

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

SÁCH HỌC SINH
TẬP HAI

7



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

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Tiếng Anh

SÁCH HỌC SINH
TẬP HAI



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LỜI NÓI ĐẦU

Tiếng Anh 7, Tập Hai được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo Tiếng Anh 6. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kĩ năng nghe và nói. Trong **Tiếng Anh 7, Tập Hai**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được đặc biệt coi trọng.

Tiếng Anh 7, Tập Hai được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our World* và *Visions of the Future*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

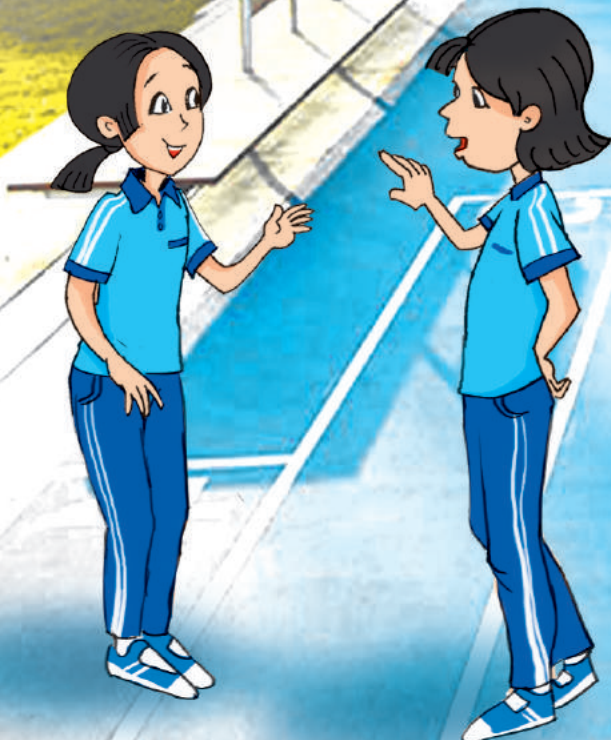
Tiếng Anh 7, Tập Hai được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

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

Các tác giả

		Reading	Listening
	Unit 7: Traffic	- Reading for specific information about traffic rules	- Listening for specific information about traffic problems in the world
	Unit 8: Films	- Reading for specific information about types of films	- Listening for specific information about a film review
	Unit 9: Festivals Around the World	- Reading for specific information about how people celebrate festivals	- Listening for specific information about a festival/celebration
REVIEW 3			
	Unit 10: Sources of Energy	- Reading for specific information about types and sources of energy	- Listening to one of the new types of energy sources (biogas)
	Unit 11: Travelling in the Future	- Reading for specific information about inventions of future means of transport	- Listening for specific information about a future means of transport
	Unit 12: An Overcrowded World	- Reading specific about the causes and effects of an overcrowded world	- Listening for facts and figures about our growing population
REVIEW 4			

Speaking	Writing	Language Focus
<ul style="list-style-type: none"> - Talking about obeying traffic rules - Identifying road signs 	<ul style="list-style-type: none"> - Writing a paragraph about traffic problems 	<ul style="list-style-type: none"> - <i>It</i> indicating distance - <i>Used to</i> - Sounds: /e/ and /eɪ/
<ul style="list-style-type: none"> - Asking and answering questions about film stars 	<ul style="list-style-type: none"> - Writing a paragraph about one's favourite film 	<ul style="list-style-type: none"> - <i>ed</i> and <i>-ing</i> adjectives - Connectors: <i>although, despite/ in spite of, however, nevertheless</i> - Sounds: /t/, /d/ and /ɪd/
<ul style="list-style-type: none"> - Identifying popular festivals 	<ul style="list-style-type: none"> - Writing an informal letter to tell your friend about a festival/ celebration you attended 	<ul style="list-style-type: none"> - <i>H/Wh</i>-questions: review - Adverbial phrases - Word stress (two syllables)
<ul style="list-style-type: none"> - Talking about advantages and disadvantages of types of energy resources 	<ul style="list-style-type: none"> - Writing about how to save energy 	<ul style="list-style-type: none"> - The future continuous - The future simple passive - Word stress (three syllables)
<ul style="list-style-type: none"> - Talking about means of transport in the future 	<ul style="list-style-type: none"> - Writing a paragraph about facts and opinions 	<ul style="list-style-type: none"> - <i>Will</i> (review) - Possessive pronouns: <i>mine, yours, his, hers, its, ours, theirs</i> - Raising and falling intonation for questions
<ul style="list-style-type: none"> - Talking about disadvantages that an overcrowded place can create 	<ul style="list-style-type: none"> - Writing a paragraph describing population growth in an area 	<ul style="list-style-type: none"> - Comparisons of quantifiers: review - Tag questions - Word stress: review

GETTING STARTED**Monday in the playground****THIS UNIT INCLUDES:****VOCABULARY**

Means of transport
Road signs

PRONUNCIATION

Sounds: /e/ and /eɪ/

GRAMMAR

It indicating distance
Used to

COMMUNICATION

Talking about road signs and traffic rules
Talking about traffic problems

1 Listen and read.

Mai: Hi, Oanh. How are you?

Oanh: Hi, Mai. I'm OK, thanks. How about you? What did you do yesterday?

Mai: I'm good. Yesterday morning I stayed at home and played with my brother. In the afternoon I cycled round the lake near my home.

Oanh: Oh, good, that sounds really healthy. By the way, how do you come to school?

Mai: My dad usually drives me to school. I used to go on foot when I was in primary school. But the new school's too far to walk now.

Oanh: How far is it from your house to here?

Mai: It's about two kilometres.

Oanh: How long does it take you?

Mai: About 10 minutes. Sometimes, when there are traffic jams, it takes longer.

Oanh: Do you come by car every day?

Mai: Yes, except when my dad is busy. Then I come by bike.

Oanh: I see. Hey, Mai. How about going cycling round the lake on Saturday?

Mai: Great idea! Can you come to my house at 3 p.m.?

Oanh: OK, Mai. I can't wait! See you then.

a Choose the correct answer.

- What did Mai do yesterday afternoon?
A. She stayed at home with her brother.
B. She rode her bike around the lake.
C. She walked round the lake.
- Oanh says that it's healthy to _____.
A. cycle B. walk C. stay home
- Mai used to go to school _____.
A. by car B. on foot C. by bicycle
- Mai and Oanh agree to go cycling _____.
A. tomorrow
B. every day
C. at the weekend

b Answer the following questions.

- What did Mai do on Sunday morning?
- How far is it from Mai's house to school?
- Who does Mai usually go to school with?
- Why does it sometimes take Mai longer to get to school.
- How does she go to school when her dad is busy?

Remember!

We use "How ...?" to ask about means of transport.

Example :

How do you go to the supermarket?



c Can you find the following expressions in the conversation? Do you know what they mean?

- hey
- great idea
- can't wait

d Work in pairs. Make short role-plays with the expressions above. Then practise them.

Example:

- How about cycling to school with me tomorrow?
- Great idea!

Can you extend your conversation?

2 MEANS OF TRANSPORT

Write the words using the first letter given.



1. b _____



2. b _____



3. pl _____



4. b _____



5. sh _____



6. tr _____



7. m _____



8. c _____

3 Match a verb on the left with a means of transport on the right. There may be more than one correct answer. Add a preposition when necessary.

- | | |
|------------|------------|
| 1. ride | a. a train |
| 2. drive | b. a boat |
| 3. fly | c. a bus |
| 4. sail | d. a bike |
| 5. get on | e. a car |
| 6. get off | f. a plane |

Then make your own sentences with these phrases.

Example: 1. d

My father taught me how to ride a bike.

4 Find someone in your class who never

- walks to school
- goes to school by bus
- cycles for exercise
- takes a train
- sails on/in a boat
- flies by plane

A CLOSER LOOK 1

Vocabulary

Road Signs

1 Have you seen these road signs? Talk about the meaning of the signs below with a partner.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2 Label the signs in 1 with the words/ phrases below.

no right turn
cycle lane
parking
no cycling

traffic lights
hospital ahead
no parking
school ahead

Look out!

- A sign within a red triangle will warn you of something.
- Signs with red circles are mostly prohibitive – that means you can't do something.
- Signs in blue are usually to give information.



3 Work in pairs. Discuss which of the signs you see on the way to school.

Example:

- A: On the way to school, I can see a 'no left turn' sign.
B: On my way to school there is a hospital, so I can see a 'hospital ahead' sign.



A CLOSER LOOK 2

Pronunciation

/e/ and /eɪ/

4 Listen and repeat. Pay attention to sounds /e/ and /eɪ/.

- /e/: left, enter, ahead, present, helicopter, centre, never, seatbelt
- /eɪ/: plane, way, station, train, indicate, mistake, pavement, break

5 Listen to these sentences carefully. Single-underline the words with sound /e/, and double-underline the words with sound /eɪ/.

1. Does your bike ever break down on the way to school?
 2. It is not very far to the railway station.
 3. We must always obey traffic rules for our safety.
 4. You must keep to the left when you are in the UK.
 5. They are waiting for the next train to come.
- 6** Find the words containing sound /e/ and the words containing sound /eɪ/ in 1-3 on page 8. Then read them aloud.

Example: ahead /e/
sail /eɪ/



Grammar

It indicating distance

We can use **it** in the position of the subject to indicate distance.

Example:

It is about 300 metres from my house to the bus stop.



1 Write sentences with **it**. Use these cues.

Example:

my house/ 500 metres/ nearest shop
→ It is about 500 metres from my house to the nearest shop.

1. 700 metres/ my house/ Youth Club
2. five km/ my home village/ nearest town
3. 120 km/ Ho Chi Minh City/ Vung Tau
4. 384,400 km/ the Earth/ the Moon
5. not very far/ Ha Noi/ Noi Bai Airport

2 Work in pairs. Ask and answer questions about distances in your neighbourhood.

Example:

A: How far is it from your house to school?

B: It's about a kilometre.

You can use these cues:

- your house - open-air market/ supermarket
- your school - playground
- your house - river
- bus station - your village

.....

Grammar

Used to

We use **used to** to describe an action, a habit or a state that happened regularly in the past but doesn't happen now.

(+) I/ We/ You/ They/ He/ She/ It **used to** walk to school.

(-) I/ We/ You/ They/ He/ She/ It **did not use to** walk to school.

(?) **Did** I/ We/ You/ They/ He/ She/ It **use to** walk to school?

Example:

There used to be many trees on this street, but now there are only shops.



Watch out!

In questions and negative sentences, the final 'd' in **used** is dropped.

Example:

Did you use to play hide-and-seek when you were small?



3 Complete the sentences with **used to** or **use to** and the verbs in the box below.

be ride play go feel

- I _____ a tricycle when I was a child.
- There _____ fewer people and vehicles on the roads.
- My father _____ to work by motorbike. Now he cycles.
- _____ you _____ hide-and-seek when you were small?
- Five years ago people in this town _____ not _____ worried about traffic jams.

4 Rewrite the sentences using **used to**.

- My mum lived in a small village when she was a girl.
→ My mum _____
- There are more vehicles on the roads now.
→ There did not _____
- We cycled to school two years ago.
→ We _____
- There did not use to be many traffic accidents before.
→ Now there are _____
- My uncle was a bus driver some years ago, but now he has a desk job.
→ My uncle _____

5 Work in groups. Did you use to do those things? Ask and answer.



1. play marbles



2. play football in the street



3. swim in the pond near your house



4. ride a tricycle



5. ride a buffalo

COMMUNICATION

Extra vocabulary

roof illegal laws reverse right-handed

1 Look at the flags of some countries. Give the names of these countries.



1. _____



2. _____



3. _____



4. _____



5. _____

2 Why do these countries drive on the left? Listen to the text then write your answers below.

Reasons why this happened:

1. _____
2. _____



3 Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the false driving law?



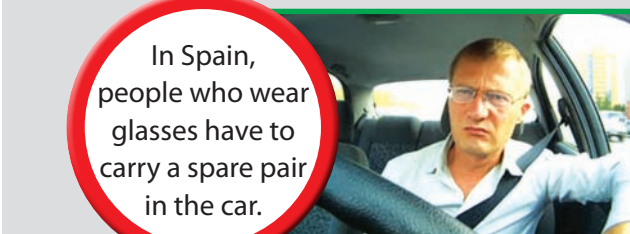
In Alaska, you are not allowed to drive with a dog on the roof.



It is illegal for women to drive in Saudi Arabia.



You have to wear a shirt or T-shirt while driving in Thailand.



In Spain, people who wear glasses have to carry a spare pair in the car.



In South Africa, you have to let animals go first.



In France, you can only reverse your car on Sundays.

4 Now, work in groups. Discuss the laws and put them in order from the strangest (N°1) to the least strange (N°5).

Are there strange rules in Viet Nam?

SKILLS 1

Reading

1 Look at the picture. Can you see anything that is dangerous?



2 Now match these words to make common expressions.

- | | |
|------------|-----------------|
| 1. traffic | a. limit |
| 2. zebra | b. users |
| 3. road | c. licence |
| 4. driving | d. crossing |
| 5. speed | e. of transport |
| 6. railway | f. ticket |
| 7. train | g. jam |
| 8. means | h. station |

Can you see any of these things in the picture in 1?

3 Answer the following question.

When you are a road user, what should you NOT do?

Make a list in groups. Compare your list with other groups.

4 Read the following text and do the tasks below.

ROAD SAFETY

These are some rules about road safety. It is very important to obey these rules when you use the road.

Pedestrians

1. Always look carefully where you go.
2. Use the pavement or footpath.
3. Walk across the street at the zebra crossing.
4. Wait for the traffic light to turn green before you cross the street.
5. Wear white or light-coloured clothes in the dark.

Drivers

1. Always fasten your seatbelt when you drive.
2. Don't drive if you feel tired or after you drink alcohol.
3. Don't park in front of a zebra crossing.
4. Strictly obey traffic signals.

Cyclists and motorists

1. Always keep both hands on the handle bars.
2. Always wear a helmet when you ride a motorbike.
3. Give a signal before you turn left or right.
4. Use front and back lights at night.
5. Don't carry a passenger in front of you.

5 Answer these questions.

1. Where should you cross the street?
2. What must one always do when he/ she drives?
3. Should one drive after drinking alcohol? Why or why not?
4. What must you do before you turn left or right while driving or riding a motorbike?
5. Why should pedestrians wear light coloured clothes in the dark?

Speaking

6 Class survey. Ask your classmates the question.

How do you go to school every day?

Then make a list of the means of transport that is used the most, and used the least.

7 Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons.

1. Hoang is riding a bike, and he is wearing a helmet.
2. Mr Linh is very tired. He is driving home very fast.
3. Mrs Sumato is driving only 200 metres, but she is wearing her seatbelt.
4. Mr Lee is taking his daughter to school on his motorbike. She is sitting in front of him.
5. There is a pavement but Nam is walking at the side of the road towards a zebra crossing.
6. Michelle is cycling to school and she is waving to her friends.



SKILLS 2

Listening

TRAFFIC PROBLEMS IN BIG CITIES

1 Work in groups. Where do you think this picture was taken? Why is it special?



2 Look at the following headline and check your answers.

RECORD BREAKING JAM!

Yesterday, Brazil's largest city had the world's longest ever traffic jam. It was 295 kilometres long!

3 Now listen to the passage and choose the correct answer.

- São Paulo in Brazil has _____.
 - a large population
 - the worst traffic jams
 - good records
- Big cities often suffer from traffic jams _____.
 - every day
 - in the evening
 - in the rush hour
- The main cause of the problem is _____.
 - increase in population
 - narrow roads
 - poor-quality roads
- According to the passage, many road users _____.
 - respect traffic rules
 - do not know traffic signs
 - do not obey traffic rules

Writing

4 Tick the traffic problems in big cities in Viet Nam.



too many people using the road



too many vehicles



narrow and bumpy roads



traffic accidents every day



wild animals running across the road



young people riding their bikes dangerously

Then write the above in full sentences.

Example:

One of the traffic problems in our big cities is that there are too many people using the roads.

5 Write a paragraph about the traffic problems where you live, or in a town, or a city you know well. Use the cues above, and the following outline.

Introduction:

Problem 1: _____

Problem 2: _____

Problem 3: _____

Conclusion: (Reason or advice/ suggestion)



LOOKING BACK

Vocabulary

1 What do these signs mean? Write the meaning below each sign. Then put them into the correct box.



1. _____ 2. _____ 3. _____ 4. _____



5. _____ 6. _____ 7. _____ 8. _____

Prohibition signs

.....

.....

.....

Warning signs

.....

.....

.....

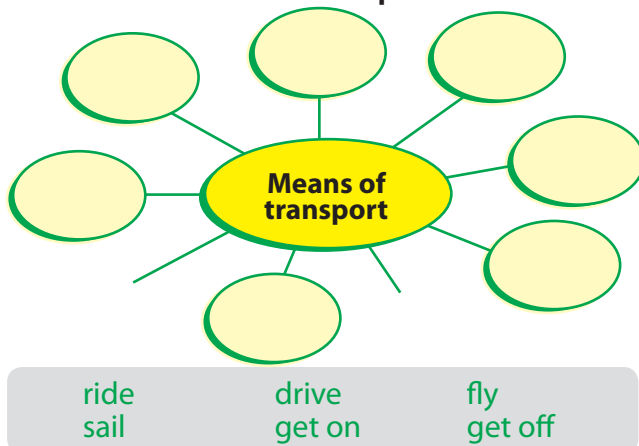
Information signs

.....

.....

.....

2 Write the names of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.



Grammar

3 Change the sentences according to the prompts in brackets.

1. You used to go to school on foot. (?)
2. Mr Van used to ride his motorbike dangerously. (-)
3. The streets used to be cleaner and more peaceful. (?)
4. I didn't use to go out on Sundays. (+)
5. They used to go on holiday together. (-)

4 Write sentences using these cues.

1. over 100 km/ my hometown/ Ho Chi Minh City
2. about 25 km/ my grandparents' house
3. I/ used to/ small bike/ the yard/ outside/ flat
4. There/ used to/ bus station/ city centre/ but/ it/ move/ the suburbs
5. Children/ must/ learn/ road safety/ before/ allowed/ ride/ bike/ road

Communication

5 Match the questions 1 – 6 with the answers a – f.

1. How does our English teacher go to work every day?
2. What does this road sign mean?
3. Is it far from our school to the central gym?
4. How long does it take to go from Ha Noi to Con Dao by air?
5. What games did you use to play when you were 10 years old?
6. Did your father use to take the bus to work?
 - a. It means that you can't go into this road.
 - b. By motorbike.
 - c. No, he didn't. He cycled to work.
 - d. About two and a half hours.
 - e. No, it's only about a kilometre.
 - f. Marbles, and hide-and-peek.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about road signs and means of transport			
• use it to talk about distance			
• use used to to talk about a past habit			
• write a paragraph about traffic problems			

PROJECT

Road signs display

1 In groups, think of some traffic signs to display around your school. Use the following prompts or your own ideas.

- Should there be a speed limit in the playground?
- Should there be a 'one way' sign in the corridors?
- Should there be a traffic light sign at the school gate?



