinating subjects,' he said. 'I did them just because I was interested in them and wanted to know more about them.'

At 14	At 60	At 70	At 89	At 91
• left school • didn't finish secondary education	(1) _____	(2) _____	(3) _____	(4) _____

2 Work in groups. Share stories of people you know who keep learning despite their old age.

VIII LOOKING BACK

Pronunciation

Track 81 Mark the intonation in the following questions. Then listen and check. Practise saying them in pairs.

1. When was the last meeting of your reading club?
2. Is lifelong learning important for career development?
3. You don't attend night school classes, do you? I've never seen you before.
4. Is the course held on weekdays or at the weekend?

Vocabulary

Complete the text. Use the correct forms of the words and phrases in the box.

learning community	well-rounded	relevant
adult education	distance learning	

Lifelong learning is especially (1) _____ in today's fast changing world. There are many ways to engage in lifelong learning. First, you can attend courses at (2) _____ institutions. Second, you can also take remote or (3) _____ courses with the help of technology. Third, you can join a (4) _____ of people who share common learning goals. And, finally, you can learn by reading widely and researching topics. This will help you become (5) _____ and prepare you to face future challenges.

Grammar

Choose the sentence that has the closest meaning to the given sentence.

1. 'You should continue learning after leaving school,' my grandfather said.
   - A. My grandfather advised me to continue learning after leaving school.
   - B. I advised my grandfather to continue learning after leaving school.
   - C. My grandfather didn't want me to continue learning after leaving school.
   - D. I didn't want my grandfather to continue learning after leaving school.

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2. 'I'll help you register for the course,' my sister said.
   - A. My sister forced me to register for her course.
   - B. My sister offered to help me register for the course.
   - C. I wanted to help my sister register for the course.
   - D. I wanted my sister to register for the course.
3. 'Can you show me how to download this video?' my mother asked.
   - A. I asked my mother to show me how to download that video.
   - B. I showed my mother how to download that video.
   - C. My mother asked me to show her how to download that video.
   - D. My mother showed me how to download that video.
4. 'Don't enter your sister's room. She is studying,' my father told me.
   - A. My sister ordered me not to enter her room because she was studying.
   - B. My sister ordered my father not to enter her room because she was studying.
   - C. I ordered my father not to enter my sister's room because she was studying.
   - D. My father ordered me not to enter my sister's room because she was studying.

PROJECT

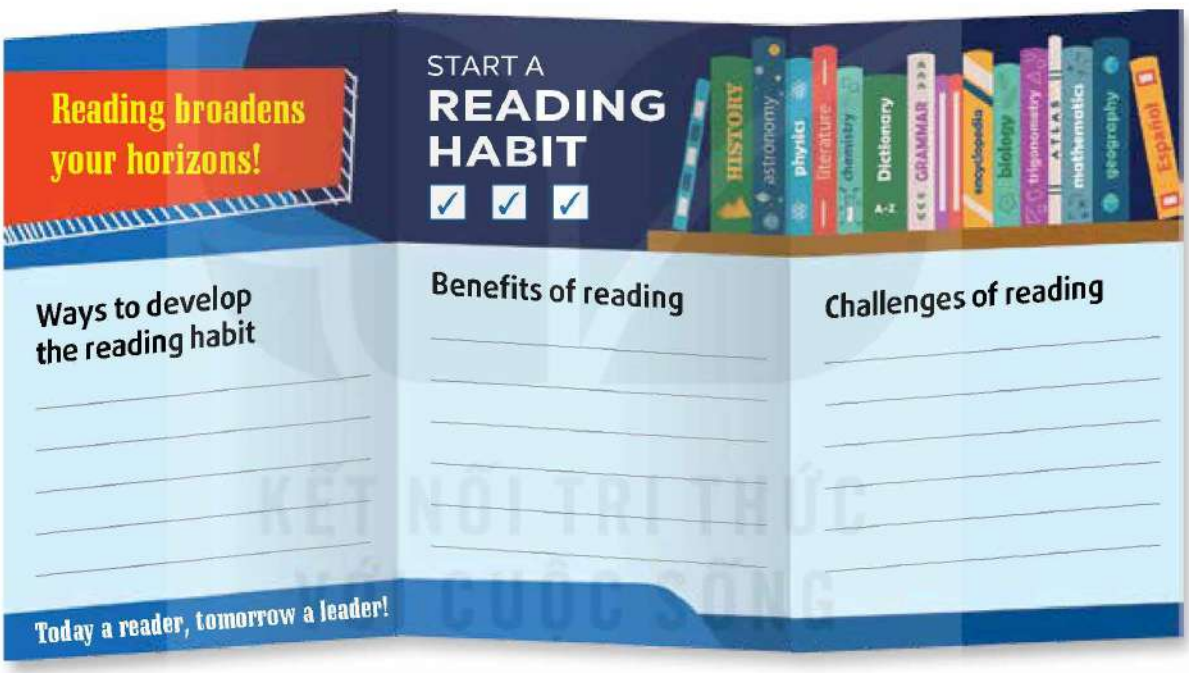
A leaflet about a lifelong learning habit

Work in groups. Do some research and choose a lifelong learning habit such as reading, self-education, taking courses or having a variety of hobbies.

Create a leaflet about the habit and share it with the class.

Use these questions as cues.

- What does the lifelong learning habit involve?
- How can this habit be developed?
- What are the benefits of this habit?
- Does this habit present any challenges?



Now I can ...	✓	✓✓	✓✓✓
• use appropriate rising and falling intonation in questions. • understand and use phrases related to lifelong learning. • use reported speech to report orders, requests, offers, and advice correctly. • read for main ideas and specific information in a head teacher's message to school-leavers. • talk about great role models for lifelong learning. • listen for main ideas and specific information in a talk about the challenges of lifelong learning. • synthesise and summarise information to write an article about the benefits and challenges of lifelong learning. • thank and accept thanks. • learn about one of the oldest university graduates. • create a leaflet about a lifelong learning habit and share it with the class.			

