



Nguyễn Thanh Bình (Tổng Chủ biên)
Lê Nguyễn Như Anh (Chủ biên)
Nguyễn Thị Xuân Lan – Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang – Đinh Trần Hạnh Nguyễn

BẢN MẪU

TIẾNG ANH 7

EXPLORE ENGLISH

SÁCH HỌC SINH



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**

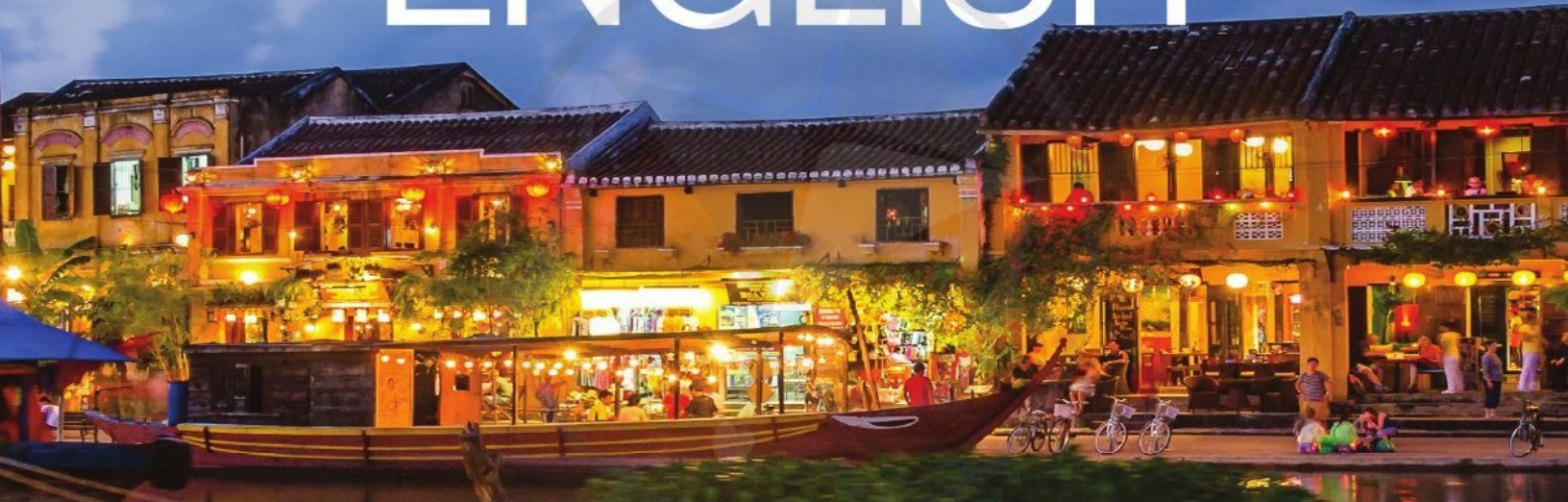
**NATIONAL
GEOGRAPHIC
LEARNING**

Nguyễn Thanh Bình (Tổng Chủ biên)
Lê Nguyễn Như Anh (Chủ biên)
Nguyễn Thị Xuân Lan – Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang – Đinh Trần Hạnh Nguyên

BẢN MẪU

TIẾNG ANH 7

EXPLORE ENGLISH



SÁCH HỌC SINH



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**

**NATIONAL
GEOGRAPHIC
LEARNING**

National Geographic Learning,
a Cengage Company

Tiếng Anh 7 – Explore English

Sách học sinh

Nguyễn Thanh Bình (Tổng Chủ biên)

Lê Nguyễn Như Anh (Chủ biên)

Nguyễn Thị Xuân Lan

Phạm Nguyễn Huy Hoàng

Đào Xuân Phương Trang

Đinh Trần Hạnh Nguyễn

Tiếng Anh 7 – Explore English Sách học sinh được biên tập từ quyền sách *Time Zones 2 Student Book (2nd Edition)* của các tác giả: **Catherine Frazier, Richard Frazier, và Jennifer Wilkin** thuộc bản quyền của **NXB National Geographic Learning**, một phần của **NXB Cengage**.

Cover Image: Hội An reflected in the river during sunset
mJastrzebski/IStock via Getty Images Plus

NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

280 An Dương Vương, Phường 4, Quận 5,
TP. Hồ Chí Minh, Việt Nam

Điện thoại: (028) 38 301 303 - Fax: (028) 39 381 382

Email: nxb@hcmue.edu.vn

Website: <http://nxb.hcmue.edu.vn>

© 2022 Cengage Learning, Inc.

This edition is reprinted from selected pages from *Time Zones Student Book 2* by license from Cengage Learning, Inc., for sale in Vietnam only. Cengage Learning is the owner of the copyright in this publication and all the artwork, designs, stories, articles, reports, commentaries, interviews, photographs and other works used in or prepared in relation to this publication.

Viet Nam Educational Equipment – Publication Investment Joint Stock Company and Ho Chi Minh City University of Education Publishing House are authorized by Cengage Learning Vietnam Company Limited to publish, print, distribute, and sell exclusively this customized reprint edition in Vietnam.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

“National Geographic”, “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society® Marcas Registradas

For permission to use material from this text or product, submit all requests online at cengage.com/permissions

Further permissions questions can be emailed to permissionrequest@cengage.com

ISBN: 978-XXX-XX-XXXX-X

HCMC UNIVERSITY OF EDUCATION PUBLISHING HOUSE

280 An Duong Vuong Street, Ward 4, District 5,
Ho Chi Minh City, Vietnam

Cengage Learning Vietnam Company Limited

Suite 1111, 11th Floor, Zen Plaza Building
54-56 Nguyen Trai Street, District 1,
Ho Chi Minh City, Vietnam

National Geographic Learning

200 Pier Four Boulevard
Boston, MA 02210
USA

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com
Visit our corporate website at www.cengageasia.com

Acknowledgments

The authors and publisher would like to thank the following individuals and organizations who offered many helpful insights, ideas, and suggestions during the development of **Explore English**.

Asia and Europe

Phil Woodall, Aoyama Gakuin Senior High School; **Suzette Buxmann**, Aston A+; **Wayne Fong**, Aston English; Berlitz China; Berlitz Germany; Berlitz Hong Kong; Berlitz Japan; Berlitz Singapore; **Anothai Jetsadu**, Cha-am Khunying Nuangburi School; **Rui-Hua Hsu**, Chi Yong High School; **Gary Darnell**, DEU Private School, Izmir; **Hwang Soon Hee**, **Irean Yeon**, **Junhee Im**, **Seungeun Jung**, Eun Seok Elementary School; **Hyun Ah Park**, Gachon University; **Hsi-Tzu Hung**, Hwa Hsia Institute of Technology; **Kate Sato**, Kitopia English School; **Daniel Stewart**, Kaisei Junior and Senior High School; **Haruko Morimoto**, **Ken Ip**, Mejiro Kenshin Junior and Senior High School; **Sovoan Sem**, Milky Way School; **Shu-Yi Chang**, Ming Dao High School; **Ludwig Tan**, National Institute of Education; **Tao Rui**, **Yuan Wei Hua**, New Oriental Education & Technology Group; **Tom Fast**, Okayama Gakugeikan High School; **Yu-Ping Luo**, Oriental Institute of Technology; **Jutamas**, Prakhanong Pittayalai School; **Akira Yasuhara**, Rikkyo Ikekuburo Junior and Senior High School; **Matthew Rhoda**, Sakuragaoka Junior and Senior High School; **Michael Raship**, **Nicholas Canales**, Scientific Education Group Co; **Andrew O'Brien**, Second Kyoritsu Girls Junior and Senior High School; **Atsuko Okada**, Shinagawa Joshi Gakuin Junior and Senior High School; **Sheila Yu**, Shin Min High School; **Stewart Dorward**, Shumei Junior and Senior High School; **Gaenor Hardy**, Star English Centres; **Philip Chandler**, **Thomas Campagna**, Tama University Meguro Junior and Senior High School; **Lois Wang**, Teachall English; **Iwao Arai**, **James Daly**, **Satomi Kishi**, Tokyo City University Junior and Senior High School; **Jason May**, Tokyo Seitoku University High School; **Amnoui Jaimipak**, Triamudomsuksapattanakarn Chiangrai School; **Jonee de Leon**, Universal English Center; **Thiwaphorn Tharawatcharasart**, Uthaiwitthayakhom School; **Richard Ascough**, Wayo Women's University; **Kirvin Andrew Dyer**, Yan Ping High School

The Americas

Allyne Fraemam, **Flávia Carneiro**, **Jonathan Reinaux**, **Mônica Carvalho**, ABA; **Antonio Fernando Pinho**, Academia De Idiomas; **Wilmer Escobar**, Academia Militar; **Adriana Rupp**, **Denise Silva**, **Jorge Mendes**, ACBEU; **Rebecca Gonzalez**, AIF Systems English Language Institute; **Camila Vidal Suárez**, **Adriana Yaffe**, **Andrea da Silva**, **Bruno Oliveri**, **Diego A. Fábregas Acosta**, **Fabiana Hernandez**, **Florencia Barrios**, **Ignacio Silveira Trabal**, **Lucía Greco Castro**, **Lucy Pintos**, **Silvia Laborde**, Alianza Cultural Uruguay Estados Unidos; **Adriana Alvarez**, ASICANA; **Corina C. Machado Correa**, **Silvia Helena R. D. Corrêa**, **Mariana M. Paglione Vedana**, Associacao Alumni; Berlitz, Colombia; Berlitz Mexico; Berlitz Peru; Berlitz US; **Simone Ashton**, Britanic Madalena; **Keith Astle**, Britanic Piedade; **Dulce Capiberibe**, Britanic Setúbal; **Matthew Gerard O'Conner**, Britanic Setúbal; **Viviane Remigio**, Britanic Setúbal; **Adriana da Silva**, **Ana Raquel F. F. Campos**, **Ebenezer Macario**, **Giselle Schimaichel**, **Larissa Platinetti**, **Miriam Alves Carneletto**, **Selma Oliveira**, Centro Cultural Brasil Estados Unidos CCBEU; **Amiris Helena**, CCDA; **Alexandra Nancy Lake Sawada**, **Ana Tereza R. P. Moreira**, **Denise Helena Monteiro**, **Larissa Ferreria**, **Patricia Mckay Aronis**, CELLEP; **Claudia Patricia Gutierrez**, **Edna Zapata**, **Leslie Cortés**, **Silvia Elena Martinez**, **Yesid Londoño**, Centro Colombo Americano-Medellin; **Gabriel Villamar Then**, Centro Educativo los Prados; **Monica Lugo**, Centro Escolar Versalles; **Adriane Caldas**, **Simone Raupp**, **Sylvia Formoso**, Colégio Anchieta; **José Olavo de Amorim**, Colégio Bandeirantes; **Dionisio Alfredo Meza Solar**, Colegio Cultural I; **Madson Gois Diniz**, Colegio De Aplicação; **Ilonka Diaz**, **Melenie Gonzalez**, Colegio Dominicano Espanol; **Laura Monica Cadena**, **Rebeca Perez**, Colegio Franco Ingles; **Jedinson Trujillo**, Colegio Guías; **Christophe Flaz**, **Isauro Sanchez Gutierrez**, Colegio Iglesia Bautista Fundamenta; **Ayrton Lambert**, Colégio II Peretz; **Samuel Jean Baptiste**, Colegio Instituto Montessori; **Beatriz Galvez**, **Evelyn Melendez**, Colegio Los Olivos; **Carlos Gomez**, **Diana Herrera Ramirez**, **Diana Pedraza Aguirre**, **Karol Bibana Hutado Morales**, Colegio Santa Luisa; **Marta Segui Rivas**, Colegio Vermont; **Thays Ladosky**, DAMAS; **Amalia Vasquez**, **Ana Palencia**, **Fernando de Leon**, **Isabel Cubilla**, **Leonel Zapata**, **Lorena Chavarria**, **Maria Adames**, English Access Microscholarship Program; **Rosângela Duarte Dos Santos**, English Space; **Walter Junior Ribeiro Silva**, Friends Language Center; **Luis Reynaldo Frias**, Harvard Institute; **Carlos Olavo Queiroz Guimarães**, **Elisa Borges**, **Patricia Martins**, **Lilian Bluvo Vaisman**, **Samara Camilo Tomé Costa**, IBEU; **Gustavo Sardo**, **João Carlos Queiroz Furtado**, **Rafael Bastos**, **Vanessa Rangel**, IBLE; **Graciela Martin**, ICANA (BELGRANO); **Carlos Santana**, **Elizabeth Gonçalves**, ICBEU; **Inês Greve Milke**, **João Alfredo Bergmann**, Instituto Cultural Brasileiro Norte-Americano; **Tarsis Perez**, ICDA-Instituto Cultural Dominicano Americano; **Cynthia Marquez**, **Guillermo Cortez**, **Ivan Quinteros**, **Luis Morales R**, **Melissa Lopez**, **Patricia Perez**, **Rebeca de Arrue**, **Rebeca Martinez de Arrue**, Instituto Guatemalteco Americano; **Renata Lucia Cardoso**, Instituto Natural de Desenvolvimento Infantil; **Graciela Nobile**, Instituto San Diego; **Walter Guevara**, Pio XII; **Juan Omar Valdez**, Professional Training Systems; **Carlos Carmona**, **Eugenio Altieri**, **Regan Albertson**, Progressive English Services; **Raul Billini**, Prolingua; **Juan Manuel Marin**, **Luisa Fecuada Infort**, **Maria Consuelo Araujo**, Providencia; **Carmen Gehrke**, Quatrum, Porto Alegre; **Rodrigo Rezende**, Seven; **Lcuciano Joel del Rosario**, St. José School; **Sabino Morla**, UASD; **Silvia Regina D'Andrea**, União Cultural Brasil-Estados Unidos; **Ruth Salomon-Barkemeyer**, Unilínguas Sao Leopoldo; **Anatalia Souza**, **Livia Rebelo**, UNIME-Ingles Para Crianças-Salvador; **Andrei dos Santos Cunha**, **Brigitte Mund**, **Gislaine Deckmann**, **Jeane Blume Cortezia**, **Rosana Gusmão**, Unisinos; **Diego Pérez**, Universidad de Ibague; **Beatriz Daldosso Felipe**, U.S. Idiomas Universe School

Jennifer Wilkin would like to acknowledge the significant contribution of the National Geographic Learning editorial team, as well as her longtime collaboration with Ian Purdon, in the writing of this series. She thanks and acknowledges her parents, who imparted a love of language through nature and nurture.



Contents

Introduction	4	Scope and Sequence	6
Unit 1		Unit 7	
What Do You Like to Do?	8	What's for Dinner?	70
Unit 2		Unit 8	
What Does She Look Like?	18	You Should See a Doctor!	80
Unit 3		Unit 9	
I Bought New Shoes!	28	I Often Play Games after School.	90
Unit 4		Unit 10	
What's the Coldest Place on Earth?	38	How Do You Get to the Mall?	100
Unit 5		Unit 11	
Are Cats Better Pets Than Dogs?	48	What Were You Doing?	110
Unit 6		Unit 12	
I Really Like Electronic Music! ...	58	We're Going to Volunteer!	120
Review Game 1	68	Review Game 2	130
Communication Activities	132	Grammar Reference	151
Writing Worksheets	138	Glossary	158

WELCOME

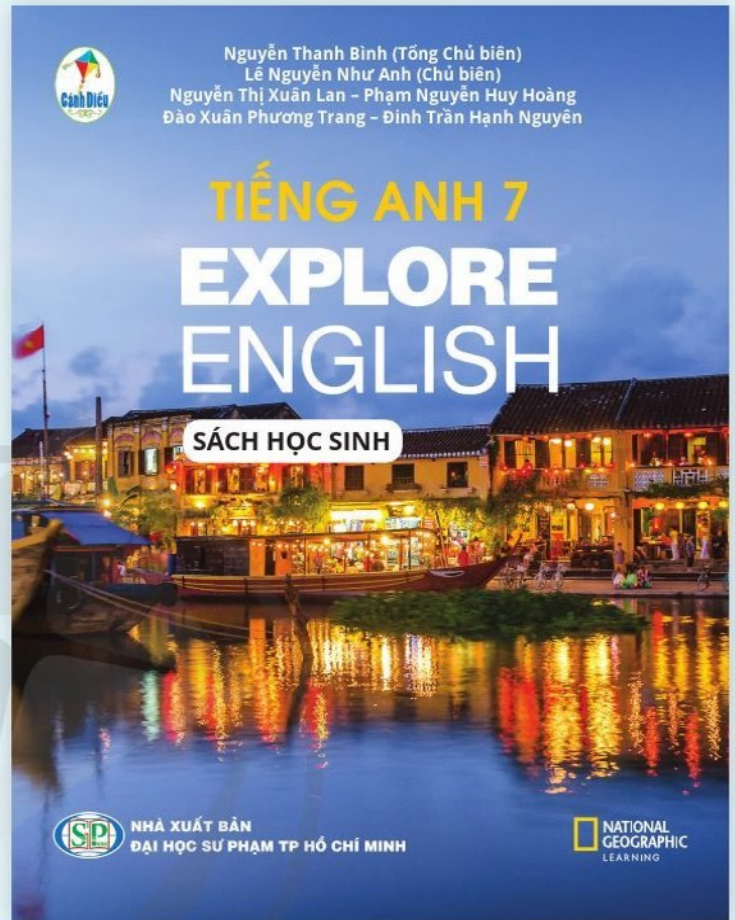
Welcome to *Explore English*.

What can *Explore English* do for you?

With its exciting National Geographic content, *Explore English* will help you learn new and interesting things about countries and cultures all around the world. You can explore the daily lives of our characters—Maya, Minh, Nadine, and Stig—and learn useful expressions that you can use to communicate in English effectively.

You will learn grammar and vocabulary with the help of our fascinating images, articles, and videos. Our carefully designed listening, speaking, reading, and writing activities will help you take your English-language skills to the next level.

With *Explore English*, learning English is easy and fun!



MEET THE **EXPLORE ENGLISH** TEAM

Maya



Minh



Nadine



Stig



This is **Maya Santos** from Rio de Janeiro, in Brazil. She's into music, singing, and shopping.

This is **Minh Nguyễn** from Hà Nội, in Việt Nam. He likes sports and animals.

This is **Nadine Barnard** from Cape Town, in South Africa. She loves nature, movies, and music.

This is **Stig Andersson** from Stockholm, in Sweden. He loves food, photography, and sports.

SCOPE AND SEQUENCE

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 8 1 What Do You Like to Do?	Talking about one's favorite hobbies Talking about how often one does an activity Real English: <i>I'm good.</i>	Talking about hobbies—simple sentences, <i>wh-</i> questions, <i>yes/no</i> questions <i>I like to play soccer.</i> <i>What do you like to do?</i> <i>Do you like to play tennis?</i> Expressing time and frequency: <i>How often do you exercise?</i> <i>When do you have class?</i> Adverbs of frequency: <i>once/twice/three times a week</i>	Hobbies Interests Favorite activities	Reduction: to	Reading: Incredible Kids Writing: Email
Page 18 2 What Does She Look Like?	Asking about and describing physical appearance Real English: <i>I'm on my way.</i>	Adjectives: <i>short/long/straight/curly hair</i> <i>green/brown eyes/medium height</i> Comparison with <i>like</i> and <i>different from</i> <i>He looks like Stig, but he has brown hair.</i> <i>She looks different from Maya.</i> <i>She's tall.</i>	Physical appearance	Consonant blends: <i>bl, br, gl, gr</i>	Reading: First Impressions Writing: Description
Page 28 3 I Bought New Shoes!	Identifying different types of clothing Talking about shopping Real English: <i>What's wrong?</i>	Past time expressions: <i>recently</i> <i>last weekend</i> <i>last year</i> <i>just ago</i> <i>yesterday</i>	Clothes Accessories	Sounds /j/ and /s/	Reading: Yarn Bomb! Writing: Article
Page 38 4 What's the Coldest Place on Earth?	Describing extremes Real English: <i>Don't worry about it.</i>	Superlatives: <i>What's the tallest mountain in the world?</i> <i>the longest</i> <i>the biggest</i> <i>the tiniest</i> <i>the most beautiful</i> <i>the best</i> <i>the worst</i> <i>the least</i>	Extreme places on Earth	Sentence stress	Reading: Extreme Amazon! Writing: Short description
Page 48 5 Are Cats Better Pets Than Dogs?	Making comparisons Real English: <i>Actually</i>	Comparatives: <i>Which are more playful, rabbits or turtles?</i> <i>cuter, bigger, friendlier</i> <i>better, worse</i> <i>more playful than</i> <i>as playful as</i>	Animals	Reduction: <i>than</i>	Reading: Dogs with Jobs Writing: Blog post
Page 58 6 I Really Like Electronic Music!	Identifying music genres and musical instruments Expressing likes and dislikes Real English: <i>Not exactly.</i>	Asking for and expressing opinions: <i>Do you like rock?</i> <i>I love it.</i> <i>I can't stand it.</i> <i>What kind of music do you like (the) best?</i> <i>I like rap (the) best.</i> <i>Which do you like better, pop or hip-hop?</i> <i>I like pop better.</i>	Music genres Musical instruments	Syllable stress	Reading: The Feel of Music Writing: Blog post


Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 70 7 What's for Dinner?	Identifying things in the kitchen Expressing quantity Real English: <i>I can't wait!</i>	Quantifiers: <i>some, any, a lot of, lots of, many, much</i> Articles—zero article, a, an: <i>There is soda in the fridge.</i> <i>There is a plate for each of us.</i> <i>There is an egg in the refrigerator.</i> Conjunctions—although, however	Food Utensils Things in the kitchen	Linked sounds	Reading: Great Tastes in Đà Lạt Writing: Text message
Page 80 8 You Should See a Doctor!	Talking about health-related problems Asking for and giving advice Real English: <i>Come on!</i>	Asking for and giving advice: <i>What should I do?</i> <i>You should take some medicine.</i> <i>You shouldn't go to school.</i> <i>Why don't you see a doctor?</i> <i>Should he eat ice cream?</i> <i>No, he shouldn't.</i>	Health Injuries Parts of the body	Sound of the letters <i>ou</i> : /ʊ/	Reading: Laughter is the Best Medicine Writing: Article
Page 90 9 I Often Play Games after School.	Talking about daily routines and activities Real English: <i>Just a minute!</i>	Comparing Present Progressive and Simple Present: <i>I am studying in school.</i> <i>I always study in school.</i> Adverbs of frequency: <i>once in a while, seldom, rarely, hardly ever, every day</i>	Daily routines Habits	Intonation: Making lists	Reading: An Unusual Commute Writing: Description
Page 100 10 How Do You Get to the Mall?	Identifying places in the city Asking for and giving directions Real English: <i>No problem.</i>	Asking for and giving directions: <i>Where's the museum?</i> <i>It's behind the gallery.</i> <i>How do you get to the park?</i> <i>Go straight down this street.</i> <i>Go past the zoo.</i> Prepositions of place: <i>between, behind, across from, in front of, next to, on the corner of</i>	Places in the city Directions	Sounds of the letter <i>O</i> : /u:/, /əʊ/, /ɒ/	Reading: Cities on the Move Writing: Short paragraph
Page 110 11 What Were You Doing?	Describing order of past events Talking about risks Real English: <i>Hurry up!</i>	Past Progressive and Simple Past with when: <i>Were you eating when she called?</i> <i>Yes, I was.</i> <i>What were you doing last night?</i> <i>I was going down the stairs when I fell.</i>	Risk Adventure	Ending blends: <i>-sk, -st, -nk, -nt</i>	Reading: Diving with Sharks Writing: Personal narrative
Page 120 12 We're Going to Volunteer!	Talking about future plans Talking about volunteering and charity events Real English: <i>Definitely!</i>	Future with <i>be going to</i> and Simple Future <i>will</i>: <i>I'm going to volunteer.</i> <i>What are you going to do?</i> <i>When is the charity fair?</i> <i>The charity event is tomorrow.</i> <i>These cookies are good. I will get some more.</i>	Charity events Volunteering Community service	Reduction: <i>going to</i>	Reading: Inventing the Future Writing: Plan

WHAT DO YOU LIKE TO DO?

Preview

A Look at the photo. Complete the caption.

practicing do sports hobby

B  1-01 Listen. Complete the sentences.



play tennis



do origami



collect comic books



play the guitar



draw

- Tracey likes to _____. It's a kind of paper art.
- Daniel likes to _____. He buys them online.
- Sara likes to _____. She does it twice a week.
- Chris likes to _____ and _____, but he doesn't like sports.

C Talk with a partner. What hobbies do you have?

What do you like to do?

I like to draw.

Cool. What other things do you like to do?

I like to play the guitar.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about your favorite hobbies;
- use adverbs of frequency;
- pronounce reduced to.



These boys like to _____ on the weekend. Their _____ is motocross. They are _____ for a race.

Language Focus

A 1-02 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH I'm good.

B Practice with a partner. Replace any words to make your own conversation.

1 What do you like to do after school, Stig? I like to **play soccer**.
 play volleyball
 draw

2 How about you, Maya? Well, I like to play the **guitar**. Hey, I can play for you!
 drums
 piano

3 Uh, Maya... what else do you like to do? Well, I really **like to sing**.
 love to sing
 enjoy singing

4 What's your favorite song? I can sing it for you. I'm good, Maya. Um, let's **watch a movie**!
 watch TV
 play a video game

1-03

TALKING ABOUT HOBBIES—SIMPLE SENTENCES, WH- QUESTIONS, YES/NO QUESTIONS (P. 152)

What do you like to do on weekdays / on weekends?	I like to play sports.
Do you like to collect things?	Yes, I do. No, I don't.
How often do you play soccer?	I play once / twice / three times a week . I never play soccer.
When do you do karate?	I do it before / after school.

C **1-04 Listen.** Complete the conversation.

Minh: Nadine, what do you do (1) _____ school?
 Nadine: Well, I play volleyball and I go to (2) _____ class.
 Minh: Really? How often do you play volleyball?
 Nadine: I play (3) _____ times a week, Mondays to Wednesdays. My guitar classes are on the other days.
 Minh: What do you do before school on weekdays?
 Nadine: I play soccer once a week, on (4) _____.
 Minh: What do you like to do on weekends?
 Nadine: I do karate on (5) _____. On Sundays, I do homework!

IDIOM

“Once bitten, twice shy” means to be ____ about something after a bad experience.

- a. angry
- b. sad
- c. careful

D Complete Nadine’s schedule. Use the information in **C**.