2 Make some of these traffic signs of your own out of paper, cardboard or other materials.

3 Show them to your group or class and say:

What it is

What it tells people to do/ not to do, warns people about, or gives information about.

4 Display your signs in the appropriate places in or around school.



GETTING STARTED**What film shall we see?**

1 Listen and read.

Duong: I'm bored. Do you have any plans this evening?

Mai: No ... What shall we do?

Duong: How about seeing a film?

Mai: Good idea! What shall we see?

Duong: Let's take a look at the film section of the paper. It says that *White Sands* is showing at Kim Dong Cinema at 8:00 o'clock tonight.

Mai: It's a horror film. That's too frightening for me.

Duong: OK, they are also showing *Crazy Coconut* at Ngoc Khanh Cinema.

Mai: What kind of film is it?

Duong: It's a romantic comedy.

Mai: What is it about?

Duong: It's about a female professor and a male film star. They get shipwrecked on a deserted island and have to live together. Although the professor hates the film star at first, she falls in love with him in the end.

THIS UNIT INCLUDES:**VOCABULARY**

Types of films
-ed and -ing adjectives

PRONUNCIATION

Sounds: /t/, /d/, and /ɪd/

GRAMMAR

Connectors: *although, despite/ in spite of, however, and nevertheless*

COMMUNICATION

Talking about favourite films
Asking and answering questions about film posters

Mai: Who does it star?

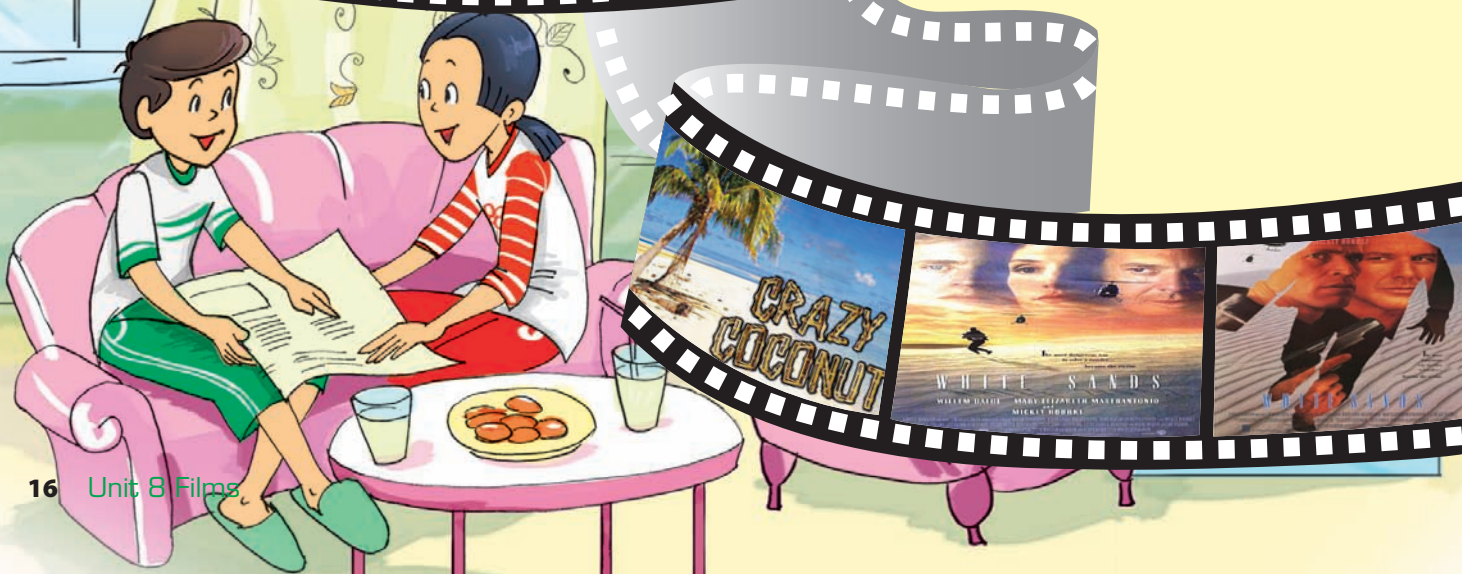
Duong: It stars Julia Roberts and Brad Pitt.

Mai: What have critics said about it?

Duong: Most of them say it's very funny and entertaining.

Mai: Hmm. I know. Why don't we decide when we get there?

Duong: OK, good idea!



a Read the conversation again and answer the questions.

- What does Duong suggest doing tonight?
 - Watching a TV show
 - Watching a film
 - Staying at home
- Where does Duong find cinema information?
 - In a newspaper
 - By asking Mai
 - On the Internet
- Why doesn't Mai want to see *White Sands*?
 - She doesn't like that type of film.
 - It's not on at the right time.
 - She has seen the film before.
- How do critics feel about *Crazy Coconut*?
 - They all like it.
 - They don't like it.
 - Many of them like it.
- Which film do Mai and Duong decide to watch?
 - White Sands*.
 - Crazy Coconut*.
 - They haven't decided yet.

b Find the questions in the conversation that ask about *Crazy Coconut*. Then listen, check and repeat the questions.

- Type of film _____

- Actors/ stars _____

- The plot (the story) _____

- Review (critics' opinion about the film) _____



2 Match the types of films with their definitions. Then listen, check and repeat.



Types of film:

- science fiction (sci-fi)
- romantic comedy
- thriller
- comedy
- documentary
- animation
- action
- horror



Definitions:

- A film that tries to make audiences laugh.
- A film that features cartoon characters.
- A film that is set in the future, often featuring science.
- A film that tells an exciting story about murder or crime.
- A film which combines comedy with a love story.
- A film that shows real life events or stories.
- A film in which strange and frightening things happen.
- A film that usually features lots of stunts and fighting.

Are there any other types of film you can add to the list?

3a Think of a film. Fill in the blanks below.

Type of film _____

Actors/ stars _____

The plot _____

Reviews _____

b In pairs, interview each other and try to guess the film.

Example:

- A: What kind of film is it?
 B: It's an action film.
 A: Who does it star?
 B: It stars Daniel Craig.
 A: What is it about?
 B: It's about a spy called 007.
 A: Is it *Skyfall*?
 B: Yes!

A CLOSER LOOK 1

Vocabulary

1 The following are adjectives which are often used to describe films. Can you add some more?

boring	entertaining	_____
hilarious	violent	_____
gripping	moving	_____
scary	shocking	_____

Complete the sentences using the adjectives in the list above.

1. *Mr Bean* is a _____ film – I was laughing from beginning to end.
2. *Titanic* is a _____ film. I cried at the end.
3. The film was so _____ that we almost fell asleep.
4. I couldn't take my eyes off the screen because the film was so _____.
5. *Pirates of Southeast Asia* is a _____ documentary. I couldn't believe it!
6. You will be frightened when you see that film. It is a very _____ film.
7. There were too many fights in the action film. It was too _____.
8. You will enjoy the film. It is so _____.



Remember -ed and -ing adjectives

We can form adjectives by adding **-ed** and **-ing** endings to some verbs:

Example:

-ed adjectives	-ing adjectives
<i>annoyed</i>	<i>annoying</i>
<i>interested</i>	<i>interesting</i>
<i>disappointed</i>	<i>disappointing</i>

We use **-ed** adjectives to describe someone's feelings.

Example:

The film was long, and I was *bored*.

We use **-ing** adjectives to describe things or people (that cause the feelings).

Example:

The film was long, and *boring*.

2 Complete the table with the **-ed** and **-ing** forms of the adjectives.

If a person or thing is		then he/she or it makes you	
	boring		bored
	interesting		(1) _____
	(2) _____		embarrassed
	(3) _____		excited
	disappointing		(4) _____
	exhausting		(5) _____
	(6) _____		surprised
	confusing		(7) _____
	(8) _____		frightened
	annoying		annoyed

3 Choose the correct adjectives.

1. The end of the film was so *moved/ moving*.
2. The boy was so *frightened/ frightening* by the film that he couldn't sleep last night.
3. Critics were *disappointed/ disappointing* at his performance as King Lear.
4. I am *amazed/ amazing* that he has won two Oscars for Best Actor.
5. We were *terrified/ terrifying* of the ending of that horror film.

4a Work in pairs. Look at the questions below. Tell your partner how you felt, using **-ed** adjectives.

Example:

I felt terrified before my last Maths test.

How did you feel ...

1. before your last Maths test?
2. when you watched a gripping film?
3. after you watched a horror film?
4. when you got a bad mark?

b Now use **-ing** adjectives to describe these things and experiences in your life.

Example:

The last film I saw was called Norwegian Wood. It was really moving.

1. the last film you saw on TV, on DVD, or at the cinema
2. an argument with your friends
3. the result of your last English test
4. the last party you attended

Pronunciation

/t/, /d/, and /ɪd/

- 5 Listen and repeat the verbs. Pay attention to the sounds /t/, /d/, and /ɪd/ at the end of each verb.

played watched waited danced bored
closed needed walked hated

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

/t/	/d/	/ɪd/

Remember

-ed endings in verbs are pronounced:

/t/ after an unvoiced consonant

Example: washed; matched

/d/ after a voiced vowel or voiced consonant

Example: filled; stayed

/ɪd/ after the sound /t/ or /d/

Example: wanted; needed



A CLOSER LOOK 2

Grammar

Although, despite/ in spite of

We use *although, despite/ in spite of* to express contrast between two pieces of information in the same sentence. We use *although* before a clause and *despite/ in spite of* before a noun or a noun phrase.

Example:

Although he is so young, he performs excellently.

Despite/ In spite of being so young, he performs excellently.

Despite/ In spite of his young age, he performs excellently.

He is so young, but he performs excellently.

- 1 Complete the sentences. Use *although* + a clause from the box.

they spent a lot of money on the film
few people came to see it
it was a comedy
it is set in modern times
the acting is excellent

Example: Although I watched the film twice, I didn't understand it.

- We enjoyed the film at the *Ngoc Khanh* Cinema _____.
- _____, it wasn't a big success.
- _____, I don't enjoy the film.
- I didn't find it funny at all _____.
- The film is based on a book that was written twenty years ago _____.

- 2 Complete the sentences, using *although, despite/ in spite of*. Sometimes, two answers are possible.

- _____ the story of the film was good, I didn't like the acting.
- I went to see the film _____ feeling really tired.
- I really enjoyed the *Water War* _____ most of my friends said it wasn't a very good film.
- _____ careful preparation, they had a lot of difficulties in making the film.
- _____ the film was gripping, Tom slept from beginning to end.

- 6 Work in pairs. Ask and answer questions about the pictures. Then listen to the recording.

Example: cry a lot/ laugh a lot

A: He cried a lot, didn't he?

B: No, he didn't. He laughed a lot.



paint her room/
brush it



wash the TV/
watch it



pull their motorbike/
push it



close the window/ open it



3 Rewrite these sentences using the words in the brackets. Change other words in the sentence if necessary.

1. I don't think Stallone is a very good actor. He was very good in the *Rocky* films. (*although*)
2. Many European film directors have gone to Hollywood to make films. Few have had as much success as Milos Forman. (*although*)
3. They watched films on DVD all night. They had to work the next day. (*despite*)
4. He has performed excellently in many films. He has never won an Oscar for Best Actor. (*although*)
5. The film begins with a terrible disaster. It has a happy ending. (*in spite of*)

however* and *nevertheless

We also use *however* and *nevertheless* to express contrast between two sentences. We usually use a comma after them.

Example:

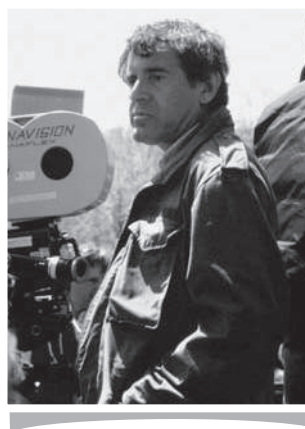
He is so young. **However, / Nevertheless,** he performs excellently.

4 Complete the sentences using *although*, *despite*, *in spite of*, *however*, or *nevertheless*. Sometimes, two answers are possible.

1. The film didn't receive good reviews from critics. _____, many people went to see it.
2. _____ the silly story, many people enjoyed the film.
3. They spent millions of dollars on making the film. _____, it wasn't as successful as expected.
4. _____ *Jaws* is one of Spielberg's first films, it is one of his best.
5. _____ the film was a bit frightening, I really enjoyed it.

5 Use your own ideas to complete the following sentences. Then compare your sentences with a partner.

1. I don't really like the film although _____.
2. They spent a huge amount of money on the film. However, _____.
3. The film was a great success in spite of _____.
4. The sound in the film is terrible. Nevertheless, _____.
5. Although it is a horror film, _____.
6. Despite his age, _____.

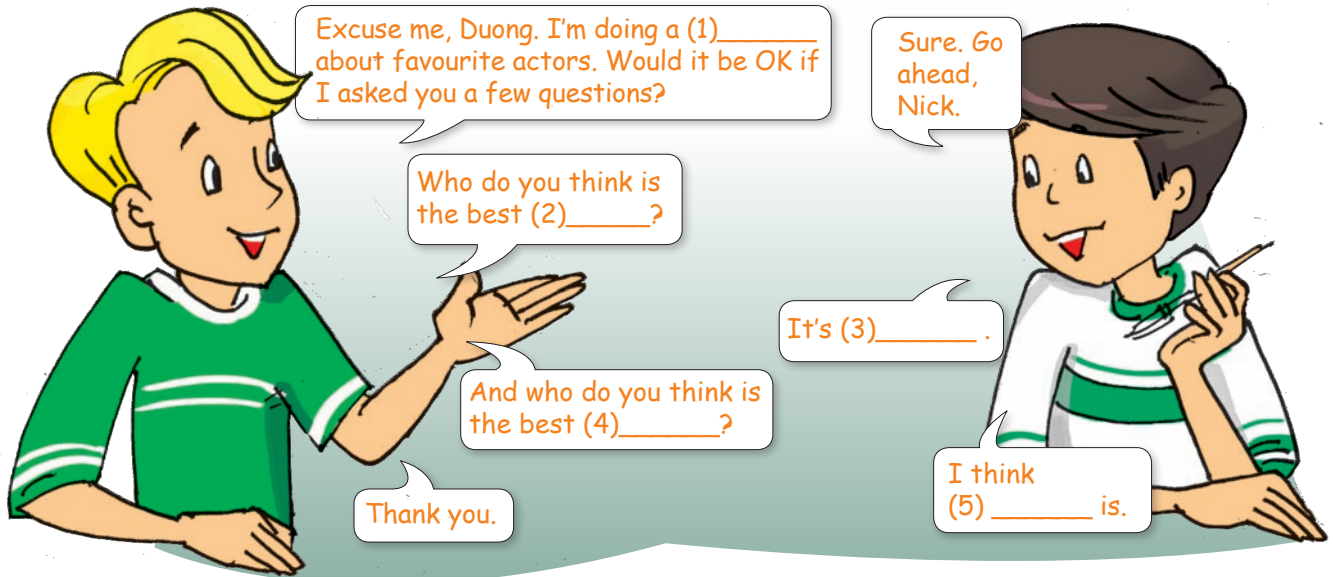


COMMUNICATION

Extra vocabulary

survey go ahead violence

1 Listen to the conversation and fill in the blanks with the words you hear.



2 Work in groups of six or eight. Each student chooses one of the following sets of survey questions.

Survey on favourite actors

- (1) Who do you think is the best actor?
- (2) Who do you think is the best actress?

Survey on the best films

- (1) What is the best film you've seen recently?
- (2) Who did it star?

Survey on action films

- (1) Do you enjoy action films?
- (2) Is it OK for young kids to see violence on TV?

Survey on cartoons

- (1) Do you like to watch cartoons?
- (2) Who is your favourite character?

Survey members of the group.

A SURVEY ABOUT _____		
Name	Question 1	Question 2

3 Make notes of your results.

Most people I have surveyed _____

About half of the people I have surveyed _____

Almost no one I have surveyed _____

4 Join another group. Report your results to those group members.

SKILLS 1

Reading

1 Read Nick's review of the film *Titanic* on his blog. Then find and underline these words in the passage. What do they mean?

sinking must-see special effects visuals

FILM BLOG



Mon, Apr 20, ...

Titanic is a romantic film, which was directed by James Cameron. However, it's also about a disaster. It stars Leonardo DiCaprio and Kate Winslet.



The film is about the sinking of the ship *Titanic* on its first voyage. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love. The film has a sad ending: the *Titanic* sinks and more than a thousand people die in the disaster, including Jack.

Critics say it is a must-see. I agree, because the story is moving and the acting is excellent. The special effects, visuals, and music are also incredible.

Titanic is a very sad film. Nevertheless, many people really love it. Go and see it if you can.

Posted by Nick at 5.30 p.m.

2 Read Nick's blog again and answer the questions.

1. What kind of film is *Titanic*?
2. Who does *Titanic* star?
3. What is *Titanic* about?
4. What do you know about the main characters of *Titanic*?
5. How is the ending of *Titanic*?
6. What do critics say about *Titanic*?

Speaking

3 Look at the film posters below. Work in pairs. Talk about the films you would/wouldn't like to see.

PIRATES OF SOUTHEAST ASIA

Documentary: About modern day pirates in Indonesia and Malaysia who attack other ships.

It stars Peter O'Toole as the voice of the narrator.

Critics say the film is shocking, but it is a must-see.

Showtimes: 8.15 p.m. at Broadway Theatre.



BIG BEN DOWN

Action: About a group of terrorists who take control of Big Ben, and threaten to blow it up.

It stars Bruce Willis as a New York cop on holiday in London.

Critics say the film is violent and gripping.

Showtimes: 3.30 p.m. and 8.30 p.m. daily at Kim Dong Cinema.



THE CHAINSAW MASSACRE AT HALLOWEEN

Horror: About a killer who escapes from a hospital. The story takes place in a children's camp on Halloween.

It stars Jamie Lee Curtis as a school teacher who falls in love with the killer.

Critics say the film is very frightening and may be the scariest film ever.

