

A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank background. The sign is made of a single piece of weathered wood with rough, splintered edges. The word 'WELCOME' is cut out of the wood, revealing a white surface underneath. The sign is held in place by two small wooden pegs on either side. Above the sign, a thin wooden branch is tied to the wall, forming a triangular shape. A vibrant red rose with green leaves is tucked behind the sign on the right side. The background consists of vertical wooden planks painted in a bright teal color, showing signs of wear and age.

WELCOME

Speaking 3

Lecturer: Le Thi Hanh, M.A



1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)



Đánh giá kết quả học tập

Mid-term Test

Final Test
(Ngày 27/5)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

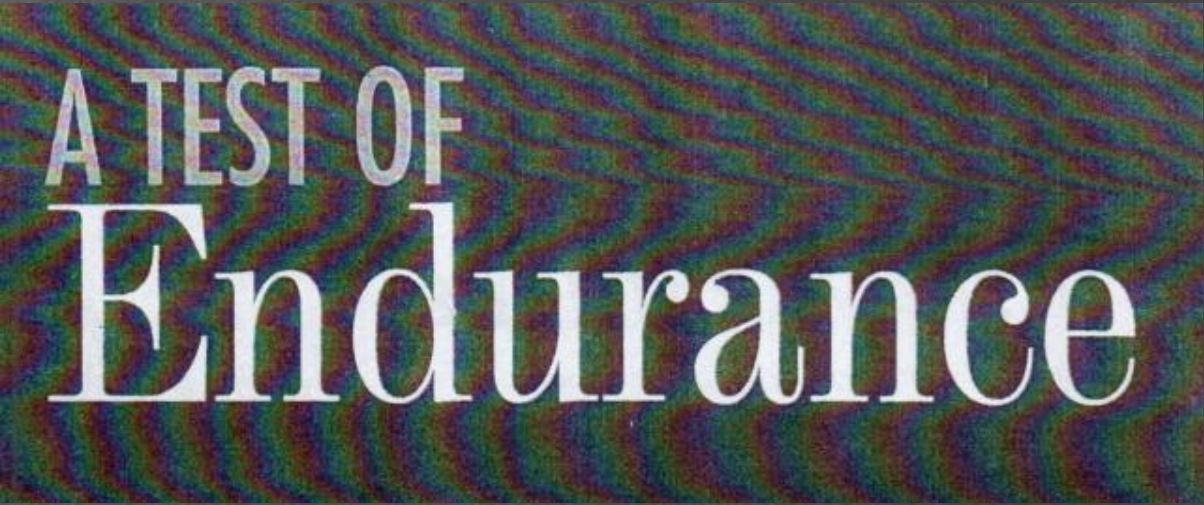
DAY 5

DAY 6

DAY 7

DAY 8

Unit 1



VOCABULARY

GRAMMAR


PRONUNCIATION

SPEAKING SKILL

SPEAKING TASKS





 Read the conversation between a reporter and an ultra-long-distance swimmer. Notice the boldfaced words.

REPORTER: How did it go out there?

SWIMMER: I'm OK, but it was a tough day. I fell behind the group about halfway, and that really **(1) threw me for a loop**. I never felt the same after that.

REPORTER: How come?

SWIMMER: Well, sometimes I can **(2) be my own worst enemy**. I mean, I start thinking negative thoughts, and I don't swim well.

REPORTER: How did you keep yourself going after that?

SWIMMER: I **(3) set my heart on finishing the race**. I really want it. I got a good start, and I don't want to **(4) blow my chance**.

REPORTER: So, after your problems today, what's your plan for tomorrow?

SWIMMER: Well, I want to enjoy myself more.

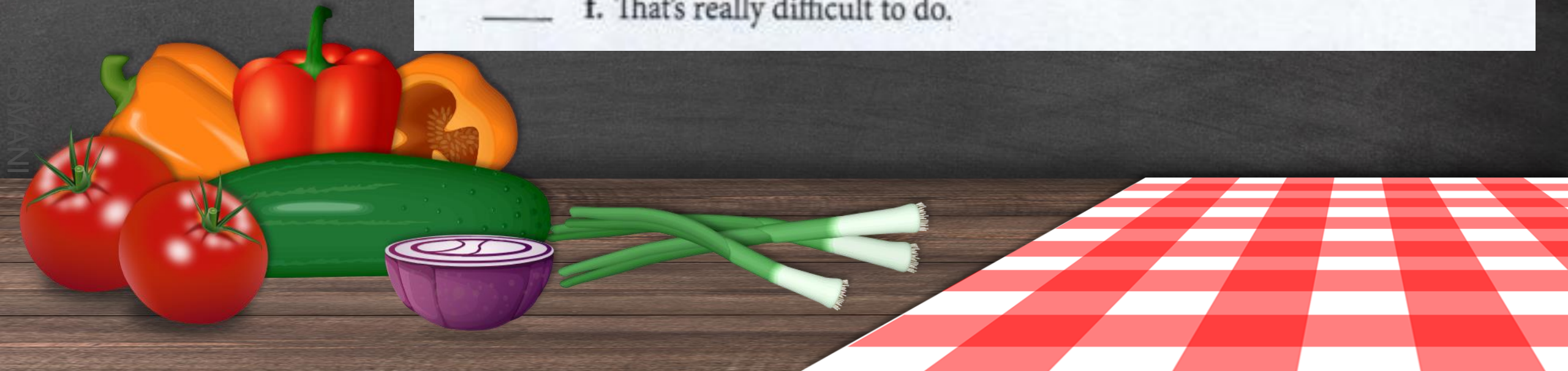
REPORTER: **(5) Easier said than done!**

SWIMMER: So true! But I know **(6) I have what it takes to finish the race**, so I just need to go out and try my best.



2 Match the boldfaced words with their meanings. Write the correct number.

- _____ **a.** decided that I really wanted to do this
- _____ **b.** miss my opportunity by making a mistake
- _____ **c.** I have the ability to be successful.
- _____ **d.** surprised and confused me
- _____ **e.** behave in a way that causes problems later
- _____ **f.** That's really difficult to do.



CREATE

Work with a partner. Think about an important goal you have in your life. It can be a goal in sports, school, work, or other areas. Take turns asking and answering the questions. Use the words and phrases from the box in your answers.

Questions

1. What is your goal?
2. When did you set this goal?
3. What is your motivation for setting this goal?
3. How is your experience so far?
4. What challenges make it difficult to achieve you
5. Do you have what it takes? Why or why not?

be my own worst enemy

blow my chance

easier said than done

endurance

format

motivation

opponent

set (your) heart on

throw (me) for a loop

unique

Example

STUDENT A: What is your goal?

STUDENT B: My goal is to be a newspaper reporter.

STUDENT A: When did you set this goal?

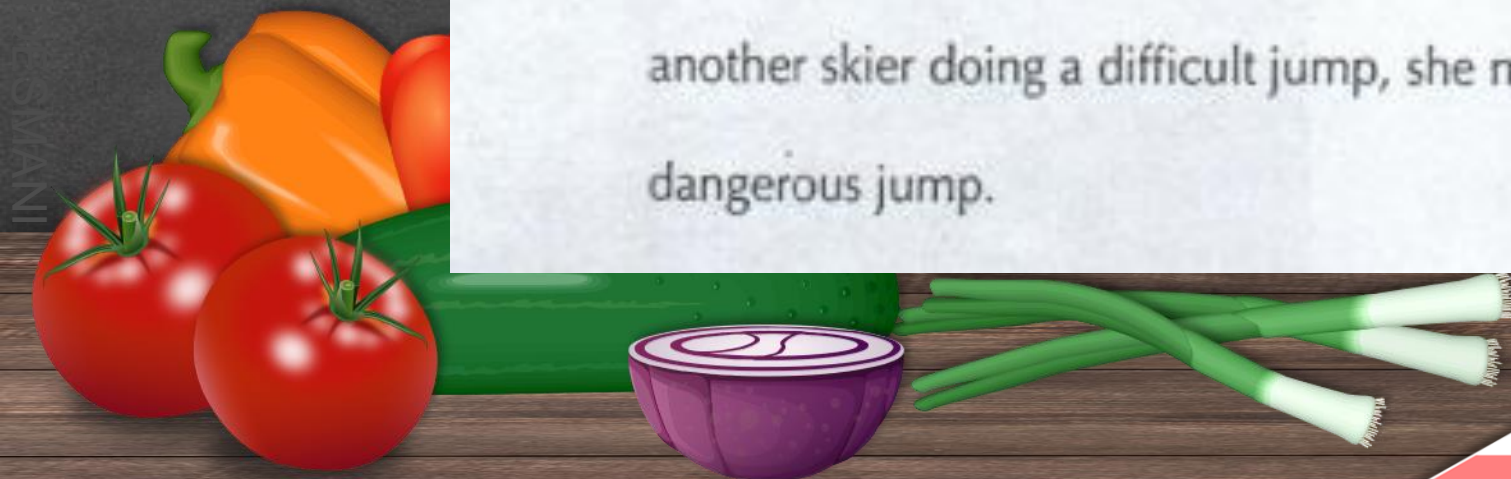
STUDENT B: I set my heart on it in high school when I worked on the school newspaper. I really enjoyed the challenge.

GRAMMAR



Read the excerpt from an article about motivation. The boldfaced words are reflexive and reciprocal pronouns. Draw an arrow from the pronouns to the words they refer to.

What motivates an extreme athlete like Jay Batchen to push **himself** to the limit? One thing we know is that athletes like Jay tend to be risk takers. They feel excited when they put **themselves** in risky or dangerous situations. This feeling can become stronger when athletes compete against **one another**. For example, if an extreme skier sees another skier doing a difficult jump, she might challenge **herself** to do an even more dangerous jump.



