

TRƯỜNG ĐẠI HỌC CÔNG NGHỆ THÔNG TIN VÀ TRUYỀN THÔNG

KHOA KHOA HỌC CƠ BẢN



ThS. Hoàng Văn Sáu

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BÀI GIẢNG

ANH VĂN 3

(Tài liệu lưu hành nội bộ)

Thái Nguyên, tháng 8 năm 2022

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MỤC LỤC

Các từ viết tắt	v
Mở đầu	1
Unit 9: ENTERTAINMENT	2
Lesson 1: Unit 9a (No. of periods: 3).....	3
1.1. Vocabulary: Films	3
1.2 Reading: The Tallgrass Film Festival.....	3
1.3 Grammar: Be going to (for plans)	4
Lesson 2: Unit 9b (No. of periods: 3).....	6
2.1 Vocabulary: Talking about TV	6
2.2 Listening: A report about how young people watch videos and TV	7
2.3 Grammar: infinitive of purpose	7
Lesson 3: Unit 9c-Nature in art (No. of periods: 3)	9
3.1 Vocabulary: nature	9
3.2 Reading: Nature in arts	9
Before you read	9
Lesson 4: Unit 9d + 9e (No. of periods: 3).....	11
4.1 Unit 9d	11
4.1.1 Listening: a show at Broadway Theatre.....	11
4.1.2 Real life: inviting and making arrangements	11
4.2 Unit 9e	12
4.2.1 Writing reviews.....	12
4.2.2 Writing skills: giving your opinion with sense verbs	12
End-of-Unit 9 consolidation.....	14
Unit 10: LEARNING	21
Lesson 1: Unit 10a (No. of periods: 3).....	22
1.1 Reading: What have we learned and what is still to learn?	22
1.2 Vocabulary: synonyms and antonyms.....	23
1.3 Grammar: Present perfect	24
Lesson 2: Unit 10b (No. of periods: 3).....	26
2.1. Listening: A news report about Nelson Dellis.....	26

2.2. Grammar: Present perfect and Past simple.....	27
Lesson 3: Unit 10c (No. of periods: 3).....	29
3.1 Vocabulary: daily habits.....	29
3.2 Reading: Good learning habits	29
3.3 Word focus: up.....	30
Lesson 4: Unit 10d + 10e (No. of periods: 3).....	31
4.1 Unit 10d.....	31
4.1.1 Listening	31
4.1.2 Real life: Checking and clarifying	31
4.2 Unit 10e	32
4.2.1 Vocabulary: Email addresses and websites	32
4.2.2 Writing skill: Imperatives	33
End-of-Unit 10 Consolidation.....	35
Unit 11: TOURISM.....	39
Lesson 1: Unit 11a (No. of periods: 3).....	40
1.1 Vocabulary: Types of holidays.....	40
1.2 Reading: Information for tourists and visitors in Australia.....	41
1.3 Grammar: have to / don't have to / can / can't	42
1.3.1 have to/don't have to.....	42
1.3.2 can /can't.....	43
Lesson 2: Unit 11b (No. of periods: 3).....	45
2.1 Vocabulary.....	45
2.1.1 Tourism.....	45
2.1.2 Wordbuilding: word families.....	46
2.1.3 Word focus: take	46
2.2 Listening: a podcast with a travel expert.....	46
2.3 Grammar: should	47
Lesson 3: Unit 11c&d (No. of periods: 3).....	49
3.1 Unit 11c Should I go there?.....	49
3.1.1 Reading: Should I go there	49
3.1.2 Grammar: Indefinite pronouns.....	49
3.2 Unit 11d A holiday in South America.....	50

3.2.1 Listening	50
3.2.2 Making suggestions	51
Lesson 4: Unit 11e (No. of periods: 2).....	53
4.1 Writing: A questionnaire	53
4.2 Writing skill: closed and open questions.....	54
End-of-Unit 11 Consolidation.....	56
Unit 12: THE EARTH.....	61
Lesson 1: Unit 12a (No. of periods: 3).....	62
1.1 Vocabulary: Measurements:	62
1.1.1 Percentage (%).....	62
1.1.2 Kilogram (kg).....	63
1.1.3 Degree Celsius (°C).....	63
1.1.4 Litre (l).....	63
1.1.5 Square metre	63
1.2 Reading.....	64
1.2.1 What is climate change?.....	64
1.2.2 What is the climate change in your country?.....	65
1.3. Grammar.....	66
1.3.1. Grammar: Will future (will/ won't)	66
I. KIẾN THỨC THÌ TƯƠNG LAI ĐƠN CẢN NHỚ.....	66
II. DẤU HIỆU NHẬN BIẾT.....	68
III. CHỨC NĂNG THÌ TƯƠNG LAI ĐƠN	68
1.3.2. Practice.....	70
Lesson 2: Unit 12b - The unexplored Earth (No. of periods: 3)	72
2.1 Listening	72
2.1.1.The Black Hole of Andros	72
2.1.2.Lake Vostok.....	72
2.1.3. The Merume Mountains.....	72
2.1.4. The Foja Moutains	73
2.2. Vocabulary.....	73
2.3. Grammar: definite “The” & Zero Article	74
2.3.1 “The” article.....	74

Lesson 3: Unit 12c Looking for a new Earth (No. of period: 3).....	79
3.1 Reading.....	79
3.2 Word focus - How	80
3.2.1 Các cách đặt câu hỏi với how	80
Lesson 4. Unit 12d & 12e (No. of periods: 3).....	83
4.1 Unit 12d.....	83
4.1.1 Reading Earth Day.....	83
4.1.2. Giving a presentation	83
4.2 Unit 12E – Writing: Announcing an event.....	84
End-of-Unit 12 consolidation.....	85
Tài liệu tham khảo.....	90
Frequently Asked Questions	91
EXAM FOLDER.....	93

Các từ viết tắt

TT	Từ viết tắt	Ý nghĩa của từ
1	S	Subject (chủ ngữ)
2	V	Verb (động từ)
3	N	Noun (danh từ)
4	Ved2	Past participle (quá khứ phân từ 2 của động từ)
5	Adj	Adjective (tính từ)

Một số thuật ngữ

GLOSSARY

Thuật ngữ		Ý nghĩa
Unit 9		
1	audience (n)	khán giả
2	opera house (n)	nhà hát opera
3	outdoor (adj)	ngoài trời
4	screen (n)	màn hình
5	sight (n)	cảnh tượng
6	view (n)	quang cảnh
7	animation (n)	hoạt hình
8	comedy (n)	hài kịch
9	documentary (n)	phim tài liệu
10	horror film (n)	phim kinh dị
11	romantic (adj)	lãng mạn
12	science-fiction (n)	khoa học viễn tưởng
13	director (n)	đạo diễn
14	edit (v)	biên tập
Unit 10		
1	brain (n)	bộ não
2	chemical (n)	hóa chất
3	electrical (adj)	điện
4	energy (n)	năng lượng
5	similarity (n)	sự giống nhau
6	invent (v)	phát minh
7	invisible (adj)	tàng hình
8	ipod (n)	máy nghe nhạc
9	manufacturer (n)	nhà sản xuất
10	prototype (n)	mô hình
11	runway (n)	sàn diễn

12	servant (n)	người hầu/người phục vụ
13	sticky tape (n)	băng dính
14	teleport (v)	dịch chuyển tức thời
Unit 11		
1	holiday (n)	ngày lễ, ngày nghỉ
2	tourism (n)	du lịch, ngành du lịch
3	tour (n)	chuyến du lịch, cuộc đi chơi
4	tourist (n)	khách du lịch
5	go on holiday/go for holiday	đi du lịch
6	environment organisation (n)	tổ chức bảo vệ môi trường
7	sightseeing (n)	ngắm cảnh
8	backpacking (n)	đi phượt
9	destination (n)	điểm đến, đích đến
10	independent (adj)	độc lập
11	jungle (n)	rừng rậm
12	phrase book (n)	sách cụm từ, sách thành ngữ
13	hitchhiking (n)	du lịch quá giang
14	cruise (n)	tàu du lịch, chuyến du lịch bằng tàu
Unit 12		
1	North Pole (n)	Bắc cực
2	South Pole (n)	Nam cực
3	equator (n)	xích đạo
4	Arctic circle (n)	vòng bắc cực
5	Antartic circle (n)	vòng nam cực
6	hemisphere (n)	bán cầu
7	climate (n)	khí hậu
8	temperature (n)	nhiệt độ
9	earth (n)	trái đất
10	measure (v)	đo lường
11	rainfall (n)	lượng mưa
12	astronomer (n)	nhà thiên văn học
13	planet (n)	hành tinh
14	Earth day (n)	ngày trái đất

Mở đầu

Bài giảng Anh văn 3 được tập thể giảng viên thuộc bộ môn Ngoại ngữ - Khoa Khoa học cơ bản biên soạn nhằm phục vụ cho việc giảng dạy của giảng viên và học tập của sinh viên Trường Đại học Công nghệ thông tin và Truyền thông - Đại học Thái Nguyên. Tập bài giảng này được biên soạn theo nội dung đề cương chi tiết học phần Anh văn 3 ở trình độ đại học.

Nội dung tài liệu cung cấp cho sinh viên các kiến thức cơ bản về thị trường lao động, tương lai đơn, hiện tại hoàn thành; hệ thống từ vựng về phim ảnh, nghệ thuật, du lịch, trái đất; các tính huống giao tiếp thực tế. Sau khi hoàn thành học phần này, sinh viên có thể đọc hiểu, nghe hiểu các văn bản có liên quan đến các chủ đề tương ứng trong chương trình, và có thể giao tiếp (bằng lời nói hoặc văn bản) ở mức độ trung cấp. Nội dung tài liệu gồm 4 bài học:

Unit 9. Entertainment

Unit 10. Learning

Unit 11. Tourism

Unit 12. The Earth

Mặc dù tập thể tác giả đã dành nhiều thời gian và công sức để biên soạn, song khó tránh khỏi thiếu sót. Vậy, chúng tôi kính mong quý thầy cô và các bạn sinh viên đóng góp ý kiến để cuốn bài giảng được hoàn thiện hơn. Xin trân trọng cảm ơn.

Unit 9: ENTERTAINMENT

Main content

- Grammar: Be going to (for plans)/ infinitive of purpose
- Vocabulary: places for entertainment/ films/ see or watch/ talking about TV/ nature
- Real life: inviting and making arrangements
- Listening: someone talking about an unusual video/ two people at a film festival /changing TV habits/ two people discussing a Broadway show
- Reading: an article about the Tallgrass film Festival/ an article about nature in arts
- Speaking: deciding which films to see/ your future plans/ explaining preferences
- Writing: text type-review/ writing skill-giving your opinion with sense verbs

Objectives

- Grammar:
 - ✓ Students can make future plans using be going to.
 - ✓ Students can use infinitive of purpose to give the reason for an action.
- Vocabulary: Students can discuss about their place for entertainment or their favourite types of films/ Students can differentiate 'watch' and 'see'
- Real life: Students can invite somebody and make arrangements.
- Listening: Students can understand main ideas and details when someone talks about films.
- Reading: Students can read and understand articles related to films and arts
- Speaking:
 - ✓ Students can talk about films
 - ✓ Students can talk about their future plans
- Writing: Students can make a film, a book review/ Students can give their opinion with sense verbs

Lesson 1: Unit 9a (No. of periods: 3)

1.1. Vocabulary: Films

You are about to learn types of films in English. Let's study them

Animation: A film in which drawings (often created by computer) appear to move. (for example: Kungfu Panda, Tom and Jerry,...)

Comedy: A film that is intentionally funny either in its characters or its action. (for example: Mr Bean, Quan Thanh Tra,...)

Documentary: A film that gives facts and information about a subject. (for example: Điện Biên Phủ-cuộc chiến giữa hổ và voi, Bác Hồ trong trái tim người lính,...)

Fantasy: A film with fantastic themes, usually magic, supernatural events, mythology, folklore, or exotic fantasy worlds. (for example: Lord of the ring, Spider man...)

Horror film: A film in which very frightening or unnatural things happen, for example dead people coming to life. (for example: Phantasm, Dog Soldiers,...)

Romantic comedy: A funny film about a love story that ends happily. (for example: The girl next door, How to lose a guy in 10 days...)

Science-fiction film: A film about an imagined future, especially about space travel or other planets. (for example: Avatar, Star Wars...)

Thriller: A film that has an exciting story, often about solving a crime. (for example: The other side, Cape Fear,...)

- Distinguish “see or watch”
 - I went to see a film at the cinema: we use “see” to talk about the event
 - I like watching films with friends: we use “watch” to talk about the activity in details (watch a film/DVD/football match...)

1.2 Reading: The Tallgrass Film Festival

Read the article and find types of films you can watch at the Tallgrass Film Festival.

First, give some information about the Tallgrass Film Festival:

This international film festival is held annually in Wichita, Kansas, the USA. It's the biggest film festival in Kansas, bringing together writers, directors, filmmakers and actors and showcasing the best local, regional, national and international independent films.

Tallgrass Film Festival has been rated a “Top 10 Film Festival” by Livability.com and “The Best Under the Radar Film Festival” by Flavorwire. The festival has also been named one of the “Top 50 Film Festivals Worth the Entry Fee” for seven years, including 2021.

Students read quickly to find the types of films in the article. These ones are:

- Science fiction, documentaries and fantasy.
- Comedy thriller (in film MOTHER)
- Drama (in BROTHER)
- Animation (in APRIL AND THE EXTRAORDINARY WORLD)

Read the article again. Are these statements true (T) or false (F)?

Before you read, read the following tips and try to apply them to the task.

- Read the given article again and try to understand the main idea of the article.
- Read the sentences of the question set carefully to understand the meaning. Identify the keywords that will help you to locate the relevant information.
- Go to the article and try to find the correct location with the help of keywords. Remember, in most cases, you will not get the exact keyword. So, look for different words with similar meanings. If you can't find any information relevant to the statement, then the information is not in the text.
- Remember, to increase the difficulty level, the question statements will be paraphrased, i.e. the sentences will be written differently.
- The question statements follow the order of the article. So the answer to the second question of the set will come after the answer to the first question and so.

While you read.

1 The Tallgrass Film Festival is once a year: T

This statement is true because 'once a year' is similar to 'Every year'

2. You can see films from around the world there ☐ T

This statement is true because 'Films are from 33 countries'

3. It shows one type of film: F

This statement is false because 'you can see many different films'

4 This year you can see a film from Estonia: T

This statement is true because "A man is shot in a small Estonian town"

5 Brother is about two football teams in Venezuela: F

This statement is false because Brother is about 'two brothers', not 'two teams'

6 April and the Extraordinary World is only for children, not adults: F

This statement is false because this animation is 'for the whole family'

1.3 Grammar: Be going to (for plans)

Use

We use be going to to talk about future plans and intentions. Usually, the decision about the future plans has already been made. For example:

- She's going to be a professional dancer when she grows up.
- I'm going to look for a new place to live next month.

Formation

	Structure	Example
(+)	I +am going to +V-infinitive He/she/it +is going to+ V-infinitive You / we/ they + are going to + V-infinitive	I'm going to buy a new laptop next year. He's going to do his homework tonight. We're going to have a vacation next month.
(-)	I +am not going to +V-infinitive He/she/it +isn't going to+ V-infinitive You / we/ they + aren't going to + V-infinitive	I'm not going to buy a car this year. It isn't going to rain anymore. They aren't going to travel to Danang this month.
(?)	Am I +going to +V-infinitive? Is+he/she/it going to + V-infinitive? Are+you/we/they going to+ V-infinitive?	Am I going to cook again? Is she going to get married next year? Are they going to learn Chinese next month?

Note: don't use the verb 'go' with be going to. Use the Present continuous instead

Example: We are going to Thailand this summer (not: We are going to go to Thailand this summer)

Exercise

Put the verbs in brackets into be+going to form (positive/negative/question)

1. You (miss) your train.
2. What you (do) with this room?
3. The cat (have) kittens.
4. She (not give) another concert this year.
5. Do you think he (come) back before evening?
6. How soon you (be) ready?
7. I (not sleep) in this room. It is haunted.

Lesson 2: Unit 9b (No. of periods: 3)

2.1 Vocabulary: Talking about TV

First, introduce different TV programmes by showing their pictures, pronunciation, meaning (a sports programmes, a comedy show, a quiz show,..)

Then, listen to 7 clips from different TV programmes. Match the clips (1-7) with type of programme (a-g)

- a. A sports programme -4
- b. A comedy show – 1
- c. A quiz show – 6
- d. A horror film – 5
- e. A drama series – 7
- f. A wildlife documentary – 2
- g. The news – 3

- Read the comments about different TV programmes. Which programmes from Exercise 1 do they describe?

Ask students to look at keywords in bold in 7 comments and guess.

1. I love the actors in this show. They are all so **funny!** (b. a comedy show)
 2. It's really **interesting** how they filmed these animals under the ground (f. a wildlife documentary)
 3. It's episode three tonight. I enjoyed it last week but it was a bit **violent** (e. a drama series)
 4. The beginning of the film is **scary** because it happens in the middle of the night (d. a horror film)
 5. This is so **exciting**. They are both playing really well (a. a sports programmes)
 6. I can never answer the questions, but it's **fun**. (c. a quiz show)
 7. This is **boring**. Nothing new happened in the world today. Let's watch a film instead. (g. the news)
- Work in groups and answer the questions. Teacher may explain and give example if students want.
 1. Which TV programmes from Exercise 1 do you often watch?
 2. Why do you watch them? (e.g. are they funny? Interesting?)
 3. What are you going to watch tonight when you get home?
 4. Do you normally watch programmes on TV or do you watch online videos (e.g. on YouTube)? Give reasons for your answer. (for example: I normally watch online videos because I can watch it again whenever I want)

2.2 Listening: A report about how young people watch videos and TV

Listen to a news report about about how young people watch videos and TV. Number A-C in the order the speaker mentions them (1-3)

Before you listen

Read the topics and predict the possible order of the talk.

While you listen

Pay attention to the key words in each topic when you are listening. Match the information you hear from the talk with the topics.

A-1 (turn on TV-watch drama series-comedy show- teenager-go online-favourite shows)

B-3 (some videos talk about products inside – ‘How to’ video to learn how to do something new)

C-2 (people aged 13 to 24 watch 21 hours of video on Youtube/online – only 8.2 hours a week on TV)

Listen again. Answer the questions.