Showtimes: 8.00 p.m. at Odeon Theatre.



PLANET OF THE JELLYFISH

Sci-fi: About super intelligent space jellyfish that attack the Earth in the future.

It stars Cameron Diaz as a soldier, who is sent to stop the attack of space jellyfish.

Critics say that the film is fantastic and gripping.

Showtimes: 3.00 p.m. and 8.30 p.m. daily at Ngoc Khanh Cinema.



4 Now, ask and answer questions about the films.

Example:

A: I want to see *Planet of the Jellyfish*.

B: What kind of film is it?

A: It's a science fiction.

B: What is it about?

A: It's about ...

5 Hotseating: In groups, choose a student to play the role of a character in any of the films above. Brainstorm questions you'd like to ask. Then interview the student.

Example questions:

Can you describe your new film in three words?

Did you enjoy making the film?

Why should we watch this film?

SKILLS 2

Listening

1 Nick and his father are talking about Tom Hanks, a Hollywood film star. Listen to their conversation and correct the following statements.

1. Tom Hanks is Nick's favourite film star.
2. Tom Hanks is a handsome actor.
3. Tom Hanks has won three Oscars.



2 Listen again. Answer the questions below.

1. Which Oscar has Tom Hanks won twice?
2. What do critics say about Tom Hanks?
3. What role does Tom Hanks play in *Saving Private Ryan*?
4. Why does Nick's father recommend *You've Got M@il* to Nick?



Writing

3 Make notes about one of your favourite films.

Name of film, type of film, and actors or director

The plot: What happens in the film? How is the film? (gripping/ moving/ hilarious) What about the ending?

Other aspects of the film, the acting, the music, the special effects, the visuals, etc.

Critics' reviews, your overall opinion.

4 Write a review of your favourite film. Use the information in **3**, and the film review on Nick's blog as a model. You may follow the writing plan below.

Introduction (*Paragraph 1*)

Name of film, type of film, and actors or director

Body

Paragraph 2:

The plot: What happens in the film? How is the film? (gripping/ moving/ hilarious) What about the ending?

Paragraph 3:

Other aspects of the film: the acting, the music, the special effects, the visuals, etc.

Conclusion (*Paragraph 4*)

Critics' reviews, your overall opinion (Why you recommend the film to everyone)

LOOKING BACK

Vocabulary

1 Think of an example of every type of films in the box.

science-fiction (sci-fi)	romantic comedy
thriller	comedy
documentary	action
horror	animation

Example: *Mr Bean* is a comedy.

2 Read the sentences. What types of films are the people talking about?

1. The acting was excellent, and I laughed from beginning to end.

2. The scene was so frightening that I closed my eyes.

3. I think this film will be liked by people who are interested in true stories.

4. It is hilarious, and it is really moving too.

5. The special effects are incredible! The robots look real.

3 Fill in the blanks with *-ed* or *-ing* adjectives that are formed from the verbs in brackets.

1. I have never felt as (terrify) _____ as I did when I watched that horror film.

2. In spite of spending millions of dollars on the film, it was (disappoint) _____.

3. They found his behaviour (annoy) _____.

4. We were (satisfy) _____ with the service at the cinema.

5. We found the film's plot (shock) _____.

4 Complete the second sentence in each pair, using the word in brackets. The meaning of both sentences should be the same.

1. They found the film exciting. (excited)
They _____ about the film.

2. The film bored them so they left halfway through it. (boring)
The film _____ so they left halfway through it.

3. The ending of the film was quite moving. (moved)
We _____ at the ending of the film.

4. His new film is really surprising. (surprised)
You'll _____ at his new film.

5. Lots of people are confused by the way he behaves. (confusing)

Lots of people find _____.

Grammar

5 Match the first half in A with the suitable half in B.

A	B
1. Although he set off early, _____	a. popcorn is selling well.
2. Despite public protests, _____	b. however, it is decreasing now.
3. In spite of high prices, _____	c. it'll be better than staying at home.
4. The ticket price has been quite high; _____	d. he arrived late.
5. Although I don't really like to go to the cinema, _____	e. the Government decided to put a ban on the film.

Communication

6 Number the lines of the dialogue in the correct order.

_____	A. How about going to the movies?
_____	B. I think <i>Now You See Me</i> would be a good choice.
_____	C. Where should we meet?
_____	D. That sounds pretty good. I've seen the trailer.
_____	E. What are you doing tomorrow night?
_____	F. Which movie?
_____	G. Perfect!
_____	H. I can pick you up. Is 7 o'clock alright for you?
_____	I. Nothing much. Why do you ask?

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use words and phrases for different types of films distinguish the uses of <i>-ed</i> and <i>-ing</i> adjectives use connectors: <i>although</i>, <i>despite</i>/ <i>in spite of</i>, <i>however</i>, and <i>nevertheless</i> talk about favourite films write a film review 			

PROJECT

FILM POSTERS

1 Look at the film posters below. Think about the following questions.

- What is the purpose of a film poster?
- Which do you like? Why?
- What information can you find on the posters?
- What other information could you include?

2 Choose one of your favourite films and design a poster for it.

3 Then organise an exhibition of film posters in your class.



CRAZY COCONUT

Romantic Comedy: About a female professor who has to live with a selfish and lazy film star on a deserted island, after a shipwreck.

It stars Julia Roberts as the professor and Brad Pitt as the film star.

Critics say the film is extremely funny and entertaining.

Showtimes: 7:45 p.m. and 9:45 p.m. daily at Dan Chu Cinema

JOB SWAP!

Comedy: About a poor night club dancer who changes places for a day with a rich prince.

It stars Chris Rock as the nightclub dancer and Robin Williams as the prince.

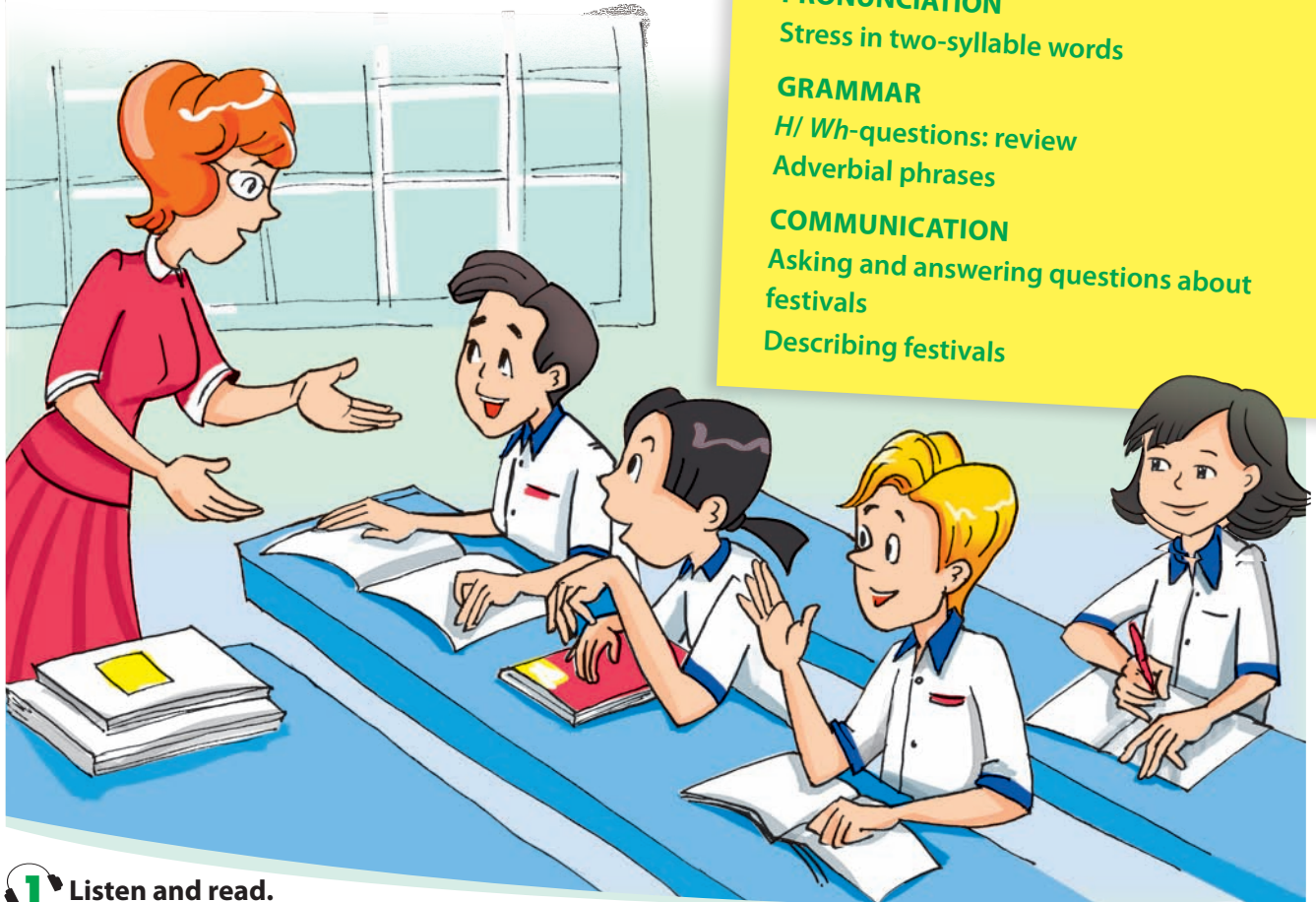
Critics say the film is hilarious and entertaining.

Showtimes: 4:30 p.m. and 8:30 p.m. daily at Main Street Theatre



GETTING STARTED

The festival project



THIS UNIT INCLUDES:

VOCABULARY

Types of festivals
Festival activities

PRONUNCIATION

Stress in two-syllable words

GRAMMAR

H/ Wh-questions: review
Adverbial phrases

COMMUNICATION

Asking and answering questions about festivals
Describing festivals

1 Listen and read.

Teacher: Which festival did you choose, Nick?

Nick: Actually, I chose a Vietnamese festival!

Teacher: Oh really? Which one did you choose?

Nick: I chose the Elephant Race Festival in Dak Lak. I think elephants are fascinating animals! It must be amazing to see them racing.

Teacher: OK, that's interesting. How about you, Mai?

Mai: I chose Diwali. It's an Indian festival.

Teacher: Why did you choose it?

Mai: Well, it's called the 'Festival of Lights' and it's a religious festival. I think candles are so romantic, and I love fireworks. There are lots of both during Diwali.

Teacher: That's a great choice. And you, Phong?

Phong: I chose La Tomatina. It's held in Spain, in a small town called Buñol. It's a seasonal festival to celebrate the tomato harvest.

Teacher: What do you like about it?

Phong: For one hour, people get to throw tomatoes at each other!

Teacher: Wow! That does sound unusual. OK, finally, Mi.

Mi: I chose something a little different. It's a music festival called Burning Man. It's held every year at the end of August. People go to the desert, make a camp, and have a party!

Teacher: Wow, that's a new one on me! Sounds fascinating. OK, I'd like you to write up your reports and hand them in to me by ...

a Answer the following questions.

1. Did the teacher expect Nick to choose a Vietnamese festival? Why/ Why not?
2. What do people do to celebrate Diwali?
3. Which festival is held in a small town?
4. Why does Mi think her festival is unusual?
5. What should the students do after this discussion with the teacher?

b Tick (✓) true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Nick chose the festival because he would like to see elephants racing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The 'Festival of Lights' is another name for Diwali. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People throw tomatoes at each other for one day at La Tomatina. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Burning Man is held in the desert. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Write the festivals in the box under the pictures. Then listen and repeat.

- | | |
|----------------|----------------------|
| Tet | Easter |
| Christmas | Cannes Film Festival |
| Rock in Rio | Halloween |
| Water Festival | Ghost Day |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

3 Match the festivals below with the reasons they are held.

- | | |
|-------------|---------------|
| religious | seasonal |
| music/ arts | superstitious |



4 Compare your answers with a partner.

Example:

- A:** I think Rock in Rio and the Cannes Film Festival are music or arts festivals.
- B:** I agree.
- A:** Which do you think are seasonal festivals?
- B:** I think Christmas and Easter. How about you?
- A:** I think Halloween and Ghost Day.



5 Can you add any more festivals to the groups in 3?

A CLOSER LOOK 1

Vocabulary

1 a Can you complete the table below with appropriate verbs, nouns and adjectives? Listen and check your answers.

Verb	Noun	Adjective
celebrate	1. _____	celebratory
	festival	2. _____
3. _____	parade	
	4. _____	cultural
perform	performer	
	5. _____	

b Now complete the following sentences with the words from the table in **a**. You do not need to use all the words. The first letter of each word has been given.

1. Carnival (*Carnaval* in Portuguese) is a popular f_____ in many countries in South America.
2. It usually happens in February, and South American people c_____ it in different ways.
3. The Rio Carnival is the biggest and most famous, with the most lively c_____.
4. It gives people a chance to learn about the true c_____ of Brazil.
5. People wear costumes and p_____ through the streets, playing samba music and dancing.
6. The highlight of the Rio Carnival is the Samba Parade with thousands of samba p_____ from various samba schools.

2 In groups, choose a festival. Take turns to say the name of the festival, then add an action.

Example:

- A:** I am going to Rio Carnival to watch performers dance.
- B:** I am going to Rio Carnival to watch performers dance, and musicians play samba music.
- C:** I am going to Rio Carnival to watch performers dance, and musicians play samba music, and ...

Pronunciation

Stress in two-syllable words



Look out! In two-syllable words the mark ' represents the stressed syllable. The general rules are:

Type of word	General rule	Exceptions
most nouns and adjectives	stress on the first syllable e.g. 'country	a'sleep a'broad ma'chine
most verbs	stress on the second syllable e.g. re'ceive	'copy 'differ 'happen (two-syllable verbs ending in er/en)

3 Listen and repeat the words. Then listen again and put them in the correct column according to their stress pattern.

gather picture relax artist enjoy
hotel lovely describe rename famous

Stress on 1 st syllable	Stress on 2 nd syllable

4 Circle the word with a different stress pattern from the others. Then listen and check.

1. money dancer shopping balloon
2. common happy complete joyful
3. prepare enter answer listen
4. pumpkin funny water alone
5. tidy compete prefer adopt

5 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen, check, and repeat.

1. We're going to discuss our festival project.
2. A lot of dancers go to Rio de Janeiro to attend the Rio Carnival.
3. I think nobody will answer the phone because they have gone to the music festival.

A CLOSER LOOK 2

Grammar

Adverbial phrases

1 Look at the pictures below. What information would you like to know about this festival?



Look out!

An adverbial phrase gives extra information about the time, place, manner, etc. of an action. Adverbial phrases are made with nouns, prepositions or infinitives.

They can be used to answer different questions.

Type/Question	Example
Time (when?)	The Festival of the Sun is held on June 24th .
Place (where?)	The festival is celebrated in Peru .
Frequency (how often?)	The festival takes place every year .
Reason (why?)	People attend the festival for fun .
	A lot of people go to Cusco, Peru, to attend the festival .
Manner (how?)	People celebrate it in a special way .
	People celebrate it with street fairs and live music .

2 Now look at the webpage. Complete the table about the festival.

The Cannes Film Festival

Every year Cannes hosts its international film festival. Cannes is a busy tourist city in France, but in May everything stops for the festival. People take the festival in a very serious way. Film directors, stars, and critics all come to the festival. A panel of judges watches the new films to award prizes for the best ones. The biggest prize is the Palme d'Or, which is given to the best film.

What?	
Who?	
Where?	
When?	
How often?	
How?	
Why?	

3 Now think about a festival you know in Viet Nam. Complete the table with information about that festival, then tell your partner about it.

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

H/ Wh-questions: review

There are seven *Wh*-questions and one *H*-question in English: *what, which, where, when, who, whose, why* and *how*.

4 Join the questions to the types of answers. There may be more than one correct answer to each question.

who

why

which

whose

what

when

where

how

whole sentence
(limited options)

whole sentence

belonging to a
person/ thing

manner

time

place

person

reason

5 Phuong is doing an interview for VTV. Can you match her questions with the interviewee's answers?

Here I am with Elephant Race organiser, Phong Nguyen. What's this festival all about, Phong?

It's a race between elephants that are ridden by their owners, but really it's a celebration of elephants!



When's it held?

It's always held in Dak Lak. The location can change though - sometimes it's in Don Village, sometimes near the river.

Where's it held?

Elephants are really important. They work really hard for us. The festival is our way of saying 'thank you' to them.

Why's it held?

Well, they have to reach the finish line first.

Who comes to the festival?

Many elephant owners and local people. Also, there are more and more tourists every year.

How do elephants win the race?

It's normally in March.

Remember!

Question words and their auxiliaries are usually contracted in speech.



Example:

Who is = Who's

What will = What'll

Who's coming to the festival?

What'll they do there?

6 Now make questions for the underlined parts.

- I bought this T-shirt for my brother in Sydney.
_____?
- I love music, so I go to the music festival almost every summer.
_____?
- My friends saved money to fly to Spain.
_____?
- We went to the Flower Festival in Da Lat last year.
_____?
- During Tet, the Vietnamese decorate their houses with apricot or peach blossoms.
_____?

7 Game: Festival Mystery



Work in groups. One student thinks of any festival he/ she likes. Other students ask questions about the festival to find out what festival it is. Remember to use *H/ Wh*-questions and adverbial phrases.

Example:

- A:** Where is the festival held?
B: In the USA and some other countries in the world.
C: When do people celebrate it?
B: On October 31st.
C: What do people do?
B: They put pumpkin lanterns outside their homes.
D: Is it Halloween?
B: Yes, it is.

COMMUNICATION

Extra vocabulary

Thanksgiving feast gravy
stuffing turkey cranberry

1 Look at the animal below. Discuss the following questions with a partner.

- What animal is it?
- Why is it a special animal in some countries?
- Do you know any festivals where it is important?



2 Now listen and check your answers.

3 In pairs, write true (T) or false (F) for the following sentences. Then listen again and check.

- Thanksgiving is a seasonal festival only held in the USA.
- It is held on the third Thursday of November.
- Families and friends gather to have a feast.
- In many families, only adults prepare the feast.
- Cornbread is one of the traditional dishes.
- After the feast, people always stay at home to play board games.
- People help those less fortunate at Thanksgiving.

4 Work in pairs. Imagine that one of you is from the USA and the other from Phu Yen, Viet Nam. Ask and answer questions about Thanksgiving and Hoi Mua, a harvest festival in Phu Yen. Use the information in this lesson and on page 35.



A: This photo is so beautiful. Where did you take it?

