

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

**SÁCH HỌC SINH**

SÁCH THÍ ĐIỂM  
TẬP MỘT

# 10

TIẾNG ANH 10 • SÁCH HỌC SINH • TẬP MỘT • SÁCH THÍ ĐIỂM



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

## LỜI NÓI ĐẦU

**Tiếng Anh 10, Tập Một** là cuốn sách đầu tiên được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Tiếng Anh trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh tiểu học và Chương trình tiếng Anh trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 10, Tập Một** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. **Trong Tiếng Anh 10, Tập Một**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

**Tiếng Anh 10, Tập Một** được biên soạn xoay quanh hai chủ điểm (theme) gắn gũi với học sinh: *Our Lives* và *Our Society*. Mỗi chủ điểm được chia thành hai hoặc ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 10, Tập Một** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trung phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson và Hội đồng Anh.

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

*Các tác giả*



# BOOK MAP

	Reading	Speaking	Listening	Writing
<b>Unit 1: Family Life</b>	<ul style="list-style-type: none"> <li>- Reading for general ideas about household chores and duties</li> <li>- Understanding word meanings in context</li> <li>- Understanding references</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing opinions about housework</li> </ul>	<ul style="list-style-type: none"> <li>- Listening for specific information about how roles in the family are changing</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about doing household chores</li> </ul>
<b>Unit 2: Your Body and You</b>	<ul style="list-style-type: none"> <li>- Reading for specific information about acupuncture</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about how to get rid of bad habits</li> </ul>	<ul style="list-style-type: none"> <li>- Listening for gist about choosing a healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about what to eat and not to eat</li> </ul>
<b>Unit 3: Music</b>	<ul style="list-style-type: none"> <li>- Reading for information about TV shows</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about TV shows</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to a conversation about music</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a biography</li> </ul>
<b>REVIEW 1</b>				
<b>Unit 4: For a Better Community</b>	<ul style="list-style-type: none"> <li>- Reading about why people do volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about local community development</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to an announcement for volunteers</li> </ul>	<ul style="list-style-type: none"> <li>- Writing an application letter for volunteer work</li> </ul>
<b>Unit 5: Inventions</b>	<ul style="list-style-type: none"> <li>- Skimming for the main idea and scanning for specific information about inventions based on nature</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about inventions, their uses and their benefits</li> </ul>	<ul style="list-style-type: none"> <li>- Listening for specific information from an interview</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about the benefits of an invention</li> </ul>
<b>REVIEW 2</b>				

Language Focus	Culture	Project
<ul style="list-style-type: none"> <li>- Review: The present simple vs. the present progressive</li> <li>- Words to talk about household chores and duties in the family</li> <li>- Consonant clusters /tr-/, /br-/ and /kr-/</li> </ul>	Family life in Singapore and in Viet Nam	Doing a survey on family life of the students in the class
<ul style="list-style-type: none"> <li>- Review: The future simple with <i>will</i> vs. <i>going to</i>; The passive</li> <li>- Words about illnesses and health and systems of the body</li> <li>- Consonant clusters: /pl-/, /pr-/, /gl-/, /gr-/</li> </ul>	Health practices in Indonesia and in Viet Nam	Doing a survey on the importance of categories in staying healthy
<ul style="list-style-type: none"> <li>- Adjectives of attitude</li> <li>- Compound sentences</li> <li>- Words about music</li> <li>- Sound clusters: /-est/, /-ənt/, /-eɪt/</li> </ul>	Folk music of Indonesia and Viet Nam	Doing research on a (Vietnamese folk) song and a Dangdut song
<ul style="list-style-type: none"> <li>-The past simple vs. the past progressive with <i>when</i> and <i>while</i></li> <li>- Irregular past tense verbs</li> <li>- Adjective suffixes: <i>-ed</i> vs. <i>-ing</i>; <i>-ful</i> vs. <i>-less</i></li> <li>-Words about volunteers and volunteer work</li> <li>- Consonant and consonant clusters: /-nd/, /-ŋ/, /-nt/</li> </ul>	Local and global activities for community development	Making a plan to help a person/ a place in need in the students' community
<ul style="list-style-type: none"> <li>- The present perfect</li> <li>- Gerunds and infinitives for description</li> <li>- Words about inventions</li> <li>- Stress patterns: compound nouns and noun groups</li> </ul>	Inventions in Asian countries	Describing an imaginary invention



# Unit

# 1

## FAMILY LIFE

### GETTING STARTED

#### Household Chores



#### This unit includes:

##### LANGUAGE

###### Vocabulary

Household chores and duties

###### Pronunciation

/tr-/, /kr-/ and /br-/

###### Grammar

The present simple vs. the present progressive

##### SKILLS

- Reading about the benefits of sharing housework
- Exchanging opinions about household chores
- Listening to people talk the roles of family members
- Writing about doing household chores in the family

##### COMMUNICATION AND CULTURE

Family life in different cultures

#### 1 Listen and read.

**Nam:** Hello?

**Mr Long:** Hello, Nam? This is Uncle Long. Is your dad there? I'd like to ask him out for a game of tennis.

**Nam:** Well, I'm afraid he can't go out with you now. He's preparing dinner.

**Mr Long:** Is he? Where's your mum? Doesn't she cook?

**Nam:** Oh, yes. My mum usually does the cooking, but she's working late today.

**Mr Long:** How about your sister and you? Do you help with the housework?

**Nam:** Yes, we do. In my family, everybody shares the household duties. Today my sister can't help with the cooking. She's studying for exams.

**Mr Long:** I see. So how do you divide household chores in your family?

**Nam:** Well, both my parents work, so we split the chores equally - my mother cooks and shops for groceries, my father cleans the house and does the heavy lifting, my sister does all the laundry, and I do the washing-up and take out the rubbish.

**Mr Long:** Really? It's different in my family. My wife handles most of the chores around the house and I'm responsible for the household finances. She's the homemaker and I'm the breadwinner. Anyway, I have to go now. Tell your dad I called. Bye.

**Nam:** Oh yes, I will. Bye, Uncle Long.

- 2** Work in pairs. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.

	T	F	NG
1. Nam's father is going out to play tennis with Mr Long.			
2. Nam's mother is a busy woman.			
3. Nam's sister is cooking dinner.			
4. Sometimes Nam's father cooks.			
5. Everybody in Nam's family does some of the housework.			
6. Mr Long never does any household chores.			

- 3** Listen and repeat the words/phrases.

rubbish   washing-up   laundry  
household finances   groceries  
household chores   heavy lifting

- 4** Write the verbs/verb phrases that are used with the words/phrases in the conversation.

	Verbs/verb phrases	Words/phrases
1		(household) chores
2		rubbish
3		laundry
4		groceries
5		heavy lifting
6		washing-up
7		household finances



## LANGUAGE

### Vocabulary

- 1** Match the words and phrases with their meanings below.

- |                |                  |
|----------------|------------------|
| 1. chore       | 5. split         |
| 2. homemaker   | 6. laundry       |
| 3. breadwinner | 7. heavy lifting |
| 4. groceries   | 8. washing-up    |

- the member of a family who earns the money that the family needs
- divide
- the act of washing plates, glasses, and/or pans after a meal
- an action that requires physical strength
- a person who manages the home and often raises children instead of earning money from a job
- a routine task, especially a household one
- clothes washing
- food and other goods sold at a shop or a supermarket

- 2** List all the household chores that are mentioned in the conversation. Then add more chores to the list.

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- 3** Work in pairs. Discuss the questions below.

- What household chores do you usually do?
- How do you divide household duties in your family?



## Pronunciation

### 1 Listen and repeat.

/tr-/	/kr-/	/br-/
trash	create	breadwinner
tree	critical	breakfast
train	cream	brown
treat	crane	brother
true	crack	brush

### 2 Listen to the sentences and circle the word you hear.

- a. trash      b. crash      c. brash
- a. train      b. crane      c. brain
- a. tread      b. create      c. bread
- a. true      b. crew      c. brew

## Grammar

### 1 Read the text and choose the correct verb form.

Mrs Hang is a housewife. Every day, she (1) does/is doing most of the housework. She (2) cooks/is cooking, washes the clothes and (3) cleans/is cleaning the house. But today is Mother's Day and Mrs Hang isn't doing any housework. Her husband and children are doing it all for her. At the moment, she (4) watches/is watching her favourite programme on TV. Her daughter, Lan, (5) does/is doing the cooking; her son, Minh, (6) does/is doing the laundry; and her husband, Mr Long, (7) tidies/is tidying up the house. Everybody in the family (8) tries/is trying hard to make it a special day for Mrs Hang.



### Do you know ...?

- The present simple is used to talk about daily habits and routines.
- The present progressive is used to talk about something that is happening or not happening now, at the moment of speaking.

### 2 Use the verbs in brackets in their correct form to complete the sentences.

- Mrs Lan usually (do) the cooking for the family, but she (not cook) now. She (work) on an urgent report at the moment.
- I'm afraid you can't talk to him now. He (take out) the rubbish.
- He (clean) the house every day. He (clean) it now.
- My sister can't do any housework today. She (prepare) for her exams.
- They divide the duties in the family. She (look after) the children, and her husband (work) to earn money.
- It's 7.30 now and my father (watch) the *Evening News* on TV. He (watch) it every evening.



### Watch out!

What are some words that can give you clues about which tense to use?

now ..., at the moment...,  
presently...  
usually, always, every day, ...



## SKILLS

### Reading

#### Sharing Housework

#### 1 Look at the pictures and answer the questions.

1. What are the people in the picture doing?
2. Do you think they are happy? Why/Why not?



#### 2 Read the text below and decide which of the following is the best title for it?

- a. Doing Housework is Good for Children
- b. Husbands Who Share Housework Make Their Wives Happy
- c. Sharing Housework Makes the Family Happier

In many cultures, doing housework is considered a woman's duty. The mother is usually the homemaker who has to do most of the household chores, while the father is the breadwinner who is responsible for the family finances. However, it's not good for the mother when the rest of the family does not help out. When families share household chores, it's good for them as individuals and good for all the relationships within the family.

According to psychologists, most people don't realise the enormous benefits that come to a family when husbands and children share the housework. Children who share the housework with their mums and dads do better at school, become more sociable, and have better relationships with their teachers and friends. They learn good skills, are more responsible, and tend to be overall good people. When men share the housework, they tend to have better relationships with their wives. Women often feel happy when they see their husbands doing housework because **it** says, 'He cares about me and he doesn't want to put all of the housework on me.' Women whose husbands do not contribute to the household chores are more vulnerable to illness and tend to think more about divorce.

When everyone works together on household chores, **it** creates a positive atmosphere for the family and sets a good example for children. This is especially true if mum and dad can find a way to work well together and not be critical of each other.

#### 3 Look again at the text. Can you understand the words from the context? Tick the appropriate meaning for each word from the text.

1. sociable  
☐ a. friendly  
☐ b. unfriendly
2. vulnerable  
☐ a. able to be well protected  
☐ b. able to be easily physically, emotionally, or mentally hurt.
3. critical  
☐ a. saying that something is good  
☐ b. saying that something is bad
4. enormous  
☐ a. not very large  
☐ b. very very large
5. tend  
☐ a. likely to behave in a particular way  
☐ b. unlikely to behave in a particular way

#### 4 a What does 'it' in line 11 mean...?

- a. women feeling happy
- b. women seeing their husband doing housework
- c. the husbands doing housework

#### b What does 'it' in line 14 mean...?

- a. a good example for children
- b. the time when everyone works together in the house
- c. a positive family atmosphere

#### 5 Answer the questions.

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?

#### 6 Discuss with a partner.

1. Do you have any problem sharing housework?
2. What benefits do you get when sharing housework?



## Speaking

### Chores I like!

- 1 Which household chores do you like doing and which do you dislike? Write the answers to the questions in the table below and add a reason.

Likes		Dislikes	
Name of chore	Reason	Name of chore	Reason
cooking	I like eating.	cleaning the bathroom	It's dirty.

- 2 Below is part of Anna's interview with Mai. They are talking about the household chores Mai likes and dislikes. Match Mai's answers with Anna's questions. Then practise the dialogue.

Anna	Mai
1. What household chores do you do every day?	a. Well, I think I like sweeping the house.
2. Which of the chores do you like doing the most?	b. Washing the dishes because I often break things when I do the washing-up.
3. What do you like about it?	c. I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.
4. Which of the chores do you dislike doing the most?	d. It's not too hard, and I like seeing the house clean after I sweep it.

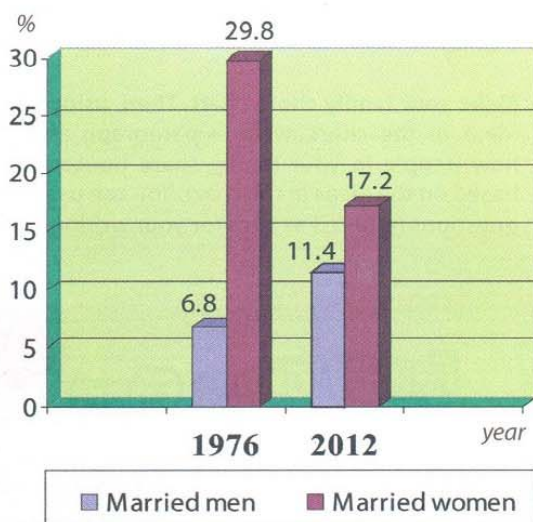
- 3 Have a similar conversation with a partner. Find out which chores she/he likes or dislikes the most and why. Report to the class about your partner's likes and dislikes.



## Listening

### Family Life – Changing Roles

1 Look at the chart and discuss the changes in weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Guess the reasons for the changes.



2 Listen to a family expert talking about how the roles of men and women in families have changed and decide whether the following statements are true (T) or false (F).

	T	F
1. Men's and women's roles in the family have become similar.		
2. Both men and women now work to contribute to the family finances.		
3. According to "equally shared parenting", both men and women have equal chances for recreation.		
4. According to "equally shared parenting", the husband's career is less important than the wife's.		
5. Families following "equally shared parenting" are happier.		

3 Work in pairs. Match the word/phrase with its appropriate meaning.

1. balance

2. nurture

3. equally shared parenting

4. traditional

5. solution

a. a way of solving a problem or dealing with a difficult situation

b. to care for and protect somebody/something while they are growing and developing

c. sharing housework and childcare evenly

d. existing for a long time

e. a state where things are of equal weight or force

4 Listen again and answer the questions.

- How has the role of men in the family changed?
- How have men's and women's roles become alike?
- What is the result of "equally shared parenting"?





## Writing

### "Many hands make light work."

**1** Work in pairs. Discuss the meaning of the saying above. Do you agree with it? How does this saying apply to doing housework in the family?

