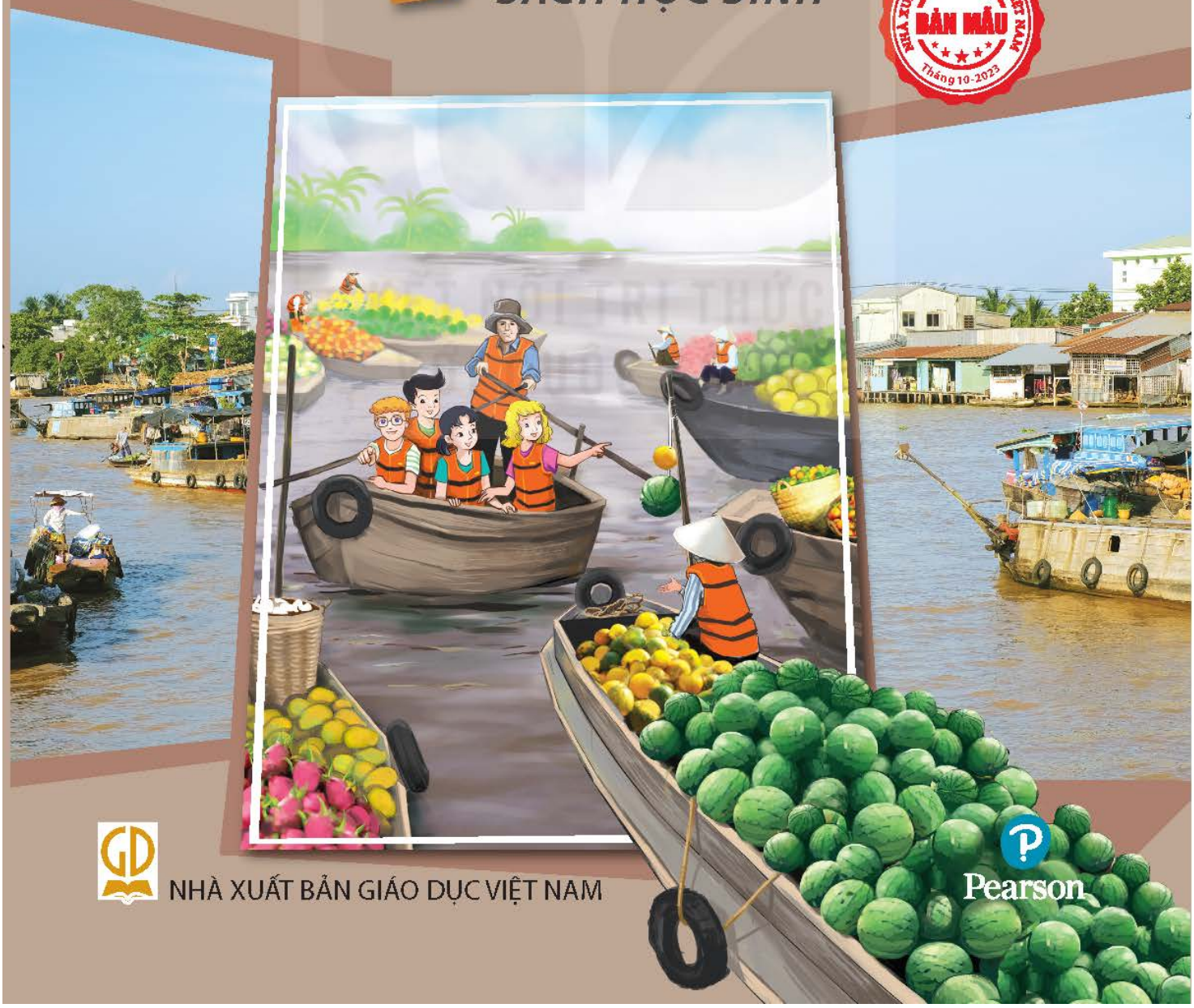
HOÀNG VĂN VÂN (Tổng Chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – NGUYỄN THUỴ PHƯƠNG LAN
PHAN CHÍ NGHĨA – TRẦN THỊ HIẾU THUỶ