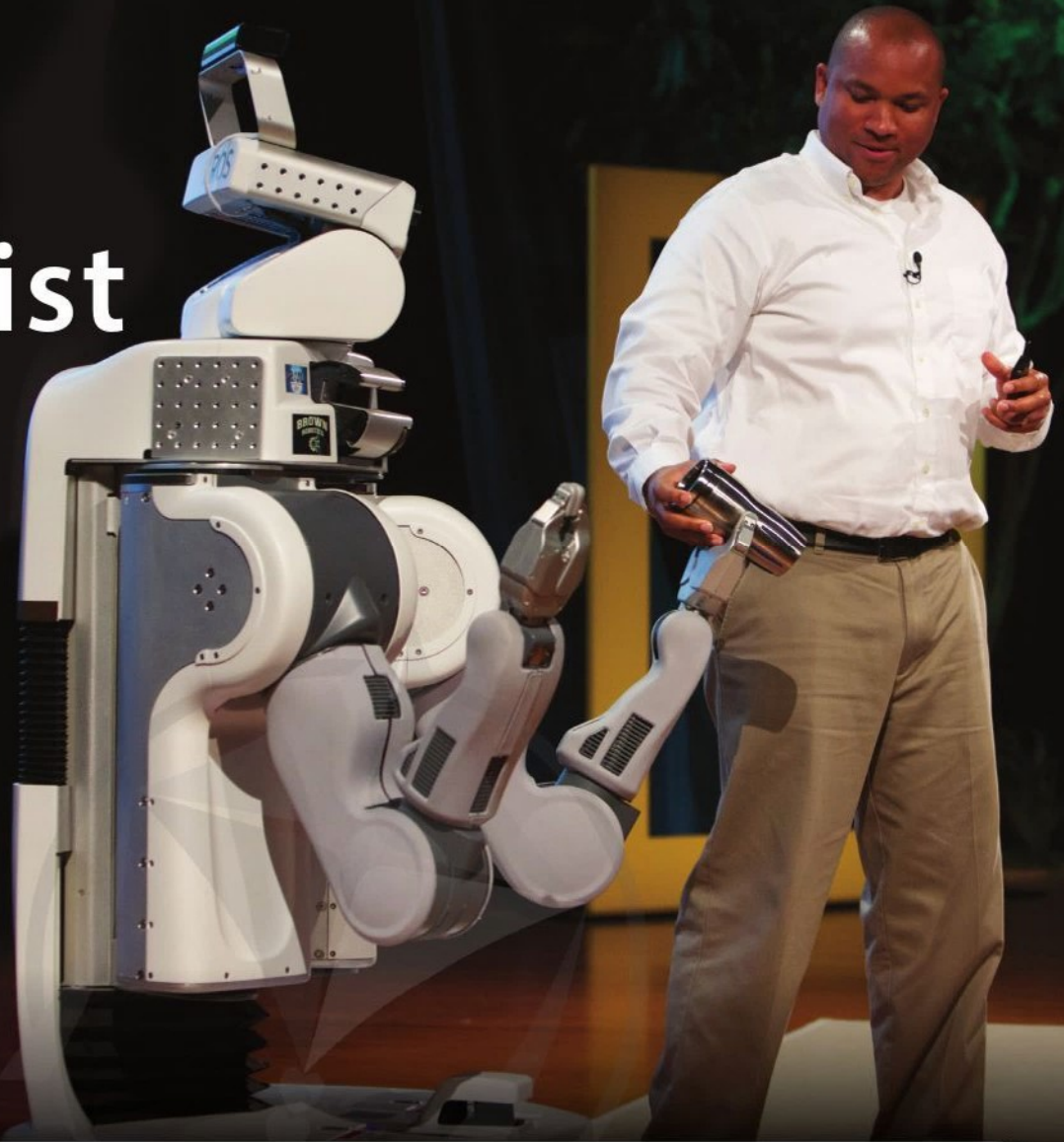
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00-8:00							
8:00-3:00	school						
3:00-5:00	volleyball			guitar class	guitar class		

E Work with a partner. Complete the *Questions* column of the chart on your own. Then take turns to ask your partner questions. Write his or her answers in the *Answers* column.

QUESTIONS	ANSWERS
1. What do you like to do after school?	
2. Do you like to ... ?	
3. How often do you ... ?	
4.	
5.	

Robot Scientist


Chad Jenkins is a National Geographic Explorer. He studies how robots can learn and work with humans.



A Complete the sentences. Use the words in the box.

learn dangerous different carry messy tasks

Some (1) _____ are difficult or (2) _____ for people. But robots can help us with them. There are many (3) _____ kinds of robots. Some help us to clean a (4) _____ house or (5) _____ heavy things. Some robots help us (6) _____ more about places outside Earth.

B  1-05 **Listen.** Check (✓) the things that Jenkins's robot can do.

- | | | |
|--|--------------------------------------|----------------------------------|
| <input type="radio"/> play video games | <input type="radio"/> read comics | <input type="radio"/> dance |
| <input type="radio"/> set the table | <input type="radio"/> clean the room | <input type="radio"/> play music |

Discussion. What would you like robots to do for you?

Pronunciation

Reduction: *to*

A 1-06 **Listen and repeat.**

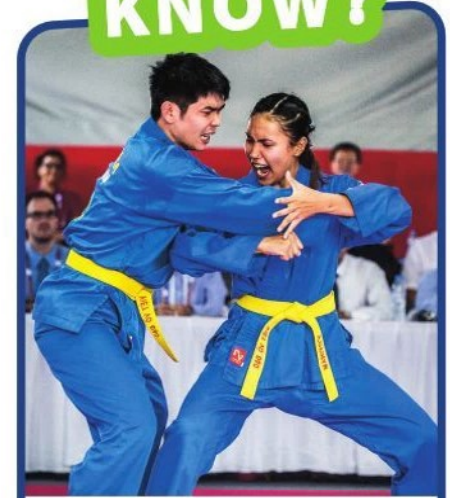
1. What do you like to do?
2. Does she like to draw?
3. I like to play tennis.
4. I don't like to play sports.

B 1-07 **Listen.** Complete the sentences.

1. What do you _____?
2. Do you _____ the piano?
3. I _____ karate.
4. My parents _____ Korean food.
5. My mother doesn't _____ every day.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



Vovinam is a martial art from _____.

- a. Thailand
- b. Việt Nam
- c. Japan

Communication

Share your schedule. Work with a partner. **Student A:** Complete the schedule below.

Don't show your partner. Ask and answer questions about your partner's schedule.

Student B: Turn to page 133 and follow the instructions.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.		civil education	English	math	
		break time			
9 a.m.		computer science			
		lunch			
1 p.m.	Vietnamese literature				homework
		break time			
3 p.m.			science		
After school		soccer	English club		

When do you have math class?

I have math class on Monday afternoons.

How often do you play soccer?

I never play soccer.



Cécilia Cassini wearing the clothes she made

Reading

- A** The article is about three children's ____.
- a. hobbies b. clothes c. books
- B** Scan the article. Match the people to their hobbies.
- | | | | |
|------------|-----------------------|-----------------------|------------------|
| 1. Cécilia | <input type="radio"/> | <input type="radio"/> | a. takes photos |
| 2. Hawkeye | <input type="radio"/> | <input type="radio"/> | b. plays drums |
| 3. Malachi | <input type="radio"/> | <input type="radio"/> | c. makes clothes |
- C** Scan the article again. When did they start their hobbies? Underline their ages.




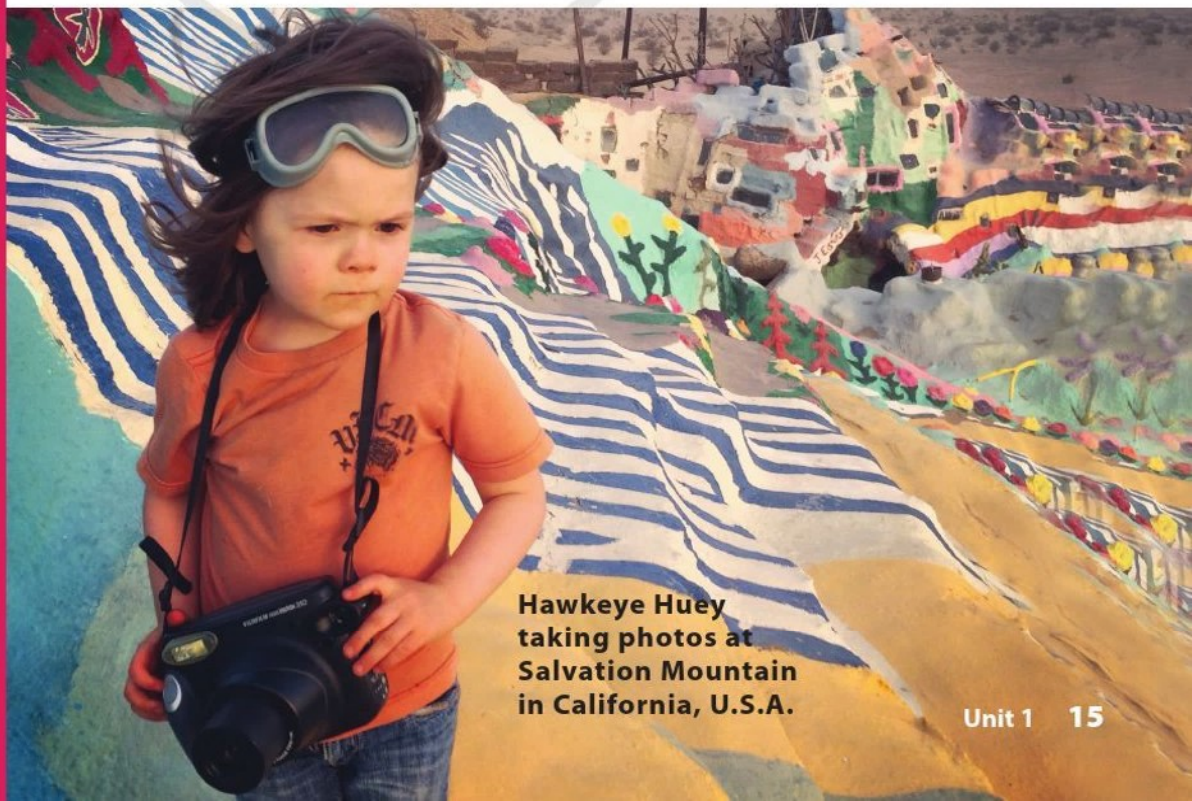
INCREDIBLE KIDS

Cécilia Cassini likes to make clothes. She started to sew at age six. Sometimes she makes dresses for famous people like Taylor Swift. Cécilia also makes clothes for poor children.

Hawkeye Huey likes to take photos of people and places. He started his hobby when he was only four. Hawkeye's father, Aaron, created an Instagram account for him and posts his photos there. Aaron also takes Hawkeye to different places to take photos. He says it's great for Hawkeye to meet different people and see their way of life.

Malachi Samedy loves to play the drums more than anything else. At age two, he got his first drum set. At age four, he went to music school. Now he performs all over the world by himself and with famous musicians. He wants to teach children from around the world to play the drums and inspire them to try new things.

 1-08 OPTIONAL AUDIO



**Hawkeye Huey
taking photos at
Salvation Mountain
in California, U.S.A.**

Comprehension

A Answer the questions about *Incredible Kids*.

- Detail** Cécilia makes clothes for _____.
 - her pets
 - adults and children
 - children only
- Reference** In line 6, "him" refers to _____.
 - Hawkeye
 - Aaron
 - Hawkeye's friend
- Inference** Aaron thinks photography can help Hawkeye learn about _____.
 - people's hobbies
 - traveling
 - people different from him
- Detail** Malachi's favorite hobby is _____.
 - using Instagram
 - playing the drums
 - helping other children
- Vocabulary** In line 13, to "inspire" means to ____ to do something.
 - order someone
 - ask for help
 - make someone want

B Work with a partner. Check (✓) the correct person. More than one answer is possible.

Who ...	Cécilia	Hawkeye	Malachi
1. helps other children?			
2. started their hobby before they were five?			
3. works with famous people?			
4. takes photographs of people and places?			

C CRITICAL THINKING Talk with a partner. Which person from the reading passage do you think is the most amazing? Why?

PROJECT Work with a partner. Create a survey of hobbies. Interview 10 people.

Writing

Write an email. Tell a friend about your hobbies and interests. Write 60–80 words. Turn to page 139 for the writing worksheet.

From: anh@NGLstudent.com To: sophia@NGLstudent.com

Subject: How are you?

Hi Sophia!

It's Anh from Việt Nam. I have two new hobbies. They're playing the guitar and taking photos. I like to play the guitar a lot. I play after school with my friends. On the weekends, I often go to the countryside with my father to take photos. Now I have a big collection of photos about nature.

What are your hobbies? Do you like music?

Write back soon!

Anh



Bird Girl

ABOUT THE VIDEO

Mary Lou makes some new friends after moving to her new home.

BEFORE YOU WATCH

Talk with a partner. How many different kinds of birds do you know?

WHILE YOU WATCH

A Check (✓) the things that Mary Lou likes to do.

Mary Lou likes to ____.

- watch birds
 keep pet birds
 write about birds
 draw birds
 make songs about birds

B Watch the video again. Circle **T** for True or **F** for False.

- | | | |
|--|----------|----------|
| 1. Mary Lou became interested in birds at school. | T | F |
| 2. Mary Lou usually watches birds at the zoo. | T | F |
| 3. Mary Lou learns about birds on the Internet. | T | F |
| 4. Mary Lou still likes to do the same things as other children. | T | F |

AFTER YOU WATCH


Talk with a partner. What kind of birds can you see in your country? Do you think bird watching is an interesting hobby?

**A bird
watcher**



WHAT DOES SHE LOOK LIKE?

Preview

A  1-09 **Listen.** Circle the words you hear.

1. Person A has (**long** / **short**) red hair. _____
2. Person B has (**wavy** / **curly**) brown hair. _____
3. Person C has (**blond** / **black**) hair and (**green** / **blue**) eyes. _____
4. Person D has (**black** / **brown**) hair and (**blue** / **brown**) eyes. _____
5. Person E has (**spiky** / **short**) black hair and (**brown** / **green**) eyes. _____

B **Look at the photos.** Find people to match the descriptions in **A**. Write the numbers.

C **Work with a partner.** Choose three people in the photos and write notes about them. Describe the people to your partner. Can your partner guess who you are describing?

PERSON			
DESCRIPTION			

This person is male. He has short black hair.

Is it Person 2?

Yes, that's correct!

UNIT GOALS

By the end of this unit, you will be able to:

- ask about and describe physical appearance;
- use two or more adjectives in a sentence;
- pronounce consonant blends: *bl, br, gl, gr*.



1 straight blond hair



2



3 long black hair



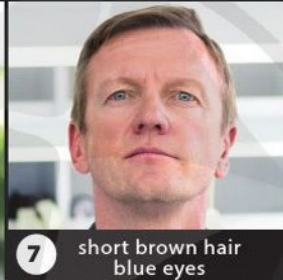
4 short black hair
brown eyes



5



6



7 short brown hair
blue eyes



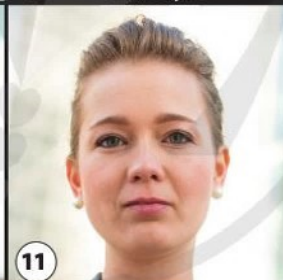
8



9



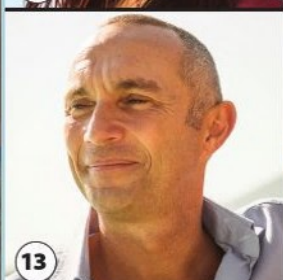
10



11



12



13



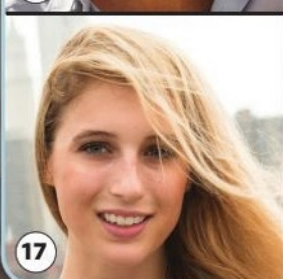
14



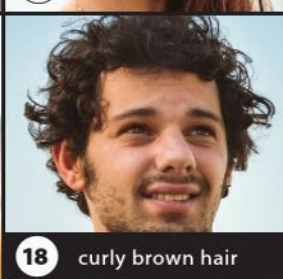
15 short, curly red hair



16



17



18 curly brown hair



19



20

Language Focus

A 1-10 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH I'm on my way.

B Practice with a partner. Replace any words to make your own conversation.

1 Minh, I'm at the **soccer** game now. Where are you?
Sorry, I'm late. I'm on my way. Do you see Emily?
hockey
rugby

2 She has **short blond** hair and **blue** eyes.
Emily? What does she look like?
straight black / brown
spiky red / green

3 Does she wear glasses?
No, she doesn't. I think she's wearing a **red T-shirt**.
Oh, I see her!
blue pants
a green shirt

4 Excuse me, are you Emily? I'm . . . Oh! It's you, Stig!
Hello
Hi there

1-11

ASKING ABOUT AND DESCRIBING PHYSICAL APPEARANCE—ADJECTIVES, COMPARISON (LIKE, DIFFERENT FROM) (P. 152)

What does he look like ?	He's tall and he has short, curly hair . He looks like Stig, but he has brown hair .
What do you look like ?	I'm short and I have long, straight red hair . I have braces and I wear glasses . I'm medium height and I have freckles .
Is that Maya?	No, she looks different from Maya. She's tall .



C Look at the photo above. Complete the sentences.

short curly wavy medium height
brown blond glasses

1. He's tall and has _____ brown hair.
2. She's _____ and she has straight hair.
3. She's _____ and she has curly _____ hair.
She wears _____, too.
4. He has _____ brown hair.
5. She's tall and has _____ hair.

D 1-12 Listen. Complete the conversations.

1. Joyce: Hey, there's a new boy in class.
Ben: Oh, really? What does he (1) _____?
Joyce: He's (2) _____ and he has (3) _____ hair.
2. Mike: A girl is looking for you.
Tina: What (4) _____ she look like? Is it Mary?
Mike: No, she looks (5) _____ Mary. She has (6) _____.

E Work with a partner. **Student A:** Choose a famous person. Describe him or her to your partner. **Student B:** Guess the famous person.

This person is an actress and a singer. She's medium height.
She has long, curly brown hair. She has big brown eyes.

That's incorrect.

Is it Selena Gomez?

IDIOM

"I couldn't keep a straight face" means I _____.

- a. cried
- b. laughed
- c. talked

The Real World

Mind Power

Tan Le is a National Geographic Explorer. She wants to help people learn more about how their brains work. Her device, the Emotiv Insight, helps people to have better, healthier lives.



A man using the Emotiv Insight

A **Work with a partner.** Read the information above. Look at the photos. What do you think Tan Le's device does?

B **1-13 Listen.** Circle **T** for True or **F** for False.

1. The Emotiv Insight collects information on your heart. **T F**

2. The Emotiv Insight lets you drive without using your hands. **T F**

3. The Emotiv Insight changes your physical appearance. **T F**

4. The Emotiv Insight is useful for studying our brains. **T F**

Discussion. Do you think this invention is useful? How can it help people have healthier lives?

Pronunciation

Consonant blends: *bl, br, gl, gr*

A  1-14 Listen and repeat.

1. blue 2. brown 3. glasses 4. gray

B  1-15 Listen. Circle the sounds you hear.

1. gr br 2. gl bl 3. gl bl 4. br gr
5. bl gl 6. gr br 7. gr br 8. gr br

C Work with a partner. Take turns to read the words below.

1. braces 2. grow 3. glad 4. blink
5. bring 6. blow 7. global 8. greet

DO YOU KNOW?



Which country below has the highest percentage of people with red hair?

- a. France
b. Russia
c. Scotland

Communication

Play a guessing game. Look at the photo on page 133. **Student A:** Choose one person in the photo. Don't tell your partner who it is. **Student B:** Ask yes/no questions to guess who your partner chose. Take turns.

Does the person have black hair?

Yes!

Does the person wear glasses?

No.



**Photographer Cory Richards
meets some children in Peru.**





Reading

- A** Look at the photo. What do you think these people are like?
- B** Skim the article. When do people create a first impression?
 - a. when they meet someone new
 - b. when they know someone well
- C** Scan the article. When is a good first impression important?

FIRST IMPRESSIONS

When we meet a stranger, we create an idea of that person in our mind. We call this a first impression.

How do we create first impressions of people? Most of the time, we see what the person looks like. We look at the person's physical appearance, such as eyes, hair, and height.

A writer, Malcolm Gladwell, did a survey of the leaders of big companies in the United States. He found that a lot of them were tall men. Gladwell says that we choose taller people to be our leaders without knowing it. This is because tall people feel like leaders to us. But not everyone agrees. We don't always make important decisions based only on our first impressions.

Giving people a good first impression can be important, like in a job interview. But first impressions are not always true. We often change how we feel about people when we know them better.

 1-16 OPTIONAL AUDIO

Comprehension

A Answer the questions about *First Impressions*.

- Vocabulary** A first impression is a(n) _____.
a. person b. idea c. object
- Detail** We usually create first impressions based on people's _____.
a. jobs b. names c. physical appearance
- Reference** In line 7, "them" refers to the _____.
a. leaders b. big companies c. people in the United States
- Inference** Tall people feel like leaders because they look _____.
a. smart b. powerful c. friendly
- Detail** According to the article, first impressions are sometimes _____.
a. difficult b. interesting c. incorrect

B Match. Join the main ideas to their explanations.

- | | | | |
|---|-----------------------|-----------------------|--|
| 1. We usually create first impressions of others by seeing what they look like. | <input type="radio"/> | <input type="radio"/> | a. People can look or feel different by changing their hairstyles or their clothes. |
| 2. We can't always tell what someone is like by his or her physical appearance. | <input type="radio"/> | <input type="radio"/> | b. When we talk to people we meet for the first time, we usually want them to think of us in a good way. |
| 3. Giving people a good first impression is important. | <input type="radio"/> | <input type="radio"/> | c. We look at their faces, their hair, or the clothes they wear. |

C **CRITICAL THINKING** Talk with a partner. Talk about a time when your first impression of someone was wrong.

PROJECT Work with a partner. Create a survey about popular hairstyles.

Writing

Write a short paragraph. Describe yourself or someone you know. Write 60–80 words. Turn to page 140 for the writing worksheet.

	I'm medium height and I wear glasses. I also wear braces. I have short, curly blond hair, just like my mom, but I plan to get a new hairstyle soon. I have big green eyes like my dad. He wears glasses, too. My mom and dad both have freckles, but I don't. My parents say I look friendly and kind.
--	--

Great Facial Hair

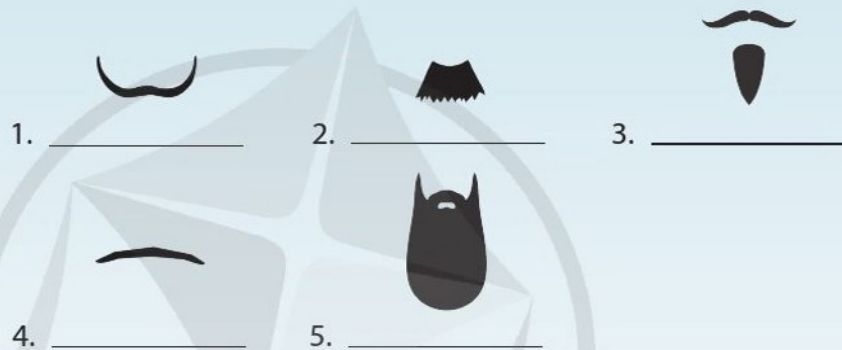
ABOUT THE VIDEO

Men from all over the world compete in a facial hair contest.

BEFORE YOU WATCH

Look at the pictures below. Write the names of the mustache and beard styles.

pencil musketeer dali toothbrush full beard



WHILE YOU WATCH

- A Circle the mustaches and beards above that you see.
- B Watch the video again. Circle the correct answers.

1. The competition takes place every (**year / two years**).
2. John has a (**brown / white**) beard.
3. Leo has a long, (**curly / straight**) black mustache.
4. Jack Passion won the competition with his (**short brown / long red**) beard.


AFTER YOU WATCH

Talk with a partner. Does anyone in your family have a beard or mustache? What's it like? Why do you think some people want to grow a beard or a mustache?



I BOUGHT NEW SHOES!

Preview

A  1-17 **Listen.** Number the clothing items.

watch _____ dress _____ glasses _____ T-shirt _____
 skirt _____ pants _____ jacket _____ shoes _____

B **Group the clothing items in A.**



Tops



Footwear



Bottoms



watch _____

Accessories

C **Talk with a partner.** Look at the photo. What are the people wearing? What do you like to wear?

What is he wearing?

He is wearing a T-shirt and jeans.

What do you like to wear on weekends?

I like to wear T-shirts, jeans, and a hat.



A group of teens
on the train in Taipei

UNIT GOALS

By the end of this unit, you will be able to:

- talk about shopping;
- use past time expressions;
- pronounce sounds /ʃ/ and /s/.

Language Focus

A 1-18 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH What's wrong?

B Practice with a partner. Replace any words to make your own conversation.

1 Are you ready, Maya?
No! I don't have anything to wear to the **party**.
barbecue dance

2 But you went shopping **last week**.
Yeah, and I bought a nice **blue skirt**.
two days ago on Saturday

3 OK, great. Do you have **a top**?
Yes, my mom gave me **a new top** a few days ago.
*a blouse / a new blouse
any shoes / some new shoes*

4 So, **what's wrong**?
My outfit looks like a school uniform!
*what's the problem
what's the matter*

1-19

TALKING ABOUT SHOPPING (P. 153)

I like your sweater. Did you get it recently ?	Yes, I bought it	last	weekend. night. week. month.
Are those new sneakers?	Yes, I just bought them	two days a week	ago .
	No, I bought them	a couple of months a year	

C Complete the sentences. Use *last* or *ago*. Then answer the questions.

Ben, Maria, and Sue went to a party (1) _____ night. Ben wore a cool T-shirt, black pants, and a new jacket. He bought his jacket a week (2) _____ at the mall. He got his T-shirt (3) _____ summer and the pants a year (4) _____. Maria wore a white top and a new red skirt. She got the top (5) _____ month. Her skirt was expensive. Her aunt bought it for her three weeks (6) _____. Sue wore a beautiful new dress. She bought it online two days (7) _____, just in time for the party.

1. When did Ben buy his jacket? He bought it _____.
2. Did Maria get her skirt last week? _____.
3. Did Sue get her dress recently? _____.