REFLEXIVE AND RECIPROCAL PRONOUNS

1. Use a reflexive pronoun when the subject and object of a sentence are the same person or thing. The reflexive pronouns are:

myself

ourselves

Jay Batchen pushes himself to the limit.

yourself

yourselves

herself

himself

themselves

They put themselves in dangerous situations.

itself

2. Use *yourself / yourselves* in imperative sentences that are reflexive. Use:

- *yourself* when the subject is singular
- *yourselves* when the subject is plural

(you) Believe in yourself and you will succeed.

(you) Prepare yourselves for a tough race.

NOTE: In imperative sentences, the subject is *you*, even though it isn't stated.

3. Use a reciprocal pronoun when the subject and object are the same people, and the people have a relationship. Use:

- *each other* for two people.

Marge and Susan competed against each other.



PRONUNCIATION

EXPRESSIONS WITH *OTHER*

The word *other* joins very closely to the word in front of it or the word that follows it. In *another*, the two words (*an* and *other*) are written together. In the expression *each other*, the two words are written separately, but they are joined just as closely together.

🔊 Read and listen to the conversation. Notice the boldfaced words.

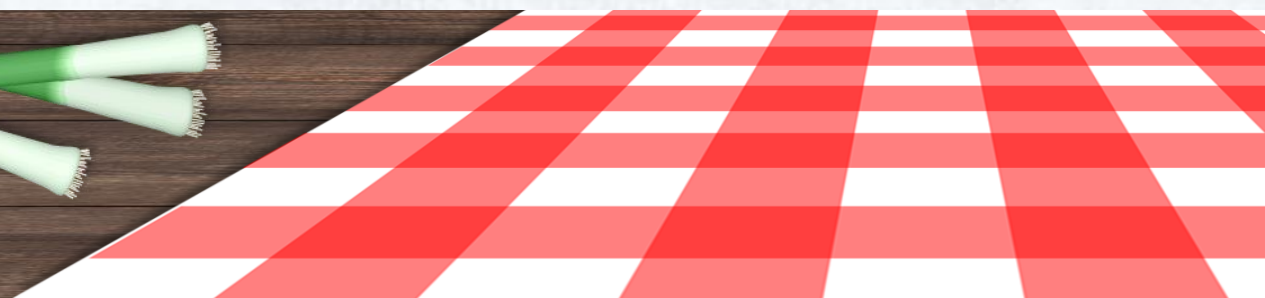
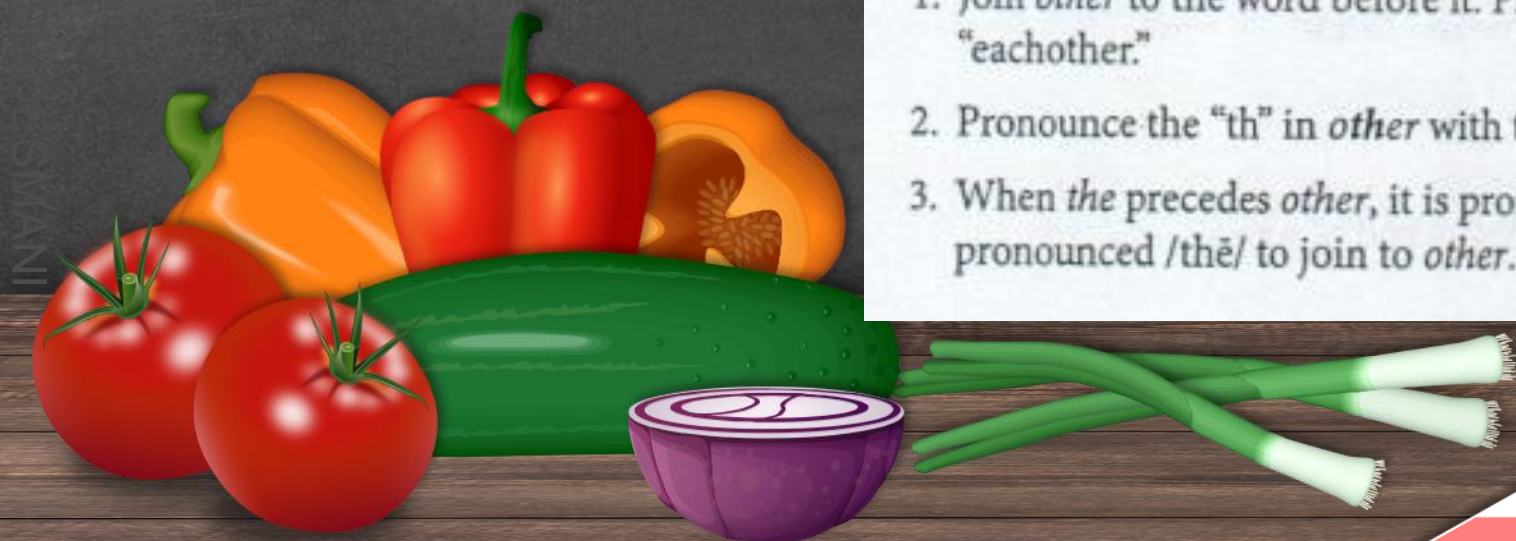
Example

A: **The other** night I was talking to my roommate about starting a regular exercise program. She wants to start, too.

B: You should do it together. You'll motivate **each other**.

A: I have **another** motivation—the clothes in my closet that don't fit anymore!

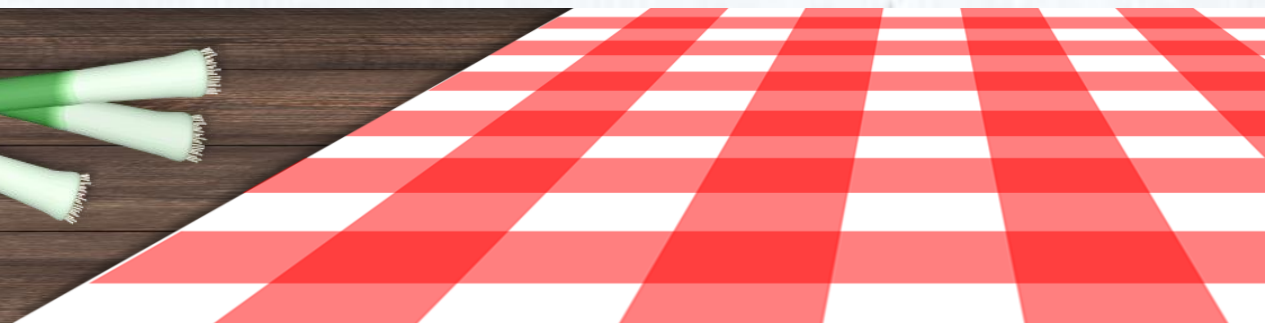
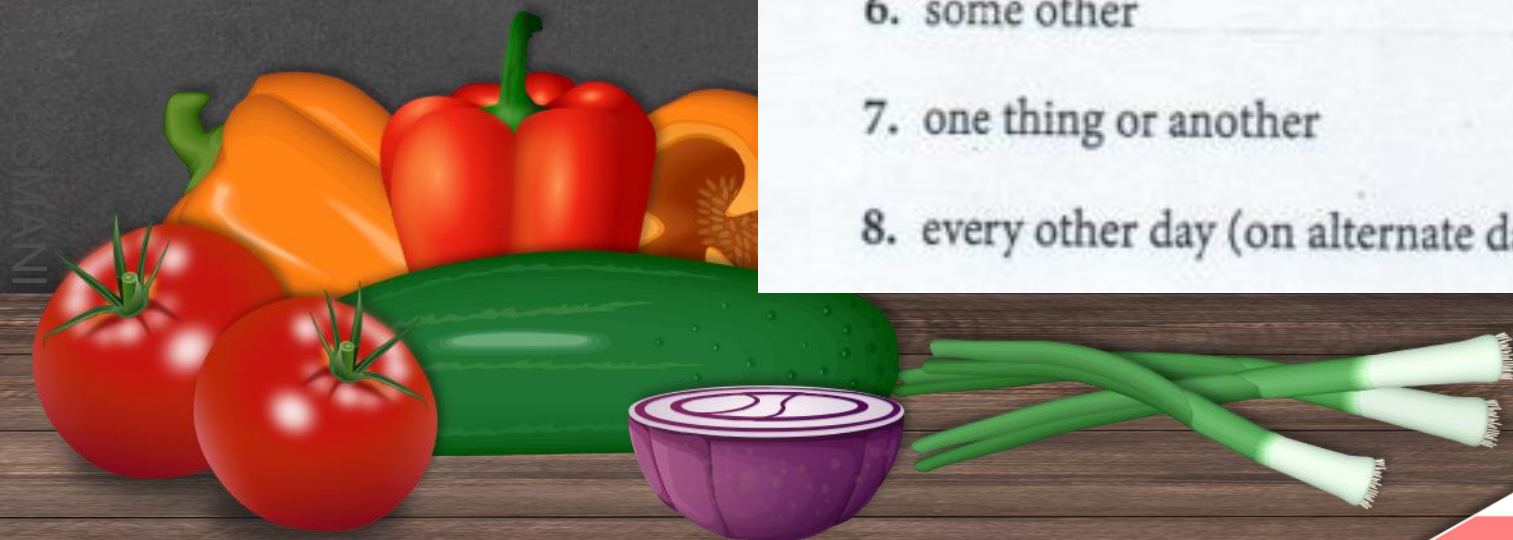
1. Join *other* to the word before it. Pronounce the two words as if they were one word. Say "eachother."
2. Pronounce the "th" in *other* with the tip of your tongue between your teeth. Try it.
3. When *the* precedes *other*, it is pronounced /thē/ (the *e* sounds like the vowel in *tree*). Use *the* pronounced /thē/ to join to *other*. Try it: /thē/ other