Before you listen

Read the questions carefully and underline the key words or the main ideas in each question. Try to remember the questions and the order the questions are sequenced if possible.

While you listen.

Listen to the report again and write down the answers for each question in forms of words or short phrases.

1 Which TV programmes does the speaker mention at the beginning?

- Drama series, comedy shows

2. Why do 81% of young people think online TV is better?

- Because you can watch it when you want

3 What topics do people talk about on Youtube?

- video games, fashion, films and music

4. Why do people watch ‘How to’ videos on YouTube?

- To learn how to do something new

2.3 Grammar: infinitive of purpose

Use

We can use to + infinitive to say why we do something. It tells the other person the reason. For example:

- I went on holiday (*this is what I did*) **to relax** (*this is why I did it*).
- She studies hard **to get** good marks.
- He gave up cakes **to lose** weight.

- I'm calling you **to ask** for your help.

The main verb can be in any tense. For example:

- Present simple: I exercise every day to stay healthy.
- Present continuous: He's saving money to buy a flat.
- Past simple: I went to university to get a degree.
- Past continuous: She was walking to the shops to buy milk when she met John.
- Future simple: He'll come to the party later to pick up Julia.
- Present perfect: She's gone to the library to study.

Note: We can also use 'in order to + infinitive' and 'so as to + infinitive'. 'In order to' is a bit more formal but the meaning is the same as 'so as to' and 'to + infinitive'.

Exercise. Rewrite these sentences using infinitive of purpose.

1) I went to Japan because I wanted to learn Japanese.

→ I went to Japan **to learn** Japanese

2) She made a cake because she wanted to please her friend.

3) They study a lot because they want to get good marks.

4) Amanda is going to the party because she wants to meet new people

5) The children went to the park because they wanted to play football.

6) Jorge studied German because he wanted to get a new job.

7) We went to France because we wanted to eat lots of nice food.

8) She got a new computer because she wanted to write a book.

9) He has been running because he wants to lose weight.

10) We must study every day because we want to improve our English.

Lesson 3: Unit 9c-Nature in art (No. of periods: 3)

3.1 Vocabulary: nature

The four pictures (1-4) show nature in art. Answer the questions for each picture.

Ask students to look at the pictures and think of everything in the pictures. Practice pronunciation of the vocabulary on nature.

- i. Is the picture modern or traditional?

Picture 4 is fairly modern, the others are traditional

- ii. Do you know which country or period in history it is from?

Answers can be checked later in the reading text

- iii. What can you see in the picture? Use these words: birds/ flowers/ grass/ lakes/ leaves/ mountains/ rocks/ sea/ sky/ trees

In picture 1: flowers

In picture 2: rocks, lakes, grass

In picture 3: birds, trees, sky, mountain, leaves

In picture 4: flowers, leaves

Do you have paintings or photos in your home? What kind of pictures are they? What do they show? (e.g. people, animals, places)

- There are people's portraits, natural pictures (animals, plants, landscapes...)
- Do you like these pictures? Why? Why not?

3.2 Reading: Nature in arts

Before you read

Give some brief information about 4 artists in the article:

Stanisław Ignacy Witkiewicz (1885-1939) commonly known as **Witkacy**, was a Polish writer, painter, philosopher, theorist, playwright, novelist, and photographer active before World War I and during the interwar period.

Andō Hiroshige (1797 - 1858), Japanese artist, one of the last great *ukiyo-e* ("pictures of the floating world") masters of the colour woodblock print. His genius for landscape compositions was first recognized in the West by the Impressionists and Post-Impressionists. His print series *Fifty-three Stations of the Tōkaidō* (1833–34) is perhaps his finest achievement.

Beatriz Milhazes (born 1960) is a Brazilian artist. She is known for her work juxtaposing Brazilian cultural imagery and references to western Modernist painting.

Vincent Van Gogh (1853 – 1890) was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history

While you read

- * Read the article and match each artist to the photo of their art (1-4)

Picture 1: Vincent Van Gogh

Picture 2: Stanisław Ignacy Witkiewicz

Picture 3: Andō Hiroshige

Picture 4: Beatriz Milhazes

* Read the article again. Tick (v) the sentences that are true for each artist, according to the information in the article.

b. This artist paints and uses nature in art: Vincent Van Gogh, Stanisław Ignacy Witkiewicz, Andō Hiroshige, Beatriz Milhazes

c. This artist is living now: Beatriz Milhazes

d. This artist painted the same subject eleven times: Vincent Van Gogh

e. This artist also makes sculptures: Beatriz Milhazes

g. This artist painted flowers: Beatriz Milhazes, Vincent Van Gogh

h. He didn't have money when he died: Andō Hiroshige, Vincent Van Gogh

Lesson 4: Unit 9d + 9e (No. of periods: 3)

4.1 Unit 9d

4.1.1 Listening: a show at Broadway Theatre

* Introduce some information about Broadway, New York:

Broadway theatre is the theatrical performances presented in the 41 professional theatres, each with 500 or more seats, located in the Theater District and the Lincoln Center along Broadway, in Midtown Manhattan, New York City. Broadway and London's West End together represent the highest commercial level of live theater in the English-speaking world.

* Look at the photo of some theatres in Broadway, New York. Answer the questions.

iv. Is there a theatre in your town or city? What kind of shows are there? (e.g. plays, musicals, dance)

v. What was the last show you saw? What was it about?

* Two friends are talking about seeing a show at a Broadway theatre. Listen to their phone conversations and answer the questions.

Conversation 1:

1. Which show in the photo are they talking about? (Phantom of the Opera)

2. When is the show? (tonight)

3. Why isn't Adriana here? (She's going to work late)

Conversation 2:

4. Can Adriana finish work early? (yes)

5. What time does the show start? (7.30pm)

6. What time are they going to meet? (at 7.00pm)

4.1.2 Real life: inviting and making arrangements

* Inviting and making arrangements are very important in English. If you want to invite somebody to do something with you, you should know whether he/ she is free or not, and when/where you can meet each other, maybe how you can travel to somewhere.

* Complete the expressions for inviting and making arrangements with these words. Then listen again and check.

Inviting:

Would you like to come?

Are you free?

Do you want to go?

Responding to the invitation:

Thanks, I'd love to.

I'm sorry. But I'm working late tonight.

That's great.

Making arrangements

What time does it start?

Let's meet at seven.

See you at seven.

Teacher may ask students to work in pairs, practice inviting and making arrangements.

4.2 Unit 9e

4.2.1 Writing reviews

People often give reviews of an art exhibition, a film, a music...to show their opinion.

* Match the extracts from reviews and comments (1-5) with these things (an art exhibition, a film, a music, perfume, a restaurant)

Review/ comment 1: music

Review/ comment 2: restaurant

Review/ comment 3: exhibition

Review/ comment 4: a film

Review/ comment 5: perfume

* Which reviews above are positive? Which are negative?

Review/ comment 1: both positive and negative

Review/ comment 2: both positive and negative

Review/ comment 3: positive

Review/ comment 4: both positive and negative

Review/ comment 5: negative

Ask students to give their reviews of a film/a book/ a restaurant.

4.2.2 Writing skills: giving your opinion with sense verbs

Sense verbs are look, feel, sound, taste, smell. We often use sense verbs + adjectives in reviews to give our opinion about something.

* Underline 5 sense verbs + adjectives in review in Exercise 2:

- sounds very slow; tasted great; look amazing; felt scared; smells awful

* Which sense verbs could you use to write about:

- A musical at the theatre: sound, look, feel

- A fitness centre: sound, look, feel, smell

- A new building:sound, look, feel

- A concert: sound, look, feel

- A new café: look, feel, sound, taste, smell

* Which of these adjectives can you use with the verbs look, feel, sound, taste, smell? You can use the adjectives more than once.

- angry: look, feel, sound
- beautiful: look, feel, sound
- bored: look, feel, sound
- delicious: look, feel, taste, smell
- loud: sound, feel
- interesting: look, feel, sound
- nice: look, feel, sound

End-of-Unit 9 consolidation

Exercise 1: Complete the sentences. Use the correct form of *going to* and the verbs in brackets. Use contractions where possible.

1. I..... (take) some photos at the weekend.
2. They.....(order) a pizza for dinner.
3. We.....(not play) football tomorrow
4. Paul(get) a summer job.
5.(you / phone) me tonight?
6. Molly..... (not buy) a new skirt for the party.
7.(Greg / start) university next year?
8. I..... (study) tonight.

Exercise 2: Write sentences with the words below. Use *Be going to*.

1. I / wear / these shoes / to the party
2. He / make / pizza / tomorrow
3. My brothers / not watch / TV / tonight
4. You / study / for your test / this evening
5. They/ buy/new/ house /in another country?

Exercise 3. Complete the sentences with the correct form of *will* or *be going to* and the verbs in brackets.

1. When we get home, we _____ (have) dinner.
2. I know they _____ (feel) very happy if they win the match.
3. They've already decided on their next summer holiday. They _____ (do) a tour of Norway.
4. She thinks that the Take That concert _____ (be) really exciting.
5. "What are your plans for this evening?" I _____ (meet) my friends and then go to a birthday party.
6. If you revise for the exam, I'm sure you _____ (get) a good result.
7. The weather forecast is good for the next few days. It _____ (be) very sunny.
8. I can't come on the march tomorrow. I _____ (look after) my cousins.
9. In the future, I think humans _____ (wipe out) many different species.
10. He is buying some butter and eggs because he _____ (make) a cake later.
11. This homework is very easy. I know we _____ (do) it very quickly.
12. In five years time, I _____ (be) at university.
13. She wants to get her mum a birthday present. But she _____ (not buy) it today.
14. Their suitcases are packed. They _____ (go) on holiday.
15. If we go to Paris, we _____ (take) lots of pictures.
16. My brother thinks it _____ (snow) tomorrow.

17. It's very late! Hurry up or we _____ (be) late for work.
18. Look at that boy at the top of that tree! He _____ (fall).
19. When we go home, we _____ (watch) TV. We don't want to miss our favourite programme.
20. I'm sure they _____ (lose) the match.

Exercise 4: Use the types of films in the box to fill in their descriptions.

road movie chick flick science fiction
animation epic B-movie comedy

1. A long film that contains a lot of action, usually about a historical subject - _____
2. A film which is made cheaply and is not very good - _____
3. A film that is intended especially for women - _____
4. A film in which drawings of people and animals seem to move - _____
5. A type of film that is based on imagined scientific discoveries of the future - _____
6. A film which is based on a journey made by the main character or characters - _____
7. A film that is intended to be funny, usually with a happy ending - _____

Exercise 5: Match the people in a film production with their descriptions

actor producer director
stuntman screenwriter extra agent

1. A person who is in charge of practical and financial aspects of making a film - _____
2. A person in charge of a film who tells the actors and staff what to do - _____
3. A person who performs on the stage, on television or in films, especially as a profession _____
5. A person whose job is to do dangerous things in place of an actor in a film - _____
6. A person who plays a very small part in a film, usually as a member of a crowd - _____
7. A person whose job is to arrange work for an actor - _____
8. A person who writes screenplays - _____

Exercise 6: Fill in the blanks with words of Literature

magazine note letter
leaflet newspaper novel journal

1. She wrote her first best-selling _____ at the age of 23.
2. Their research paper has just been published in a scientific _____.
3. You will be notified by _____.
4. The charity has produced a _____ to encourage more donations.
5. Just a quick _____ to say thank you for a wonderful evening.
6. Her designer clothes were straight from the pages of glossy fashion _____.
7. I read about it in the local _____

Exercise 7: Fill in the blanks with words of television programmes and their descriptions.

News omnibus documentary game show
chat show reality TV sitcom

1. A television program in which people play games or answer questions to win prizes - _____
2. Television shows that are based on real people in real situations, presented as entertainment - _____
3. A film or a radio or television program giving facts about something - _____
4. A television or radio program that combines several recent programs in a series - _____
5. A television program in which famous people are asked questions by a presenter - _____
6. A regular television or radio broadcast of the latest news - _____
7. A comedy program on television that shows the same characters in different amusing situations - _____

Exercise 8. Read the following text about soap operas and do the comprehension exercises below.

SOAP OPERAS

Watching TV is a very popular **pastime** in the UK. But what kind of programmes do British people like to watch? Well, the most-watched TV programmes every week are very popular dramas that are usually on at least four times every week. They are dramas based in one **neighbourhood** that try to **depict** ordinary life in the UK - we call these dramas 'soap operas' or 'soaps'.

In the early days of TV, there were often dramas on during the day. Back in those days, it was traditional for the husband to go out to work and for the wife to stay at home and look after the house and the children. Most of these daytime dramas were aimed at entertaining the **housewives** who would traditionally be at home, probably doing the washing.

Companies selling **washing powder** would **advertise** their products at times when these dramas were on, and sometimes those companies would even sponsor the drama. **Hence** the word 'soap'.

So what about the word opera? Well, that's because these dramas are often an exaggeration of real life. They are supposed to represent ordinary lives but, to make them entertaining, lots of dramatic events, like murders, divorces, **affairs** etc., all happen

probably much more regularly than they would in a normal neighbourhood.

Most soap operas these days are shown in the evening. Each show will have several different storylines happening **at once** that continue over several shows. The same **cast members** will appear in every show, too.

There are lots of different soaps on in the UK on different channels but there are three main popular ones. ‘Coronation Street’ has been on since 1960. It is set in a suburb of Manchester and it’s supposed to represent working class life in the north of England. Then there’s ‘Eastenders’ which started in 1985, set in the East End of London, and ‘Emmerdale’, which is set on a farm in Yorkshire, in the north of England.

1. Match words from the text to their corresponding meaning.

A. pastime	<i>1. laundry detergent</i>								
B. neighbourhood	<i>2. actors in a particular film orTV series</i>								
C. to depict	<i>3. an area where people live rather than work or do shopping</i>								
D. housewives	<i>4. thus, therefore</i>								
E. washing powder –	<i>5. to describe, to show</i>								
F. advertise	<i>6. show short television commercials</i>								
G. hence	<i>7. what you do outside work for enjoyment,</i>								
H. affairs	<i>8. at the same time</i>								
I. at once	<i>9. intimate relationships outside marriage</i>								
J. cast members	<i>10. women who work at home, doing the cleaning, cooking, etc.,</i>								
A	B	C	D	E	F	G	H	I	J

2. Are these statements True (T) or False (F) according to the text?

...1. People don’t like to watch TV in the UK.

....2. The word ‘soap’ in ‘soap opera’ refers to washing powder used by housewives to do the washing.

....3. The word ‘opera’ in ‘soap opera’ refers to the classical singing you hear in the dramas.


.....4. Soap operas have lots of continuing storylines happening over a few shows.

.....5. Coronation Street has been on British TV since 1985

Exercise 9. Look at the magazine article and do the exercises to improve your reading skills.

CELEBRITY PROFILE

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays her, **Jennifer Lawrence**?



Fast Facts
Name: **Jennifer Shrader Lawrence**
Place of birth: **Kentucky, USA**
Date of birth: **August 15, 1990**
Profession: **TV and film actress**

Jen's family
Mother: **Karen Lawrence**
Father: **Gary Lawrence**
Brothers: **Ben and Blaine Lawrence**

Did you know?
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

1. Write a number (1-7) to put these sentences about Jennifer Lawrence's life in the correct order.

- She moved to Los Angeles.
- She moved to New York.
- She appeared on TV for the first time.
- At school she played basketball for a boys' team.
- She was nominated for an Oscar.
- Jennifer was born in Kentucky.
- She played Katniss Everdeen in *The Hunger Games*

2. Circle True or False for these sentences.

- | | | |
|---|-------------|--------------|
| 1. Jennifer is American. | <i>True</i> | <i>False</i> |
| 2. Jennifer was born in July. | <i>True</i> | <i>False</i> |
| 3. She has two brothers. | <i>True</i> | <i>False</i> |
| 4. Jennifer took acting classes at school. | <i>True</i> | <i>False</i> |
| 5. Jennifer has done some modelling. | <i>True</i> | <i>False</i> |
| 6. Jennifer was nominated for an Oscar in 2010. | <i>True</i> | <i>False</i> |
| 7. She likes playing the piano. | <i>True</i> | <i>False</i> |
| 8. Jennifer's family supported her dreams to be an actress. | <i>True</i> | <i>False</i> |

Exercise 10. Read the text about American festivals and for questions 1 to 7 choose the correct answer.

Three American Festivals

Burning Man

Burning Man is an event that started in 1986 in Black Rock City, Nevada. People go to the desert and build a giant community for nine days. At the end of the festival, they burn a giant wooden statue of a man. That's where the name comes from. The festival celebrates inclusion, community, and responsibility. Everyone should share their talents so others can enjoy them for free. It is now also very popular with young influencers on social media and other famous people.

The Taste of Buffalo

The Taste of Buffalo in Buffalo, New York, is the largest 2-day food festival in the country every year. Nearly half a million people visit the festival to eat food from over 50 restaurants. There are over 200 different dishes to try! Most of the food is from regional restaurants, and it is a great family event. You can listen to live music from 2 stages, walk through the parks and downtown as well as participate in a lot of different family-friendly activities.

National Cherry Blossom Festival

The National Cherry Blossom Festival in Washington D.C. is a spring event that remembers the gift of cherry trees from Japan to the USA in 1912. The trees were a present from the mayor of Tokyo to the mayor of Washington DC. The first celebration was in 1934. There is a parade every year with large balloons, marching bands from all over the country, and concerts. There are also a lot of different shows and events, such as a kite flying festival, a 10-mile run, and fireworks at night.

- **Choose the correct answer:**

1. Which festival celebrates friendship between cities?
 - A. Burning Man
 - B. The Taste of Buffalo
 - C. National Cherry Blossom Festival
2. Which festival probably isn't a family event?