B: I took it in Hoi Mua festival in my village. Do you have a harvest festival in your country?

A: Sure. It's Thanksgiving. When do you celebrate Hoi Mua festival?

B: In March. What about Thanksgiving?



SKILLS 1

Reading

1 In pairs, look at the pictures below. They are all from the *La Tomatina* festival in Spain. Put them in the order you think they happen at the festival.



2 Now quickly read the texts below and check your answers.

From: carlos@fastmail.com
To: nick@quickmail.com
Subject: Before the world's biggest food fight

Hi Nick,

My family and I arrived in Buñol, Spain yesterday. It's the town where *La Tomatina* is held on the last Wednesday of August every year. There are thousands of people here. Luckily, the weather has been wonderful.

We stayed up late, but got up early this morning to attend the festival. We saw that some people had already placed the ham on top of the greasy pole.

I have to go now.
Carlos

From: carlos@fastmail.com
To: nick@quickmail.com
Subject: It's lots of fun

Nick,

Yesterday was the most exciting day of my life! In the morning, many people tried to climb up the pole to get the ham. At 11 a.m. we saw a jet of water coming from the water cannons and the chaos began. Bags of tomatoes from trucks were thrown to the crowds, and we began throwing tomatoes at one another. We all had to wear goggles to protect our eyes. After one hour, we saw another jet of water and stopped throwing. The whole town square was red with rivers of tomato juice. Finally, we tried tomato Paella, a traditional Spanish rice dish. Together with local people and tourists, we enjoyed the good food and drinks.

I'm still tired, so bye for now.
Carlos

3 Read the texts again and answer the questions.

1. When is *La Tomatina* celebrated?
2. What did Carlos do the day before the festival?
3. What did people place on top of the greasy pole?
4. Why did they have to wear goggles?
5. What was the signal for the start and end of the tomato fight?
6. How was the town square after the fight?

Speaking

4 Work in groups. Look at the newspaper headlines about two unusual festivals around the world. Discuss what you think is unusual about them.

15 injured chasing cheese down hill in annual English village festival



Monkeys eat over **2,000kg** of fruit and vegetables at annual **Monkey Buffet Festival**



5 Choose one festival to teach your group about. Read the information about your festival. Plan what you will say.

	Cheese-rolling	Monkey Buffet
What?	seasonal festival; people race down hill to catch cheese	festival where around 2,000 local monkeys are fed fruit and vegetables
Where?	cooper's Hill, Gloucester, England	pra Prang Sam Yot Temple, north of Bangkok, Thailand
When?	spring every year	every year
Who?	people from all over the world	tourists and local people
Why?	to see who will be first to catch the cheese	to get more tourists to the area; to celebrate religious story about a monkey
How?	with great difficulty – the hill is very steep, and many people get injured	the organisers buy around 2,000kg of fruit and vegetables

6 Present your festival to your partner. Allow time for them to ask questions at the end.

SKILLS 2

Listening

1 Look at the pictures below. What kind of festivals do you think it is? Share your ideas with a partner.



2 Listen to Nick talk about a music festival he attended. Tick (✓) true (T) or false (F). Correct the false sentences.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The Isle of Wight is the most well-known festival in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. About 60,000 people attended the festival last year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nick and his family stayed at a hotel near the campsite. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jon Bon Jovi is Nick's favourite singer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Jon Bon Jovi's band performed for nearly three hours. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Listen again and answer the questions.

- When does the festival take place?
- What are The Killers and the Stone Roses?
- How did Jon Bon Jovi interest the audience?
- Where did Nick and his family also go?
- What did they do there?

Writing

4 Think about a festival you attended. Make notes about it below.

Name of festival

What was the festival?

Who celebrated it?

Where was it held?

How was it held?

When was it held?

Why was it held?

5 Now write a short paragraph about the festival you attended. Use the notes above.

LOOKING BACK

Vocabulary

1 Rearrange the letters to make reasons for holding festivals. Then match them to the pictures of the festivals.

rlisgieou _____ micus _____
 onaeasls _____ itiosusuperst _____



1. _____ 2. _____



3. _____ 4. _____

2 Complete the sentences with the correct form of the words in brackets.

- A lot of _____ and artistic activities are held as part of the Flower Festival in Da Lat. (culture)
- I saw a _____ of flower floats when I attended the festival last year. (parade)
- We had a _____ meal on my grandfather's birthday. (celebrate)
- The Christmas season is also called the _____ season. (festival)
- I loved the _____ of folk songs. (perform)
- There is a special _____ for Japanese girls on March 3rd every year. (celebrate)

Grammar

3 Complete each question with a suitable H/ Wh-question word. More than one question word may be accepted.

- Look at this photo! _____ were you doing with the candles?
- _____ did you stay when you were in Ha Noi?
- _____ do you pronounce the name of the festival?

- _____ festival does your brother prefer: the Tesselaar Tulip Festival or the Tulip Time Festival?
- _____ do people celebrate Diwali?
- _____ did they arrive in Da Nang? On 29th April?

4 Make your own sentences with the adverbial phrases from the box.

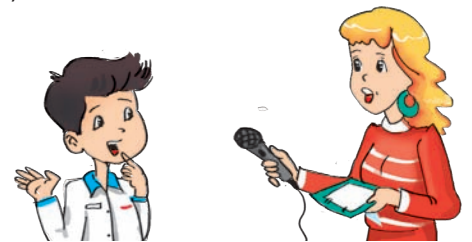
in Ho Chi Minh City last December
 to say thanks for what they have
 with apricot blossoms every year

- _____.
- _____.
- _____.
- _____.
- _____.

Communication

5 Role-play in pairs. Student A is a reporter. Student B is a secondary school student. Continue the conversation below.

Reporter: I'm a reporter from Culture Magazine. Can I ask you some questions about your favourite festival?
Student: Yes, of course. I like _____ best.
Reporter: Well, where's the festival held?
 ...



Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> talk about festivals and the reasons they are held use H/ Wh-questions and adverbial phrases to ask and answer questions mark the stressed syllable in two-syllable words write about a festival I attended 			

PROJECT

A NEW FESTIVAL



1. Work in groups of three or four.
2. Think of a new festival that you would like to have. Be creative!
3. Complete the following table with all information about this festival.
4. Draw pictures of this festival or cut relevant pictures from magazines.
5. Present your festival to the class.

What?	
Who?	
Where?	
When?	
How often?	
Why?	
How?	

Hoi Mua - Phu Yen, Activity 4, Communication, p. 31

People of ethnic minorities in Phu Yen celebrate Hoi Mua Festival every March. It is held to thank the Rice God for the crop, and to pray for better crops in the future. Families also worship their ancestors and parents on this occasion. Villagers voluntarily contribute money and other things to celebrate the festival.

In this festival monks are invited to preach. People play drums, sing songs

and dance. They also drink rice wine through a long thin bamboo tube. There are some other activities such as cultural shows, buffalo races, and traditional games. The festive atmosphere is felt around all the villages.



REVIEW 3 (UNITS 7 - 8 - 9)

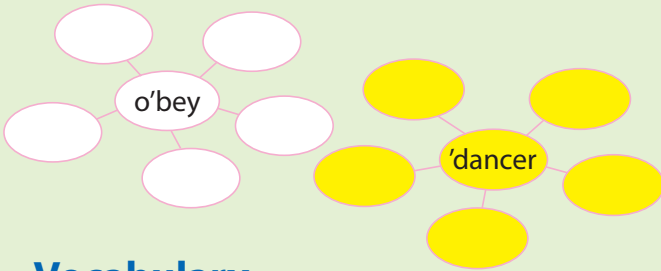
LANGUAGE FOCUS

Pronunciation

1 Choose the word whose the underlined part is pronounced differently.

- A. viewed B. acted C. filmed D. starred
- A. stopped B. washed C. fastened D. walked
- A. joined B. performed C. paraded D. prepared
- A. many B. classmate C. grade D. gravy
- A. head B. great C. death D. bread

2 Complete the two word webs with two-syllable words according to the stress pattern.



Vocabulary

3 Write the phrases from the box under the road signs.



Ahead only
Railway crossing
No crossing
No right turn
Right turn only

1. _____ 2. _____



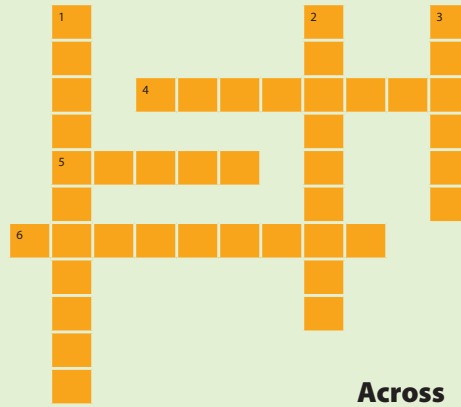
3. _____ 4. _____ 5. _____

4 Complete the description of Diwali. Fill each blank with the correct form of the word in the brackets.



Diwali, the Hindu Festival of Lights, is the most important holiday of the year in India. Special Diwali (1. celebrate) _____ are held across the country in October or November. The festival shows the (2. culture) _____ richness of this country. People open their doors and windows and light candles to welcome Lakshmi, the Goddess of Wealth. They also enjoy traditional music and dance (3. perform) _____ and watch fireworks. Also, people can watch (4. parade) _____ with beautiful floats. There is a very strong (5. festival) _____ atmosphere across India during Diwali.

5 Solve the crossword puzzle.



Across

Down

- A type of film showing real people and events.
- Comedies are usually _____.
- _____ films make me sleepy.
- A type of film about murder or crime.
- She was _____ to tears by the film.
- A type of film featuring animated characters.

Grammar

6 Match the questions with the answers.

A	B
1. Why do you like the Tulip Festival?	a. Oh, it's a popular festival in lots of countries including Viet Nam.
2. What did you do at last year's carnival?	b. When I went to the <i>La Tomatina</i> – Tomato Festival in Spain.
3. Where do they hold the Beer Festival?	c. Because I love flowers and Dutch culture.
4. When did you get this souvenir?	d. I had to stand on the balcony to get the whole view of the parade.
5. How did you take this photo?	e. I like Diwali better.
6. Which do you prefer, Diwali or Hanukkah?	f. I watched the parade and danced the samba.

7 Rewrite the sentences so that they have the same meaning as the original ones. Use the words given.

1. The distance from Ha Noi to Can Tho is about 1,877 kilometres.

→ _____ IT

2. What is the distance between Hue and Da Nang?

→ _____ HOW

3. There wasn't much traffic when I was small.

USE TO

→ _____.

4. Although they were tired, they wanted to watch the film.

IN SPITE OF

→ _____.

5. The festival took place in a remote area. However, a lot of people attended it.

ALTHOUGH

→ _____.

Everyday English

8 Put the lines of the dialogue in the correct order (1-8). Then act out the conversation with a classmate.

___ Yeah. Things have changed. Oh, the most important thing before we forget... What will we see?

___ Haha. Look at this. I think this new animation is interesting. Read these comments: 'hilarious', 'exciting' and 'worth seeing'...

___ 1 Mai, let's go to the cinema this Saturday.

___ That's fine. How far is it from your house to the Cinemax?

___ It's only two kilometres. You can cycle to my house, and then we can walk there. Remember? Two years ago there didn't use to be any cinemas near our house.

___ Great idea, Mi. Which cinema shall we go to?

___ OK. That's a good idea. I'll be at your house at 5 and we'll walk there. Remember to buy the tickets beforehand.

___ How about the Cinemax? It's the newest one in Ha Noi.

SKILLS

Reading

1 Read the passage. Match the headings in the box with the paragraphs.

1. Different awards in the Oscars
2. What are the Oscars?
3. The Oscar statuette



A. _____

The Academy Awards, commonly known as The Oscars, are the most famous film awards in the world. They have been held since 1929. They are called the Oscars after the golden statuette awarded to the winners.

B. _____

The Oscar statuette is officially called the Academy Award of Merit. It is 13½ inches high and weighs 8½ pounds. The Oscar statuette was designed by Cedric Gibbons and sculpted by George Stanley. It is a knight holding a crusader's sword, standing on a reel of film. The first Oscar was given to Emil Jannings on May 16, 1929.

C. _____

The most important Oscar is the 'Best Picture' prize, which is given to the best film. Two other important awards are 'Best Actor' and 'Best Actress' in a leading role. There are lots of other prizes too, such as 'Best Director', 'Best Supporting Actor' and 'Best Supporting Actress', 'Best Costume Design', 'Best Film Editing', etc.

2 Read the passage again and answer the questions.

1. When were the Oscars first organised?
2. What are the awards named after?
3. Who is Cedric Gibbons?
4. Who received the first Oscar statuette?
5. What is the Best Picture prize?

Speaking

3 Work in groups. Discuss the following questions.

1. Which actors and actresses you know have been awarded an Oscar?
2. Why do you think the Oscars are important to actors and actresses?

Listening

4 Mi and Nick visit Ms Hoa at home. Listen to their conversation. Write T (true) or F (false).

1. Mi and Nick have been to Ms Hoa's house before.
2. They saw some pictures in an album.
3. Nick has been to the Tulip Festival in Holland.
4. Ms Hoa went to the Tulip Festival last September.
5. Ms Hoa's son is in Melbourne.

5 Listen to the conversation again. Who did the following things? Tick (✓) the appropriate column. Sometimes you may need to tick both.

	Ms Hoa	Nick
1. tried Dutch foods and drinks		
2. watched traditional Dutch dancing		
3. watched parades		
4. listened to folk music		
5. was interested in the festival		

Writing

6 Imagine that you and two friends are going to attend a festival 10 kilometres away. You are discussing what means of transport to use: bus, bicycle or taxi. Read the e-mail from one of your friends, Mai, and write a reply.

Mail Message

Send Save Save & Close Delete Spam Attach File Reply Reply All Forward Bounce Previous Message Next Message High Priority Low Priority Read Receipt Print From

From mai@fastmail.com

Subject Going to the festival

Hi there!

I think we should go to the festival by bicycle. It's only 10 kilometres away. My father's going to cycle there with us. Do you remember last month we cycled to Phong's house? It's about six kilometres. Also, on the way back from the festival, we can visit my grandmother. She lives near there.

Reply soon and let me know your opinion. How do you want to travel there?

Cheers,
Mai



GETTING STARTED

A different type of footprint

THIS UNIT INCLUDES: VOCABULARY

Types of energy sources
Words to describe energy sources

PRONUNCIATION

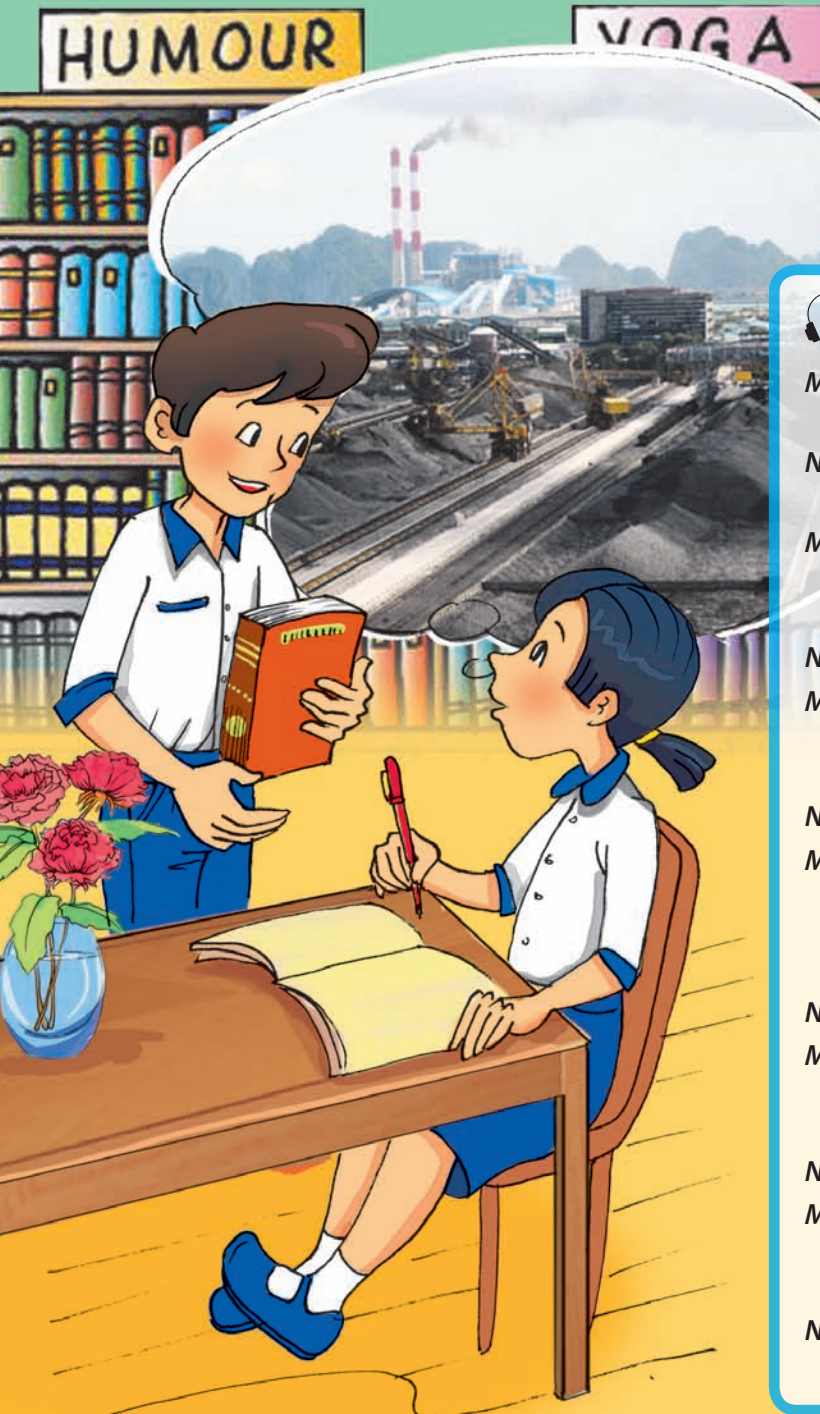
Stress in three-syllable words

GRAMMAR

The future continuous
The future simple passive

COMMUNICATION

Talking about types and sources of energy
Talking about the advantages and disadvantages of different sources of energy
Discussing how to save energy



1 Listen and read.

Mai: Nam, I read yesterday that we all have a carbon footprint.

Nam: Well, we all have footprints – we make them with our feet!

Mai: Ha ha, I know that. But this kind of footprint is about the negative effect we have on the environment.

Nam: Right, it's in the news a lot these days.