GLOBAL SUCCESS

TIẾNG ANH 9

SÁCH HỌC SINH

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



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
Pearson

DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA
MÔN: TIẾNG ANH – LỚP 9

TT	Họ và tên	Chức vụ
1	Ông Đỗ Tuấn Minh	Chủ tịch
2	Bà Phương Hoàng Yến	Phó Chủ tịch
3	Ông Đặng Hiệp Giang	Uỷ viên, Thư kí
4	Bà Đào Thị Bích Nguyên	Uỷ viên
5	Bà Nguyễn Thị Ngọc Quỳnh	Uỷ viên
6	Bà Lại Thị Phương Thảo	Uỷ viên
7	Bà Thái Thị Cẩm Trang	Uỷ viên
8	Bà Phạm Thị Thanh Bình	Uỷ viên
9	Bà Nguyễn Thị Thanh Dung	Uỷ viên
10	Bà Phạm Thị Xuân Oanh	Uỷ viên
11	Bà Phạm Thu Trà	Uỷ viên

Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng các em học sinh lớp sau!

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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LỜI NÓI ĐẦU

Tiếng Anh 9 – Global Success được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo "Chương trình Giáo dục phổ thông: Chương trình môn Tiếng Anh" (từ lớp 3 đến lớp 12) ban hành theo Thông tư 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ Giáo dục và Đào tạo, nối tiếp bộ sách tiếng Anh bậc tiểu học (Tiếng Anh 3, Tiếng Anh 4, Tiếng Anh 5) và tiếng Anh bậc trung học (Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8). Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc, viết.

Tiếng Anh 9 – Global Success lấy hoạt động học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh trung học cơ sở, các đặc điểm văn hoá của Việt Nam, của các nước nói tiếng Anh, và của các nước trên thế giới được đặc biệt coi trọng.

Tiếng Anh 9 – Global Success được biên soạn xoay quanh bốn chủ điểm (Theme) gần gũi với học sinh: Cộng đồng của chúng ta (Our Communities), Di sản của chúng ta (Our Heritage), Thế giới của chúng ta (Our World) và Tầm nhìn tương lai (Visions of the Future). Mỗi chủ điểm gồm ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic). Sau mỗi chủ điểm là một bài ôn tập (Review), tập trung vào rèn luyện kiến thức ngôn ngữ và phát triển kĩ năng ngôn ngữ học sinh đã được học.

Tiếng Anh 9 – Global Success được biên soạn dựa trên cơ sở lí luận hiện đại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, đặc biệt là những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học cơ sở ở Việt Nam, với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn xuất bản Giáo dục Pearson.

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

Các tác giả

BOOK MAP

	Reading	Speaking
Unit 1 **LOCAL COMMUNITY**	- Guessing the meaning of words in context - Reading for specific information about special products in some areas	Giving a short presentation about a speciality
Unit 2 **CITY LIFE**	- Making references in an announcement about a competition to find solutions to city problems - Reading for general and specific information about a competition to find solutions to city problems	Talking about city problems and their solutions
Unit 3 **HEALTHY LIVING FOR TEENS**	- Guessing the meaning of words in context - Reading for specific information about how someone could have a well-balanced life when he / she was at school	Talking about how to have a well-balanced life as a secondary student
REVIEW 1		
Unit 4 **REMEMBERING THE PAST**	Reading for specific information about how English people keep their cuisine alive	Talking about a typical traditional Vietnamese dish
Unit 5 **OUR EXPERIENCES**	Reading for general and specific information about different summer course experiences	Talking about a friend's experience of a course
Unit 6 **VIETNAMESE LIFESTYLE: THEN AND NOW**	Reading for specific information about learning styles in the past and at present	Talking about changes in your learning style
REVIEW 2		

	Listening	Writing	Language Focus
	Listening for specific information about a community helper	Writing a paragraph about a community helper	**Vocabulary:** – Community helpers – Traditional handicrafts **Pronunciation:** Vowel revision: /æ/, /ɑ:/, and /e/ **Grammar:** – Question words before *to*-infinitives – Phrasal verbs (1)
	Listening for specific information about life in some cities	Writing a paragraph about what you like or dislike about city life	**Vocabulary:** City life **Pronunciation:** Diphthong revision: /aʊ/, /əʊ/, and /eə/ **Grammar:** – Double comparatives – Phrasal verbs (2)
	Listening for specific information about how some students manage their time	Writing a paragraph about how to manage time effectively	**Vocabulary:** Students' life and schoolwork **Pronunciation:** Sounds: /h/ and /r/ **Grammar:** Modal verbs in first conditional sentences
	Listening for general and specific information about old school days	Writing a paragraph about old school days	**Vocabulary:** – Life in the past – Preserving values of the past **Pronunciation:** Sounds: /m/ and /l/ **Grammar:** – Past continuous – *Wish* + past simple
	Listening for general and specific information about bad experiences at school	Writing a paragraph about the most pleasant / unpleasant experience at school	**Vocabulary:** – Experiences – Adjectives describing experiences **Pronunciation:** Sounds: /j/ and /w/ **Grammar:** Present perfect
	Listening for specific information about changes in family life	Writing an email about changes in your family	**Vocabulary:** Changes in lifestyles **Pronunciation:** Sounds: /fl/ and /fr/ **Grammar:** – Verbs + *to*-infinitive – Verbs + *V-ing*