**2** Read the text about Lam's family below and complete the chore chart.

I live in a family of four: my parents, my younger sister and I. We are all very busy people: both my parents work, and my sister and I spend most of our time at school, so we all split the household chores equally.

My dad is responsible for mending things around the house. He also cleans the bathroom twice a week. My mum does most of the cooking and grocery shopping.

Being the elder child in the family, I take up a large share of housework. I do the laundry, take out the rubbish, and clean the fridge once a week. My younger sister An's responsibilities include: helping Mum prepare meals and washing the dishes. My sister and I take turns laying the table for meals, sweeping the house, and feeding the cat.

We do our share of housework willingly as we know that if everyone contributes, the burden is less and everyone can have some time to relax.

#### HOUSEHOLD CHORE CHART

Dad	
Mum	
Lam	
An	

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

1. How many people are there in Lam's family?
2. Why are the people very busy?
3. How do they split the housework in the family?
4. What household chores does each member of the family do?
5. Do the family members enjoy the housework?
6. What are the benefits of everyone in the family sharing the housework?

**4** Make your family chore chart. Then, using the ideas in the chart, write a paragraph about how people in your family share housework based on the ideas in the chart. You can use the questions in Task 3 as cues for your writing.

**Family Chore Chart**

Name: Mum  
Chore List  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: Dad  
Chore List  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Chore List  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## COMMUNICATION AND CULTURE

### Communication

#### Discussion

#### Who does what in your family?



**1** Look at the pictures. What is the person in each picture doing? Do you think they are happy? Why?/Why not?

**2** Listen to the TV talk show. Who said what?

1. Mr Pham Hoang      2. Mr Nguyen Nam      3. Ms Mai Lan



- Women also work to share the household financial burden with their husbands.
- Homemaking can't only be the job of the wife.
- A woman's job is to look after everybody in the family and take care of the house.
- Both husband and wife should join hands to provide for the family and to make it happy.
- In the family, the husband is the provider.
- Women's roles have changed.
- When the house is clean and neat, the family is happy.

**3** Work in groups. Discuss the questions. Then, report your group's opinions to the class.

- Whose opinion do you agree with?
- What do you think the roles of the wife and the husband should be? Give reason(s) for your opinion.
- What roles do your mother and father perform in the family?
- Are your mother and father happy about their roles? Why?/Why not?

## Culture

Read the two texts about family life in Singapore and in Viet Nam and answer the questions.

### SINGAPORE

In Singapore today, people tend to live in nuclear families which consist of parents and children. Families in Singapore are getting smaller. Many children even grow up in single-parent homes. In most Singaporean families, both parents work. Very young children go to nursery schools or stay home with a child-minder. Old people usually live in their own homes or a nursing home if they cannot look after themselves. Singaporean parents try to spend their free time collaborating with the school in educating their children through the activities of Parent Support Group or a Parent Teacher Association.

### VIET NAM

The extended family, which consists of three or even four generations, great grandparents, grandparents, parents and children, is still very popular in Viet Nam. In most Vietnamese families, when both parents work, young children stay home and are looked after by their grandparents or great-grandparents. On the other hand, it is the duty of the young people to take care of their elderly parents. A person will be considered ungrateful if he/she doesn't take good care of his/her parents or grandparents. Vietnamese parents often spend their free time helping their children with their homework or giving them advice on behaviour.

Questions	Answers	
	In Singapore	In Viet Nam
1 What type of family is popular in the country?		
2 Who takes care of young children when their parents are at work?		
3 Who looks after elderly parents?		
4 How do the parents contribute to educating their children?		



## LOOKING BACK

### Pronunciation

1 Listen and underline the words that have the consonant cluster sounds /tr-/, /br-/, and /kr-/. Write /tr-/ or /br-/ and /kr-/ above the word that has the corresponding consonant cluster sound. Then, practise reading the sentences.

1. After having the ice cream, she brushed her teeth.
2. The car crashed into a tree near the traffic lights.
3. Try this new dish created by your brother.
4. They often have brown bread at breakfast.
5. That brave young man likes travelling by train.
6. Is it true that crime is increasing?

### Vocabulary

1 What are the people doing? Write the name of the chore under each picture.



Household chores are divided equally among the members of Thanh's family. His mother (1) \_\_\_\_\_. Thanh's father and sister enjoy the food she cooks very much. Besides, she often (2) \_\_\_\_\_ because she wants to choose the freshest and healthiest ingredients for the meals. Thanh's father is a strong man but he doesn't have much time for housework. So he only (3) \_\_\_\_\_ that requires physical strength. Thanh helps with (4) \_\_\_\_\_ and (5) \_\_\_\_\_. He feels happy to see his parents wearing clean and neat clothes to work. Although he doesn't really like it because he thinks it's dirty, he (6) \_\_\_\_\_ every day. Thanh's sister contributes by (7) \_\_\_\_\_. She does it very carefully so the house is always very clean. Before each meal, she (8) \_\_\_\_\_, and after the meal, Thanh (9) \_\_\_\_\_. Sometimes, he breaks a bowl or a plate. Everybody in the family shares housework so that all can have some time for rest and recreation.

### Grammar

1 Finish the sentences with either the present simple or the present progressive.

1. I (write) to you to tell you how much I (miss) you.
2. Jack is away on business, so I (look after) his dog.
3. Nam always (look) untidy. He (wear) dirty jeans.
4. I can't talk now. I (cook) the dinner.
5. Excuse me, you (read) your newspaper? Could I borrow it?
6. What do people in your family (do) in the evening?

2 Work in groups. Discuss the following questions. Then report the results to the class.

1. Should young people like you share the housework? Why? Or why not?
2. What household chores are suitable for young people like you?
3. What do you actually do to help with housework in your family?

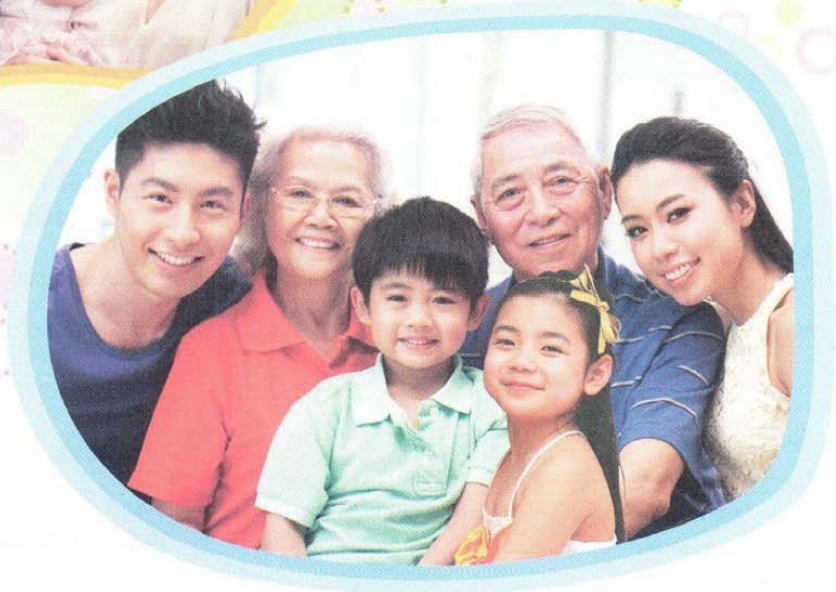
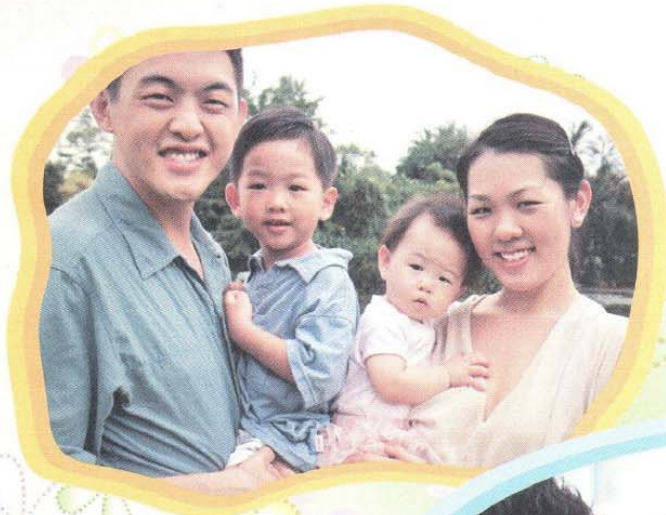


2 Use the words/phrases in the box in their correct form to complete the text.

do the washing-up  
do the heavy lifting  
laundry  
do the cooking  
sweeping the floor/house

take out the rubbish  
ironing  
shop for groceries  
lay the table

## PROJECT



### 1 Do a survey. Find out...

- how many classmates live in a nuclear family and how many live in an extended family;
- how many classmates have both parents working;
- how many classmates spend at least one hour per day doing housework;
- how many classmates have parents who spend at least one hour a day helping them with their homework;
- what your classmates think the ideal family is like.

### 2 Work in groups. Compare your findings and get ready to report to the class.

#### NOW YOU CAN

- ▶ Use words/phrases about household chores
- ▶ Use the present simple and the present progressive
- ▶ Exchange opinions about household chores
- ▶ Write about doing household chores in your family



# Unit

# 2

## YOUR BODY AND YOU

### GETTING STARTED

#### An Apple a Day

**1** Listen and read.

- Nam:** Hey Scott, have you ever heard the saying, "An apple a day keeps the doctor away"?
- Scott:** Of course, why?
- Nam:** Did you know that it's really true?
- Scott:** What do you mean? If I eat one apple a day I will never get sick?
- Nam:** Not exactly, but it can help you lose weight, build healthy bones, and also prevent diseases like cancer.
- Scott:** Wow! That's incredible. I drink apple juice every day.
- Nam:** That's good, it will help keep you from getting Alzheimer's disease when you get old.
- Scott:** Is that the disease that affects your memory?
- Nam:** Yes. Since drinking apple juice helps boost your brain's memory function, it helps you remember things for a long, long time.
- Scott:** But Nam!
- Nam:** Yeah?
- Scott:** There are some things I really want to forget.
- Nam:** Like losing the football match yesterday?
- Scott:** Exactly!

**2** Work in pairs. Read the conversation again and answer the following questions.

1. What does "An apple a day keeps the doctor away" mean?
2. Name three health benefits of eating apples or drinking apple juice.
3. Which part of the body does Alzheimer's disease affect?
4. How does Scott feel about drinking apple juice?

### This unit includes:

#### LANGUAGE

##### Vocabulary

- Illnesses and Health
- Systems of the Body

##### Pronunciation

/pr-/, /pl-/, /gl-/, /gr-/

##### Grammar

- The future simple with *will* vs. *going to*
- The passive

#### SKILLS

- Reading about acupuncture
- Speaking about getting rid of bad habits
- Listening to a text about choosing a healthy diet
- Writing about what to eat and not to eat

#### COMMUNICATION AND CULTURE

Health beliefs and practices in Indonesia and in Viet Nam

**3** Listen and repeat the words. Then answer the questions below.

- a. Which words did you hear in the conversation? Circle them.

prevent	nervous	disease	bones
balance	weight	skeleton	brain
boost	system	lungs	healthy

- b. Can you put the words into categories (i.e. noun, verb, adjective)?

Noun	Adjective	Verb

**4** WISE WORDS:

"Laughter is the best medicine."

Read the common saying above. Do you agree?

Can you think of a time when laughter was the best medicine for you?



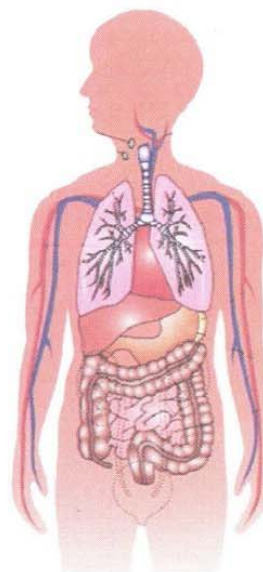
## LANGUAGE

### Vocabulary

#### 1 Your body

a. Look at the phrases below and match each with its definition.

<b>Circulatory System</b>	a. This system is the controller of the body. Led by the brain and nerves, it allows us to move, talk and feel emotions.
<b>Digestive System</b>	b. This system of the body lets us breathe in oxygen with our lungs and breathe out carbon dioxide.
<b>Respiratory System</b>	c. This system of the body is made up of the heart and blood vessels. The heart pumps blood through the blood vessels to bring oxygen to all parts of the body.
<b>Skeletal System</b>	d. This system of the body lets us break down the food we eat and turn it into energy.
<b>Nervous System</b>	e. This system of the body is made up of our bones. It supports our body and protects our organs.



b. With a partner, practise saying the names of the systems.

2 Which system do the body parts below belong to? Use a dictionary to look up any words you don't know.

blood	heart	breath	brain	skull	lung	bone
stomach	intestine	spine	air	nerves	thinking	pump

### Pronunciation



1 Listen and repeat.

1. presentation, print, press, proud, preview
2. play, please, place, plum, plough
3. group, gradual, ground, grey, grand
4. glad, glance, glue, glow, glass

2 Read these sentences aloud.

1. The press came to the presentation with a view to collecting information.
2. The play normally takes place in the school playground.
3. The group gradually increased as more people joined in.
4. I am glad that you have glanced through the glass to see the glow.

### Grammar

#### Will and Going to

1 Read the following about will and be going to.

##### Do you know ...?

'Will' can be used to express

1. promises
2. offers and requests for help
3. refusal of things
4. and predictions about the future

'Be going to' is used for

5. plans, intentions
6. and making some predictions

##### Note:

Sometimes will and be going to are interchangeable when expressing predictions.



**2 Identify the use of 'will' and 'be going to' in the sentences below. Write the type of use (number 1-6) next to each sentence.**

1. She will give me a book when I finish cleaning the floor.
2. The screw is stuck. It won't loosen.
3. **Nam:** What are you going to do this summer?  
**Scott:** I am going to travel the world.
4. Viet Nam is going to become a new industrialised country in the 21<sup>st</sup> century.
5. **Mai:** This bag is too heavy!  
**Nam:** Don't worry, I will carry it for you.

**3 Read the following sentences. Put a tick ✓ in front of the sentence if it is appropriate, put a cross ✗ if it isn't. Give some explanations for your choice if you can.**

1. I need to fix the broken window. Are you going to help me?
2. The forecast says it will be raining tomorrow.
3. Can you hear that noise? Someone is going to enter the room.
4. It's decided that we're going to the seaside tomorrow.
5. We've booked the tickets so we will fly to Bangkok next month.
6. I think men will live on the moon some time in the near future.
7. I am going to translate the email, so my boss can read it.
8. Don't worry, I'll be careful.