REVIEW 4

I LANGUAGE

Pronunciation

1 Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

1. A. candidate B. education
   C. adapt D. adult

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2. A. distance B. require
   C. lifelong D. hire

2 Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.

1. A. maintain B. inform
   C. widen D. pursue

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2. A. experience B. community
   C. intelligence D. education

3 Track 82 Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.

1. I've been taking online courses for more than three months.
2. Lifelong learning is the key to success for people of all ages.

4 Track 83 Circle the correct intonation pattern in the following questions. Listen and check. Then practise saying them in pairs.

1. Do you want to become a teacher ☐ or a businessman ☐ ?

   A. ↗ ... ↘ B. ↘ ... ↗

2. ***A:*** Working as a firefighter is very dangerous, isn't it ☐ ?

   B: Yes, but I got used to it.

   A. ↗ B. ↘

Vocabulary

1 Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase.

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1. When my brother worked in Seoul, he could <u>brush up on</u> his Korean.
   A. improve quickly B. widen
   C. require D. clean up
2. After leaving school at 18, my brother got several part-time jobs to <u>gain</u> some work experience.
   A. wonder B. offer
   C. obtain D. need
3. The office manager has scheduled several job interviews with the best <u>candidates</u> for the position.
   A. employees B. researchers
   C. interviewers D. applicants
4. The newly opened factory has to <u>deal with</u> stressful situations in a very competitive market.
   A. cope with B. develop
   C. replace D. maintain

2 Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.

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1. Thanks to advanced technology, some physically demanding jobs can be <u>automated</u>.
   A. passionate B. manual
   C. fascinating D. stressful
2. She left her current job in a big finance company in order to pursue her <u>passion</u> for fashion design.
   A. interest B. attention
   C. dislike D. spirit
3. The school provides students in both primary and secondary levels with a <u>well-rounded</u> education.
   A. irrelevant B. general
   C. flexible D. limited
4. The training course aims to help employees stay <u>informed</u> about the changes in their industry.
   A. unaware B. updated
   C. knowledgeable D. illiterate

3 Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8.

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When Mai was still at school, she thought she should (1) _____ a career in secondary education. A teaching job requires not only a university degree, but also work (2) _____. She attended an education fair and was advised to start developing her (3) _____, especially her communication, problem-solving and decision-making skills. Then she decided to study journalism and upon graduation, she found a job at a newspaper publisher. It didn't take Mai long to (4) _____ to her working environment. Although she often works overtime, she still finds time to (5) _____ on her Italian. She has also become part of an online (6) _____ where she can practise her Italian. She is also saving money to apply for an MA (7) _____ programme. She hopes that getting a master's degree will help her (8) _____ the professional career.

1. A. pursue	**B.** apply	**C.** require	**D.** motivate
2. A. experience	**B.** distance	**C.** character	**D.** assistant
3. A. time-management skills	**B.** leadership skills	**C.** soft skills	**D.** talents
4. A. hire	**B.** prepare	**C.** adopt	**D.** adapt
5. A. look up	**B.** pick up	**C.** catch up	**D.** brush up
6. A. qualification	**B.** learning community	**C.** position	**D.** lifelong learning
7. A. night school	**B.** hardship	**C.** passion	**D.** distance learning
8. A. hire	**B.** inform	**C.** boost	**D.** require

Grammar

1 Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

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1. My sister is looking forward <u>up</u> (A) <u>starting</u> (B) an online course <u>on</u> (C) fashion <u>design</u> (D).
2. Some of my teammates decided <u>to</u> (A) leave the company and look <u>for</u> (B) another job as they couldn't put up <u>on</u> (C) our new <u>manager's behaviour</u> (D).
3. Carmel's <u>manager</u> (A) offered <u>give</u> (B) her <u>weekly</u> (C) feedback <u>on</u> (D) her work.
4. The police officer <u>ordered</u> (A) the men to come <u>out of</u> (B) the building and <u>putting</u> (C) their hands <u>up</u> (D).
5. Mary stopped <u>attending</u> (A) the online course <u>because</u> (B) it didn't live <u>down</u> (C) to <u>her</u> (D) expectations.
6. The <u>gathering</u> (A) was a great opportunity <u>for</u> (B) family and friends <u>to</u> (C) catch up <u>about</u> (D) each other's news.

2 Mark the letter A, B, C, or D to indicate the correct answer.

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1. The manager advised his employees _____ their projects before the long holiday.
   A. complete **B.** to complete **C.** completed **D.** completing
2. The Human Resource Department _____ me to provide two professional references who can confirm my qualifications for the position.
   A. asked **B.** offered **C.** refused **D.** agreed
3. The company should hire a media representative to get _____ to customers.
   A. away **B.** in **C.** on **D.** through
4. Although my grandmother is a lot older than the other students in her singing class, she finds it easy to get _____ with them.
   A. on **B.** forward **C.** up **D.** to
5. I'm enjoying my current job. It has _____ my expectations.
   A. run away with **B.** lived up to **C.** cut down on **D.** looked forward to
6. He had a lot of work experience, but he found it difficult to _____ the latest technology trends.
   A. get on with **B.** cut down on **C.** keep up with **D.** run away from

3 Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences.

1. 'You should spend 20 minutes a day practising your English,' my teacher told me.

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A. My teacher offered to spend 20 minutes a day speaking English to me.
B. My teacher refused to spend 20 minutes a day speaking English to me.
C. My teacher advised me to spend 20 minutes a day practising my English.
D. My teacher ordered me to spend 20 minutes a day practising my English.

2. 'Don't leave the office before 6 p.m,' our manager said.

A. The manager told us not to leave the office before 6 p.m.
B. The manager refused to leave the office before 6 p.m.
C. The manager advised us not to leave the office before 6 p.m.
D. The manager offered to leave the office before 6 p.m.

3. 'Please show me your identity card before you enter the building,' the security guard asked me.

A. The security guard refused to show his identity card to me when I entered the building.
B. The security guard asked me to show him my identity card before I entered the building.
C. The security guard advised me to show him my identity card before I entered the building.
D. The security guard offered to show me his identity card before I entered the building.

4. 'I'll show you how to use the new software,' my manager said.