	Reading	Speaking
Unit 7 **NATURAL WONDERS OF THE WORLD**	- Making references in a reading text about a travel destination - Reading for specific information about a travel destination	Talking about a natural wonder
Unit 8 **TOURISM**	Reading for specific information about different types of tours	Talking about your travel experience
Unit 9 **WORLD ENGLISHES**	- Making references in a reading text about the three circles of English - Reading for general and specific information about the three circles of English	Talking about borrowed words
REVIEW 3		
Unit 10 **PLANET EARTH**	Reading for general and specific information about flora and fauna	Talking about threats to flora and fauna and how to protect them
Unit 11 **ELECTRONIC DEVICES**	- Guessing the meaning of words in context - Reading for specific information about electronic devices	Talking about an electronic device which is important to you
Unit 12 **CAREER CHOICES**	- Identifying the structures of texts - Reading for general and specific information about the future world of work	Talking about the job you want to do in the future
REVIEW 4		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

	Listening	Writing	Language Focus
	Listening for specific information about a natural wonder	Writing a paragraph about a natural wonder / landscape in an area	**Vocabulary:** Natural wonders **Pronunciation:** Sounds: /sl/ and /sn/ **Grammar:** Reported speech (*Yes / No* questions)
	Listening for general and specific information about a tour announcement	Writing a paragraph introducing a tour	**Vocabulary:** Tourism **Pronunciation:** Stress in words ending in *-ic* and *-ious* **Grammar:** Relative pronouns
	Listening for specific information about ways to improve one's English vocabulary	Writing a paragraph about ways to improve an area of English learning	**Vocabulary:** - Aspects of languages - English language learning **Pronunciation:** Stress in words ending in *-ion* and *-ity* **Grammar:** Defining relative clauses
	Listening for general and specific information about the effects of living things on the environment	Writing a summary	**Vocabulary:** – Planet Earth – Habitats – Flora and fauna **Pronunciation:** Rhythm in sentences **Grammar:** Non-defining relative clauses
	Listening for specific information about the current and future uses of one's favourite electronic device	Writing a passage about the current and future capabilities of one's favourite electronic device	**Vocabulary:** Electronic devices **Pronunciation:** Stress on all words in sentences **Grammar:** *suggest / advise / recommend* + V-*ing* / a clause with *should*
	Listening for specific information about people's career paths	Writing an email about your future favourite job	**Vocabulary:** Jobs **Pronunciation:** Intonation in statements used as questions **Grammar:** Adverbial clauses of concession, result, and reason

Unit 1 LOCAL COMMUNITY

THIS UNIT INCLUDES:

Vocabulary
- Community helpers
- Traditional handicrafts

Pronunciation
Vowel revision: /æ/, /ɑ:/, and /e/

Grammar
- Question words before *to*-infinitives
- Phrasal verbs (1)

Skills
- Reading about special products in some areas
- Giving a short presentation about a speciality
- Listening about a community helper
- Writing a paragraph about a community helper

Everyday English
Seeking help and responding

GETTING STARTED

I really love where I live now.

1 Listen and read.

Ann: Hi, Mi. Long time no see. How're you doing?

Mi: I'm fine, thanks. By the way, we moved to a new house in a suburb last month.

Ann: Oh, that's why I haven't seen you in the Reading Club very often.

Mi: Yes. We're still busy moving in, you know.

Ann: How's your new neighbourhood?

Mi: It's much bigger than our old one. The streets are wider, and there are fewer people.

Ann: What about the facilities?

Mi: It has all the things we need: shopping malls, parks, and hospitals. And there's a craft village near our house.

Ann: Great! How're your new neighbours?