**4 Complete the following sentences with the right form of 'will' or 'be going to'. Sometimes both can be used.**

1. Look at the clouds. I think it \_\_\_\_\_ rain.
2. I cannot open this bottle. The cap \_\_\_\_\_ move.
3. What \_\_\_\_\_ the weather \_\_\_\_\_ be like in the next century?
4. As planned, we \_\_\_\_\_ drive from our city to the sea.
5. It's not easy to say what the objectives \_\_\_\_\_ become next year.
6. \_\_\_\_\_ you \_\_\_\_\_ travel anywhere this Tet holiday?
7. Despite the heat, we \_\_\_\_\_ reach our destination in time.
8. I \_\_\_\_\_ hang out with you as I've decided to stay in and study for the test next week.

**Watch out!**

**The passive**

- We use the passive when we do not know who does the action(s).
- We use the passive when the focus is on the action, not the doer(s).



**5 Read the surprising facts about your body and answer the following questions using the passive voice.**

**SURPRISING FACTS ABOUT YOUR BODY**

Nerve signals to and from the brain can travel as fast as 170 miles per hour.	A heart pumps about 2,000 gallons (around 7570 litres) of blood through our bodies every day.
The brain consumes the same amount of power as a 10-watt light bulb.	We use 17 muscles to smile and 43 to frown.
A simple, moderately severe sunburn damages the blood vessels extensively.	Scientists estimate about 32 million bacteria live on one square inch of our skin.
Around 7,000,000,000,000,000,000,000,000 (7 octillion) atoms make up your body.	Only humans produce emotional tears.

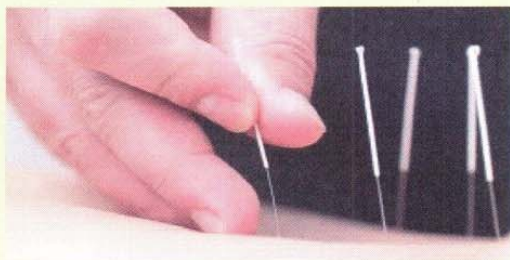
1. How fast are nerve signals sent to and from the brain?  
\_\_\_\_\_
2. How much power is consumed by the brain?  
\_\_\_\_\_
3. What happens to the blood vessels when a person gets sunburnt?  
\_\_\_\_\_
4. How many atoms is your body made up of?  
\_\_\_\_\_
5. What is the volume of blood pumped through our bodies every day?  
\_\_\_\_\_
6. How many muscles are used when we smile and frown?  
\_\_\_\_\_
7. What is the estimated number of bacteria living on one square inch of our skin?  
\_\_\_\_\_
8. By whom are emotional tears produced?  
\_\_\_\_\_

## SKILLS

### Reading

#### Acupuncture

- 1 Look at the picture and the title, do you know anything about acupuncture?
- 2 Read the passage below. In pairs, or groups, choose the three most interesting things you learnt about acupuncture from the passage and report to the class.



Acupuncture is one of the oldest medical treatments in the world. It originated in China more than 2,500 years ago. The practice of acupuncture is rooted in the idea of promoting harmony between humans and the world around them and a balance between yin and yang. Although there are unanswered questions, acupuncture appears to work. Scientific studies offer real evidence that it can ease pain and treat from simple to complicated ailments.

The technique of acupuncture involves placing hair-thin needles in various pressure points (called acupoints) throughout the body. Stimulating these points is believed to promote the body's natural healing capabilities and enhance its functions. Originally, there were 365 acupoints, but this has increased to more than 2000 nowadays.

Acupuncture is considered to be very safe when enough precautions are taken. The most common side effects with acupuncture are soreness, slight bleeding, or discomfort. Some people may feel tired after a session. Care is also needed so that inner body parts are not touched by the needles.

Despite its general safety, acupuncture isn't for everyone. People who have bleeding problems or are taking blood related medicine should not have the treatment. It's also not recommended for people who have electronic medical devices inside their bodies.

Today, a lot of people use acupuncture as a reliable alternative to modern medicine. According to a 2002 survey from the US (the largest and most reliable survey to date), an estimated 8.2 million American adults had tried acupuncture. This number has been reported to be increasing steadily.

- 3 Read the text quickly and find words which are closest in meaning to the following.

1. diseases (n.)

2. stop (v.)

3. pressure points (n.)

4. care (n.)

5. choice (n.)

6. cure (n.)

7. proof (n.)

8. enhance (v.)

- 4 Read the text again and answer the following questions.

1. What is the basic idea of acupuncture?  
\_\_\_\_\_
2. Why is acupuncture believed to be effective?  
\_\_\_\_\_
3. How many acupoints are there nowadays?  
\_\_\_\_\_
4. What are the most common side effects with acupuncture?  
\_\_\_\_\_
5. Who should not take acupuncture?  
\_\_\_\_\_
6. Why do more and more people turn to acupuncture?  
\_\_\_\_\_

- 5 Do you know any other alternative therapies like yoga, acupressure, head massage or aromatherapy? Work in pairs or groups to share information and then report to the class.



## Speaking

### 1 Which of the following habits are good for you?

Staying up late

Leaving things until the last minute

Being thankful

Keeping a routine

Watching TV all day

Doing regular exercise

Never giving up

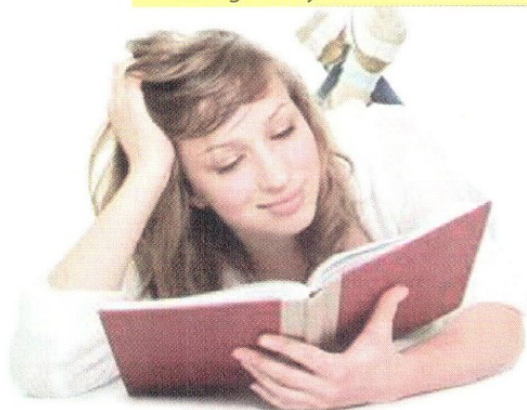
Saving money

Littering

Reading regularly

Arriving just in time

Eating what you like



### 2 Work in pairs or groups and discuss why some of the habits above are good for you and why some are bad for you. How can you stop the bad habits?

### 3 Look at the following text and read the advice. Do you think you could follow it? Why or why not?

#### The good thing about bad habits is you can kick them!

Here are five tricks to get rid of bad habits and replace them with healthy ones.

#### 1. Make a list.

Write down all your bad habits. Next, write another list of good habits that you could swap for those naughty habits.

#### 2. Shake up your routine.

Habits are often routine-based, so changing your daily routine slightly can sometimes be enough to rid yourself of bad habits.

#### 3. Pretend the habit belongs to someone else!

We're great at giving advice but not so at taking it.

#### 4. Surround yourself with people who've kicked similar habits.

Hang out with people who have already given up their bad habits. They will inspire good habits in you.

#### 5. Think about how you'll feel when you kick the habits.

Imagine the benefits you will have when you get rid of the habits.

Good luck!

#### Watch out!

"To kick a habit" is an idiom.

Do you know what it means?

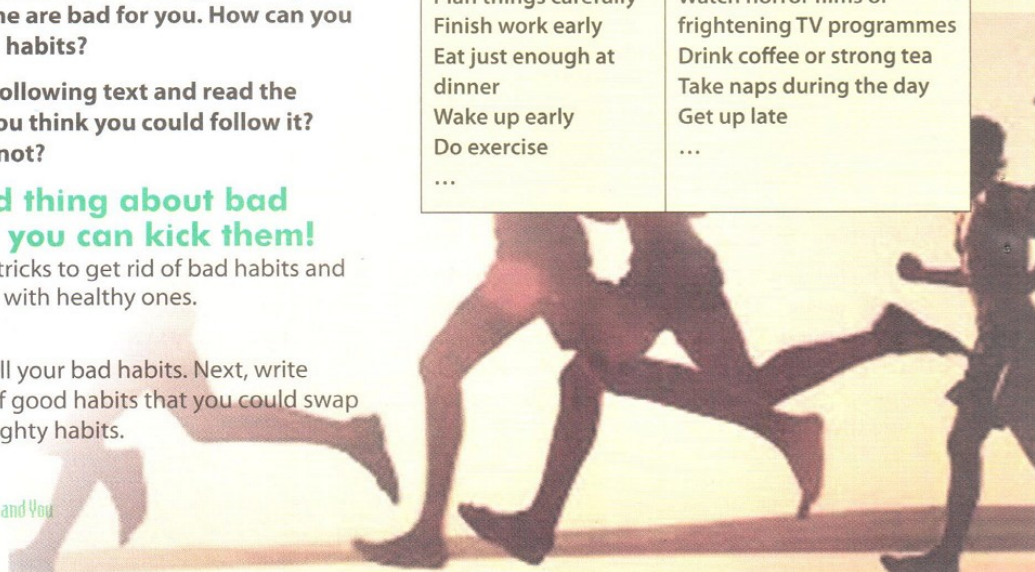


### 4 Work in pairs or groups to choose one bad habit. Make a list of do's and don'ts in order to kick that habit. Share the list with others and report to the class.

Example:

How to kick "Staying up late".

Do's	Don'ts
Plan things carefully	Watch horror films or frightening TV programmes
Finish work early	Drink coffee or strong tea
Eat just enough at dinner	Take naps during the day
Wake up early	Get up late
Do exercise	...
...	



## Listening

### The Food Pyramid

**1** What do you usually have for lunch or dinner? Do you often care about the nutritional value of the things you eat?

**2** Look at the picture below. What do you think the listening is about? Now, listen.



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

1. The Healthy Eating Pyramid is a complex guide to choosing your diet.
2. Daily exercise and weight control are key to staying healthy according to the Pyramid.

3. You are advised to eat more things on the top of the Pyramid.
4. It's suggested that half of your plate consists of vegetables and fruit.
5. Fish, poultry, beans, or nuts make up the other half of the dinner plate.



**4** Listen again, divide the plate into sections and label which food should be in each section.

**5** Write some sentences to describe the plate you have just made in 4.

## Writing

'The Food Column' is a consultation section in the local newspaper in which people write in to ask for advice on what to eat and not to eat.

**1** Build a list of foods from your own experience that may give you

- allergies
- bad breath
- stress
- sleeplessness
- sleepiness

then share and compare your list with your friends.

**2** Now, read the facts below. Do you have some of these foods on your list? Which ones?

### Allergies:

Any food can cause an allergy. The foods most commonly causing allergic reactions are: milk, wheat, eggs, soya, fish, peanuts, shellfish (including mussels, crab and shrimp)

### Bad Breath

There are specific foods that may cause bad breath. The foods which may spoil your breath for days after a meal are: onions, garlic, cabbage, curry, alcohol

### Stress

Certain foods and drinks strongly stimulate the body and are a direct cause of stress. These foods are:

Caffeine containing foods (coffee, tea, cola and chocolate)

Alcohol, refined sugar, white flour, salt, saturated fats

Processed foods, such as junk foods and fast foods, contain synthetic additives

### Sleeplessness

There are both foods that can help you fall asleep and the ones that will keep you awake.

Foods that stop your sleep are: caffeine containing coffee, tea, cola, cocoa, chocolate, alcohol, sugar, fatty or spicy food, food additives (MSG, artificial colours, flavourings)



### Sleepiness

To feel sleepy, eat high-carbohydrate, low protein foods, such as:

Dairy products: cottage cheese, cheese, milk

Soy products: soya milk, tofu, soya bean nuts, honey, almonds, bananas, poultry, whole grains, beans, rice, peanuts, avocados, eggs, sesame seeds, sunflower seeds, flaxseeds, papayas

- 3** Some people have written in for advice on their diets as they are going to do important things. Work in pairs or groups and write at least one similar inquiry.

Dear Expert,  
I am sitting an important exam next week and I don't know what to eat and what not to eat in order to feel at my best during the test. I would be very grateful if you all could give me some advice on this. Many thanks.

Scott

Dear Expert,  
I have a job interview in the next few days and I have been quite conscious of my breath. Could you give me some ideas about what to eat and what to avoid eating?  
Thank you.

Anna

Dear Expert,  
I just met this pretty girl and I like her very much. I have invited her out for dinner and I do not know what to avoid ordering for such an occasion. I would be thankful if you could give me some insight.

Mike

Dear Expert,  
I have had trouble with my sleep for the past few months. I have also heard that what I eat may have some effect on my body. I was wondering if you could advise me what to eat and not to eat in order to improve my situation.

Jane

- 4** You are the food specialist and you are working on the newsletter's next edition. Read the reply to Scott's inquiry. Then write your own by responding to another text from **3** or from your friends.

Dear Scott,

Taking any important exam is the mental equivalent of running a marathon. It makes sense to prepare for the test in a way that is similar to how marathon runners prepare for a race.

The night before a race, runners usually eat a large pasta dinner. The complex carbohydrates in the pasta, which take time to break down into energy, will provide energy for the next day's event.

On the day of the test, it is good to have a breakfast of protein (meat, eggs, tofu, beans) as proteins are quickly converted by the body into energy that you can use that day.

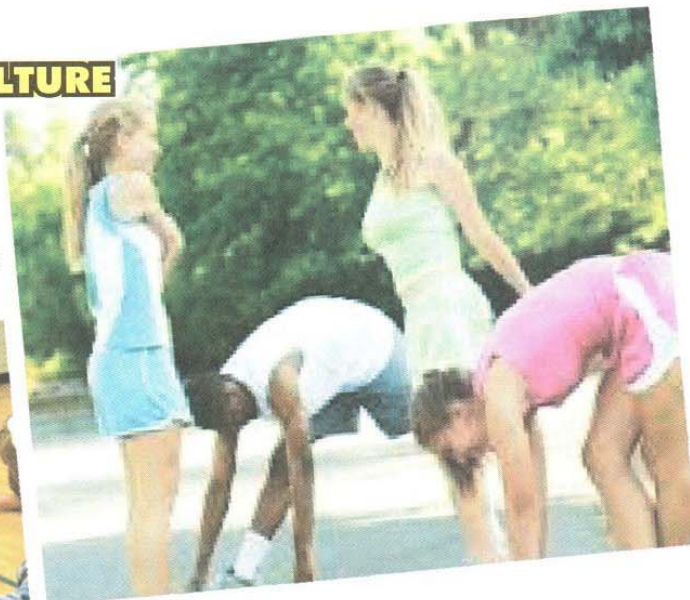
It is always a plus to be well hydrated for a test. Drink lots of water or fruit juice. Avoid caffeine as it can dehydrate you and even if you feel more alert at first, there is a rebound effect that will leave you feeling sluggish later, perhaps while you are still taking the exam.

## COMMUNICATION AND CULTURE

### Communication

#### Discussion

- 1 Look at the pictures below.  
Which parts/systems of the body does each activity benefit?



- 2 In pairs or groups, discuss the activities above and say why they are healthy.
- 3 Work in pairs or in groups, choose a system of the body and make a list of all the activities that are good for it.