A. My manager asked me to show him the new software.
B. My manager advised me to show him how to use the new software.
C. My manager refused to show me how to use the new software.
D. My manager offered to show me how to use the new software.

II SKILLS

Listening

1 Track 84 Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning?

A. The impact of technology on jobs.
B. Employees' expectations of success.
C. More competitive job market.

2 Track 85 Listen again and complete the following notes with no more than THREE words for each gap.

Lifelong learning: continuous (1) _____.

1. We are living in the age of advanced technology and (2) _____.
- People lose jobs as companies cut down on staff.
- Some jobs become (3) _____ or automated.
- There is an increasing demand for other (4) _____.

2. The job market is more competitive.
- You need to keep knowledge and skills current.
- You need to be able to show that you can learn (5) _____.
- You'll be valued as an employee if you are committed to (6) _____.

Speaking

1 Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance.

Ways	Order of importance
a. Attending training courses and professional seminars	
b. Researching topics of interest and gathering information	
c. Putting knowledge and new skills into practice	
d. Taking up new hobbies or sports	
e. Reading books and newspapers every day	

2 Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class.

Reading

1 Read the article below. Match each section (A–D) with a heading (1–5). There is ONE extra heading that you do not need to use.

1. Exploring career options
2. Reaching out for guidance
3. Taking action to turn goals into reality
4. Getting a university degree
5. Getting to know yourself

CAREER PLANNING

Choosing a career after leaving senior secondary school is particularly important to students. Below are some practical tips for successful career planning.

A. _____

Making a list of job options is the first step in choosing a career path. People may pursue a particular career for various reasons such as better pay, job satisfaction, promotion prospects and so on. While making your list, you should learn more about each option that interests you and try to discover new career opportunities that you were not aware of.

B. _____

You should also identify your personal interests and activities you enjoy. Do you see yourself as a patient, responsible, and trustworthy person? Do you have a passion for music, acting, or working with children? Try to discover your personality and get to know your strengths. This will help you match career options to your personality type and interests.

C. _____

There is a lot of support for students trying to make career decisions. Start by discussing your career plan with your parents and teachers. You can also attend job fairs where you will have the opportunity to talk to career advisers, and meet employers and recruiters. Make sure you prepare well by researching the participating companies in advance and identifying who you want to talk to.

D. _____

Once you have identified suitable career options and done enough research, start working towards achieving your goals. How do you want to get there? Do you need a university degree or an apprenticeship? Are there any online courses or training programmes to help you gain the knowledge and skills your career requires? Write down everything you need to do and **monitor** your progress as you work.

2 Read the article again. Choose the correct answer A, B, C, or D.

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1. How is the article organised?
   - A. Using a 'cause and effect' text structure.
   - B. Identifying problems and providing solutions.
   - C. Discussing similarities and differences.
   - D. Sorting information into themes and categories.
2. According to Section B, which of the following is one way of identifying a suitable job?
   - A. Finding career choices suitable for your personality and interests.
   - B. Using music to help you understand yourself.
   - C. Working with children to get to know your passions.
   - D. Thinking of career options and matching them to your strengths.
3. According to Section C, how can students get the most out of a job fair?
   - A. By preparing their questions in advance.
   - B. By asking their parents and teachers for help.
   - C. By working out which participating companies they want to meet in advance.
   - D. By sharing their job lists with career advisors.
4. Why do you think the writer asks questions in Section D?
   - A. To engage readers and encourage them to think about the answers.
   - B. To ask readers to send their answers to him/her.
   - C. To show that writers can't provide all the answers.
   - D. To help the writer organise his/her ideas in the paragraph.
5. The word '**monitor**' in Section D is closest in meaning to _____.
   - A. introduce quickly
   - B. check regularly
   - C. support daily
   - D. achieve slowly

Writing

Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description.

Fashion assistant required

- Want to take your first step into a career in fashion design?
- We are hiring a fashion assistant to join our team at *Teen Fashion Culture*, a leading fashion retail group. We will offer on-the-job training and support to the right candidate.
- Job responsibilities:
  - Researching current fashion trends.
  - Assisting the fashion design team in developing ideas for new products and designing sketches.

Please send your CV to: fashionabledesign@webmail.com

APPENDIX 1:

USEFUL COMMUNICATION STRATEGIES AND LANGUAGE FOR CLASSROOM CONVERSATIONS AND DISCUSSIONS

To start a conversation or discussion, you can:

- present the topic, e.g. *Let's talk about ...*
- ask your partner for personal information related to the topic, e.g. *Ly, do you often recycle at home?/Ly, which job on the list do you like?*
- ask for an opinion, e.g. *Ly, what food do you think we should have on Korea Culture Day?*
- ask team members if they are ready to start, e.g. *Are you all ready to start?/Should we start?/ Who'd like to start?*

To keep a conversation going, you should:

- use *Wh*-questions, e.g. *Who should we invite to the Environmental Day? What activities should we organise? How much time should each activity take?*
- show that you are interested in and encourage the speaker to continue speaking, e.g. *Right./ I see./Interesting!/Really?*
- show that you have understood, e.g. *I take your point./Fair enough./I know what you mean.*
- show that you are going to speak, but need to give yourself time to think, e.g. *Well, let me think./ I'm not sure./Hold on a minute./That's a good question.*

To give and exchange opinions in a conversation or discussion, you should:

- state your opinion clearly, e.g. *I think/I believe/In my opinion,*
- ask for an opinion and explanation from other speakers, e.g. *What about you?/Why do you think so?*
- express your agreement or disagreement politely, e.g. *I agree with you./(I'm afraid) I have to disagree.*

To present your ideas clearly in a discussion, you should:

- state your opinion directly, e.g. *I think/believe chatbot apps will be very effective in the classroom.*
- introduce your arguments, e.g. *There are two main reasons.*
- use linking words to order your arguments, e.g. *First, .../Second, .../Besides, .../Moreover, .../In addition, .../Last, .../Finally, ...*

To end a conversation or discussion, you should:

- summarise it, e.g. *We've decided .../We've agreed to .../We've covered all points.*
- conclude it and thank participants, e.g. *Great, we're now ready for .../That's all we have today./It was a very useful discussion./Thank you all for your ideas.*