Mi: They're nice. Last Sunday when I was looking for the way to the bus station, a lady came and showed me the way. I think we will get on with them.

Ann: That reminds me of the time our family moved to Viet Nam. We didn't know where to buy stuff for our house, and the new neighbours in the community gave us useful advice. I guess you like your new place.

Mi: Sure. I really love where I live now.

...

2 Read the conversation again. Fill in each blank with no more than TWO words from the conversation.

1. Mi's family moved to a new house in a suburb _____.
2. Her new neighbourhood is bigger with wider streets and _____.
3. There is a _____ near Mi's house.
4. Mi thinks she will get on with her new _____.
5. People in Ann's community gave her family _____ on where to buy stuff.

3 Match each word or phrase with its definition.

1. suburb	a. the people living in a particular area; the place where people live
2. facilities	b. to make somebody remember or think about somebody or something
3. community	c. to have a good relationship with somebody
4. get on with	d. an area outside the centre of a city
5. remind sb of	e. the buildings, equipment, and services provided for a particular purpose

4 Complete each sentence with a word or phrase from 3.

1. They don't live in the city centre but in a _____ of Ha Noi.
2. I love our new neighbourhood because we _____ the people here.
3. There are enough sports _____ for people of all ages in our local park.
4. Souvenirs _____ people _____ a place, an occasion, or a holiday.
5. The local _____ encourages us to protect the environment and keep our neighbourhood clean.

5 QUIZ What is the place?

Do the following quiz.

1. People watch sports such as football there.
2. People go there for health check-ups.
3. Parents take their children there so that they can have fun.
4. Children learn to read and write there.
5. Visitors see objects from the past there.

What are some other places in a neighbourhood you know?

A CLOSER LOOK 1

Vocabulary

1 **Match the community helpers with their responsibilities.**

1. police officer	a. puts in, checks, and repairs electrical wires and equipment
2. garbage collector	b. puts out fires and saves people from dangerous fires
3. electrician	c. protects people and property, makes people obey the law, prevents and solves crimes
4. firefighter	d. delivers goods to people's houses or workplaces
5. delivery person	e. takes people's rubbish away

What other community helpers can you add?

2 **Write a word or phrase in the box under the correct picture.**

tourist attraction | handicraft | pottery | speciality food | artisan

1. _____

2. _____

3. _____

4. _____

5. _____

3 **Fill in each blank with a word or phrase from the box.**

artisans | electrician | handicrafts | speciality food | garbage collector

1. Skilled local _____ made these beautiful flower vases.
2. The electrical wires in our neighbourhood broke down yesterday, so we had to call a(n) _____.
3. *Bun cha, pho,* and *hu tieu* are examples of famous Vietnamese _____.
4. The _____ in our street usually comes at 6 p.m. to take the rubbish away.
5. Tourists to Hoi An usually buy traditional _____ such as lanterns as souvenirs.

Pronunciation

Vowel revision: /æ/, /ɑ:/, and /e/

4 **Listen and number the words you hear. Then listen again and repeat.** Track 2

_____ pack _____ park
_____ kettle _____ cattle
_____ marry _____ merry
_____ chart _____ chat

5 **Listen and practise the sentences. Underline the bold words with /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.** Track 3

1. **Thanks** to **garbage** collectors, our streets are clean.
2. My **grandmother** is a well-known **artist**.
3. That bakery makes the best **bread** in our neighbourhood.
4. Do you know where to buy **bamboo beds**?
5. We sometimes go to the **park** to **relax**.

A CLOSER LOOK 2

Grammar

Question words before *to*-infinitives

Remember!

- We use a question word such as *who, what, where, when,* or *how* before a *to*-infinitive to express an indirect question about what we should do.
- We often use a verb such as *ask, wonder, (not) decide, (not) tell,* or *(not) know* before the question word + *to*-infinitive.

Example:

We don't know **what** to do to help the community.

She asked **how** to get to the nearest shopping mall.

1 **Fill in each blank with a suitable question word.**

1. I don't know _____ to deal with this problem.
2. My sister wondered _____ to buy the best cakes.
3. Could you tell me _____ to do to

2 **Rewrite the sentences using question words + *to*-infinitives.**

1. I don't know how I can get to the swimming pool.

_____

_____

2. They are wondering where they can buy traditional handicrafts.

_____

_____

3. She asked what she should give to her new neighbour at his house-warming party.

_____

_____

4. I can't decide who I should ask for advice.

_____

_____

5. Could you tell me when I have to pay the water bill?

_____

_____

Phrasal verbs (1)

Remember!