- D. Burning Man
 - E. The Taste of Buffalo
 - F. National Cherry Blossom Festival
3. Which festival attracts people who like doing a lot of different things?
- G. Burning Man
 - H. The Taste of Buffalo
 - I. National Cherry Blossom Festival
4. Which festival is the biggest of its kind?
- J. Burning Man
 - K. The Taste of Buffalo
 - L. National Cherry Blossom Festival
5. Which festival is mostly a local event?
- M. Burning Man
 - N. The Taste of Buffalo
 - O. National Cherry Blossom Festival
6. Which festival is most popular on social media?
- P. Burning Man
 - Q. The Taste of Buffalo
 - R. National Cherry Blossom Festival
7. Which festival has musicians walking and playing in the street?
- S. Burning Man
 - T. The Taste of Buffalo
 - U. National Cherry Blossom Festival

Unit 10: LEARNING

Main content

- Grammar: present perfect/present perfect vs past simple
- Vocabulary: synonyms and antonyms/daily habits/up
- Real life: checking and clarifying
- Listening: someone talking about a place for learning/a news report about a memory champion
- Reading: an article about what scientists have learned/an article about good habits
- Speaking: talking about learning/giving advice about good habits
- Writing: advice about good habits/imperatives

Objectives

- Grammar:
 - ✓ Students can differentiate past simple and present perfect.
 - ✓ Students can present perfect to talk about experiences.
- Vocabulary: Students can understand/use words about learning in suitable contexts
- Real life: Students can check and clarify what others say.
- Listening: Students can understand main ideas and details when someone talks about learning
- Reading: Students can read and understand articles related to learning
- Speaking:
 - ✓ Students can talk about learning
 - ✓ Students can give advice about good habits
- Writing: Students can give advice about good habits/use imperatives

Lesson 1: Unit 10a (No. of periods: 3)

1.1 Reading: What have we learned and what is still to learn?

Read the article. Match the photos with the paragraphs.

First, try to figure out what the photos are showing. Then try to guess what may each paragraph convey.

- Photo A: a satellite; the information in the paragraph may have something to do with space or astronauts. (Paragraph 1)
- Photo B: an invisible car; the information in the paragraph may have something to do with invisible objects or people. (Paragraph 2)
- Photo C: teleporting ; the information in the paragraph may have something to do with transportation. (Paragraph 3)

Read the article again. Is the information in these sentences in the text (✓) or not in the text (X)?

Before you read

Read the following tips and try to apply them to the task.

1. Read the given article and try to understand the main idea of the article.
2. Read the sentences of the question set carefully to understand the meaning. Identify the keywords that will help you to locate the relevant information.
3. Go to the article and try to find the correct location with the help of keywords. Remember, in most cases, you will not get the exact keyword. So, Look for different words with similar meanings. If you can't find any information relevant to the statement, then the information is not in the text.
4. Remember, to increase the difficulty level, the question statements will be paraphrased, i.e. the sentences will be written differently.
5. The question statements follow the order of the article. So, the answer to the second question of the set will come after the answer to the first question and so.

While you read.

1 Scientists have learned to do many things.

Many things: send people into space, discover new medicine, invent the Internet and design robots the information is in the text

2 Some people have robots in their homes. the information is not in the text

3 Scientists don't know everything.

don't know everything: something scientists haven't been able to do; the information is in the text

4 The invisible car isn't completely invisible.

isn't completely invisible: the wheels aren't invisible. The information is in the text

5 Self-driving cars work very well. The information is not in the text

6 Scientists have tried different solutions to transport problems.

solutions to transport problems: solve the problems of transport the information is in the text

1.2 Vocabulary: synonyms and antonyms

Synonyms

A **synonym** is a word that means exactly the same as, or **very nearly the same as**, another word in the same language. For example, "close" is a synonym of "shut".

Note that a synonym may share an identical meaning with another word, but the two words are not necessarily interchangeable.

The following pairs of words are synonyms.

✓ **Discover vs Invent**

discover means recognizing something that already exists for the first time, that nobody has found before. Invent means creating something totally new with one's own ideas and development.

✓ **Study vs Practise**

Study means devote time and attention to acquiring knowledge on (an academic subject), especially by means of books.

Practise means to do or play something regularly or repeatedly in order to become skilled at it.

✓ **Know vs Understand**

Know means to simply hold a fact in your mind: "I know the sky is blue."

Understand means to know the reason behind it: "I understand why the sky is blue."

Antonyms

An **antonym** is a word that means the **opposite** of another word. For example, "bad" is an antonym of "good".

The following pairs of words are antonyms.

✓ **Learn vs Teach**

Teach means giving lessons about a particular subject to a group of learners.

Learn means gaining knowledge by studying, being taught and experiencing.

✓ **Pass vs Fail**

Pass means a successful completion of an examination or course.

Fail means to be unsuccessful in achieving one's goal.

✓ **Remember vs Forget**

Remember means not to forget

Choose the best option to complete the sentences.

- 1 Can you *learn* / **teach** me how to speak Spanish?
- 2 Everyone in the class is going to *pass* / *fail* the test because their English is very good.
- 3 I can't go out tonight. I need to *study* / *practise* for a history exam tomorrow.
- 4 Can you *forget* / **remember** the past tense of the verb 'go'?
- 5 My teacher explained it, but I still don't *know* / **understand** how it works.
- 6 Hans Lippershey *discovered* / **invented** the first telescope in 1608

1.3 Grammar: Present perfect

Use

We use the present perfect tense to talk about an action in the past. We often use it when we don't know exactly when the action happened, or we don't say because it's not important. The past action is usually important in the present.

Ask Michael for help. He's done a German course. (= He did a course in the past. He knows some German now.)

	Structure	Example
(+)	I/you/we/they + have + Ved2. She/he/it + has + Ved2	I've failed my exam. They've learnt a lot. He's forgotten the address. She's designed a robot.
(-)	I/you/we/they + have + not + Ve2 (have not = haven't) She/he/it + has + not + Ved2 (has not = hasn't)	We haven't seen this film. You haven't finished. He hasn't done the homework. She hasn't come back.
(?)	Hve + I/you/we/they + Ved2? Have + She/he/it + Ved2?	Have you seen him? Has she called you? Have they submitted the report? Has he ever been abroad?

Past participles

Past participles can be regular or irregular.

- With regular verbs, we add -ed to the infinitive form.

look - looked - looked study - studied - studied

● Other past participles are irregular. With some irregular verbs, the past participle is the same as the past simple form.

make - made - made hear - heard - heard

- With other irregular verbs, the past participle is different from the past simple.

eat - ate - eaten

write - wrote - written

Exercise

Make the present perfect - choose positive, negative or question:

1. (I / go / to the library today)
2. (you / ever keep a pet?)
3. (you / eat Thai food before?)
4. (you / do a bungee jump?)
5. (who / we / forget to invite?)
6. (we / never / hear that song)
7. (he / not / forget his books)
8. (she / steal all the chocolate!)

Lesson 2: Unit 10b (No. of periods: 3)

2.1. Listening: A news report about Nelson Dellis

Read the article. Match the photos with the paragraphs

Listen to a news report about Nelson Dellis. Number these topics in the order the reporter mentions them.

Before you listen

Read the topics and predict the possible order of the talk.

While you listen

Pay attention to the key words in each topic when you are listening. Match the information you hear from the talk with the topics.

A the USA Memory Championship (2 - the USA memory championship, competition, athletes)

B what Nelson can remember (1 - faces and numbers)

C Nelson's memory techniques (3 - he practised for hours and hours every day)

Listen again. Answer the questions.

Before you read

Read the questions carefully and underline the key words or the main ideas in each question. Try to remember the questions and the order the questions are sequenced if possible.

While you listen.

Read the article. Match the photos with the paragraphs

Listen to the report and write down the answers for each question in forms of words or short phrases.

1 How many new names and faces can Nelson memorize?

99 names.

2 How many different numbers can he hear and repeat?

300 numbers

3 Which years did he win the USA Memory Championship?

2011, 2012, 2014, 2015

4 Which sporting event is the USA Memory Championship similar to?

Olympic Games

5 What did he study a few years ago?

Memory techniques

6 How much did he practise?

Hours and hours every day

7 Who does he teach his techniques to?

People all over the USA

2.2. Grammar: Present perfect and Past simple

We use both present perfect and past simple to talk about the past

When you use the present perfect, the focus is on the experience itself, not on its details. The listener or reader won't know when the action happened in the past, just that it did.

For example, if you want to say you visited France in the past, but don't care to specify when or how it was, you'd use the present perfect, as in "I have been to France" at some point in the past.

On the other hand, if you want to describe your last holiday in France, you'd say "I went to France."

A good way to distinguish when to use either tense is by asking yourself what you are trying to communicate:

Is it a specific experience? -> Use the past simple.

Look at the following examples

Present perfect	Past simple
<i>The sun rose at 6:00 am.</i> (We know that the sun came up at a time in the past and it is not rising now. The sun may or may not be in the sky when this statement is made. The time is important to add.)	<i>The sun has risen.</i> (We know that the sun already rose, and it is still in the sky now.)
<i>Jackson ate lunch early.</i> (Eating lunch has started and ended in the past. Someone might say this when the time for eating lunch has also ended. Lunch happened early, and it is over now.)	<i>Jackson has eaten lunch.</i> (Jackson started and finished eating lunch in the past, but lunch time is still going on. Someone might say this when others are preparing to eat lunch, and they want to know whether Jackson will join them.)
<i>She lived in Paris when she was young.</i> (This action started and finished in the past. She no longer lives in Paris. It is important to know the action lasted for a year.)	<i>She has lived in Paris.</i> (This action started in the past and either is still going on now or has ended; the time of the action is not clear.)
<i>Meg ran two marathons last year.</i> (We know Meg ran two marathons in the past, and the time period the action started in and finished in—last year—has ended.)	<i>Meg has run two marathons in her life.</i> (We know Meg ran 2 marathons. However, we don't know when she ran, we just know about her experience.)

Exercise. Choose the present perfect or past simple:

1. I (never / go) to Vienna.
2. My great great grandfather (have) five sisters
3. He (live) in Manila for a year when he was a student.
4. Oh no! I (lose) my wallet!

5. (you / met) Julie before?
6. Last weekend, they (play) football, then they (go) to a restaurant.
7. I (read) six books about dinosaurs.
8. Amy (live) in Portugal when she was young.
9. She (visit) her grandmother last month.
10. The Vandals (invade) Rome in the year 455.

Lesson 3: Unit 10c (No. of periods: 3)

3.1 Vocabulary: daily habits

Habits can be good or bad. Good habits are those repetitive actions or behaviors you want to repeat. They have positive physical, emotional, or psychological consequences. Bad habits are those actions you repeat that have negative consequences.

The following habits are good:

- ✓ brushing your teeth twice a day (good for your teeth)
- ✓ swimming every morning (good for your health)
- ✓ practising the guitar for thirty minutes a day (you will play better)
- ✓ learning ten new English words every day (enlarge your vocabulary)

The following habits are bad:

- ✓ drinking lots of coffee every day (bad for your teeth and your health)
- ✓ biting your nails (injure your finger or get dirt or germs to your mouth)
- ✓ eating chocolate (make you fat)
- ✓ checking your phone during meals (bad for your stomach)
- ✓ smoking cigarettes (cause lung disease)
- ✓ putting sugar in tea (bad for health)
- ✓ not eating breakfast (bad for health)

The following habits are not good or bad:

- ✓ singing in the shower
- ✓ buying the same newspaper every day

3.2 Reading: Good learning habits

Read the article and answer the questions

The questions are designed to see how well you have read and processed (called parsing) the information and ideas in the text.

You can follow the following steps to find the answers to the questions.

Step 1: Read the questions. Find the meaning of new words if there are any to get the best understanding of the questions

Step 2: Underline the key words in the questions

Step 3: Read the text. As you read, you need to read to:

1. Understand the meaning of the text as a whole, and
2. Find the information the questions are asking for.

If you have the time to read the text more than once, aim to read the text the first time to understand it. Then, read the text the second time to find what the question is asking you for.

Step 4: Read for relevant information and techniques

Step 5: Answer the questions – written responses

1. Identify and restate the keywords in the question
 All questions will have important verbs and nouns in them that tell you what you need to do and what you need to discuss.
 Identify the verbs in the question. Note what they are asking you to do.
 Identify the key nouns and noun-phrases in the question.
 You'll begin your response by restating or, ideally, paraphrasing these questions.
2. Present your answer: You can write your answers in full sentences or phrases.

Answers:

1. He listened to loud hip-hop music.
2. 28 Olympic medals (23 of which are gold)
3. brushing our teeth, practising 30 min a day
4. because it's fun
5. because you spend more money, eat too many calories and drink more coffee
6. up to 254 days
7. change the situation

Read the article again. Match the paragraphs with the main ideas

- a. How we can have good and bad habits (paragraph 2)
- b. How good habits can help us do something well (paragraph 1)
- c. How we can change our habits (paragraph 3)

3.3 Word focus: up

Read the sentences. Based on the contexts, match the bold phrases with their meaning.

1. He gets up at 6.30 a.m. (get out of bed)
2. They want to give up smoking. (smoking is a bad habit → stop (it))
3. We wake up at 7 every day. (stop sleeping)
4. The cost of food goes up in winter. (the cost is higher → increase)
5. I always dress up for party. (party → wear fun or nice clothes)

Exercise

Complete the sentences with the missing verb.

1. My father always up at five o'clock to walk the dog.
2. I've tried to..... up smoking three times in the past.
3. The price of petrol.....up every month!
4. I always up when I hear my alarm clock.
- 5 Its a formal party so we need to up.

Lesson 4: Unit 10d + 10e (No. of periods: 3)

4.1 Unit 10d

4.1.1 Listening

Richard works for Omarox Engineering. He answers a telephone call from Omar. Listen and answer the questions.

1. Where is Omar?

in Kuala Lumpur

2. What time is it?

it's three o'clock in the afternoon

3. What isn't working?

Omar's mobile

4. What is the name of Omar's hotel?

the Ancasa Hotel

5. What is the number?

603 2169 2266

6. Where has Richard put the designs?

on the company website

4.1.2 Real life: Checking and clarifying

When you are in a conversation, communication can be difficult for many reasons, perhaps the information is too complicated or you are talking on the phone and the line is bad. You may need to clarify what you say and you may sometimes need to check whether you understand the speaker correctly.

Checking

Sometimes people get so nervous they actually think they haven't understood something, when in fact they have. So, before you ask someone to repeat something you need to check with them what you think you understood.

Clarifying

Finally, it is important to also clarify what you are trying to say.

Let's look at some examples.

1. Is that three in the morning? → No, in the afternoon.

2. Was that the Encasa Hotel? → No, the Ancasa Hotel. A for apple.

3. The number is 603 2169 2266. → So that's 603 2169 2266?

4. Is there anything else? → Yes, one thing.

5. Have you called our colleagues? → No. I haven't.

6. Have you emailed me all the designs? → Yes, I have.

4.2 Unit 10e

4.2.1 Vocabulary: *Email addresses and websites*

You're about to learn about email addresses and websites in English.

How to say emails

Here's an email address: gabriel@clarkandmiller.com

So let's look at the symbols.

Remember — don't say "point" or "stop."

It's "dot."

The funny @ symbol? That's pleasingly called "at."

So how do we say it?

Usually we just say the full words: gabriel at clark and miller dot com

Because most people know the main Top Level Domains (you know, "com," "net," "org," etc.), it is easy to write them down when you hear the words: "dot com," "dot org," etc.

But when it comes to most national TLDs ("au," "bg," "tl," etc.) it's best to ask the speaker to spell them out.

How to ask for someone's email address

An email address is personal information, so be careful when you ask someone for it.

As a result, using softer (more polite) language is a good idea.

You can use:

"Could I get your email address?"

"Would you mind telling me your email address?"

"Could you tell me your email address?"

If you want to be super polite, just add a "please" to any of these.

How to say website addresses

Saying a website address is pretty similar to saying an email address.

We still say "dot" (not "point" or "stop").

And we still say "dot com" or "dot org" or "dot whatever" (that one's very popular).

But what about the bits in a website that you don't see in an email address?

Here's the full link to a blog page: [Http://www.clarkandmiller.com/blog](http://www.clarkandmiller.com/blog)

OK. There's a lot there. But the good news is that you can just ignore almost all of it.

The "/" bit? That's useful. This symbol is called a "forward slash."

How to ask for a website address

You're more likely to hear:

"What's the web address?"

"What's the website address?"

"Can I get the website address?"

4.2.2 Writing skill: Imperatives

Listen to 5 voicemail messages. Note the messages as instructions, using imperatives.

1. Call Jim back this evening.
2. Email the date of the meeting.
3. Meet Mrs Rivers at the airport.
4. Book a room for two nights at the hotel.
5. Buy two new mobile phones.

What is imperative mood?

The imperative mood is a verb form that gives a command. For example:

✓ *Empty the bin, John.*

(This is a verb in the imperative mood.)

✓ *John empties the bin.*

(This verb is not in the imperative mood. It is in the indicative mood.)

Commands can include orders, requests, advice, instructions, and warnings.

Forms of Imperatives

AFFIRMATIVE IMPERATIVES

This is the most common and direct form of the imperative. There is only second person singular and plural. It is formed by using the infinitive of the verb without the “to”.

✓ *Hurry up or you'll miss the show!*

✓ *Switch the TV off.*

✓ *Put the flour, milk, and eggs in a bowl and whisk until smooth.*

- **Note:** Given that this is a very direct way to give orders, it can be accompanied by other expressions such as just, please, and if you don't mind in order to soften the tone.

✓ *Just wait for me here, please.*

✓ *Close the door, if you wouldn't mind.*

NEGATIVE IMPERATIVES

The negative form of the affirmative imperative requires the addition of the auxiliaries do + not (don't in its contracted form) to be added to the infinitive version of the verb without the “to”.

✓ *Don't be late!*

✓ *Do not go to work today.*

✓ *Don't keep opening the fridge!*

Exercise

Make imperative sentences using the verbs in the brackets

1. upstairs. (*to go*)
2. in this lake. (*not/to swim*)
3. your homework. (*to do*)
4. football in the yard. (*not/to play*)
5. your teeth. (*to brush*)
6. during the lesson. (*not/to talk*)
7. the animals in the zoo. (*not/to feed*)
8. the instructions. (*to read*)
9. late for school. (*not/to be*)
10. your mobiles. (*to switch off*)

End-of-Unit 10 Consolidation

Exercise 1

Read the article below and answer the questions.