APPENDIX 2:

EXAM STRATEGIES

Task type	Strategies
Pronunciation (MCQs): Identifying the word whose underlined part differs from the other three in pronunciation	1. Try pronouncing all words and pay attention to the underlined sounds. 2. Pronounce words in pairs. If any two words share the same underlined sounds, neither of them can be the correct answer. If they don't, one of them is the correct answer. 3. Some letter combinations may have different pronunciation in different words so don't be misled by the spelling, e.g. *h<u>ea</u>ding* vs. *<u>ea</u>ting*. 4. Pay attention to any grammatical endings such as *-ed* for the past tense or *-s* for plural nouns, which are pronounced differently depending on the last sound.
Pronunciation (MCQs): Identifying words whose main stress placement differs from the other three in pronunciation	1. Try pronouncing all words and mark the stress of each word. 2. If any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer. 3. Be aware that all four options have the same number of syllables and you should try to count them.
Vocabulary (MCQs): Identifying the word(s) CLOSEST in meaning to the underlined word(s)	1. Read the whole sentence, focusing on the underlined word. 2. Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word. 3. If you don't know the underlined word, try to work out its meaning from context, i.e. the words, phrases, and sentences surrounding it. 4. Replace the underlined word with each of the answer choices. Words that change the meaning of the sentence cannot be the correct answer.
Vocabulary (MCQs): Identifying the word(s) OPPOSITE in meaning to the underlined word(s)	1. Read the whole sentence, focusing on the underlined word. 2. Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word. 3. If you don't know the underlined word, try to work out its meaning from context, i.e. the words and phrases surrounding it. 4. Replace the underlined word with each of the answer choices. The word that makes the sentence opposite in meaning is the correct answer.
Grammar (MCQs): Identifying the error	1. Read the whole sentence, focusing on the underlined words/ phrases. 2. Look at both the underlined parts and the phrases that contain these parts. 3. Identify the grammar points that are tested in the sentence. 4. If you're not sure about an answer choice, skip it and focus on the other ones to see if you can find the error or not.
Grammar (MCQs): Choosing the best answer to complete each sentence	1. Read the whole sentence and the answer choices. 2. Identify the grammar points that are tested in the sentence. 3. Eliminate any choices that are grammatically incorrect. The correct answer should be grammatically correct and form a meaningful sentence.
Gap-fills (MCQs): Choosing the best answers to complete the text	1. Read each sentence with the gap. Try to understand the meaning. 2. Look through the answer choices. Pay attention to the grammar of the sentence. For example, think if the gap requires a verb or noun, and in what form - plural or singular. Eliminate any grammatical incorrect choices. 3. Pay attention to the pronouns and logical connectors in the text, and choose words that maintain the right relationships. 4. Choose the answer choice that makes a meaningful sentence.

Reading comprehension MCQs (for main ideas)	1. Read the answer choices. 2. Read through the whole text/section and try to get an overview of it. Pay attention to the first or the last sentence of each paragraph, which is usually the topic sentence. 3. Do not focus too much on unfamiliar words. Try to guess the meaning of these words from context. 4. The correct answer should best summarise the main ideas of the whole text/section. Watch out for distractors, especially choices that are 'irrelevant' (i.e. not mentioned in the text/section), 'incorrect' (i.e. not true according to the text/section), 'too narrow' (i.e. only representing part of the text/section) or 'too general' (i.e. not specific to that section only).
Reading comprehension MCQs (for specific information)	1. Read and underline the keywords in the questions and the answer choices. 2. Read the text and locate the keywords, as well as paraphrases of these keywords. 3. Select the answer choice that matches the information in the text. 4. Do not simply match words or phrases with those in the text. Sometimes incorrect choices contain the same words as the text.
Reading comprehension MCQs (negative facts)	1. Read and underline the keywords in the questions and answer choices. 2. Read the text and locate the keywords, as well as paraphrases of these keywords. 3. Eliminate the answer choices containing the ideas/information mentioned in the text. The answer is the option which gives wrong/different information or information not stated in the text.
Reading comprehension MCQs (for inferences)	1. Read and underline the keywords in the question and the answer choices. 2. Read the parts that contain the relevant information. Note that the keywords in the answer choices may be paraphrased in the text. 3. Check whether the information in each answer choice can be inferred from these parts, i.e. it is not stated directly in the text, but is true based on the information given. Eliminate the answer choices that contain irrelevant information.
Reading comprehension MCQs (for referents)	1. Read the question and locate the part that contains the referent, e.g. *it, they, him*. 2. Try to work out the meaning of the whole sentence and look for any contextual clues around the referent. 3. Try to identify the correct answer by replacing the referent with each of the answer choices. Pay attention to the nouns in the sentence and check whether they are singular/plural.
Reading comprehension MCQs (for vocabulary)	1. Locate the word or phrase in the text. 2. Carefully study the context (i.e. the words/phrases as well as neighbouring sentences). 3. Try to replace the word/phrase with each choice to see which one fits the sentence without changing its meaning.
Sentence transformation: Identifying the sentence that is closest in meaning to a given sentence	1. Read the original sentence and try to understand its meaning. 2. Read the answer choices and try to work out what grammar point it could be testing, e.g. conditionals, cause-effect, the passive, indirect speech. 3. Eliminate the grammatically incorrect answer options. 4. Choose the sentence that doesn't change the meaning of the original sentence.
Sentence combination: Identifying the sentence that best combines a pair of given sentences	1. Read the two sentences and study the relationship between these sentences, e.g. addition, contrast, subordination. 2. Read the answer choices and eliminate the grammatically incorrect ones. 3. Choose the sentence that best represents the relationship between two sentences and does not change the meaning of the original sentences.