- A phrasal verb consists of a verb and one

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 Match each phrasal verb with its meaning.

1. look around	a. to be responsible for somebody / something
2. come back	b. to walk around a place to see what is there
3. hand down	c. to get information about somebody or something
4. find out	d. to return to a place
5. take care of	e. to give something to somebody younger than you

4 Complete each sentence using the correct form of a phrasal verb in 3.

1. We _____ from our home town last Saturday.
2. The artisans in my village usually _____ their skills to their eldest children.
3. If you want to _____ about our community, you can go to the local museum.
4. When we aren't at home, our neighbour

COMMUNICATION

Everyday English

Seeking help and responding

1 Listen and read the conversations. Pay attention to the questions and answers. Track 4

① ***Mai:*** Do you mind carrying this suitcase for me?

Tom: Not at all.

② ***Ann:*** Could you show me how to open this gate, please?

Mr Nam: Sure.

2 Work in pairs. Ask for help and respond in the following situations.

1. You want your friend to lend you her pen.
2. You want your neighbour to tell you the na

4 **Listen to Binh and Mira talking about a place of interest in their community. Fill in each blank with no more than TWO words and / or a number.** Track 5

	Place	Distance	Frequency	Activities
Binh Ho Chi Minh City, Viet Nam	Nguyen Hue Pedestrian Street	(1) _____ km	Every (2) _____	Children: enjoying music, looking for (3) _____ Parents: looking around
Mira Sydney, Australia	Sydney Opera House	(4) _____ km	Twice a month	Children: running up and down the stairs, (5) _____ seagulls Parents: having (6) _____, talking

5 **Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.**

– What is your favourite place of interest?

– How far is it from your house?

– How often do you go to that place?

– What do you do there?

Then tell the class about your partner's favourite place of interest.

Example: Lan's favourite place of interest is Tao Dan Park. It's only one kilometre from her house ...

SKILLS 1

Reading

1 **Work in pairs. Answer the questions.**

1. What can you see in each picture?
2. Do you know any place where people make the thing(s) in each picture?

2 **Read the brochure introducing different places with special products. Match each highlighted word with its definition.**

Vong, a small village in Ha Noi, is famous for a speciality food: *com* (young sticky rice flakes). To make *com*, artisans follow a series of steps. They preserve the techniques by passing them down to their sons. In the past, people made *com* by hand, but now they use machines for some steps to shorten the process. They wrap the final product in two layers of leaves to preserve its fragrance before selling it to consumers. *Com Lang Vong* is well known in Viet Nam as a speciality of Ha Noi autumn.

Denby is a village in the county of Derbyshire, England. It is the home of the famous Denby Pottery, which is made from the finest local clay. Going around the village, we can see artisans hand-craft pottery collections. They still use some of the original techniques passed down through generations. In Denby products, we can see their beauty and function which make them world-famous. Today Denby is also a tourist attraction. Visitors can make pottery in workshops or find out about the history of pottery in the museum.

SKILLS 2

Listening

1 **Work in pairs. Discuss the questions.**

1. Who can you see in the pictures?
2. What are they doing?

a

b

3 **Listen again and tick (✓) T (True) or F (False).** 7

	T	F
1. Mr Vinh wears an orange uniform.		
2. He arrives at Mi's neighbourhood at 9 p.m. every day.		
3. He instructs people to put rubbish in two types of bins.		
4. He shares information about his work and the importance of sorting rubbish.		

Writing

4 **Work in pairs. Choose a community helper you like and answer the following questions.**

- What is his / her job?
- What does he / she look like?
- What is he / she like?
- What does he / she do for the community?
- How do you feel about him / her?

5 **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in**

LOOKING BACK

Vocabulary

1 **Write a word or phrase for each description below.**

1. This person delivers goods to your house. _____
2. This person stops fires from burning. _____
3. People visit this place for pleasure usually while they are on holiday. _____
4. People make these objects out of clay. _____

3. She didn't tell me _____ to meet, in the library or in the lab.

   A. how B. when
   C. what D. where

4. Could you tell me _____ to do in this situation?

   A. what B. when
   C. where D. who

5. I wonder _____ to ask for advice, my teacher or my parents.

   A. where B. when
   C. who D. what

PROJECT

What to change in our community

Work in groups.