Mai: So our footprint is bigger when we use energy that produces carbon dioxide. That's bad for the environment.

Nam: So it's better to have a smaller footprint, right?

Mai: Right, Nam. Non-renewable energy sources like coal, natural gas, and oil produce a lot of carbon dioxide. Those sources are going to run out soon too.

Nam: So, they're different to wind, hydro, and solar?

Mai: Yes, they're all sources of energy too, but they're renewable. That means we can't use them all up – they will last forever.

Nam: Do you have a big carbon footprint, Mai?

Mai: Mine's small. I recycle the products I use and I go everywhere by bike. We have solar panels on our roof at home to catch the sun's energy, too.

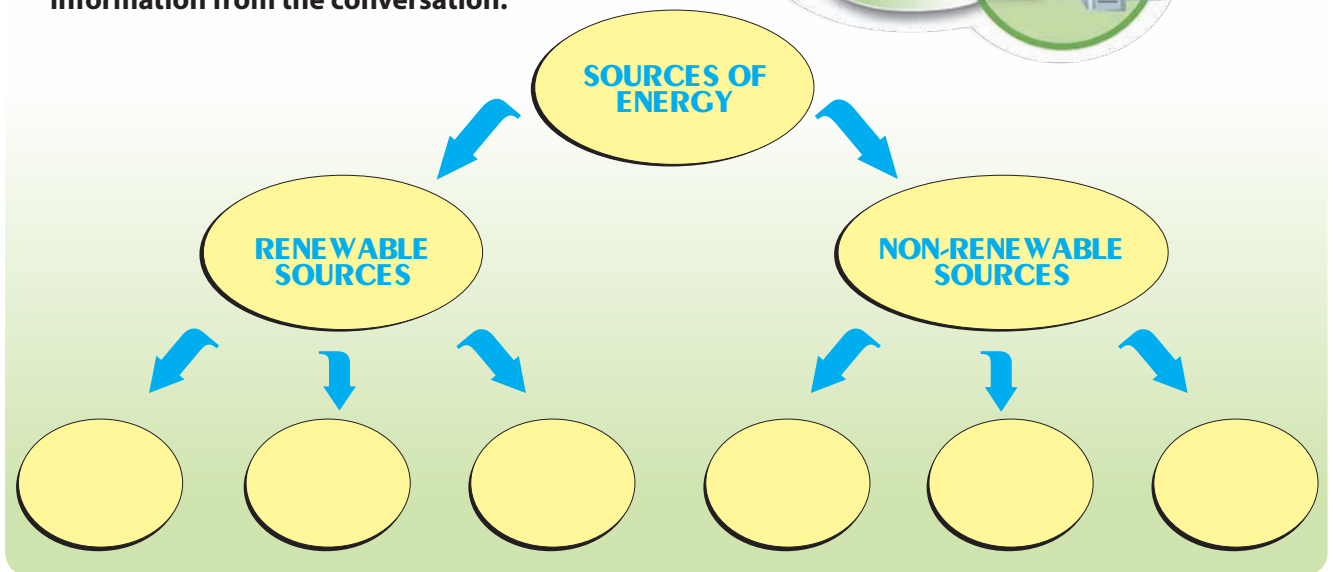
Nam: Oh no! I think my footprint is big, and not just because of these big shoes!

a Read the conversation again and answer the questions.

1. What is a carbon footprint?
2. What does 'non-renewable energy' mean?
3. Why is sunlight a renewable resource?
4. Why does Mai think she has a small carbon footprint?
5. What things do you think might create a big carbon footprint?



b Complete the network below using information from the conversation.



2 Now, listen and repeat the words and phrases.

wind	coal	natural gas	nuclear
biogas	oil	hydro	solar

4 Practise asking and answering the questions about renewable and non-renewable resources.

- A: What type of energy source is wind?
 B: It's a renewable source of energy.
 A: What type of energy source is coal?
 B: It's a non-renewable source.

3 Put the words into the correct groups below.

Renewable sources	Non-renewable sources
<i>Example: wind</i>	<i>Example: coal</i>



A CLOSER LOOK 1

Vocabulary

1 Put the words below into the table to describe the types of energy.

limited	unlimited	harmful
renewable	non-renewable	exhaustible
safe	dangerous	convenient
clean	polluting	available
cheap	expensive	abundant

Sources of energy	Advantage(s)	Disadvantage(s)
wind	<i>Example:</i> abundant safe	<i>Example:</i> not always available
water/hydro		
solar		
biogas		
nuclear		
coal/ oil/ natural gas		

2 Compare your answers with a partner.

Example:

A: I think biogas is renewable.

B: Me too. I also think it is abundant and cheap.

3 Look at the pictures and complete these sentences, using the words in 1.



1. _____ energy is renewable. Moreover, it is clean and _____.



2. Using coal is polluting, and it is _____.



3. _____ power is abundant. It is also _____ and safe.



4. Nuclear energy is renewable and clean. But it is _____ and _____.

Pronunciation

4 Listen and repeat. Which words are stressed on the first syllable and which ones are stressed on the second syllable? Put them in the appropriate columns.

dangerous	enormous	limited
easily	expensive	plentiful
abundant	energy	convenient

o oo	o oo
<i>Example:</i> dangerous	<i>Example:</i> expensive

5 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen, check and repeat.

- Coal will be replaced by another renewable resource.
- Wind power is convenient and abundant.
- Natural gas is limited and it is harmful to the environment.
- Solar energy is plentiful and it can be replaced easily.
- Nuclear power is expensive and dangerous.

A CLOSER LOOK 2

Grammar

The future continuous

We use the future continuous tense for an action in progress at a definite point of time in the future.

- (+) Subject + will be + verb-ing
- (-) Subject + will not be + verb-ing
- (?) Will + subject + be verb-ing

Example:

This time next week we will be studying Unit 11.

1 Complete the sentences using the future continuous form of the verbs in brackets.

1. On Sunday, they _____ (put) solar panels on the roof of our house to get power.
2. At 9 o'clock on Monday, we _____ (take) a test on sources of energy.
3. At this time next week, my dad _____ (install) new glass in the windows to stop heat escaping.
4. By 2020, people in Viet Nam _____ (spend) a lot of money on heating.
5. By the middle of the 21st century, people in developing countries _____ (use) energy from the sun, the wind, and the water.

2 Write what these students will be doing tomorrow afternoon.

1. Jenny/ give a talk about saving energy.



2. Helen/ put solar panels in the playground.



3. Susan/ check cracks in the water pipes.



4. Jake/ put low energy light bulbs in the classrooms.



5. Kate/ show a film on types of renewable energy sources.



Watch Out!

The future continuous describes an action in progress at a point of time in the future. The future simple is used for a future action, for predictions, hopes, etc.



3 Complete the conversation with the verbs in brackets. Use either the future simple or the future continuous tense.



Tom: What will we do to save electricity, dad?

Tom's dad: First, we (1. watch) _____ less TV.

Tom: _____ we _____ (2. put) solar panels on our roof for the heating and hot water?

Tom's dad: Yes, and this time next week, we (3. have) _____ a free solar shower.

Tom: What about transport? I mean, how _____ we (4. travel) _____ to school and to work?

Tom's dad: Well, we won't use our car. We (5. walk or cycle) _____ to cut air pollution.

Tom: So at 7 o'clock tomorrow, you (6. cycle) _____ to work, and I (7. go) _____ to school on my skateboard.

Tom's dad: Great idea!

4 Work in pairs. Tell your partner what you will be doing at the following points of time in the future.

Example:

this time tomorrow

I will be learning English this time tomorrow.

Or

This time tomorrow I will be learning English.

1. tomorrow afternoon
2. this weekend
3. this time next week
4. when you are fifteen years old

The future simple passive

Explanation

- (+) Subject + will be + past participle
- (-) Subject + will not be + past participle
- (?) Will + subject + be + past participle?

Remember!

The passive voice is used in some cases.

For example:

When the object of a sentence is not important:

Solar panels will be put on the roof.

When the doer of the action is not known:

Alternative sources of energy will be developed quickly.

If the doer is still important, we can add a 'by' phrase:

A test on alternative sources of energy will be taken by Class 7A.



5 Complete the magazine article with the passive form of the verbs below.

place solve provide store use



We are looking for cheap, clean, and effective sources of energy. These types of energy won't cause pollution or waste natural resources. Solar power is one of these energy sources. It will (1) _____ freely by the sun. One percent of the solar energy that reaches the earth will be enough to provide electricity for the whole population of the world. Solar energy will (2) _____ by many countries around the world. Solar panels will (3) _____ on the roofs of houses and other buildings and the sun's energy will be used to heat water. The energy will (4) _____ for a long time. We hope that by using solar energy the problem of the energy shortage will (5) _____.

6 Change the sentences into the passive voice.

Example:

We will use low energy light bulbs.

Low energy light bulbs will be used.

1. We will use waves as an environmentally friendly energy source.
Waves will _____.
2. They will install a network of wind turbines to generate electricity.
A network of wind turbines will _____.
3. In the countryside, people will burn plants to produce heat.
In the countryside, plants will _____.
4. We will reduce energy consumption as much as possible.
Energy consumption will _____.
5. We will develop alternative sources of energy.
Alternative sources of energy will _____.
6. We will use solar energy to solve the problem of energy shortage.
Solar energy will _____.

7 Look at the pictures. Write what will be done in the future.









COMMUNICATION

HOW BIG IS YOUR CARBON FOOTPRINT?

1 Answer the questions below with a number from 1 to 4.

- 1 = always 2 = often
3 = sometimes 4 = never



Do you ...?

- | | | |
|--|---|--------------------------|
| 1. take showers instead of baths |  | <input type="checkbox"/> |
| 2. walk or ride a bike when travelling short distances |  | <input type="checkbox"/> |
| 3. use public transport when travelling long distances |  | <input type="checkbox"/> |
| 4. use a hand fan to keep cool in summer |  | <input type="checkbox"/> |
| 5. use low energy light bulbs |  | <input type="checkbox"/> |
| 6. turn off the lights when leaving a room or going to bed |  | <input type="checkbox"/> |
| 7. only use as much water as you need |  | <input type="checkbox"/> |
| 8. only use a little electricity at home |  | <input type="checkbox"/> |
| 9. use biogas for cooking at home |  | <input type="checkbox"/> |
| 10. go to school by bike |  | <input type="checkbox"/> |
| Total score | | <input type="checkbox"/> |

2 Work in pairs. Add up each other's answers, and look up the score below. Then explain how well your partner saves energy.

Score 10-20 Your footprint is small. You are really environmentally friendly.

Score 21-30 Your footprint is quite small. Remember to care about, and respect the world around you.

Score 31-40 Your footprint is quite big. You do some things to save energy, but there's always room for improvement.

3 Talk about your partner's carbon footprint to your group. Use the following prompts.

- my partner's carbon footprint is...
- he/she is considerate because...
- he/she could try harder to....
- by _____ in the future, he/she can help to....



SKILLS 1

Reading

1 Work in pairs. Discuss the following questions.

1. What are the main sources of energy in Viet Nam?
2. What type of energy sources will be used in the future?

2 Read the text below and check your ideas.

3 Professor Galton is preparing a speech about renewable and non-renewable energy. Read the text, match the verbs with the nouns, then answer the questions.



Dear guests, I'd like to talk to you today about renewable and non-renewable energy.

Fossil fuels are non-renewable energy sources. They include oil, coal, and natural gas. They can be used to create energy, generate electricity, or drive big machinery. Unfortunately, they are harmful to the environment. Viet Nam still relies mostly on non-renewable energy sources, however, hydro power is increasingly used here too.

Hydro and nuclear power can generate a great deal of energy. They are renewable and plentiful. However, hydro power is limited because dams cannot be built in certain areas. Nuclear power can provide enough electricity for the world's needs, but it is dangerous.

The sun and the wind are other alternative sources of energy. The wind turns turbines to make electricity. Solar power can be converted into electricity. It can be used to heat or cool our houses. Although there are some disadvantages, these alternative energy sources can offer abundant amounts of clean, safe electricity. They will be valued more and more in the future in Viet Nam.

a Match the verbs with the nouns.

1. create
2. drive
3. generate
4. turn
5. heat

a. machinery

b. turbines

c. energy

d. houses

e. electricity

b Answer the questions.

1. How many types of energy sources are mentioned in the text? What are they?
2. What are the disadvantages of hydro and nuclear power?
3. Why do you think the wind and the sun are called alternative sources of energy?
4. What types of energy does Viet Nam use most?
5. What does the professor think Viet Nam will use more in the future?

Speaking

4 Work in pairs. Ask and answer questions about the advantages and disadvantages of each type of energy sources.

Example:

A: What type of energy is oil?

B: It is a non-renewable source of energy, because it cannot easily be replaced.

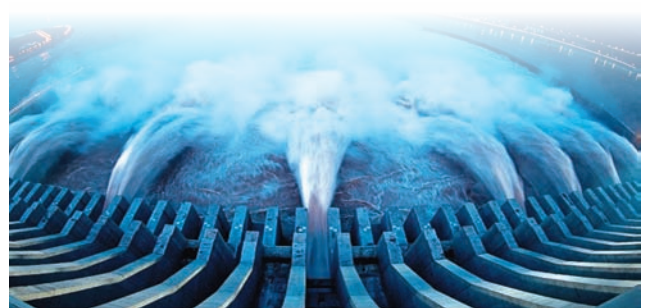
A: What are its advantages and disadvantages?

B: It can be used to power machinery, but it also pollutes the environment.

5 Talk about the advantages and disadvantages of each type of energy sources.

Example:

Hydro power is a renewable source of energy because it comes from water. It is cheap and plentiful. Unfortunately, dams can only be built in certain areas.



SKILLS 2

Listening

1 Look at the picture. Discuss the following in pairs.

1. What do you think is unusual about this means of transport?
2. Have you seen any transport like this?



2 Listen to the passage and tick (✓) true (T) or false (F) to the statements.

	T	F
1. Non-renewable sources are being used up.		
2. Many poor people in developing countries have little electricity.		
3. Biogas is a new source of energy available for poor people.		
4. Biogas creates a lot of smoke.		
5. The new energy source is not costly.		

3 Listen to the passage again and complete the sentences.

1. People in _____ areas have to gather wood to use as fuel.
2. Biogas is mainly used for _____.
3. Biogas helps solve the problem of indoor _____.
4. The use of renewable energy sources in developing countries is _____.
5. In the future, the _____ will be used as the main environmentally friendly energy sources.



Writing

4 Complete the article. Use the phrases below.

- A. burning fossil fuels for energy
- B. leading to climate change
- C. investing in renewable energy
- D. because it can't escape, it heats the planet
- E. heating our homes, cooking our meals, etc.

THE CHANGING CLIMATE

Problem

We use energy for almost everything we do: for (1) _____. This use of energy is (2) _____ - the world is heating up. When (3) _____, carbon dioxide is released. Carbon dioxide traps the sun's heat in the atmosphere and (4) _____. Over the past thirty years, there has been a growing number of extreme weather events, such as floods, droughts, and storms.

Solution

We should protect our planet, by (5) _____. We should use sources of energy more wisely, for our future, and the future of the planet.

5 In pairs, discuss the following ways to save energy. Decide on the five most important ways. Write them in the notebook.

- Use electricity more efficiently.
- Reduce our electricity bills.
- Turn off the light before going to bed.
- Use low energy light bulbs.
- Use public transport.
- Increase the tax on petrol.
- Avoid using cars or motorbikes for short trips.
- Reduce the use of fossil fuels.

What should you do?

6 Write a short passage about what we should do to save energy.

LOOKING BACK

Vocabulary

1 Put the words into the correct groups.

- | | | |
|-------------|-----------|-----------|
| biogas | polluting | solar |
| expensive | clean | limited |
| exhaustible | dangerous | nuclear |
| unlimited | cheap | hydro |
| plentiful | harmful | available |

Sources of energy	Advantage(s)	Disadvantage(s)

Grammar

2 Complete the sentences using the verbs in brackets in the future continuous.

- You'll recognise her when you see her. She _____ (wear) a green hat.
- I'll be on holiday this time next week. I _____ (lie) on a beautiful beach.
- At 10 o'clock tomorrow he _____ (work) in his office.
- I _____ (study) in England next year.
- They _____ (build) their house this time next month.

3 Change the following sentences into the passive voice.

- People in Britain will spend a lot of money on heating next year.
A lot of money will _____.
- People will use biogas for fuel in homes and for transport.
Biogas will _____.
- We will use renewable energy sources like wind and solar energy to solve the problem of pollution.
Renewable energy like wind and solar energy will _____.
- We will reduce our use of electricity to save our energy.
The use of electricity will _____.
- They will build a hydro power station in this area next year.
A hydro power station will _____.

4 Complete the dialogue, using the future continuous form of the verbs.

Tom: I'm going to go to university. Six years from now, I'll be running a big company. I expect I (1. earn) _____ lots of money.

Tony: I don't know what I (2. do) _____. What about you Linda? What _____ you (3. do) _____, do you think?

Linda: I'm too lazy to do any work. I intend to marry someone rich. I (4. host) _____ parties all the time. We'll have robots that (5. do) _____ all the work. And you'll both get invitations.

Communication



5 Look at the pictures. Work in groups and answer the question.

What should you do to save energy?

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> name different sources of energy mark the stressed syllable in three-syllable words use the future continuous tense and the future simple passive talk about the advantages and disadvantages of different sources of energy write about how to save energy 			

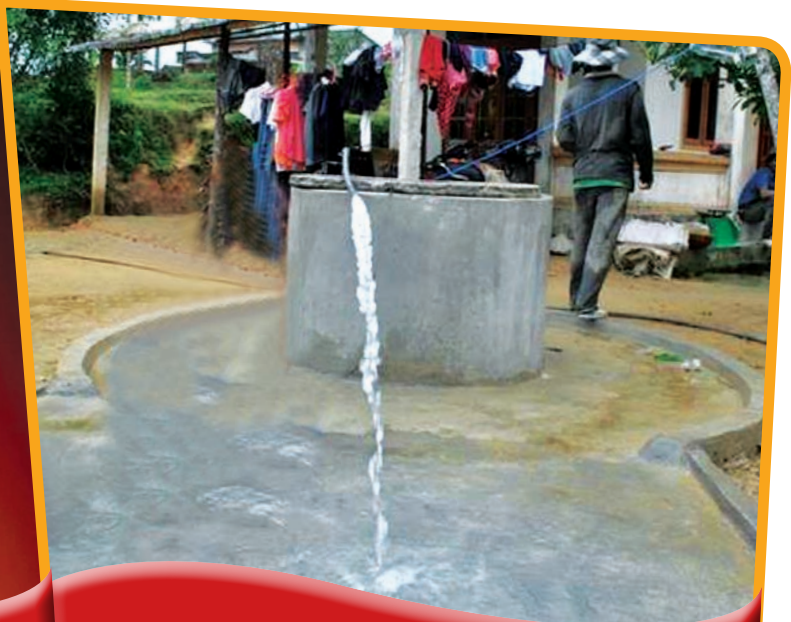
PROJECT

Writing simple slogans

1 Look at the slogans. How are they used? Why are they important?



**Going out?
Turn it off!**



**Save energy today
for a safer tomorrow!**

2 Write simple slogans in groups about how to save energy. They may be accompanied by pictures.

Example:



**Turn off the TV when
you're not watching.**



**Take showers instead
of baths.**



**Don't leave the
fridge door open.**

GETTING STARTED

We'll have flying cars

1 Listen and read.

Mai: Wow! Driverless cars already exist. I can't believe it.