D 1-20 Complete the conversation. Write the correct form of the verbs and time expressions with *last* or *ago*. Then listen and check your answers.

Paula: Dad, I need new clothes for school.

Dad: But you already have so many clothes. What about that blue dress you have?

Paula: Dad, I (1) _____ (**buy**) that dress (2) _____ (**two years**).
It's too small now.

Dad: Okay, how about this green blouse?

Paula: Mom (3) _____ (**give**) it to me (4) _____ (**summer**),
but I tore it (5) _____ (**a week**)!

Dad: All right. Let's go shopping this weekend.

E Play a chain game. Work in a group. Name the last item of clothing you bought and when you bought it. Your group members continue the chain.

I bought a red shirt last weekend.

Jun bought a red shirt last weekend.
I got new sneakers a month ago.



School Uniforms



Do you wear a school uniform?

Many students around the world wear a school uniform. It can help to make everyone feel part of a team. Christ's Hospital, a school in England, has a special uniform.

A Match the parts of the school uniform in the photo.

coat _____ skirt _____
socks _____ neckband _____

B 1-21 Listen. Circle the correct answers.

1. The uniform style of Christ's Hospital is (new / old).

- 2. To show their good performance in school, students wear (silver buttons / colorful socks).
- 3. The most famous part of the uniform is the (neckband / blue coat).
- 4. Students of Christ's Hospital (want / don't want) to change their uniform.

Discussion. What do you think of the Christ's Hospital uniform? What kind of school uniform would you like to wear?

Pronunciation

Sounds /ʃ/ and /s/

A  1-22 **Listen and repeat.**

- 1. shoes 2. shirt 3. wash
- 4. sock 5. silver 6. dress

B  1-23 **Listen.** Circle the words you hear.

- 1. sort / short 2. Sue / shoe 3. sock / shock 4. class / clash

C **Work with a partner.** Take turns to read the words below.

- 1. sugar 2. shore 3. sure 4. crush 5. save 6. kiss

IDIOM

To “put yourself in his shoes” means to ____.

- a. tell him your ideas
- b. imagine his situation
- c. wear his clothes

Communication

Play a game. For each item, find someone who bought it recently. Write the name of the person and ask when he or she bought it.

**Find someone
who bought ...**

Who?

When?

a T-shirt

a hat

a watch

a dress

socks

a bag

jeans

shoes

Did you buy a T-shirt recently?

Yes, I did.

When did you buy it?

I bought it three months ago.



A bridge in Pittsburgh covered in a yarn bomb

Reading

- A** Look at the title and the photos. What do you think a yarn bomb is?
- B** Skim the article. What is the Knit the Bridge project?
- C** Talk with a partner. Why do you think people yarn bomb?



Benches covered in a colorful yarn bomb in San Francisco

YARN BOMB!

When most people think of knitting, they think of yarn sweaters, scarves, or hats. But some people do something different with knitting. They yarn bomb! Yarn bombing is a kind of street art. People knit colorful “jackets” to cover large objects, such as cars, trees, bicycles, and even bridges!

Knit the Bridge is the largest yarn bomb project ever in the United States. Hundreds of people knitted 2,500 panels and covered the Andy Warhol Bridge in Pittsburgh with them. It was a special project because many different groups of people worked on it together.

They became closer through the project.

Around the world, you can find examples of yarn bombing in many places, such as London, Copenhagen, Paris, Mexico City, and Bali. Yarn bombers hope to tell stories through their knit art. They want to make their cities more colorful and interesting. They also want people to see their cities in a different way.

 1-24 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Yarn Bomb!*

- Main Idea** Yarn bombers cover ____ with a knitted "jacket."
 - public objects
 - people
 - dangerous objects
- Detail** The people of Pittsburgh yarn bombed _____.
 - a park
 - a bridge
 - a building
- Reference** In line 9, "it" refers to _____.
 - the bridge
 - Pittsburgh
 - Knit the Bridge
- Inference** People became closer through Knit the Bridge because it required _____.
 - money
 - teamwork
 - knitting skills
- Detail** Yarn bombers take part in yarn bombing to make their cities _____.
 - busier
 - cleaner
 - more interesting

DO YOU KNOW?



At first, knitting was a job for ____ only.

- artists
- poor people
- men

B Complete the chart. Write notes about yarn bombing.

What's yarn bombing?	Where does it take place?	Why do people do it?

C CRITICAL THINKING Talk with a partner. Do you think yarn bombing is a form of art? Would you like to see yarn bombs in your city?

PROJECT Work with a partner. Make a poster presentation about a young designer.

Writing

Write a short article. Describe a type of fashion or your favorite style. Write 60–80 words. Turn to page 141 for the writing worksheet.

Áo dài

Áo dài is a symbol of Vietnamese culture. It is the traditional clothing for all ages and genders. You can see *áo dài* on special occasions, such as wedding ceremonies. You can also see it as the uniform for schoolgirls, female officers, and flight attendants. For some people, *áo dài* shows their fashion sense. Others see *áo dài* as an identity of Việt Nam.





Walking in Style

ABOUT THE VIDEO

We wear different kinds of shoes to do different things.

BEFORE YOU WATCH

Match. Join the different types of shoes to their names.

1.  a. sneakers
2.  b. slippers
3.  c. high heels
4.  d. platform shoes

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle T for True or F for False.

- | | | |
|---|---|---|
| 1. Your shoes can show your personality. | T | F |
| 2. People first made shoes to make their feet look beautiful. | T | F |
| 3. The most popular shoe is the sneaker. | T | F |
| 4. Seventy percent of people wear sneakers for sports. | T | F |

AFTER YOU WATCH

Talk with a partner. What's your favorite pair of shoes? Do you feel different when you wear different shoes?



WHAT'S THE COLDEST PLACE ON EARTH?




UNIT GOALS

By the end of this unit, you will be able to:


- describe extremes;
- use superlatives;
- use sentence stress.

Mountaineers walk across the ice to the Wohlthat Mountains in Queen Maud Land, Antarctica.

Preview

A  1-25 **Work with a partner.** Choose the correct answers. Then listen and check.

- | | | |
|--|-------------------|---------------|
| 1. What's the hottest desert on Earth? | The Atacama | The Sahara |
| 2. What's the longest river in the world? | The Amazon | The Nile |
| 3. What's the highest mountain in the world? | Mount Kilimanjaro | Mount Everest |
| 4. What's the largest rock on Earth? | Uluru/Ayers Rock | Zuma Rock |
| 5. Where's the coldest place on Earth? | Europe | Antarctica |
| 6. Where's the tallest tree in the world? | The United States | Mexico |
| 7. What's the smallest country in the world? | Vatican City | The Maldives |

B  1-26 **Listen.** Write the number of each place (1-7) on the correct continent on the map.

C **Talk with a partner.** What do you know about the places in **A**?

The Atacama Desert is in Chile and Peru.



Language Focus

A 1-27 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Don't worry about it.

B Practice with a partner. Replace any words to make your own conversation.



1-28

DESCRIBING EXTREMES (P. 153)

What's the longest river in the world?	The Nile is the longest river in the world.	big → the biggest
What's the tiniest dog?	The tiniest dog is the Chihuahua.	pretty → the prettiest
Some people think that Hyams Beach in Australia has the most beautiful sand in the world.		famous → the most famous
		good → the best
		bad → the worst
		little → the least

C Complete the sentences. Use the correct form of the words in parentheses.

1. Vatican City is _____ (*small*) country in the world. It's only 0.44 km² and has less than 850 people.
2. Some of _____ (*bad*) storms in the world happen in India.
3. Some people think that Atenas, Costa Rica, has _____ (*good*) weather in the world.
4. Many say that Paris is _____ (*beautiful*) city in the world.
5. In 2014, Misao Okawa from Japan was _____ (*old*) living person. She was 116 years old!
6. The anaconda is _____ (*large*) snake in the world.

D 1-29 Complete the sentences. Use the correct form of the words in the box. Then listen and check your answers.



small heavy dangerous fast

1. The blue whale is _____ animal in the world.
2. The inland taipan is _____ snake in the world.
3. The falcon is _____ bird in the world.
4. The pygmy marmoset is _____ monkey in the world.

E Work in a group. Use the words in the box to talk about things you know about.

most least long short high low
big small hot cold dry wet

The highest mountain in my country is Mount Fuji.

The most expensive restaurant in my city is a French restaurant.



Going to Extremes


Explorer Nick Middleton teaches geography at Oxford University in England. But he also explores extreme places—the hottest, coldest, wettest, and driest spots on Earth—to find out how people live in these places.

In an interview with National Geographic, Middleton talks about his trip to Oymyakon, in Siberia, Russia—the coldest inhabited place on Earth. It can get as cold as -71°C there!




A Read the information about Nick Middleton. What are his jobs?

- a. explorer and scientist
- b. writer and photographer
- c. teacher and explorer

B  Listen. Check (✓) the things people usually eat in Oymyakon.

- reindeer meat
- rice
- horse meat
- bread

C  Listen again. What do they do with their animals? Check (✓) the correct answer(s).

- eat them
- sell them
- drink their milk
- use them for farming
- make things from their leather and fur


Discussion. Would you like to live in Oymyakon? Why or why not?

Pronunciation

Sentence stress

A  1-31 **Listen and repeat.**

1. The Sahara is the biggest desert in Africa.
2. What's the happiest country in Asia?
3. Redwoods are the tallest trees on Earth.
4. What's the windiest place in North America?

B  1-32 **Read the sentences below.** Underline the important words. Then listen and circle the stressed words.

1. Antarctica is the coldest place on Earth.
2. What's the most famous city in Europe?
3. The Nile is the longest river in the world.
4. Mount Everest is the tallest mountain on Earth.
5. Where's the tallest waterfall in South America?
6. The Amazon is the largest river in the world.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



Antarctica is the driest place on Earth. It has _____ of the Earth's water, but it's in the form of ice.

- a. 50%
- b. 70%
- c. 90%

Communication

Play a quiz game. Work with a partner. **Student A:** Turn to page 134. **Student B:** Turn to page 136. Take turns to ask and answer questions.

What's the most farmed crop in Việt Nam?
Is it rice or corn?

Is it rice?

Yes! You're right!

A farmer working in a rice field





Brazilian researchers working in the Amazon rain forest

Reading

- A** Scan the article. Where does the Amazon River begin and end?
- B** Scan the article. Find two examples of why the Amazon is “extreme.”
- C** **CRITICAL THINKING** Talk with a partner. Do you think the Amazon is important to us? Why?



The anaconda is the world's largest snake.

EXTREME AMAZON!

The Amazon River begins in the Andes Mountains in Peru. It travels about 6,000 kilometers to the Atlantic Ocean. It is the largest river in the world. It is also the second longest. Most of the Amazon's water comes from rain. During the rainy season, parts of the river are 190
5 kilometers wide.

The Amazon River goes through the world's largest rain forest. The Amazon rain forest is home to the highest number of plant and animal species on Earth. There are around 2.5 million kinds of insects, such as the world's largest ant. At least 3,000 kinds of fish live
10 there, and one-fifth of all the bird species in the world.

Some of the Amazon's animals are dangerous, such as the anaconda, the largest snake in the world.

The Amazon is very important to Earth. If we lose the Amazon, we will lose a big part of life on Earth.

 1-33 OPTIONAL AUDIO

Comprehension

IDIOM

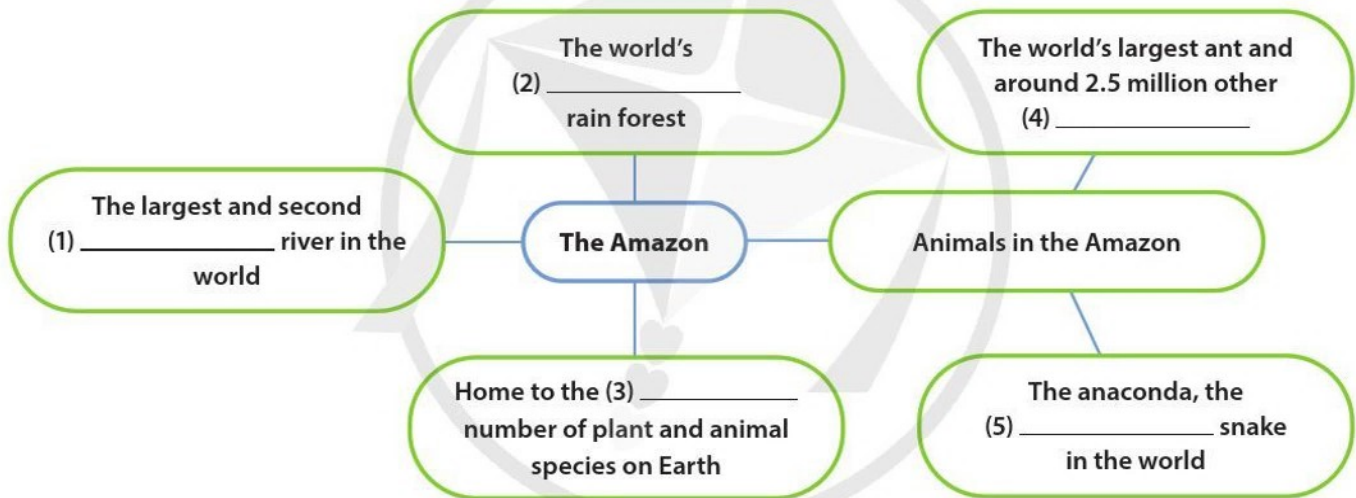
To “go to extremes” means to ____.

- a. do more than is necessary
- b. visit an extreme place
- c. argue with someone

A Answer the questions about *Extreme Amazon!*

1. **Main Idea** The article is mainly about the Amazon’s _____.
a. people b. weather c. importance
2. **Detail** The Amazon River is about ____ long.
a. 3,000 km b. 6,000 km c. 2.5 million km
3. **Inference** The Amazon River is narrower during the ____ season.
a. dry b. cold c. rainy
4. **Vocabulary** In line 10, the word “species” means _____.
a. colors b. types c. sizes
5. **Detail** ____ of all the bird species in the world live in the Amazon rain forest.
a. Half b. One-third c. One-fifth

B Complete the word web.



C CRITICAL THINKING Talk with a partner. What other rain forests do you know about? Describe them.

PROJECT Work with a partner. Make a report about a world record.

Writing

Write a short description.

Describe an extreme place. Write 60–80 words. Turn to page 142 for the writing worksheet.

Extreme Chile!

The longest country in the world is Chile in South America. It is around 4,300 kilometers long from north to south. The driest desert in the world, the Atacama Desert, is in Chile. In some places in the Atacama, there is no rain. Plants and animals cannot live in these areas. The desert’s extreme conditions make it an ideal place for scientific experiments.



Earth's Coldest Place

ABOUT THE VIDEO

Some animals live in the coldest place on Earth.

BEFORE YOU WATCH

Circle the correct answers. What do you know about emperor penguins?

1. They look for food (**in the sea / on land**).
2. They (**can / can't**) fly.
3. They live (**alone / in groups**).

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Answer these questions.

1. The coldest temperature in Antarctica is _____.
a. -18°C b. -80°C
2. Emperor penguins are the ____ of all penguins.
a. tallest b. smallest
3. Emperor penguins have ____ chick(s) every year.
a. one b. two
4. Leopard seals ____ emperor penguins.
a. live with b. eat

Emperor penguins
on the ice in Antarctica

AFTER YOU WATCH

Talk with a partner. How can emperor penguins live in such a cold place? What will happen if Antarctica gets warmer?



ARE CATS BETTER PETS THAN DOGS?

Preview

- A Read the unit title.** Do you think cats or dogs are better pets? Why?
- B Do a quiz.** Check (✓) the sentences you agree with. Are you a cat or a dog person?
1. Watching a movie at home is more fun than going out.
 2. I trust myself more than other people.
 3. Having a few close friends is better than having many friends.
 4. My room is cleaner than most of my friends' rooms.
 5. The future is more important than now.

Results:

*Fewer than 3 checks: You're a dog person!
3 or more checks: You're a cat person!*

- C Work with a partner.** Talk about your results in **B**. Do you agree with your results? What do you think cat people or dog people are like?

I think cat people are independent.

I think dog people are playful.



UNIT GOALS

By the end of this unit, you will be able to:

- talk about animals;
- use comparatives;
- pronounce reduced *than*.

Language Focus

A 1-34 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Actually

B Practice with a partner. Replace any words to make your own conversation.

1 I really want a **dog**.
Yeah, I love **dogs**.
cat / cats
pet parrot / parrots

2 Do you have a pet, Stig?
Sure!
Actually, I do. He's really **cute**.
Do you want to see him?
playful
intelligent

3 He has a funny dog face, but he's **cuter than** a dog.
Cuter than a dog?
gentler than
not as noisy as

4 But ... that's not a dog, it's a fish!
It's **better** than a fish, it's a dogface pufferfish!
more beautiful
more interesting

1-35

MAKING COMPARISONS (P. 154)

Parrots are **as cute as** dogs.
Hamsters are **smaller than** rabbits.
I think cats are **more interesting than** fish.

Which are **more playful**, rabbits or turtles?

Rabbits are **more playful than** turtles, but turtles are **friendlier than** rabbits.

Rabbits are **as playful as** turtles.

big → bigger
friendly → friendlier
intelligent → more intelligent
good → better
bad → worse

as big as
as friendly as
as intelligent as

C Unscramble the words to make sentences. Use your own ideas.

1. mice / cuter / are / than / rabbits _____
2. more / than / intelligent / dogs / are / horses _____
3. cats / as / dogs / friendly / as / are _____
4. elephants / than / rhinos / bigger / are _____

D  1-36 **Complete the conversation.** Then listen and check your answers.

Grace: Hey Sam, I heard you have a new pet. What is it?

Sam: It's a rabbit.

Grace: You have a cat, too, right? (1) _____ (**playful**), your rabbit or your cat?

Sam: My rabbit is (2) _____ (**playful**) my cat. It likes to follow me around.

Grace: My neighbor has a new pet lizard. He says it's (3) _____ (**interesting**) a pet dog.

Sam: That's cool. I heard some people have spiders and snakes for pets.

Grace: Wow! (4) _____ (**scary**), spiders or snakes?

Sam: I think snakes are (5) _____ (**scary**) spiders. I don't want a snake for a pet. I still like my rabbit and cat best. They're great.

E Play animal bingo. Work with a partner. Choose nine animals from the box below and place them in a 3 × 3 chart. Don't show your chart to your partner. Take turns to ask your partner questions. Ask questions by picking any two animals from your chart and comparing them. After your partner says an animal, draw a line through it.

fish cat shark elephant spider
lizard dog monkey snake bird

Which are more dangerous, sharks or snakes?

I think snakes are more dangerous.

fish	monkey	bird
cat	elephant	spider
shark	dog	snake

Talking to Animals


Dogs are intelligent animals.

We can teach them to do many things. Willow, an English terrier, can understand commands in a special way.



A **Look at the photo.** What do you think is special about Willow?

- a. She can read.
- b. She can write.
- c. She understands different languages.

B  **1-37 Listen.** Number the sentences in order (1-5).

Howells wrote instructions on paper.	
Howells and Willow went to Mexico.	
Willow followed Howells' spoken instructions.	
Howells' friend asked her to teach Willow to read.	
Howells showed the paper to Willow and said the instruction.	


Discussion. Do you think Willow is intelligent? What can we teach other animals to do?

Pronunciation

Reduction: *than*

A  1-38 **Listen and repeat.**

1. Dogs are friendlier than cats.
2. A pet rabbit is more fun than a pet lizard.
3. Is a cat cuter than a dog?

B  1-39 **Listen.** Complete the sentences and questions.

1. Cats are more independent _____.
2. Tortoises are slower _____.
3. Are dogs cuter _____?
4. Fish are quieter _____.
5. Spiders are scarier _____.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



Penguins are _____ on land than in the sea.

- a. more active
- b. slower
- c. heavier

Communication

Make comparisons. Work in a group. Choose a word from columns **A** and **C**. Compare the animals or things using a word in column **B**. Give reasons for your comparisons. Then add your own ideas.

A	B	C
cats	interesting	video games
cell phones	fun	rabbits
chickens	noisy	guitars
lions	lazy	hamsters
parties	colorful	birds

Cats are more interesting than video games because they are playful.

I think cell phones are more fun than birds because I like to chat with people.



Reading

- A** Look at the photos and skim the article. What is the main idea of the article?
- a. Dogs are good pets.
 - b. Dogs can help people to do difficult things.
 - c. Working dogs are smarter than other dogs.
- B** Scan the article. Which working dogs does the article mention?
- C** Talk with a partner. What jobs do rescue dogs and guide dogs do?



A rescue dog working in São Paulo, Brazil



A guide dog and her owner

DOGS with JOBS

Dogs are great pets. They're friendly, playful, and intelligent. But some dogs are smarter than others. Some of these smart dogs have special jobs—they're working dogs. Working dogs help police officers, sick people, and people in very cold places.

5 Rescue Dogs

Rescue dogs help people in trouble. They can find people in the mountains, in the desert, and in snow. They can even find people under buildings after an earthquake. Some common types of rescue dogs are German shepherds and Saint Bernards. These dogs are
10 stronger and more intelligent than other dogs. They have better ears and noses, too.

Guide Dogs

Guide dogs help blind people. For example, they help them cross the street. Guide dogs are usually golden retrievers or Labradors. These
15 types of dogs are gentler and friendlier than other dogs. Guide dogs can help blind people have better lives.

 1-40 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Dogs with Jobs*.

- Main Idea** The main idea of paragraph 1 is that working dogs are ____ than other dogs.
 - faster
 - larger
 - more intelligent
- Inference** In line 6, "people in trouble" means that they are _____.
 - sick
 - lost
 - lonely
- Detail** It's important for rescue dogs to _____.
 - be friendly
 - have good eyes
 - have good ears and noses
- Detail** Which of these dogs is the most common guide dog?
 - Labradors
 - Saint Bernards
 - German shepherds
- Inference** It's important for guide dogs to be gentle because they work closely with _____.
 - other dogs
 - animal trainers
 - people

IDIOM

"A bird in the hand is worth two in the bush" means keeping what you have now is ____ than trying to get more.

- better
- worse
- more difficult

B Complete the chart. How are working dogs different from other dogs? Use the words in the article.

Rescue dogs ... than other dogs.	Guide dogs ... than other dogs.
are stronger	

C CRITICAL THINKING Talk with a partner. Do you think working dogs are helpful to us? What other jobs can dogs do?

PROJECT Work with a partner. Write a report about how animals can improve people's lives.

Writing

Write a blog post. Describe your favorite pet or animal. Give reasons why it is better than other animals. Write 60–80 words. Turn to page 143 for the writing worksheet.

Home
BLOG
Photos
Contact
About Me

Iguanas are the best pets!



Iguanas are great pets because they are special. Many people have dogs and cats, but not iguanas! You don't need to take iguanas for walks. They're cleaner than rabbits because they don't have fur. They're also quieter than parrots. Parrots are noisy! My iguana was a gift from my parents for my birthday. It is as cute as a cat. I love it very much.

Strange Cats

ABOUT THE VIDEO

Some cat owners don't understand why their pets are behaving strangely.

BEFORE YOU WATCH

Circle the correct answers. What do you know about taking care of pet cats?

1. It's a (**good** / bad) idea to feed your cat in the same place every day.
2. It's a (**good** / bad) idea to give your cat toys to play with.
3. It's a (**good** / bad) idea to keep your cat in a small room.

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Match the names from the video to the descriptions.

- | | |
|--------------------------------|---|
| 1. Steve <input type="radio"/> | <input type="radio"/> a. a bored cat |
| 2. Ricky <input type="radio"/> | <input type="radio"/> b. a pet expert |
| 3. Boo <input type="radio"/> | <input type="radio"/> c. an animal doctor |
| 4. Vint <input type="radio"/> | <input type="radio"/> d. Steve's cat |

AFTER YOU WATCH

Talk with a partner. Do you have a cat? How does it behave? How are house cats similar to wild cats?



6







I REALLY LIKE
ELECTRONIC
MUSIC!



Preview

A Look at the photo. How often do you go to concerts?

B  1-41 Listen. Match the type of music to the singer or group.

- | | |
|---|--|
| 1.  hip-hop <input type="radio"/> | <input type="radio"/> a. Daft Punk |
| 2.  rap <input type="radio"/> | <input type="radio"/> b. Kanye West |
| 3.  pop <input type="radio"/> | <input type="radio"/> c. Linkin Park |
| 4.  classical <input type="radio"/> | <input type="radio"/> d. Pharrell Williams |
| 5.  rock <input type="radio"/> | <input type="radio"/> e. Katy Perry |
| 6.  electronic <input type="radio"/> | <input type="radio"/> f. Beethoven |

C Talk with a partner. Ask about his or her favorite singers and types of music.

Which do you like better, rock or electronic music?

I like rock better.

RECORDING

Nile Rodgers and Pharrell Williams
performing with Daft Punk

UNIT GOALS

By the end of this unit, you will be able to:

- talk about music;
- ask for and express opinions;
- stress the correct syllable in each word.

Language Focus

A 1-42 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Not exactly.

B Practice with a partner. Replace any words to make your own conversation.



1-43

ASKING FOR AND EXPRESSING OPINIONS (P. 154)		
Do you like Daft Punk?	Yes, I love them !	type of music → it group → them singer → him/her
Do you like rap?	No, I can't stand it .	
What kind of music do you like (the) best ?	I really like hip-hop. / I like rap (the) best .	
Which do you like better , pop or rock?	I like rock better .	
Who do you like better , Shakira or Jennifer Lopez?	I like Shakira better .	

C 1-44 **Listen.** Complete the chart by coloring in the stars.

	HIP-HOP	RAP	CLASSICAL	POP
Ana	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
Carl	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
Yoko	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

★★★★★ I love it.
 ★★★★☆ I like it.
 ★★★☆☆ It's OK.
 ★☆☆☆☆ I don't like it.
 ☆☆☆☆☆ I can't stand it.

D 1-44 **Listen again.** Answer the questions. Use the information in C.

- Does Ana like classical music? No, she doesn't
- Does Ana like pop? _____
- Does Carl like hip-hop? _____
- Which does Carl like better, classical or pop? _____
- Does Yoko like rap? _____
- What music does Yoko like best? _____

E **Work with a partner.** Complete the conversation with things that are true for you. Then take turns to role-play the conversation. Repeat with different types of music and singers/bands.

Meg: Sorry, Chris, but can you change the music? I can't stand it.