TECHNOLOGY AND WONDERS

For decades, hot-air balloons, aeroplanes and helicopters have been a familiar sight in our skies. Now, a new flying gadget is invading our airspace. Drones are buzzing around performing various tasks. Drones are aircrafts that do not have a human pilot on board. They were first used by the military. The technology was developed so that dangerous reconnaissance flights could be carried out over enemy territory without putting pilots in danger. However, drones are used for many other purposes nowadays. They have become useful tool for search and rescue teams. Drones are capable of searching large areas to locate missing people. Travelling at speeds of 80km/h, they can reach lost people much faster than rescue personnel searching on foot. Drones are also used in photography and cinematography. This technology allows photographers to take amazing aerial shots without having to hang precariously from tall structures.

1. What is a drone?
 - A. An unidentified flying object
 - B. a piloted plane
 - C. an pilotless plane
2. Why did the military develop drone technology?
 - A. to deliver supplies
 - B. to spy on the enemies
 - C. to shoot down enemy planes
2. Why are drones suitable for search and rescue missions?
 - A. They are fast.
 - B. They are easy to see.
 - C. They do not need a human pilot.
4. How do drones help photographers in their tasks?
 - A. They can take all kinds of picture shots.
 - B. They can take pictures from higher positions safely.
 - C. They can be used in by professional photographers.

Exercise 2

Choose the synonym of these adjectives:

Enormous Wide Kind Glad Enormous Risky
Feeble Secure Slender Clever Impolite

Adjectives	Synonyms
1.big	
2.broad	
3.intelligent	
4.nice	
5.happy	

Adjectives	Synonyms
6.dangerous	
7.weak	
8.slim	
9.rude	
10 safe	

Exercise 3

Write a sentence similar to those listed by using the words in the word box.

wait order shiny sad crowded
magic house money stink sweet

1. They needed cash to pay for their groceries.
2. We had to stay in our class until it was over.
3. The glossy decorations looked pretty on the tree.
4. The smell of the garbage was horrible.
5. It was a gloomy day.
6. The school bus is always packed

Exercise 4

Complete the sentences with the present perfect.

1. I _____ (lose) my keys – can you help me look for them?
2. I _____ (visit) Paris three times.
3. I'm sorry, John isn't here now. He _____ (go) to the shops
4. I _____ (finish) my exams finally – I'm so happy!
5. I _____ (see) Julie three times this week!

Exercise 5

Complete the sentences with the past simple.

1. I _____ (lose) my keys 3 times last year.
2. I _____ (visit) Paris last month.
3. John _____ (go) to the shops an hour ago.
4. I _____ (finish) my exams yesterday!
5. I _____ (see) Julie three times last week!

Exercise 6

Choose the Present perfect or Past simple:

1. She _____ (live) in seven different countries, so she knows a lot about different cultures.
2. I _____ (go) to the cinema last night.
3. Ow! I _____ (cut) my finger!
4. _____ (you / see) 'The King's Speech'?
5. John _____ (never / understand) the present perfect.
6. She _____ (break) her leg the day before her exam.
7. We _____ (see) Oliver yesterday.
8. He _____ (be) here all morning.
9. They _____ (live) here for many years (and they still do).
10. King Henry the Eighth of England _____ (have) six wives.

Exercise 7

Make sentences from the given words. Use the present perfect or the past simple.

1. it / not / rain / this week.
2. the weather / be / cold / recently.
3. it / cold / last week
4. I / not / read / a newspaper yesterday.
5. I / not / read / a newspaper today.

Exercise 8

Rewrite the following sentences using the given word in the bracket.

1. I prepared the table a few minutes ago. (**just**)
2. We didn't get ready for the party. (**yet**)
3. My aunt took me to the zoo today. (**already**)
4. The last time I played chess was last year. (**since**)
5. This is the first time Susan has spent her summer in Italy. (**never**)

Exercise 9

Read the article and answer the questions

INTELLIGENCE PILLS

Some scientists have predicted that healthy adults and children may one day take drugs to improve their intelligence and intellectual performance. A research group has suggested that such drugs might become as common as coffee or tea within the next couple of decades.

To counter this, students taking exams might have to take drugs tests like athletes. There are already drugs that are known to improve mental performance, like Ritalin, which is given to children with problems concentrating. A drug given to people with trouble sleeping also helps people remember numbers.

These drugs raise serious legal and moral questions, but people already take vitamins to help them remember things better, so it will not be a simple problem to solve. It will probably be very difficult to decide at what point a food supplement becomes an unfair drug in an examination.

1. Intelligence pills are already as common as.....

- A. food
- B. drinks
- C. toys

2. Who have to take intelligence drugs tests?

- A. stduents
- B. sportsmen
- C. scientists

3. A sleeping pill can also help people.....

- A. remember numbers
- B. forget sadness
- C. eat better

4. What do people take to help them remember better?

- A. vitamins
- B. sleeping pills
- C. aspirins

Exercise 10

Read the letter. Fill in the space with ONE word.

Hi Paul,

I'm sending this email to you from France!

I'm having an excellent time here in Lyon and learning a (1).....of new words on my language course. I'm staying with a great family. (2).....are two teenage boys and one of (3).....has got a computer in his room. I (4).... send you an email every day if you like. They've also got a pool in the garden and after college I often (5).....swimming.

How's everything (6).....home? Write to me soon.

Kenny

Unit 11: TOURISM

Main content

- Grammar: have to/don't have to/ can/can't/should/shouldn't/indefinite pronouns
- Vocabulary: holiday/tourism/word families/take
- Real life: making suggestions
- Listening: someone talking about their holiday/a podcast from a travel programme/two friends discussing a trip to South America
- Reading: a tourist information leaflet/a travel article
- Speaking: talking about holiday preferences and experience/ giving advice
- Writing: closed and open questions on a questionnaire

Objectives

- Grammar:
 - ✓ Students can use have to/don't have to to express obligation. Students can use can/can't to express possibility
 - ✓ Students can use should/shouldn't to give/ask for advice.
 - ✓ Students can use indefinite pronouns to refer to persons or things without saying exactly who or what they are.
- Vocabulary: Students can understand/use words about holiday/tourism/word families/take in suitable contexts
- Real life: Students can make suggestions and respond to suggestions and invitations.
- Listening: Students can understand main ideas and details when someone talks about holidays and tourism
- Reading: Students can read and understand articles related to holidays and tourism
- Speaking:
 - ✓ Students can talk about their holiday preferences and experience
 - ✓ Students can give/ask for advice
- Writing: Students can write closed and open questions

Lesson 1: Unit 11a (No. of periods: 3)

1.1 Vocabulary: Types of holidays

Backpacking

Backpacking is a type low-cost travelling when one carries all of their belongings in backpack.

Backpacking has a lot of advantages.

- ✓ First, it is cheap. All you need is a backpack, and maybe a map, and you are ready to go! Hotel charges or plane ticket fares are also not a problem, as backpackers tend to choose cheaper youth hostels and cheaper transportation.
- ✓ Second, there are no restrictions. Travellers can decide how much time they want to spend in a certain place, or when to stop their journey.
- ✓ Third, travellers can enjoy nature and boost social skills. Backpacking is a great opportunity to see the world, to experience cultures up close, to meet locals, and to make new friends.

Beach holiday

It is a time you spend at the beach enjoying yourself. On a beach holiday you can:

- ✓ **Breathe in healthy sea air** and you'll feel more alert, relaxed and energized after a holiday!
- ✓ **Enjoy active activities:** early morning and late afternoon walks along the beach, swimming in the sea, making sandcastles.
- ✓ **Sleep better** after a day of activities in the sun and sea water with no household chores, no studies, no work to worry about.

A sightseeing tour

Sightseeing is the activity of travelling around a city or region to see the interesting places that tourist usually visit. It is a great opportunity to explore and learn about the places you are interested in.

Hiking in the mountains

This is the act of going for long walks in the mountains. Hiking brings you a lot of benefits.

- ✓ Improve your heart health. Hiking is a form of cardiovascular exercise, which are activities that increase your heart and respiratory rates as you work to supply your body with oxygen.
- ✓ Improve your muscles and bones. Hiking is an incredible way to build strong, healthy muscles and bones. Each hiking trail requires you to adapt to different terrain and slope angles, so you'll have to utilize different muscle groups throughout the day.

- ✓ Get better sleep. Studies show that exercise is an effective way to improve sleep quality, and hiking is no exception. Hiking is a full-body workout that requires physical energy, but it can be a great way to exert your mental energy, too.
- ✓ Discover natural beauty. When you're outside hiking, you can fully immerse yourself in your surroundings as you see, hear, smell, touch, and sometimes even taste, the world around you.

A package tour

A package holiday is a holiday organized by a travel company for which you pay a fixed price that includes the cost of the hotel and travel, and sometimes food. Compared to other types of holidays, a package tour is:

- ✓ Cheaper. If you break down all the services and you compare how much they cost, you will see the advantage.
- ✓ Headache-free. You will be able to enjoy your holidays without thinking about what to do, where to go, how to travel around, tickets, and hotel reservations at your next stop.
- ✓ Safer. Travel companies know places inside out, and they will usually choose safe destinations and activities which suit the ages and preferences of the tourists.

A camping holiday

This is the act of staying in a tent on holiday. You have to travel with a lot of stuff, including tents, sleeping bags, camping equipment, food, and other amenities. But a camping holiday also has the following advantages.

- ✓ You can enjoy beautiful views and fresh air.
- ✓ You can enjoy your free time sitting round a fire with friends, making food and talking.

1.2 Reading: Information for tourists and visitors in Australia

Read the leaflet and match the sub-headings with the paragraphs.

- First read all of the headings. Find the meaning of the headings you don't understand.

→ Road travel: a journey on the road.

→ Weather: the state of the atmosphere at a place and time. It can be cold, hot, warm or sunny.....

→ Visas: These allow you to enter, leave, or stay for a specified period of time in a country.

→ Language: a means of communication, for example, English, Chinese, Japanese....

- Read each paragraph carefully and minutely. Underline the words/phrases in the paragraphs that are related to each sub-heading.

- Road travel: driving licence/driving test (paragraph 5)
- Weather: hot/temperature (paragraph 4)
- Visas: visa/stay/Embassy (paragraph 1)
- Money: currency/dollars/credit cards/cash (paragraph 2)
- Language: different languages/English (paragraph 3)

1.3 Grammar: have to / don't have to / can / can't

1.3.1 have to/don't have to

- We use 'have to' to say that something is necessary or obligatory (rules).

+ The structure is: **Subject + have/has to + verb + ...**

- **Have/has:** in the affirmative form, the third person singular changes from **have** to **has**.

SUBJECT	HAVE/HAS TO	VERB
I/You	have to	work
He/She/It	has to	work
We/You/They	have to	work

+ Examples:

- *You **have to** buy a new fridge, the one you have is broken.*
(The old one is out of work, so it is necessary to buy a new one.)
- *Sarah **has to** leave home early because she lives far from her office.*
(It is necessary for her to go to work early because she lives far from the office.)
- *They **have to** wear a uniform every Friday.*
(It is a rule that they wear a uniform on Friday)

- We use 'don't have to' to say that something is not necessary or obligatory.

+ Its structure is: **Subject + do/does + not + have to + verb + ...**

- ❖ **Note: Do/does:** in the negative form, the third person singular changes from **do** to **does**;

SUBJECT	DO/DOES + NOT	HAVE TO	VERB
I/You	do not	have to	work
He/She/It	does not	have to	work
We/You/They	do not	have to	work

Short forms of the negative form are the same as the short form of **present simple**: I don't – you don't – he doesn't...

+ Examples:

*Exercise You **don't have to** clean your kid's clothes everyday.*

(Cleaning the kid's clothes every day is not necessary.)

*Alissa **doesn't have to** search for a student flat.*

(Maybe someone does it for her, or she has another place to stay.)

- We use a question using 'have to' to ask whether something is necessary or obligatory.

+ Its structure, in the **interrogative** form, is: **Do/Does + subject + have to + verb + ...?**

- **Do/does:** in the interrogative form the third person singular changes from **do** to **does**.

DO/DOES	SUBJECT	HAVE TO	VERB
Do	I/you	have to	work?
Does	he/she/it	have to	work?
Do	we/you/they	have to	work?

+ Examples:

- *Do we **have to** clean the mess she made in the kitchen?* (Or she does it herself?)
- *Do you **have to** paint the walls?* (Or someone does it for you?)

	Structure	Example
(+)	S + have/has to + base verb	I have to work at the weekend. John has to wear a tie at work.
(-)	S + don't/doesn't have to + base verb	I don't have to do the washing. She doesn't have to water the plants
(?)	Do/Does + have to + base verb?	Do you have to finish the report by Sunday? Does he have to send the email?

1.3.2 can /can't

- We use **can** to make **general statements** about what is possible. The structure is: S + can + base verb

- *It **can be** very cold here in winter.* (= It is sometimes very cold here in winter.)
*You **can** easily **get** lost in this town.* (= People often get lost in this town.)

- We use 'S + can't + base verb' to say that something is not **possible**.

- *You **can't** wear that dress!* (It is not OK to wear that dress.)
*You **can't** smoke in this building.* (It is illegal to smoke here.)

*You **can't** ask for information here.* (This is not information desk. You have to go somewhere else.)

- We use 'Can + S + base verb?' to ask whether something is **possible**.

- ***Can** I take Daisy for a walk?* (Is it Ok that I take Daisy for a walk?)
- ***Can** students use calculators during the exam?* (Is it Ok if students use calculators during the exam?)

❖ **Note: should** doesn't change its form when the subject is a third person singular.

	Structure	Example
(+)	S + can + base verb	You can take the bus to the cinema.
(-)	S + can't + base verb	I can't read the message because I have a sore eye.
(?)	Can + S + base verb?	Can I take the bus to the airport?

Exercise

Fill in the information with *can, can't, have to or don't have to*.

Information for passengers

1. You check in before going through security. You..... do this online or at the airport.
2. You..... take carry-on bags over 10 pounds on to the plane. Check these in before you fly.
3. Passengers flying to airports in the same country show a passport but you must show some form of ID.
4. Passengers traveling to foreign countries travel without a valid passport.
5. On some flights, you pay extra to change your seat to one in business class.
6. You..... use cell phones and electronic devices during take-off and landing.
7. When the seatbelt sign is off, passengers get up from their seat.

Lesson 2: Unit 11b (No. of periods: 3)

2.1 Vocabulary

2.1.1 Tourism

This section provides some common words about holiday and their meaning.

Airport	a complex of runways and buildings for the take-off, landing, and maintenance of civil aircraft, with facilities for passengers.
Check-in	the action of registering one's presence, typically as a passenger at an airport.
Fly	travel through the air; be airborne
Plane	a flat surface on which a straight line joining any two points on it would wholly lie.
Take-off	an instance of becoming airborne.
Camp	a place with temporary accommodation of huts, tents, or other structures, typically used by soldiers, refugees, or traveling people.
Destination	the place designated as the end, as of a race or journey
Hostel	an establishment which provides inexpensive food and lodging for a specific group of people, such as students, workers, or travelers.
Excursion	a short journey or trip, especially one taken as a leisure activity.
Hotel	an establishment providing accommodation, meals, and other services for travelers and tourists.
Luggage	suitcases or other bags in which to pack personal belongings for traveling.
Motel	a roadside hotel designed primarily for motorists
Packaging	materials used to wrap or protect goods.
Passenger	a traveler on a public or private conveyance other than the driver, pilot, or crew.
Route	a way or course is taken in getting from a starting point to a destination.
Suitcase	a case with a handle and a hinged lid, used for carrying clothes and other personal possessions.
Tour	a route all the way around a particular place or area
Roam	move about aimlessly or without any destination
Move	change location
Journey	the act of traveling from one place to another
Voyage	a journey to some distant place
Trek	any long and difficult trip
Map	a diagrammatic representation of the earth's surface

Guide	someone employed to conduct others
Globetrotter	someone who travels widely and often

2.1.2 *Wordbuilding: word families*

Definition:

A word family is a group of related words that are formed from the same word.

Formation:

Add prefixes

Prefixes are letters which we add to the beginning of a word to make a new word with a different meaning. Prefixes can, for example, create a new word opposite in meaning to the word the prefix is attached to. They can also make a word negative or express relations of time, place or manner. Here are some examples:

important – unimportant	like – dislike	possible -
impossible		

Add suffixes

A suffix is a letter or group of letters added at the end of a word which makes a new word.

Here are some examples:

beauty – beautiful	art – artist	paint – painting
--------------------	--------------	------------------

Put two or more words together

winter clothes	winter time	winter sports
----------------	-------------	---------------

2.1.3 *Word focus: take*

We can use ‘take’ with different types of nouns.

Take + an object: to move something or someone from one place to another:

Please, take me with you!

It may rain, so take your umbrella.

The waiter took us to our table.

Take + type of transport: To use a type of transport.

You can take my car to the station.

I took the bus to work last week.

Take + Noun: to do something related to the noun:

I’ve started taking piano lessons.

You should take a holiday.

She should take some rest.

2.2 **Listening: a podcast with a travel expert**

In this section, you have to listen to a speaker and take notes of what she says to fill in a table.

Before you listen:

- Read the questions carefully.
- Prepare the vocabulary related to each question.
 - With a tour: Yes/No
 - Weather and temperature: hot/cold/rain/sunny/windy/cloudy...
 - Transport: car/train/plane/walk/ship...
 - Accommodation: hotel/tent...
- Predict the answer for each question.

While you listen:

- Remember to listen, think and take notes at the same time.
- Focus on what you have to take notes of. Don't pay attention to the non-essential information.
- Write words/short phrases. Do not write in complete sentences.
- You can use your own words for the answers.

2.3 Grammar: should

- We use 'should' to say that something is right or is the best thing to do.

The structure is:

S (I/You/We/They/He/She/It) + should + base verb.

- The sun is shining and the temperature is 40°C. *You should wear sun cream.*
- Mary can't speak the local language. *She should learn some words.*

- We use 'shouldn't' to say that something is not right or is a bad thing to do. The structure is:

S (I/You/We/They/He/She/It) + shouldn't + base verb.

- This shop is expensive. *You shouldn't buy your souvenirs here.*
- Public transport is slow to the city centre. *You shouldn't take the bus.*

- We use question using 'should' to ask for advice. The structure is:

Should + S (I/You/We/They/He/She/It) + base verb?