Veronica: Yes, they look so cool! What will be next?

Phuc: I'm sure there'll also be flying cars.

Mai: Does that mean we'll still have traffic jams... in the sky?

Veronica: Ha ha, yes, maybe there will be!

Phuc: No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

Mai: I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take up lots of space, and I'll use mine to fly anywhere easily.

Phuc: Do you think you can use it in bad weather?

Mai: No, I don't think it will be pleasant.

Veronica: Then perhaps a teleporter is the best. It makes you disappear. Then you reappear in another place seconds later!

THIS UNIT INCLUDES:
VOCABULARY

Means of transport in the future
Movement words

PRONUNCIATION

Rising and falling intonation for questions

GRAMMAR

Will for future prediction: review
Possessive pronouns

COMMUNICATION

Talking about travelling in the future
Giving facts and opinions

Phuc: Wow, your idea is really imaginative, Veronica!

Veronica: Haha, yes. That programme really got me thinking.

Mai: I do worry about one thing. How much fuel will these means of transport use? Will pollution be much worse?

Phuc: Don't worry, Mai. The future is green! Solar energy will power everything!



c Read the conversation again. Then choose the correct answers.

- What is the project about?
 - Future transport
 - Future weather
 - Future energy
- 'Driverless cars' have no _____.
 - people
 - drivers
 - solar energy
- What does Phuc think an SSS can do?
 - Help cars to fly and help them to park
 - Make cars crash and help them to avoid traffic
 - Help cars to avoid traffic and crashes
- Why does Phuc say 'The future is green'?
 - There will be less pollution.
 - Driverless cars will be green.
 - Green is Phuc's favourite colour.



Look out!

You can add *less* after a noun to form an adjective which means 'without (the thing mentioned)'.

Example:

meaning – meaningless, driver – driverless, sleep – sleepless, end – endless...

Can you add more examples?



b Answer the questions.

- What problems do they think future transport will have?
- Which means of transport mentioned would you like most? Why?
- What other means of transport do you think will be used in the future?

2 Facts or opinions? Tick (✓) in the **F** (Fact) or **O** (Opinion) box.

Remember!

- A fact is something which can be proved (to be true or false).
Summer days are longer than winter days.
- An opinion is something which you believe or feel.
Summer is the best season.



	F	O
1. Driverless cars already exist.		
2. They look so cool!		
3. A jet pack doesn't take lots of space.		
4. Then perhaps a teleporter is the best.		
5. Solar energy will power everything!		

3a Can you find any future means of transport from the conversation in **1** here?



Adjectives

flying underwater
high-speed space
driverless pilotless
environmentally-friendly
solar-powered wind-powered
electric

Nouns

car
train
bicycle
airplane
taxi
helicopter
bus
ship



b Now combine more adjectives and nouns. How many words can you make? Be creative!

c Choose your three most interesting means of transport. Then share them with your partner.

Example:

A: I think a space train sounds great.

B: Oh. I don't. I think an underwater bus is better!

A CLOSER LOOK 1

Vocabulary

1 Cross out the means of transport that DOESN'T go with the verb.

Look out!

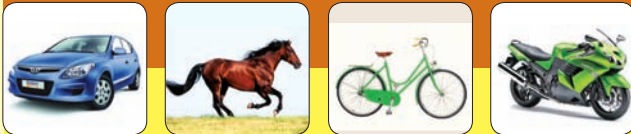
Do you know when you use *drive*, and when you use *ride*?



a. drive



b. ride



c. fly



d. sail



e. pedal



2 The students are thinking of means of transport. Can you match the students with the transport?

It can float!



You need lots of space to park it!



There is heated air inside.



It has two pedals.



It's dangerous if they crash land.



So many people ride them in Viet Nam!



3 In or on? Complete the sentences.

Remember!

- *in* + a car/ a taxi
- *on* + a bus/ a train/ a plane/ a boat/ a bicycle/ a motorbike
- *go on foot*.



1. In the future most people will travel _____ flying trains.
2. 'Sorry, I'm _____ the bus and will arrive in 5 minutes.'
3. Minh Duc often goes to school _____ foot.
4. The actress arrived _____ a helicopter.
5. They prefer to go _____ their car than _____ the train.

Pronunciation

Rising and falling intonation for questions

4 Listen and tick the correct box.

		
1		
2		
3		
4		

Look out!

- We use *rising* intonation for Y/N questions.
- We use *falling* intonation for Wh - questions.

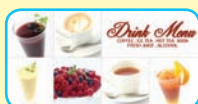


5 Now repeat the questions.

- What will be next?
- Do you think you can use it in bad weather?
- How much fuel will these means of transport use?
- Will pollution be much worse?

6 Practise these questions. Work out whether they have rising or falling intonation? Then listen and repeat.

- Have you ever heard of bullet trains?
- Will you be a doctor in the future?
- What would you like to drink?
- Who do you think will win?
- Do you think we will use driverless cars in the future?



7 In pairs, ask and answer the questions in 6.

A CLOSER LOOK 2

Grammar

Will for future prediction

1 Listen again to part of the conversation. What words do Phuc, Veronica and Mai use when talking about the future? Complete the rules in the box.

Mai: Wow! Driverless cars already exist. I can't believe it.

Veronica: Yes, they look so cool! What will be next?

Phuc: I'm sure there'll also be flying cars.

Mai: Does that mean we'll still have traffic jams ... in the sky?

Veronica: Ha ha, yes, maybe there will be!

Phuc: No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

Mai: I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take lots of space, and I'll use mine to fly anywhere easily.



We often use _____ to make a prediction about the future.

Example: It will rain tomorrow.

How will people travel in the year 2100?

Affirmative	S + will + V
Negative	_____
Interrogative	_____

2 Rearrange the words to make sentences.

1. People / until / flying cars / use / won't / the year 2050.
2. Do you think/ increase / next month / the fuel price / will /?
3. arrive / next week / won't / The mail / until /.
4. I don't think / he / the new position / take / will /.
5. use / solar energy / will / in the future / more / We /.



3 Minh Duc is asking a fortune-teller about his future. Complete the sentences with the correct form of will.

Minh Duc: _____ I (1. be) _____ successful?

Fortune-teller: Yes, you (2. be) _____ a successful person.

Minh Duc: _____ I (3. be) _____ happy?

Fortune-teller: Yes, you (4. be) _____ happy.

Minh Duc: _____ I (5. be) _____ famous?

Fortune-teller: No, you (6. not be) _____ very famous. But you (7. travel) _____ a lot.

Minh Duc: Wow, that's great!



Possessive pronouns

4 Complete the sentences with possessive pronouns. Look at the example.

Example:

This is your pen. → This pen is yours.

1. This is Thu and Mon's computer.
→ This computer is (Thu and Mon) _____.
2. My bike is black.
→ The black bike is (me) _____.
3. These are his shoes.
→ These shoes are (he) _____.
4. This is Veronica's cat.
→ The cat is (Veronica) _____.
5. That is our picture.
→ The picture is (we) _____.

Remember!

- We use a possessive pronoun **instead of a phrase**:

Example: Phuc's bike is red. Mine is blue. (mine = my bike)

- A possessive adjective comes **before** a noun.

Example: Their garden is so beautiful!



Personal pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
she	her	hers
he	his	his
it	its	its
we	our	ours
they	their	theirs

5 GAME: Now, choose any five things you can see in the classroom. Make sentences about them.

Example:

This classroom is ours.

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

COMMUNICATION

Extra vocabulary

metro skytrain gridlocked

PROBLEMS AND SOLUTIONS

- 1 What problems with transport do you have? With a partner, discuss and make a list.
- 2 Now read this case study and article about transport problems in Wonderland. Underline all the problems you can find.



Case study

Wonderland is the planet's biggest city without a metro system or skytrain! This city, of 26 million people, is getting more and more gridlocked.

Every day over 1,000 new cars add to the traffic. The city is facing serious pollution problems. There are fewer buses than there used to be, and almost 10 million cars drive in and around Wonderland every day!

Local Voice

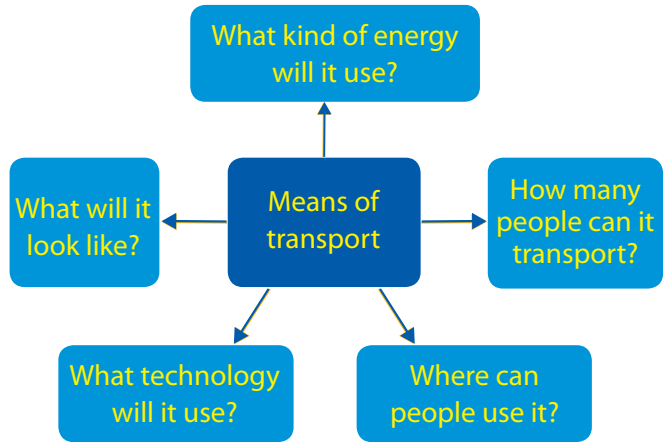
'Yes, that bicycle is mine. I used to drive to work. But it took 2 hours!

Now I ride a bicycle. The traffic is so bad that cycling has become quicker! But, the pollution is very bad from all the cars. I don't know what I'll do in the future!

Adri Prakoso, Wonderland



- 3 In groups, think of a future means of transport that will help people in Wonderland. Brainstorm your ideas below.



- 4 Present your solutions to the class. As you listen to other groups, write your comments in the table below.

Group name	Interesting idea? (1-5)	Does it answer the problem? (1-5)	Favourite part? (make a note)

SKILLS 1

Reading

1 Look at the pictures below. What do you think is the connection between them?



2 Read the text below and find the names of the transport inventions.

There have been many interesting transport inventions. Some become popular, but others flop!

The personal hover scooter floats above the ground. It travels at around 30 kph. But it isn't popular. Maybe that's because it's too expensive. Personally, I think it's too hard to park!

The monowheel is a single-wheel bike. The driver sits inside the wheel and pedals to go forward. It has one major problem – it can fall over very easily. I think it looks rather weird.

The Segway is a success. It's a two-wheeled vehicle. The driver pulls the handle to go back or pushes it to go forward. It's not as popular as the inventors hoped, but you might see one in an airport, or park. I guess it is a convenient, green way to travel.

Which new inventions will we use in the future? Which ones won't we use? It's hard to know!

3 Can you find words in the text to match the definitions below?

1. a new creation
2. not to become popular
3. strange or unusual

4 Answer the following questions.

1. Which of the inventions is the most popular?
2. Why don't many people use the personal hover scooter?
3. Which transport does the writer think is strange?
4. Which transport is eco-friendly?

Speaking

Study Skill: Opinion signal words

believe will/ will not
 think possibly
 in my opinion probably
 maybe

5 Read the text again. Which statements are facts? Which are the writer's opinion?

Put them into the **Facts** or **Opinions** boxes.

1. It travels at around 30 kph.
2. Maybe that's because it's too expensive.
3. In my opinion it's too hard to park!
4. It has one major problem – it can fall over very easily.
5. I also think it looks rather weird.
6. The driver pulls the handle to go back or pushes it to go forward.

● **Facts**

● **Opinions**

6 Now in pairs, talk about the transport below. Use a mix of facts and opinions.



Fact File

Name: Sinclair C5

Description: Three wheels; small; electric power

Why flopped: bad in rain/ cold weather; slow; not safe

SKILLS 2

Listening

1 Look at the picture. Which do you think are the correct options below?



1. This vehicle *can/cannot* fly.
2. It *needs/doesn't* need a driver.
3. Learning to drive this vehicle is *easy/not easy*.
4. We *can/can't* buy them today.
5. It *is/isn't* very fast.

2 Now listen and check your answers.

3 Listen again and answer the following questions.

1. What is the name of the vehicle?
2. How fast can it travel?
3. In which year was it designed?

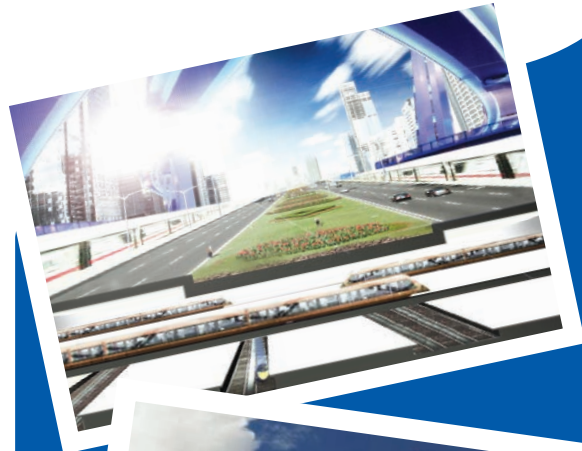
4 Tick (✓) the benefits of this vehicle that are mentioned in the recording.

1. It can avoid traffic.	<input type="checkbox"/>
2. It can avoid bad weather.	<input type="checkbox"/>
3. It travels fast.	<input type="checkbox"/>
4. You can invite three of your relatives or friends to travel with you in this vehicle at the same time.	<input type="checkbox"/>
5. Learning to drive the car is simple.	<input type="checkbox"/>

Writing

5 Write a short paragraph about a future means of transport in this unit. Include both facts and your opinions about the vehicle.

- name of transport
- how it looks
- how it functions
- what you think about it



6 Swap your writing with your partner. Find which sentences are facts, and which ones are opinions. Do you agree or disagree with your friend's opinions?

LOOKING BACK

Vocabulary

1 Use the clues in the two pictures to form a phrase.

a  +  = *environmentally-friendly helicopter*

b  +  =

c  +  =

d  +  =

e  +  =

2 Complete this table.

TRANSPORT POSSIBILITIES IN THE FUTURE

	Verb (ride,...)	Energy used (solar,...)	Characteristics (intelligent, flying,...)
bicycle			
car			
train			
airplane			

Grammar

3 Change the personal pronouns in brackets into suitable possessive pronouns.

This bicycle is (1. I) _____. It's parked next to (2. you) _____. Are Phuong and Dung at school today? I can't see (3. they) _____. I really like Anna's bike. I wish I had (4. she) _____.

4 Look at the information about *skycycling tubes*. Then write a description of this means of transport using *will* and *won't*.



(+) easy-to-drive
slow
healthy
environmentally-friendly

(-) driverless
cheap
high-speed

Skycycling tubes will be easy to drive. They will _____ . They _____ .

Skycycling tubes won't be driverless. They won't _____ .

They _____ .

Communication

5 Match the sentences in A with those in B.

A

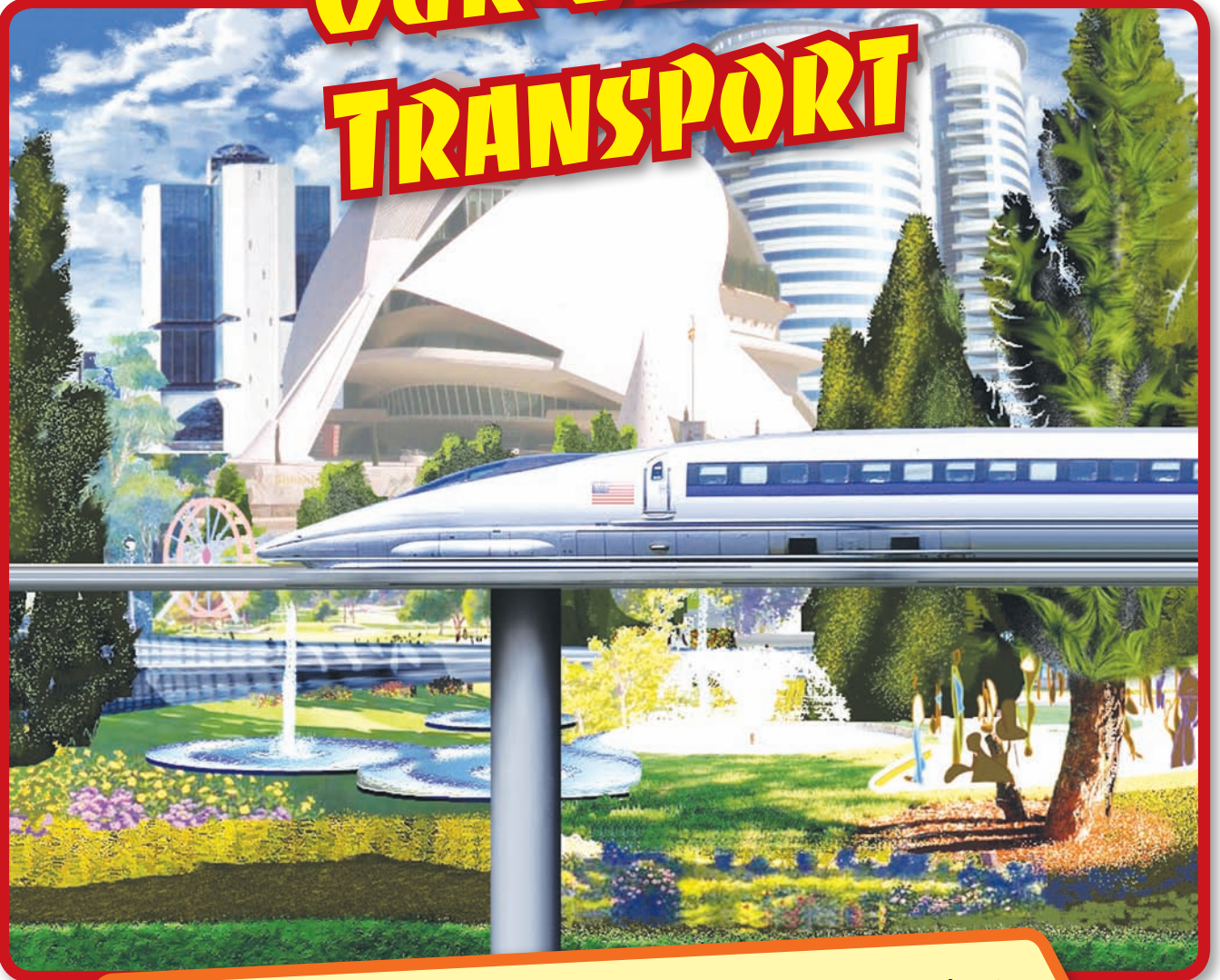
- Will we travel in driverless cars in the future?
- Will we have high speed trains in the next five years?
- I think we will have electric taxis very soon.
- Will the Segway be environmentally-friendly?
- I hope it will be a lovely picnic

B

- Yes, of course.
- Oh, I think we won't have them until the year 2030.
- I don't know. Perhaps we won't travel in driverless cars in the future.
- Yes, I just hope it won't rain. environmentally-friendly?
- Yes, maybe we will.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about means of transport and travelling in the future			
• use <i>will</i> for future prediction			
• use possessive pronouns			
• understand the difference between facts and opinions			
• use signal words when giving opinions			

OUR OWN FUTURE TRANSPORT



In groups, brainstorm ideas for your future means of transport. Think about the following:

- Where does it travel? Does it fly, float, drive or something else?
- How does it travel? Do you pedal it? Or is it electric? Is it solar-powered or wind-powered?
- Who drives it? Is it driverless?
- What does it look like?
- What are its benefits?