Chris: Sure. I have other kinds of music. Which do you like better,
 (1) _____ or (2) _____? (**type of music**)

Meg: Sorry, I don't really like either of them.

Chris: Okay, what kind of music do you like best?

Meg: I guess I like pop best.

Chris: Then how about (3) _____? (**singer/band**)
 Do you like (4) _____? (**him/her/them**)

Meg: Oh, I love (5) _____! (**him/her/them**)

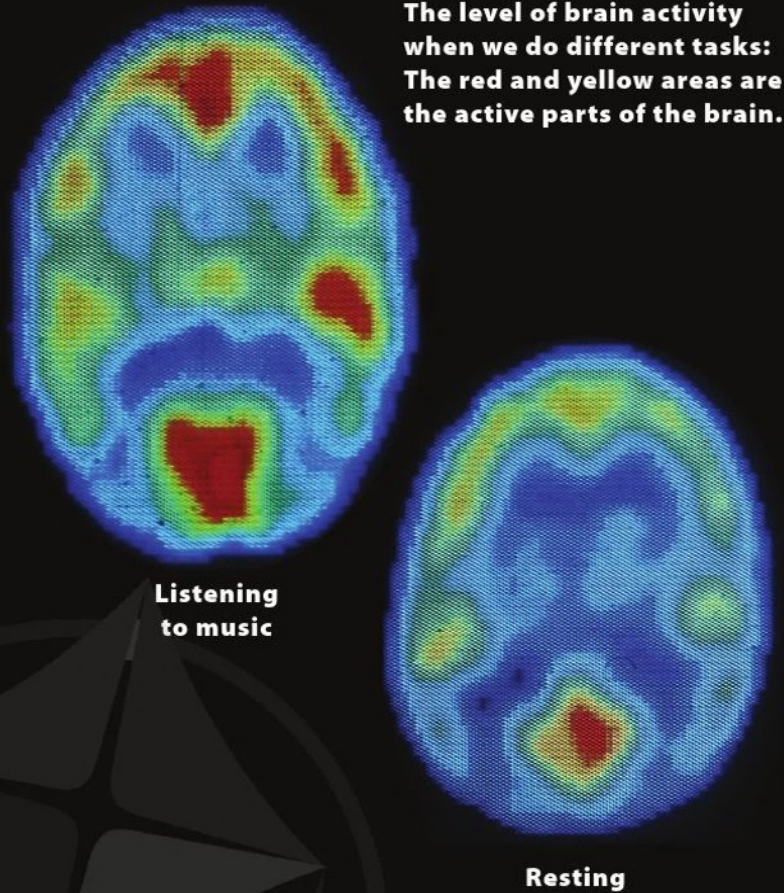


Your Brain on Music

Does music make you cry or feel happy?

Most people agree on what music sounds “happy” and what sounds “sad.” But no one really understands why music makes us feel different emotions.

Researchers say that music makes our brain active. It makes our brain “feel happy.” This explains the importance of music in cultures all over the world.



A 1-45 **Listen to the music.** Check (✓) the feeling you think each piece represents. Then compare results as a class.

	HAPPY	SAD	SCARED
1.			
2.			
3.			
4.			

B **Do an experiment.** As a class, create a list of ten random words. Then get into two groups.

Group 1: Remember the words on the list by reading them.


Group 2: Remember the words on the list by singing them. Use any song you know.

Cover the list and say the words in order. Count the number of words people in each group remembered correctly.


Discussion. Was there a difference in the results of the two groups? Why or why not?

Pronunciation

Syllable stress

A  1-46 **Listen.** Write the number of syllables. Then listen again and repeat.

1. popular 3 2. amazing ____ 3. independent ____

B  1-47 **Listen.** Write the number of syllables. Then listen again and underline the stressed syllable.

1. interesting ____ 4. different ____
 2. terrible ____ 5. important ____
 3. intelligent ____ 6. dangerous ____

C **Work with a partner.** Make sentences using the words in **B**. Then take turns to read the sentences.

IDIOM

“That’s music to my ears”
means ____ .

- a. I can hear music
 b. I like what you said
 c. your voice is musical

Communication

Take a poll. Ask your classmates to rate each kind of music using the chart below. Add other types of music to the bottom of the box. Find out the most popular kind of music in your class. Then turn to page 134 and follow the instructions.

KINDS OF MUSIC	NAME:	NAME:	NAME:	NAME:	TOTAL POINTS
hip-hop					
pop					
rap					
rock					
electronic					
classical					

Do you like hip-hop?

I don't really like it.

What about pop?

I love it!

- 0:** I can't stand it.
1: I don't really like it.
2: It's all right/OK.
3: I like it.
4: I love it.

Reading

- A** Look at the title and the photo. What do you think the article is about?
- a. a concert
 - b. a famous musician
 - c. a special musical instrument
- B** Talk with a partner. What do you think the title means?
- C** Talk with a partner. Do you play any musical instruments? What musical instruments do you want to learn to play?

THE FEEL of MUSIC

One of the world's most famous musicians "hears" through her feet. Evelyn Glennie is profoundly deaf—she has very serious hearing loss. She plays music by feeling the movement of sounds.

As a child, Glennie learned to play several musical instruments and was especially good at piano. But when she was eight, she started to have hearing problems. That did not stop Glennie's love for music. She soon realized that she could "hear" notes in her feet and body.

At age 12, Glennie decided to take drum lessons. She studied at England's well-known Royal Academy of Music at 16. At 23, she won her first Grammy. Glennie now plays more than 100 concerts a year. She practices and performs with no shoes on.

Glennie performs with world-famous musicians like the Kodo Japanese drummers, Björk, and orchestras in the United States and Europe. She is also a keen collector of percussion instruments. She owns more than 1,800 drums and other instruments.

 1-48 OPTIONAL AUDIO



Evelyn Glennie performing at a classical concert in Scotland



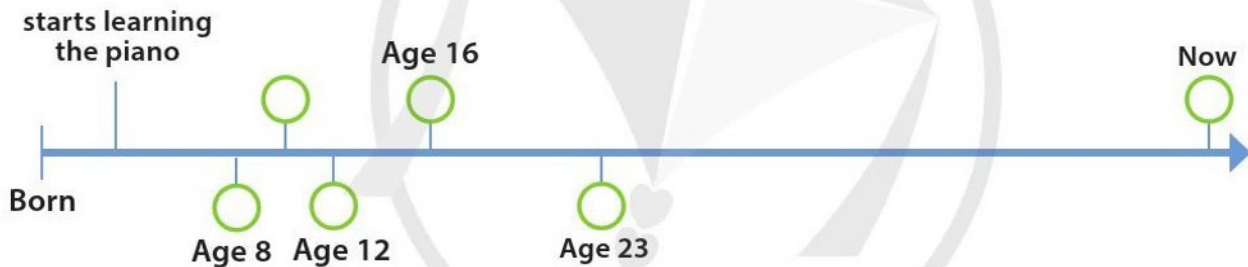
Comprehension

A Answer the questions about *The Feel of Music*.

- Detail** Glennie is a special musician because she _____.
a. can't hear b. never studied music c. can play many instruments
- Detail** Glennie ____ music when she lost her hearing.
a. stopped playing b. didn't give up c. decided to learn
- Inference** Glennie doesn't wear shoes in her performances to _____.
a. move quickly b. feel relaxed c. "hear" the music
- Vocabulary** In line 14, "she is a keen collector" means that she ____ musical instruments.
a. loves to collect b. likes to play c. is good at collecting
- Inference** Which one of these is not a percussion instrument?
a. bell b. violin c. drum

B Complete the timeline. Write the letters of the events below.

- studies at the Royal Academy of Music
- wins her first Grammy
- starts to have hearing problems
- performs with famous musicians
- starts to take drum lessons
- discovers she can "hear" notes in her body



C CRITICAL THINKING Talk with a partner. Evelyn Glennie says listening to music with only your ears is like trying to understand a person with only your eyes. What do you think this means?

PROJECT Work with a partner. Write a summary of an English song.

Writing

Write a blog post about a music performance.

Write about a new song or album you heard recently, or a concert or performance you attended. Write 60–80 words. Turn to page 144 for the writing worksheet.

Home BLOG Photos Contact About Me

The London Olympics Opening Ceremony



I watched Evelyn Glennie's performance at the London Olympics Opening Ceremony and I loved it. The music performance told a story about the lives of people in the United Kingdom. Glennie played the drums together with 1,000 other drummers! It was interesting because the drummers used buckets as drums. In her performance, Glennie did not wear shoes to feel the music better.

The Steel Band

ABOUT THE VIDEO

The music of Trinidad and Tobago is very special.

BEFORE YOU WATCH

Look at the photo. What do you know about the steel pan? Circle T for True or F for False.

1. The steel pan was invented in the 19th century. T F
2. The steel pan was invented in the Caribbean. T F
3. Steel bands play many different kinds of music. T F

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Complete the quotes.



"Pan is most important to Trinidad and Tobago because it's part of our (1) _____. It was (2) _____ in Trinidad and Tobago."



"This is ours, we made it, we (3) _____ it, it belongs to us, and we are so (4) _____ of it. We feel we can (5) _____ it with the world."

A man plays the steel pan.



AFTER YOU WATCH

Talk with a partner. What musical instrument is popular in your country? Do you know any interesting musical instruments?

Review Game 1

Play with 2–4 classmates. Take turns.
Each classmate has a game counter.
Toss a coin and move your counter.

Heads = move two squares

Tails = move one square

Can't answer? Miss a turn!



START!

1. Name four activities you like to do.

2. What kind of music do you like best?

3. Explain the meaning of "that's music to my ears."

4. What clothes did you get recently?

5. What's the driest place on Earth?

8. Which is bigger, a soccer ball or a baseball?

7. Which are cuter, cats or dogs?

6. Explain the meaning of "to keep a straight face."

9. Describe what this person is wearing.

10. What does your best friend look like?

11. Name three types of music you like.

12. What do you like to do on the weekends?

13. Name the most beautiful place in your city.





FINISH!



25. Name someone with curly hair.

24. Do you like to exercise?

23. What's the largest continent on Earth?

22. How often do you use the computer?

21. Compare two people you know. Say three things about them.

20. What do you like to do after school?

19. Where do emperor penguins live?

18. Describe what another student in class is wearing. The other players must guess the student's name.

14. Name your favorite activity and describe how often you do it.


15. Who's the tallest person in your class?

16. What's the largest river in the world?

17. Which country is Vovinam from?

WHAT'S FOR DINNER?

Preview

A  2-01 **Listen.** Check (✓) the things that the people are eating or drinking.

- | | | | | | | |
|-----------|-----------------------|---------|-----------------------|---------|-----------------------|------------|
| 1. Joseph | <input type="radio"/> | chicken | <input type="radio"/> | salad | <input type="radio"/> | noodles |
| 2. Teresa | <input type="radio"/> | fish | <input type="radio"/> | burger | <input type="radio"/> | rice |
| 3. Yuri | <input type="radio"/> | noodles | <input type="radio"/> | chicken | <input type="radio"/> | vegetables |
| 4. Andrew | <input type="radio"/> | fruit | <input type="radio"/> | pasta | <input type="radio"/> | juice |

B  2-01 **Listen again.** What kitchen item does each person need? Write the names below. Two items are extra.



plate



bowl



glass



spoon



fork



knife

C **Talk with a partner.** What did you eat today?

What did you have for lunch today?

I had pasta and a salad. How about you?





UNIT GOALS

By the end of this unit, you will be able to:

- talk about things in the kitchen;
- use quantifiers, articles, and conjunctions;
- pronounce linked sounds.

**A man grilling seafood
at a night market in Phú Quốc, Việt Nam**

Language Focus

A 2-02 Listen and read. Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH I can't wait!

B Practice with a partner. Replace any words to make your own conversation.

1 I can't wait for the class party! Oh, let's get **some cookies**.
I made a list. First, we need bread, cheese, and meat.

2 OK. We need **some plates**. And something to eat with, like forks.
Yeah, sure . . .

3 I think we need **some juice**. Last year we didn't have any.
Juice. OK.

4 Great! I think we have everything!
Wait a minute, Stig. These are all sweets! We didn't get **any food** for the party!

Labels:
a lot of cupcakes
an ice cream
a napkin
a lot of cups
(some) soda
(some) bottled water
any meat
any bread

2-03

DESCRIBING QUANTITY—QUANTIFIERS, ARTICLES, AND CONJUNCTIONS (P. 155)

There are some plates on the table.

There aren't any forks.

There is some juice on the counter.

There isn't any meat in the refrigerator.

There are a lot of / lots of cookies in the kitchen.

There is a lot of / lots of bottled water at the party.

There is soda in the fridge.

There is a plate for each of us.

There is an egg in the refrigerator.

Are there any apples?

Yes, **there are**.

No, **there aren't**.

Is there any salad?

Yes, **there is**.

No, **there isn't**.

Although there are **many** sweets, there isn't **much** food for the party.

There are **many** sweets. **However**, there isn't **much** food for the party.



C Look at the photo. Complete the sentences.

1. There aren't any _____ bowls on the table.
2. _____ plates in the sink.
3. _____ soda on the counter.
4. _____ glasses in the sink.
5. _____ knives on the table.
6. _____ milk in the fridge.

D Work with a partner. Look at the photo. Complete the questions on your own. Then take turns to ask and answer.

1. _____ milk on the counter?
2. _____ bowls in the sink?
3. _____ ?
4. _____ ?
5. _____ ?

Is there any orange juice on the counter?

Yes, there is.

E Play a game. Work in groups of four. **Student A:** Make a list of ten things in your refrigerator. **Students B, C, and D:** Take turns to guess what is in Student A's refrigerator. If you make three incorrect guesses, you are out of the game.

Is there any orange juice in your fridge?

No, there isn't.

Are there any vegetables in your fridge?

Yes, there are!

Food Art

Food stylists have a special job—to make food look good. They usually work with food photographers. Food stylists have ways to make food look better than it actually is. Sometimes, food stylists use things that we can't eat!



A 2-04 **Listen.** Match the food items to the things food stylists use to style them.

- | | | | |
|-----------------|-----------------------|--------------------------------------|--|
| 1. drinks | <input type="radio"/> | <input type="radio"/> soap bubbles | <input type="radio"/> make the color nicer |
| 2. bread | <input type="radio"/> | <input type="radio"/> cake icing | <input type="radio"/> it doesn't melt |
| 3. ice cream | <input type="radio"/> | <input type="radio"/> lipstick | <input type="radio"/> stop it from becoming dry |
| 4. strawberries | <input type="radio"/> | <input type="radio"/> car seat spray | <input type="radio"/> make it look like someone just poured it |

B 2-04 **Listen again.** Match the things food stylists use to the reasons.

Discussion. Where can you find photos of styled food?

Pronunciation

Linked sounds

A  2-05 Listen and repeat.

1. There are spoons in the cabinet.
2. There are forks on the table.
3. Are there any cookies in the bowl?
4. Are there any snacks on the counter?

B  2-06 Listen. Complete the sentences.

1. There are some _____ the sink.
2. Are there any _____ the table?
3. There are some _____ the counter.
4. Are there any _____ the plate?
5. There are some _____ the cabinet.
6. Are there any _____ the table?

C Work with a partner. Take turns to read the sentences in B.

DO YOU KNOW?



You can't taste the difference between apples and potatoes if you _____ while eating them.

- a. close your eyes
- b. raise your hand
- c. pinch your nose

Communication

Find the differences. Work with a partner. **Student A:** Look at the photo below. **Student B:** Look at the photo on page 135. Take turns asking and answering questions to find six differences. Circle them.

Is there any bread? Where is it?

Yes, there is. It's on a plate.



**Đà Lạt market
at night**





Reading

- A** Look at the photo. What do you think people are selling there?
- B** Scan the menu. Which food is the cheapest?
- C** Talk with a partner. What would you like to eat most at Đà Lạt night market? Why?

GREAT TASTES IN ĐÀ LẠT

Đà Lạt market is in the center of Đà Lạt city in Lâm Đồng province. Although it is open from the early morning, the market is most crowded from 6 p.m. to 10 p.m. It is also the busiest shopping area in the city and a tourist attraction as well.

- 5 At night, there are a lot of food stalls in Đà Lạt market. Some of the most popular foods here include Vietnamese pizza, *bánh mì* with meatballs, grilled beef kebabs, and crab soup. Prices are different between stalls but usually affordable. The city's cool climate makes the hot food even more enjoyable. [2-07 OPTIONAL AUDIO](#)

MENU

Snacks

Vietnamese pizza	20,000 VND
<i>Bánh mì</i> with meatballs	10,000 VND
Spring roll	5,000 VND/roll

Drinks

Soy milk	15,000 VND
Mineral water	10,000 VND
Soda	15,000 VND
Fruit juice	15,000 VND

Soup

Crab soup	20,000 VND
Pumpkin soup	20,000 VND
Seafood and corn soup	35,000 VND

Main courses

Beef hotpot	150,000 VND
Chicken hotpot	120,000 VND
Grilled chicken kebab	12,000 VND/stick
Grilled beef kebab	15,000 VND/stick

Comprehension

A Answer the questions about *Great Tastes in Đà Lạt*.

- Main idea** The article introduces the ____ of Đà Lạt night market.
a. cool climate b. expensive souvenirs c. most popular foods
- Reference** In line 2, "it" refers to ____ .
a. Đà Lạt market b. Đà Lạt city c. Lâm Đồng province
- Inference** During the day, the market is ____ than at night.
a. less crowded b. much busier c. more expensive
- Vocabulary** In line 8, "affordable" means the food is ____ .
a. expensive b. cheap c. delicious
- Detail** How much do two grilled chicken kebab sticks cost?
a. 12,000 VND b. 24,000 VND c. 30,000 VND

B Work with a partner. Calculate the prices of the following orders.

	Order	Price
1	1 Vietnamese pizza + 2 spring rolls + 1 chicken hotpot + 1 soda	(1) ___ VND
2	1 <i>bánh mì</i> with meatballs + 1 crab soup + 1 soy milk + 2 grilled beef kebab sticks	(2) ___ VND
3	1 seafood and corn soup + 1 beef hotpot + 2 grilled chicken kebab sticks	(3) ___ VND

C CRITICAL THINKING Talk with a partner. Do you know any other famous markets? What are they famous for?

PROJECT Work with a partner. Make a report about an unusual dish.

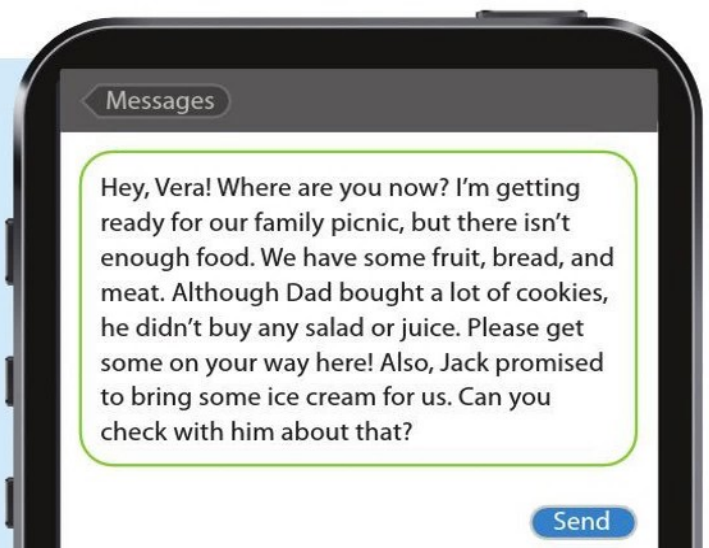
IDIOM

"Your eyes are bigger than your stomach" means ____ .

- you like looking at food
- you can't finish your food
- you eat a lot

Writing

Write a text message. Imagine you are preparing for a picnic. Ask your friend or family member for help in buying some things for the trip. Write 60–80 words. Turn to page 145 for the writing worksheet.



The King of Fruits

ABOUT THE VIDEO

The durian has an interesting shape and a unique taste.

BEFORE YOU WATCH

Check (✓) the words you think describe a durian.

- salty smelly cheap
 hard spiky small

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle T for True or F for False.

- | | | |
|---|---|---|
| 1. Most durians come from Africa. | T | F |
| 2. Durians grow on trees. | T | F |
| 3. Some hotels in Malaysia try to stop people from bringing durians inside. | T | F |
| 4. Hotels use a special machine to remove the durian smell. | T | F |

AFTER YOU WATCH

Talk with a partner. Would you like to try durian? Is there any food in your country with a strong smell?


The durian



YOU SHOULD SEE A **DOCTOR!**



Preview

A  2-08 **Listen.** Circle the body parts that Rick injured.

1. foot 2. hand 3. knee 4. leg 5. back 6. arm

B  2-09 **Listen.** Circle the correct answers.

1. Anton has a (**backache** / headache).
2. Janet's sister (**broke** / cut) her leg.
3. Sonia has a (**sore** / broken) back.
4. Eric (**hurt** / broke) his knee when he fell. He (**hurt** / cut) his hand, too.

C **Talk with a partner.** Talk about a time you hurt yourself.

I cut my hand yesterday while cooking.

Last month, I fell on the street. I hurt my knees.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about health-related problems;
- ask for and give advice;
- pronounce the sound of the letters *ou*: /ʊ/.

Language Focus

REAL ENGLISH

Come on!

A 2-10 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.



2-11

ASKING FOR AND GIVING ADVICE (P. 155)

Maya is sick. She has a sore throat. What should she do ?	She should stay home and rest.
I have a cough. What should I do ?	You should take some cough medicine. Why don't you take some cough medicine?
Emma and Kevin both have a cold. Should they go to a doctor?	Yes, they should . No, they shouldn't .

C Circle the correct answers.

1. Janice has a stomachache. She (**should** / **shouldn't**) see a doctor.
2. I hurt my foot. The doctor says I (**should** / **shouldn't**) rest for a week.
3. You look tired. (**Should** / **Why don't**) you get some rest?
4. Everyone is sleeping, so we (**should** / **shouldn't**) make a lot of noise.
5. Diego is good at drawing. (**Should** / **Why don't**) you ask him for help?

D 2-12 Complete the questions and responses. Then listen and check your answers.

1. Jay: I (1) _____ headache. What (2) _____ I do?
Sally: (3) _____ take some medicine?
2. Nancy: I (4) _____ backache. What (5) _____ ?
Peter: (6) _____ stay home and rest?
3. Lee: Victor has a toothache. (7) _____ eat ice cream?
Erika: No, he (8) _____.
4. Ian: Lisa (9) _____ earache. (10) _____ stay home and rest?
Wendy: Yes, she (11) _____. She (12) _____ go to work.

E Play charades. Work in a group. Take turns to act out a health problem. Work together to guess the problem and give two suggestions.

Do you have a cough?

Yes, I do! What should I do?

Why don't you take some medicine?
You should also drink more water.


Disease Hunter

Nathan Wolfe is a National Geographic Explorer. He is an expert on diseases. He studies how diseases spread and he wants to find a way to stop pandemics before they happen.



A  2-13 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. A pandemic is a disease that spreads quickly to many people. | T | F |
| 2. International travel helps to prevent pandemics. | T | F |
| 3. Wolfe does his research mainly in Europe. | T | F |
| 4. Many diseases start in animals and move into humans. | T | F |

B  2-14 **Listen.** Check (✓) the advice you hear.

- | | | |
|------------------------------------|---|--|
| <input type="radio"/> stay healthy | <input type="radio"/> go to a hospital | <input type="radio"/> stay at home and rest |
| <input type="radio"/> wear a mask | <input type="radio"/> keep some money at home | <input type="radio"/> have a list of emergency numbers |

Discussion. Do you worry about diseases? What diseases do you know about or hear about in the news?

Pronunciation

Sound of the letters **ou**: /ʊ/

A  2-15 **Listen and repeat.**

1. should, shouldn't 2. could, couldn't 3. would, wouldn't

B  2-16 **Listen.** Write the words you hear.

- If Danny has a backache, he _____ rest.
- The music was too loud. I _____ hear what she said.
- It's raining. They _____ play soccer outdoors.
- _____ you like some orange juice?

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



You should cover your mouth and nose when you sneeze. The air from your sneeze can travel about ____ km/h!

- 10
- 30
- 60

Communication

Do a survey. Work in a group of four. First, check (✓) the healthy habits you follow. Then ask your group members about their healthy habits. Discuss the results as a group. Talk about the things you can do to stay healthy.

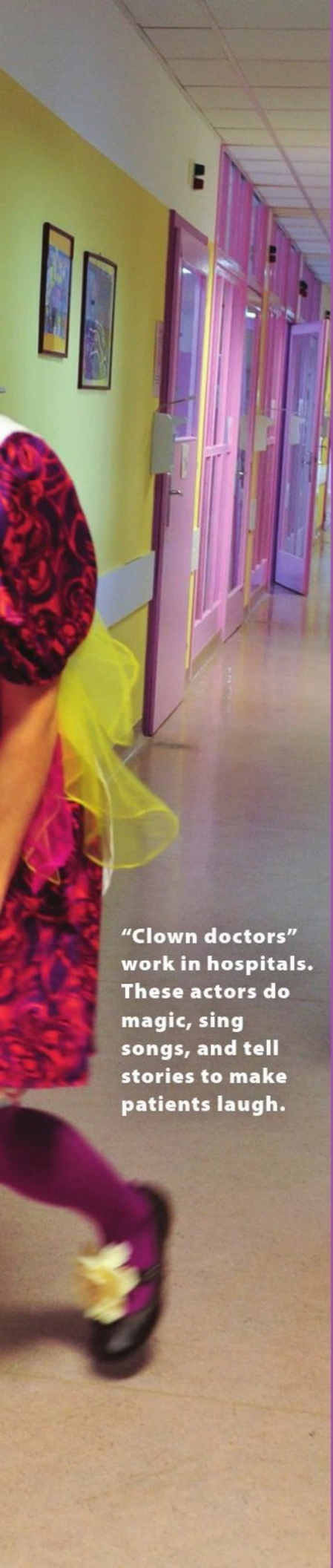
HEALTHY HABITS	ME	2. _____	3. _____	4. _____
1. I eat breakfast every day.				
2. I always wash my hands before I eat.				
3. I get lots of rest.				
4. I eat lots of fruits and vegetables.				
5. I get plenty of exercise.				
6. I drink lots of water.				
7. I take a walk every day.				
8. I protect my skin with sunscreen.				

Do you eat breakfast every day?

No, I don't.

You should have breakfast every day. It's a good way to start the day.