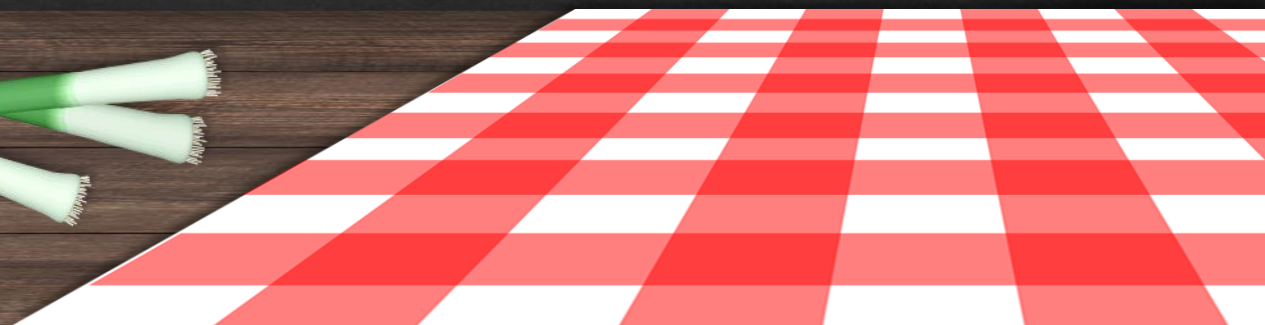
1 Listen to the phrases and repeat them. Then choose three phrases and say them to the class. Join the words together closely and don't forget to pronounce **th** (/ð/) correctly.

1. the other night (recently, at night)
2. the other day (recently)
3. something or other (an idiom for "something")
4. one another
5. each other
6. some other
7. one thing or another
8. every other day (on alternate days: Monday, Wednesday, Friday, etc.)



2 Fill in the blanks with expressions from Exercise 1. Check your answers with a partner's and then practice reading the sentences to your partner. Join words together and pronounce the "th" in "other" carefully.

1. _____ my two roommates and I go for a long walk.
2. _____ we were walking in the park behind a very old couple.
3. They were holding hands and talking to _____.
4. The woman slipped on _____ and fell.
5. _____ people were passing by, but they didn't do anything.
6. We ran to help them, and when we saw them, we realized we all knew _____ . They live in our building.



SPEAKING SKILL

ASKING FOR AND EXPRESSING OPINIONS

To keep a conversation going (and to make it interesting), it is important for everyone to share ideas. To do this, express your opinion, ask for other people's opinions, and agree or disagree with other people's opinions.

🎧 Read and listen to the conversation. Notice the language used to ask for and express opinions.

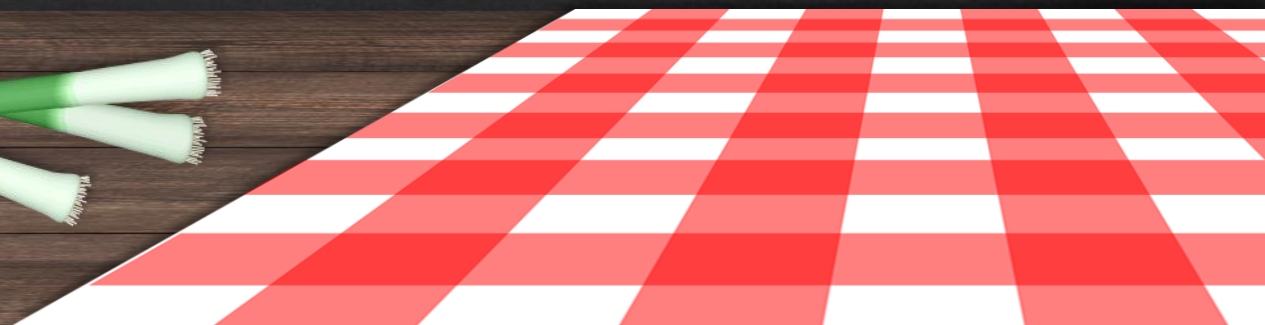
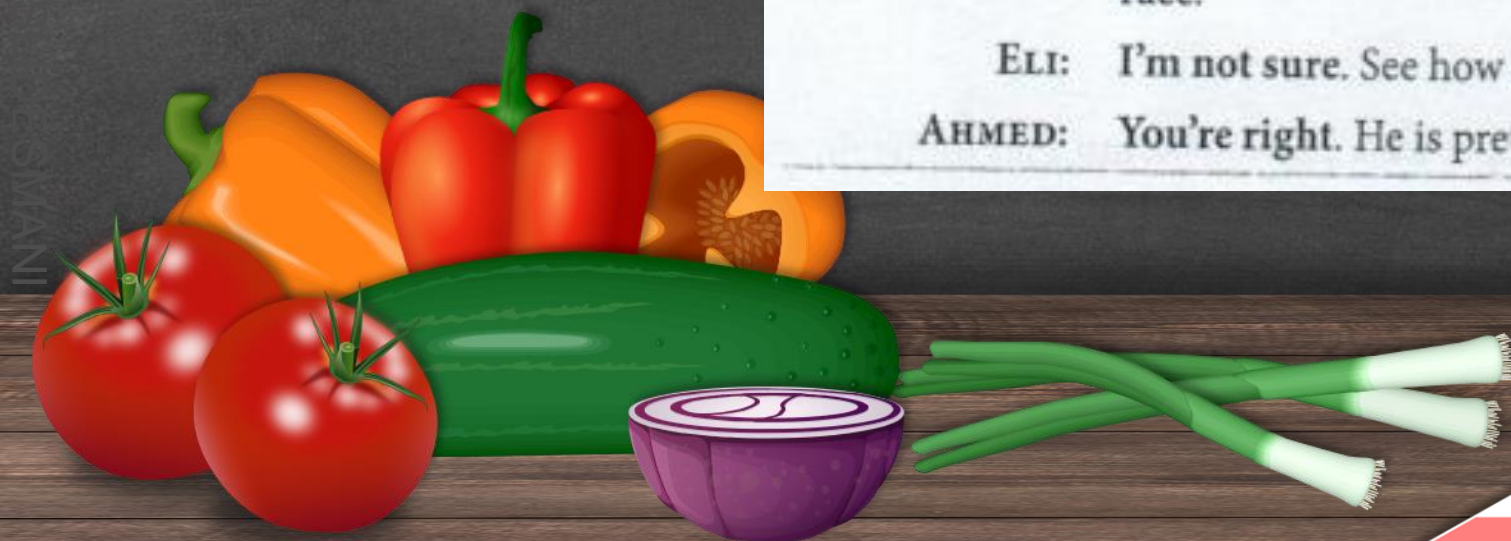
Example

SUNG LEE: Look at that guy. **What do you think** he's doing?

AHMED: **It looks like** he's running forward and then backward. Maybe he's training for a race.

ELI: I'm not sure. See how slowly he's going? He can't be a racer.

AHMED: You're right. He is pretty slow. **I think** he's probably just doing that for fun.



STEP 2: Research the sport on the Internet or in the library. Find a picture of the sport and answer the questions.

1. What do you do in this sport?
2. What is dangerous about this sport?
3. Why do people like this sport?
4. What other information can you find about this sport?

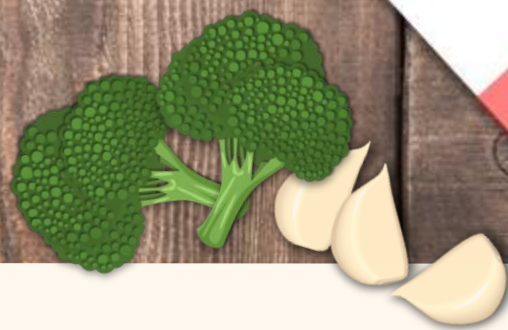


A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of weathered wood with a rough, splintered edge. It is held in place by two small wooden pegs. A red rose with green leaves is tucked behind the sign on the right side. A thin wooden stick is attached to the top of the sign, forming a triangular shape.

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Unit 2

AVOIDING IDENTITY Theft

VOCABULARY

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VOCABULARY

REVIEW

A word can have a meaning that is positive (good), negative (bad), or neutral (neither good nor bad). This is called the *connotation* of a word or expression. For example:

POSITIVE	NEGATIVE	NEUTRAL
safe	fraud	department store

authorize

charge

commit

confirm

deal with

purchase

risk

shred

tip

victim

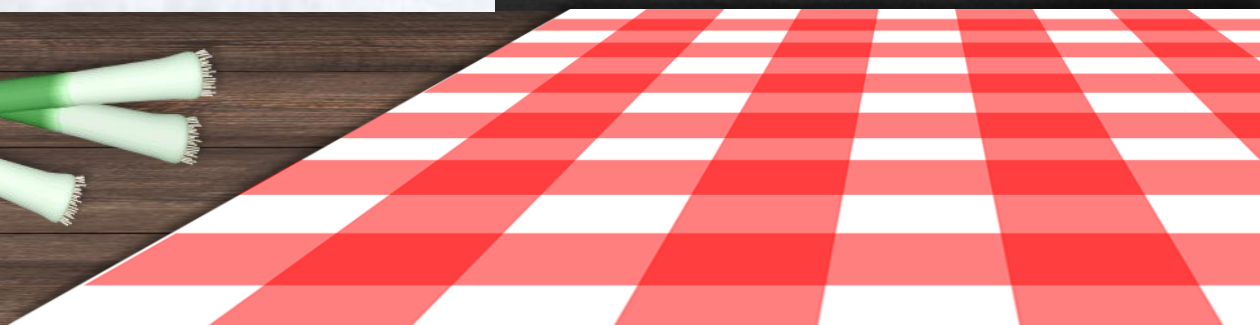
exposed

file a complaint

paranoid

proof of identification

protect



EXPAND

1 Read the e-mails from Lucia to her friend Shu Li. Notice the boldfaced words.



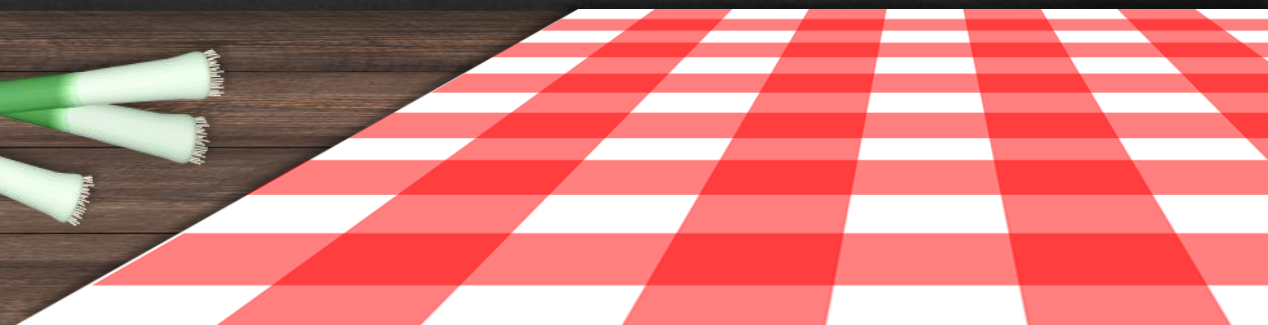
To: shuli2@yoohoo.com
From: shopgirl@uol.com
Subject: Bad news!

Shu Li,
Bad news! Someone **ripped me off!** You know how I left my bank card in the machine? Well, someone got it and **cleaned out** my account. There isn't a penny left. I don't know what to do!
Lucia



To: shuli2@yoohoo.com
From: shopgirl@uol.com
Subject: Better news!

Hey again!
Turns out a guy in our neighborhood was "shoulder surfing" at bank machines. He watched me enter my password at the ATM. Then when I left my card, he used my password to steal from my account. The good news is the police caught him and **put him away**. **Better watch out for** it next time you're at a bank machine!
Lucia



2 Circle the best synonym or definition for each boldfaced word.

- | | | |
|-------------------------|------------------|---------------|
| 1. rip off | steal | keep |
| 2. clean out | steal everything | pay |
| 3. turn out | cause | result |
| 4. put away | let out of jail | put in jail |
| 5. watch out for | ignore | be careful of |

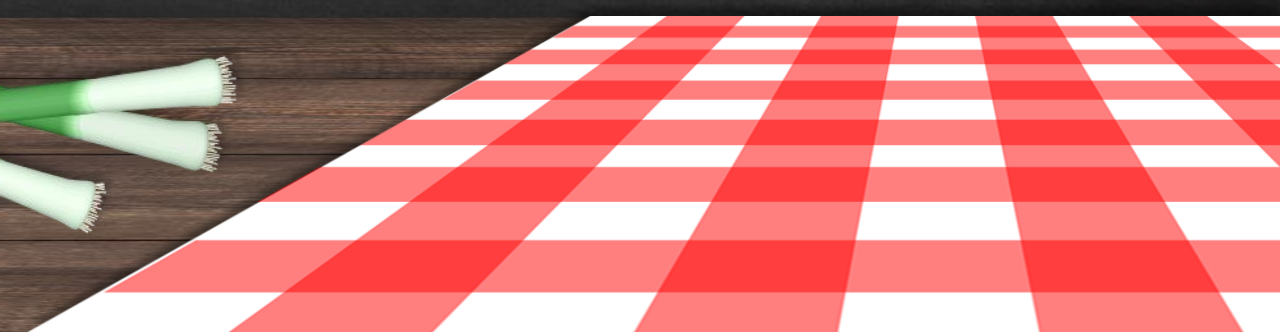
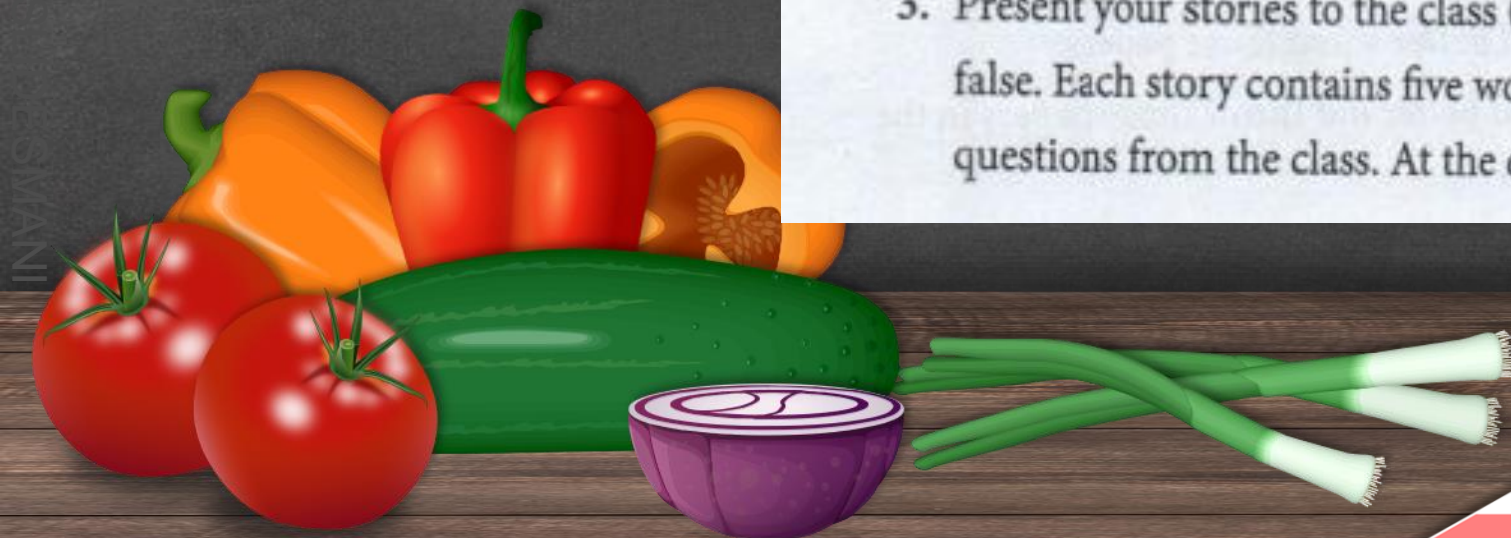


CREATE

Work in groups of three. Play the game To Tell the Truth. Follow the steps.

Game: To Tell the Truth

1. Think of a time when something was stolen from you. Form a group with two other students and share your story.
2. One member of your group will tell his or her *true* story to the class. The other two members will each tell a story that is not true. Decide who will tell the truth and who will lie. Each group member writes down five words or phrases from the vocabulary box to use in his or her story.
3. Present your stories to the class (Remember: One story is true, the other two are false. Each story contains five words from the vocabulary box.) After each story, take questions from the class. At the end, ask the class to guess which story is true.



GRAMMAR

 Look at the picture and read the conversation. Notice the boldfaced modals of advice.



DAUGHTER: I got my first credit card in the mail today!

MOTHER: You **should** sign it right away! And you'd **better not** lose it.

DAUGHTER: Mom, you **ought to** stop worrying so much!

MODALS OF ADVICE

1. Use *should* to ask for advice.

Should I show them proof of identification?

What should I do if someone steals my passport?

2. Use *should*, *should not*, and *ought to* to give advice.

He should get a locked mailbox.

They shouldn't send personal information by e-mail.

NOTE: *Ought to* is generally not used with a negative in American English.

You ought to ask your boss to keep your personal information in a locked file.

3. Use *had better* (*'d better*) and *had better not* (*'d better not*) to give strong advice.

We'd better shred those papers.


You'd better not throw those papers in the trash.



PRONUNCIATION

RECOGNIZING COMPOUNDS

Compounds are two nouns used together to name one thing, for example, *mailbox*. In *mailbox* the two nouns are written together as one word. These compounds are easy to recognize. Other compounds, like *identity theft* and *credit card*, are written as two words. Compounds have a special pattern of stress and pitch.

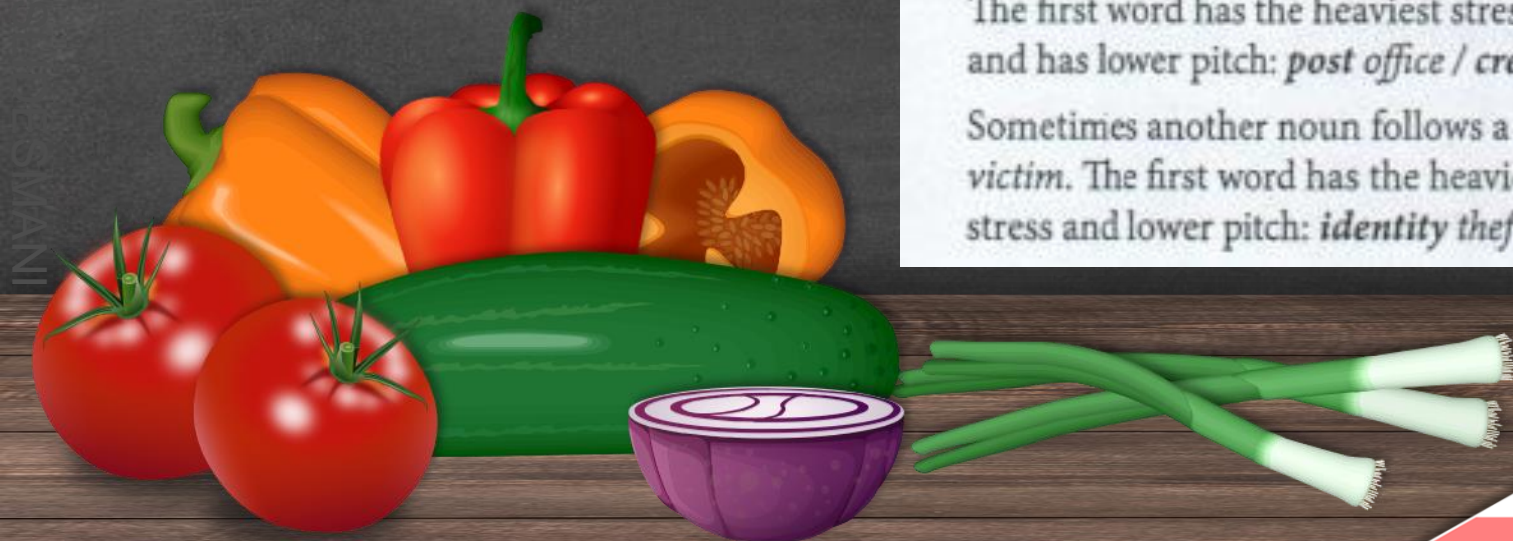
 Read and listen to the compounds. Repeat them.