1 **Interview some students from your class or from other classes about the changes they want to make in their community. Use the questions below.**

1. Where do you live?
2. What is good about your community?
3. What is not good about your community?
4. What changes do you want to make to improve your community?

2 **Collect the answers. Use the table below.**

Student	Question 1	Question 2	Question 3	Question 4

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Report your group's findings to your class. Use the following questions to guide your report.**

1. How many students did you interview?
2. What is good about their community?
3. What is not good about their community?
4. What changes do they want to make?

Unit 2 CITY LIFE

THIS UNIT INCLUDES:

Vocabulary
City life

Pronunciation
Diphthong revision:
/aʊ/, /əʊ/, and /eə/

Grammar
- Double comparatives
- Phrasal verbs (2)

Skills
- Reading an announcement about a competition to find solutions to city problems
- Talking about city problems and their solutions
- Listening to an interview about life in some cities
- Writing a paragraph about what you like or dislike about city life

Everyday English
Offering help and responding

GETTING STARTED

How is your city?

1 Listen and read. Track 8

Trang: Hi, Ben. Sorry I couldn't get online earlier. I got stuck in a traffic jam and came home late.

Ben: No problem, Trang. Did you go by bus?

Trang: No. My dad picked me up. I rarely use the bus. It's slow and packed with people.

Ben: I mostly get around by underground. It's more reliable than the bus.

Trang: That's great.

Trang: That's right. But new buildings make the city look modern and attractive. Do you remember the grand building downtown?

Ben: Of course. How's it now? When I left Viet Nam, they nearly finished it.

Trang: Well, it's now a shopping mall. Teens like it because it's modern and fun.

Ben: Do you often go there?

Trang: Sometimes

2 Read the conversation again and decide if the following statements are true (T) or false (F).

	T	F
1. The bus in Trang's city is slow and crowded.		
2. The underground system in Ben's city is unreliable.		
3. There is a dusty and noisy construction site near Trang's house.		
4. Trang thinks new buildings make the city look ugly.		
5. Both Trang and Ben find shopping malls expensive.		

3 Match the words / phrases with their pictures.

a

b

1. congested road

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

1. I like getting around by _____. I hate the smell of car exhaust.
   A. underground B. private car
   C. taxi D. bus
2. Road dust may badly affect our _____.
   A. stomach B. back
   C. eyes D. leg
3. There's a _____ in my neighbourhood. It's noisy and dusty.
   A. building B. construction site
   C. hospital D. lake
4. The road is narrow, so _____ often occurs at rush hour.
   A. traffic light B. traffic flow
   C. traffic congestion D. traffic safety
5. Many teens fancy spending their weekends in an entertainment _____.
   A. industry B. value
   C. business D. centre

5 QUIZ A lifestyle survey: City life or village life?

Complete the quiz. Then compare your choi

A CLOSER LOOK 1

Vocabulary

1 **Match the words / phrases with their explanations.**

1. downtown	a. an underground train system
2. concrete jungle	b. a city or part of a city with many buildings next to each other

3 **Complete the texts, using the words and phrase from the box.**

metro	safe
liveable	concrete jungles
downtown	public amenities

John: City life is great! People can travel by public transport, like buses and the (1) _____. There are good schools and hospitals, and other (2) _____ such as parks, cinemas, and sports facilities. They make c[redacted]

A CLOSER LOOK 2

Grammar

Double comparatives

Remember!

We use *the* with comparative adjectives to show that one thing or situation depends on another.

Example:

The more developed the city is, **the more crowded** it becomes.

The nearer we c[illegible]

5. The denser (A) the buildings are, the more ugly (B) the city becomes. It'll soon look like a concrete jungle (C).

Phrasal verbs (2)

3 **Match a phrasal verb in column A with a suitable word / phrase in column B.**

A	B
1. get around	a. noise pollution
2. carry out	b. friends

COMMUNICATION

Everyday English

Offering help and responding

1 **Listen and read the conversations below. Pay attention to the highlighted parts.** Track 11

① ***Duong's dad:*** I can take you to the airport if you like.

Duong: Thanks, Dad.

② ***Minh:*** Would you like me to give you a ride home?

Hoang: Thank you. That's so kind of you.