GLOSSARY

Abbreviations

adj	adjective	**np**	noun phrase
adv	adverb	**v**	verb
n	noun		

Unit 1

account (n)	/ə'kaʊnt/	câu chuyện
achievement (n)	/ə'tʃi:vmənt/	thành tích, thành tựu
admire (v)	/əd'maɪə/	ngưỡng mộ
adopt (v)	/ə'dɒpt/	nhận con nuôi
animated (adj)	/'ænɪmeɪtɪd/	hoạt hình
attack (n,v)	/ə'tæk/	cuộc tấn công, tấn công
attend (school/ college) (v)	/ə'tend (sku:l/ kɒlɪdʒ)/	đi học (trường, trường đại học, cao đẳng)
battle (n)	/'bætl/	chiến trường
biography (n)	/baɪ'ɒgrəfi/	tiểu sử
biological (adj)	/ˌbaɪə'lɒdʒɪkl/	(quan hệ) ruột thịt
bond (v)	/bɒnd/	kết thân (với ai)
cancer (n)	/'kænsə/	ung thư
carry out	/'kæri aʊt/	tiến hành
childhood (n)	/'tʃaɪldhʊd/	tuổi thơ
Communist Party of Viet Nam	/'kɒmjənɪst pa:ti əv vi:et'na:m/	Đảng Cộng sản Việt Nam
death (n)	/deθ/	cái chết
defeat (v)	/dɪ'fi:t/	đánh bại
devote to	/dɪ'vəʊt tə/	cống hiến (cho)
drop out (of)	/'drɒp aʊt (ɒv)/	bỏ học
enemy (n)	/'enəmi/	kẻ thù
genius (n)	/'dʒi:niəs/	thiên tài
hero (n)	/'hɪərəʊ/	anh hùng
marriage (n)	/'mærɪdʒ/	cuộc hôn nhân
military (n)	/'mɪlətri/	quân đội
on cloud nine/ on top of the world/over the moon	/ɒn klaʊd naɪn/ /ɒn tɒp ɒv ðə wɜ:ld//'əʊvə ðə mu:n/	rất vui sướng, hạnh phúc
pancreatic (adj)	/ˌpæŋkri'ætɪk/	liên quan tới tuyến tuỵ
pass away	/pa:s ə'weɪ/	qua đời
poem (n)	/'pəʊɪm/	bài thơ
poetry (n)	/'pəʊətri/	thơ ca
resign (v)	/rɪ'zaɪn/	từ chức
resistance war	/rɪ'zɪstəns wɔ:/	cuộc kháng chiến

rule (n, v)	/ruːl/	sự trị vì, trị vì
youth (n)	/juːθ/	tuổi trẻ

Unit 2

admire (v)	/əd'maɪə/	ngắm nhìn, chiêm ngưỡng
anxiety (n)	/æŋ'zaɪəti/	sự bồn chồn, lo lắng
appreciate (v)	/ə'priːʃieɪt/	thưởng thức, trân trọng
bamboo dancing (np)	/ˌbæm'buː 'dɑːnsɪŋ/	nhảy sạp
captivate (v)	/'kæptɪveɪt/	thu hút, cuốn hút
celebrate (v)	/'selɪbreɪt/	tổ chức, mừng
confusion (n)	/kən'fjuːʒn/	sự khó hiểu, sự hỗn độn, sự rối rắm
costume (n)	/'kɒstjuːm/	trang phục
cuisine (n)	/kwɪ'ziːn/	ẩm thực
cultural (adj)	/'kʌltʃərəl/	thuộc về văn hoá
culture shock (n)	/'kʌltʃə ʃɒk/	sốc văn hoá
custom (n)	/'kʌstəm/	phong tục
diversity (n)	/daɪ'vɜːsəti/	sự đa dạng
extracurricular (adj)	/ˌekstrəkə'rɪkjələ/	ngoại khoá
festivity (n)	/fe'stɪvəti/	ngày hội
globalisation (n)	/ˌgləʊbəlaɪ'zeɪʃn/	sự toàn cầu hoá
identity (n)	/aɪ'dentəti/	bản sắc, đặc điểm nhận dạng
keep up with	/'kiːp ʌp wɪð/	bắt kịp với, theo kịp
lifestyle (n)	/'laɪfstaɪl/	lối sống
multicultural (adj)	/ˌmʌlti'kʌltʃərəl/	tính đa văn hoá
origin (n)	/'ɒrɪdʒɪn/	nguồn gốc
popularity (n)	/ˌpɒpju'lærəti/	sự phổ biến, sự thông dụng
speciality (n)	/ˌspeʃi'æləti/	đặc sản
staple (adj)	/'steɪpl/	cơ bản, chủ yếu
tasty (adj)	/'teɪsti/	ngon
traditional (adj)	/trə'dɪʃənl/	truyền thống
trend (n)	/trend/	xu hướng
tug of war (n)	/ˌtʌg əv 'wɔː/	trò chơi kéo co

Unit 3

carbon footprint (n)	/ˌkɑːbən ˈfʊtprɪnt/	tổng lượng phát thải khí nhà kính
cardboard (n, adj)	/ˈkɑːdbɔːd/	bìa cứng, làm bằng bìa cứng
clean up	/ˈkliːn ʌp/	dọn dẹp
compost (n)	/ˈkɒmpɒst/	phân hữu cơ
container (n)	/kənˈteɪnə/	thùng, hộp, gói
contaminated (adj)	/kənˈtæmɪneɪtɪd/	nhiễm độc, nhiễm khuẩn
decompose (v)	/ˌdiːkəmˈpəʊz/	phân huỷ
eco-friendly (adj)	/ˌiːkəʊ ˈfrendli/	thân thiện/ tốt cho hệ sinh thái, môi trường
fruit peel (np)	/fruːt piːl/	vỏ hoa quả
household waste (np)	/ˈhaʊshəʊld weɪst/	rác thải sinh hoạt
in the long run	/ɪn ðə lɒŋ rʌn/	về lâu dài
in the long/ medium/ short term	/ɪn ðə lɒŋ/ ˈmiːdiəm/ ʃɔːt tɜːm/	về lâu dài/ trong thời gian không xa/ trong thời gian trước mắt
landfill (n)	/ˈlændfɪl/	bãi chôn rác
layer (n)	/ˈleɪə/	lớp
leftover (n, adj)	/ˈleftəʊvə/	thức ăn thừa
packaging (n)	/ˈpækɪdʒɪŋ/	bao bì
pile (n)	/paɪl/	chồng, đống
reusable (adj)	/riːˈjuːzəbl/	tái sử dụng được
reuse (v)	/riːˈjuːz/	tái sử dụng
rinse out	/ˈrɪns aʊt/	xối nước, rửa sạch
single-use (adj)	/ˌsɪŋgl ˈjuːs/	dùng một lần
waste (n)	/weɪst/	rác thải