- Should I take the bus?
- Should I go in the water?

	Structure	Example
(+)	S + should + base verb	He should do more exercise.
(-)	S + shouldn't + base verb	He shouldn't stay up so late.
(?)	Should + S + base verb?	Should we take the bus?

Exercise

Complete the sentences using 'should' or 'shouldn't'.

1. It's cold. You.....a cardigan. (wear)
2. She's always tired. She.....to bed late every night. (go)
3.now? (we / leave)
4. You.....some fruit or vegetables every day. (eat)
5. The students.....their mobile phones in the exam. (use)
6. You.....the teacher to help you if you don't understand the lesson. (ask)
7. People.....fast in the town centre. (drive)
8.the dress or the skirt? (I / buy)

Lesson 3: Unit 11c&d (No. of periods: 3)

3.1 Unit 11c Should I go there?

3.1.1 Reading: *Should I go there*

Read the article. Match the paragraphs (1-5) with the topics (a-e)

- First read all of the topics. Underline the key words in each topic.

a. why Antarctica is a good holiday destination

b. the writer's problem

c. negative changes in Antarctica

d. which holidays the writer likes and doesn't like

e. the positive work of tourism in Antarctica

- Read each paragraph carefully and minutely. Underline the words/phrases in the paragraphs that are related to each topic.

a. why Antarctica is a good holiday destination (paragraph 3)

Antarctica should be perfect for me: huge, quiet, no cities, no pollution, no noisy traffic, lots of wildlife.

b. the writer's problem (paragraph 2)

I don't want to go somewhere and see lots of other tourists. I want to be the only person there.

c. negative changes in Antarctica (paragraph 4)

As a result of so many tourists, some people think the numbers of wild animals and birds are decreasing.

d. which holidays the writer likes and doesn't like (paragraph 1)

He likes: something exciting outdoors (backpacking, safaris, swimming with dolphins)

He doesn't like: holidays with hotels, beaches, swimming pools, sightseeing

e. the positive work of tourism in Antarctica (paragraph 5)

Cruise companies teach passengers about the wildlife and give money to environmental organizations in the region.

3.1.2 Grammar: *Indefinite pronouns*

Some of the indefinite pronouns in English are:

<i>anybody</i>	<i>everybody</i>	<i>nobody</i>	<i>somebody</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	<i>something</i>
<i>anywhere</i>	<i>everywhere</i>	<i>nowhere</i>	<i>somewhere</i>

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in *-body* or *-one* for people, and pronouns ending in *-thing* for things and *-where* for places.

Examples:

✓ *Everybody enjoyed the concert.*

✓ *I opened the door but there was **no one** at home.*

✓ *It was a very clear day. We could see **everything**.*

- We use a **singular verb** after an indefinite pronoun:

✓ *Everybody **loves** Sally.*

✓ *Everything **was** ready for the party.*

- When we **refer back** to an indefinite pronoun, we normally use a **plural pronoun**:

✓ *Everybody enjoyed the concert. **They** stood up and clapped.*

✓ *I will tell **somebody** that dinner is ready. **They** have been waiting a long time.*

❖ **Notes:**

- In **negative clauses**, we use **pronouns with no-**, not pronouns with *any-*:

✓ *Nobody came. (NOT ~~Anybody didn't come.~~)*

- We do **not** use another negative in a clause with *nobody*, *no one* or *nothing*:

✓ *Nobody came. (NOT ~~Nobody didn't come.~~)*

✓ *Nothing happened. (NOT ~~Nothing didn't happen.~~)*

- We can add 's to an indefinite pronoun to make a **possessive**:

✓ *They were staying in **somebody's** house.*

✓ *Is this **anybody's** coat?*

- We use **else** after indefinite pronouns to refer to **other people or things**:

✓ *All the family came, but **no one else**.*

✓ *If Michael can't come, we'll ask **somebody else**.*

✓ *I think this is **somebody else's** coat.*

3.2 Unit 11d A holiday in South America

3.2.1 Listening

Background information

South America is located between the Pacific and the Atlantic Ocean. The Andes, a mountain range, stretch to the west of this continent. The area east of the Andes is mostly tropical and tropical rainforests are included, including the Amazon region.

The continent generally includes twelve sovereign states: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela;

Why is South America popular with tourists?

Listen to two friends talking about a holiday. Answer the questions.

Before you listen.

Read the questions carefully. Think of the possible answers to each question.

1 Which of these things are the friends looking at?

travel books, a travel website, videos about places, advice from family and friends, a holiday brochure

2 Which countries in South America do they mention?

Argentina, Bolivia, Brazil, Chile, Colombia Ecuador, Guyana, Paraguay, Suriname, Uruguay, Peru, and Venezuela

3 What type of holiday does one person suggest at the end?

Sightseeing tour, package tour, backpacking,

While you listen.

- Remember to listen, think and take notes at the same time.
- Focus on what you have to take notes of. Don't pay attention to the non-essential information.
- Write words/short phrases. Do not write in complete sentences.
- You can use your own words for the answers.

Answers:

1 Which of these things are the friends looking at? *a holiday brochure*

2 Which countries in South America do they mention? *Brazil, Argentina, Chile*

3 What type of holiday does one person suggest at the end? *a tour for two weeks, then two weeks travelling on their own*

3.2.2 Making suggestions

To make suggestions, you can use the following structures:

Structure	Example
You should + base verb.	You should visit My Son sanctuary.
You could + base verb.	You could visit My Son sanctuary.
Why don't you + base verb?	Why don't you visit My Son sanctuary?
How about + V-ing?	How about visiting My Son sanctuary?

You can respond to suggestions by saying:

Accepting	Refusing
That's a good idea.	Yes, but
That's a great idea.	The disadvantage is that...
That sounds good.	I don't feel like it.
That sounds great.	What a bad idea!
Perfect.	I'd rather not.
OK. Why not?	What an awful idea!
It sounds like a great plan.	

Exercise

Put in the correct indefinite pronoun (somebody / something / somewhere / anybody / anything / anywhere / nobody / nothing / nowhere / everybody / everything / everywhere).

1. She wants to live by the sea (in a certain place).
2. She put in the box, all the things that she had.
3. Doeshave a phone charger? (I don't know if a person has a charger or not.)
4. We went this weekend. We stayed at home.
5. She didn't bring to the party.
6. Is there in the room?
7. A: What's wrong? B:, I'm fine.
8. lives in that house. It's empty.
9. Would you like to go this weekend? (I don't expect a particular answer.)
10. was really friendly, all the managers and even the CEO.

Lesson 4: Unit 11e (No. of periods: 2)

4.1 Writing: A questionnaire

What is a Questionnaire?

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions.

For example, the questionnaire below is given by hotels to their visitors.

1 Why do hotels give this type of questionnaire to visitors?

to find out what people think and how they can improve

2 Which parts of the hotel does it ask about?

the rooms, gym and restaurant

Advantages of a good questionnaire design

- With a survey questionnaire, you can gather a lot of data in less time.
- Surveying online survey software is quick and cost-effective. It offers you a rich set of features to design, distribute, and analyze the response data.
- It can be customized to reflect your brand voice. Thus, it can be used to reinforce your brand image.
- The responses can be compared with the historical data and understand the shift in respondents' choices and experiences.
- Respondents can answer the questionnaire without revealing their identity. Also, many survey software complies with significant data security and privacy regulations.

Thank you for your visit to our hotel. We hope you enjoyed your stay. Please answer the questions below. Your answers and suggestions are very important for us.

1. What was the reason for your visit?
 leisure business other
2. How was your room?
 very comfortable comfortable
 not very comfortable
3. How friendly and helpful were the staff?
 very helpful and friendly
 helpful and friendly
 not very helpful and friendly
4. Did you use the fitness gym?
If 'yes', how would you describe the facilities?

5. Did you eat in the hotel restaurant?
If 'yes', can you comment on the food and the service?

6. Would you visit our hotel again?
7. Would you recommend this hotel to a friend?
8. What other suggestions do you have to improve our service?

We appreciate your feedback.

4.2 Writing skill: closed and open questions

What are open-ended questions?

Open-ended questions are questions that cannot be answered with a simple ‘yes’ or ‘no’, and instead require the respondent to elaborate on their points.

What are closed-ended questions?

Closed-ended questions are questions that can only be **answered by selecting from a limited number of options**, usually multiple-choice questions with a single-word answer, ‘yes’ or ‘no’, or a rating scale (e.g. from strongly agree to strongly disagree).

When to use open-ended questions and closed-ended questions

- Ask a **closed-ended question when you want answers that can be plotted on a graph and used to show trends and percentages**. For example, answers to the closed-ended question “Do you trust the information on [website]?” will help you understand the proportion of people who find your website trustworthy versus those who do not:
- Ask an **open-ended question when you want to develop a better understanding of your customers and their needs, get more context behind their actions**, and/or investigate the reasons behind their satisfaction/dissatisfaction with your product. For example, the open-ended question “If you could change anything on this page, what would it be?” allows your customers to express, in their own words, what they think you should be working on next:

Examples of open-ended questions vs closed-ended questions

Closed-ended question example	Open-ended question example
Would you recommend our product/service?	What were the main reasons you chose our product/service?
Did you experience good customer service?	How did you feel about our customer service?
Would you consider using our product/service again?	What would make you use our product/service again?
Did you like our product/service?	What is the most important feature of our product/service for you?
Are you interested in buying a product/service today?	Why are you looking for a product/service today?
Are you happy with your experience?	How would you describe your experience with us?

Exercise

Are these questions open or closed?

1. Who made this cake?
2. Do you want fried or baked chicken for dinner?
3. What kind of pie is your favorite?
4. Do you want to eat at home or go out?
5. Who is driving to the beach?
6. What time will the next Mass be held?
7. Which internet browser do you prefer?
8. Where did you go to school?
9. What time does the movie start?
10. Would you rather have a car or a jeep?

End-of-Unit 11 Consolidation

Exercise 1

Complete the sentences with *can* or *can't*

1. I (not see)the screen. You (take)off your hat, please?
2. Some dinosaurs (eat) a ton of meat a day.
4. He's a very good student. I'm sure he (pass) his exams.
5. He (solve)very hard mathematics problems. He is very clever.
6. I'm busy right now. You (phone) again later, please?

Exercise 2

Complete the sentences with *can /can't/have to/don't have to*

1. In British schools, pupils ___ wear a uniform. They ___ wear jeans to school. They ___ go to school on Saturdays.
2. I ___ travel a lot in my job. I ___ be late for work. I ___ wear a uniform to work.

Exercise 3

Correct the mistakes in the sentences. Write the correct sentences.

1. Why you don't you come swimming with us?
2. Let's meet us outside the station.
3. Shall we do have a party on Saturday?
4. Why don't we to go to the cinema tomorrow?
5. I'm bored. Let's we go to the park.
6. I've got a new computer game. Shall we are play it?

Exercise 4

Complete the sentences using *should, shouldn't* and the words in brackets ().

1. You have a great job; you (change) it.
2. You (drink) so much coffee; it's bad for your blood pressure.
3. The government (help) people.
4. It's an incredible film. You(watch) it.
5. It's a very dangerous area. Tourists(go) there.
6. Do you think (I/apply) for a new job?
7. You (go) to that restaurant. The food is terrible.
8. When someone does you a favour, you..... (say) thank you.
9. He (study) more if he wants to pass his exam.
10. Children (drink) sugary drinks. It's not very healthy.

Exercise 5

Put in the correct indefinite pronoun (somebody / something / somewhere / anybody / anything / anywhere / nobody / nothing / nowhere / everybody / everything / everywhere).

1. is going really well and so I'm really happy.
2. I know in this company. It's my first day.
3. Did you go during the summer? (I don't know if you did or not.)
4. She doesn't want to help her.
5. She loves She's a really kind person.
6. I must have left my keys
7. They looked for the money. They looked in all the places in the house.
8. Would you like to drink? (This is an offer, not a real question.)
9. in the UK has hot weather today. It's cold all over the country.
10. unusual happened. It was a very ordinary day.

Exercise 6

Use a word or words below to complete each sentence. The word may be in a different form.

buffet cancelled station seat belt departure lounge
delayed harbour quay cabin check up took up surrendered
deck destination passengers platform runway deviated
crew grounded landed flight flying diverted luggage
check in declared took off single suitcase life belt flight
attendant

1. I had to my tickets, because I was ill and couldn't travel.
2. The train for London is now arriving at three.
3. The plane on time but arrived half an hour late.
4. We finally reached our after travelling all day.
5. It was hard to find a seat on the train as there were so many
6. While we were waiting at the station we had a bite to eat in the
7. I felt seasick so I went to my and tried to sleep.
8. Do you want a return ticket, or a?
9. How much ... can I take with me on the plane?
10. The 8.55 flight from Hull will be 30 minutes late. We apologize for the

Exercise 7

Read the article and answer the questions below.

ROUND THE WORLD

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this. Because their hobbies were boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia. The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

1. The Spencers travelled around the world by.....

- A. car
- B. boat
- C. ship

2. Before the trip, Jonathan learnt to do the work of a.....

- A. mechanic
- B. chef
- C. sailor

3. How long did their trip take?

- A. a year
- B. more than a year
- C. less than a year

4. Both of them...

- A. found the trip boring
- B. enjoyed the trip
- C. had lessons on the trip

5. What do they like doing the best?

- A. spending time with their kids.
- B. sailing boats

Travelling around the world.

(1. B. 2. A. 3. C. 4. B. 5. A)

Exercise 8

Read the article and answer the questions below.

OUR HOLIDAY IN NEW ZEALAND

Last year, my husband Mike and I decided to visit New Zealand. We wanted to tour the country, but we both hate long car journeys. The travel agent suggested a 13-day coach trip. It was a good price, so we booked it with our plane tickets. We made a good choice. The coach journeys passed quickly each place. We learned a lot from him.

We flew from London to Christchurch and had a free day there before the coach trip started. We weren't at all tired, so we walked round the city from morning till night. It has good museum, many restaurants and lovely shops. The best place we visited on the trip was Queenstown. You can choose to do almost anything. We had three days there, but it wasn't enough.

All the hotels were good. My favourite one was the Puka Park Lodge. It was on a hill above a beach and there were trees everywhere. We woke up and listened to the birds singing. Now, when we're eating breakfast at home and we hear the noise of the traffic, we think of those beautiful mornings in New Zealand.

1. Last year, they toured New Zealand on a...

- A. Coach
- B. Flight
- C. Car

2. They learned a lot from the....

- A. tour guide
- B. pilot
- C. driver

3. After the plane journey, they

- A. went for a walk
- B. slept
- C. got something to eat

4. They wished to havein Queenstown.

- A. more time
- B. more things to do
- C. more places to visit

5. What reminds them of their visit to Australia?

- A. Food
- B. Birds singing
- C. Traffic noise

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

Exercise 9

Make sentences using the given words.

1. I / going / backpack / around Vietnam / next summer.
2. you / have / get a holiday visa / Embassy / before / go.
3. People / USA / speak / many / language.
4. tourists / can / rent / car / travel around / New York.
5. How many / official / language / Canada?

Exercise 10

Complete the sentences so that their meanings are similar to the given ones.

1. How about visiting the museum?
Why don't.....museum?
2. You cannot smoke in this area.
.....not allowed in this area.
3. The lift is out of order.
Youthe lift.
4. There are two official languages in Canada.
People inlanguages.
5. You have to check out before 11 a.m.
It is11 a.m.

Unit 12: THE EARTH

Main content

- Grammar: Will future, How, article (the, 0 article)
- Vocabulary: climate change, measurements, land & water
- Reading: an article about climate change, an article about a new planet, an article about Earth Day
- Listening: a programme about unexplored places on Earth
- Writing: Write an announcement
- Real life: how to give a presentation

Objectives

- Grammar: Students understand the form and uses of the Will future, articles and can use them in real life situations
- Vocabulary: Students learn/ use the vocabulary about measurements, climate change, land & water, Earth Day in suitable contexts.
- Listening: students learn about some unexplored places on Earth. Get the main ideas of what the audio is talking about.
- Real life: Students learn how to give a presentation
- Writing: Students learn to write a poster, identify important words in a sentence which should be put on the poster.

Lesson 1: Unit 12a (No. of periods: 3)

1.1 Vocabulary: Measurements:

Trong phần này sinh viên sẽ được học một số đơn vị đo lường bằng tiếng Anh.

A unit of measurement is a definite magnitude of a quantity, defined and adopted by convention or by law, that is used as a standard for measurement of the same kind of quantity. Any other quantity of that kind can be expressed as a multiple of the unit of measurement. For example, a length is a physical quantity. The metre is a unit of length that represents a definite predetermined length. For instance, when referencing "10 metres" (or 10 m), what is actually meant is 10 times the definite predetermined length called "metre".

Measurement is a process of determining how large or small a physical quantity is as compared to a basic reference quantity of the same kind.

The definition, agreement, and practical use of units of measurement have played a crucial role in human endeavor from early ages up to the present. A multitude of systems of units used to be very common. Now there is a global standard, the International System of Units (SI), the modern form of the metric system.

In trade, weights and measures is often a subject of governmental regulation, to ensure fairness and transparency. The International Bureau of Weights and Measures (BIPM) is tasked with ensuring worldwide uniformity of measurements and their traceability to the International System of Units (SI).

Metrology is the science of developing nationally and internationally accepted units of measurement.

In physics and metrology, units are standards for measurement of physical quantities that need clear definitions to be useful. Reproducibility of experimental results is central to the scientific method. A standard system of units facilitates this. Scientific systems of units are a refinement of the concept of weights and measures historically developed for commercial purposes.[4]

Science, medicine, and engineering often use larger and smaller units of measurement than those used in everyday life. The judicious selection of the units of measurement can aid researchers in problem solving (see, for example, dimensional analysis).

In the social sciences, there are no standard units of measurement and the theory and practice of measurement is studied in psychometrics and the theory of conjoint measurement.

1.1.1 Percentage (%)

In mathematics, a percentage is a number or ratio expressed as a fraction of 100. It is often denoted using the percent sign, "%", although the abbreviations "pct.", "pct" and

sometimes "pc" are also used. A percentage is a dimensionless number; it has no unit of measurement.