“Clown doctors” work in hospitals. These actors do magic, sing songs, and tell stories to make patients laugh.

Reading

- A Work with a partner.** Look at the photo. Why do you think clown doctors want to make patients laugh?
- B Scan the article.** Circle two words similar in meaning to “laugh”.
- C Talk with a partner.** How is laughing good for you?

LAUGHTER IS THE BEST MEDICINE

Laugh with friends or giggle at a cartoon. It doesn't matter why you're laughing—laughter is good for you, and that's no joke!

5 A good laugh helps you right away. When you laugh, changes happen in your body. For example, you take in more air, which is good for your heart. A good laugh increases your heart rate. When you laugh, your brain also releases chemicals that make you feel happy. Laughing can also make you feel relaxed for up to 45 minutes.

10 Laughter can also reduce pain. You probably don't want to chuckle when you're injured, but laughter helps the body make its own natural pain medicine. Laughing is also great exercise! Research shows that laughing 100 times is as good as riding a bike for 15 minutes.

15 Negative thoughts can cause you to feel sad or worried. But when you laugh, your brain makes chemicals that make these feelings go away. These chemicals also prevent some illnesses. Many scientists also believe laughter is good for your mental health—it helps people communicate better with each other.

20 So why don't you try laughing out loud every day? See how you feel. Are your muscles less tense? Do you feel more relaxed? That's laughter at work. **2-17 OPTIONAL AUDIO**

Comprehension

IDIOM

“She laughed her head off” means she ____.

- a. laughed very loudly
- b. had a headache
- c. laughed at the wrong time

A Answer the questions about *Laughter is the Best Medicine*.

1. **Main Idea** Laughter has ____ effect on our health.
 - a. a powerful
 - b. a negative
 - c. no
2. **Detail** When you laugh, your heart beats ____ .
 - a. slower
 - b. faster
 - c. at the same rate
3. **Detail** Laughing when you're injured ____ .
 - a. reduces the pain
 - b. stops the pain
 - c. makes the injury worse
4. **Vocabulary** When you think negative thoughts, you imagine ____ things happening. (line 13)
 - a. happy
 - b. bad
 - c. unusual
5. **Detail** Which of the following is NOT the benefit of laughter?
 - a. less tense muscles
 - b. better communication
 - c. heart disease treatment

B Work with a partner. Changes happen in your body when you laugh. Complete the word web.



C CRITICAL THINKING Talk with a partner. Do you laugh often? What do you do when you feel sad or stressed?

PROJECT Work in a group. Make a short presentation about a disease.

Writing

Write a short article. Describe a healthy habit you know about and give some advice. Write 60–80 words. Turn to page 146 for the writing worksheet.

Yoga is Good for You

Yoga helps you to stretch your muscles and make them strong. It is good for you in many other ways, too.

Better Sleep Yoga helps you to relax your body. It slows down your breathing and lowers your heart rate.

Less Stress You should practice yoga because it can help to reduce stress. Yoga helps you remove those thoughts and think only about your breathing.

Yoga is good exercise for your body and mind. Try it!

Laughter Yoga

ABOUT THE VIDEO

The members of the Laughter Club believe that laughing can be good for you in many ways.

BEFORE YOU WATCH

Check (✓) the items that are true. Why do you think people join the Laughter Club?

- It makes them feel happy.
- It can help them lose weight.
- They like to share jokes.
- It is good exercise.

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle the correct answers.

1. Laughing can make your blood vessels _____.
 - a. cleaner
 - b. wider
2. You can burn _____ calories when you laugh for five to ten minutes.
 - a. 40
 - b. 400
3. We start laughing when we are around _____.
 - a. one month old
 - b. three months old

AFTER YOU WATCH

Talk with a partner. Would you join a laughter club? Why or why not? Do you think laughter is better than exercise?

People of the Laughter Club
doing laughter yoga




I OFTEN PLAY GAMES AFTER SCHOOL.

Preview

A  2-18 **Listen.** Match the people to the activities they are doing.


- | | | | | |
|-----------|-----------------------|--|-----------------------|------------------------------------|
| 1. Tim | <input type="radio"/> | <input type="radio"/> running | <input type="radio"/> | <input type="radio"/> after school |
| 2. Dan | <input type="radio"/> | <input type="radio"/> cooking | <input type="radio"/> | <input type="radio"/> on Thursdays |
| 3. Luis | <input type="radio"/> | <input type="radio"/> skating | <input type="radio"/> | <input type="radio"/> twice a week |
| 4. Susana | <input type="radio"/> | <input type="radio"/> studying | <input type="radio"/> | <input type="radio"/> on Fridays |
| 5. Ben | <input type="radio"/> | <input type="radio"/> practicing
the violin | <input type="radio"/> | <input type="radio"/> every day |

B  2-18 **Listen again.** Match the activities to when or how often the people do them.

C **Talk with a partner.** What do you do after school?

I have dance practice after school on Mondays.

I cycle at the park every week.

A group of young Vietnamese students are playing tug of war on a gravel path. They are leaning back, pulling on a rope, and smiling. The background features a fence and large, green mountains under a clear sky. The students are wearing casual clothing like t-shirts, long-sleeved shirts, and pants. One girl in the foreground is wearing a white t-shirt and red pants, while another is in a colorful patterned shirt and bright green pants. The ground is covered in small, light-colored stones.

A group of Vietnamese students playing tug of war at a primary school in Lạng Sơn, Việt Nam

UNIT GOALS

By the end of this unit, you will be able to:

- talk about daily routines and activities;
- use the Present Progressive and the Simple Present;
- use falling and rising intonation in sentences.

Language Focus

A 2-19 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Just a minute!

B **Practice with a partner.** Replace any words to make your own conversation.



2-20

DESCRIBING MY ACTIVITIES (P. 156)			
What are you doing ?	I'm reading a magazine.		
Is she cleaning her room?	Yes, she is . / No, she isn't .		
What do you usually do after school?	I play soccer		once in a while. every day.
Do you often go to the movies?	No, I	seldom rarely hardly ever	go to the movies.

DO YOU KNOW?



When you jog, the pressure on your feet is about ____ times your body weight.

- a. two
- b. three
- c. five

C Circle the correct answers.

1. Don (**listens** / **is listening**) to music right now.
2. Alice (**chats** / **is chatting**) online every day.
3. Min (**studies** / **is studying**) for a test tomorrow.
4. They (**practice** / **are practicing**) the violin on Saturday mornings.
5. Mark (**plays** / **is playing**) soccer with his friends after school on Wednesdays.

D 2-21 Complete the sentences. Use the correct form of the words in the box. Then listen and check your answers.

buy	drive	study
talk	make	watch

1. Rachel _____ a drink at the store on her way to school every day.
2. Karen usually walks to school, but today her mom's _____ her.
3. Normally, Henry _____ to his friends on the phone after school, but today he's reading.
4. I rarely _____ movies at the cinema. I usually buy DVDs.
5. Shh! You shouldn't _____ so much noise. People _____.

E Play a game. Work in a group. On a piece of paper, write sentences about five activities you do. Place the pieces of paper face down. Choose one and read the sentences to the group. Guess the name of the person. Take turns.

"I walk to school every day. I hardly ever play sports. I watch TV every weekend. I never play computer games. I drink milk every morning." Is this you, Judy?

Sorry, not me!



The Science of Habits

People usually do things in a certain way. This is why habits are important in our lives. They help us to do our everyday activities well. But sometimes, we form bad habits, too.

A  2-22 **Circle the correct answers.** Then listen and check.

1. People form habits when they (**repeat** / **see**) the same actions many times.
2. Habits make us (**think more** / **think less**) when we do certain things.
3. A “cue” is something that makes us (**do** / **stop**) a habit.


B  2-23 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|--|----------|----------|
| 1. The brain makes us want to eat sweet or salty food. | T | F |
| 2. You feel like you’re eating more when you use a bigger plate. | T | F |
| 3. One way to eat healthier is to mix different kinds of food. | T | F |
| 4. You should start a meal with your favorite food. | T | F |

Discussion. What problems do you think bad habits can cause? What do you think is the best way to stop a bad habit?

Pronunciation

Intonation: Making lists

- A**  2-24 **Listen.** Notice how the voice goes up for the first two items of the list and then down at the end of the list.

I have many hobbies: playing the piano, watching films, and reading books.

- B**  2-25 **Mark the intonation of the sentences.** Listen and check your answers.

1. My favorite subjects at school are math, physics, and English.
2. To be healthy, we should eat vegetables, drink enough water, and do exercise.
3. Jennifer bought a pencil, some pens, a ruler, and a new bag.

- C** **Work with a partner.** Practice reading the sentences in **B**. Then complete the sentences below and say them with the correct intonation.

1. My favorite kinds of fruits are _____, _____, and _____.
2. To make a cake, we need _____, _____, and _____.

IDIOM

“Old habits die hard” means it’s _____ to change your habits.

- a. bad
- b. difficult
- c. scary

Communication

Find out about your classmates’ habits. Work in a group. Talk about the habits below. Add your own ideas. Who do you think has the best habits in your group?

DO YOU...?

eat healthy meals
clean your room
exercise
arrive on time for events
get enough sleep
go outside for fresh air
help with housework
take breaks to relax
save money
...

Do you eat healthy meals?

Yeah, I do.

How often do you eat healthy meals?

I try to eat something healthy twice a day.





School children in Indonesia crossing a broken bridge



Reading

- A** Look at the photo. Where do you think these children are going?
- B** Skim the first paragraph. What do you think “commute” means?
- C** Talk with a partner. How do you go to school?


AN UNUSUAL COMMUTE

How do you travel to school? Do you usually go by bus, by car, or on foot? Around the world, some children have very unusual commutes to school.

Children from the village of Banten in Indonesia cross a river to get to school every day. In the past, the children crossed a bridge over the river. But it broke after a heavy rain in 2012. For 10 months, the bridge was broken. There is another bridge they could use, but the journey is 30 minutes longer. Students usually chose to cross the broken bridge.

10 Zhang Jiawan is a village in the mountains in Hunan Province, China. Children climb up and down tall wooden ladders to get to school and to go home. The ladders are not tied to the mountain, so people help to hold the ladder when someone else is climbing.

15 In Colombia, 11 families with school-age children live on one side of the Rio Negro Valley. The children’s daily commute is breathtaking. 400 meters above the valley, a thick metal cable carries the children to school. A V-shaped branch slows them to about 80 kilometers an hour. It is the quickest way to get to school. But often, when it rains, the cable is too dangerous. The children stay home and can’t go to
20 school.

According to UNESCO, about 57 million children around the world can’t go to school. It is not easy to solve this problem, but it is something we should continue to work on.  2-26 OPTIONAL AUDIO

Comprehension

A Answer the questions about *An Unusual Commute*.

- Main Idea** The main idea of the article is that traveling to school is ____ for some children around the world.
a. challenging b. expensive c. relaxing
- Detail** The children in Banten used the broken bridge because the other one was ____.
a. too old b. too far away c. too long
- Detail** Children in Zhang Jiawan ____ to get to school every day.
a. climb rocks b. cross a bridge c. climb ladders
- Vocabulary** In line 16, a “cable” is a ____.
a. rope b. box c. ladder
- Inference** Children crossing the Rio Negro Valley use a branch to ____ of their ride.
a. measure the distance b. control the speed c. change the direction

B Complete the sentences.

- The bridge near Banten broke in 2012 because of _____.
- Villagers in Zhang Jiawan hold the ladder when someone else is climbing because _____.
- The daily commute of children in the Rio Negro Valley is breathtaking because they ride on a metal cable _____.
- The cable is too dangerous when it rains, so children in the Rio Negro Valley _____.

C CRITICAL THINKING Talk with a partner. Read the last paragraph of the article. Why do you think some children can't go to school?

PROJECT Work in a group. Make a survey of how students commute to school.

Writing

Write a short paragraph.

Describe your school commute. Write 60–80 words. Turn to page 147 for the writing worksheet.

I usually go to school every day by bike.

I leave my house at half past six in the morning.

It takes me about half an hour to get to school.

I cycle past shops and the park every day.

The streets are not so busy. I get to school at seven o'clock. I enjoy riding my bike to school.

What about you?

Skateistan

ABOUT THE VIDEO

Some students in Afghanistan go to a special school.

BEFORE YOU WATCH

Look at the title and the photo. Why do you think the school's name is Skateistan? Why do you think the school is special?

WHILE YOU WATCH

- A** Check your answers to the Before You Watch questions.
- B** Watch the video again. Complete the chart with information about Skateistan.

Name of school: <i>Skateistan</i>
Number of students:
Percentage of female students:
Examples of subjects studied:
Most popular sport:

Hanifa, a student at Skateistan



AFTER YOU WATCH


Talk with a partner. What do you think we can learn from doing sports? What activity do you think your school should have?

HOW DO YOU GET TO THE MALL?

Inside the Houston Galleria mall
in the U.S.



Preview

A  2-27 **Listen.** Label the places Akemi (**A**), Bob (**B**), Clara (**C**), and Daniel (**D**) want to go to. Two places are extra.



movie theater



park



restaurant




supermarket



museum



convenience store

B  2-27 **Listen again.** Circle the correct answers.

1. The movie theater is next to a (**park / mall**).
2. The pizza restaurant is across from the (**convenience store / art museum**).
3. There is a (**supermarket / park**) next to the museum.
4. The convenience store is behind a (**restaurant / movie theater**).

C **Talk with a partner.** What places in your city do you like to go to?

I always go to the café to read comics.

I go to the park every week with my friends. We like to relax and chat there.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about places in the city;
- ask for and give directions;
- pronounce sounds of the letter O: /u:/, /əʊ/, /ʌ/.

Language Focus

A 2-28 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH No problem.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Excuse me, can you help me?

No problem.

Sure
Of course

2 I'm looking for the art museum.

Oh. It's on **Center Street**, across from the town square.

this restaurant / Main Avenue
the movie theater / Second Avenue

3 Uh . . . excuse me, how do you get to the **museum**?

Go straight down **Hill Street**. It's on the corner of West Avenue.

restaurant / Main Street
movie theater / King Street

4 Hi, I'm looking for this place . . .

That's easy! **It's right behind you!**

You're right in front of it
You're right next to it


2-29

ASKING FOR AND GIVING DIRECTIONS (P. 156)

Where's the museum?	It's	<p>behind the convenience store.</p> <p>in front of the supermarket.</p> <p>next to the restaurant.</p> <p>across from the movie theater.</p> <p>between the mall and the park.</p> <p>on the corner of First Street.</p>
How do I get to the park?		<p>Go straight down Main Street.</p> <p>Go past the Internet café.</p> <p>Turn left / right on First Avenue.</p>

C Look at the map below. Circle the correct answers.

1. The restaurant is (**on the corner of / next to**) Joe's Internet Café.
2. City Hall is (**across from / behind**) a Brazilian restaurant.
3. Kim's Korean Restaurant is (**in front of / between**) the 1st Avenue Theater and Center Mall.
4. Joe's Internet Café is (**on the corner of / between**) 3rd Avenue and Center Street.

D  2-30 Look again at the map. Number the directions in the correct order. Then listen and check your answers.

- | | |
|--|--|
| 1. Maya is at the 1 st Avenue Theater. How does she get to City Hall? | 2. I'm at City Middle School. How do I get to the art museum? |
| a. ____ Go past the Brazilian restaurant. | a. ____ It's on the left. |
| b. ____ Turn left on South Street. | b. <u>1</u> Turn left and go straight down 1 st Avenue. |
| c. ____ Turn right on 2 nd Avenue. | c. ____ Turn left on 4 th Avenue. |
| d. <u>1</u> Turn left and go straight down Center Street. | d. ____ Turn right on Center Street. |

E Play a guessing game. Work with a partner. Take turns to give directions to a place in your school. Your partner guesses the place.

Go out of the classroom and turn left. Go straight down the hall. Turn right at the computer room. Go past the art room. This place is on the left.

Is it the boys' bathroom?

That's right!



Urban Explorer

Daniel Raven-Ellison is a National Geographic Explorer. He studies cities in a special way. He believes we can find out a lot more about the places we live in by exploring them. Instead of only learning about places through TV or books, we should also experience them ourselves.



A 2-31 **Listen.** Match Raven-Ellison's projects to their description.

- | | | | |
|--------------------|-----------------------|-----------------------|--|
| 1. Urban Earth | <input type="radio"/> | <input type="radio"/> | a. drive across the United Kingdom |
| 2. Route 125 | <input type="radio"/> | <input type="radio"/> | b. climb tall buildings |
| 3. Step Up Skyline | <input type="radio"/> | <input type="radio"/> | c. walk from one side of a city to the other |

B 2-31 **Listen again.** Circle the correct answers.

1. The Urban Earth project helped people to (**know / live in**) their cities better.
2. Raven-Ellison traveled across the United Kingdom to (**study different cultures / complete different adventures**).
3. He explored buildings to (**learn about the people there / do a survey**).
4. He walked the height of Mount Everest in less than (**a week / two weeks**).

Discussion. Do you think it's important to explore the places around us? Why or why not?

Pronunciation

Sounds of the letter O: /u:/, /əʊ/, /ʌ/

A 2-32 Listen and repeat.

1. movie 2. go 3. front

B 2-33 Complete the chart. Then listen and check your answers.

do	T <u>o</u> ny	n <u>o</u>	o <u>o</u> pen
co <u>o</u> me	tw <u>o</u>	L <u>o</u> ndon	o <u>h</u>

Sounds like /u:/ in mov <u>i</u> e	Sounds like /əʊ/ in g <u>o</u>	Sounds like /ʌ/ in fr <u>o</u> nt
do		

C Work with a partner. Take turns to read the words in B.

IDIOM

“A step in the right direction” is an action that brings ____ results.

a. no
b. bad
c. good

Communication

Find the places. Work with a partner. **Student A:** Look at the map below. **Student B:** Look at the map on page 137. Take turns to ask your partner for directions to each place and label them on your map. Then compare and check your maps.

- | | |
|------------------|-------------|
| mall | café |
| history museum | supermarket |
| pizza restaurant | school |

How do I get to the café?

Turn left on Elm Street, then ...



Cyclists on rented bikes



Reading

- A** Look at the title. What do you think Fun Bike-Share is?
- B** Skim the first three paragraphs. Check (✓) the features of the bike-share system mentioned in the advertisement.
- | | |
|-----------------------------------|--|
| <input type="radio"/> safe | <input type="radio"/> use bikes for a short time |
| <input type="radio"/> easy to use | <input type="radio"/> convenient |
- C** Talk with a partner. What is the best way to explore a city?



CITIES ON THE MOVE

Who are we?

At Fun Bike-Share, we provide bike-share services for the whole city.

Why bike sharing?

5 Cities are usually full of people and traffic. Sometimes, traffic makes it difficult for people to get around. However, bike-share systems give you a different way to commute. In a bike-share system, you pay to use a bike for a short time. It's convenient because you can get a bike from any bike station in the city. Then, return it at another bike station. Biking is a cheap and fun way of exploring the city. It's environmentally friendly, too.

10 Getting around

Our system is easy to use. You can use a smartphone application to look for bikes and to pay for them. You can also see where the bike stations are and the number of parking spaces available.

Fun fact


15 Bike sharing is not new. It started in Europe in about 1965. In 2013, there were more than 500 bike-share systems in 49 different countries. There are now almost a million bikes in bike-share systems worldwide.

Pricing

20 Membership: \$18/month
Single ride: \$2/trip

Contact us

Email: support@funbikeshare.com
Website: www.funbikeshare.com

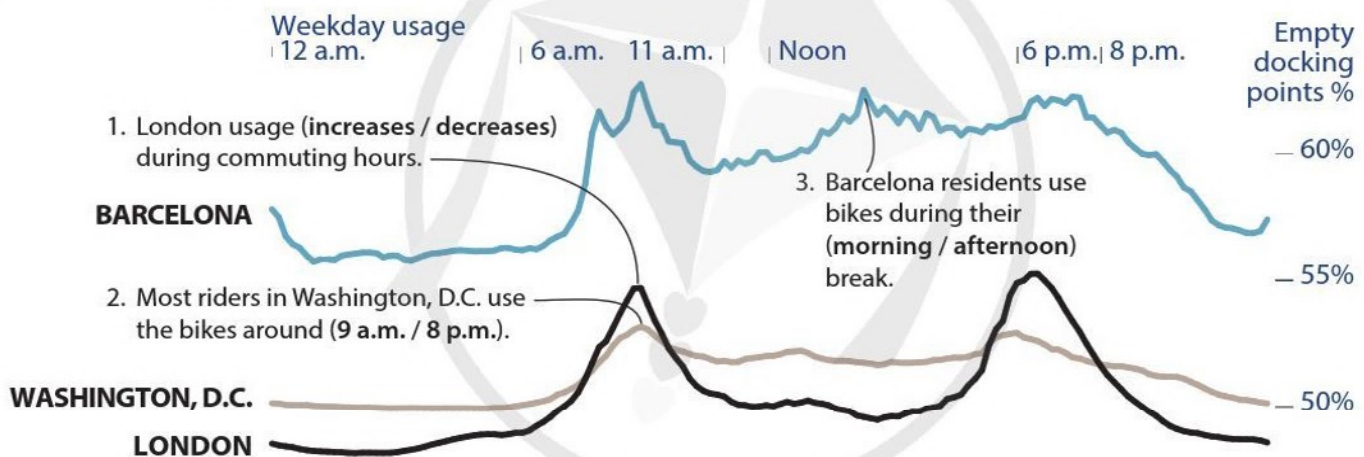
 2-34 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Fun Bike-Share System*.

- Main Idea** People in the bike-share system _____.
a. pay to use a bike b. give away their bikes c. buy their own
- Detail** A bike-share application gives users information on the _____.
a. weather in a city b. location of other cyclists c. location of bike stations
- Detail** According to the text, bike sharing is _____.
a. quite expensive b. good for the environment c. new to commuters
- Reference** In line 15, "It" refers to _____.
a. biking b. bike sharing c. exploring the city
- Detail** Bike sharing started in _____.
a. the 19th century b. the 20th century c. the 21st century

B Work with a partner. Look at the chart below. Circle the correct answers.



C CRITICAL THINKING Talk with a partner. Do you have a bike-share system in your city? Do you think it is a good idea?

PROJECT Work with a partner. Make a walking photo project.

Writing

Write a short paragraph about a walking tour of your neighborhood or city.

Write 60–80 words. Turn to page 148 for the writing worksheet.

Walking Tour of London

Here's a guide to a walking tour of London: Start at Trafalgar Square. It's a lively place. The square is the center of London and there are often events here. Then visit the National Gallery on the north side of the square. This museum has a great collection of paintings and you will surely love the place. You can spend two hours there. Next, go straight across to the east side. You'll see St Martin-in-the-Fields Church.

City Walker

ABOUT THE VIDEO

National Geographic Explorer Daniel Raven-Ellison walks around cities to see how they really are.

BEFORE YOU WATCH

Complete the chart. What do you know about the cities below? Write some ideas then share them with a partner.

MUMBAI	LONDON	MEXICO CITY

WHILE YOU WATCH

A Complete the sentences.

For his project Urban Earth, Daniel Raven-Ellison walked across three different cities. He took a photo every (1) _____ steps. When we live in (2) _____, there are many people and places we don't know well. Through this project, he wants people to (3) _____ their city and (4) _____ it better. He says there are (5) _____ to go on everywhere around us.

B Watch the video again. Check (✓) the places you hear.

- | | |
|-------------------------------|-----------------------------------|
| <input type="radio"/> parks | <input type="radio"/> shops |
| <input type="radio"/> streets | <input type="radio"/> markets |
| <input type="radio"/> malls | <input type="radio"/> restaurants |
| <input type="radio"/> museums | <input type="radio"/> bridges |

Daniel Raven-Ellison



AFTER YOU WATCH

Talk with a partner. How well do you know your city? Which places in your city do you never visit? Why?

WHAT WERE YOU DOING?



A base jumper in Gudvangen, Norway

Preview

A  2-35 **Listen.** Circle the correct answers.

Base jumping is 1. (**an adventure sport / a competition**). People jump from places like 2. (**planes / buildings**) and mountains. They wear special suits called 3. (**skysuits / wingsuits**). These help them to fly in the air.

B  2-36 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|--|----------|----------|
| 1. The base jumpers jumped off a building in Norway. | T | F |
| 2. Rachel felt nervous when she was watching the jump. | T | F |
| 3. You need to have base jumping experience to do skydiving. | T | F |
| 4. The skills for skydiving and base jumping are similar. | T | F |

C **Talk with a partner.** Did you try something risky last year? If yes, what did you do?

I tried ice skating for the first time.

I climbed a tree.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about risks;
- use the Simple Past and the Past Progressive with *when*;
- pronounce ending blends: *-sk, -st, -nk, -nt*.

Language Focus

REAL ENGLISH

Hurry up!

A 2-37 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Maya, where are you? Hurry up! The movie starts in 15 minutes!

Sorry, I **forgot to set my alarm!** I'm leaving the house now.

overslept just woke up

2 Why didn't you set your alarm?

I was tired. I was **reading a comic** when I fell asleep.

chatting on the phone listening to music

3 Why were you so tired?

I was **playing with my younger cousins** yesterday.

taking care of babysitting

4 And here I am!

Um, Maya, you're still wearing pajamas!

2-38

DESCRIBING ORDER OF PAST EVENTS (P. 157)

I **was jogging** when I **fell over**.

She **was cooking** when I **came** home.

We **were playing** soccer when the rain **started**.

Were you **eating** when she **called**?

Yes, I **was**. / No, I **wasn't**.

What **were** you **doing** last night?

I **was studying**.

C  2-39 **Circle the correct answers.** Then listen and check.

1. He (**was doing** / **did**) his homework when you called.
2. They were driving home from school when they (**see** / **saw**) an accident.
3. I was out cycling when I (**was meeting** / **met**) a friend.
4. I (**was walking** / **walk**) in the park when I found a lost dog.
5. We (**were climbing** / **climbed**) a mountain when my brother hurt his knee.

IDIOM

“It was a close shave” means something _____ nearly happened.

- a. amazing
- b. interesting
- c. dangerous

D **Complete the sentences.** Write your own ideas.

1. I was talking on the phone when _____.
2. I was _____ when the bell rang.
3. She was skateboarding when _____.
4. They _____ when the fire started.
5. We _____ when we heard music.
6. I was practicing the piano when _____.

E **Create a story.** Work in a group. Take turns to add a sentence. Make your story as long as possible.

I was eating dinner when I heard a knock on the door.