Design a presentation about your future transport with your group.

GETTING STARTED**A holiday story****1** Listen and read.

Nam: Welcome back, Phuong! Brazil is amazing, isn't it?

Phuong: It is, Nam, and it's very diverse!

Nam: What do you mean?

Phuong: The beaches in the south are so peaceful, while cities like Rio are overcrowded.

Nam: What about the people?

Phuong: In Rio some people are wealthy, with high living standards. But there are also poor people who live in slums.

Nam: Life must be difficult in the slums.

Phuong: Yes, the slums are overcrowded, and crime is a major problem there.

Nam: Crime affects everyone in the city, doesn't it?

Phuong: It does, Nam. But there are probably other problems in the slums too, like disease, and poor healthcare, ...

Nam: Wow, did you see that yourself?

Phuong: No, visitors don't usually visit the slums. It's too dangerous.

Nam: There are probably fewer things to see and to do in the slums, aren't there?

Phuong: Yes. However, I love Brazil and I had a very good time there.

Nam: Sure, it's a real experience, isn't it?

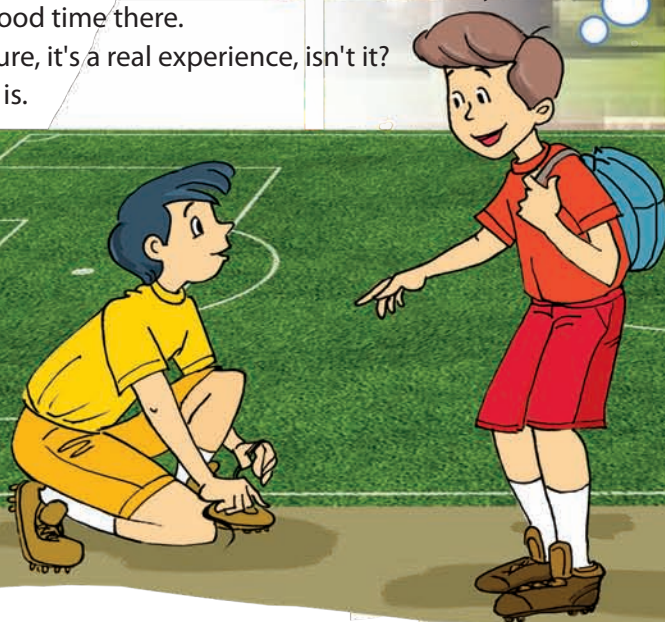
Phuong: It is.

THIS UNIT INCLUDES:**VOCABULARY**

Overcrowded places

PRONUNCIATION

Word stress: review

GRAMMARComparisons of quantifiers: *more, less/ fewer*
Tag questions**COMMUNICATION**Talking about the causes and effects of
overpopulation

a Read the conversation again, and tick (✓) true (T) or false (F).

T F

- | | | |
|---|--------------------------|--------------------------|
| 1. Phuong thinks Brazil is interesting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Places in Brazil are very different. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rio's problems are only in the slums. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It is not safe for tourists to visit the slums. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nam thinks Phuong's visit to Brazil is not worthwhile. | <input type="checkbox"/> | <input type="checkbox"/> |



b Read the conversation again. Find a word or phrase to match the following.

1. very different

2. rich

3. big or serious

4. small houses in bad condition where poor people live

5. bad action against the community

2 Match the words in the box with the pictures. Then listen and repeat the words.

- a. overcrowded c. wealthy e. poor
b. peaceful d. spacious



1. _____



2. _____



3. _____



4. _____



5. _____

3 Use some of the words in **2** to describe a person or a place you know.

Example:

I visit my native village every year. I love the peaceful atmosphere there.

4 Work in groups. Make a list of the problems which you think are connected to an overcrowded area.

Example:

There is not enough space to play in.

5 Share your list with the class and see if they agree with you.

A CLOSER LOOK 1

Vocabulary

1 Listen and number the words in the order you hear them.

crime healthcare disease poverty
 shortage malnutrition space dense

2 Complete the sentences with the words from 1.

1. Good _____ helps people to stay healthy, and to live longer.
2. When people need money badly, they may commit _____.
3. _____ spreads more quickly in overcrowded areas.
4. _____ is the major cause of death for children living in the slums.
5. In most big cities there are many wealthy people, but _____ is still a problem.

3 Match a cause with its effect.

Cause	Effect
1. poverty	a. not enough space
2. overpopulation	b. crime
3. not enough food	c. air pollution
4. shortage of clean water	d. disease
5. too many vehicles	e. drought
6. no rain	f. malnutrition



4 Work in groups. Think of some problems for each place below and write them under the place. Share your ideas with the class.



a. _____



b. _____



c. _____

Pronunciation

Word stress

5 Listen and mark the stress in the words.

spacious	pollution	poverty
stressful	hungry	nutrition
increase	support	violence
shortage	disease	healthcare

Listen again and repeat.

Look out!

Some two-syllable words can be a noun or a verb. The stress changes when the use of the word changes.

	Noun	Verb
General rules	Stress on the first syllable ○ ○ e.g. This 'record is great	Stress on the second syllable ○ ○ e.g. Can you re'cord this program for me?
	Group 1	Group 2
Exceptions	Both nouns and verbs have stress on the first syllable. ○ ○ e.g. There's no 'answer to this question.	Both nouns and verbs have stress on the second syllable. ○ ○ e.g. Shall we go and watch the pa'rade?

6 Listen and repeat each pair. Mark the stress on the words in the table below.

Example: 'record (n) re'cord (v)

Words	As a noun	As a verb
record	record	record
picture	picture	picture
answer	answer	answer
parade	parade	parade
support	support	support

A CLOSER LOOK 2

Grammar

Comparisons of quantifiers: *more, less/ fewer*

1 Read the sentences.

- Children in the slums have more diseases than those in wealthy areas.
- The countryside has fewer problems than a big city.

Comparisons of quantifiers

>	more _____ than
	traffic, pollution, food ... problems, solutions ...
<	less _____ than
	nutrition, clean water ... fewer diseases, criminals ...

2a Read the information about the two cities.



Brumba

Density: 4,509 people/km²

Accommodation: 57% in slums

Average earnings: 4\$/day

Enough food: 45% population

Children over 10 going to school: 71%



Crystal

Density: 928 people/km²

Accommodation: 3% in slums

Average earnings: 66\$/day

Enough food: 98% population

Children over 10 going to school: 98%

b Read the comparisons of the two cities, and decide if they are true. If they are not, correct them.

1. In Brumba, there are more people per square kilometre.
2. In Brumba, fewer people live in slums.
3. People in Crystal earn less per day.
4. More people in Crystal have enough food.
5. In Brumba, fewer children over ten go to school.

3 Fill the sentences with *more*, *less* or *fewer*.



1. February has _____ days than January.
2. Overpopulation is causing _____ problems than we can imagine.
3. Big cities suffer _____ pollution than the countryside.
4. A teacher needs _____ calories than a farmer.
5. A healthy child requires _____ care than a sick one.

Tag questions

Study the example:



Remember!

A tag question is a short question. It follows a statement. It's added at the end, after a comma.

Overpopulation is a serious problem,	<u>isn't it?</u>
You haven't bought the ticket,	<u>have you?</u>
Most children want to have the freedom to do what they want,	<u>don't they?</u>

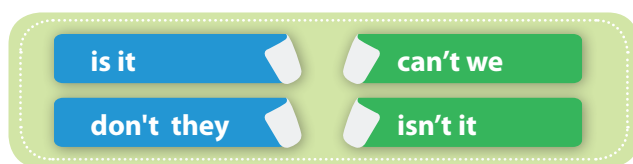
Note: A positive sentence has a negative tag. A negative sentence has a positive tag.

4 Check if the tags are correct. If they are not, correct them.

1. You live in the countryside, *do you?*
2. Immigration causes overpopulation in big cities, *isn't it?*
3. The city will have to find a solution to reduce traffic jams, *won't it?*
4. The lives of people in overcrowded cities are getting more difficult, *aren't they?*
5. Lower death rate is one reason for population growth, *is it?*
6. These narrow streets can't support more traffic, *can't they?*



5 Choose one of the question tags in the box to fill each blank in the interview.



- Interviewer:** Overcrowded places have a lot of problems, (1)_____?
- Guest speaker:** Sure. Traffic jams, pollution, noise ...
- Interviewer:** Traffic jam is the most serious problem, (2)_____?
- Guest speaker:** Not really. We can see homeless people in many places in big cities, (3)_____? The city cannot build enough houses for all of its people.
- Interviewer:** So they live wherever they can, under a bridge, in a deserted house ...
- Guest speaker:** Yes, and some of them become criminals.
- Interviewer:** This shortage of accommodation is not easy to solve, (4)_____?
- Guest speaker:** No, it isn't.



COMMUNICATION

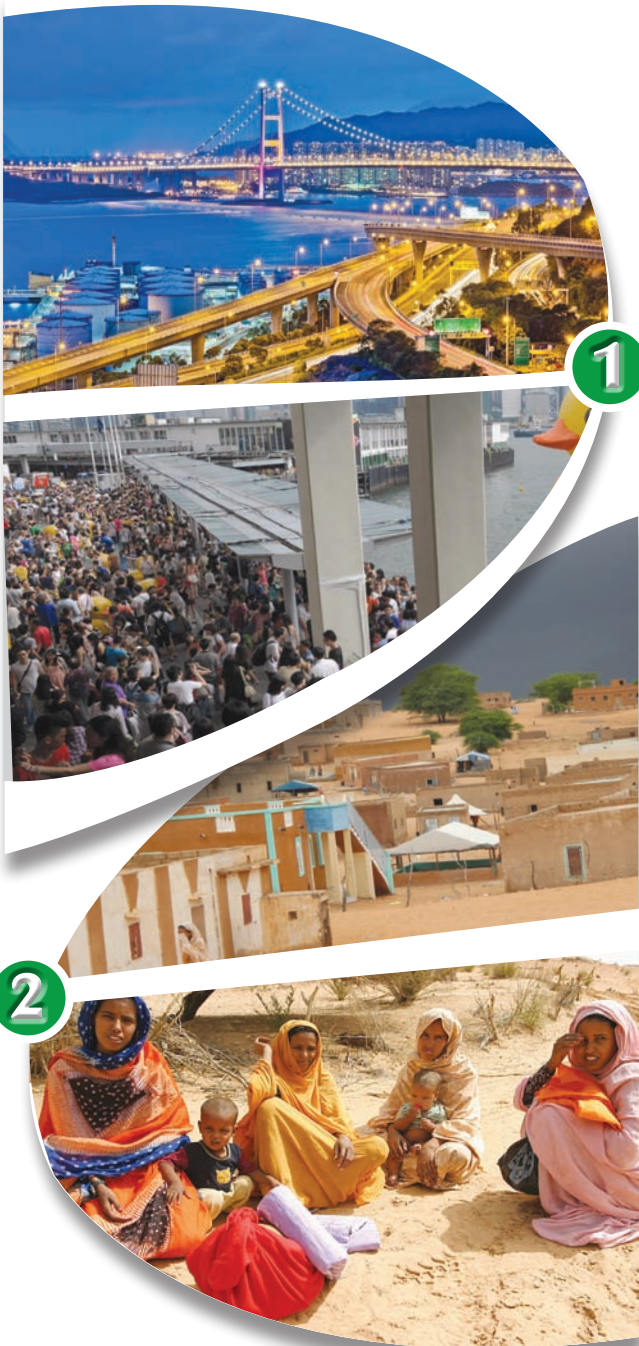
Extra vocabulary

densely populated density
physician slavery

1 Look at the pictures and discuss

1. What places they are.
2. How they are different.

Make a list of your ideas and share them with your class.



2 Match the words below with the places in 1.

poor healthcare	good education
high living standards	crime
clean water	malnutrition
densely populated	hunger

3 Read the information about the two places.

Mauritania, the desert nation in Africa

Area: 1,030,700 km²
(world's 29th largest country)

Population: over three million people

Density: three/km²

Economy: mainly agriculture

Healthcare: poor, high infant death rate

Problems: three quarters desert, slavery, child labour, hunger

Unusual fact: obese women are considered beautiful.



Hong Kong

Area: 1,104 km²

Population: over seven million people

Density: over six thousand/km²

Economy: service industry and tourism

Healthcare: one of the best healthcare systems in the world

Problems: overcrowded, crime

Unusual fact: most skyscrapers in the world



4 Work in pairs. Use the information given in 3 to talk about the ways that the two places are different.

Example:

The population of Mauritania is very small, only over three million people. Hong Kong is much larger. It has more than seven million people.

SKILLS 1

Reading

1 Look at the list of cities below. Which do you think has the largest population? Share your ideas with your partner.

London Jakarta Tokyo
Shanghai Manila

Example:

A: I think London is number one, isn't it?

B: I don't think so. I think Shanghai is the biggest.

2 Read the passage below and check your answer.

3 Read the passage again. Choose the correct heading for each paragraph.

A. Issues for everyone **C.** Problems for the poor

B. Population explosion **D.** Which are the biggest?

The rise of megacities!

1. _____

Chances are, you are reading this article in a big city. Population growth is far faster than ever before and that is especially true in cities like Tokyo and Shanghai.

2. _____

People from the countryside move to cities to find work and a better standard of living. These cities are so large they have been named megacities. The largest is Tokyo, followed by Shanghai, Jakarta, and Manila. Some way behind is London, with a relatively small 15 million people.

3. _____

However, life in cities is not always better. Homelessness is a big problem. When people do have homes, they are often in slums where disease and poor healthcare are problems.

4. _____

Problems affect richer people too. Traffic blocks roads for hours in cities like Bangkok and Mexico City. Air pollution is so bad in some cities that people do not want to go out.



4 Read the passage again and choose the best answer A, B, or C.

- The world's population is _____.
A. growing slowly **B.** staying the same
C. growing quickly
- Tokyo has _____ people.
A. below 15 million
B. around 15 million
C. much more than 15 million
- Problems in big cities affect _____.
A. poor people **B.** people who live in slums
C. everyone
- Some problem that poor people face in cities include _____.
A. traffic and air pollution
B. healthy problems and stress
C. having no home or living in slums
- When air pollution is bad, people _____.
A. only go out at night
B. don't go out
C. move to smaller cities

Speaking

5 Work in groups. Look at the places below and discuss some possible disadvantages that people using them may have.

- An overcrowded school
- An overcrowded bus
- An overcrowded block of flats

Share your ideas with the class.

These verbs and expressions can help.

One disadvantage of ... is ...
It's difficult to ...
It will be ...



SKILLS 2

Listening

- 1 Look at the film poster below. What do you think the film is about?



- 2 Listen to the film review and check your ideas.



- 3 Listen again and answer the questions.

1. Where was the story taken from?
2. Who is the main character in the film?
3. What unusual thing happens to the young man?
4. Why do the producers think he isn't smart?
5. What does the reviewer think of the film?

Writing

- 4 Read the passage about the slum featured in 'Slumdog Millionaire'.

Dharavi slum is in India. It is one of the largest slums in the world.

Today, the population of Dharavi is over one million. That is much bigger than in 1890. Then Dharavi was a fishing village with a population of a few thousand people.

In 1950 the population was around one hundred thousand people. Since then, Dharavi has grown and grown!



- 5 Look at the chart below. It shows the population change in Ho Chi Minh City over the past 30 years. Write a short paragraph describing the change. Use the passage in 4 to help you.



Population growth in Ho Chi Minh City

LOOKING BACK

Vocabulary

1 Match the words with their definitions.

1. overcrowded 2. poor 3. peaceful
4. spacious 5. busy

- A. too many people
B. to have very little money
C. calm and quiet
D. a large area where it is easy to move
E. a lot of things happening

2 Write a sentence for each of the following words.

Example:

Crime is a problem in big cities.

crime 1. _____
healthcare 2. _____
disease 3. _____
poverty 4. _____
education 5. _____

Grammar

3 Put an appropriate tag question at the end of each sentence. Then match the questions to their answers.

Questions	Answers
1. We have more tourists this year, _____?	a. No, there are fewer than last year!
2. You got stuck in a traffic jam on the way home, _____, Mum?	b. Yes, they do, particularly big cities in China.
3. There will be a solution to this shortage of clean water, _____?	c. I hope there will.
4. We should do something to reduce poverty, _____?	d. Yes, we should. But how?
5. Big cities suffer more from air pollution, _____?	e. Yes, as always, dear.

4 Look at the situation and complete the effects with *more*, *fewer* or *less*.

Situation. A new factory will be built in my neighbourhood.

- The factory will bring _____ jobs to local people.
- _____ people will move here to work in the factory.
- These people will need _____ water and electricity.
- There will be _____ space for children to play.

Communication

5 I've got more!

Work in groups. Look at the situations and talk about their possible effects.

Example:

Situation: A cousin is moving in to share your room for two months.

- Effects:**
- It will lose my privacy.
 - I can have more fun.
 - I will have less space of my own.



Situation 1. The karaoke next to your house is attracting more and more young people coming.

Situation 2. A flea market has been established in your neighbourhood.

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use words to describe overcrowded places and to describe the effects of overcrowding form comparisons of quantifiers use tag questions write about the population change 			

THE WORLD WE LIVE IN



Divide the class into groups of four or five.