1.1.2 Kilogram (kg)

kilogram (kg), basic unit of mass in the metric system. A kilogram is very nearly equal (it was originally intended to be exactly equal) to the mass of 1,000 cubic cm of water. The pound is defined as equal to 0.45359237 kg, exactly.

1.1.3 Degree Celsius (°C)

The degree Celsius is a unit of temperature on the Celsius scale, a temperature scale originally known as the centigrade scale. The degree Celsius (symbol: °C) can refer to a specific temperature on the Celsius scale or a unit to indicate a difference or range between two temperatures.

1.1.4 Litre (l)

The litre (British English spelling) or liter (American English spelling) (SI symbols L and other symbol used: ℓ) is a metric unit of volume.

1.1.5 Square metre

The square metre (international spelling as used by the International Bureau of Weights and Measures) or square meter (American spelling) is the SI derived unit of area with symbol m². It is the area of a square with sides one metre in length.

Ex 1: Match the abbreviations with the meaning and the type of measurement.

Abbreviation	Meaning	Type of measurement
1 %	square metres	temperature
2 °C	kilometres	area
3 km	percentage	distance
4 l	degrees Celsius	weight
5 m ²	kilograms	quantity of water (or liquid)
6 kg	litres	an amount out of 100

1. % - Percentage - an amount out of 100.
2. °C - degree - Celsius temperature
3. km – kilometres - distance
4. l – litres – quantity of water (or liquid)
5. m² - square metres – area
6. kg – kilograms – weight

Ex 2: Complete these facts about the Earth with the abbreviation from ex1

1. °C
2. kms
3. %
4. m²
5. kgs – kgs
6. ls

Ex 3: Work in pairs. Choose the correct options. Then check the answers on page 157.

1. Length
2. Deep
3. Height
4. Kilometres
5. Percentage
6. Weigh

1.2 Reading

1.2.1 What is climate change?

Climate change refers to long-term shifts in temperatures and weather patterns. These shifts may be natural, such as through variations in the solar cycle. But since the 1800s, human activities have been the main driver of climate change, primarily due to burning fossil fuels like coal, oil and gas.

Burning fossil fuels generates greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the sun's heat and raising temperatures.

Examples of greenhouse gas emissions that are causing climate change include carbon dioxide and methane. These come from using gasoline for driving a car or coal for heating a building, for example. Clearing land and forests can also release carbon dioxide. Landfills for garbage are a major source of methane emissions. Energy, industry, transport, buildings, agriculture and land use are among the main emitters.

Biến đổi khí hậu đề cập đến sự thay đổi dài hạn về nhiệt độ và các kiểu thời tiết. Những thay đổi này có thể là tự nhiên, chẳng hạn như thông qua các biến thể trong chu kỳ mặt trời. Nhưng kể từ những năm 1800, các hoạt động của con người là nguyên nhân chính gây ra biến đổi khí hậu, chủ yếu do đốt các nhiên liệu hóa thạch như than, dầu và khí đốt.

Đốt nhiên liệu hóa thạch tạo ra khí thải nhà kính hoạt động giống như một tấm chăn quấn quanh Trái đất, giữ nhiệt của mặt trời và làm tăng nhiệt độ.

Ví dụ về phát thải khí nhà kính gây ra biến đổi khí hậu bao gồm carbon dioxide và methane. Ví dụ, chúng đến từ việc sử dụng xăng để lái ô tô hoặc than để sưởi ấm một tòa nhà. Việc phát quang đất đai và rừng cũng có thể thải ra khí cacbonic. Các bãi chôn lấp

rác là nguồn phát thải khí mê-tan chính. Năng lượng, công nghiệp, giao thông, tòa nhà, nông nghiệp và sử dụng đất là một trong những nguồn phát thải chính.

1.2.2 What is the climate change in your country?

Vietnam is often presented as one of the countries that are most vulnerable to climate change. But what precisely would be the social and economic impacts in the country if the global average temperature increases by 1.5°C, 2°C or even more in the coming decades? Could local drivers of environmental changes worsen these impacts and what could be the policy and endogenous leverages for adaptation?

Recent temperature data for Vietnam show an accelerating warming trend in the recent decades, with an average value of ~0.2°C/decade over the last 40 years and the highest increase in the last decade. Over the same period, the annual rainfall slightly increased by 5.5% on average, but with contrasting trends depending on regions. In addition, sea level is rising, with an average trend of 3.6 mm/year over 1993–2018. A new climate dataset has been built specifically for this report to evaluate more clearly the recent climatic trends over the whole country.

Ex 5: (142) Look at two maps on page 143 and read the article. Answer these questions for each map.

1. What does the map show? The map shows the temperature and rainfall change.
2. How many years is it for? For the period of over 30 years
3. How does it show the change? It shows the change by different colours.

Ex 6: (142) Look at the map again. Are these sentences T or F

Map 1

1. F

2. T

3. T

Map 2

4. T

5. F

6. T

Reading:

CLIMATE

CHANGE

Climate scientists have measured the temperature and rainfall on every part of the Earth over many years. They look at the changes and predict the future. The first map shows the temperature change over 30 years. In most parts of the world, the temperature has increased by a few degrees and scientists think it will increase in the future.

The second map shows rainfall change on the Earth over 30 years. The change in rainfall is very different from region to region. It has increased in some countries, for example Venezuela, and scientists think it will continue to increase in the future. But rainfall has decreased in other places such as parts of Brazil. In these regions, rainfall will continue to decrease.

In conclusion, the changes in climate probably won't stop in the near future.

Các nhà khoa học khí hậu đã đo lường nhiệt độ và lượng mưa ở các khu vực khác nhau trên trái đất trong nhiều năm. Họ xem xét sự thay đổi và dự đoán về tương lai. Bản đồ đầu tiên thể hiện sự thay đổi nhiệt độ hơn 30 năm qua. Trong hầu hết các khu vực của thế giới, nhiệt độ đã tăng lên một vài độ và các nhà khoa học nghĩ rằng nhiệt độ cũng tăng lên trong tương lai.

Bản đồ thứ hai thể hiện sự thay đổi lượng mưa trên trái đất hơn 30 năm qua. Sự thay đổi về lượng mưa rất khác nhau giữa các khu vực. Ở một số quốc gia thì lượng mưa tăng, ví dụ như Venezuela, và các nhà khoa học nghĩ rằng lượng mưa sẽ tiếp tục tăng trong tương lai. Nhưng lượng mưa đã giảm ở một số khu vực thuộc Brazil. Trong những khu vực này, lượng mưa sẽ tiếp tục giảm xuống. Tóm lại, sự thay đổi về khí hậu sẽ có thể không dừng lại trong tương lai gần.

1.3. Grammar

1.3.1. Grammar: Will future (will/ won't)

Thì tương lai đơn trong tiếng Anh (Simple future tense) được dùng khi không có kế hoạch hay quyết định làm gì nào trước khi chúng ta nói. Chúng ta ra quyết định tự phát tại thời điểm nói. Thường sử dụng thì tương lai đơn với động từ "to think" trước nó.

I. KIẾN THỨC THÌ TƯƠNG LAI ĐƠN CẦN NHỚ

1. Câu khẳng định

	Động từ to be	Động từ thường
--	---------------	----------------

Cấu trúc	S + will + be + N/Adj	S + will + V(nguyên thể)
Lưu ý	will = 'll	
Ví dụ	<p>- <i>She'll be fine.</i> (Cô ấy sẽ ổn thôi.)</p> <p>- <i>You will be mine soon</i> (Anh sẽ sớm thuộc về em thôi.)</p>	<p>- <i>I will always love you.</i> (Em sẽ luôn luôn yêu anh.)</p> <p>- <i>No worries, I will take care of the children for you.</i> (Đừng lo, em sẽ chăm sóc bọn trẻ giúp chị.)</p>

2. Câu phủ định

	Động từ tobe	Động từ thường
Cấu trúc	S + will not + be + N/Adj	S + will not + V(nguyên thể)
Lưu ý	will not = won't	
Ví dụ	<p>- She won't be happy if she cannot pass the entrance exam tomorrow. (Cô ấy sẽ không vui nếu cô ấy không vượt qua kỳ thi thi đầu vào ngày mai)</p> <p>- We won't be friends anymore. (Chúng ta sẽ không tiếp tục làm bạn nữa.)</p>	<p>- I won't bring champagne to the party tonight. (Tôi sẽ không mang rượu Sâm-panh đến bữa tiệc tối nay đâu.)</p> <p>- I won't tell her the truth. (Tôi sẽ không nói với cô ấy sự thật.)</p>

3. Câu nghi vấn

	Động từ tobe	Động từ thường
Cấu trúc	<p>Q: Will + S + be + ?</p> <p>A: Yes, S + will</p>	<p>Q: Will + S + V(nguyên thể)?</p> <p>A: Yes, S + will.</p>

	No, S + won't	No, S + won't.
Ví dụ	<p>- Q: Will you be home tomorrow morning? (Sáng mai anh có ở nhà không?) A: Yes, I will (Có, anh sẽ quay lại)</p> <p>- Q: Will he be the last person to leave the classroom? (Câu ấy sẽ là người cuối cùng rời khỏi phòng học đúng không?) A: Yes, he will (Có, cậu ấy sẽ ở lại)</p>	<p>- Q: Will you come back? (Anh có quay lại không?) A: Yes, I will (Có, anh sẽ quay lại)</p> <p>- Q: Will he go to the post office to take the parcel for you? (Cậu ta sẽ đến bưu điện để nhận bưu kiện cho em chứ?) A: No, he won't (Không, cậu ấy sẽ không)</p>

II. DẤU HIỆU NHẬN BIẾT

Trạng từ chỉ thời gian	<ul style="list-style-type: none"> - in + thời gian: trong ... nữa (<i>in 2 minutes: trong 2 phút nữa</i>) - tomorrow: ngày mai - Next day: ngày hôm tới - Next week/ next month/ next year: Tuần tới/ tháng tới/ năm tới
Động từ chỉ khả năng sẽ xảy ra	<ul style="list-style-type: none"> - think/ believe/ suppose/ ...: nghĩ/ tin/ cho là - perhaps: có lẽ - probably: có lẽ - Promise: hứa

III. CHỨC NĂNG THÌ TƯƠNG LAI ĐƠN

	Ví dụ	Phân tích
	<p><u>Ví dụ 1:</u> - I miss my mom. I</p>	<p>Có từ tín hiệu chỉ thời gian trong tương lai Là quyết định được phát ra tại thời điểm nói, không</p>

	(drop).....by her house on the way to work tomorrow. (<i>Tôi nhớ mẹ quá. Tôi sẽ rẽ qua nhà mẹ trên đường đi làm</i>) A. drop B. dropped C. will drop	phải 1 dự định từ trước: Nhớ mẹ => nên quyết định sẽ đến thăm mẹ vào ngày mai Động từ chia ở thì Tương lai đơn Chọn đáp án C
Chức năng 1	Thì tương lai đơn diễn đạt một quyết định tại thời điểm nói	
	Ví dụ 2: –.....you (open)the door for me please? (<i>Bạn có thể vui lòng mở cửa dùm mình được không?</i>) A. Do.....open B. Did.....open C. Willopen	Đề nghị ai đó làm gì Sử dụng thì Tương lai đơn Chọn đáp án C
Chức năng 2	Thì tương lai đơn dùng để đưa ra lời yêu cầu, đề nghị, lời mời	
	Ví dụ 3: – I promise I (take) you to the water park when I'm not occupied. (<i>Mẹ hứa là mẹ sẽ đưa con đến công viên nước chơi nếu mẹ rảnh</i>) A. will take B. take C. not use	Lời hứa là sẽ làm cho ai đó điều gì Động từ chia ở thì Tương lai đơn Chọn đáp án A
Chức năng 3	Thì tương lai đơn được dùng cho lời hứa hẹn	

Exercise 10: (p.143) Reorder the words to make sentences about the future.

1. it/ be/ hotter in my country/ in the future/ will
2. Increase/ the rainfall in this country/ in the future/ won't

3. I don't think/ increase/ the number of dry deserts/ will
4. be/ longer/ will/ summers/ there
5. The percentage of people living in cities/ decrease/ will
6. English/ everyone/ speak/ will
7. Petrol/ won't people/ use/ in their cars
8. Move to/ I'll/ a warmer/ I think/ country

Answer:

1. it/ be/ hotter in my country/ in the future/ will
It will be hotter in my country in the future.
2. Increase/ the rainfall in this country/ in the future/ won't
The rainfall in this country won't increase in the future.
3. I don't think/ increase/ the number of dry deserts/ will
I don't think the number of dry deserts will increase.
4. be/ longer/ will/ summers/ there
There will be longer summers.
5. the percentage of people living in cities/ decrease/ will
The percentage of people living in cities will decrease.
6. English/ everyone/ speak/ will
Everyone will speak English.
7. petrol/ won't/ people/ use/ in their cars
People won't use petrol in their cars.
8. move to/ I'll/ a warmer/ I think/ country
I think I'll move to a warmer country.

1.3.2. Practice

Exercise 1

Write the sentences in the negative and question form

1. (I / answer / the question)
.....
2. (she / read / the book)
.....
3. (they / drink / beer)
.....
4. (we / send / the postcard)
.....
5. (Vanessa / catch / the ball)
.....
6. (James / open / the door)
.....

7. (we / listen / to the radio)

.....

8. (they / eat / fish)

.....

9. (you / give / me / the apple)

.....

10. (the computer / crash)

.....

Lesson 2: Unit 12b - The unexplored Earth (No. of periods: 3)

2.1 Listening

In this part, you are going to listen to a radio programme about five unexplored places on the Earth. Before you listen, here are some information about the places. Read the information to get an overview of what you are going to learn.

2.1.1. *The Black Hole of Andros*

The black Hole found on the island of South Andros is a large isolated column, about 47m deep and formed by chemical erosion. Its depths replicate ocean conditions billions of years ago.

About 18m there is a 1m dark purple layer of toxic bacteria containing high concentrations of hydrogen sulphide. The toxic layer looks so dark it resembles the hole's floor but is actually a boundary which separates oxygenated water from oxygen-free water below it. This oxygen-free water has similar properties to water found in the oceans 3.5 billion years ago.

2.1.2. *Lake Vostok*

Lake Vostok (Russian: озеро Восток, *ozero Vostok*) is the largest of Antarctica's almost 400 known subglacial lakes. Lake Vostok is located at the southern Pole of Cold, beneath Russia's Vostok Station under the surface of the central East Antarctic Ice Sheet, which is at 3,488 m (11,444 ft) above mean sea level. The surface of this fresh water lake is approximately 4,000 m (13,100 ft) under the surface of the ice, which places it at approximately 500 m (1,600 ft) below sea level.

Measuring 250 km (160 mi) long by 50 km (30 mi) wide at its widest point, it covers an area of 12,500 km² (4,830 sq mi) making it the 16th largest lake by surface area. With an average depth of 432 m (1,417 ft), it has an estimated volume of 5,400 km³ (1,300 cu mi), making it the 6th largest lake by volume.

The lake is divided into two deep basins by a ridge. The liquid water depth over the ridge is about 200 m (700 ft), compared to roughly 400 m (1,300 ft) deep in the northern basin and 800 m (2,600 ft) deep in the southern.

The lake is named after Vostok Station, which in turn is named after the *Vostok* (Восток), a sloop-of-war, which means "East" in Russian. The existence of a subglacial lake in the Vostok region was first suggested by Russian geographer Andrey Kapitsa based on seismic soundings made during the Soviet Antarctic Expeditions in 1959 and 1964 to measure the thickness of the ice sheet. The continued research by Russian and British scientists led to the final confirmation of the existence of the lake in 1993 by J. P. Ridley using ERS-1 laser altimetry.

2.1.3. *The Merume Mountains*

Merume Mountains is located in Cuyuni-Mazaruni, Guyana. The estimate terrain elevation above seal level is 1353 metres.

2.1.4. The Foja Mountains

The Foja Mountains (Foja Range, Foya Mountains) (Indonesian: *Pegunungan Foja*) are located just north of the Mamberamo river basin in Papua, Indonesia. The mountains rise to 2,193 metres (7,195 ft), and have 3,000 square kilometers of old growth tropical rainforest in the interior part of the range. The Foja forest tract covers 9,712 square kilometers and is the largest tropical forest without roads in the Asia Pacific region.

Now, look at the exercise 4, (p.144), study the table and listen to get the details to complete the gaps in the table.

	Student A	Student B	Student C
The Black hole of Andros	In the Bahamas in the 1 AtlanticOcean	The water is 7 36°C	The hole is very 12 dark ..so it's difficult to 13 seewhat's in there.
Lake Vostok	In 2 Antartica	It's 8 14.000 ...square kilometres.	The ice is 14 37km deep so you can't get there.
Mount Dinpernalason	In the 3 eastof the Himalayan 4 mountains	It's 9 6135 ...metres high.	Nobody has ever 15 climbedit.
The Merume Mountains	In Guyana in 5 South America	At the end of the 10 500 Kilometre long Mazaruni River.	It's one of the most 16 dangerousrivers in the world.
The Foja Mountains	In a 6 forest ...in Papua, on the island of New Guinea.	The forest is 11 8100 ..square kilometres.	There are no 17 mapsof the region.

Here are the answer.

2.2. Vocabulary

From the listening, you can find out some vocabulary about land & water.

Areas of water	Areas of land
sea	desert
lake	Forest
ocean	Island
river	mountain

You now can make some examples with the found words.

e.g There's a forest near my home. We often go there at the weekend.

In the summer, children like to learn how to swim in the river near our village.

2.3. Grammar: definite "The" & Zero Article

2.3.1 "The" article

- Dùng "The" khi nói về một vật riêng hoặc một người mà cả người nghe và người nói đều biết.

Ví dụ: The dog is on the chair. (Con chó ở trên ghế ấy)

- "The" cũng được dùng để nói về một vật thể hoặc địa điểm đặc biệt, duy nhất.

Ví dụ: The Eiffel Tower is in Paris. (Tháp Eiffel ở Paris)

The Earth revolves around the Sun. (Trái đất xoay xung quanh mặt trời)

- Trong một số trường hợp, "The" có thể dùng với danh từ số ít và số nhiều.

Ví dụ: The cat (Con mèo), The cats (những con mèo)

- "The" đứng trước danh từ, xác định bằng một cụm từ hoặc một mệnh đề.