Unit 4

afford (v)	/əˈfɔːd/	có đủ tiền, có khả năng chi trả
colonial (adj)	/kəˈləʊniəl/	thuộc địa, thuộc dân
concern (n)	/kənˈsɜːn/	sự lo lắng
decrease (v)	/dɪˈkriːs/	giảm, hạ xuống
expand (v)	/ɪkˈspænd/	mở rộng (về diện tích)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

gradually (adv)	/ˈgrædʒuəli/	dần dần, từ từ
housing (n)	/ˈhaʊzɪŋ/	nhà ở
leisure (n)	/ˈleʒə/	sự giải trí, thư giãn
proportion (n)	/prəˈpɔːʃn/	tỉ lệ
rapidly (v)	/ˈræpɪdli/	rất nhanh, với tốc độ cao
reliable (adj)	/rɪˈlaɪəbl/	đáng tin cậy
resident (n)	/ˈrezɪdənt/	người dân
rush hour	/ˈrʌʃ aʊə/	giờ cao điểm
seek (v)	/siːk/	tìm kiếm
unemployment (n)	/ˌʌnɪmˈplɔɪmənt/	tình trạng thất nghiệp, số người không có việc làm
urban (adj)	/ˈɜːbən/	thuộc về đô thị

Unit 5

application letter (n)	/ˌæplɪˈkeɪʃn ˈletə/	thư xin việc
bonus (n)	/ˈbəʊnəs/	tiền thưởng
casual (adj)	/ˈkæʒuəl/	theo thời vụ, tạm thời
challenging (adj)	/ˈtʃælɪndʒɪŋ/	thách thức
flexible (adj)	/ˈfleksəbl/	linh hoạt
footstep (n)	/ˈfʊtstep/	bước chân; truyền thống gia đình
employ (v)	/ɪmˈplɔɪ/	tuyển dụng
nine-to-five (adj)	/ˈnaɪn tə faɪv/	giờ hành chính
on-the-job (adj)	/ɒn ðə ˈdʒɒb/	trong công việc, khi đang làm việc
overtime (adv)	/ˈəʊvətaɪm/	ngoài giờ
part-time (adj)	/ˌpɑːt ˈtaɪm/	bán thời gian
repetitive (adj)	/rɪˈpetətɪv/	lặp đi lặp lại
rewarding (adj)	/rɪˈwɔːdɪŋ/	xứng đáng
shift (n)	/ʃɪft/	ca làm việc
stressful (adj)	/ˈstresfl/	áp lực, căng thẳng
unpaid (adj)	/ˌʌnˈpeɪd/	không được trả lương
wage (n)	/weɪdʒ/	tiền công (trả theo giờ hoặc theo khối lượng công việc)
wait on tables	/weɪt ɒn ˈteɪblz/	phục vụ đồ ăn thức uống cho khách trong nhà hàng

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

well-paid (adj)	/ˌwel ˈpeɪd/	được trả lương cao
vacancy (n)	/ˈveɪkənsi/	vị trí công việc còn trống

Unit 6

activate (v)	/ˈæktɪveɪt/	kích hoạt, khởi động
advanced (adj)	/ədˈvɑːnst/	tiên tiến, trình độ cao
analyse (v)	/ˈænəlaɪz/	phân tích
application (n)	/ˌæplɪˈkeɪʃn/	sự ứng dụng, sự áp dụng
artificial intelligence (n) (AI)	/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/ (/ˌeɪ ˈaɪ/)	trí thông minh nhân tạo
capable (adj)	/ˈkeɪpəbl/	có khả năng
chatbot (n)	/ˈtʃætbɒt/	hộp trò chuyện
data (n)	/ˈdeɪtə/	dữ liệu
digital (adj)	/ˈdɪdʒɪtl/	thuộc kĩ thuật số
evolution (n)	/ˌiːvəˈluːʃn/	sự tiến hoá, sự phát triển
facial recognition (n)	/ˌfeɪʃl rekəgˈnɪʃn/	khả năng nhận diện khuôn mặt
function (n)	/ˈfʌŋkʃn/	chức năng, nhiệm vụ
hands-on (adj)	/ˌhændz ˈɒn/	thực tiễn, trực tiếp
human-like (adj)	/ˈhjuːmən laɪk/	giống con người
interact (v)	/ˌɪntərˈækt/	tương tác
personalised (adj)	/ˈpɜːsənəlaɪzd/	được cá nhân hoá
platform (n)	/ˈplætfɔːm/	nền tảng (công nghệ)
portfolio (n)	/pɔːtˈfəʊliəʊ/	hồ sơ
programme (v)	/ˈprəʊgræm/	lập trình
robotic (adj)	/rəʊˈbɒtɪk/	thuộc rô bốt
upgrade (v)	/ˌʌpˈgreɪd/	nâng cấp
virtual reality (n)	/ˌvɜːtʃuəl riˈæləti/	thực tế ảo
voice command (np)	/vɔɪs kəˈmɑːnd/	ra lệnh bằng giọng nói