## Culture

1 Read about health beliefs and practices in two different countries.

VIET NAM	INDONESIA
<ul style="list-style-type: none"> <li>• Ailments are caused by an imbalance of yin and yang</li> <li>• Herbal medicines and indigenous folk practices used to treat the ill</li> <li>• Goals to restore the yin/yang balance</li> <li>• Previously thought ineffective but recent evidence show positive health outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Illnesses are caused either naturally or personally</li> <li>• Traditional treatments, herbs and therapies used to treat the ill</li> <li>• Goals to restore normal, proper and comfortable condition</li> <li>• Efficient, safe, cost-effective, affordable and accessible, especially for the poor</li> </ul>

2 With a partner, discuss the similarities and differences in health beliefs and practices between the two countries.

3 Do you know any traditional therapy (treatment without medicine)? If yes, please share the basic idea of that therapy.



## LOOKING BACK

### Pronunciation

1 Listen and repeat the following sentences.

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers fairytales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

3. Food is broken down and converted into energy in the \_\_\_\_\_ system.
4. The bones in the \_\_\_\_\_ system help support our body and protect the organs.
5. The system that takes in oxygen and releases carbon dioxide is called \_\_\_\_\_.
6. The place that food is first stored in the body is the \_\_\_\_\_.
7. The system which works as the control panel of the body is the \_\_\_\_\_ system.

### Vocabulary

1 Complete the following sentences with a word or phrase about the body.

1. The part that leads the controlling of the body is the \_\_\_\_\_.
2. Blood is pumped through the \_\_\_\_\_ to bring oxygen to all parts of the body.



## Grammar

**3** Underline the word in *italics* that best completes the sentence.

1. I *will become/am going to become* an engineer one day if I can.
2. Foods *are broken down and converted/break and convert* into energy in the digestive system.
3. Jane *is going/will go* to the dentist's tomorrow as planned.

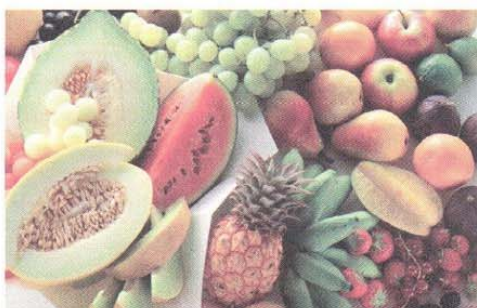
4. The acupoints *are stimulated/stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used/uses* to help treat ailments without any medicine.
6. Although I have taken some aspirin, the headache *doesn't go/won't go* away.
7. All the body organs *are supported by/support* the bones in the skeletal system.
8. Look at the dark clouds. I'm sure it *will rain/is going to rain* soon.

## PROJECT

**1** Go round the class and ask other students to rank the order of importance of the following categories in staying healthy.

Categories \ Scale of Importance	1	2	3	4
Leisure activities				
Diets				
Personal hygiene				
Medical care				

**2** Present your findings to the class.



### NOW YOU CAN

- ▶ Use words and phrases about body systems and healthy living
- ▶ Use 'will' and 'going to' to talk about the future
- ▶ Speak about getting rid of bad habits
- ▶ Write about what to eat and not to eat



# Unit 3 MUSIC

## GETTING STARTED

### Live on Stage



#### 1 Listen and read.

- Mai:** The young pop star looks shy, right?
- Anna:** Yeah. He's the teen idol who is exciting female fans around the world.
- Nam:** He also looks passionate on stage.
- Anna:** Looks can be deceiving, ha, ha! I bought his platinum album *My World* a few years ago.
- Nam:** Do you know a lot about him?
- Anna:** Of course, I'm one of his biggest fans. I read his biography on the Internet and found out that he won second place in the *Idol* contest in his home country, Canada.
- Mai:** Really? So he's very talented. Did he graduate from a famous music school?
- Anna:** No. He says he learnt by "just singing around the house".
- Mai:** Every country's got talent!
- Nam:** You're right, Mai. How did he become popular, Anna?
- Anna:** His mother began to post homemade videos on the Internet in 2007. He became a superstar within two years.

### This unit includes:

#### LANGUAGE

##### Vocabulary

Words about *music*

Adjectives

##### Pronunciation

/-est/, /-ənt/, and /-eit/

##### Grammar

- Compound sentences
- Infinitives with *to*

#### SKILLS

- Reading about TV shows
- Speaking about TV shows
- Listening to a conversation about music
- Writing a biography

#### COMMUNICATION AND CULTURE

Quan Ho singing & Dangdut music

**Mai:** Incredible!

**Anna:** I agree with you. His video got over 10,000,000 views, so he became well-known. He was also the first solo artist to have four singles enter the Top 40 before his debut album release.

#### 2 Read the conversation again. Then tick T (True), F (False).

	T	F
1. The pop star has a lot of female fans around the world.		
2. His platinum album was <i>The World</i> .		
3. It took him more than two years to become a superstar.		
4. His home country is the USA.		
5. His clips on the Internet received over 10,000,000 views.		

**3 Read the dialogue above again and give answers to the following questions.**

1. Who are the speakers talking about?
2. How did the teen pop star look on stage?
3. What was his first achievement in his home country?
4. Who decided to post his homemade videos on the Internet?
5. How many views did the superstar's videos gain on the Internet?
6. What is one of his most important achievements? Why?

**Watch out!**

What does the phrase *Looks can be deceiving* mean? Can you think of an example from your experience?



**4 Find the adjectives which describe the teen idol and write them down. Then discuss their meanings.**

**5 Reread the dialogue. Circle the verbs which are followed by infinitives.**

**LANGUAGE**

**Vocabulary**

**1. Use the words in the box to complete the definitions.**

fan contest	pop clip	idol talent
----------------	-------------	----------------

1. \_\_\_\_\_: an exceptional ability
2. \_\_\_\_\_: a type of music popular with teenagers, with strong rhythm, harmony, and an emphasis on romantic love
3. \_\_\_\_\_: one that is adored, often blindly or excessively
4. \_\_\_\_\_: a competition, especially one in which entrants are rated by judges
5. \_\_\_\_\_: an ardent devotee; an enthusiast
6. \_\_\_\_\_: a short extract from a movie or television programme

**2 Discuss the equivalent Vietnamese meanings of the words from a-g. Then match each of them with the appropriate meaning.**

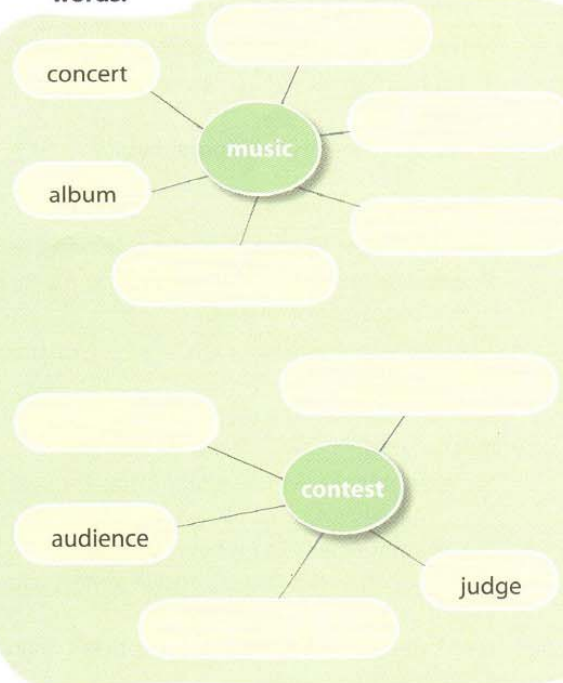
a. debut album	b. post
c. single	d. release
e. Top 40	f. platinum
g. solo	

1. a song, often from a full-length album or compact disc
2. the first appearance of a set of musical recordings stored together in jackets under one binding

3. to display on the Internet
4. to make a song or album available to the public.
5. a record awarded to a singer or group whose album has sold at least one million copies
6. the forty best-selling audio recordings for a given period
7. a performance by a single singer

**3 Can you use these words to make sentences about the music or singers you know.**

**4 Expand your vocabulary. Add more related words.**





## Pronunciation

1 Read again the conversation in *Getting Started*. Circle the words that have the ending sounds /-est/, /-ənt/ or /-ert/.



2 a. Listen and repeat.

/-est/

best, contest, guest, chest, test, rest, crest

/-ənt/

talent, moment, achievement, different, parent, present, current

/-ert/

passionate, late, rate, date, state, fortunate, debate

b. Listen again and circle the words you hear.

3 Can you write down one more word for each ending above?

## Grammar

### Compound Sentences

1 Match the conjunctions *and*, *or*, *but* and *so* with their meanings.

- |        |                                    |
|--------|------------------------------------|
| 1. and | a. contrast                        |
| 2. or  | b. result                          |
| 3. but | c. choice                          |
| 4. so  | d. an addition of equal importance |

2 Match each heading with the correct end.

- |   |   |
|---|---|
| 1. The concert hall has a large stage,                      | a. and he has received many national prizes.  |
| 2. At the box office, you can buy the tickets for the show, | b. but it became boring at the end.   |
| 3. He is a talented composer,                               | c. so there is enough room for many performers to play at the same time.  |
| 4. The concert was exciting at the beginning,               | d. but her parents persuaded her to complete her secondary school instead of immediately beginning a professional career. |
| 5. He was nominated for 14 competitive Grammys,             | e. or you can purchase them online.   |
| 6. She was a pianist with potential,                        | f. and he won three.  |

Do you know ... ?

- A compound sentence is two sentences joined by a coordinating conjunction (*and*, *or*, *but*, *so*, *yet*, *for*).
- Put a comma before the coordinating conjunction in a compound sentence.

### Infinitives

Use the infinitives to complete the following sentences.

1. One day he promised \_\_\_\_\_ her a song. He had such a beautiful voice! (sing)
2. The teen singer is old enough \_\_\_\_\_ up his own mind. (make)
3. Nobody can force the teen singer \_\_\_\_\_ anything that her mother does not agree with. (do)
4. His performance was so boring that it made me \_\_\_\_\_. (sleep)
5. This morning many of his fans saw him \_\_\_\_\_ with his girlfriend on an expensive motorcycle. (ride)
6. I can't decide whether \_\_\_\_\_ a ticket online or at the box office. (buy)

#### Watch out!

- The following verbs are followed by "to" + infinitives: *begin, decide, ask, expect, forget, hope, intend, learn, plan, prefer, promise, seem, try, want, would like, etc.*
- The following verbs are followed by infinitives without "to": *feel, hear, notice, see, watch, make, let, etc.*



## SKILLS

### Reading

#### *Idol: A Global Smash Hit*

- 1** Look at the logos. Are you familiar with them? Tell a partner what you know.



- 2** Read the text and discuss the significance of these years: 2001, 2002, 2007 and 2012.

*Idol* is one of the most successful entertainment formats ever launched. The first *Idol*, *Pop Idol*, began in 2001, and quickly became a world-wide phenomenon with local versions in many countries and territories. Hundreds of millions



of viewers worldwide have watched *The Idol* programme since it first launched in the UK. The show has been on the top ten rating lists of most countries. Year after year, *Idol* remains a global smash hit.

#### Some Facts

*American Idol* began in 2002 and quickly became the most popular entertainment series in America with viewers in the hundreds of millions.

*Vietnam Idol* is part of the *Idol* franchise created in the UK by Simon Fuller. The first season of *Vietnam Idol* aired on May 23, 2007, and the fourth season aired on August 17, 2012. The *Vietnam Idol* process includes: auditions, semi-finals, and finals. The final contestants

perform live on stage to a television audience. The contestants receiving the fewest viewers' votes are eliminated from the competition.



- 3** Circle the appropriate meaning for each word from the text.

- 1. to air**  
a. to breathe in                      b. to broadcast
- 2. phenomenon**  
a. an event which people talk about  
b. a person in action
- 3. audience**  
a. people at a performance  
b. public speakers
- 4. season**  
a. a TV show's episode              b. a TV contest
- 5. process**  
a. way of doing things              b. a series of actions

- 4** Ask and answer the following questions.

- 1.** What entertainment format is a global smash hit?
- 2.** Where did the *Idol* format come from?
- 3.** How long has the *Idol* format lasted?
- 4.** Is *Vietnam Idol* an original programme or a franchised one?
- 5.** What do you think of the *Vietnam Idol* shows?





## Speaking

### Talking About TV Shows

- 1 Read the following TV blurbs. Complete the table with the notes from each show. Then compare and contrast the shows with a partner.



#### Vietnam Idol

This is the show where we find a star! Or rather, our celebrity panel and you at home choose the best singer. The winner will get a recording contract with VNR Records.

#### Who Wants to be a Millionaire

What would you do with a lot of money? Winners on this show will get a chance to be a millionaire. First they must answer a series of general knowledge questions. Each time the amount of money increases - the prize starts off small but gets bigger and bigger.

Vietnam Idol	Who Wants to be a Millionaire

- 2 a. Imagine you are a TV producer. You are creating a new show. Make a list of details about your show.

#### Example

Show name: *Vietnam Joke*

Show type: *Reality TV Show*

Time: *Saturday evenings from 7.30 - 8.30*

Benefits: *A 15-day tour to the USA.*

- b. Share your ideas with a partner. Work together to combine your ideas into one show and present your show to the class.

#### Learning Tip: Presentations

**Body Language:** Smile, make eye contact

**Speech:** Speak clearly and not too quickly

**Practice:** Practise with friends or in front of a mirror beforehand

**Notes:** It's okay to keep notes on small note cards



## Listening

### Inspirational Music

1 Do you know these artists? Discuss their names.



2 Listen to the following song excerpt. Tell your partner what you thought about and how you felt while you were listening to it.

3 Now, listen to the conversation between Anna and Nam. What are the speakers talking about? Circle the best answer.

- A. Vietnamese composers
- B. Michael Jackson
- C. Favourite songs
- D. American teenagers

4 Listen to the recording again. Give short answers to the following questions.

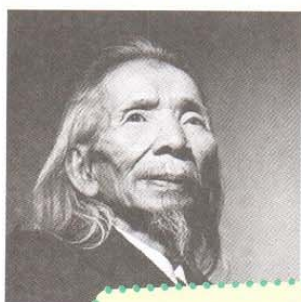
- 1. What song is Nam listening to?
- 2. What is his favourite kind of music?
- 3. How do Nam's favourite songs affect him?
- 4. What is Anna's favourite kind of song?