Ví dụ: The girl in uniform. (Cô gái mặc đồng phục)

- Mạo từ "The" đứng trước từ chỉ thứ tự của sự việc như "First" (thứ nhất), "Second" (thứ nhì), "only" (duy nhất)

Ví dụ: The first day (ngày đầu tiên)

The best time (thời gian thuận tiện nhất)

The only way (cách duy nhất)

- "The" + Danh từ số ít tượng trưng cho một nhóm động vật, một loài hoặc đồ vật

Ví dụ: The whale is in danger of becoming extinct (Cá voi đang trong nguy cơ tuyệt chủng)

- "The" dùng với một thành viên của một nhóm người nhất định

Ví dụ: The small shopkeeper is finding business increasingly difficult. (Giới chủ tiệm nhỏ nhận thấy việc buôn bán ngày càng khó khăn)

Mạo từ "The" đứng trước tính từ chỉ một nhóm người, một tầng lớp trong xã hội

Ví dụ: The old (người già)

The rich and the poor (người giàu và người nghèo)

- Dùng trước những danh từ riêng chỉ biển, sông, quần đảo, dãy núi, tên gọi số nhiều của các nước, sa mạc, miền

Ví dụ: The Pacific (Thái Bình Dương); The Netherlands (Hà Lan)

- "The" + tên họ (dạng số nhiều) chỉ gia tộc...

Ví dụ: The Smiths (Gia đình nhà Smiths)

2.3.2 Zero article

Zero article có nghĩa là không có mạo từ nào cả (mạo từ rỗng), hay nói cách khác là không dùng mạo từ xác định hoặc mạo từ bất định đi kèm cho danh từ.

Zero article là mạo từ rỗng, hay nói cách khác là không dùng mạo từ xác định hoặc mạo từ bất định đi kèm cho danh từ.

Vậy các trường hợp nào không cần dùng đến 2 loại mạo từ bất định và xác định?

✓ Khi danh từ số nhiều được dùng trong câu phát biểu mang nghĩa chung chung.

Ví dụ:

- Ø Cats don't like cold weather. (Loài mèo nói chung không thích trời lạnh)
- Ø Beans are good for health.
- Ø women are fighting for their rights.
- Ø Doctors always support each other.
- Ø Italians make delicious pizza.
- Ø Trees don't grow in the antarctic.
- Ø Watches have become very accurate.
- Ø Post offices close at 4 O'clock.

✓ Danh từ không đếm được có thể không cần mạo từ.

Danh từ không đếm được không thể đi cùng với Mạo từ bất định (**Indefinite articles**), Tuy nhiên ta có thể bỏ qua mạo từ với loại danh từ này

Ví dụ:

Life is Ø short.

I like Ø butter.

✓ Không dùng mạo từ với danh từ riêng.

- **Zero Article + Tên người**

- Ø Fritz Webber lives in Berlin.
- The Fritz Webber I know lives in Berlin.

- **Zero article + Chức danh (Titles)**

Trong tiếng anh, chúng ta sử dụng các chức danh như Mr, Mrs, Ms, Miss, Dr, Darling, vân vân để xưng hô trong các tình huống trang trọng để bày tỏ sự tôn trọng hoặc tình thương của mình với người khác, khi sử dụng các chức danh này với danh từ, ta không cần dùng mạo từ A/An hoặc The

Mr and Mrs Jackson are here to see you.

Mr Smith, can you give me a hand?

✓ Zero article + Các buổi của ngày và đêm.

Ví dụ:

At dawn;

Day break;

at sunset / sunrise.

at noon / midnight /night

at /by / after / until 8 O'clock.

Bây giờ ta so sách các trường hợp sau:

- We left at \emptyset dawn. (Đề cập đến thời gian trong ngày)

- I've seen a dawn like it. (Đề cập đến một buổi bình minh nào đó)

We've got up early to admire **the** dawn. (Đề cập đến một buổi bình minh cụ thể trong ngày)

✓ Zero article + Các bữa ăn như là breakfast, lunch, tea, dinner, supper.

We do not use articles before the names of meals.

không dùng mạo từ đối với các danh từ là tên của bữa ăn

Ví dụ:

Come to have dinner with us.

Mother is cooking lunch.

Dinner is ready

Ngoại trừ:

Chúng ta dùng A khi có một tính từ đứng trước breakfast, lunch, dinner etc.

I had a late dinner yesterday.

It is a very nice dinner.

Chúng ta sử dụng THE trong trường hợp chúng ta muốn nói về một bữa ăn cụ thể nào đó (We use the when we are talking about a particular meal)

The dinner we had last night was enormous.

The lunch we had at the restaurant was very good

✓ Zero article + Danh từ như là school / Hospital / college / University / work / sea / bed / court / prison / market để diễn tả mục đích chính.

- We got to church (To pray Mục đích chính là để cầu nguyện)

- We went toward to **the** church. (Church là tòa nhà ta đang đi đến.)

- The sailor have done to sea (to work: Ra biển để làm việc)

- We are going to **the** sea next weekend. (Ra bờ biển)

- I met her at college.

- ✓ Zero article + Danh từ chỉ phương tiện vận tải như là by bus / by train / by plane / by car / on foot / on horse-back.

Ví dụ

We travelled all over Europe by bus.

I came here on the local bus.

- ✓ Zero article được dùng trong các phép diễn tả cố định khác.
 - Hand in hand
 - From top to toe;
 - From top to bottom.
 - with knife and fork.
 - day by day; day after day...

Exercise 8 (p.145)

Match the places (1-8) with the categories (a-h). Then write the or – (no article) for each place.

1	f	the	Bahamas	a	Group of mountains
2	d	-	Mount Kilimanjaro	b	Name of a country
3	h	the	Pacific Ocean	c	Name of a continent
4	c	-	Africa	d	Name of a mountain
5	e	the	River Nile	e	Name of a river
6	a	the	Merume Mountains	f	Group of islands
7	b	-	Peru	g	Name of a lake
8	g	-	Lake Titicaca	h	Name of an ocean

Exercise 9 (p.145)

9 Look at the article and photo of an ancient map. Complete the text with *the* or - (no article).

This map of ¹ Earth is from the 12th century. At the time, the king of ² Sicily wanted a map of the countries around ³ Mediterranean Sea. He paid a man called Al-Idrisi to make a map. Al-Idrisi was from ⁴ Morocco but he lived in ⁵ Spain. Al-Idrisi interviewed thousands of travellers for information about the sea and the continents, including Arabia (now ⁶ Middle East), and ⁷ Asia. The map is difficult to understand because old maps used to put south at the top and north at the bottom. So this map shows ⁸ North Africa at the top and ⁹ Europe at the bottom.



Practice

Ex 1. Write *the* or \emptyset (no article) for these places

- | | | | |
|---------|---------------|----------|------------------|
| 1 | Bahamas | 6 | Papua New Guinea |
| 2 | Pacific Ocean | 7 | Alps |
| 3 | Argentina | 8 | USA |
| 4 | Amazon River | 9 | Asia |
| 5 | Lake Superior | 10 | Mount Everest |

Lesson 3: Unit 12c Looking for a new Earth (No. of period: 3)

3.1 Reading

For thousands of years, human explored the Earth. Now astronomers are exploring space, looking for a new planet or a “new Earth” for humans to live on in the future. But what will a new Earth look like?

First of all, astronomers look for a star. That’s because our own Earth orbits a star (the Sun). When astronomers have found a star, they look for a planet, it’s also important to measure the distance between the planet and the sun. That’s because most planets (unlike our Earth) are either too near to the star or too far away.

When they find a planet in a good position, astronomers look for three things: water, air and rock. Water is important because if humans go there, they will need water to drink and to grow plants.

If you can grow plants, then the plants can produce air for humans to breathe. Finally, astronomers also look for rocks, because water is often under the rocks.

In recent years, astronomers have found a few planets that are very similar to Earth. For example, Gliese 581g is a planet at a safe distance from the nearest star. Astronomers also think it has water and rock. The average temperature is between -31°C and -12°C which is cold, but not colder than Antarctica or Arctic Circle.

However, there are some differences. Gliese 581g is bigger than the Earth and a year on Gliese 581g is only 37 Earth days instead of 365. And the biggest problem is the distance. Gliese 581g is 18 trillion kilometres from the Earth.

Translation

Trong hàng nghìn năm, con người đã khám phá Trái đất. Hiện các nhà thiên văn đang khám phá không gian, tìm kiếm một hành tinh mới hoặc một “Trái đất mới” cho con người sinh sống trong tương lai. Nhưng một Trái đất mới sẽ như thế nào?

Trước hết, các nhà thiên văn học tìm kiếm một ngôi sao. Đó là bởi vì Trái đất của chúng ta quay quanh một ngôi sao (Mặt trời). Khi các nhà thiên văn học tìm thấy một ngôi sao, họ tìm kiếm một hành tinh, thì việc đo khoảng cách giữa hành tinh và mặt trời cũng rất quan trọng. Đó là bởi vì hầu hết các hành tinh (không giống như Trái đất của chúng ta) đều ở quá gần ngôi sao hoặc quá xa.

Khi họ tìm thấy một hành tinh ở vị trí tốt, các nhà thiên văn học sẽ tìm kiếm ba thứ: nước, không khí và đá. Nước rất quan trọng vì nếu con người đến đó, họ sẽ cần nước để uống và để trồng cây.

Nếu bạn có thể trồng cây, thì cây cối có thể tạo ra không khí cho con người thở. Cuối cùng, các nhà thiên văn học cũng tìm kiếm đá, vì nước thường nằm dưới các tảng đá.

Trong những năm gần đây, các nhà thiên văn học đã tìm thấy một vài hành tinh rất giống với Trái đất. Ví dụ, Gliese 581g là một hành tinh ở khoảng cách an toàn so với ngôi sao gần nhất. Các nhà thiên văn học cũng cho rằng nó có nước và đá. Nhiệt độ trung bình là từ -31°C đến -12°C , lạnh, nhưng không lạnh hơn Nam Cực hoặc Vòng Bắc Cực.

Tuy nhiên, có một số khác biệt. Gliese 581g lớn hơn Trái đất và một năm trên Gliese 581g chỉ bằng 37 ngày Trái đất thay vì 365. Và vấn đề lớn nhất là khoảng cách. Gliese 581g cách Trái đất 18 nghìn tỷ km.

Gliese 581g

Gliese 581g /'gli:zə/, là một hành tinh ngoài Hệ Mặt Trời chưa được xác nhận (và thường gây tranh cãi) được tuyên bố là quay trong hệ hành tinh Gliese 581, nằm ở chòm sao Thiên Xứng, cách Trái Đất 20,5 năm ánh sáng ($1,94 \times 10^{14}$ km). Nó là hành tinh thứ 6 được phát hiện trong hệ sao Gliese 581 và là hành tinh thứ 4 tính từ ngôi sao.

Gliese 581g có khối lượng gấp 3-4 lần Trái Đất, cho thấy nó có thể có nhiều đá và đủ trọng lực để giữ bầu khí quyển. Trọng lực trên bề mặt của Gliese 581g có thể ngang bằng hoặc cao hơn chút ít so với Trái Đất, do đó, con người hoàn toàn có thể đi lại dễ dàng. Như vậy, Gliese 581g đã hội đủ hai yếu tố quan trọng là nước và bầu khí quyển giúp duy trì sự sống trên hành tinh

Nếu Gliese 581g chứa đá giống Trái Đất, đường kính của nó sẽ gấp từ 1,2 tới 1,4 lần Trái Đất. Lực hút bề mặt của nó có thể tương đương hoặc lớn hơn một chút so với Địa Cầu nên con người có thể đứng thẳng và bước dễ dàng trên đó. Nếu khối lượng của nó gấp 3 lần Trái Đất thì ta nặng gấp 3 lần nhưng bán kính của nó dài gấp 1,2 nên ta nặng gấp 1,2 lần, dù vậy cần kết quả chi chắc chắn khi các nhà khoa học đến nơi đo đạc.

3.2 Word focus - How

“How” là 1 trong số ít những từ để hỏi có cấu trúc đặc biệt, không cố định, bạn có thể đặt câu hỏi với how + adj/adv hoặc how + tobe/trợ từ + S để tạo thành câu hỏi có nghĩa.

Ví dụ:

- How are you today? (Hôm nay bạn thế nào?) sử dụng cấu trúc how + tobe + S.
- How often do you take photos? (Bạn có thường xuyên chụp ảnh không?) sử dụng cấu trúc how + adv

Với mỗi trường hợp và mục đích đưa ra câu nghi vấn, chúng ta sẽ sử dụng cấu trúc khác nhau để đặt câu hỏi với how.

3.2.1 Các cách đặt câu hỏi với how

Sau ý nghĩa và cấu trúc của “how”, vấn đề tiếp theo khiến nhiều người băn khoăn chính là cách đặt câu hỏi với how như thế nào. Thông thường, có 8 trường hợp chính sử dụng how để làm câu nghi vấn. Dưới đây là 8 câu hỏi câu hỏi và trả lời với how được sử dụng nhiều nhất.

- **How + be + noun? (Cái đó như thế nào?)**

Trong trường hợp này, how được sử dụng để đặt câu hỏi về tính chất của một sự vật, sự việc, hiện tượng nào đó trong cuộc sống.

Ví dụ:

– How is your work? – It’s fine. I love my work. (- Công việc của bạn thế nào? – Tốt. Tôi yêu công việc của mình.)

– How was your vacation last week? – It was really great. (- Kỳ nghỉ tuần trước của bạn thế nào? – Nó thực sự tuyệt.)

- ***How often ...?***

Câu hỏi với *how often* để hỏi tần suất, mức độ thường xuyên của hành động được thực hiện bởi ai đó.

Ví dụ:

- How often do you swim?
- Twice a month.
- (- Cậu có thường xuyên đi bơi không?
- 2 tuần 1 tháng.)

- ***How long ...? (Bao lâu?)***

Câu hỏi với *how long* được dùng để hỏi khoảng thời gian của hành động, sự việc.

Ví dụ:

- How long does it take to get to Ho Chi Minh City by bus?
- About 30 minutes.
- (- Mất bao lâu để tới TP Hồ Chí Minh bằng xe buýt?
- Khoảng 30 phút.)

- ***How + adj + Noun?***

Câu hỏi với *how + adj* được sử dụng rất phổ biến trong cả giao tiếp và ngữ pháp tiếng Anh. *How* có thể kết hợp với nhiều tính từ khác nhau để đặt câu hỏi về thông tin chi tiết của một vật, sự việc nào đó.

Ví dụ:

- How tall is the Fansipan?
- About 3.143m.
- (- Núi Fansipan cao bao nhiêu?
- Khoảng 3.143 mét.)

- ***How many/How much ...?***

Câu hỏi với *how many/how much* để hỏi về số lượng của danh từ đếm được, danh từ không đếm được trong tiếng Anh.

Ví dụ 1:

- How many people will attend the event next month?
- 150 people.
- (- Có bao nhiêu người sẽ tham gia sự kiện tháng sau?
- 150 người.)

Ví dụ 2:

- How much time did you spend on completing the test?
- One hour.
- (- Cậu dành bao nhiêu thời gian để hoàn thành bài kiểm tra?
- 1 tiếng.)

Ngoài ra, Câu hỏi với *how much* còn được sử dụng để hỏi giá cả của đồ vật. Có thể nói, đây là cấu trúc được sử dụng nhiều nhất và dường như là duy nhất để hỏi về giá cả trong tiếng Anh.

Ví dụ:

– How much does this apartment cost?

– It costs 2.5 billions VN Dong.

(- Căn hộ này có giá bao nhiêu?

– Nó có giá 2.5 tỷ VNĐ.)

Trên thực tế, cấu trúc *how many* và cấu trúc *how much* hoàn toàn giống nhau về ngữ pháp và chỉ có một chút khác biệt khi sử dụng về ngữ nghĩa.

● ***How about + V-ing?* (Còn về ... thì sao?)**

Cấu trúc này được dùng làm câu đề nghị người khác làm một việc gì đó. Trong trường hợp này, cấu trúc *how about* = *what about*.

Ví dụ:

– How about going on a picnic this weekend?

– Yes. It's great!

(- Còn đi dã ngoại cuối tuần này thì sao?

– Được. Nó sẽ rất tuyệt đấy!)

● ***How do + S + V?* (Làm như thế nào?)**

Câu hỏi với cấu trúc *how do + S + V?* được dùng để hỏi cách thức làm một việc gì đó.

Exercise

Exercise 1. Complete the sentences with “How + Adj/ Adv”

1. Do you know this dress is? I'd like to buy it!
2. 'Err.. is the Empire State Building?' '1250 feet high, I think! '
3. Look at Bob! is he? He's 30 and I know that you're younger...
4. I can notice this news is to you.
5. I need some petrol, but is it from here to London?
6. Look at the cakes in the box, and tell me there are left... I may need to buy more!
7. I'm at the swimming pool! Do you know it is?
8. Be sensible! Don't carry this case! Look..... it is!
9. I don't know..... it has been since I last saw you...
10. I'm really suprised when I see..... he is for his age!

Lesson 4. Unit 12d & 12e (No. of periods: 3)

4.1 Unit 12d

4.1.1 Reading Earth Day

What is Earth Day?

Before you read:

Read the following information about Earth Day

Earth Day is an annual event on April 22 to demonstrate support for environmental protection. First held on April 22, 1970, it now includes a wide range of events coordinated globally by EarthDay.org (formerly Earth Day Network) including 1 billion people in more than 193 countries. The official theme for 2022 is Invest In Our Planet.

While you read: Read the text and answer the questions

1. What do people do on Earth Day?

It's the day people around the world help the Earth.

2. When and where was the first Earth Day?

The very first Earth Day was celebrated in the United States on April 22, 1970.

3. Why did people go to it?

We can do something to encourage environmental protections and recycle.

4.1.2. Giving a presentation

What is a presentation?

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

A presentation can also be used as a broad term that encompasses other 'speaking engagements' such as making a speech at a wedding, or getting a point across in a video conference.

To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

A presentation requires you to get a message across to the listeners and will often contain a '*persuasive*' element. It may, for example, be a talk about the positive work of your organization, what you could offer an employer, or why you should receive additional funding for a project.