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7

accessible (adj)	/ək'sesəbl/	có thể tiếp cận được
account for	/ə'kaʊnt fɔː/	chiếm (tỉ lệ)
advert (n)	/'ædvɜːt/	quảng cáo
as opposed to	/æz ə'pəʊzd tuː/	khác với, đối lập với
audio (adj)	/'ɔːdiəʊ/	bằng/có âm thanh
bias (n)	/'baɪəs/	thiên kiến, thiên vị
broadcast (n, v)	/'brɔːdkɑːst/	(chương trình) phát sóng
by contrast	/baɪ 'kɒntrɑːst/	ngược lại
credible (adj)	/'kredəbl/	đáng tin cậy
digital billboard (np)	/'dɪdʒɪtl 'bɪlbɔːd/	bảng quảng cáo kĩ thuật số
discount (n)	/'dɪskaʊnt/	sự hạ giá
distribute (v)	/dɪ'strɪbjuːt/	phân phát, phân phối
fact-check (v)	/'fækt tʃek/	kiểm chứng thông tin
fake news (n)	/ˌfeɪk 'njuːz/	tin giả, tin bịa đặt
instant (adj)	/'ɪnstənt/	nhanh chóng, ngay lập tức
interactive (adj)	/ˌɪntər'æktɪv/	có thể tương tác được
loudspeaker (n)	/ˌlaʊd'spiːkə/	loa phát thanh
mass media (n)	/ˌmæs 'miːdiə/	phương tiện truyền thông đại chúng
meanwhile (adv)	/'miːnwaɪl/	trong khi đó
place (v)	/pleɪs/	đặt, rao, đăng (tin, quảng cáo)
presence (n)	/'prezns/	sức thu hút, sức ảnh hưởng
profit-making (adj)	/'prɒfɪt meɪkɪŋ/	tạo lợi nhuận
publicity (n)	/pʌb'lɪsəti/	sự quan tâm, chú ý của công chúng
reliable (adj)	/rɪ'laɪəbl/	xác thực
source (n)	/sɔːs/	nguồn tin
spread (v)	/spred/	lan truyền
the press (n)	/ðə pres/	báo chí

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

update (v)	/ˌʌp'deɪt/	cập nhật
viewer (n)	/'vjuːə/	người xem
visual (adj)	/'vɪʒuəl/	bằng/có hình ảnh

Unit 8

body part (np)	/'bɒdi pɑːt/	bộ phận cơ thể
captivity (n)	/kæp'tɪvəti/	sự nuôi nhốt
conservation (n)	/ˌkɒnsə'veɪʃn/	sự bảo vệ, sự bảo tồn
conserve (v)	/kən'sɜːv/	bảo vệ, bảo tồn
coral (n)	/'kɒrəl/	san hô
critically endangered	/'krɪtɪkli ɪn'deɪndʒəd/	bị đe doạ nghiêm trọng
debris (n)	/'debriː/	mảnh vỡ, mảnh vụn
degrade (v)	/dɪ'greɪd/	xuống cấp
enclosure (n)	/ɪn'kləʊʒə/	chuồng thú
endangered (adj)	/ɪn'deɪndʒəd/	bị đe doạ, gặp nguy hiểm
extinct (adj)	/ɪk'stɪŋkt/	tuyệt chủng
forest clearance (np)	/'fɒrɪst 'klɪərəns/	sự chặt, phá rừng
house (v)	/haʊs/	cung cấp nơi ở
mammal (n)	/'mæml/	động vật có vú
marine (adj)	/mə'riːn /	thuộc về biển
monitor (v)	/'mɒnɪtə/	giám sát
nursery (n)	/'nɜːsəri/	vườn ươm
poach (v)	/pəʊtʃ/	săn bắn bất hợp pháp
primate (n)	/'praɪmeɪt/	bộ (họ) linh trưởng
rare (adj)	/reə/	hiếm, quý hiếm
release (v)	/rɪ'liːs/	thả
rescue (v)	/'reskjuː/	giải cứu
sea turtle (n)	/'siː tɜːtl/	rùa biển
sign language (n)	/'saɪn læŋgwɪdʒ/	ngôn ngữ kí hiệu
spawning ground (np)	/'spɔːnɪŋ ˌgraʊnd/	nơi đẻ trứng
survive (v)	/sə'vaɪv/	tồn tại

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

threatened (adj)	/'θretnd/	bị đe doạ
vulnerable (adj)	/'vʌlnərəbl/	dễ bị tổn thương

Unit 9

automate (v)	/'ɔːtəmeɪt/	tự động hoá
adapt (v)	/ə'dæpt/	thay đổi cho phù hợp, thích ứng theo, thích nghi
character (n)	/'kærəktə/	phẩm chất, đặc điểm tính cánh
childminder (n)	/'tʃaɪldmaɪndə/	người trông trẻ
cut down on	/'kʌt daʊn ɒn/	cắt giảm, giảm bớt
CV (curriculum vitae)	/ˌsiː 'viː/ (/kəˌrɪkjələm 'viːtaɪ/)	sơ yếu lí lịch
fascinating (adj)	/'fæsɪneɪtɪŋ/	cực kì thú vị và hấp dẫn
in demand	/ɪn dɪ'mɑːnd/	có nhu cầu, được mọi người mong muốn
get on with	/'get ɒn wɪð/	hoà hợp với, có mối quan hệ tốt với
go in for	/'gəʊ ɪn fɔː/	đam mê, theo đuổi một sở thích
live up to	/'lɪv ʌp tə/	làm theo sự mong muốn, kì vọng của ai đó
look down on	/'lʊk daʊn ɒn/	coi thường người khác, cho rằng mình hơn người
obsolete (adj)	/'ɒbsəliːt/	lỗi thời, không còn được sử dụng, không thịnh hành
passion (n)	/'pæʃn/	niềm đam mê, say mê
passionate (adj)	/'pæʃənət/	có niềm đam mê với/dành cho
position (n)	/pə'zɪʃn/	vị trí việc làm
pursue (v)	/pə'sjuː/	theo đuổi
put up with	/'pʊt ʌp wɪð/	chịu đựng
soft skills (n)	/'sɒft skɪlz/	các kĩ năng mềm
specialty (n)	/'speʃəlti/	chuyên ngành
take into account	/teɪk ɪntə ə'kaʊnt/	cân nhắc, xem xét
tutor (n)	/'tjuːtə/	gia sư, giáo viên dạy kèm nhóm học sinh
work experience (n)	/'wɜːk ɪkspɪəriəns/	kinh nghiệm làm việc