2 **Work in pairs. Make similar conversations with the following situations.**

[redacted]

SKILLS 1

Reading

1 **Work in pairs. Match the words / phrases with their pictures.**

a

b

1. food waste
2. learning space
3. leftovers
4. cafeteria

c

d

3 **Read the announcement again. Choose the correct answer.**

1. How often does the City Teen Council organise the Teenovator competition?

   A. Once a year.

   B. Twice a year.

   C. Every two years.

   D. Every three years.

2. Who would partner with Central School in Topic 1?

   A. The city council.

   B. The university's canteen.

Speaking

4 **Make a list of city problems and some solutions to them.**

Example:

Problems	Solutions
- Dirty streets	- Tell people to throw rubbish away properly
- Lack of green spaces	- Plant more trees

SKILLS 2

Listening

1 **Work in pairs. Tick (✓) the things that you want in your home town. Add more ideas if you have any.**

a. Nice parks ☐
b. Modern cinemas ☐
c. Air-conditioned buses ☐
d. Free sports facilities ☐
e. Convenient food stalls ☐

3. What change does Elena suggest for her city?

A. A new shopping mall.

B. More free sports facilities.

C. More modern sports centres.

4. Chi thinks that _____ should tell teens about the drawbacks of street food.

A. parents and the city council

B. the city council and schools

C. parents and schools

Writing

LOOKING BACK

Vocabulary

1 **Choose the correct answer to complete each sentence below.**

1. It takes Jane 30 minutes to travel from her house in the suburbs / downtown to her office in the city centre.
2. Minh prefers the metro / sky train.

The dust and dirt from these sites have caused many problems for people's health, for example (4) _____ eyes, runny noses, and acne. All these things make Mia feel that her town is not as (5) _____ as before.