5 Work with a partner. Tell him/her about your favourite music. Give reasons.

## Writing

### Writing a Biography

1 Do you know this man? Read the following paragraphs. Match each of them with the corresponding heading.



- a. Early years
- b. Typical Works
- c. Important achievements
- d. Conclusion

- 1. Van Cao wrote many songs. Some of his most well-known are: *Go Dong Da* (1942); *Tien Quan Ca* (1944); *Bai Ca Chien Si Hai Quan* (1945); *Khong Quan Viet Nam* (1945); *Ngay Mua* (1948).
- 2. Van Cao's song *Tien Quan Ca* written in 1944 became the national anthem of the Socialist Republic of Vietnam.
- 3. Van Cao is remembered as one of the most important composers of modern Vietnamese music and one of the most popular composers in the world. He died on July 10, 1995 in Ha Noi. After his death, he received the Ho Chi Minh Prize.
- 4. Van Cao's real name is Nguyen Van Cao. He was a composer who was born on 15 November 1923 in Hai Phong, but his hometown was Nam Dinh.



# Unit 4 FOR A BETTER COMMUNITY

## GETTING STARTED

### Who Needs Our Help?

#### 1 Listen and read.

**Quan:** Hi, Hieu. I called you yesterday afternoon, but you didn't answer.

**Hieu:** Oh, really? What time?

**Quan:** At about 2 p.m. What were you doing then?

**Hieu:** Oh, when you called, I was working. I volunteer every Tuesday afternoon at the Happy Mind Charity Centre. I teach children.

**Quan:** Really? Why?

**Hieu:** Because these children are disadvantaged. They have many problems and they need our help.

**Quan:** What subjects do you teach them?

**Hieu:** Vietnamese and Maths.

**Quan:** It sounds interesting. How did you get the job?

**Hieu:** Just by chance. I was interested in doing volunteer work, so when I saw the advertisement for volunteer positions in the newspaper last summer, I applied and was chosen.

**Quan:** Oh, I see. Was the job easy at first?

**Hieu:** Not really. When I worked with them for the first time, many of them couldn't read or write. Some of them were hopeless at Maths!

**Quan:** What did you do then?

**Hieu:** I got some useful advice from my teacher. It was really helpful. All of the children can read and write now.

**Quan:** Your job is very meaningful. I also want to do something useful for our society.

**Hieu:** Well, if you are interested in this kind of work, I will introduce you to my team leader.

**Quan:** That sounds great! Thanks for your suggestion! I'm very excited!

### This unit includes:

#### LANGUAGE

##### Vocabulary

- Words about volunteers and volunteer work
- Adjective suffixes: -ed vs. -ing; -ful vs. -less

##### Pronunciation

/-nd/, /-ŋ/, /-nt/

##### Grammar

- Irregular past tense verbs
- The past simple vs. the past progressive with *when* and *while*

#### SKILLS

- Reading about why people do volunteer work
- Talking about local community development
- Listening to an announcement for volunteers
- Writing an application letter for volunteer work

#### COMMUNICATION AND CULTURE

Local and global activities for community development





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

1. When did Quan call Hieu?
2. What was Hieu doing when Quan called?
3. Was Hieu successful as a volunteer teacher there?
4. What do you think about Hieu's volunteer work?
5. Have you ever done anything to help other people? If yes, what did you do to help them?

**3 With a partner, make dialogues using the expressions in the box.**

1. ... by chance.
2. Not really. *k' thiêc sđ*
3. That sounds great! *nghe thât hay*
4. Well,

**Example:**

**Trang:** Mum, I have two days off this week.

**Mum:** That sounds great! We can go out together then!

**Trang:** That's a great idea, Mum!

**LANGUAGE**

**Vocabulary**

**1 Read the conversation in GETTING STARTED again. Find the adjectives ending with the following suffixes:**

- ed *interested, disadvantaged*
- ing *interesting*
- ful *useful, meaningful, helpful*
- less *hopeless*



**2 Use the words in the brackets with appropriate endings from 1 to complete the following sentences.**

1. If people spend most of their time doing *nothing*, they will find their lives *meaningless* (mean)
2. I am *interested* in doing charity work. (interest)
3. Last year, she was really *hopeless* at English. She couldn't even say a word in English. Now her English is much better. (hope)
4. The new teacher's advice was very *useful*. His students could learn English vocabulary faster. (use)
5. They were *excited* to know that their contributions were *meaningful* to the poor people in that area. (excite, mean)
6. Our school volunteer activities are very *exciting*. (excite)



ed: *chúng O*  
adj: *những người*  
*(bị) là*  
ing: *dùng O*  
*(những công) chúng*  
*là* *vật*



## Pronunciation

### 1 Listen and repeat.

/-nd/	/-ŋ/	/-nt/
second	interesting	announcement
friend	teaching	student
understand	exciting	advertisement
planned	helping	spent
grand	training	environment

### 2 Practise saying the following sentences. Pay attention to the pronunciation of the ending sounds /-nd/, /-ŋ/, and /-nt/.

- I don't understand what the second friend says.
- It is interesting and exciting to teach English to children in disadvantaged areas.
- That student didn't listen to the announcement for the job advertisement.

## Grammar

### 1 Rewrite the sentences in the past tense, using the time expression in brackets.

- I hardly ever wear jeans to school. (yesterday)  
\_\_\_\_\_
- My sister and I buy a lot of clothes in the summer. (last summer)  
\_\_\_\_\_ *bought*
- My father sometimes reads newspapers in bed. (last night)  
\_\_\_\_\_ *read*
- My mother makes my bed on weekends. (last Sunday)  
\_\_\_\_\_ *made*
- I write letters to my grandparents at the weekend. (yesterday afternoon)  
\_\_\_\_\_



### Do you know ...?

#### The past simple: Irregular verbs

Many verbs have irregular positive past simple forms. There are no spelling rules for these forms, so you need to learn them by heart.

#### E.g.

do → did; build → built; come → came;  
find → found; read → read; see → saw;  
tell → told; take → took; go → went;  
win → won; write → wrote; be → was/were

### 2 Match 1-5 with a-e and complete the sentences in the past simple or the past continuous.

- We were walking in the park d
- While I was talking to a friend, e
- We lost the keys a
- We were sitting on a bench in the park b
- When the phone rang, a
  - \_\_\_\_\_ I (have) a bath.
  - \_\_\_\_\_ when someone (take) our school bags.
  - \_\_\_\_\_ the teacher (ask) me a question. *asked*
  - \_\_\_\_\_ when it (start) to rain. *started*
  - \_\_\_\_\_ while we (play) in the garden. *played*

### Do you know ...?

#### The past simple vs. the past progressive using when and while

We often use the Past Progressive with the Past Simple. We use the past progressive to talk about an action in progress, and the past simple to talk about an action that interrupts. *qua khu' đến đến*  
*ta hốt xen vào*

It was raining **when** we arrived at school.

**When** the teacher asked me a question, I wasn't listening.

**While** they were having dinner, the telephone rang.

My mobile phone rang **while** I was going to school.

### Watch out!

What do you notice about commas with **When** and **While**?



## SKILLS

### Reading

#### Why Do People Volunteer?

**1** You are going to read a text about the reasons why people volunteer. Before you read, tick the reasons you think you may find in the text.

- a. They want to do something good for others.
- b. Volunteers have a chance to interact with new cultures, try new food, meet new people, and speak new languages.
- c. Volunteers become more concerned and aware of the problems facing the world.
- d. Volunteers feel the pride that comes from completing something.
- e. Volunteer work is a great way to gain experience in a broad range of fields.
- f. Volunteer work can often lead to a paid job.

**2** Read the text and check if your predictions in **1** are correct.

People volunteer for a number of different reasons. One of the more **obvious** reasons why people volunteer is because they find something they are **passionate** about and want to do something good for others.

**1** Many people who volunteer think that they are very **fortunate** to live the way they do and want to give something back to society, as a way of balancing the scales.

Many people choose to volunteer because of the personal benefits that volunteering has on their character. **2**

In most cases, **volunteers** also become more concerned and aware of the problems facing the world and many feel that they were **ignorant** or **narrow-minded** before.

Volunteer work is a great way to gain experience in a broad range of fields. **3**

Volunteering is a great way to put in a little of your time and gain some **valuable** skills, whether **professional** or **practical**.

Volunteer work can often lead to a paying job. Volunteers can try out a field to see if it **suits** them and also show that they are **dedicated** enough to work for free in the hope that it may lead to a paid job **4**

**3** Read the text. Complete the text by matching sentences a-e with gaps 1 - 4. There is one extra sentence you do not need.

- a. Indeed, a volunteer often says that the experience has made him or her a better person.
- b. You can gain experience in education, social work, health care, marketing, and web design... The opportunities are endless.
- c. English teaching is a great example of a volunteer job that often turns into a career.
- d. People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- e. One of the greatest benefits of volunteering abroad is being able to spend an extended period of time in a new country.

**4** Look at the highlighted word in the text and choose the correct meaning.

- 1. obvious  
A. clear B. unclear C. important
- 2. fortunate  
A. unlucky B. lucky C. wealthy
- 3. concerned  
A. tired B. bored C. worried
- 4. narrow-minded  
A. open to different people  
B. not open to different opinions  
C. open to different opinions
- 5. dedicated  
A. devoted B. excited C. interested

**5** In pairs, discuss the following statements.

- 1. There's no need to volunteer as very few people can benefit from volunteer work.
- 2. The best way to volunteer is to give people money when they need it.





## Speaking

### Community Development

1 Look at some activities for community development. Match them with the reasons why they are important.

#### Activities for community development

1. Building houses for <sup>thụ nhập thấp</sup> low-income people <sup>C</sup>
2. Building facilities like kindergartens, schools, and parks <sup>trẻ em và người già</sup>
3. <sup>mở ra</sup> Widening roads, <sup>dãy núi</sup> fixing running water, providing electricity in <sup>miền quê</sup> rural and remote areas <sup>vùng xa</sup>
4. Training young people for jobs <sup>a</sup>
5. Protecting the environment and ensuring healthy lifestyles <sup>phong cách sống</sup> <sup>b</sup>

#### Reasons why these activities are important

- a. They are <sup>chuẩn bị cho</sup> prepared for the <sup>thị trường việc làm</sup> job market and find better employment. <sup>việc tuyển dụng</sup>
- b. This is important because we need the earth for life.
- c. When people have a place to live, they can develop other parts of their lives.
- d. These are necessary facilities for daily living.
- e. Without these basic things, these areas cannot develop.

2 Work in pairs. Discuss why the activities above are important for community development.

Example:

Student A: I think job training for young people is very important.

Student B: I agree. Young people are the future of a country, so training them in the right way is very important. Protecting the environment is important, too.

Student A: That's true. We all need a healthy environment.

3 Work in groups. Look again at the activities in 1. Discuss and decide on the three most urgent/important things to do in your local area and explain why.

#### Useful phrases

Our top/first priority is/ The most urgent/important thing to do is \_\_\_\_\_

The second priority is/ The second most urgent thing to do is \_\_\_\_\_

We consider \_\_\_\_\_ to be a priority \_\_\_\_\_

We think \_\_\_\_\_ is a priority task \_\_\_\_\_

\_\_\_\_\_ take/have priority over \_\_\_\_\_



4 Present your group's decisions to the whole class. The class votes for the group with the most interesting ideas.



## Listening

### Help the Needy!



#### 1 Discuss the following questions with a partner.

Are there people who need help in your community? If yes, what kind of help do they need? What are some different ways people can help out in their community?

#### 2 Match the words with their definitions. What are the parts of speech of these words?

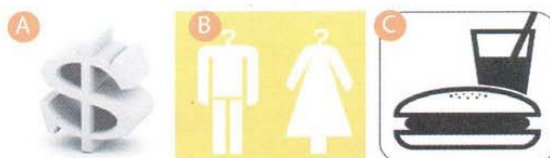
donate (tặng)	a. a special advertisement for the public, normally about health or safety matters
non-profit (không lợi nhuận)	b. give something, especially money, to people who need it
public service announcement	c. not for profit purposes

#### 3 Listen to the announcement by the director of Heart to Heart Charity and decide whether the following statements are true (T) or false (F).

	T	F
1. <u>Heart to Heart Charity</u> is a non-profit organization.	✓	
2. <u>Few</u> children or <u>adults</u> in our community are hungry, cold, or sick nowadays.		✓
3. You can donate <u>food</u> but <u>not</u> clothes.		✓
4. You <u>can't</u> donate money.		✓
5. You can donate time and work in the office of this organisation.	✓	

#### 4 Listen to the announcement again and choose the best answer.

1. First, you can donate food



2. Second, you can donate money



3. Third, you can donate time



#### 5 Work in groups. Ask and answer the following questions.

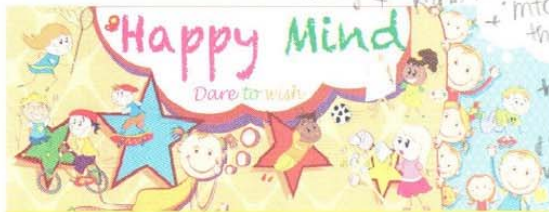
Have you ever volunteered or done community service? If yes, what did you do? If no, what is your plan to help people in your community?



- Sender's address (tên gửi)
- receiver's address (tên nhận)
- Greeting (chào hỏi)
- body (nội dung)

## Writing

### Volunteer Work



#### VOLUNTEER TEACHERS NEEDED

We need experienced, creative and patient volunteers to work as teachers at our Happy Mind Charity Centre. Your job will be teaching Vietnamese and Maths to the children at our centre.

Please apply in writing to:

25 Bao Ha Street, Ha Noi, Viet Nam

**Job**

#### 1 Read the letter. Why did Quan write it?

Director  
Happy Mind Charity Centre  
25 Bao Ha Street, Ha Noi

11 Ha Nam Street  
Dong Da, Ha Noi  
27 February, 2013

Dear Sir or Madam,

I am writing to apply for the post of a volunteer teacher at Happy Mind Charity Centre. I saw the advertisement in the Youth Newspaper on February 22<sup>nd</sup>. (Paragraph 1)

I have experience teaching young children. Actually, last summer, I spent two months being a tutor for a group of primary students in my area. I taught them Vietnamese and Mathematics. Their school work got much better after that. (Paragraph 2)

I am creative, patient and I have a great love for children. I can send you two references from my teachers and two from my students' parents. (Paragraph 3)

I am available for an interview any day after school or at weekends. If my application is successful, I can start teaching from next month in the afternoon and at weekends. (Paragraph 4)

I look forward to hearing from you.

Yours faithfully,

Tran Manh Quan

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

- How did Quan find out about the job?
- Who did Quan teach last summer?
- How long did he teach them? 2 months
- How does Quan describe himself?
- How many references can Quan give?
- When can Quan start teaching?

#### 3 Read the letter again. Match each paragraph in the letter with its purpose.

Paragraph 1

a. Saying you are available for an interview and when you could start work. 4

Paragraph 2

b. Mentioning the job you are applying for and where you saw the advert.

Paragraph 3

c. Telling why you are right for the job mentioning your personal experiences and responsibilities.