When I opened the door, I saw a cat.

The cat was digging a hole near a tree.



Ice Water Diver



Rhian Waller is a National Geographic Explorer. She teaches at the Darling Marine Center in the United States. She studies animals that live in extreme places. She is very interested in corals and often has to dive in cold water to study them.

A 2-40 **Listen.** Circle the correct answers.

1. Waller is a (**scientist** / **diving instructor**).
2. She studied corals on video screens because they are (**small** / **hard to reach**).
3. It's difficult to dive in Alaska because (**it's very cold** / **there are dangerous animals**).

B 2-40 **Listen again.** Complete the sentences. Use the correct form of the words in the box.

swim look dark touch

On one of Waller's dives, it was very (1) _____. She was (2) _____ when she got lost. She (3) _____ for the bubbles to find her way up. It was a dangerous experience, but she doesn't mind the risk. Now she can see the corals up close and (4) _____ them.

Discussion. Do you think we should take risks to do something we love?

Pronunciation

Ending blends: *-sk, -st, -nk, -nt*

A  2-41 Listen and repeat.

1. risk 2. think 3. lost 4. sank 5. accident

B  2-42 Listen. Circle the sounds you hear.

1. nt nk 4. nk nt
2. sk st 5. sk st
3. st sk 6. nt nk

C Work with a partner. Take turns to read the words in the box.

task frank first apartment desk bank

DO YOU KNOW?



Corals are a type of ____.

- a. plant
b. animal
c. rock

Communication

Play a game. Work in two groups. Pick an action from each column below. Form a sentence and take turns to read it to the other group. The other group has to act out your group's description. Add your own actions.

dance	stand up
jump	sneeze
run	laugh
sing	shout
play the guitar	fall asleep
use the computer	turn around

Sally was dancing when Alex stood up.

Grace and Tom were jumping when Mason sneezed.





Amanda Brewer was cage diving when she took this photo of a great white shark.



Reading

- A** Look at the photo. What do you think is happening?
- B** Scan the article. What did Brewer do in Mossel Bay?
- C** Talk with a partner. What do you think of sharks?

DIVING WITH SHARKS

Amanda Brewer is an art teacher from New Jersey, in the United States. She is very interested in sharks. She even traveled to South Africa as a volunteer for White Shark Africa.

In the summer of 2014, Brewer was volunteering in Mossel Bay, South Africa. She was working with scientists to collect information about sharks. She was also helping out on shark-spotting trips.

On one of these trips, Brewer dived into the ocean in a metal cage. She was hoping to see a shark up close. She didn't have to wait very long. A great white shark suddenly appeared and swam straight toward the cage. It wanted to eat a piece of meat tied to the cage. Brewer managed to take a photo of the animal just when it opened its mouth.

Brewer was very excited about her experience with the shark—she said she wasn't scared at all. "They're beautiful, powerful, and intelligent, and it erases all the fear," she explained. After her close encounter, she shared the photo she took online. Soon, many people were talking about it.

She also hung the photo in her classroom for her students to see. They were amazed to hear about her adventure. She hopes to use the image to teach her students that we should protect sharks.

 2-43 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Diving with Sharks*.

- Main Idea** The article is about _____.
 - a shark attack
 - dangerous sharks
 - getting close to a shark
- Vocabulary** A “volunteer” is someone who works _____. (line 3)
 - for many organizations
 - with animals
 - without getting money
- Inference** The shark swam to the cage because it was _____.
 - angry
 - hungry
 - playful
- Detail** Brewer feels _____ about her experience with the shark.
 - scared
 - nervous
 - excited
- Inference** Brewer says we shouldn’t _____ sharks because they are beautiful and intelligent animals.
 - be afraid of
 - go near
 - feed

B Complete the chart. Write notes to describe Brewer’s experience.

What happened?	When did it happen?	Where did it happen?	Why did she go there?

C CRITICAL THINKING Talk with a partner. Do you think we should protect sharks? Why or why not?

PROJECT Work with a partner. Make a chart. Compare the risks of two extreme sports.

Writing

Write about a challenge that you faced. Describe the problem, what you did to overcome it, and what you learned from this. Write 60–80 words. Turn to page 149 for the writing worksheet.

Last month, I went rock climbing for the first time. I was nervous, but I decided to try it out. I had a rope, but I was scared because I was so high up. My arms and legs were shaking! I was thinking of giving up halfway. But when I finally reached the top, I was so happy. Now, I’m not so scared anymore.

Dangerous Waters

ABOUT THE VIDEO

Brady Barr is a reptile expert and TV host on the National Geographic Channel.

Brady Barr and an alligator.

Warning: Do not try this at home.

BEFORE YOU WATCH

What do you know about alligators? Circle **T** for True or **F** for False.

- Alligators often attack people. **T F**
- You can find alligators in the United States. **T F**
- Another name for an alligator is "gator." **T F**

WHILE YOU WATCH

A Check your answer to the Before You Watch questions.

B Watch the video again. Complete the summary.

Brady Barr was walking through the (1) _____ and water looking for an (2) _____. It was difficult to walk, so he decided to use a (3) _____. He was rowing along when suddenly he fell into the (4) _____!

AFTER YOU WATCH

Talk with a partner. How do you think Brady Barr felt? How would you feel? Would you like to have a job like Brady Barr's?



WE'RE GOING TO VOLUNTEER!

Preview

A **Work with a partner.** Talk about the photo using the words in the box.

clean up	trash	volunteer
beach	plastic	pick up

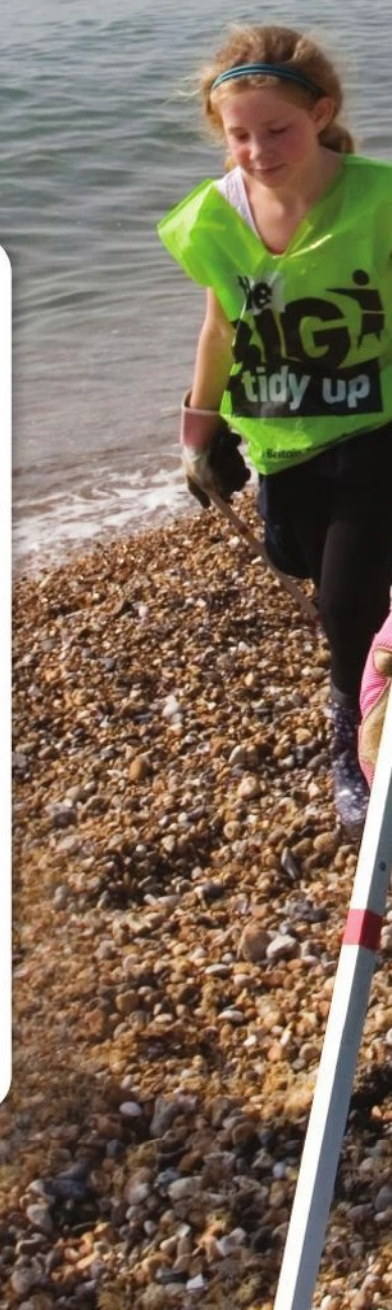
B **2-44 Listen.** Check (✓) the activities that Martha and Kathy are going to do next Saturday.

- | | | |
|-------------------------------------|--|--------------------------------------|
| <input type="radio"/> volunteer | <input type="radio"/> plan a charity event | <input type="radio"/> raise money |
| <input type="radio"/> clean a beach | <input type="radio"/> put up decorations | <input type="radio"/> guide visitors |

C **Talk with a partner.** Do you have any volunteering experience? What did you do?

I collected old newspapers for recycling.

I made cards to sell at my school fair.





UNIT GOALS

By the end of this unit, you will be able to:

- talk about volunteering and charity events;
- use *be going to* and Simple Future *will*;
- pronounce reduced *going to*.

Language Focus

A 2-45 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Definitely!

B **Practice with a partner.** Replace any words to make your own conversation.

1 We're going to have the charity fair in the gym. Who's going to decorate it?
I am! I **made some awesome decorations**.
have lots of balloons
made some cool posters

2 OK, we need music. Minh, are you going to be the DJ?
Definitely! I'm going to play some cool **hip-hop**.
rock music
dance music

3 Who's going to make the food?
I'm going to **bake some cookies**. Minh's going to help.
make cupcakes
bake a cake

4 So Stig, what are you going to do?
Well, I'm going to come to the fair and **eat the cookies!**
dance
have a great time

2-46

DESCRIBING FUTURE PLANS AND MAKING IMMEDIATE DECISIONS (P. 157)

I'm **going to volunteer** at a charity event.
She's **going to sing** at the party.
They're **going to clean up** the beach.

Someone's at the door. I'll go and **check**.
These cookies are good. I **will get** some more.

Are you going to come to the fair?

Yes, I **am**. / No, I'm **not**.

It's cold outside. **Will you bring** a jacket?

Yes, I **will**. / No, I **won't**.

What's he going to do?

He's **going to play** music.

What are you going to eat?

I'm **going to eat** a sandwich.

When is the charity fair?

It's **tomorrow** / **next week**.

C Complete the sentences. Use *will* or *be going to* and the verbs in parentheses.

1. Matt _____ (**bake**) a cake tomorrow. He bought the ingredients this morning.
2. It's so hot in here. I _____ (**open**) the window.
3. Mary _____ (**study**) French. She was looking for a course all weekend.
4. Laura _____ (**not / put up**) decorations at the fair this Friday. She _____ (**have**) an exam then.
5. A: We need some music for the fair, but I'm not sure what to look for.
B: Don't worry. I _____ (**get**) one from my brother.

D 2-47 Complete the conversation. Use the words in parentheses. Then listen and check your answers.

Marco: Hey Mei-Yin, are you going to the school dance?

Mei-Yin: When is it?

Marco: It's on Friday, June 3rd. It starts at seven.

Mei-Yin: (1) _____ you (2) _____? (**wear**)

Marco: I don't have a suit, so I'm going to wear my brother's. What about you?

Mei-Yin: (3) _____ (**wear**) the dress I bought recently.

Marco: (4) _____ you (5) _____ (**bring**) your friends to the dance?
They said we could invite friends.

Mei-Yin: Yeah, I am. A few of my friends (6) _____ . (**come**)

E Play a game. Work in a group. Think of an activity, such as playing soccer, going to school, or sleeping. Take turns to act out preparations for the activity. Group members guess the activity that the person is going to do.

What am I going to do?

You're going to paint!

Yes, that's right!

Saving Food

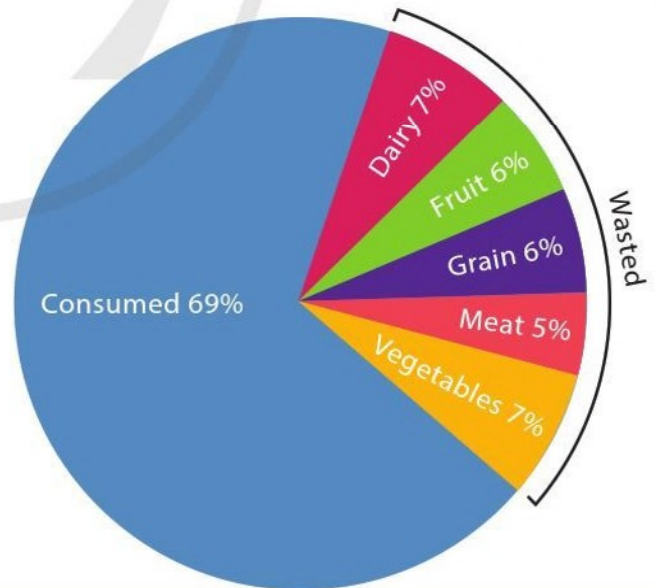
Tristram Stuart is a National Geographic Explorer. He hopes to reduce the amount of food waste around the world. He's trying to get supermarkets, farms, and shops to give their unsold food to charity.



A 2-48 **Listen.** Circle the correct answers.

1. One-third of food produced (**is** / **is not**) eaten.
2. Supermarkets waste food because they only sell food that (**comes from farms** / **looks nice**).
3. Volunteers go to food businesses and farms to (**collect their extra food** / **record their food waste**).
4. Feeding the 5000 reduces food waste by giving the food to (**hungry people** / **other countries**).

B **Look at the diagram.** It shows the amount of food produced in the United States. What do people waste the most? Why do you think this is?



CRITICAL THINKING Does food wastage also happen at home? How does food get wasted?

Pronunciation

Reduction: *going to*


A  2-49 **Listen and repeat.**

1. Lily: Are you going to raise money for the school fair?

Carl: Yes. I'm going to sell cookies.

2. Max: Is he going to sign up for the school fair?

Bella: No, he isn't.

B  2-50 **Listen.** Complete the sentences.

1. We're _____ a school dance next week.

2. Are you _____ some money?

3. The DJ is _____ some awesome music.

4. Joe and Maria are _____ cookies and cupcakes.

5. Who's _____ posters for the dance?

C **Work with a partner.** Take turns to read the sentences in **B**.



DO YOU KNOW?

We can feed _____ people by saving one-third of the food we produce around the world.

a. 30 million
b. 300 million
c. 3 billion

Communication

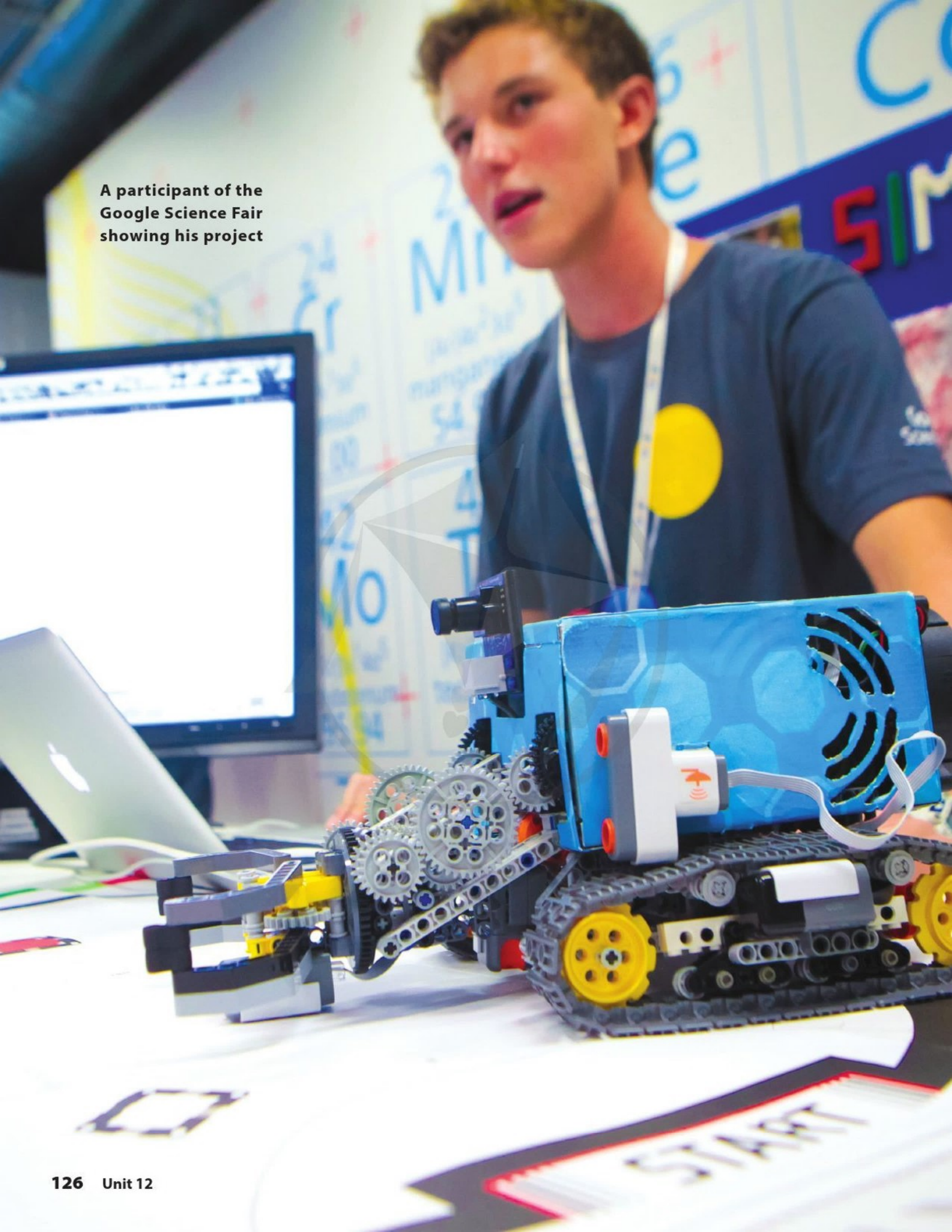
Plan a school charity sale. Work in a group of three. Find out what your group members are going to do. Then complete the chart. **Student A:** Look at the chart below. **Student B:** Look at the chart on page 135. **Student C:** Look at the chart on page 137.

WHEN	STUDENT A	STUDENT B	STUDENT C
today	design a T-shirt		
tomorrow	make decorations		
next week	buy plates and cups		
on the day of the party	sell the drinks		

What are you going to do today?

I'm going to design a T-shirt.

A participant of the Google Science Fair showing his project





Reading

- A** Look at the photo and title. What do you think the article is about?
- B** Scan the article. Who can take part in the competition?
- C** Skim the article. What are Brittany's and Elif's projects?

INVENTING the FUTURE

Imagine you can change the world by asking yourself three questions: *What do I love? What am I good at? What do I want to change?*

The Google Science Fair is a competition for teenagers aged 13 to 18. It wants them to create a project by thinking about these questions. Google hopes this competition is going to find the world's next great scientists.

Brittany Wenger, 17, found a way to improve the accuracy of a cancer-testing computer program. This program is successful about 97 percent of the time. Unlike other similar programs, Brittany's program is "trained." When her program does tests, it learns from experience and becomes better. Brittany plans to introduce her invention to hospitals one day. She also volunteers with a group called Made with Code. She shows other girls how they can achieve their dreams through computer programming.

Turkish teenager Elif Bilgin wants to reduce pollution. So, she spent two years doing research on making plastic from other kinds of materials. She wanted to make a new kind of plastic that people can use in everyday life. Now, she found a way to make plastic using banana peels! Some companies are using Elif's plastic to make artificial body parts. Elif hopes that her plastic is going to replace normal plastic in the future.

 2-51 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Inventing the Future*.

- Inference** The goal of the competition is to _____.
 - plan science projects
 - support young scientists
 - teach teenagers science
- Detail** According to the article, Brittany's program is better because it _____.
 - is fast
 - is cheap
 - learns from experience
- Detail** Brittany _____ Made with Code to teach other girls how to create computer programs.
 - set up
 - volunteers with
 - raised money for
- Inference** The material usually used to make plastic is _____.
 - too expensive
 - difficult to get
 - bad for the environment
- Vocabulary** The word "artificial" means _____. (line 21)
 - not natural
 - intelligent
 - strong

B Check (✓). Who do these sentences describe?

	Brittany	Elif
She works with computers.		
She was successful in inventing something useful.		
She wants hospitals to use her invention.		
She wants to protect the environment.		

C CRITICAL THINKING Talk with a partner. What do you want to change around you? Why?

PROJECT Work with a partner. Create a checklist to find out about food, water, or energy waste in your family.

Writing

Write a short plan. Plan a class project or an event with a partner. Describe the project and your duties. Write 60–80 words. Turn to page 150 for the writing worksheet.

Project Plan

We are going to have a sale of old items next week. We want to get people to recycle and reuse old materials! Everyone in our class is going to bring something, such as clothes, books, and CDs. Then, we are going to sell them at low prices to raise money for charity. We are going to make posters and flyers, and put them up around the school.

Coastal Cleanup

ABOUT THE VIDEO

Every year, many people around the world volunteer to help clean up their local beaches.

BEFORE YOU WATCH

Work with a partner. You are going to hear the numbers below in the video. Match them to what you think they describe.

- | | | |
|----------------|-----------------------|---|
| 1. 1,000 | <input type="radio"/> | <input type="radio"/> a. kilograms of trash collected worldwide |
| 2. 500,000 | <input type="radio"/> | <input type="radio"/> b. kilograms of trash collected in 90 minutes |
| 3. 3.5 million | <input type="radio"/> | <input type="radio"/> c. number of volunteers |

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. The volunteers in the video help to clean up the beaches in other countries. | T | F |
| 2. Some of the volunteers need to wear special clothes. | T | F |
| 3. Most of the trash on the beaches comes from ships. | T | F |

AFTER YOU WATCH

Talk to a partner. How clean are the beaches in your country? Would you volunteer to help clean them up?



Volunteers collecting trash in Paranaque, the Philippines

Review Game 2

Play with 2–4 classmates. Take turns.
Each classmate has a game counter.
Toss a coin and move your counter.

Heads = move two squares

Tails = move one square

Can't answer? Miss a turn!

START!

1. Say three things you did last week.
2. What's wrong with this man?
3. What do you call a disease that spreads quickly to many people?
4. Name three things in your kitchen. Use *some*, *any*, and *a lot of*.
5. When did you do something risky?
6. Give directions to the bathroom nearest to you.
7. Name one of the most popular foods in Đà Lạt market.
8. Give directions from your house to school.
9. How often do you play sports after school?
10. Give advice to a friend who has a cold.
11. What's your favorite food?
12. Your friend has a cut. What should she/he do?
13. What does "your eyes are bigger than your stomach" mean?
14. Unscramble this word:
n o s o p
Hint: You use it for eating.

FINISH!



25. What were you doing two hours ago?

24. Name the places next to and across from your school.

23. Are there any computers in your classroom?

22. What are you going to do next week?

21. Unscramble this word:
m m s u e u
Hint: A place in the city.

20. What places in your city do you go most often?

19. Talk about what you are going to do after school today.

18. What do you call dogs that help people who cannot see?

15. What part of your body helps you walk and run?

16. Name three things you ate yesterday.

17. What good and bad habits do you have? Name one of each.





TIẾNG ANH 7

EXPLORE ENGLISH

COMMUNICATION ACTIVITIES

The following pages are for the pair work and group work activities in the Communication sections.

UNIT 1 WHAT DO YOU LIKE TO DO?

Share your schedule. Complete the schedule below. Don't show your partner. Ask and answer questions about your partner's schedule.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	basketball			computer science	
			break time		
9 a.m.		art			
			lunch		
1 p.m.	math				
			break time		
3 p.m.		science		history and geography	Vietnamese literature
After school			drama club		homework

UNIT 2 WHAT DOES SHE LOOK LIKE?

Play a guessing game. Student A: Choose one person in the photo. Don't tell your partner who it is. **Student B:** Ask yes/no questions to guess who your partner chose. Take turns.



UNIT 4 WHAT'S THE COLDEST PLACE ON EARTH?

Play a quiz game. Work with a partner. Take turns to ask and answer questions.

Student A:

QUESTIONS	ANSWERS
1. What's the highest mountain in Japan? a. Mt. Kita b. Mt. Fuji	Mt. Fuji
2. What's the hottest desert in Africa? a. the Sahara Desert b. the Taklimakan Desert	the Sahara Desert
3. What's the tallest waterfall in the world? a. Bản Giốc Waterfall, Việt Nam b. Angel Falls, Venezuela	Angel Falls, Venezuela
4. What's the smallest country in Asia? a. Việt Nam b. The Maldives	The Maldives
5. What's the windiest city in the world? a. Wellington, New Zealand b. Rio Gallegos, Argentina	Wellington, New Zealand
6. What's the coldest continent? a. Australia b. Antarctica	Antarctica
7. What is the largest cave in the world? a. Sơn Đoòng Cave b. New Athos Cave	Sơn Đoòng Cave
8. What is Việt Nam's largest city? a. Đà Nẵng b. Hồ Chí Minh City	Hồ Chí Minh City

UNIT 6 I REALLY LIKE ELECTRONIC MUSIC!

Take a poll. Write the names of six singers or groups. Ask your classmates to rate each one. Find out the most popular singer in your class.

SINGER OR GROUP	NAME:	NAME:	NAME:	NAME:	TOTAL POINTS

UNIT 7 WHAT'S FOR DINNER?

Find the differences. Look at the photo below. Take turns asking and answering questions to find six differences. Circle them.



UNIT 12 WE'RE GOING TO VOLUNTEER!

Plan a school charity sale. Find out what your group members are going to do. Then complete the chart.

Student B:

WHEN	STUDENT A	STUDENT B	STUDENT C
today		plan the entertainment	
tomorrow		buy balloons	
next week		put up decorations	
on the day of the party		make sandwiches	

UNIT 4 WHAT'S THE COLDEST PLACE ON EARTH?

Play a quiz game. Work with a partner. Take turns to ask and answer questions.

Student B:

QUESTIONS	ANSWERS
1. What's the biggest festival in Việt Nam? a. Huế Festival b. Tết	Tết
2. What's the longest river in Asia? a. the Yangtze River b. the Mekong River	the Yangtze River
3. What's the highest mountain in Africa? a. Mt. Kenya b. Mt. Kilimanjaro	Mt. Kilimanjaro
4. What's the largest desert in Asia? a. the Bình Thuận Desert b. the Gobi Desert	the Gobi Desert
5. What's the biggest country in South America? a. Mexico b. Brazil	Brazil
6. What's the most common last name in Việt Nam? a. Nguyễn b. Trần	Nguyễn
7. What's the heaviest land animal on Earth? a. African elephant b. Hippopotamus	African elephant
8. What's the saltiest ocean on Earth? a. the Indian Ocean b. the Atlantic Ocean	the Atlantic Ocean

UNIT 10 HOW DO YOU GET TO THE MALL?

Find the places. Look at the map below. Take turns to ask your partner for directions to each place and label them on your map. Then compare and check your maps.



UNIT 12 WE'RE GOING TO VOLUNTEER!

Plan a school charity sale. Find out what your group members are going to do. Then complete the chart.

Student C:

WHEN	STUDENT A	STUDENT B	STUDENT C
today			plan the poster design
tomorrow			make posters
next week			choose the music
on the day of the party			sell sandwiches

A nighttime photograph of a river scene. In the foreground, a large wooden boat is docked on the left. The water is dark and reflects the lights from the buildings and boats. In the background, several traditional-style buildings with tiled roofs are illuminated with warm yellow lights. The sky is a deep blue with some clouds. The text 'TIẾNG ANH 7' is written in large yellow letters at the top, and 'EXPLORE ENGLISH' is written in large white letters in the center, both overlaid on the image.