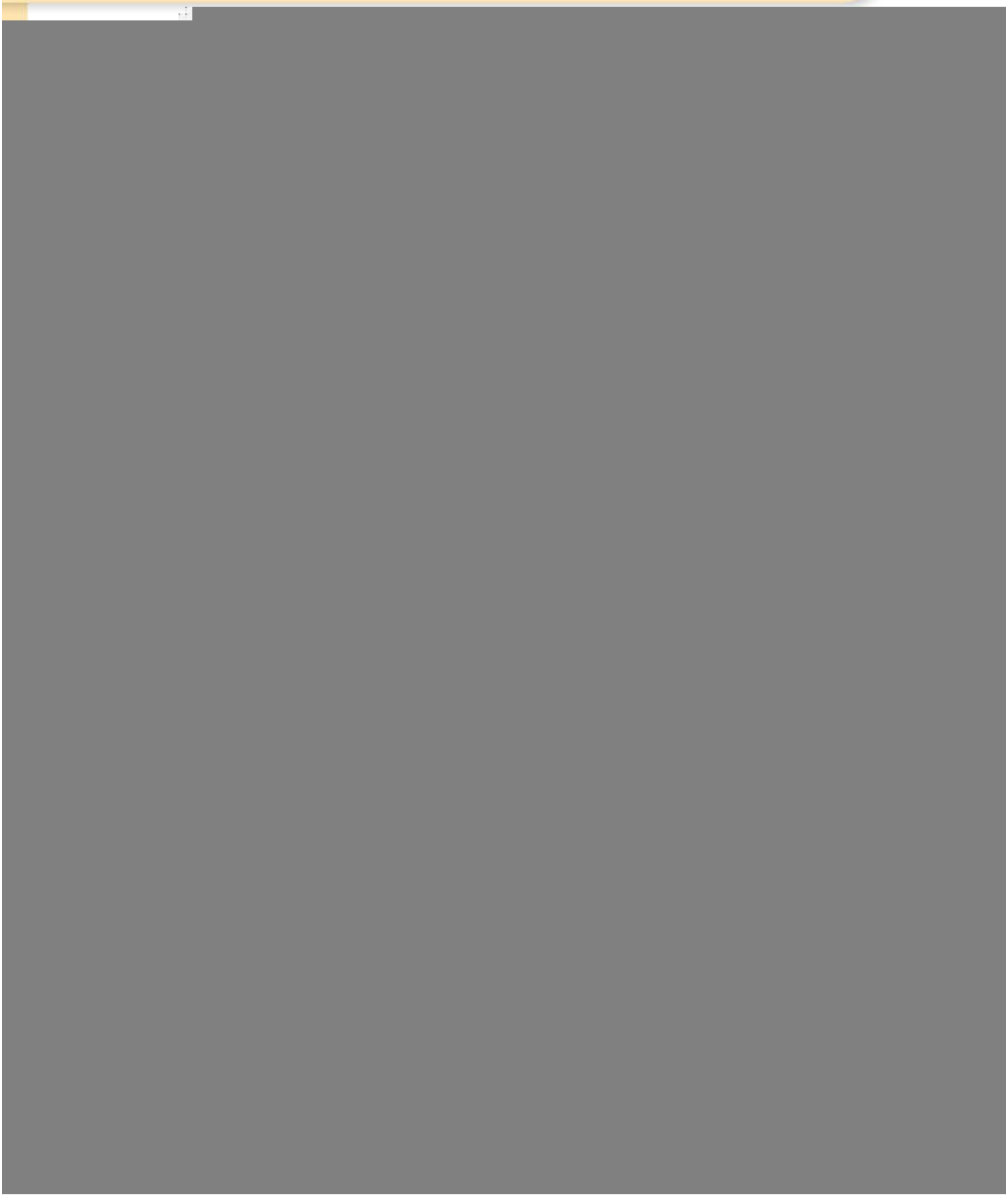
Grammar

3 **Complete the sentences with the particles in the box**

PROJECT

A CITY IN THE FUTURE

Unit 3 HEALTHY LIVING FOR TEENS



2 Read the conversation again and tick (✓) T (True) or F (False) for

3 Match the words with their definitions.

A CLOSER LOOK 1

3 Complete the sentences with the words and

A CLOSER LOOK 2

2 Circle the correct modal verbs to complete the following sentences.

4 What will you say in each situation below? Use first conditional

COMMUNICATION

Don't delay

When you complete your homework or

SKILLS 1

1. anxiety	a. more than the amount you expected or agreed to
2. additional	b. likely to make you fat
[illegible]	c. the state of feeling nervous or worried

SKILLS 2

Listening

1 **Work in pairs. Discuss the following question.**

3. Phong turns off his cell phone and signs out of social media _____ when he starts his work.

A. accounts B. networks C. websites

LOOKING BACK

Vocabulary

1 **Complete the sentences with the correct words and phrases in the box.**

stressed out	priority	delay
well-balanced	due date	

1. A _____ meal or diet contains all the different things you need to keep you healthy.

4. There are too many _____ in this classroom – it's hard for me to pay attention to the lesson.

   A. difficulties B. distractions

   C. obstacles D. omissions

5. He was in a good _____ when he got home from school.

   A. mind B. feeling

   C. attitude D. mood

Grammar

3 **Complete the sentences with the**

PROJECT

REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

3 Fill in each bl

SKILLS

Reading

1 Read parts of the notices about different workshops for teens. Tick (✓) the appropriate

Unit 4 REMEMBERING THE PAST

THIS UNIT INCLUDES:

Vocabulary
- Life in the past

Skills
- Reading about how English people kee[illegible]

2 Read the conversation again and answer the questions.

4 Look at the pictures and complete the sentences.

A CLOSER LOOK 1

3. It's our duty to keep our customs and traditions alive for future _____.

A CLOSER LOOK 2

2 Complete the sentences, using the past continuous f

4. We wish we (can spend) _____ our summer holiday on the seaside.

COMMUNICATION

many holidays during the year such as Tet and National Day. In this way, they keep

SKILLS 1

3 Read the text again and tick (✓) T (True) or F (False) for each

5 Work in groups. Match the Vi

SKILLS 2

Listening

3. Thanh's grandma _____ went to school on foot.

   A. always

LOOKING BACK

4. Festivals, which are handed down from one g_____ to the next, are an

PROJECT

Unit 5 OUR EXPERIENCES

2 **Read the conversation again and tick (✓) T (True) or F (False).**

A CLOSER LOOK 1

2. Students could see the university's facilities when they

A CLOSER LOOK 2

3 Choose the correct answer A, B, C, or D to complete each sentence.

COMMUNICATION

I had a brilliant experience by the sea with m

SKILLS 1

I have been on an unforgettable
summer c

3 Read the texts again and tick (✓) Duong or Akiko.

SKILLS 2

2 Listen to the conversation between Minh and his dad and tick (✓).

Writing

LOOKING BACK

Vocabulary

1

Grammar

[redacted]

PROJECT

Your most memorable experience

Unit 6

VIETNAMESE LIFESTYLE: THEN AND NOW

2 Read the conversation again and circle the correct answers.

3 Write the expressions from the conversation in the correct