Paragraph 4

d. Listing your personal qualities and offering to send references.

#### 4 Read the job advertisement. Answer the questions about it.

#### VOLUNTEERS NEEDED

We need reliable, hard-working volunteers to work at our Heart to Heart Charity Office. Your job will include welcoming guests and receiving donations for our organization.

Please apply in writing to:

15 Ha Thanh Street, Ha Noi, Viet Nam

**Job**

- What qualities are needed for the job?
- What are the job's duties?

#### Watch out!

Tone is very important in writing. You can write in a formal or informal tone. What kind of tone do you use in an email to a friend? What kind of tone do you use in a job application?



- You would like to volunteer at the Heart to Heart Charity Office. Write a formal letter of 140-160 words applying for the job. Follow the writing plan in 3.



## COMMUNICATION AND CULTURE

### Communication

#### Discussion

#### Think Global, Act Local

- 1 Look at the list of activities. Which of them are necessary for community development in your area? Put them in the order of importance with 1 being the most important and 5 the least important.

Volunteer activities	Order of importance
Helping old or sick people	1
Helping disadvantaged or handicapped children	2
Helping old and childless people	3
Taking part in directing the traffic	4
Taking care of war <sup>the kind</sup> invalids and the families of <sup>đet si</sup> martyrs	5

- 2 Work in groups. Exchange your opinions.

#### Example:

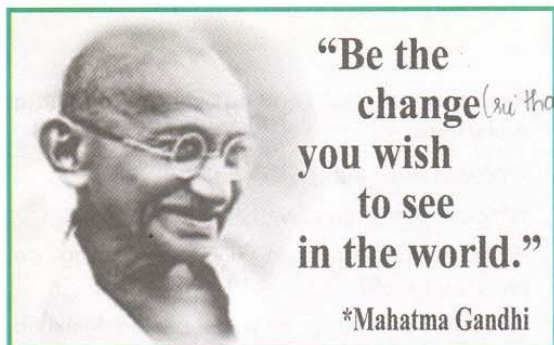
**Student A:** What is the most important volunteer activity in our area?

**Student B:** I think taking part in directing traffic is the most important.

**Student C:** Really? I think .....

### Culture

#### Wise Words



- 1 What do you know about this man? What do you think the quote means?

- 2 Read the text about Mahatma Gandhi and answer the questions.

### MAHATMA GANDHI

Mahatma Gandhi was born in 1869 in India. At the age of 18, he travelled to Britain to study law at university in London. Then he came back to India and worked there for a few years. In 1893, he got a job as a lawyer in South Africa. At that time, coloured people, including the Indians living in South Africa, and white people were not treated equally, and he fought for the rights of coloured people in general and the Indians in particular. In 1914, Gandhi moved back to India. At that time, the British ruled India and Indian people were not treated equally. Gandhi wanted the British to leave India so that the country could become independent. He was a peaceful man and against all forms of violence. In the end, he won, and the British left India in 1947. After that, Gandhi continued to fight for the rights of poor people and women in India and became a hero for millions of people.

- When and where was Mahatma Gandhi born?
- What did he do to help coloured people in South Africa? Why?
- What were his contributions to India?



- 3 Work in groups. Talk about a person who contributed to the development of your local area/your country. Share your ideas with your group.



## LOOKING BACK

### Pronunciation

- 1 Listen and circle the words you hear in the sentences.

	A	B
1	end	ant
2	mend	meant
3	ring	rink
4	sting	stink
5	lend	lent
6	spend	spent

### Vocabulary

Choose the words from the box to complete the following sentences.

excited about meaningful interesting  
donate disadvantaged meaningless

- Before he joined our volunteer team, he felt his life was boring. Sometimes he thought it was meaningless.
- They all got excited about the trip to Ha Long Bay, so they had a sleepless night.
- The donation of warm clothes from the donors last winter was really meaningful to those poor children.
- The charity music night was interesting. All the audience thought it was interesting.
- The public service announcement called for volunteers to donate time to look after sick people in the local hospital.
- Those volunteers spent a sleepless night preparing gifts for disadvantaged children in Cao Bang.

### Grammar

- 1 Write the sentences. Use the past simple or the past progressive form of the verbs.

- The telephone/ring/while/we/have dinner
- I/wait/at the bus stop/when/I/receive/his text message
- It/start/ to rain/while/we/walk home/from school
- You/listen/when/the teacher/call/your name?
- He/walk along/the corridor/he see/a job advertisement/ on the notice board

- 2 Read the text about Tilly Smith and put the verbs in brackets in the past simple or the past progressive.

### FROM A GEOGRAPHY LESSON TO A REAL LIFE EXPERIENCE

Tilly Smith was born in 1994. She came from Surrey, England. At school, she was very interested in her geography classes. On 26th December, 2004 Tilly \_\_\_\_\_ (1. have) a holiday with her family in Thailand when she \_\_\_\_\_ (2. realise) that geography was not only an interesting school subject but also helped to save people's lives.

While Tilly \_\_\_\_\_ (3. sit) on Maikhao beach in Phuket, Thailand, the sea water suddenly receded from the shoreline. Tilly \_\_\_\_\_ (4. recognise) the symptoms of a tsunami because two weeks before her holiday she learned about tsunamis in a geography lesson from her teacher at school. Tilly \_\_\_\_\_ (5. want) to leave the beach quickly because she knew what \_\_\_\_\_ (6. happen), but the people on the beach didn't seem to care. She was very worried and \_\_\_\_\_ (7. tell) her parents about it immediately.

When Tilly's father warned others on the beach and the staff at the hotel where they were staying about the possible tsunami, she \_\_\_\_\_ (8. run) to a safe place with her mother and sister. The tsunami \_\_\_\_\_ (9. be) a terrible disaster for thousands of people, but it \_\_\_\_\_ (10. not kill) anybody on Maikhao Beach thanks to Tilly.

- 3 Read the text again and answer the following questions.

- Who was Tilly Smith?
- Which school subject was she interested in?
- What happened when Tilly was sitting on Maikhao Beach?
- What did she do to help people on Maikhao beach at that time?
- Do you know anyone in your community who saved others' lives? Talk about that person.

## PROJECT

Find someone/a place in your community that needs help.

What are the problems of this person/ this place?

What do you think you can do to help? Make a plan.

Present your ideas to the whole class.



### NOW YOU CAN

- ▶ Use words and phrases about volunteer work and community development
- ▶ Use the past simple and the past progressive to talk about past experiences
- ▶ Understand the common reasons why people do volunteer work
- ▶ Talk about community development
- ▶ Write an application for volunteer work



# Unit 5 INVENTIONS

## GETTING STARTED

### Computers and Our Lives



### This unit includes:

#### LANGUAGE

##### Vocabulary

Words about *inventions*

##### Pronunciation

Stress patterns: compound nouns and noun groups

##### Grammar

- The present perfect
- Gerunds and infinitives

#### SKILLS

- Skimming and scanning
- Talking about inventions, their uses and their benefits
- Listening for specific information from an interview
- Writing about the benefits of an invention

#### COMMUNICATION AND CULTURE

Talking about inventions in Asian Countries

### 1 Listen and read.

**Phong:** Dad, you promised to reward me if I passed the English test. Well, I did!

**Phong's father:** OK. What do you want – a laptop, a video game, an e-book reader, or a smartphone?

**Phong:** Wow, dad. You're so generous. My old mobile phone is still good. Um... the screen of an electronic book is rather small, so I think a laptop will be my choice.

**Phong's father:** What a wise choice, Phong! A laptop has lots of benefits. It's portable, so you can take it with you; it's economical, so we don't have to spend too much money; and it's very versatile, as it can do many things.

**Phong:** When you were my age, you didn't have a computer, did you?

**Phong's father:** Of course not. No emails, no online games, no Internet, no online shopping, no...

**Phong:** How could you live without those things?

**Phong's father:** We did. But computers have really changed our lives. The computer is definitely one of the greatest inventions in the world. Now, tell me what you will do with your laptop.

**Phong:** I'll use it to listen to music, to chat with my friends, and to play games.

**Phong's father:** Is that all? How about for your studies?

**Phong:** Yeah... I'll use it for researching topics on the Web and typing my assignments as well.

**Phong's father:** Right. Use it wisely, and it will be your best friend.

**2 Work in pairs. Ask and answer the questions.**

1. What did Phong's father promise Phong?
2. Why doesn't Phong choose a smartphone as a reward?
3. Give evidence to support Phong's father's idea that computers have changed people's lives.
4. What will Phong use his laptop for?
5. Do you agree with Phong's father that Phong has made a wise choice? Why or why not?

**3 Match each word with its definition.**

1. generous	a. easy to carry around
2. portable	b. having many different uses
3. economical	c. kind and ready to give more (of something) than expected
4. versatile	d. giving good value for money

## LANGUAGE

### Vocabulary

- 1 a. Use a dictionary to find the meanings of the following compound nouns and their parts. Write them in the appropriate columns.**

	Compound noun	Meaning of compound noun	Meaning of first part	Meaning of second part
1.	video game			
2.	smartphone			
3.	laptop			
4.	e-book			
5.	email			

- b. Discuss your findings with a partner. Is the meaning of each compound noun a combination of the meanings of its parts?**



**2 Below are parts of some other compound words. Match the first parts of the words with the second ones.**

First part	Second part
1. pencil	a. machine
2. black	b. processor
3. washing	c. phones
4. head	d. case
5. food	e. board

### Pronunciation

- 1 Listen and repeat these words or phrases. Pay attention to their stressed syllables.**

black board  
white board  
hot dog  
light house  
running dog

blackboard  
whiteboard  
hot dog  
lighthouse  
running dog

- 2 Listen and tick (✓) the words you hear.**

1. green house	<input type="checkbox"/>	greenhouse	<input type="checkbox"/>
2. soft ware	<input type="checkbox"/>	software	<input type="checkbox"/>
3. gold brick	<input type="checkbox"/>	goldbrick	<input type="checkbox"/>
4. moving van	<input type="checkbox"/>	moving van	<input type="checkbox"/>
5. tall boy	<input type="checkbox"/>	tallboy	<input type="checkbox"/>





## Grammar

### Gerunds and Infinitives

#### Do you know ... ?

We can use gerunds and infinitives to describe the purpose of something

- \* Infinitive: use sth. / sth. is used + to - infinitive
- \* Gerund: for + V-ing

#### Examples

A ruler is used to draw straight lines.  
A ruler is used for drawing straight lines.  
We can use a ruler to draw straight lines.

#### 1 Complete the definitions or uses of the inventions using the correct forms of the verbs given (V-ing or to-infinitive).

1. A laptop or a smartphone can be used for (get) \_\_\_\_\_ access to the Internet or (send) \_\_\_\_\_ messages.
2. You can use social networking sites (create) \_\_\_\_\_ your personal profile and (contact) \_\_\_\_\_ other people.
3. When you're tired of carrying lots of books or novels when you travel, an e-book reader may help – it is used (read) \_\_\_\_\_ electronic books, newspapers or magazines.
4. If you want to relax without using a smartphone with a small screen or a bulky laptop, you can use a handheld video game device (play) \_\_\_\_\_ computer games.
5. A food processor is used for (chop) \_\_\_\_\_ up or (mix) \_\_\_\_\_ food.
6. We can use a USB stick (store) \_\_\_\_\_ a lot of music or video files.

#### 2 Think of an item in your classroom or house. Describe it to a partner, using a gerund or an infinitive. See if your partner can guess what it is.

##### Example:

**Student A:** This is used for making clothes clean.

**Student B:** Is it a washing machine?

**Student A:** That's right.

## The present perfect

#### Do you know ... ?

The present perfect describes an event or action happening in the past but having a result in the present.

- \* Has / Have + past participle

#### 1 Label the timelines below with the words from the box.

past present future present perfect



#### 2 Match the beginnings in A with the ends in B. Put the verbs within brackets in the present simple or the present perfect.

A Beginnings	B Ends
1. Kim (break) her arm,	a. "Me too."
2. He (look) unhappy	b. so she can't play badminton.
3. "You (know) that woman?"	c. so all the valuables in it (disappear).
4. "I (ask) for help from the teacher."	d. because he (lose) all his money.
5. He (leave) the desk unlocked,	e. "I do, but I (forget) her name."

#### 3 The following paragraph is about the importance of computers. Choose the correct verb tense.

Life without computers (1) seems / has seemed simply impossible now. Computers (2) affected / have affected every aspect of our lives. Since the time they (3) were / have been invented, computers (4) encouraged / have encouraged great technological progress in different fields. Along with computers, the Internet (5) aids / has aided the developments in technology. However, many people argue that computers (6) killed / have killed physical contact between people. For example, teenagers now (7) prefer / have preferred chatting on the computer to meeting face to face. Do you agree?

## SKILLS

### Reading

#### Wonderful Nature

- 1** What can the animals or the leaves in the pictures do that people can't? Name some things people have invented to make up for what they cannot do. Discuss your ideas with a partner and then read the text.

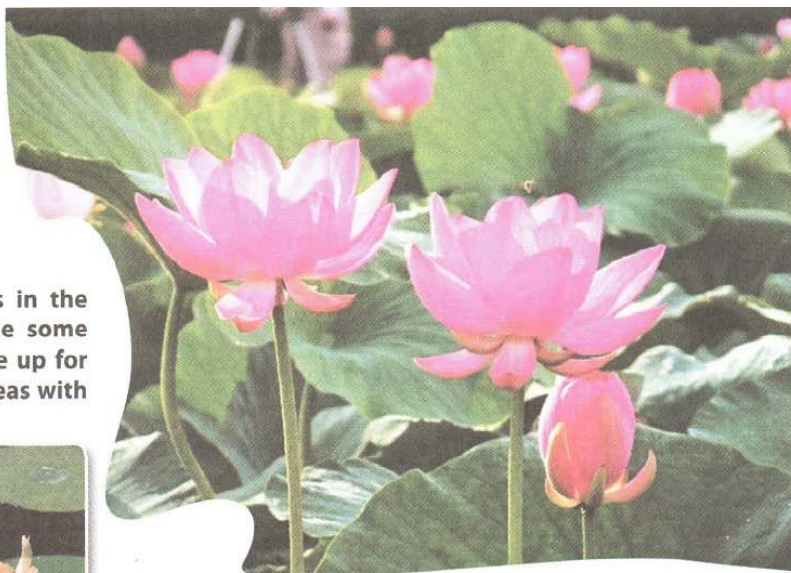


People often use the natural world as inspiration for their inventions. By observing animals and plants, they design new products to serve humans. Here are some examples.

Animals can do many things humans cannot, like flying or staying underwater for a long time. The aeroplane, with its wings and shape imitating those of a bird, is one of the greatest inventions in our history. Thanks to it, people can travel long distances in the air. This has helped to develop trade and tourism. The submarine, which can travel underwater, imitates a dolphin's shape. Submarines are very useful for scientists to learn about the undersea world.