1. Each group searches for an under-populated place.
2. Note down some facts about the place:
 - which place it is;
 - what life is like there;
 - what can be the cause(s) of this small population.

Then each group presents their project to the class.

REVIEW 4 (UNITS 10-11-12)

LANGUAGE

Pronunciation

- 1** Listen to the conversation and mark the rising (↗) or falling (↘) intonation for each question.

Nick: Phong. The idea of riding to school on a monowheel is so exciting.



Phong: What's a monowheel?

Nick: It's a single-wheel bike.

Phong: Single-wheel?
How do you ride it?

Nick: You just sit inside the wheel and pedal.

Phong: Hm ...! Is it easy to fall?

Nick: I suppose so, but you should take adventures, shouldn't you?

Phong: No, not me. Why do you like it?

Nick: Can't you imagine? I can see people looking at me with admiration. Wow!

Listen again and repeat.

Vocabulary

- 2** Form a suitable word from the word stem to fill the sentences.

- | | |
|--|--------|
| 1. Have you found a _____ to that math problem? | solve |
| 2. Natural sources cannot provide enough energy to support this _____ world. | crowd |
| 3. Do you know that we have _____ cars? They don't need a driver. | drive |
| 4. Of all the _____ in the world, which one do you like best? | invent |
| 5. Playing outside is _____ than staying inside. | health |

- 3** Choose A, B, or C to complete sentences.

- In Mongolia, *dung* is a kind of _____. People use it for cooking and heating.
A. energy source B. footprint C. accommodation
- To save money, we learn to _____ some daily products like coca cola bottles.
A. keep B. reuse C. produce
- In the green future, vehicles will be powered by _____.
A. solar energy B. coal C. gas

- I am dreaming of a _____, which can take me to another place in seconds in any weather.
A. three-wheel bicycle
B. teleporter
C. sports car
- Clean water which is _____ through pipes is called piped water.
A. supplied B. given C. run

Grammar

- 4** Use the verbs in brackets in the future simple active (will do) or the future simple passive (will be done) to complete the sentences.

- Children _____ to school in a jet pack. (fly)
- Solar panels _____ to produce energy. (use)
- All the slums in this area _____ for new multi-storey buildings. (demolish)
- We _____ robots to help us with some of our housework. (have)
- I hope someone _____ a machine to do homework for me. (invent)

Everyday English

- 5** Put the sentences in the right order to form a conversation.



- On a tree?
- Maybe. But that's my DREAM.
- Phong, tell me your dream.
- Slow but you can save energy. And my house is not far from school.
- And ... will you still go to school?
- Sure. But not on a crowded bus. I'll pedal to school on a monowheel.
- I will have a small wooden house on a tree.
- A monowheel is slow.
- Yes, where I can be away from noise and I can hear birds singing.
- You sound unrealistic.

SKILLS

Reading

HUNGER

1 Which of the causes of hunger below do you think is the most serious in your country? Tick (✓) it.

- Overpopulation
 Wars
 Weather-related disasters



2 Read the text and choose the best answer for each question.

Hunger has become a serious problem in many parts of the world.

The first cause of hunger is the fast growth of population. The earth is no longer able to feed its more than seven billion people. There is not enough land for growing food.

The change of climate also brings to the earth more weather-related disasters such as storms and droughts ... They heavily destroy crops.

Wars are still happening. People are fighting, or running away from home. There's nobody to work on the field or in the factory to produce food.

Technology is working hard to help solve part of this problem. In the future, we will have warning systems to reduce the loss from natural disasters. Low-cost means of transport will also be used to carry food to area-in-need.

- Drought is an example of _____.
A. weather-related disasters
B. a human activities
C. climate
- One possible consequence of a war is that _____.
A. people will buy food from other countries
B. people cannot work to produce food
C. more disasters will happen
- The problem of hunger can be solved with the help of _____.
A. expensive means of transport
B. technology
C. wars

Speaking

3 Game

- Choose one of the words in the list below, keep it to yourself.
- Ask questions to find out which word A has chosen. Your questions should not contain any of the words in the list.

coal	hunger	sunlight	ride
teleporter	energy	transport	pollute

Example:

- (has chosen the word 'coal')
- Is it a noun?
A. Yes, it is.
B. Does it have colour?
A. Yes, it does.
B. What colour is it?
A. It's black.
B. It's 'coal'.

Listening

4 Which words (A, B or C) do you think is closest in meaning to the word 'footprint'?

- The effects
- The environment
- Our actions



5 Listen to the conversation and answer the questions.

- What word is Phong searching for?
- Does this word have only one meaning?
- Does Phong explain the meaning of this word to Nam?
- What happens if we take care of the trees around us?

Writing

6 Imagine an ideal means of transport for YOUR area. Write a short description of it.



In your writing, you should mention:

- the name you give to it
- what it is like
- what kind of energy it uses
- why it is good for your area

Abbreviations

- adj : adjective
 adv : adverb
 con : conjunction
 n : noun
 pre : preposition

animation (n)	/ˌæniˈmeɪʃən/	phim hoạt họa	Unit 8
abundant (adj)	/əˈbʌndənt/	nhều, phong phú	Unit 10
alternative (adj)	/ɒlˈtɜːnətɪv/	có thể lựa chọn thay cho vật khác	Unit 10
available (adj)	/əˈveɪləbəl/	có thể dùng được, sẵn có	Unit 10
automated (adj)	/'ɔːtəmeɪt/	tự động	Unit 11
affect (v)	/əˈfekt/	tác động, ảnh hưởng	Unit 12
boat (n)	/bəʊt/	con thuyền	Unit 7
biogas (n)	/'baɪəʊˌɡæs/	khí sinh học	Unit 10
bulb (n)	/bʌlb/	bóng đèn	Unit 10
block (v)	/blɔːk/	gây ùn tắc	Unit 12
cannon (n)	/'kænən/	súng thần công, đại bác	Unit 9
celebrate (v)	/'selɪbreɪt/	kỷ niệm, làm lễ kỷ niệm	Unit 9
celebration (n)	/'selɪˈbreɪʃən/	sự/lễ kỷ niệm	Unit 9
celebratory (adj)	/'selɪˈbreɪtəri/	mang tính kỷ niệm	Unit 9
cheat (v)	/tʃiːt/	lừa đảo	Unit 12
circle (n)	/'sɜːkl/	vòng tròn	Unit 7
chaos (n)	/'keɪɒs/	sự hỗn loạn, sự lộn xộn	Unit 9
cultural (adj)	/'kʌltʃərəl/	mang tính văn hóa, thuộc về văn hóa	Unit 9
culture (n)	/'kʌltʃə/	văn hóa, nền văn hóa	Unit 9
coal (n)	/kəʊl/	than đá	Unit 10
consumption (n)	/kən'sʌmpʃən/	sự tiêu dùng	Unit 10
crash (v, n)	/kræʃ/	va chạm	Unit 11
crime (n)	/kraɪm/	tội phạm	Unit 12
criminal (n)	/'krɪmɪnəl/	kẻ tội phạm	Unit 12
critic (n)	/'krɪtɪk/	nhà phê bình	Unit 8
dangerous (adj)	/'deɪndʒərəs/	nguy hiểm	Unit 10
density (n)	/'densɪti/	mật độ dân số	Unit 12
direct (v)	/dɪˈrekt/	làm đạo diễn (phim, kịch...)	Unit 8
disaster (n)	/dɪˈzɑːstə/	tai họa, thảm họa	Unit 8
diverse (adj)	/daɪˈvɜːs/	đa dạng	Unit 12
documentary (n)	/'dɒkjəˈmentri/	phim tài liệu	Unit 8

driverless (adj)	/'draɪvərləs/	không người lái (tự động)	Unit 11
Easter (n)	/'iːstə/	lễ Phục sinh	Unit 9
eco-friendly (a)	/'iːkəʊˌfrendli/	thân thiện với hệ sinh thái/thân thiện với môi trường	Unit 11
effect (n)	/'ɪfekt/	kết quả	Unit 12
electricity (n)	/'ɪˌlekˈtrɪsɪti/	điện năng	Unit 10
energy (n)	/'enədʒi/	năng lượng	Unit 10
entertaining (adj)	/'entəˈteɪnɪŋ/	thú vị, làm vui lòng vừa ý	Unit 8
environmentally-friendly (adj)	/'ɪnˌvaɪrənˈmentəl- 'frendli/	thân thiện với môi trường	Unit 11
exhausted (adj)	/'ɪɡˌzɔːstɪd/	cạn kiệt	Unit 10
explosion (n)	/'ɪkˌspləʊʒən/	bùng nổ	Unit 12
festival (n)	/'festɪvəl/	lễ hội	Unit 9
festive (adj)	/'festɪv/	mang tính lễ hội, thuộc về lễ hội	Unit 9
flea market (n)	/'fliːˈmɑːkt/	chợ trời	Unit 12
float (v)	/fləʊt/	nổi	Unit 11
flop (v)	/flɒp/	thất bại	Unit 11
flying car (n)	/'flaɪɪŋ ˌkɑːr/	một loại xe kết hợp giữa ô tô và máy bay	Unit 11
fly (v)	/flaɪ/	lái máy bay, đi trên máy bay	Unit 7
fossil (n)	/'fɒsəl/	hóa thạch	Unit 10
fuel (n)	/'fjuːəl/	nhiên liệu	Unit 10
goggles (n, plural)	/'gɔːɡlz/	kính bảo hộ	Unit 9
greasy (adj)	/'ɡriːsi/	trơn, nhờn	Unit 9
gridlocked (adj)	/'ɡrɪdlɔːk/	(giao thông) kẹt cứng	Unit 11
gripping (adj)	/'ɡrɪpɪŋ/	hấp dẫn, thú vị	Unit 8
harvest (n)	/'hɑːvɪst/	mùa màng	Unit 9
helicopter (n)	/'helɪˌkɒptə/	máy bay trực thăng	Unit 7
high-speed (a)	/'haɪ-spiːd/	tốc độ cao, siêu tốc	Unit 11
highlight (n)	/'haɪlaɪt/	điểm nhấn	Unit 9
hilarious (adj)	/'hɪˈleəriəs/	vui nhộn, hài hước	Unit 8
horror film (n)	/'hɒrə ˌfɪlm /	phim kinh dị	Unit 8
host (v)	/'həʊst/	đăng cai tổ chức	Unit 9
hover scooter (n)	/'hɒvə ˌskuːtə/	một loại phương tiện di chuyển cá nhân trượt trên mặt đất	Unit 11
hunger (n)	/'hʌŋɡə/	sự đói khát	Unit 12
hydro (n)	/'haɪdrəʊ/	thuộc về nước	Unit 10
illegal (adj)	/'ɪˌliːɡəl/	bất hợp pháp	Unit 7
invest (v)	/'ɪnˈvest/	đầu tư	Unit 10
jet (n)	/'dʒet/	tia, vòi	Unit 9

jet pack (n)	/dʒet pæk/	thiết bị bay cá nhân (đeo trên vai) dùng động cơ phản lực	Unit 11
limiting (adj)	/'lɪmɪtɪŋ/	hạn chế, giới hạn	Unit 10
major (adj)	/'meɪdʒər/	chính, chủ yếu, lớn	Unit 12
malnutrition (n)	/,mæl'nju:ˈtrɪʃən/	bệnh suy dinh dưỡng	Unit 12
megacity (n)	/'megəsɪti/	thành phố lớn	Unit 12
metro (n)	/'metrəʊ/	tàu ngầm (trong thành phố)	Unit 11
monowheel (n)	/'mɑ:nouwi:l/	một loại xe đạp có một bánh	Unit 11
must-see (n)	/'mʌst si:/	bộ phim hấp dẫn cần xem	Unit 8
natural (adj)	/'nætʃərəl/	thuộc về tự nhiên	Unit 10
nuclear (adj)	/'nju:kliər/	thuộc về hạt nhân	Unit 10
overcrowded	/,əʊvə'kraʊdɪd/	quá đông đúc	Unit 12
panel (n)	/'pænəl/	tấm ghép	Unit 10
park (v)	/'pɑ:k/	đỗ xe	Unit 7
pavement (n)	/'peɪvmənt/	via hè (cho người đi bộ)	Unit 7
pedal (v, n)	/'pedəl/	bàn đạp	Unit 11
perform (v)	/'pɜ:fɔ:m/	biểu diễn, trình diễn	Unit 9
performance (n)	/'pɜ:fɔ:məns/	màn biểu diễn, tiết mục biểu diễn	Unit 9
performer (n)	/'pɜ:fɔ:mər/	người biểu diễn	Unit 9
plane (n)	/'pleɪn/	máy bay	Unit 7
plentiful (adj)	/'plentɪfəl/	phong phú, dồi dào	Unit 10
poster (n)	/'pəʊstə/	áp phích quảng cáo	Unit 8
poverty (n)	/'pɒvəti/	sự nghèo đói	Unit 12
prohibitive (adj)	/'prə'hɪbɪtɪv/	cấm (không được làm)	Unit 7
project (n)	/'prɔ:dʒekt/	dự án	Unit 9
railway station	/'reɪlweɪ 'steɪʃən/	nhà ga xe lửa	Unit 7
recommend (v)	/'rekə'mend /	giới thiệu, tiến cử	Unit 8
religious (adj)	/'relɪdʒəs/	mang tính tôn giáo, thuộc về tôn giáo	Unit 9
renewable (adj)	/'ri:nju:əbəl/	phục hồi, làm mới lại	Unit 10
replace (v)	/'ri:pleɪs/	thay thế	Unit 10
reverse (v)	/'ri:vɜ:s/	quay đầu xe	Unit 7
review (n)	/'ri:vju:/	bài phê bình	Unit 8
road sign/ traffic sign	/'rəʊd saɪn/ 'træfɪk saɪn/	biển báo giao thông	Unit 7
roof (n)	/'ru:f/	nóc xe, mái nhà	Unit 7
safely (adv)	/'seɪfli/	an toàn	Unit 7
safety (n)	/'seɪfti/	sự an toàn	Unit 7
scary (adj)	/'skeəri/	làm sợ hãi, rùng rợn	Unit 8
science fiction (sci-fi) (n)	/'skeəri/	phim khoa học viễn tưởng	Unit 8

seasonal (adj)	/'si:zənəl/	thuộc về mùa	Unit 9
seatbelt (n)	/'si:t ,belt/	dây an toàn	Unit 7
segway (n)	/'segweɪ/	một loại phương tiện di chuyển cá nhân bằng cách đẩy chân để chạy bánh xe trên mặt đất	Unit 11
serious (adj)	/'sɪəriəs/	nghiêm túc	Unit 9
ship (n)	/'ʃɪp/	tàu thủy	Unit 7
shortage (n)	/'ʃɔ:tɪdʒ/	sự thiếu hụt/ sự thiếu thốn	Unit 10
skycycling (n)	/'skaɪ'saɪ.klɪ/	một hình thức đi chuyển mà người sử dụng đạp bánh xe để đi chuyển khoảng theo đường ray trên không	Unit 11
skycycling tube (n)	/'skaɪ'saɪkɪ tju:b/	khoang của loại tàu skycycling	Unit 11
skytrain (n)	/'skaɪtreɪn/	tàu trên không (trong thành phố)	Unit 11
slogan (n)	/'sləʊgən/	khẩu hiệu	Unit 10
slum (n)	/'slʌm/	khu ổ chuột	Unit 12
slumdog	/'slʌmdɔ:g/	kẻ sống ở khu ổ chuột	Unit 12
space (n)	/'speɪs/	không gian	Unit 12
spacious (adj)	/'speɪʃəs/	rộng rãi	Unit 12
solar (adj)	/'səʊlə/	thuộc hệ mặt trời	Unit 10
solar-powered (a)	/'səʊlə-r-paʊəd/	dùng năng lượng mặt trời	Unit 11
source (n)	/'sɔ:s/	nguồn	Unit 10
star (v)	/'stɑ:/	đóng vai chính	Unit 8
steep (adj)	/'sti:p/	đốc	Unit 9
supersonic (a)	/'su:pə'sɒnɪk/	tốc độ siêu thanh	Unit 11
superstitious (adj)	/'su:pə'stɪʃəs/	mang tính mê tín	Unit 9
survey (n)	/'sɜ:veɪ/	cuộc khảo sát	Unit 8
take place (v)	/'teɪk pleɪs/	diễn ra, xảy ra	Unit 9
teleporter (n)	/'telɪ-'pɔ:tər/	hình thức dịch chuyển tức thời	Unit 11
Thanksgiving (n)	/'θæŋks'gɪvɪŋ/	lễ Tạ ơn	Unit 9
thriller (n)	/'θrɪlə /	phim ly kỳ, giật gân	Unit 8
traffic jam (n)	/'træfɪk dʒæm/	tắc đường	Unit 7
traffic rule/ law obey traffic rules	/'træfɪk rul/ lɔ:əʊ'beɪ 'træfɪk rulz/	luật giao thông tuân theo luật giao thông	Unit 7
train (n)	/'treɪn/	tàu hỏa	Unit 7
triangle (n)	/'traɪ,æŋɡəl/	hình tam giác	Unit 7
tricycle (n)	/'traɪsɪkəl/	xe đạp ba bánh	Unit 7
vehicle (n)	/'vi:kəl/	xe cộ, phương tiện giao thông	Unit 7
violent (adj)	/'vaɪələnt/	có nhiều cảnh bạo lực	Unit 8

Chịu trách nhiệm xuất bản :

Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGUYỄN NGÔ TRẦN ÁI
Phó Tổng Giám đốc kiêm Tổng biên tập GS.TS VŨ VĂN HÙNG

Biên tập nội dung : TRẦN THU HÀ - VŨ THỊ LAI - ELIZABETH ANNE HOLLINS

Biên tập mỹ thuật : NGUYỄN BÍCH LA

Trình bày bìa và minh họa : NGUYỄN BÍCH LA

Thiết kế sách : NGUYỄN THỊ VÂN ANH - THÁI THANH VÂN - ĐỖ CHIẾN CÔNG - NGUYỄN THỊ HỒNG VI

Sửa bản in : TRẦN THU HÀ

Chế bản tại : CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.
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**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo,
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TIẾNG ANH 7 – SÁCH HỌC SINH – TẬP HAI

Mã số : 2H734M4

Số đăng kí KHXB : 01 - 2014/CXB/233 - 1062/GD

In : bản (QĐ.....), khổ 20,5 x 29 cm

Tại :

In xong và nộp lưu chiểu tháng... năm 2014.

BỘ SÁCH TIẾNG ANH LỚP 7



Bạn đọc có thể mua sách tại :

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