TIẾNG ANH 7

EXPLORE ENGLISH

WRITING WORKSHEETS

The following pages are Writing Worksheets to be done at the end of each unit.

UNIT 1 WHAT DO YOU LIKE TO DO?

1 Complete the sentences. Use your own ideas.

- a. My hobbies are _____.
- b. When does Kim _____?
- c. How often do you _____?
- d. What do you like to _____?
- e. Kim often plays _____.

2 Unscramble the words to make sentences.

- a. do / to / likes / origami / Tracey

- b. what / hobbies / your / are

- c. play / to / likes / guitar / Tom / the

- d. like / doesn't / stamps / she / to / collect

- e. school / breakfast / big / before / often / have / I / a

3 Now write an email on a separate sheet of paper. Tell a friend about your hobbies and interests. Write 60–80 words.

UNIT 2 WHAT DOES SHE LOOK LIKE?

- 1 **Write sentences to describe someone's appearance.** Use the words in parentheses to help you.

Example: (tall, beautiful clothes) → *She is tall and she usually wears beautiful clothes.*

- a. (tall, short hair) _____
- b. (brown eyes, glasses) _____
- c. (wavy hair, medium height) _____
- d. (short blond hair, blue eyes) _____
- e. (spiky black hair, freckles) _____

- 2 **Underline words or phrases that describe Hoa's physical appearance.**

	Hoa is my best friend. We study in the same class. She is smart and nice.
	She is tall and usually wears beautiful clothes. Her hair is straight and black,
	and she often wears cool hair clips. She wears glasses and her brown eyes
	look pretty. She likes playing games with me, and she usually wins.

- 3 **Now write a short paragraph on a separate sheet of paper.** Describe yourself or someone you know. Write 60–80 words.

UNIT 3 | I BOUGHT NEW SHOES!

1 Complete the sentences. Use the Simple Past form of the verbs in parentheses.

- Maria _____ (wear) a new skirt to the party two days ago.
- I _____ (buy) that sweater last week.
- Yesterday, she _____ (go) shopping with her mother at the mall.
- Mom _____ (wash) my jacket last night.
- I like his sneakers. He _____ (get) them recently.

2 Read the following paragraph and complete the notes below.

Jeans are a type of pants. Another name for the material is denim. Levi Strauss and Jacob Davis invented jeans in 1873. Farmers and factory workers first wore jeans. Then in the 1950s, lots of people thought boot-cut jeans were really cool. By the 1960s, jeans were popular and people liked them very much. This popularity continued in the 1970s, especially in America. Many Americans young and old wore jeans because they were comfortable and fashionable. Today, Levi Strauss & Co. still makes them.

1873: 1. _____

1950s: 2. _____

3. ____ : A lot of young people liked to wear jeans.

1970s: 4. _____

Today: 5. _____

3 Now write a short article on a separate sheet of paper. Describe a type of fashion or your favorite style. Write 60–80 words.

UNIT 4 WHAT'S THE COLDEST PLACE ON EARTH?

1 Write sentences with superlatives. Use the prompts to help you.

a. Everest / high / mountain / world

b. Almería / dry / city / Europe

c. Phú Quốc / large / island / Việt Nam

d. Tokyo / crowded / city / Japan

e. Mercury / close / planet / Sun

2 Underline the superlatives in the paragraph below.

Extreme Chile!

The longest country in the world is Chile in South America.

It is around 4,300 kilometers long from north to south. The driest desert in the world, the Atacama Desert, is in Chile. In some places in the Atacama, there is no rain. Plants and animals cannot live in these areas. The desert's extreme conditions make it an ideal place for scientific experiments.

3 Now write a short description on a separate sheet of paper.

Describe an extreme place. Write 60–80 words.

UNIT 5 ARE CATS BETTER PETS THAN DOGS?

1 Write sentences with comparatives. Use the prompts to help you.

a. Lions / dangerous / tigers

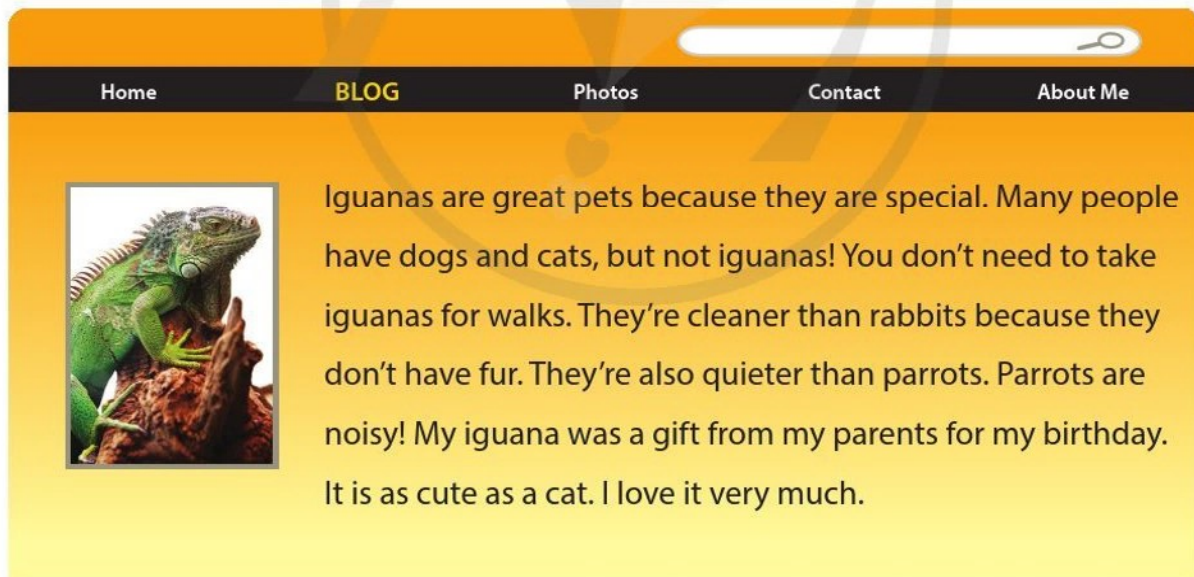
b. Rabbits / fast / pigs

c. Elephants / big / horses

d. Dolphins / intelligent / starfish

e. Dogs / good pets / wolves

2 Underline the comparatives in the paragraph below.



The image shows a screenshot of a blog post. At the top, there is a navigation bar with links for Home, BLOG, Photos, Contact, and About Me. Below the navigation bar is a search bar. The main content area features a photograph of a green iguana on the left and a paragraph of text on the right. The text describes the benefits of iguanas as pets, comparing them to dogs, cats, rabbits, and parrots. The background of the blog post is a gradient from orange to yellow.



Iguanas are great pets because they are special. Many people have dogs and cats, but not iguanas! You don't need to take iguanas for walks. They're cleaner than rabbits because they don't have fur. They're also quieter than parrots. Parrots are noisy! My iguana was a gift from my parents for my birthday. It is as cute as a cat. I love it very much.

3 Now write a blog post on a separate sheet of paper. Describe your favorite pet or animal. Give reasons why it is better than other animals. Write 60–80 words.

UNIT 6 I REALLY LIKE ELECTRONIC MUSIC!

1 Use *like*, *love*, or *can't stand* to write sentences to describe how you feel about the following types of music.

- a. pop: _____
- b. rap: _____
- c. rock: _____
- d. hip-hop: _____
- e. cải lương: _____
- f. chèo: _____

2 Read the paragraph and complete the notes below.

I watched Evelyn Glennie's performance at the London Olympics Opening Ceremony, and I loved it. The music performance told a story about the lives of people in the United Kingdom. Glennie played the drums together with 1,000 other drummers! It was interesting because the drummers used buckets as drums. In her performance, Glennie did not wear shoes to feel the music better.

- a. The artist's name: _____
- b. The place of the performance: _____
- c. The content of the performance: _____
- d. The instrument: _____
- e. Special things about the performance: _____

3 Now write a blog post about a music performance on a separate sheet of paper.

Write about a new song or album you heard recently, or a concert or performance you attended. Write 60–80 words.

UNIT 7 WHAT'S FOR DINNER?

WRITING TIP: Using *although* and *however*

Although is a conjunction to join two short sentences. **However** is an adverb to connect ideas of two sentences. We use **although** and **however** to express the idea of surprise. We can also use them to tell readers that something is unusual.

Example: Dad bought a lot of candy. Dad didn't buy any salad or juice.

→ Although Dad bought a lot of candy, he didn't buy any salad or juice.

→ Dad bought a lot of candy. However, he didn't buy any salad or juice.

1 Complete the sentences.

a. Tom: _____ there _____ bowls on the table?

Ben: No, _____.

b. Jenny: _____ there _____ plates in the sink?

Carl: No, _____, but there _____ on the counter.

c. Sam: I'm thirsty. _____ there _____ soda?

Sofia: No, _____, but there _____ water in the fridge.

2 Fill in the blanks to complete the following text message.

Write one word for each blank.

Hey, Minh! We have (1) _____ problem. I'm checking our plans for the class's picnic, and there aren't (2) _____ drinks. (3) _____ Jack bought some bottled water, there isn't enough for everyone. I'm busy here, so I can't go to the supermarket to get (4) _____ more. Can you help me? Also, Melinda already brought a lot (5) _____ cookies. You don't have to buy them anymore.

3 Now write a text message on a separate sheet of paper. Imagine you are preparing for a picnic. Ask your friend or family member for help to buy some things. Write 60–80 words.

UNIT 8 YOU SHOULD SEE A DOCTOR!

1 Write advice with *should* or *shouldn't*. Use the words in parentheses in each sentence.

- a. Tom has a headache. He (see a doctor) _____.
- b. Mary is sleeping. You (make noise) _____.
- c. Peter is tired. He (take a rest) _____.
- d. Sofia hurt her leg. She (rest for a week) _____.
- e. It's raining outside. You (go out) _____.

2 Complete the notes below with your own answers. Write phrases or full sentences.

- A. Write the name of a healthy habit: _____
- B. Some benefits of this habit: _____
- C. Write more details about the first main benefit:
 - 1. What is it? _____
 - 2. Explain the idea with more details.
 - a. _____
 - b. _____
- D. Write more details about the second main benefit:
 - 1. What is it? _____
 - 2. Explain the idea with more details.
 - a. _____
 - b. _____

3 Now write a short article on a separate sheet of paper. Describe a healthy habit and give some advice. Write 60–80 words.

UNIT 9 | OFTEN PLAY GAMES AFTER SCHOOL.

1 Unscramble the words to make sentences.

a. often / I / go / school / foot / to / on

b. to / Tom / travels / school / bus / every / by / day

c. school / to / takes / to / it / ten minutes / me / walk

d. house / your / is / school / your / from / far

e. any / past / you / go / do / shops / way / on / school / your / to

2 Number the sentences in order (1–5) to make a complete paragraph.

	I enjoy riding my bike to school. What about you?
	I usually go to school every day by bike. It takes me about half an hour to get to school.
	I leave my house at 6:30 in the morning.
	I finally get to school at 7:00. My class starts at 7:30.
	On my way to school, I cycle past shops and the park. The streets are not so busy.

3 Now write a short paragraph on a separate sheet of paper.

Describe your school commute. Write 60–80 words.

UNIT 10 HOW DO YOU GET TO THE MALL?

1 Unscramble the words to make sentences.

a. tour / your / start / walking / Bến Thành Market / at

b. market / the / a / is / lively / in / Hồ Chí Minh City / place

c. souvenirs / to / tourists / many / there / go / buy

d. shoppers / local / also / visiting / the / enjoy / market

e. things / there / of / can / buy / sorts / all / people

2 Number the sentences in order (1–6) to make a complete paragraph.

	Then, visit the National Gallery on the north side of the square. This art museum has great collections of paintings, and you will surely love the place.
	The square is the center of London and there are often events here.
	First, start at Trafalgar Square. It's a lively place.
	Finally, go straight across to the east side. You'll see St. Martin-in-the-Fields Church.
	Here's a guide to a walking tour of London.
	You can spend two hours looking at the paintings there.

3 Now write a short paragraph on a separate sheet of paper.

Describe a walking tour of your neighborhood or city. Write 60–80 words.

UNIT 11 WHAT WERE YOU DOING?

1 Number the sentences in order (1–6) to make a paragraph.

	I took part in a rock climbing trip for the first time last month.
	Halfway through it, I was thinking of giving up.
	But when I made it to the top, I was so happy.
	Now, I'm not scared anymore.
	Although I had a rope, I was scared because I was high up.
	I felt nervous, but I decided to give it a try.

2 Complete the chart. Write notes to describe one of your challenges in the past.

What happened?	
When did it happen?	
Where did it happen?	
What did you do?	
How did you feel?	
What lesson did you learn?	
Other:	

3 Now write about a challenge in the past on a separate sheet of paper.

Describe the problem, what you did to overcome it, and what you learned from this.

Write 60–80 words.

UNIT 12 WE'RE GOING TO VOLUNTEER!

1 Complete the sentences using the correct forms of *be going to*.

- a. We _____ (have) a sale of old items. We want to get people to recycle and reuse old materials!
- b. We _____ (get) everyone in our class to bring some used items such as clothes, books, and CDs.
- c. We _____ (make) posters and flyers, and put them up around the school.

2 Write sentences using *be going to*. What are you going to do for the events below? Complete the row at the bottom with your own ideas.

World Water Day (March 22)	I am going to take shorter showers to save water.
Green Consumer Day (September 28)	
World Wildlife Week (October 2–8)	
Halloween (October 31)	
Vietnamese Teachers' Day (November 20)	
Christmas (December 25)	
Other:	

3 Now write your plan for a class project or an event on a separate sheet of paper. Describe the project/event and your duties. Write 60–80 words.

IRREGULAR PAST TENSE VERBS

BASE FORM	PAST FORM	DEFINITION
become	became	trở nên, trở thành
break	broke	đập vỡ, bẻ gãy
bring	brought	đem lại, mang đến
buy	bought	mua
catch	caught	nắm lấy, bắt lấy
choose	chose	chọn, lựa
come	came	đến, tới
cost	cost	tốn, trị giá
cut	cut	cắt
draw	drew	vẽ
drink	drank	uống
drive	drove	lái (xe)
eat	ate	ăn
fall	fell	ngã, rơi
feel	felt	cảm thấy
fight	fought	chiến đấu, tranh luận, cãi cọ
find	found	tìm kiếm, tìm thấy
fly	flew	bay
get	got	lấy, bắt được
give	gave	cho
go	went	đi
grow	grew	mọc, trồng, lớn lên
hear	heard	nghe
hurt	hurt	làm đau
keep	kept	giữ
know	knew	biết
let	let	để cho, cho phép

BASE FORM	PAST FORM	DEFINITION
lose	lost	thua, làm mất
make	made	làm
mean	meant	có nghĩa là
meet	met	gặp
pay	paid	trả (tiền)
put	put	đặt, để
read	read	đọc
ride	rode	đi xe, cưỡi
run	ran	chạy
say	said	nói
see	saw	nhìn, thấy
sell	sold	bán
sing	sang	hát
sleep	slept	ngủ
speak	spoke	nói
steal	stole	ăn cắp
swim	swam	bơi
take	took	cầm, lấy
teach	taught	dạy
tear	tore	xé, làm rách
tell	told	kể, bảo
think	thought	nghĩ
throw	threw	ném, vứt
understand	understood	hiểu
wear	wore	mặc
win	won	thắng
write	wrote	viết

LANGUAGE NOTES

UNIT 1 WHAT DO YOU LIKE TO DO?

LIKE + INFINITIVE					
What do	you they	like to do?	I They	like to don't like to	draw.
What does	he she		He She	likes to doesn't like to	play sports.

WH- QUESTIONS				
How often do	you they	play basketball?	I They	play once a week.
How often does	he she		He She	plays twice a week.
When do	you		I	play before school.
When does	he		He	plays after lunch.

TIME EXPRESSIONS			
once/one time	a week a month a year	on	Mondays
twice/two times			Wednesdays
three times			Thursdays
four times			Saturdays
five times			weekdays
every day			weekends

UNIT 2 WHAT DOES SHE LOOK LIKE?

DESCRIBING PEOPLE WITH LOOK			
What do	you they	look like?	I'm They're tall.
			I have They have long brown hair.
			I look like my mother.
			They look different from their father.
What does	he she	look like?	He's She's medium height.
			He wears She wears glasses.
			He looks like his brother.
			She looks different from her sister.

ADJECTIVE ORDER			
Size	Style	Color	Body part
long short	curly spiky straight	black blond brown red	hair
		blue brown green	eyes

UNIT 3 | I BOUGHT NEW SHOES!

INDIRECT OBJECT PRONOUNS (WITH *GIVE, GET, BUY*)

She gave	me	some clothes.
He got	him	
They bought	her	
	us	
	them	

SUBJECT PRONOUNS / POSSESSIVE ADJECTIVES

When did	you	get	your	sneakers?	I	got them recently.
	he		his		He	
	she		her		She	
	we		our		We	
	they		their		They	

PAST TIME EXPRESSIONS

just
recently
yesterday
last night/week/month
two months/years ago

UNIT 4 WHAT'S THE COLDEST PLACE ON EARTH?

SUPERLATIVE ADJECTIVES

Short adjectives (1 syllable)	high low	the highest the lowest
1-syllable adjectives (ending with a short vowel sound and a single consonant)	big hot	the biggest the hottest
Adjectives ending in -y	pretty windy	the prettiest the windiest
Longer adjectives (2 or more syllables)	famous dangerous	the most famous the most dangerous
Irregular adjectives	good bad little	the best the worst the least

UNIT 5 ARE CATS BETTER PETS THAN DOGS?

COMPARATIVE ADJECTIVES

Short adjectives (1 syllable)	clean cute	cleaner than cuter than
1-syllable adjectives (ending with a short vowel sound and a single consonant)	big hot	bigger than hotter than
Adjectives ending in -y	friendly scary	friendlier than scarier than
Longer adjectives (2 or more syllables)	intelligent	more intelligent than less intelligent than
Irregular adjectives	good bad	better than worse than

WH- QUESTIONS (WHICH)—COMPARATIVE ADJECTIVES

Which are more playful , rabbits or turtles?	Rabbits are more playful than turtles, but turtles are friendlier than rabbits.
	Rabbits are as playful as turtles.

UNIT 6 I REALLY LIKE ELECTRONIC MUSIC!

WHAT KIND OF

What kind of	music	do you like (the) best?	I like	rock	(the) best.
	food			Korean food	
	sports			soccer	
	movies			action movies	
	books			science fiction	

COMPARATIVES (WHICH)

Which do you like better,	hip-hop	or	jazz?	I like	hip-hop	better.
	Italian food		Vietnamese food?		Vietnamese food	
	tennis		badminton?		badminton	

WH- QUESTIONS (WHO/WHAT)

Who's your favorite singer/musician?	I like Katy Perry.
What's/Who's his favorite group?	He likes Green Day best.
What's their favorite kind of music?	They love rap.

UNIT 7 WHAT'S FOR DINNER?

COUNT/NON-COUNT NOUNS (SOME/ANY/A LOT OF/LOTS OF/MANY/MUCH)

There	is some bread	in the kitchen.
	isn't any juice	
	isn't much water	
	are a lot of/lots of cookies	
	are some cups	
	aren't many sweets	

SOME/ANY QUESTIONS (SHORT ANSWERS)

Is there any fruit?	Yes, there is . No, there isn't .
Are there any bowls?	Yes, there are . No, there aren't .

NEED

What do we need ?	We need some ice cream. We don't need any chopsticks.
	We need something to eat.

* The definite article *the* can go with either countable or uncountable nouns. We use *the* to mention specific people or things.

UNIT 8 YOU SHOULD SEE A DOCTOR!

HAVE (ILLNESSES)

I You We They	have	a headache. a sore throat. a fever.
He She	has	

HURT AND SORE

Verb	Adjective
My leg hurts . I hurt my leg.	I have a sore leg. My leg is sore .

SHOULD (ADVICE)

I You He She We They	should stay home. shouldn't go to school.				
Should	I he she we they	take some medicine?	Yes, No,	you he she we they	should . shouldn't .

WHY DON'T (ADVICE)

Why don't you take some cough medicine?

UNIT 9 I OFTEN PLAY GAMES AFTER SCHOOL.

TENSE CONTRAST (PRESENT PROGRESSIVE AND PRESENT SIMPLE)	
Are you studying right now?	Yeah, I always study for an hour after school.
What do you usually do after school?	I do my homework first, then I play soccer.
What are you doing ?	I'm watching TV .

DESCRIBING FREQUENCY			
Do you often go shopping?	I go shopping		once in a while. every day.
	No, I	seldom rarely hardly ever	go shopping.

UNIT 10 HOW DO YOU GET TO THE MALL?

PREPOSITIONS OF LOCATION		
Where's the museum?	It's	across from the park. behind the zoo. in front of the restaurant. next to the movie theater.
		on the corner of First Street.
		between the park and the zoo.
		on the left. on the right.

IMPERATIVES (DIRECTIONS)	
How do you get to the park?	Go straight down Main Street. Go past the Internet café. Turn left/right on First Avenue.

UNIT 11 WHAT WERE YOU DOING?

PAST PROGRESSIVE AND SIMPLE PAST WITH WHEN

I was He was She was You were We were They were	walking home sleeping	when the earthquake hit .
What	was he/she were you/they/we	doing when the storm started ?
Were	you/we/they	eating when she called ?
Was	I/he/she	

UNIT 12 WE'RE GOING TO VOLUNTEER!

GOING TO FOR FUTURE

What	are you is he is she are they	going to do?	I'm You're He's She's We're They're	going to	make food sell books raise money	tomorrow. next month. after school.
-------------	--	---------------------	--	-----------------	---	---

GOING TO (SHORT ANSWERS)

Are	you they	going to put up decorations?	Yes, I am . / No, I'm not . Yes, they are . / No, they're not .
Is	he she		Yes, he is . / No, he's not . Yes, she is . / No, she's not .

FUTURE TIME EXPRESSIONS

When is it?	It's tomorrow . It's after school / soccer practice. It's this week/summer/November. It's next week/month/year. It's two days from now . It's in two months/years.
--------------------	---

* We use *will* to express immediate decisions. The future time of decisions with *will* is much closer to the present than statements with *be going to*.

GLOSSARY

A

across from	(prep)	/ə'krɔ:s frəm/	đối diện
adventure sport	(noun phrase)	/əd'ventʃər spɔ:t/	môn thể thao mạo hiểm
ago	(adv)	/ə'gəʊ/	trước đây
arm	(n)	/ɑ:m/	cánh tay
art museum	(noun phrase)	/'ɑ:t mjʊ'zi:əm/	bảo tàng nghệ thuật
avoid	(v)	/ə'vɔɪd/	tránh

B

babysit	(v)	/'beɪbɪsɪt/	trông trẻ
back	(n)	/bæk/	lưng
backache	(n)	/'bækəɪk/	đau lưng
bake	(v)	/beɪk/	nướng
barbecue	(n)	/'bɑ:rbɪkjʊ:/	tiệc BBQ, tiệc nướng ngoài trời
base jumping	(noun phrase)	/'beɪs 'dʒʌmpɪŋ/	môn nhảy dù mạo hiểm
beach	(n)	/bi:tʃ/	bãi biển
beautiful	(adj)	/'bjʊ:tɪfl/	xinh đẹp
behind	(prep)	/br'hænd/	phía sau, ở đằng sau
better	(adj)	/'betər/	tốt hơn
between	(prep)	/br'twi:n/	ở giữa
blond hair	(noun phrase)	/blɑ:nd heɪ/	tóc vàng hoe
blouse	(n)	/blaʊs/	áo choàng, áo blouse
bottled water	(noun phrase)	/'bɔ:tld 'wɔ:tər/	nước đóng chai
bottoms	(n)	/'bɔ:təmz/	phần trang phục mặc từ thắt lưng trở xuống
bowl	(n)	/bəʊl/	chén, bát, tô
braces	(n)	/'breɪsɪz/	niềng răng
brain	(n)	/breɪn/	bộ não
bread	(n)	/bred/	bánh mì
break	(v)	/breɪk/	làm gãy, làm vỡ
bridge	(n)	/brɪdʒ/	cây cầu
burger	(n)	/'bɜ:rgər/	bánh bơ-gơ

C

cage	(n)	/keɪdʒ/	lồng, chuồng, cũi
cake icing	(noun phrase)	/keɪk 'aɪsɪŋ/	kem đường, kem phủ trang trí bánh
car seat spray	(noun phrase)	/'kɑ: sɪt spreɪ/	bình vệ sinh nội thất ô tô
carry	(v)	/'kæri/	mang, vác
charity event	(noun phrase)	/'tʃærəti i'vent/	sự kiện từ thiện
chicken	(n)	/'tʃɪkɪn/	thịt gà
chuckle	(v)	/'tʃʌkl/	cười thầm
classical	(adj)	/'klæsɪkl/	(nhạc) cổ điển
clean	(adj)	/kli:n/	sạch sẽ
clean up	(phrasal verb)	/kli:n ʌp/	dọn dẹp
clothes	(n)	/kləʊz/	quần áo
coat	(n)	/kəʊt/	áo choàng ngoài, áo bành tô
cold	(adj)	/kəʊld/	lạnh
collect	(v)	/kə'lekt/	sưu tầm
common	(adj)	/'kɔ:mən/	phổ biến

GLOSSARY

C (continued)

commute	(n)	/kə'mju:t/	việc đi lại (đi học, đi làm, v.v.)
competition	(n)	/kɑ:mpə'tiʃn/	cuộc thi đấu, cuộc đọ sức
convenience store	(noun phrase)	/kən'vi:niəns stɔ:r/	cửa hàng tiện lợi
cookie	(n)	/'kuki/	bánh quy
cooking	(n)	/'kʊkiŋ/	việc nấu nướng
coral	(n)	/'kɔ:rəl/	san hô
corner	(n)	/'kɔ:nər/	góc
cough	(n)	/kɔ:f/	ho
cup	(n)	/kʌp/	cốc, tách
cupcake	(n)	/'kʌpkɛik/	bánh nướng nhỏ
curly hair	(noun phrase)	/'kɜ:li heɪ/	tóc xoắn
cut	(v)	/kʌt/	cắt, làm đứt
cute	(adj)	/kjʊ:t/	đẽ thương