Plants around us are also great sources of ideas for other wonderful inventions. The self-cleaning glass window and the fabric used to make umbrellas are both inspired by the smooth leaves of a lotus plant, with their ability to wash away dirt in the rain. Another product is Velcro. This hook-and-loop fastener was invented after a Swiss engineer observed how the seeds of a plant clung to his clothing. He then made two fabrics stick together thanks to the hooks on one surface and the loops on the other. Since then, Velcro has gradually become a familiar fastener for shoes, jackets, and even spacesuits.

It is definitely true that nature has inspired numerous inventions and technologies. Scientists and inventors have tried to imitate something in nature in an effort to create better, stronger, safer tools and devices for our everyday life.



- 2** What is the most suitable title of the text?

1. Mother Nature
2. Imitating Nature
3. Greatest Inventions

- 3** Match the words with their meanings.

1. inspire	a. cloth or material for making clothing, curtains, etc.
2. fastener	b. give someone a desire to do something well
3. fabric	c. thread or fibre with a curved end
4. hook	d. special clothing for an astronaut
5. loop	e. device used to close a piece of clothing
6. spacesuit	f. thin thread or fibre in the shape of a circle

- 4** Answer the questions about the text.

1. What are the inventions that imitate animals?
2. What are the inventions that imitate plants?
3. Why is the aeroplane considered one of the greatest inventions in our history?
4. What can help scientists to learn about life under the sea?
5. How can a glass window clean itself?
6. Find the words or phrases in the text that can describe an aeroplane, a submarine, and Velcro.

- 5** Which of the four inventions mentioned in the text is the best imitation of nature? State your reasons.



## Speaking

### Unique Inventions

#### 1 Practise the dialogue with a partner.

**Mai:** What's that machine, John? It looks like a printer but a bit bigger and heavier.

**John:** It's a 3-D printer. I've just bought it.

**Mai:** 3-D printer? What's it used for?

**John:** Well... It's used for producing solid objects similar to the originals.

**Mai:** Really? For example?

**John:** You can make things like a cup, a spoon, or even a toy car.

**Mai:** Fantastic. Does that mean I can make my own things at home and save lots of money?

**John:** That's right.

#### 2 Complete the table with the information about the invention mentioned in the dialogue above.

a. Name of invention	
b. Characteristics	bigger and heavier than a normal printer
c. Use	
d. Benefits	

#### 3 Discuss two more inventions with a partner. Complete the table below with the phrases in the box.

- not costly
- easy to use
- easy to carry
- environment-friendly
- not dependent on electricity
- easy to transport files



a. Name of Invention	portable solar charger	USB stick
b. Characteristics	small, portable	small, portable
c. Use	charge mobile devices (mobile phones, cameras, and laptop)	store data (audio or video files)
d. Benefits	-	-

#### 4 Work with a partner. Choose one invention mentioned in 3 and make a similar dialogue as in Activity 1. You can use the information in the table or your own ideas.

#### 5 Work in groups. Choose one of the inventions below and prepare a talk to introduce it to other group members.

- laptop
- e-book reader
- food processor



## Listening

### Flying Cars

- 1** Look at the picture and discuss with a partner what this flying car (or aerocar) can and cannot do.



- 2** Listen to an interview with Mr Brown, a spectator at a test flight of a flying car. Tick the words or phrases that you hear.

- |   |  |
|---|--|
| - traffic jams <input type="checkbox"/>       | - collapsible <input type="checkbox"/> |
| - traffic congestion <input type="checkbox"/> | - collapse <input type="checkbox"/>    |
| - gallon <input type="checkbox"/>             | - runaway <input type="checkbox"/>     |
| - garage <input type="checkbox"/>             | - runway <input type="checkbox"/>      |



- 3** Answer these questions.

- Where is the test flight taking place?
- What does Mr Brown do?
- Why is he interested in the test flight?
- What does Mr Brown like about the flying car?
- What is the biggest problem with this flying car?

- 4** Listen again and complete the information about the flying car. Write one word or number in each blank.

- size: a little bit \_\_\_\_\_ than a normal car
- petrol consumption: \_\_\_\_\_ gallon(s)  
per hour in the air  
\_\_\_\_\_ gallon(s)  
per 50 km on the ground
- speed: \_\_\_\_\_ km per hour in the air  
\_\_\_\_\_ km per hour on the ground

- 5** Do you want to own a flying car like Mr Brown? Why or why not? Is there a way to solve the problem with the car that Mr Brown discusses?





## Writing

### How Good Is It?

- 1 Which of these audio devices do you have or want to have? Discuss with a partner.



speakers



headphones



earbuds

- 2 The following text is about earbuds and their three benefits. Below it are the details supporting each benefit. Put the details in the appropriate blanks.

Most young people have a pair of earbuds with them when they go out. When connected to a portable media player or a mobile phone, earbuds help you listen to music or audio lessons. What are their benefits?

First, a pair of earbuds is small and light, so it is portable.

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

Second, earbuds are not costly. They are not as expensive as a set of speakers.

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

Finally, you can use earbuds to listen to music or your listening lessons anywhere, even in public places.

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

- a. With about 100,000 VND, you can get a pair. Of course, you have to pay more for those of higher quality.
- b. Only you can hear the sounds from the media player or mobile phone. Nobody is disturbed.
- c. Earbuds are not bulky. You can put them in your bag or even your pocket.

- 3 Complete the following outline for the passage on earbuds in 2.

a. Topic: *The benefits of earbuds*

b. Thesis sentence: \_\_\_\_\_

c. Supporting idea 1 and further explanation: *small, light, portable => put in a bag or pocket*  
Supporting idea 2 and further explanation: \_\_\_\_\_

Supporting idea 3 and further explanation: \_\_\_\_\_

- 4 Choose one invention and write a similar paragraph about its benefits.

### Benefits of a smartphone

- a. for communication: make phone calls, send & receive messages
- b. for entertainment: listen to music, play games
- c. for information: surf the Web, use maps to look for places

### Benefits of a digital camera

- a. portable: light, small, not bulky
- b. convenient: quick to view and delete photos; easy to store and transfer photos to a computer
- c. economical: no money spent on film

## COMMUNICATION AND CULTURE

### Communication

#### Discussion

- 1 In groups, vote for the best invention among those in the list below. The best invention needs to meet the 4 criteria listed in the voting sheet. Tick (✓) the appropriate boxes.

Voting sheet

		useful to a lot of people	not expensive	easy to use	available / easy to buy
1.	solar charger				
2.	digital camera				
3.	3-D printer				
4.	laptop				
5.	smartphone				
6.	television				
7.	washing machine				

- 2 Report and explain your group's results to the whole class.

#### Example:

We vote for digital cameras because they are very useful. We use them to take pictures of people we spend time with or beautiful places we visit. What's more, a digital camera does not cost too much, and we don't have to buy rolls of film for it...

### Culture

- 1 Do you know which countries these inventions are from? Match the country names with the inventions.

Countries	Inventions
1. China	a. medical incubator
2. Japan	b. PC sound card
3. Singapore	c. chopsticks
4. The Philippines	d. instant noodles



- 2 Read the text and answer the questions.

There is quite a long list of important inventions from Asian countries that help people. The Chinese invented paper, chopsticks and gun powder. The Japanese invented instant noodles and video games. In many Southeast Asian nations, agriculture is the main economic activity and pollution is a major problem. That is why there have been other important inventions to deal with these issues. Thai people, for example, have contributed to environmental protection and benefited farmers, who depend on water for their crops. Below are three significant inventions from a well respected Thai inventor, King Bhumibol Adulyadej.

The king's Chaipattana Aerator was patented in 1993 and has won several international awards. This is a kind of paddle-wheel machine that helps to add oxygen to the wastewater to 'clean' it before it is reused for farming.

In 1999 and 2003, he obtained Thai patents for his rain-making techniques. In addition to helping agriculture directly, these techniques have helped increase the volume of water in rivers and streams and improved forest conditions.

The king's biodiesel oil project was first introduced in 2001. Its aim is to turn palm oil into biodiesel as an alternative source of energy. Biodiesel is a good choice for an alternative fuel, at a time when Thailand needs to reduce its use of fossil energy to protect the environment.

#### Questions

- What are the main issues of many Southeast Asian countries?
- Write the names of the inventions under the pictures.



- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- Which inventions have directly benefited farmers?
  - Which inventions have helped protect the environment? Pick out information from the text to support your answer.
  - In your opinion, which of the three inventions from Thailand mentioned in the text is the most important? Why?



## LOOKING BACK

### Pronunciation

These words below are compound nouns or noun phrases. Put them in the correct columns according to their stress patterns. The first one in each column is an example.

food processor	correction pen
laptop	digital camera
earbuds	solar charger
washing machine	runway
smartphone	

● ●	● ●
food processor	solar charger

 2 Listen and repeat these words.

### Vocabulary

Complete these sentences using the words given in the box. Make changes where necessary.

invention	portable	
economical	expensive	benefit

1. A digital camera is more \_\_\_\_\_ than a film camera: You don't have to buy rolls of films.
2. Our teacher gave us an assignment on modern \_\_\_\_\_ of the 21<sup>st</sup> century.
3. Modern inventions tend to be small and \_\_\_\_\_, so they can be taken along and used everywhere.
4. Even the best invention may have both \_\_\_\_\_ and drawbacks.
5. It's difficult to look for products of high quality which are not \_\_\_\_\_.

### Grammar

1 Read the following short exchange. Fill in the gaps with the present perfect or the present simple forms of the verbs in brackets.

**Kim:** Help me, Eric. My party (1. be) \_\_\_\_\_ next week and I (2. not plan) \_\_\_\_\_ the menu yet. I (3. waste) \_\_\_\_\_ three days worrying, and I still (4. not have) \_\_\_\_\_ any ideas. What should I do?

**Eric:** Don't panic. Your guests (5. not start) \_\_\_\_\_ arriving yet, so ask everyone to bring something. Then you can order some pizzas or buy spring rolls from a Vietnamese takeaway. Nobody (6. say) \_\_\_\_\_ no to pizzas or spring rolls, I'm sure.

2 Answer these questions, using the gerund or infinitive forms of verbs to describe functions or purposes.

1. What is a washing machine used for?
2. What can a solar charger be used for?
3. What do you use to listen to music and watch videos?
4. What is a correction pen used for?
5. What do you use a 3-D printer for?



## PROJECT

**1** Think about an imaginary invention that may be useful to you or other people. Consider these questions:

1. What is it used for?
2. Who can use it?
3. Where may it be used?
4. Is it expensive?
5. Is it easy to use?

**2** Work in groups. Describe your invention to your group members. Which invention is the best in your group?



**3** Your group is going to take part in the contest "Best Invention of the Year" organized by your school. To get ready for this contest, design a poster about the best invention from Activity 2.

### NOW YOU CAN

- ▶ talk about inventions, their use and benefits;
- ▶ pronounce compound nouns with correct stress patterns;
- ▶ describe things using gerunds and infinitives;
- ▶ use the present perfect tense to describe an action happening in the past but having a result in the present;
- ▶ and write about inventions.



# REVIEW 2 UNITS 4-5

## LANGUAGE

### Vocabulary

1 Complete the sentences using the endings: -ing, -ed, -ful, or -less of the words in brackets.

- Kate is \_\_\_\_\_ because her job is \_\_\_\_\_. (bore)
- Jane is \_\_\_\_\_ in volunteer work. She finds it \_\_\_\_\_. (interest)
- Those children look miserable! They're \_\_\_\_\_ and \_\_\_\_\_. (parent, home)
- These clothes are \_\_\_\_\_ to the street children in my town. (use)
- Mark is \_\_\_\_\_ with the volunteer work in this charity organization. He is not very \_\_\_\_\_ about getting a paid job next time. (disappoint, hope)

2 Complete the following sentences with suitable words or phrases from the box.

e-books laptop mobile phones  
online games smartphone

- A \_\_\_\_\_ is used for making a phone call, getting access to the Internet, or listening to music.
- It is convenient for you to read \_\_\_\_\_ when you travel.
- Today young people are very much interested in playing \_\_\_\_\_.
- Can I borrow your \_\_\_\_\_ for a while? My desktop doesn't work.
- Students are not allowed to use \_\_\_\_\_ in classes.

### Pronunciation

3 Group the words or phrases according to their stress patterns and read them aloud. The first ones have been done as examples.

electronic book medical mirror  
food processor immune system  
mobile phone online game  
solar charger laptop  
washing machine hearing aid

washing machine

electronic book

### Grammar

4 Complete the sentences using the correct form of each verb, the past simple or the past progressive, with 'when' or 'while'.

- When I \_\_\_\_\_ (arrive) home, my brother \_\_\_\_\_ (talk) to someone in the living room.
- Linda \_\_\_\_\_ (make) lunch when the phone \_\_\_\_\_ (ring).
- While we \_\_\_\_\_ (play) football on the beach, it suddenly \_\_\_\_\_ (begin) to rain.
- When I \_\_\_\_\_ (see) the newcomer, he \_\_\_\_\_ (stand) outside the classroom.
- Someone \_\_\_\_\_ (steal) her purse while she \_\_\_\_\_ (get on) the bus.

5 Put the verb into the correct form, the present perfect, the simple past, or the past progressive.

Peter: (1) \_\_\_\_\_ (you/visit) the Sydney Opera House?

Mary: Yes. It's very beautiful!

Peter: (2) When \_\_\_\_\_ (you/see) it?

Mary: Last year. (3) I \_\_\_\_\_ (see) it while

(4) I \_\_\_\_\_ (spend) my summer holiday in Sydney.

Peter: What about the Great Barrier Reef in Queensland?

Mary: No. I \_\_\_\_\_ (never/be) there. I'll go to see it some day.

6 Complete the following sentences using the correct form of the verb (V-ing or to-infinitive).

- This room is only for \_\_\_\_\_ (conduct) experiments.
- You can use a smartphone \_\_\_\_\_ (surf) the Net.
- This ink is used for \_\_\_\_\_ (print) books and newspapers.
- I went out \_\_\_\_\_ (buy) some batteries for my alarm clock.
- Hurry up! Why don't you use the microwave oven \_\_\_\_\_ (defrost) the chicken before cooking?

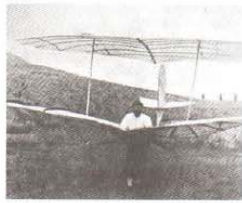
## SKILLS

### Reading

#### 1 a. Read the text.

#### Up in the Sky

Aviation is the flying or operating of an aircraft. People who fly aircrafts are called aviators. Over the years there have been many talented aviators. Percy Pilcher, an English engineer and aviation pioneer, was one of them.