Examples

- | | |
|--------------------------|--------------------------|
| 1. <i>post office</i> | 5. <i>mailbox</i> |
| 2. <i>credit card</i> | 6. <i>police station</i> |
| 3. <i>identity theft</i> | 7. <i>bank account</i> |
| 4. <i>garbage can</i> | 8. <i>roommate</i> |

The first word has the heaviest stress and higher pitch. The second word is not stressed as much and has lower pitch: *post office* / *credit card*

Sometimes another noun follows a compound, making a three-word compound: *identity theft victim*. The first word has the heaviest stress and highest pitch. The following words have less stress and lower pitch: *identity theft victim*



1  Listen to the nouns and repeat them. Circle the words that are pronounced as compounds, with heavy stress and high pitch on the first word. Compare your answers with a partner's.

1. diamond ring

5. Internet fraud

9. web site

2. charge accounts

6. police report

10. personal information

3. online


7. five thousand dollars

11. 10-dollar bill

4. e-mail

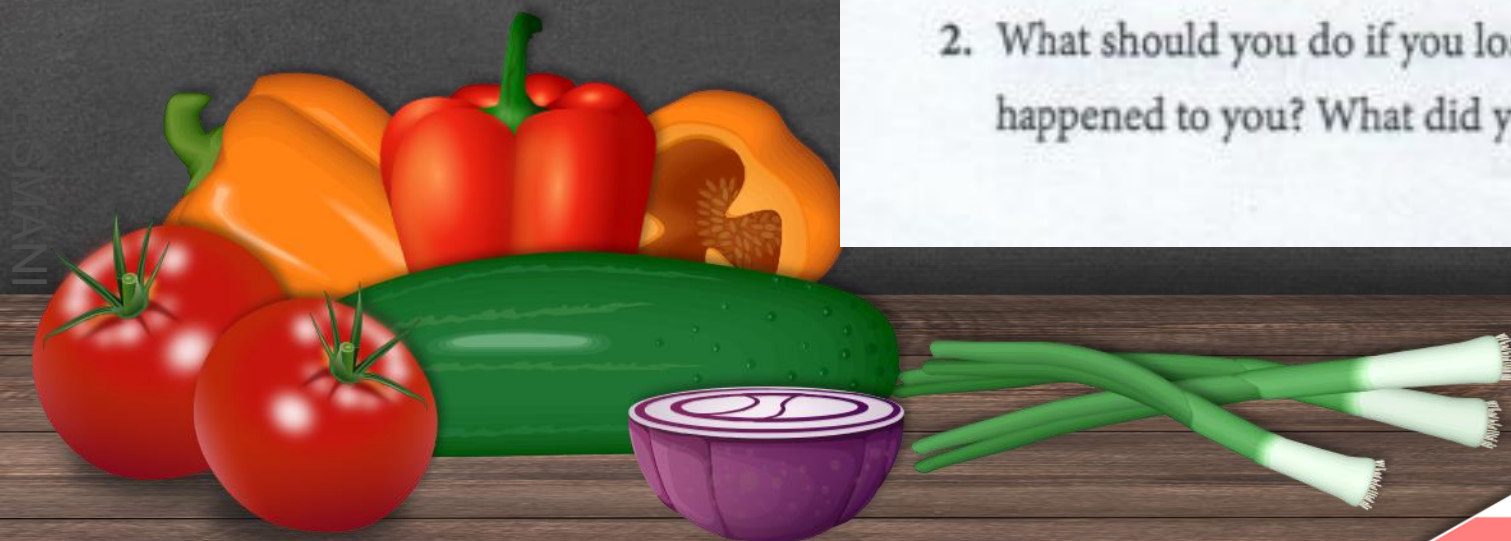
8. ID

12. mailbox key

2  Work with a partner. Answer the questions. Pronounce the compounds correctly.

1. What's in your wallet?

2. What should you do if you lose your wallet or if someone steals it? Has this ever happened to you? What did you do?



SPEAKING SKILL

KEEPING A CONVERSATION GOING

To keep a conversation going, both speakers need to *show that they are listening* and sometimes *encourage the other person to keep talking*.

🎧 Listen to and read the conversation. Notice the underlined words and the rising or falling intonation for each.

Example

A: So, I got a call from this guy . . .

B: Uh-huh.

A: And he wanted me to give money to some organization called Amazon Rainforest something or other. You know what I'm talking about?

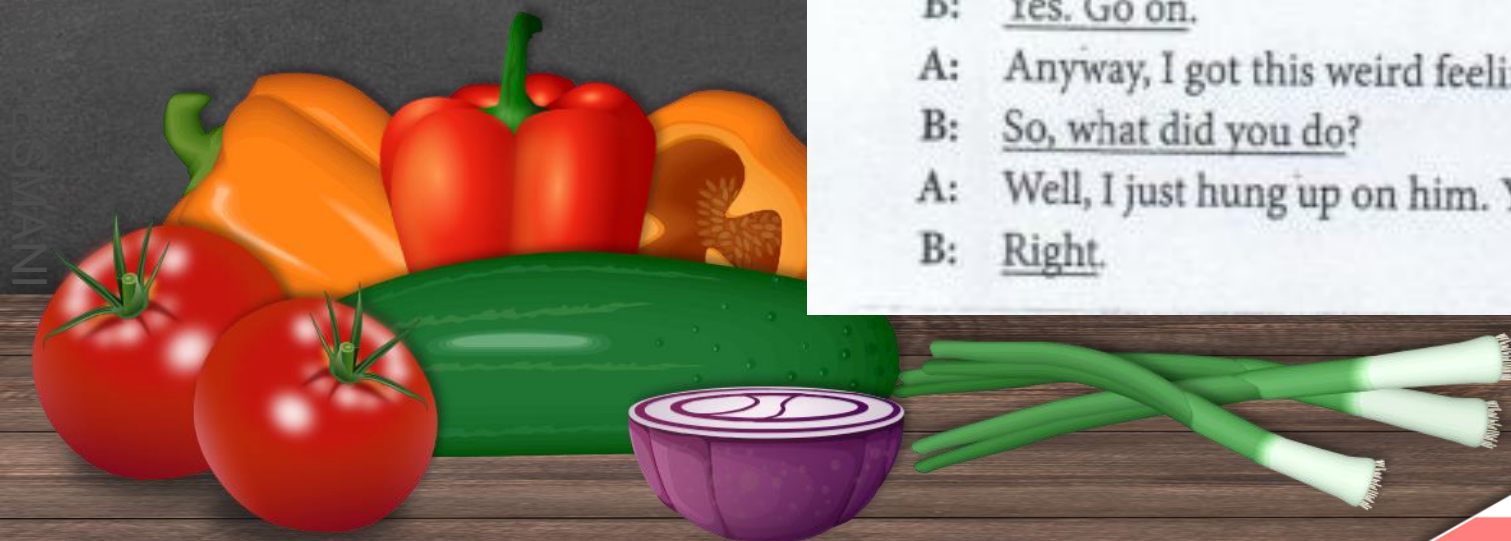
B: Yes. Go on.

A: Anyway, I got this weird feeling from him. Basically, I didn't trust him.


B: So, what did you do?


A: Well, I just hung up on him. You'd better be careful about these things, right?


B: Right.





TO SHOW YOU ARE LISTENING

 Yeah . . . (rising)


 Uh-huh . . . (rising)


 OK . . . (rising)


 Right. (falling)

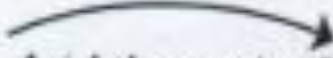
 Wow! (falling)

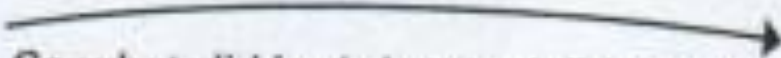
TO ENCOURAGE THE SPEAKER TO KEEP TALKING

 Yes. Go on. (falling)

 And? (rising)

 So? (rising)

 And then what? (falling)

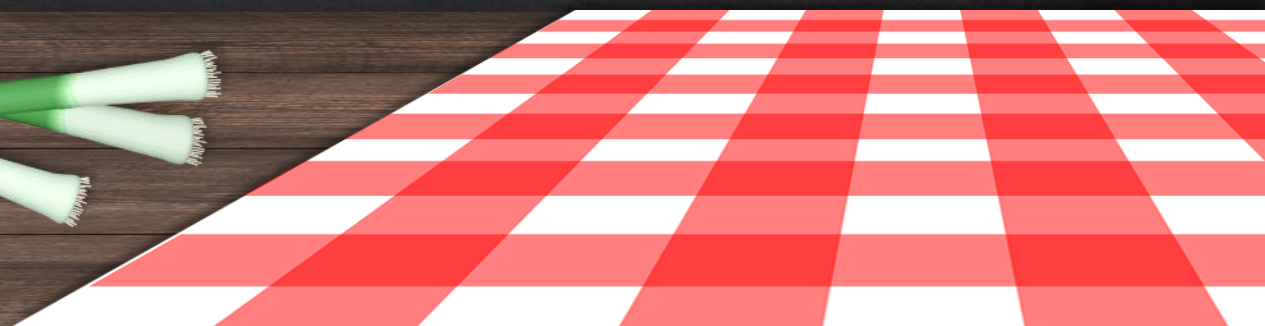
 So what did he / she say / did you do /
happened next? (falling)



ALTERNATIVE SPEAKING TOPICS

Discuss one or more of the topics. Use the vocabulary and grammar from the unit.