Unit 10

acquire (v)	/ə'kwaɪə/	có được, đạt được
adult education (n)	/ˌædʌlt edʒu'keɪʃn/	giáo dục cho người lớn
boost (v)	/bu:st/	tăng cường, cải thiện
broaden (v)	/'brɔ:dn/	mở mang, mở rộng
brush up	/'brʌʃ ʌp/	ôn lại, học lại
complex (adj)	/'kɒmpleks/	phức tạp
determination (n)	/dɪˌtɜ:mɪ'neɪʃn/	sự quyết tâm
distance learning (n)	/ˌdɪstəns 'lɜ:nɪŋ/	học từ xa
distraction (n)	/dɪ'strækʃn/	sự phân tâm, sự sao lãng
hardship (n)	/'hɑ:dʃɪp/	sự khó khăn, vất vả
governess (n)	/'gʌvənəs/	gia sư, giáo viên dạy kèm tại nhà
imprison (v)	/ɪm'prɪzn/	giam cầm, cầm tù
informed (adj)	/ɪn'fɔ:md/	có kiến thức về, có hiểu biết, được cung cấp đầy đủ thông tin
intelligence (n)	/ɪn'telɪdʒəns/	tình báo
learning community (np)	/lɜ:rnɪŋ kəˌmju:nəti/	cộng đồng học tập
maintain (v)	/meɪn'teɪn/	duy trì, giữ được
martial art (n)	/ˌmɑ:ʃl 'ɑ:t/	võ thuật
Molecular Biology (np)	/mə'lekjələ baɪ'ɒlədʒi/	ngành sinh học phân tử
night school (n)	/'naɪt sku:l/	lớp học buổi tối (dành cho người lớn)
psychology (n)	/saɪ'kɒlədʒi/	ngành tâm lí học
relevant (adj)	/'reləvənt/	phù hợp, thích hợp
well-rounded (adj)	/ˌwel 'raʊndɪd/	được phát triển một cách toàn diện
widen (v)	/'waɪdn/	mở rộng, tăng thêm
wonder (v)	/'wʌndə/	thắc mắc, băn khoăn

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Nhà xuất bản Giáo dục Việt Nam xin trân trọng cảm ơn các tác giả có tác phẩm, tư liệu được sử dụng, trích dẫn trong cuốn sách này.

Chịu trách nhiệm xuất bản:
Tổng Giám đốc HOÀNG LÊ BÁCH

Chịu trách nhiệm nội dung:
Tổng biên tập PHẠM VĨNH THÁI

Biên tập nội dung: LÊ THỊ HUỆ – VŨ THỊ LAI
NGUYỄN THỊ THANH XUÂN – ĐỖ THU GIANG
NGUYỄN THỊ HỒNG HÀ – LÊ KHÁNH TÙNG – TRỊNH QUỲNH ANH
Biên tập mĩ thuật: NGUYỄN BÍCH LA
Thiết kế sách: TRẦN LINH CHI
Trình bày bìa: BÙI QUANG TUẤN – PHÙNG DUY TÙNG
Minh họa: NGUYỄN THỊ THANH VÂN – BÙI VIỆT DUY
Sửa bản in: TRẦN THU HÀ
Chế bản: CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

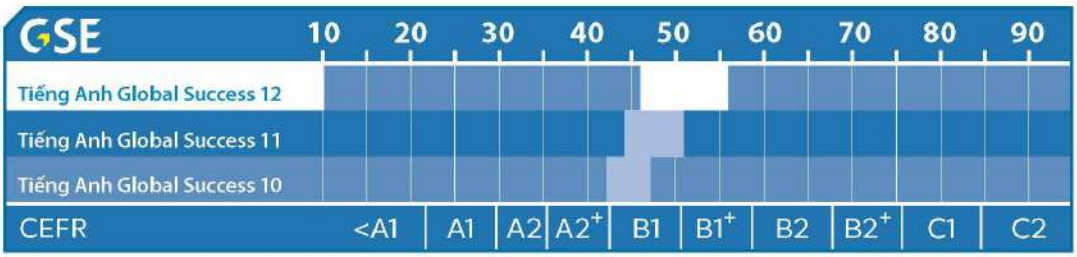
Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn xuất bản Giáo dục Pearson và biên tập viên Da Vessela Gasper.

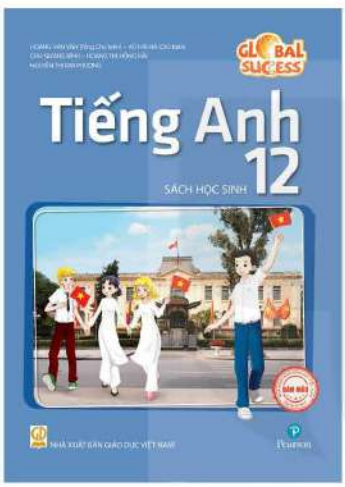
Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson, 2023.

Tất cả các phần của nội dung cuốn sách này đều không được sao chép, lưu trữ, chuyển thể dưới bất kì hình thức nào khi chưa có sự cho phép bằng văn bản của Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson.

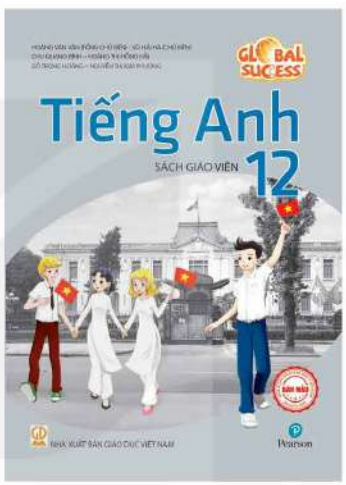
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1. Sách bài tập
2. Sách giáo viên
3. Giáo án minh hoạ
4. Bài giảng điện tử
5. Audio
6. Sách mềm 2.0
7. Kế hoạch dạy học
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9. Video hướng dẫn phát âm
10. Video bài học
11. Ngân hàng đề kiểm tra
12. Học liệu thông minh
13. Tài liệu mở rộng
14. Cổng luyện thi

Các đơn vị đầu mối phát hành:

***Miền Bắc:** CTCP Đầu tư và Phát triển Giáo dục Hà Nội
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