In the 1890s, Pilcher built and flew a glider, a light aircraft that flies without an engine, called *the Hawk*. However, his dream was to achieve powered flight. He wanted to soar like the birds flying fast and high in the air! He built another *soaring machine*, this time, with an engine.

In 1899, he was ready to make his first test flight with his powered *soaring machine*. Unfortunately, the engine broke. Not wanting to disappoint the audience, he decided to fly the *Hawk* instead. Sadly, he crashed and died.

In 1903, two American brothers, called the Wright brothers, achieved the first powered flight. One hundred years later, in 2003, at the time of the centenary of powered flight, a replica of Pilcher's plane was built and flown. This exact copy of Pilcher's plane achieved a controlled flight of one minute and 26 seconds, longer than the Wright brothers' first flight of 59 seconds.

#### b. Find the definitions in the text and write them next to each word.

1. aviator \_\_\_\_\_
2. glider \_\_\_\_\_
3. soaring \_\_\_\_\_
4. centenary \_\_\_\_\_
5. replica \_\_\_\_\_

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

	T	F
1. Percy Pilcher built and flew a <i>Hawk</i> glider in 1890s.		
2. He made the first test flight with his <i>soaring machine</i> in 1899.		
3. He crashed and died because his new plane's engine broke.		
4. The Wright brothers were successful in their first powered flight in 1903.		
5. The Wright brothers achieved a controlled flight, which was longer than the flight a replica of Pilcher's <i>soaring machine</i> made in 2003.		

### Speaking

#### 3 Work in pairs. Put the following activities in order (1-5) from the most important to the least important. Discuss why you have chosen this order.

- \_\_\_\_\_ building one or two more school(s) for children
- \_\_\_\_\_ setting up one new hospital
- \_\_\_\_\_ upgrading the roads in your area
- \_\_\_\_\_ vocational training for young people
- \_\_\_\_\_ cleaning up the polluted environment

#### 4 Work in groups. Try to create an outline for one of the activities in 3. Think about the Wh-Questions: Who? What? When? Where? Why? How? Present your outline to the class.

### Listening

#### 5 Listen to the recording about the volunteer work for children in Viet Nam and choose the correct answer A, B or C.

1. There are some kinds of volunteers who work for \_\_\_\_\_ in Viet Nam.  
A. disadvantaged children B. poor people  
C. old people
2. Many children are \_\_\_\_\_.  
A. homeless B. parentless C. jobless
3. The role of the volunteer is to provide \_\_\_\_\_ for these children.  
A. food and drink B. accommodation  
C. love, education, and life skills
4. Volunteers can help children by teaching them \_\_\_\_\_.  
A. Vietnamese, arts and crafts  
B. music, sports, and other life skills  
C. both A and B
5. Volunteers with the proper qualifications can support children \_\_\_\_\_.  
A. without being educated  
B. with mental and physical disabilities  
C. coming from poor families

### Writing

#### 6 Write about the benefits of handheld devices like the one in the photo below. Use the following prompts or your own ideas.

1. **For information:** surf the Net anywhere, anytime using wi-fi or 3G technology
2. **For entertainment:** mainly play games, listen to music, watch full-HD movies, take photos and make video clips with high resolution.
3. **For communication:** have chats with friends, make voice calls/videocalls through the Internet
4. **For convenience:** light, thin, well-designed, easy to transfer data to a computer





# GLOSSARY

## Abbreviations

adj : adjective

adv : adverb

con : conjunction

n : noun

pre : preposition

pro : pronoun

v : verb

acupuncture (n)	/ˈækjʊpʌŋktʃə(r)/	châm cứu	Unit 2
addiction (n)	/əˈdɪkʃ(ə)n/	nghiện, nghiện	Unit 5
advertisement (n)	/ədˈvɜːtɪsmənt/	mục quảng cáo, mục rao vặt	Unit 4
ailment (n)	/ˈeɪlmənt/	bệnh tật	Unit 2
air (v)	/eə(r)/	phát thanh/hình	Unit 3
allergy (n)	/ˈælədʒi/	dị ứng	Unit 2
ally (n)	/ˈælaɪ/	bạn đồng minh	Unit 5
announcement (n)	/əˈnaʊnsmənt/	thông báo	Unit 4
apply (v)	/əˈplaɪ/	nộp đơn xin việc	Unit 4
audience (n)	/ˈɔːdiəns/	khán/thính giả	Unit 3
balance (v)	/ˈbæləns/	làm cho cân bằng	Unit 4
benefit (n)	/ˈbenɪfɪt/	lợi ích	Unit 1
biography (n)	/baɪˈɒɡrəfi/	tiểu sử	Unit 3
boost (v)	/buːst/	đẩy mạnh	Unit 2
breadwinner (n)	/bredwɪnə(r)/	người trụ cột kiếm ăn nuôi cả gia đình	Unit 1
bulky (adj)	/ˈbʌlki/	to lớn, cồng kềnh	Unit 5
by chance	/baɪ tʃɑːns/	tình cờ, ngẫu nhiên	Unit 4
cancer (n)	/ˈkænsə(r)/	ung thư	Unit 2
celebrity panel	/sɪˈlebrɪtɪ ˈpænl/	ban giám khảo gồm những người nổi tiếng	Unit 3
chore (n)	/tʃɔː(r)/	công việc vặt trong nhà, việc nhà	Unit 1
circulatory (adj)	/ˈsəːkjələt(ə)ri/	(thuộc) tuần hoàn	Unit 2
clip (n)	/klɪp/	một đoạn phim/nhạc	Unit 3
collapse (v)	/kəˈlæps/	xếp lại, sụp lại	Unit 5
community (n)	/kəˈmjuːnəti/	cộng đồng	Unit 4
complicated (adj)	/ˈkɒmplɪkeɪtɪd/	phức tạp	Unit 2
composer (n)	/kəmˈpəʊzə(r)/	nhà soạn nhạc	Unit 3
compound (n)	/ˈkɒmpaʊnd/	hợp chất	Unit 2
concerned (adj)	/kənˈsɜːnd/	lo lắng, quan tâm	Unit 4

consume (v)	/kən'sju:m/	tiêu thụ, dùng	Unit 2
contest (n)	/'kɒntest/	cuộc thi	Unit 3
contribute (v)	/kən'trɪbjʊ:t/	đóng góp	Unit 1
creative (adj)	/kri'eɪtɪv/	sáng tạo	Unit 4
critical (adj)	/'krɪtɪkl/	hay phê phán, chỉ trích, khó tính	Unit 1
dangdut (n)	/'dæŋdʌt/	một loại nhạc dân gian của In-đô-nê-xia	Unit 3
debut album	/'deɪbjʊ: 'ælbəm/	tập nhạc tuyển đầu tay	Unit 3
dedicated (adj)	/'dedɪkeɪtɪd/	tận tâm, tận tụy	Unit 4
development (n)	/dɪ'veləpmənt/	sự phát triển	Unit 4
digestive (adj)	/daɪ'dʒestɪv/	(thuộc) tiêu hóa	Unit 2
disadvantaged (adj)	/'dɪsəd'vɑ:ntɪdʒd/	thiệt thòi	Unit 4
disease (n)	/dɪ'zi:z/	bệnh	Unit 2
donate (v)	/dəʊ'neɪt/	cho, tặng	Unit 4
earbud (n)	/'iəbʌd/	tai nghe	Unit 5
economical (adj)	/'i:kə'nɒmɪkl/	tiết kiệm, không lãng phí	Unit 5
employment (n)	/'ɪm'plɔɪmənt/	việc tuyển dụng	Unit 4
enormous (adj)	/'ɪnɔ:məs/	to lớn, khổng lồ	Unit 1
equally shared parenting	/'i:kwəli feə(r)d 'peərəntɪŋ/	chia sẻ đều công việc nội trợ và chăm sóc con cái	Unit 1
evidence (n)	/'eɪdəns /	bằng chứng	Unit 2
excited (adj)	/'ɪksaɪtɪd/	phấn khởi, phấn khích	Unit 4
extended family	/'ɪk'stendɪd 'fæməli/	gia đình lớn gồm nhiều thế hệ (và cả họ hàng) chung sống	Unit 1
fabric (n)	/'fæbrɪk/	vải; chất liệu vải	Unit 5
facility (n)	✘ /fə'sɪləti/	cơ sở vật chất, trang thiết bị	Unit 4
fan (n)	/fæn/	người hâm mộ	Unit 3
(household) finances (n)	/'haʊshəʊld faɪ'næns/	tài chính, tiền nong của gia đình	Unit 1
financial burden	/faɪ'nænʃl 'bɜ:dn/	gánh nặng về tài chính, tiền bạc	Unit 1
fortunate (adj)	/'fɔ:tʃənət/	may mắn	Unit 4



# GLOSSARY

frown (v)	/fraʊn/	cau mày	Unit 2
gender convergence	/'dʒendə(r) kən'vɜːdʒəns/	các giới tính trở nên có nhiều điểm chung	Unit 1
generous (adj)	/'dʒenərəs/	rộng rãi, hào phóng	Unit 5
global smash hit	/'gləʊbl smæʃ hɪt/	thành công lớn trên thế giới	Unit 3
grain (n)	/greɪn/	ngũ cốc	Unit 2
grocery (n)	/'grəʊsəri/	thực phẩm và tạp hóa	Unit 1
handicapped (adj)	/'hændɪkæpt/	tàn tật, khuyết tật	Unit 4
headphones (n)	/'hedfəʊnz/	tai nghe qua đầu	Unit 5
heal (v)	/hiːl/	hàn gắn, chữa (bệnh)	Unit 2
heavy lifting	/'hevi lɪftɪŋ/	mang vác nặng	Unit 1
helpful (adj)	/'helpfl/	hữu ích	Unit 4
homemaker (n)	/'həʊmmeɪkə(r)/	người nội trợ	Unit 1
hopeless (adj)	/'həʊpləs/	vô vọng	Unit 4
idol (n)	/'aɪdl/	thần tượng	Unit 3
imitate (v)	/'ɪmɪteɪt/	bắt chước, mô phỏng theo	Unit 5
immune system (n)	/'ɪmjʊːn 'sɪstəm/	hệ miễn dịch của cơ thể	Unit 5
infectious (adj)	/'ɪnfekʃəs/	lây nhiễm	Unit 5
inject (v)	/'ɪndʒekt/	tiêm, chích	Unit 5
inspiration (n)	/'ɪnspə'reɪʃn/	cảm hứng; nguồn cảm hứng	Unit 5
inspire (v)	/'ɪnspaɪə(r)/	truyền cảm hứng	Unit 2
interact (v)	/'ɪntər'ækt/	tương tác	Unit 4
interested (adj)	/'ɪntrəstɪd/	quan tâm, hứng thú	Unit 4
interesting (adj)	/'ɪntrəstɪŋ/	hay, thú vị	Unit 4
intestine (n)	/'ɪntestɪn/	ruột	Unit 2
invalid (n)	/'ɪnvəlɪd/	thương binh	Unit 4
invention (n)	/'ɪvenʃn/	sự phát minh, vật phát minh	Unit 5
iron (v)	/'aɪən/	là (quần áo)	Unit 1
judge (n)	/'dʒʌdʒ/	ban giám khảo	Unit 3
laptop (n)	/'læptɒp/	máy tính xách tay	Unit 5
laundry (n)	/'ləʊndri/	quần áo, đồ giặt là	Unit 1
lay (the table for meals)	/leɪ/	dọn cơm	Unit 1
leader (n)	/'liːdə(r)/	người đứng đầu, nhà lãnh đạo	Unit 4
lung (n)	/lʌŋ/	phổi	Unit 2
martyr (n)	/'mɑːtə(r)/	liệt sĩ	Unit 4

meaningful (adj)	/'mi:niŋfl/	có ý nghĩa	Unit 4
muscle (n)	/'mʌsl/	cơ bắp	Unit 2
narrow-minded (adj)	/'nærəʊ- 'maɪndɪd/	nông cạn, cạn nghĩ, hẹp hòi	Unit 4
needle (n)	/'ni:dl/	cây kim	Unit 2
nerve (n)	/nɜ:v/	(dây) thần kinh	Unit 2
non-profit (adj)	/nɒn -'prɒfɪt/	phi lợi nhuận	Unit 4
nuclear family	/'nju:kliə(r) 'fæməli/	gia đình nhỏ chỉ gồm có bố mẹ và con cái chung sống	Unit 1
nurture (v)	/'nɜ:tʃə(r)/	nuôi dưỡng	Unit 1
obvious (adj)	/'ɒbvɪəs/	rõ ràng, hiển nhiên	Unit 4
opportunity (n)	/,ɒpə'tju:nəti/	cơ hội, dịp	Unit 4
oxygenate (v)	/'ɒksɪdʒəneɪt/	cấp ô-xy	Unit 2
passionate (adj)	/'pæʃənət/	say mê, đam mê	Unit 4
patent (n, v)	/'pætnt/	bằng sáng chế; được cấp bằng sáng chế	Unit 5
patient (adj)	/'peɪʃnt/	kiên trì, kiên nhẫn	Unit 4
phenomenon (n)	/fə'nomɪnə/	hiện tượng	Unit 3
platinum (n)	/'plætɪnəm/	danh hiệu thu âm dành cho ca sĩ hoặc nhóm nhạc có tuyển tập nhạc phát hành tối thiểu 1 triệu bản	Unit 3
pop (n)	/pɒp/	nhạc bình dân, phổ cập	Unit 3
portable (adj)	/'pɔ:təbl/	dễ dàng mang, xách theo	Unit 5
position (n)	/pə'zɪʃn/	vị trí, địa vị, chức vụ	Unit 4
post (n)	/pəʊst/	vị trí, địa vị, chức vụ	Unit 4
post (v)	/pəʊst/	đưa lên Internet	Unit 3
poultry (n)	/'pəʊltri/	gia cầm	Unit 2
principle (n)	/'prɪnsəpl/	nguyên tắc, yếu tố cơ bản	Unit 5
priority (n)	/'praɪ'ɒrəti/	việc ưu tiên hàng đầu	Unit 4
process (n)	/'prəʊses/	quy trình	Unit 3
public (adj)	/'pʌblɪk/	công cộng	Unit 4
release (n)	/'ri:li:s/	công bố	Unit 3
remote (adj)	/'ri:məʊt/	xa xôi, hẻo lánh	Unit 4
respiratory (adj)	/'ri'spɪrətəri/	(thuộc) hô hấp	Unit 2
responsibility (n)	/'rɪ,spɒnsɪ'bɪlɪti/	trách nhiệm	Unit 1
running water	/'rʌnɪŋ 'wɔ:tə(r)/	nước máy	Unit 4
submarine (n)	/,sʌbmə'ri:n/	tàu ngầm	Unit 5
velcro (n)	/'velkrəʊ/	một loại khóa dán	Unit 5



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