1. Why would someone want to be an identity thief? What would life as an identity thief be like?
2. Before the Internet was invented, was identity theft possible? How was it different?
3. What new kinds of identity theft might we have to deal with in the future?

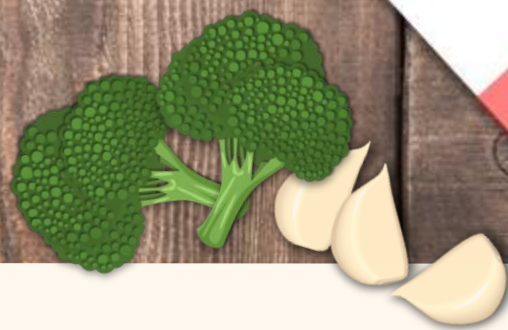


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Unit 3



VOCABULARY

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1 Read the article about space tourism. Notice the boldfaced words.

Space Tourism

Have you ever wanted to travel into space? Several companies want to take **commercial** passengers into space—for a price.

There is only one passenger on each flight of the Lynx spacecraft. The passenger sits in front next to the pilot. The spacecraft takes off from the ground like an airplane and then goes almost straight up. After leaving Earth's **atmosphere**, the engines turn off. Outside of Earth's **gravity**, travelers experience weightlessness for about four minutes. They also get an amazing view of Earth. The spacecraft slowly floats back to Earth to land. The cost for the 30-minute flight is \$95,000 per person.

Two passengers travel with the pilot in a Soyuz spacecraft for a private mission to circle the moon. First, they spend 10 days on the International Space Station. Then the spacecraft makes a four-day circle around the moon. It comes within 100 kilometers of the moon's **surface**, giving travelers a view of the moon that only a few **astronauts** have seen. Seats on the flight cost \$150 million each.

2 Complete the definitions. Write the correct letter.

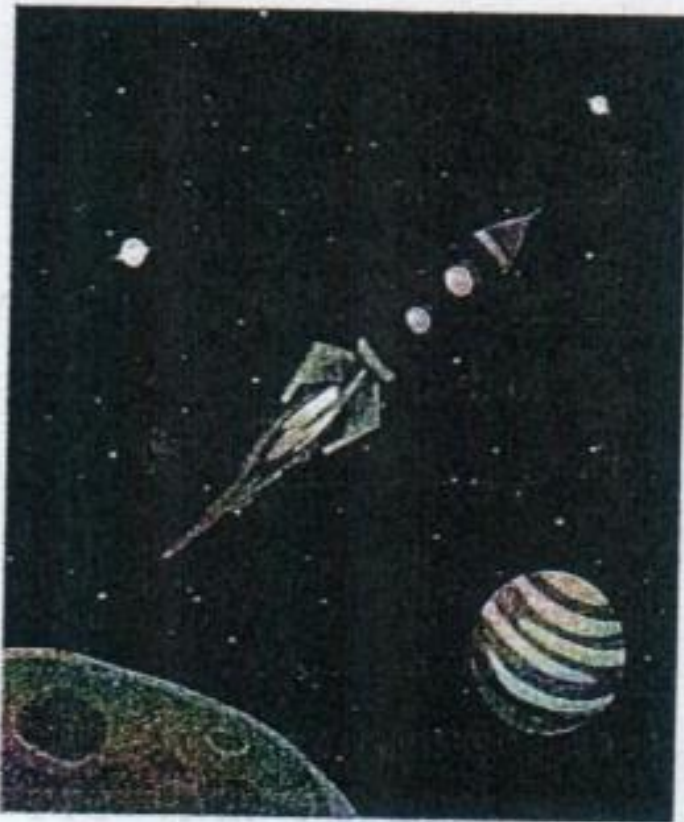
- | | |
|---|---|
| _____ 1. A seat on a commercial spaceflight is | a. a person who travels and works in space. |
| _____ 2. Earth's atmosphere is | b. a trip by a spacecraft to complete a specific task. |
| _____ 3. Gravity is | c. sold by a business to make money. |
| _____ 4. A mission is | d. the force that causes something to fall to the ground. |
| _____ 5. The surface is | e. the mixture of gases that surrounds Earth. |
| _____ 6. An astronaut is | f. the top area of something. |



GRAMMAR



What do you know about space? Take the Space Quiz. Check (✓) the statements that are true. Notice the boldfaced verbs.



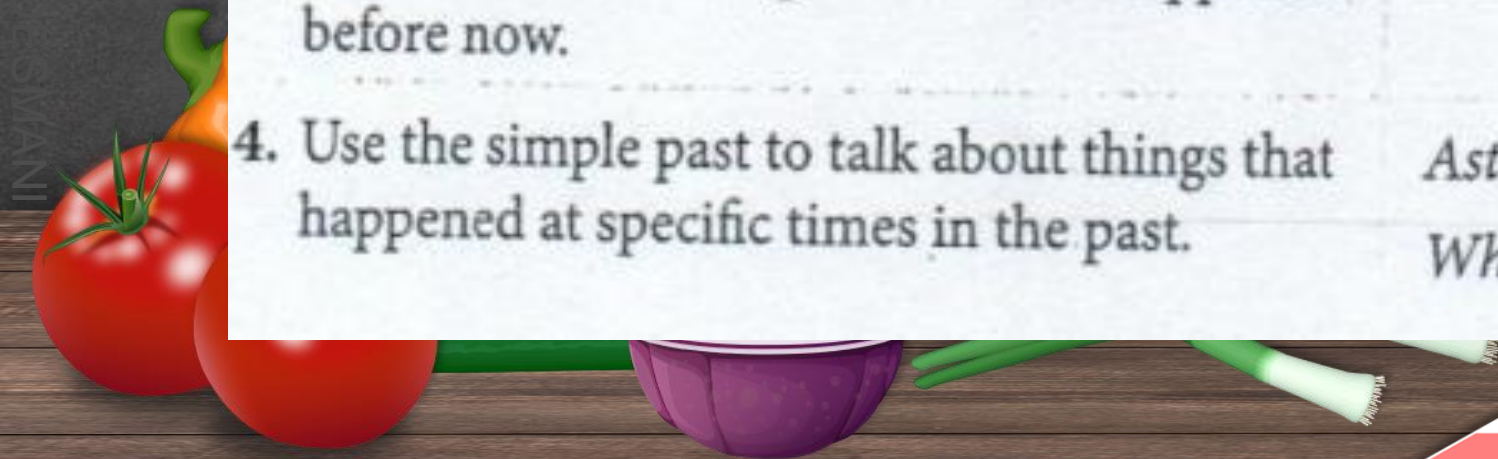
Space Quiz

- 1. Twelve astronauts **have walked** on the moon.
- 2. Astronomer Carl Sagan's 1980 TV series *Cosmos* **created** popular interest in space.
- 3. NASA **has sent** schoolchildren to the International Space Station.
- 4. In 1970, the *Apollo 13* spacecraft **collided** with a satellite.
- 5. Astronauts **haven't landed** on Venus yet.



PRESENT PERFECT AND SIMPLE PAST

- | | |
|--|--|
| 1. Use the present perfect to talk about things that happened at an indefinite time in the past. | <i>Astronauts have landed on the moon.
Have they landed on Mars?</i> |
| 2. Use the present perfect and adverbs like <i>twice</i> or <i>many times</i> to talk about repeated actions at some time in the past. | <i>The astronaut has gone to the International Space Station many times.
How many times has he gone there?</i> |
| 3. Use the present perfect with <i>not . . . yet</i> to talk about something that has not happened before now. | <i>Astronauts haven't traveled to Mars yet.</i> |
| 4. Use the simple past to talk about things that happened at specific times in the past. | <i>Astronauts first landed on the moon in 1969.
When did they land on the moon?</i> |



HISTORY OF THE SPACE AGE

The modern Space Age began in 1942 when the first rocket entered outer space. Since then, many new records for space travel have been set.