Translation:

Bài thuyết trình là một phương tiện giao tiếp có thể được điều chỉnh cho phù hợp với các tình huống nói khác nhau, chẳng hạn như nói chuyện với một nhóm, phát biểu một cuộc họp hoặc thông báo tóm tắt cho một nhóm.

Bài thuyết trình cũng có thể được sử dụng như một thuật ngữ rộng bao gồm các 'hoạt động diễn thuyết' khác, chẳng hạn như phát biểu trong đám cưới hoặc nêu ý kiến trong một hội nghị truyền hình.

Để có hiệu quả, cần cân nhắc kỹ lưỡng việc chuẩn bị từng bước và phương pháp và phương tiện trình bày thông tin.

Một bài thuyết trình đòi hỏi bạn phải truyền tải được thông điệp đến người nghe và thường sẽ chứa yếu tố 'thuyết phục'. Ví dụ, nó có thể là một cuộc nói chuyện về công việc tích cực của tổ chức của bạn, những gì bạn có thể cung cấp cho nhà tuyển dụng hoặc tại sao bạn nên nhận thêm tài trợ cho một dự án.

4.2 Unit 12E – Writing: Announcing an event

What is an announcement?

Announcement is something that is written, printed, or spoken verbally so that other people know that there's something happening or about to happen.

What is the structure of an announcement?

The following is the general structure of announcement text:

- **Title**

Contains the name or main theme of the announced business or event.

- **Date and Time**

Contains information on the day, date, and time of the event or activity to be held.

- **Location**

Contains information on where the event or activity will be held.

- **Contact Person**

Contains information on the name of the person or address that can be contacted.

What types of announcements are there?

Types of Announcement Text

Generally, there are several things that can be used as main topic of announcement text:

- Events
- Missing persons / animals / items
- Winners of a competition
- Job vacancy
- Sad news
- Marriage / birth
- New products

How to write an announcement

There are several things that must be considered when you want to make an announcement text. You must pay attention to the title, type of event, date or time, place, contact person, and address.

- Writer doesn't use grammatical words which carry little meanings such as: prepositions, articles, auxiliaries, pronouns.
- Writer uses key words: noun, verb, numbers, times

Example: Everyone is welcome to our Earth Day celebration at Newmarket on April 22.
We are going to plant 100 trees around Newmarket town centre.

Ex 3b. Underline the key words in these sentences. Then compare your ideas with the poster.

1. There will be presentations about how to help the environment.
2. You can watch theatre, listen to music and look at art by local performers and artists.
3. Shops are going to sell environmentally-friendly products.
4. You can also buy hot and cold food.
5. Entrance to the event is free.
6. Visit our website at NECG.org/ Earth Day for more information.

End-of-Unit 12 consolidation

Exercise 1

Write the sentences using the given words

1. She/ hope/ that/ Mary/ come/ party/ tonight.
.....
2. I/ finish/ my report/ 2 days.
.....
3. If/ you/ not/ study/ hard/,/ you/ not/ pass/ final/ exam.
.....
4. You/ look/ tired,/, so/ I/ bring/ you/ something/ eat.
.....
5. you/ please/ give/ me/ lift/ station?
.....

Exercise 2

Give the correct forms of the verbs in the brackets

1. They (do) it for you tomorrow.
2. My father (call) you in 5 minutes.
3. We believe that she (recover)from her illness soon.
4. I promise I (return) school on time.
5. If it rains, he (stay) at home.

Exercise 3

Choose the correct answers

1. In two days, I my results.
A. will know B. would know C. will be knowing
2. 'There is the doorbell.' 'I

- A. would go B. am going C. will go
3. You the decision that you made today.
A. will be regretting B. will regret C. would regret
4. We what happened to her.
A. would never know B. will never know C. will never be knowing
5. The whole nation proud of you.
A. Is B. will be C. would be
6. That our gift to the school.
A. will be B. would be C. will have been
7. Kind words others joy.
A. will give B. would give C. will be giving
8. This piece of wisdom you ten dollars.
A. will cost B. would cost C. will be costing
9. You my position.
A. will never understand B. would never understand C. never understand
10. Someday I a novel.
A. will be writing B. will write C. would write
11. I this.
A. will not permit B. would not permit C. will not be permitting
12. He the test.
A. cannot pass B. will not pass C. will not be passing

Exercise 4

Complete the sentences using the correct form of the verbs in the brackets.

1. A: "There's someone at the door."
B: "I _____ (get) it."
2. Joan thinks the Conservatives _____ (win) the next election.
A: "I'm moving house tomorrow."
B: "I _____ (come) and help you."
4. If she passes the exam, she _____ (be) very happy.
5. I _____ (be) there at four o'clock, I promise.
6. A: "I'm cold."
B: "I _____ (turn) on the fire."
7. A: "She's late."
B: "Don't worry she _____ (come)."
8. The meeting _____ (take) place at 6 p.m.
9. If you eat all of that cake, you _____ (feel) sick.
10. They _____ (be) at home at 10 o'clock.

8. I'm afraid I _____ (not / be) able to come tomorrow.
9. Because of the train strike, the meeting _____ (not / take) place at 9 o'clock.
10. A: "Go and tidy your room."
B: "I _____ (not / do) it!"
13. If it rains, we _____ (not / go) to the beach.
14. In my opinion, she _____ (not / pass) the exam.
15. A: "I'm driving to the party, would you like a lift?"
B: "Okay, I _____ (not / take) the bus, I'll come with you."
11. He _____ (not / buy) the car, if he can't afford it.
12. I've tried everything, but he _____ (not / eat).
13. According to the weather forecast, it _____ (not / snow) tomorrow.
14. A: "I'm really hungry."
B: "In that case we _____ (not / wait) for John."
15. _____ (they / come) tomorrow?
16. When _____ (you / get) back?
17. If you lose your job, what _____ (you / do)?
18. In your opinion, _____ (she / be) a good teacher?
19. What time _____ (the sun / set) today?
20. _____ (she / get) the job, do you think?
21. _____ (David / be) at home this evening?
22. What _____ (the weather / be) like tomorrow?
23. There's someone at the door, _____ (you / get) it?
24. How _____ (he / get) here?

Exercise 5

Complete the rules.

a. Match 1 and 2 with a-j.

1 Use *the* with ... a,.....,,.....,.....

2 Use no article with,.....,.....

- a deserts c continents e oceans g rivers i groups of places
b plural names d seas f countries h lakes j a single mountain

b. Add these names and places to a-j. Add *the* where necessary.

- Adriatic Africa Thames Andaman Islands Himalayas
Como Argentina Everest Sahara Indian

a deserts	the Sahara
b plural names	
c continents	
d seas	



e oceans	
f countries	
g rivers	
h lakes	
i groups of places	
j a single mountain	

Exercise 6

Complete the quiz questions with the correct form of the verbs and adjectives. Then choose the correct options.

- 1 Which is..... (big): The / Ø Atlantic Ocean or the / Ø Pacific Ocean?
- 2 Which of these four countries is(close) to the equator: The / Ø Egypt, The / Ø Maldives, The / Ø Mexico or The / Ø Philippines?
- 3 It's midday in the / Ø America.(people / get up) or(have) dinner in the / Ø New Zealand?
- 4 Last week you..... (sail) down..... (third long) river in the world. Which was it: The / Ø Amazon, The / Ø Yangtze or The / Ø Mississippi?
- 5 You..... (decide) to walk up each of these buildings. Which..... (take)..... (long) time: The / Ø Eiffel Tower, The / Ø Empire State Building or The / Ø Burj Al Arab?

Exercise 7

Use the suggested words to build short conversations as the following example.

Example:

0. your house / school / 3km / go / bicycle.

S1 : How far is it from your house to school ?

S2 : It's three kilometers.

S1 : How do you go to school ?

S2 : I go by bicycle.

1. Mrs. Nga's house / hospital / 10km / travel / motorbike.

.....

Your house / university / 400m / walk.

.....

Lien and Lan's house / uncle's farm / 5km / cycle.

.....

Mrs. Chi's town / Ho Chi Minh City / over 1,000km / there / plane.

.....

.....

Mr. Thanh's house / factory /16km /car.

.....

.....

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Frequently Asked Questions

1. What do we use 'be going to' for?

We use 'be going to' to talk about future plans.

2. What do we use to-infinitive for?

We use 'to-infinitive' to talk about the purpose of an action.

3. How can we ask about someone's purpose?

We can use "Why?" or "What for?"

4. What are the best-known paintings in the world?

'Mona Lisa', 'The Last Supper', 'The Starry Night', 'The Scream', 'Guernica'

5. How can we accept a 'Would you like to...?' invitation?

You can say "I'd love to!", "That sounds great!", "That's great!", etc.

6. What is teleport?

It means transport or be transported across space and distance instantly.

7. What is the present perfect tense?

The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour).

8. Why are habits useful?

Habits are the essential foundation for any productivity practice. The appearance of superhuman levels of self-discipline is simply a collection of strong habits, carefully cultivated over time. Overnight success is a myth perpetuated by biographies that spare you the boring details of gym time.

9. How can we form a new habit?

The best way to form a new habit is to **tie it to an existing habit**, experts say. Look for patterns in your day and think about how you can use existing habits to create new, positive ones. For many of us, our morning routine is our strongest routine, so that's a great place to stack on a new habit.

10. What are imperatives?

Imperatives are verbs used to give orders, commands, warning or instructions, and (if you use "please") to make a request.

11. What is a sightseeing tour?

A sightseeing tour is a tour around a city or region to see the interesting places that tourists usually visit.

12. What should we prepare for a trip abroad?

You must have a valid passport and get a visa from the Embassy. In addition, you should search for information about the place you are going to visit.

13. What public transport should I use when I'm visiting London?

If you're getting around the majority of central London, the Underground will likely be the most convenient. It's fast, regular, and doesn't have to contend with traffic.

14. What are the different ways to give advice?

They are:

1. Using modal verb "Ought to, should"
2. Raising questions
3. Putting yourself into others' shoes
4. Making suggestion or recommendation
5. Giving the direct and strong advice

15. What is a questionnaire used for?

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information. Questionnaires are commonly used in market research as well as in the social and health sciences.

16. What measurements do you often use when you buy meat, build a house?

kilogram, square metre

17. What is climate change? Climate change refers to long-term shifts in temperatures and weather patterns

18. Why do we use will future?

Use the future with will to talk about an event in the future that you have just decided to do, for predictions and for promises.

19. When do we use the definite article 'the'?

We use the definite article in front of a noun when we believe the listener/reader knows exactly what we are referring to, and before the name of a group of islands, the name of an ocean, a group of mountains, the name of a river.

20. What is Earth Day?

Earth Day is an annual celebration honouring the achievements of the environmental movement and raising awareness of the importance of long-term ecological Earth Day, annual celebration honouring the achievements of the environmental movement and raising awareness of the importance of long-term ecological sustainability sustainability.

EXAM FOLDER

Test 1

PART 1

Listen to Sarah talking to her friend, Jane, about a new job. For questions 1-5, tick

A, B or C. You will hear the conversation twice.

EXAMPLE 0 Sarah's boss wants a new

A manager. B shop assistant C secretary.

1. Sarah usually starts work at
 A 6.00. B 8.30. C 9.00.
2. In the new job, Jane can earn
 A £160 a week B £180 a week. C £210 a week.
3. Sarah has lunch
 A in a café B in a park. C at home
4. In the new job, Jane can have
 A 3 weeks' holiday. B 4 weeks' holiday. C 5 weeks' holiday.
5. The manager's name is Mr
 A Fawset. B Fawcett. C Fausett.

PART 2

You will hear Kate and Jeremy talking about a party.

Listen and fill in each gap with ONE word or number. You will hear conversation twice.

Kate's Birthday Party	
Kate will be	17 years old
Day:	(1).....
Time	(2).....
Place	(3) London.....
Address	(4).....Street
Bring some	(5).....

PART 3

Complete the sentences the correct form of the verb in the box. Use each verb once.

make	be	study	go	buy
see	cook	meet	watch	write

1. I have nevera film on the Internet.
2. What are you going.....for dinner tonight?
3. Are you going.....tickets online or at the cinema?
4. I went to the cinema.....a film with my friend.

5. Are they going.....in front of the cinema?
6. He's going to to junglea film about wild plants.
7. Phones have always..... mobile phones for U25s.
8. Peter is not at home. Heto the market.

PART 4

For each question, choose the correct answer.

For Sale
Women's bicycle (small)
 11 years old - needs new tyres
 Phone Debbie
 - 0794587454



1.
 - A The bicycle that's for sale was built for a child.
 - B Some parts of the bicycle must be changed.
 - C Debbie is selling the bike because she's too big for it now.

Hi Ben
 I've booked concert
 tickets for both of
 us online. Can you
 give me the money
 this afternoon
 when I see you?
 Tim

2.
 - A Tim thinks Ben should look on the concert website.
 - B Tim hopes that Ben will be able to come with him.
 - C Tim wants to know if Ben can pay him back today.

ADVENTURE PARK
 Half-price tickets for
 groups of 12 or more
 Ask at entrance

3.
 - A You get into the park by going this way.
 - B It is more expensive to go here alone.
 - C You will have fun if you come with friends.

Lynne
Kim's party starts at
8 p.m. but of course
you don't finish work
until 9. Shall we go
together at 9.30?
I'll pick you up.
Emma

4.

- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

DAN'S ICE
CREAMS
Buy one, get
one free!
(Special offer
12 - 2 p.m.
only) 

5.

- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

Anna,
Sorry you missed
today's class. Don't
forget about the
history project we're
working on together
- the teacher wants
it by Friday. Call me!
Sophie

6.

Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

PART 5

Read the email. For each question, write the correct answer. Write one word for each gap.

I hope (0)*you*..... are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (1) lovely beach. We had to leave before lunch because it was very hot. We went to a party (2) the evening in the centre (3)..... the town. Everyone had a good time and we got back at midnight.

Tomorrow, we want to (4) on a boat trip or (5) tennis.

I'll show you my photos (6) I get back.

See you soon,

Maria

PART 6

Rearrange the words to make complete sentences.

1. She/ for/ pictures /her/ /interesting shapes./colourful /of flowers/ is famous/ and
2. poor / He/ he /was/ died. / when
3. film / because/ The beginning/ it happens/ in the middle / of the /of the night. /is scary
4. you/watch?/Which /do / often / TV programme
5. going/ We're /to /see/cinema / a new/ the. /film /at
6. things./have / to/ Scientists /do/ learned/ many

Test 2

PART 1

Answer the following questions (write full sentences).

1. Are you going out with your friends this weekend?
2. What do you use your mobile phone for?
3. Are you going to buy a new phone?
4. Have you ever practised speaking English with a foreigner?
5. Have you ever forgotten someone's name?

PART 2

You are going to paint your bedroom. Your friend Robbie is going to help you.

Write a note to Robbie.

Say:

What colour paint you are going to use

What time you will start

What clothes to wear.

Write 25-35 words.

Test 3

PART 1

Listen to David and Eva talking about a school art lesson. Where did they and their friends go to draw their pictures? For questions 1- 5, choose the correct answer. Play again to hear the conversation twice.

EXAMPLE

0 David

E

PEOPLE

1 Eva

2 Luke

3 Mary

4 Patrick

5 Christina

PLACES

A bank

B café

C castle

D market

E museum

F park

G river

H swimming pool

PART 2

Choose the correct word from the list to complete the sentences.

[weathers|concert|money|cash|company|visa|Embassy|airport|climate|film]

1. You have to get a holiday visa from thebefore you leave.
2. You can't work abroad without a work.....
3. Can I pay with..... in this shop?
4. I went to the cinema to see a.....
5. Is the different in different ares?

PART 3

Read the article and answer the questions below.

13-year-old Alessandra talks about her favourite chatroom, Teen-Age

I joined a chatroom called Teen-Age last month. A classmate read about it in a magazine and told me all about it. She said it's a really great way to make friends with people in other countries. And she was right!

Everyone on the chatroom is a teenager. We share information about home life, music and films. Friends that I chat to often ask me about school life in Britain. One friend in Spain sometimes asks me to write the words of English songs for her. My favourite thing is finding out how to prepare food people eat in different countries.

Some of my friends on Teen-Age live on the other side of the world, so when I chat to them at lunchtime, it's nearly midnight where they are. My parents like it that I have international friends, but they get upset if I'm chatting to people all evening. They always

want me to finish my homework first.

Chatting to people online is different from chatting to people at school. Some people at school aren't very friendly and don't want to talk much, but everyone I've met on Teen-Age is really nice. It's easy to talk about problems with them and they usually give good advice.

Many of my schoolfriends have joined several chatrooms, but I won't ever do that. I like the online friends I have now, so I'll keep using Teen-Age. If I have friends in different chatrooms, it'll be too hard to chat to them all.

1 How did Alessandra find out about the chatroom?

A from a magazine

B from someone at school

C from a friend in another country

2 What does Alessandra like doing best on the chatroom?

A learning new dishes

B talking about music and films

C finding out about schools around the world

3 What does Alessandra say about her parents?

A They worry that she is chatting online while she is at school.

B They think schoolwork is more important than chatting online.

C They don't understand why she goes on the chatroom every day.

4 What does Alessandra say about chatting to people online?

A She never tells them about problems.

B She gives them advice when they need it.

C She thinks they are very kind.

5 Alessandra thinks that in the future she will

A try other chatrooms.

B stop using all chatrooms.

C continue to use Teen-Age.

PART 4

For each question, write the correct answer. Write one word for each gap.

Hi Jenni,

How are you? Is your new life **(0)** Canada going well? And **(1)** is your university course like? Have you made new friends? **(2)** you think you might come back for a visit soon?

Clara

Hi Clara,

I'm fine, thanks. I've been here for a month now. It was quite difficult for the first few

weeks (3) I didn't know anyone, but now I know more people, I'm starting (4) enjoy myself. I'm sure that I (5) come home for a few weeks before the end of (6) year, so see you in a few months.

Keep writing to me!

Jenni

PART 5

Rearrange the words to make complete sentences.

1. changed / to USD. / I've /my money / most of
2. is 40 /is / and/ Summer/ the temperature/ very hot/ degrees.
3. a/always /I/ buy/ return/ ticket.
4. learn / local language. /should / You/some
5. going/ We're /to /see/cinema / a new/ the /film. /at
6. things./have / to/ Scientists /do/ learned/ many