D

dance	(n), (v)	/dæns/	điệu nhảy; khiêu vũ
dangerous	(adj)	/'deɪndʒərəs/	nguy hiểm
deaf	(adj)	/def/	điếc
desert	(n)	/'dezərt/	sa mạc
different	(adj)	/'dɪfrənt/	khác nhau
difficult	(adj)	/'dɪfɪkəlt/	khó khăn
disease	(n)	/dɪ'zi:z/	bệnh, bệnh tật
do origami	(verb phrase)	/du: ɔ:rɪ'gɑ:mi/	chơi trò xếp giấy Nhật Bản
do sports	(verb phrase)	/du: spɔ:rts/	tập luyện thể thao
draw	(v)	/dra:/	vẽ
dress	(n)	/dres/	áo đầm, áo váy
dry	(adj)	/draɪ/	khô ráo, khô cằn

E

electronic	(adj)	/ɪlek'trɔ:nɪk/	(nhạc) điện tử
environmentally friendly	(adj)	/ɪnvaɪrə'nmentəli 'frendli/	thân thiện với môi trường
erase	(v)	/'ɪreɪs/	tẩy xóa, xóa bỏ, loại bỏ
exercise	(v)	/'eksərsaɪz/	tập thể dục

F

fast	(adj)	/fæst/	nhanh
fish	(n)	/fɪʃ/	cá
flu	(n)	/flu:/	cúm
foot	(n)	/fʊt/	bàn chân
fork	(n)	/fɔ:k/	cái nĩa
form	(v)	/fɔ:m/	hình thành
freckles	(n)	/'frekl/	tàn nhang (trên da)
friendly	(adj)	/'frendli/	thân thiện
fruit	(n)	/fru:t/	trái cây, hoa quả
fun	(adj)	/fʌn/	vui vẻ

GLOSSARY

G

gentle	(adj)	/ˈdʒentl/	hiền lành, dịu dàng
giggle	(v)	/ˈɡɪɡl/	cười khúc khích
glass	(n)	/glæs/	ly, cốc thủy tinh
glasses	(n)	/ˈglæsəz/	mắt kính
green eyes	(noun phrase)	/grɪn aɪz/	mắt màu xanh lá
guide dogs	(noun phrase)	/ɡaɪd dɔːɡ/	chó dẫn đường
guide visitors	(verb phrase)	/ɡaɪd ˈvɪzɪtərz/	hướng dẫn du khách

H

hand	(n)	/hænd/	bàn tay
hang on	(phrasal verb)	/hæŋ ɑːn/	chờ đã, đợi đã, chờ một chút
hang out	(phrasal verb)	/hæŋ aʊt/	đi chơi
hard	(adj)	/hɑːd/	khó khăn
hat	(n)	/hæt/	nón, mũ
headache	(n)	/ˈhedeɪk/	đau đầu
height	(n)	/haɪt/	chiều cao
high	(adj)	/haɪ/	cao
hip-hop	(n)	/ˈhɪp hɑːp/	nhạc hip hop
hobby	(n)	/ˈhɑːbi/	sở thích
hot	(adj)	/hɑːt/	nóng
hurt	(v)	/hɜːt/	đau, làm đau, làm bị thương

I

ice cream	(n)	/ˈaɪs kriːm/	kem
important	(adj)	/ɪmˈpɔːrtnt/	quan trọng
impression	(n)	/ɪmˈpreʃn/	ấn tượng
in front of	(prep)	/ɪn frʌnt əv/	phía trước, ở đằng trước
independent	(adj)	/ɪndɪˈpendənt/	độc lập
intelligent	(adj)	/ɪnˈtelɪdʒənt/	thông minh, khôn ngoan
interesting	(adj)	/ˈɪntrestɪŋ/	thú vị, hấp dẫn
invention	(n)	/ɪnˈvenʃn/	phát minh

J

jacket	(n)	/ˈdʒækɪt/	áo khoác
jeans	(n)	/dʒiːnz/	quần jeans, quần bò
jog	(v)	/dʒɔːɡ/	chạy bộ
juice	(n)	/dʒuːs/	nước ép

K

knee	(n)	/niː/	đầu gối
knife	(n)	/naɪf/	con dao
knit	(v)	/nɪt/	đan (len)

L

large	(adj)	/lɑːrdʒ/	to lớn
last	(adj)	/læst/	mới nhất, trước
learn	(v)	/lɜːn/	học tập, học hỏi

GLOSSARY

L (continued)

leg	(n)	/leg/	chân
lipstick	(n)	/'lɪpstɪk/	son môi
long	(adj)	/lɔ:ŋ/	dài
long hair	(noun phrase)	/lɔ:ŋ heɪ/	tóc dài
love	(v)	/lʌv/	yêu

M

make posters	(verb phrase)	/meɪk 'pəʊstəz/	làm áp phích
mall	(n)	/mɔ:l/	trung tâm mua sắm lớn
meat	(n)	/mi:t/	thịt
medicine	(n)	/'medɪsn/	dược phẩm, thuốc
medium height	(noun phrase)	/'mi:diəm haɪt/	chiều cao trung bình
messy	(adj)	/'mesi/	lộn xộn, bừa bãi, bần thiêu
movie theater	(noun phrase)	/'mu:vi 'θi:ətə:/	rạp chiếu phim

N

napkin	(n)	/'næpkɪn/	khăn ăn
neckband	(n)	/'nekbænd/	dây đeo cổ
next to	(prep)	/'nekst tə/	kế bên
noodle	(n)	/'nu:dl/	mì, mì sợi

O

old	(adj)	/əʊld/	cũ, xưa, lâu đời
oven	(n)	/'ʌvn/	lò nướng
oversleep	(v)	/əʊvər'sli:p/	ngủ quên

P

pain	(n)	/peɪn/	cơn đau, đau nhức
pandemic	(n)	/'pændemɪk/	dịch bệnh
pants	(n)	/'pænts/	quần dài
park	(n)	/'pɑ:rk/	công viên
party	(n)	/'pɑ:rti/	buổi tiệc
pasta	(n)	/'pɑ:stə/	mì ống
percussion	(n)	/'pɜ:kʌʃn/	nhạc cụ gõ
pick up	(phrasal verb)	/'pɪk ʌp/	nhặt lên
plan	(v), (n)	/'plæn/	lập kế hoạch; bản kế hoạch
plastic	(n)	/'plæstɪk/	nhựa, chất dẻo
plate	(n)	/'pleɪt/	đĩa
play tennis	(verb phrase)	/'pleɪ 'tenɪs/	chơi quần vợt
play the guitar	(verb phrase)	/'pleɪ ðə ɡɪ'tɑ:/:	chơi đàn ghi-ta
playful	(adj)	/'pleɪfl/	vui tươi, thích nô đùa
pop	(n)	/'pɔ:p/	nhạc pop
practice	(v), (n)	/'præktɪs/	thực hành, luyện tập; bài luyện tập
prevent	(v)	/'prɪ'vent/	ngăn chặn
profoundly	(adv)	/'prə'faʊndli/	cực kỳ

GLOSSARY

R

raise money	(verb phrase)	/reɪz 'mʌni/	quyên góp tiền
rap	(n)	/ræp/	nhạc rap
rarely	(adv)	/'reɪli/	rất hiếm khi
recently	(adv)	/'ri:sntli/	gần đây
recognize	(v)	/'rekəgnəɪz/	nhận ra, nhận biết
reduce	(v)	/ɪ'du:s/	giảm
rescue dogs	(noun phrase)	/'reskjʊ: dɔ:g/	chó cứu hộ
rest	(n)	/rest/	nghỉ ngơi
restaurant	(n)	/'restɔ:nt/	nhà hàng
rice	(n)	/raɪs/	cơm
river	(n)	/'rɪvəɪ/	dòng sông
robot	(n)	/'rəʊbɔ:t/	rô-bốt, người máy
rock	(n)	/rɔ:k/	nhạc rock
running	(n)	/'rʌnɪŋ/	chạy bộ

S

salad	(n)	/'sæləd/	món sa-lát, món rau trộn
scared	(adj)	/skerd/	sợ sệt, bị hoảng sợ
scarf	(n)	/skɑ:rf/	khăn quàng cổ
seldom	(adv)	/'seldəm/	ít khi
shoes	(n)	/'ʃu:z/	đôi giày
short hair	(noun phrase)	/'ʃɔ:t heɪ/	tóc ngắn
sick	(adj)	/sɪk/	đau ốm, bệnh
skating	(n)	/'sketɪŋ/	trò trượt băng
skirt	(n)	/skɜ:t/	váy
skydiving	(n)	/'skaɪdaɪvɪŋ/	môn thể thao nhảy dù
small	(adj)	/smɔ:l/	nhỏ, bé
smart	(adj)	/smɑ:t/	thông minh
soap bubble	(noun phrase)	/səʊp 'bʌbl/	bọt xà phòng
socks	(n)	/sɔ:ks/	đôi vớ, đôi tất
soda	(n)	/'səʊdə/	nước sô-đa
sore	(adj)	/sɔ:ɪ/	đau
spiky hair	(noun phrase)	/'spaɪki heɪ/	tóc dựng thẳng
spoon	(n)	/spu:n/	cái thìa, cái muỗng
stand	(v)	/stænd/	chịu đựng, chấp nhận
stomachache	(n)	/'stʌməkeɪk/	đau bụng, đau dạ dày
straight hair	(noun phrase)	/streɪt heɪ/	tóc thẳng
study	(v)	/'stʌdi/	học tập, nghiên cứu
supermarket	(n)	/'su:pəma:ɪkɪt/	siêu thị
sweater	(n)	/'swetəɪ/	áo len

T

T-shirt	(n)	/'ti: ʃɜ:t/	áo phông, áo thun ngắn tay
tall	(adj)	/tɔ:l/	cao
task	(n)	/tæsk/	nhiệm vụ, công việc

GLOSSARY

T (continued)

throat	(n)	/θrəʊt/	họng, cuống họng
tiny	(adj)	/'tɪni/	nhỏ xíu
tops	(n)	/tɔ:ps/	phần trang phục mặc từ thắt lưng trở lên
traffic	(n)	/'træfɪk/	giao thông
trash	(n)	/træʃ/	rác, rác thải
twice	(adv)	/twɑ:ɪs/	hai lần

U

uniform	(n)	/'ju:nɪfɔ:m/	đồng phục
unsold food	(noun phrase)	/ʌn'səʊld fu:d/	thức ăn không bán được

V

vegetable	(n)	/'vedʒtəbl/	rau củ
volunteer	(n), (v)	/vɔ:lən'tɪr/	tình nguyện viên; làm tình nguyện

W

waste	(n), (v)	/weɪst/	chất thải; lãng phí
watch	(n)	/wɑ:tʃ/	đồng hồ đeo tay
wavy hair	(noun phrase)	/'weɪvi heɪr/	tóc gợn sóng
wet	(adj)	/wet/	ẩm ướt
wide	(adj)	/waɪd/	rộng
wingsuit	(n)	/'wɪŋsu:t/	bộ áo cánh
work out	(phrasal verb)	/'wɜ:k aʊt/	dùng chơi nhảy dù mạo hiểm
worst	(adj)	/wɜ:rst/	rèn luyện thể lực tối tệ nhất

Y

yarn	(n)	/'jɑ:n/	sợi, chỉ, len
------	-----	---------	---------------

Acknowledgments

The authors and publisher would like to thank the following individuals and organizations who offered many helpful insights, ideas, and suggestions during the development of **Explore English**.

Asia and Europe

Phil Woodall, Aoyama Gakuin Senior High School; **Suzette Buxmann**, Aston A+; **Wayne Fong**, Aston English; Berlitz China; Berlitz Germany; Berlitz Hong Kong; Berlitz Japan; Berlitz Singapore; **Anothai Jetsadu**, Cha-am Khunying Nuangburi School; **Rui-Hua Hsu**, Chi Yong High School; **Gary Darnell**, DEU Private School, Izmir; **Hwang Soon Hee**, **Irean Yeon**, **Junhee Im**, **Seungeun Jung**, Eun Seok Elementary School; **Hyun Ah Park**, Gachon University; **Hsi-Tzu Hung**, Hwa Hsia Institute of Technology; **Kate Sato**, Kitopia English School; **Daniel Stewart**, Kaisei Junior and Senior High School; **Haruko Morimoto**, **Ken Ip**, Mejiro Kenshin Junior and Senior High School; **Sovoan Sem**, Milky Way School; **Shu-Yi Chang**, Ming Dao High School; **Ludwig Tan**, National Institute of Education; **Tao Rui**, **Yuan Wei Hua**, New Oriental Education & Technology Group; **Tom Fast**, Okayama Gakugeikan High School; **Yu-Ping Luo**, Oriental Institute of Technology; **Jutamas**, Prakhonong Pittayalai School; **Akira Yasuhara**, Rikkyo Ikebukuro Junior and Senior High School; **Matthew Rhoda**, Sakuragaoka Junior and Senior High School; **Michael Raship**, **Nicholas Canales**, Scientific Education Group Co; **Andrew O'Brien**, Second Kyoritsu Girls Junior and Senior High School; **Atsuko Okada**, Shinagawa Joshi Gakuin Junior and Senior High School; **Sheila Yu**, Shin Min High School; **Stewart Dorward**, Shumei Junior and Senior High School; **Gaenor Hardy**, Star English Centres; **Philip Chandler**, **Thomas Campagna**, Tama University Meguro Junior and Senior High School; **Lois Wang**, Teachall English; **Iwao Arai**, **James Daly**, **Satomi Kishi**, Tokyo City University Junior and Senior High School; **Jason May**, Tokyo Seitoku University High School; **Amnoui Jaimipak**, Triamudomsuksapattanakarn Chiangrai School; **Jonee de Leon**, Universal English Center; **Thiwaphorn Tharawatcharasart**, Uthaiwitthayakhom School; **Richard Ascough**, Wayo Women's University; **Kirvin Andrew Dyer**, Yan Ping High School

The Americas

Allyne Fraemam, **Flávia Carneiro**, **Jonathan Reinaux**, **Mônica Carvalho**, ABA; **Antonio Fernando Pinho**, Academia De Idiomas; **Wilmer Escobar**, Academia Militar; **Adriana Rupp**, **Denise Silva**, **Jorge Mendes**, ACBEU; **Rebecca Gonzalez**, AIF Systems English Language Institute; **Camila Vidal Suárez**, **Adriana Yaffe**, **Andrea da Silva**, **Bruno Oliveri**, **Diego A. Fábregas Acosta**, **Fabiana Hernandez**, **Florencia Barrios**, **Ignacio Silveira Trabal**, **Lucía Greco Castro**, **Lucy Pintos**, **Silvia Laborde**, Alianza Cultural Uruguay Estados Unidos; **Adriana Alvarez**, ASICANA; **Corina C. Machado Correa**, **Silvia Helena R. D. Corrêa**, **Mariana M. Paglione Vedana**, Associacao Alumni; Berlitz, Colombia; Berlitz Mexico; Berlitz Peru; Berlitz US; **Simone Ashton**, Britanic Madalena; **Keith Astle**, Britanic Piedade; **Dulce Capiberibe**, Britanic Setúbal; **Matthew Gerard O'Conner**, Britanic Setúbal; **Viviane Remígio**, Britanic Setúbal; **Adriana da Silva**, **Ana Raquel F. F. Campos**, **Ebenezer Macario**, **Giselle Schimaichel**, **Larissa Platinetti**, **Miriam Alves Carnieletto**, **Selma Oliveira**, Centro Cultural Brasil Estados Unidos CCBEU; **Amiris Helena**, CCDA; **Alexandra Nancy Lake Sawada**, **Ana Tereza R. P. Moreira**, **Denise Helena Monteiro**, **Larissa Ferreria**, **Patricia Mckay Aronis**, CELLEP; **Claudia Patricia Gutierrez**, **Edna Zapata**, **Leslie Cortés**, **Silvia Elena Martinez**, **Yesid Londoño**, Centro Colombo Americano-Medellin; **Gabriel Villamar Then**, Centro Educativo los Prados; **Monica Lugo**, Centro Escolar Versalles; **Adriane Caldas**, **Simone Raupp**, **Sylvia Formoso**, Colégio Anchieta; **José Olavo de Amorim**, Colégio Bandeirantes; **Dionisio Alfredo Meza Solar**, Colegio Cultural I; **Madson Gois Diniz**, Colegio De Aplicação; **Ilonka Diaz**, **Melenie Gonzalez**, Colegio Dominicano Espanol; **Laura Monica Cadena**, **Rebeca Perez**, Colegio Franco Ingles; **Jedinson Trujillo**, Colegio Guías; **Christophe Flaz**, **Isauro Sanchez Gutierrez**, Colegio Iglesia Bautista Fundamental; **Ayrton Lambert**, Colégio Il Peretz; **Samuel Jean Baptiste**, Colegio Instituto Montessori; **Beatriz Galvez**, **Evelyn Melendez**, Colegio Los Olivos; **Carlos Gomez**, **Diana Herrera Ramirez**, **Diana Pedraza Aguirre**, **Karol Bibana Hutado Morales**, Colegio Santa Luisa; **Marta Segui Rivas**, Colegio Vermont; **Thays Ladosky**, DAMAS; **Amalia Vasquez**, **Ana Palencia**, **Fernando de Leon**, **Isabel Cubilla**, **Leonel Zapata**, **Lorena Chavarria**, **Maria Adames**, English Access Microscholarship Program; **Rosângela Duarte Dos Santos**, English Space; **Walter Junior Ribeiro Silva**, Friends Language Center; **Luis Reynaldo Frias**, Harvard Institute; **Carlos Olavo Queiroz Guimarães**, **Elisa Borges**, **Patricia Martins**, **Lilian Bluvol Vaisman**, **Samara Camilo Tomé Costa**, IBEU; **Gustavo Sardo**, **João Carlos Queiroz Furtado**, **Rafael Bastos**, **Vanessa Rangel**, IBLE; **Graciela Martin**, ICANA (BELGRANO); **Carlos Santanna**, **Elizabeth Gonçalves**, ICBEU; **Inês Greve Milke**, **João Alfredo Bergmann**, Instituto Cultural Brasileiro Norte-Americano; **Tarsis Perez**, ICDA-Instituto Cultural Dominicano Americano; **Cynthia Marquez**, **Guillermo Cortez**, **Ivan Quinteros**, **Luis Morales R**, **Melissa Lopez**, **Patricia Perez**, **Rebeca de Arrue**, **Rebeca Martinez de Arrue**, Instituto Guatemalteco Americano; **Renata Lucia Cardoso**, Instituto Natural de Desenvolvimento Infantil; **Graciela Nobile**, Instituto San Diego; **Walter Guevara**, Pio XII; **Juan Omar Valdez**, Professional Training Systems; **Carlos Carmona**, **Eugenio Altieri**, **Regan Albertson**, Progressive English Services; **Raul Billini**, Prolingua; **Juan Manuel Marin**, **Luisa Fecuada Infort**, **Maria Consuelo Araujo**, Providencia; **Carmen Gehrke**, Quatrum, Porto Alegre; **Rodrigo Rezende**, Seven; **Lcuciano Joel del Rosario**, St. José School; **Sabino Morla**, UASD; **Silvia Regina D'Andrea**, União Cultural Brasil-Estados Unidos; **Ruth Salomon-Barkemeyer**, Unilínguas Sao Leopoldo; **Anatalia Souza**, **Livia Rebelo**, UNIME-Ingles Para Crianças-Salvador; **Andrei dos Santos Cunha**, **Brigitte Mund**, **Gislaine Deckmann**, **Jeane Blume Cortezia**, **Rosana Gusmão**, Unisinos; **Diego Pérez**, Universidad de Ibague; **Beatriz Daldosso Felipe**, U.S. Idiomas Universe School

Jennifer Wilkin would like to acknowledge the significant contribution of the National Geographic Learning editorial team, as well as her longtime collaboration with Ian Purdon, in the writing of this series. She thanks and acknowledges her parents, who imparted a love of language through nature and nurture.

Photo Credits

1 mijastrzebski/iStock via Getty Images Plus, 3 NgKhanhVuKhoa/iStock via Getty Images Plus, 6–7 Abraham Nowitz/NGC, 8–9 Ken Redding/Ivy via Corbis, 12 Rebecca Hale/NGC, 13 Power Sport Images/Getty Images Sport via Getty Images AsiaPac, 14–15 Kevin Scanlon/The New York Times via Redux, 15 Aaron Huey/NGC, 17 Oliver Edwards/Alloy via Corbis, 18–19 Franckreporter/iStockphoto, 19 (tcr) XiXinXing/Thinkstock, (cr) Dragonimages/iStock via Thinkstock, (bcr) Daniel Ernst/iStock via Thinkstock, 21 JGI/Jamie Grill/Blend Images via Getty Images, 22 (bkg) Rebecca Drobis/NGC, 22 (cl) Cengage/NGC, 23 (tr) Jorg Hackemann/Shutterstock, 23 (b) Compassionate Eye Foundation/Martin Barraud/Taxi via Getty Images, 24–25 Cory Richards/NGC, 27 Michaela Rehle/Reuters Pictures, 28–29 Andy Richter/Aurora Photos, 31 Soren Hald/Getty Images, 32 Christ's Hospital, 34–35 Annette C. Sandberg, 35 Joey Kotfica/Moment Mobile via Getty Images, 36 Tarzhanova/Shutterstock, 37 Michael Blann/Getty Images, 38–39 Cory Richards/NGC, 39 National Geographic Maps, 41 (cl) idreamphoto/Shutterstock, 41 (c) Interpix/Alamy, 41 (c) Chris Hill/Shutterstock, 41 (cr) Bluedogroom/Shutterstock, 41 (br) Photobac/Shutterstock, 42 Nick Middleton, 43 (tr) Dea/M. Santini/De Agostini via Getty Images, 43 (b) Peter Stuckings/Lonely Planet Images via Getty Images, 44–45 James P. Blair/NGC, 45 Robert Caputo/Aurora Photos, 46 Richard Nowitz/NGC, 47 NGC, 48–49 Hagit Berkovich/Shutterstock, 52 Dan Callister/Alamy, 53 (tr) Prochasson frederic/Shutterstock, 53 (b) FatCamera/iStock via Getty Images Plus, 54–55 Nacho Doce/Reuters, 55 Altrendo Images/Altrendo via Getty Images, 56 Granat/Shutterstock, 57 Michael Blann via Getty Images, 58–59 Kevin Mazur via Getty Images, 61 Hugh Sitton/Stone via Getty Images, 62 RGB Ventures/SuperStock via Alamy, 64–65 Camera Press/Sean Bell/TSPL via Redux, 66 Mike Blake/Reuters, 67 (bkg) Fuse via Getty Images, 67 (t) (b) National Geographic, 68–69 (bkg) Dea/M. Santini/De Agostini via Getty Images, 68 (cl) Jacek Chabraszewski/Shutterstock, 68 (cr) Kristin Piljay via Getty Images, 69 (tr) MangoStar_Studio/iStock via Getty Images Plus, 70–71 Khoa Tran/EyeEm via Getty Images, 74 Damon Winter/The New York Times via Redux, 75 (tr) KRLena/Shutterstock, 75 (b) Cengage Learning, 76–77 Vichly44/iStock via Getty Images Plus, 79 seagames50/Shutterstock, 80–81 Stephen Bardens/Alamy, 83 allOver images/Alamy, 84 Jonathan Torgovnik/Getty Images News via Getty Images, 85 Design Pics Inc/NGC, 86–87 Srdjan Zivulovic/Reuters, 91 Spencer Grant via Getty Images, 90–91 Chau Doan/LightRocket via Getty Images, 93 (b) HOANG DINH NAM/AFP via Getty Images, 93 (tr) Glow Wellness/Glow via Getty Images, 94 Robert Clark/NGC, 95 Cultura RM/Fab Fernandez/Collection Mix: Subjects via Getty Images, 96–97 (bkg) Beawiharta Beawiharta/Reuters, 99 Skateistan, 100–101 Danny Lehman/The Image Bank via Getty Images Plus, 104 Darren Moore/NGC, 106–107 vgajic/E+ via Getty Images, 107 Paul Viant/ DigitalVision via Getty Images Plus 109 Darren Moore/NGC, 110–111 Anders Blomqvist via Getty Images, 113 SDI Productions/E+ via Getty Images, 114 Marco Grob/NGC, 115 (tr) Mauricio Handler/NGC, 115 (b) Troy Aossey via Getty Images, 116–117 Dan Thomas/Mercury Press via Caters News, 119 Brady Barr/NGC, 120–121 Stuart Freedman/Aurora Photos, 122–123 Richard Levine/Alamy, 124 Chloe Dewe Mathews, 125 Triff/Shutterstock, 126–127 James Martin/CNET/The YGS Group, 129 Zer Cabatuan, 130–131 (bkg) Jethuynh/Moment via Getty Images, (tl) Laurentiu Garofeanu/Barcroft via Getty Images, (bl) Chris McLennan Photography, 133 Franckreporter/iStockphoto, 135 Cengage Learning

NGC = National Geographic Creative

Art Credits

10, 20, 30, 40, 50, 60, 72, 82, 92, 102, 112, 122 Raketshop, 68–69, 73, 103, 105, 130–131, 137 Lachina, **Graphic Symbols: Unit 1** bioraven/Shutterstock, Abeadev/Shutterstock, **Unit 2** elenafoxly/Shutterstock, Tribalium/Shutterstock, **Unit 3** Andromina/Shutterstock, bioraven/Shutterstock, Geanine87/Shutterstock, **Unit 6** bioraven/Shutterstock, Leremy/Shutterstock, **Unit 7** Albachiaraa/Shutterstock, bioraven/Shutterstock, **Unit 10** bioraven/Shutterstock

TIẾNG ANH 7

EXPLORE ENGLISH



Mang cuộc sống vào bài học Đưa bài học vào cuộc sống

Explore English is a four-skill program designed to teach teenagers how to use English effectively, developing them into successful global citizens. It features:

- Engaging real-world content that brings National Geographic Explorers and 21st century topics into the classroom.
- A communicative approach that offers students the opportunity to learn about and critically discuss global issues.
- A National Geographic video in every unit, introducing amazing places, culture, and information from around the world.

ELTNGL.com



Bringing the world to the classroom
and the classroom to life

ELTNGL.com

A PART OF CENGAGE

**SỬ DỤNG
TEM CHỐNG GIẢ:**

1. Quét mã QR hoặc dùng trình duyệt web để truy cập website bộ sách Cánh Diều: www.hoc10.com

2. Vào mục Hướng dẫn (www.hoc10.com/huong-dan) để kiểm tra sách giả và xem hướng dẫn kích hoạt sử dụng học liệu điện tử.

SÁCH KHÔNG BÁN