CATEGORY	TOTAL NUMBER DURING SPACE AGE	FUN FACT
Women in space	More than 55 women	First woman in space: Valentina V. Tereshkova, 1963
Satellites in orbit	thousands of satellites	First satellite to orbit Earth: <i>Sputnik 1</i> , 1957
People in space	more than 500 astronauts	First person in space: Yuri Gagarin, 1961
People in space for more than one year	4 people	Longest time in space: Valeri Polyakov, 437 days
People on the moon	12 astronauts	First humans on the moon: crew of the <i>Apollo 11</i> , 1969
Spacewalks	More than 130 so far ¹	First spacewalk: 23 minutes, Alexi Leonov, 1965 ² Longest spacewalk: 8 hours 56 minutes, Susan J. Helms and James Voss, 2001
Number of manned spaceflights	About 300 so far	Most spaceflights: 7 trips, Jerry Ross (between 1985–2002) and Franklin Chang-Diaz (between 1986–2002)



PRONUNCIATION

SIMPLE PAST AND PAST PARTICIPLES: *-ED* ENDINGS

- The ending *-ed* is pronounced three ways:
- As /əd/ when the base verb ends in a /t/ or /d/ sound. This adds a syllable.
- As /t/ when the base verb ends in a voiceless sound
- As /d/ when the base verb ends in a vowel or voiced sound

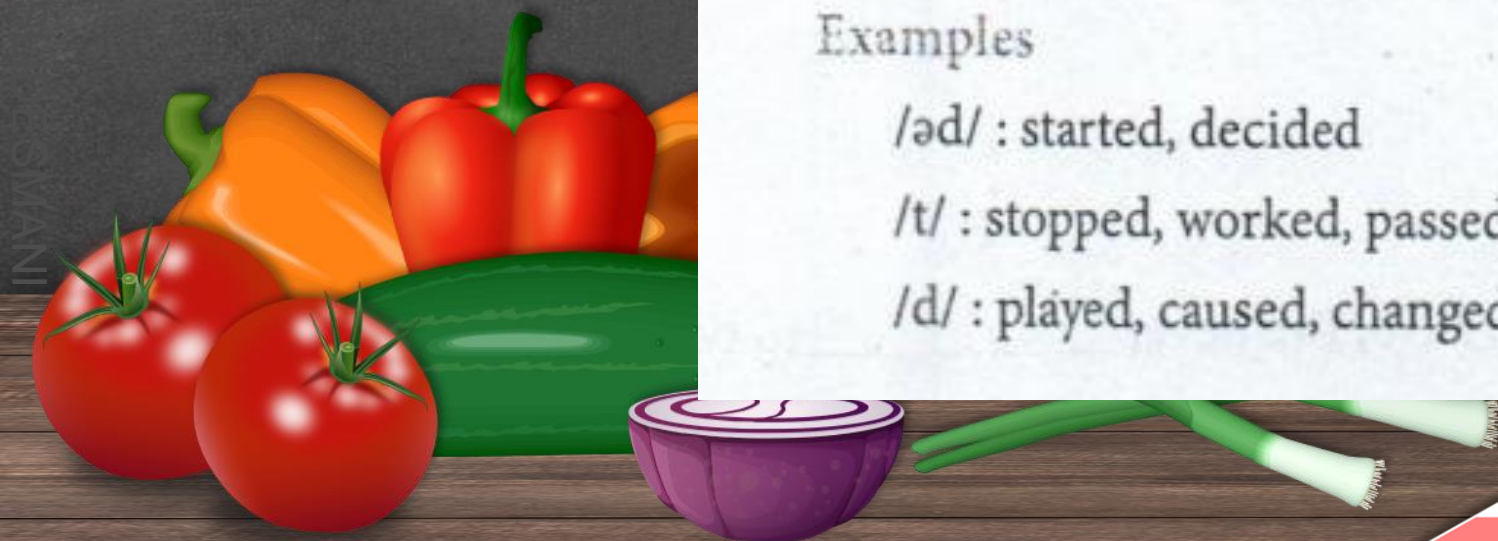
🔊 Listen to the examples and repeat.

Examples

/əd/ : started, decided

/t/ : stopped, worked, passed, watched

/d/ : played, caused, changed, returned, traveled





Listen to the **-ed** sound in the underlined words. Check (✓) the sound you hear.

- | | /əd/ | /t/ | /d/ |
|---|--------------------------|--------------------------|--------------------------|
| 1. The satellite <u>exploded</u> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The debris <u>damaged</u> the spacecraft. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Scientists have <u>tracked</u> its orbit for many years. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have they <u>solved</u> the problem yet? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Debris <u>surrounded</u> the planet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. How many astronauts have <u>walked</u> on the moon? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. NASA <u>decided</u> to end the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. What <u>caused</u> the damage? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. They <u>finished</u> the spacewalk in less than an hour. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SPEAKING SKILL

SUPPORTING YOUR OPINIONS

Read the following blog about space junk. Notice the words and phrases in **bold**.

I think we should stop going into space until we figure out what to do with all the junk we leave up there. **One reason** is that it might come crashing down on us! For example, a woman in Texas was hit by a piece of space debris. **She was walking in a park early one morning when a small piece of metal landed on her shoulder.** This is the only time someone has been hit by space junk so far, but

Ways to Support Your Opinions

For a strong opinion, use all three ways to support your idea.

GIVE A REASON	<i>One reason . . .</i> <i>Another reason . . .</i> <i>. . . because . . .</i>	<i>One reason we should clean up space junk is that it could come crashing down on us.</i> <i>We should clean up space junk because it could come crashing down on us.</i>
GIVE AN EXAMPLE	<i>For example . . .</i> <i>For instance . . .</i> <i>Another example . . .</i> <i>Let me give an example . . .</i>	<i>For example, a woman in Texas got hit by a piece of space junk.</i> <i>Let me give an example. A woman in Texas got hit by a piece of space junk.</i>
ELABORATE	(explain in more detail)	<i>She was walking in a park early one morning when a small piece of metal landed on her shoulder</i>



ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. Some people are interested in business opportunities in space. One idea is to start a space tourism business and charge money to take people into space. Another idea is to get minerals and metals from asteroids and sell them on Earth.
 - a. Do you think it is a good idea to allow companies to use space for commercial purposes? Why or why not?

2. People have wondered if there is other intelligent life in the universe. Although we have not found any extraterrestrials¹ yet, scientists have found other planets that could support life. We have tried to send messages into space and listened to signals from other planets, but so far there has been no communication.
 - a. Do you think it is a good idea to look for extraterrestrials? Should we try to communicate with them? Why or why not?
 - b. There are many images of extraterrestrials in movies, TV shows, and books. If we found real extraterrestrials, do you think they would be similar to those fictional beings?

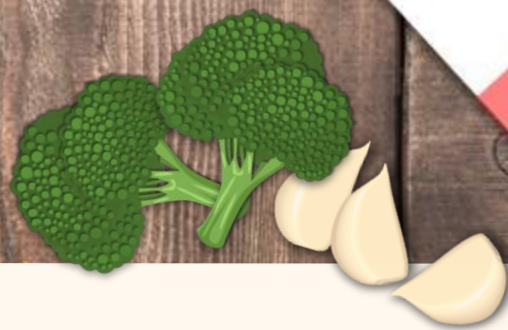


A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank background. The sign is made of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. A red rose with green leaves is tucked behind the right side of the sign. A thin wooden stick is attached to the top of the sign, forming a triangular shape.

WELCOME

Speaking 3

Lecturer: Le Thi Hanh, M.A



1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)



Đánh giá kết quả học tập

Mid-term Test	Final Test (Ngày 27/5)
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✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8

Unit 5

P.117



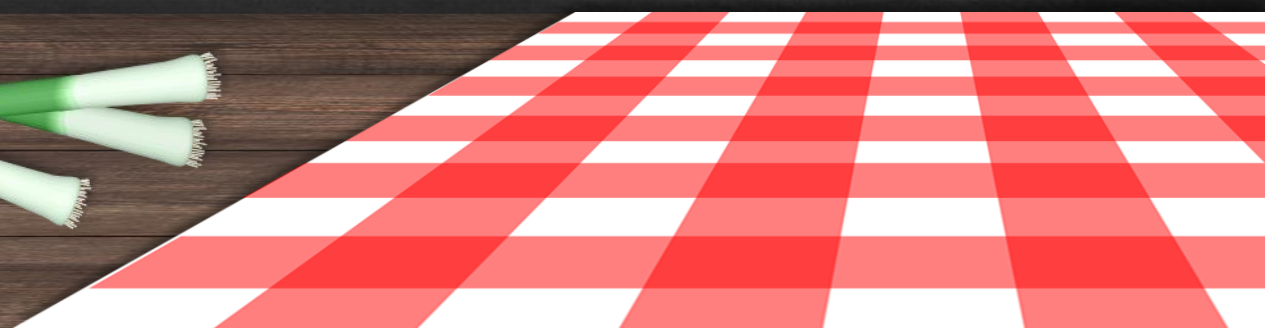
VOCABULARY

GRAMMAR

PRONUNCIATION

SPEAKING SKILL

SPEAKING TASKS



2. More and more people are “following their passions” when they choose careers. What are the advantages of choosing a career that you love? What could be some disadvantages?
3. In order to follow your passion, you first need to know what your passion is. What can you do to “find your passion”?



VOCABULARY

1 Read the tips. Notice the boldfaced words.

Tips for New Employees

Congratulations! You are starting a new job. Here are some tips to help you (1) **play your cards right** and succeed in your new position.

Listen and learn

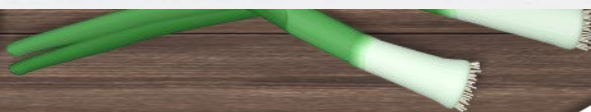
As a new employee, you should watch and listen. Don't try to give your opinion on every issue. Be ready to (2) **play second fiddle** to more experienced co-workers. With time, you can take more of a leadership role.

Ask questions

Make sure you understand your work assignments. If not, talk to your boss or co-workers and (3) **get the lowdown**. Get the information you need to complete your assignments effectively.

Be helpful

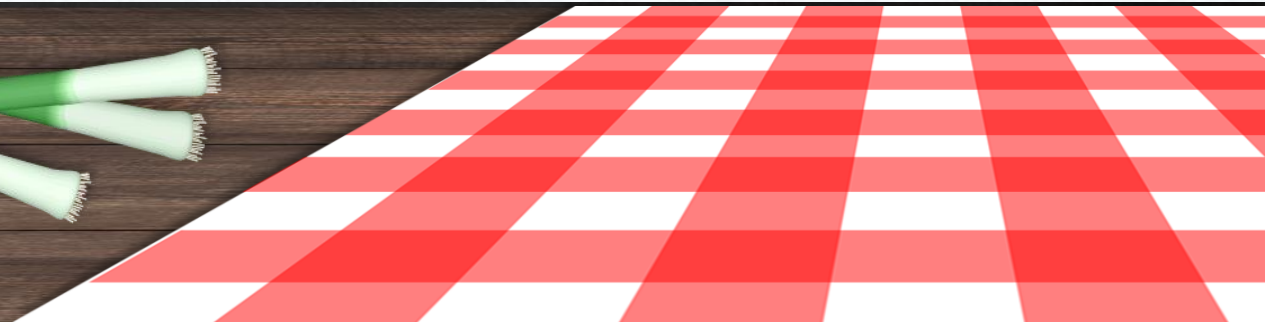
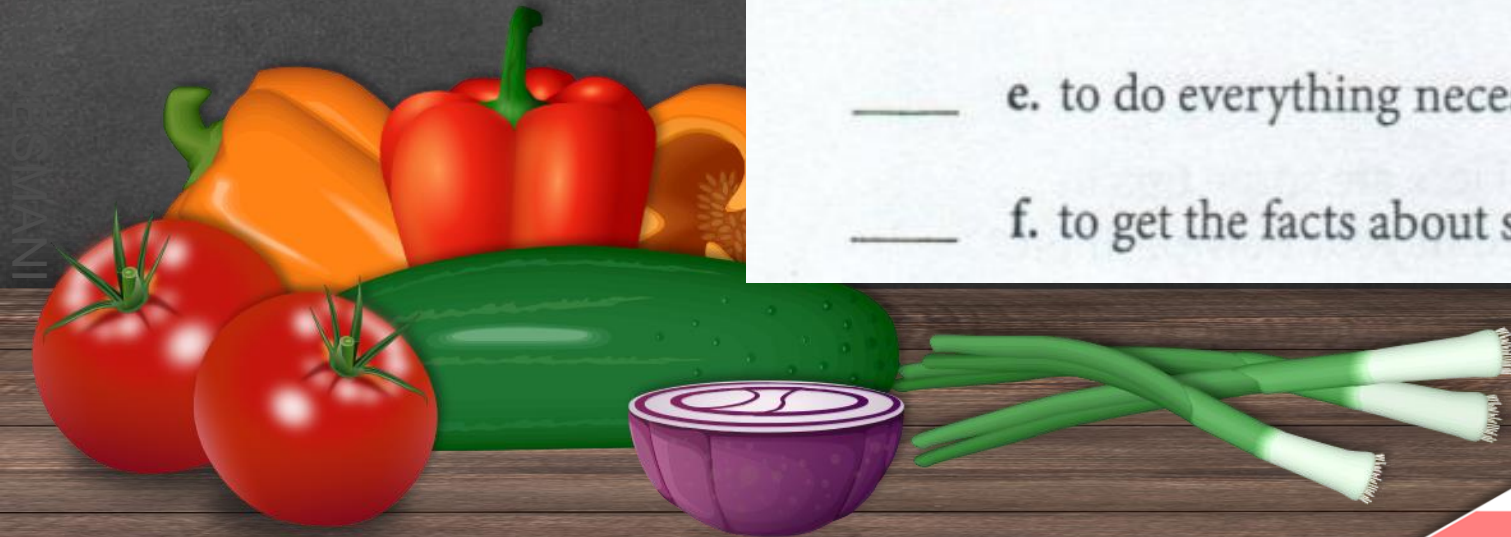
Look for things that need to be done, even if they aren't part of your job description: Copy and staple a report for a meeting? Clean up the break room? Show your co-workers that you are willing to (4) **get your hands dirty**.



VOCABULARY

2 Match the boldfaced words with the meanings. Write the correct number.

- | | | |
|-------|---|---------------------------|
| _____ | a. to accept that you have a lower position | (1) play your cards right |
| _____ | b. to act without preparation | (2) play second fiddle |
| _____ | c. to become involved in all aspects of something, including work that is unpleasant or less interesting | (3) get the lowdown |
| _____ | d. to become uncontrolled | (4) get your hands dirty |
| _____ | e. to do everything necessary to succeed | (5) play it by ear |
| _____ | f. to get the facts about something | (6) get out of hand |



CREATE

Work with a partner. Take turns giving and getting career advice. Follow the steps.


1. Ask your partner the questions.
 - What is your career goal? (If you are unsure, think about one or two careers that you might enjoy.)
 - What are the difficulties that might prevent you from reaching that goal?
2. Give your partner advice about his or her career. Use expressions from the list.

Possible Advice

- drop out of a class and **enroll** in a new class
- **shift** your career in a new direction
- **take a chance**
- **volunteer** somewhere
- **figure out** a strategy
- **major in** _____
- **have tunnel vision**
- talk to a **supportive** family member / friend
- go through a **process** to find your passion
- **get the lowdown** on new jobs in your city
- **play your cards right** and follow up on opportunities

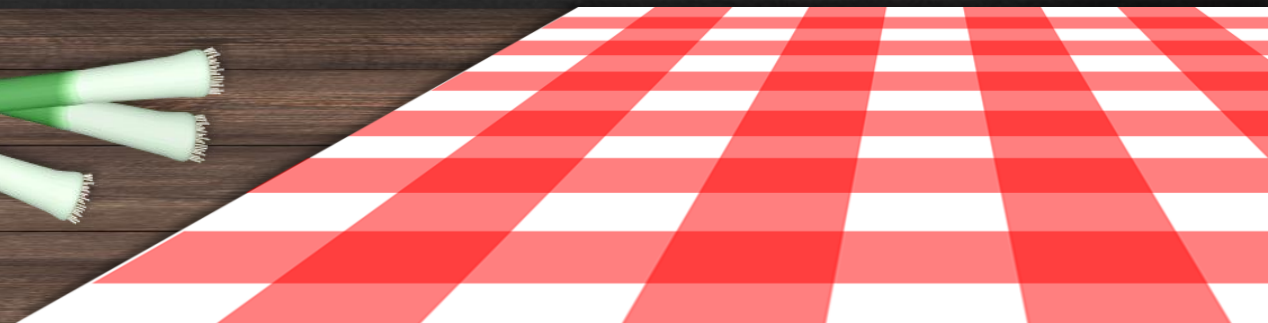
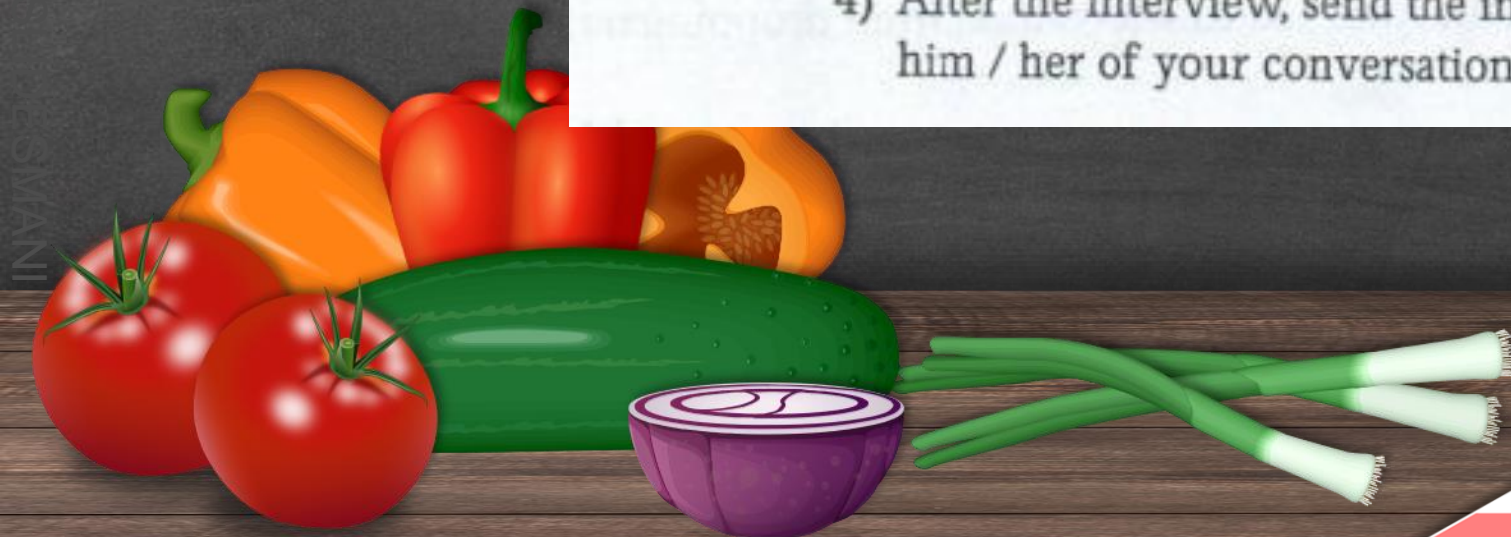


GRAMMAR

 Read the excerpt from a book about how to find a job. Underline the **infinitive verbs** (to + base form).

Here are a few hints to help you find the job of your dreams:

- 1) Do research to discover what jobs are available.
- 2) Apply for interesting jobs early in order to get a good interview time.
- 3) Get to your job interview early in order to make a good impression.
- 4) After the interview, send the interviewer a thank you note to remind him / her of your conversation.



INFINITIVES OF PURPOSE

1. Use an infinitive of purpose to explain the purpose of an action.

- Use *to* + base form.
- Use *in order to* + base form.

It often answers the question *Why?*

I did some Internet research to get an idea of the kinds of jobs I might like.

I read my résumé carefully in order to find grammatical mistakes.

A: *Why did Gina quit her job?*

B: *She quit her job to follow her passion.*

2. *To* + base form is more common in informal speech.

In order to + base form is more common in formal speech and writing.

I took a personality test to see what jobs would be a good match for me.

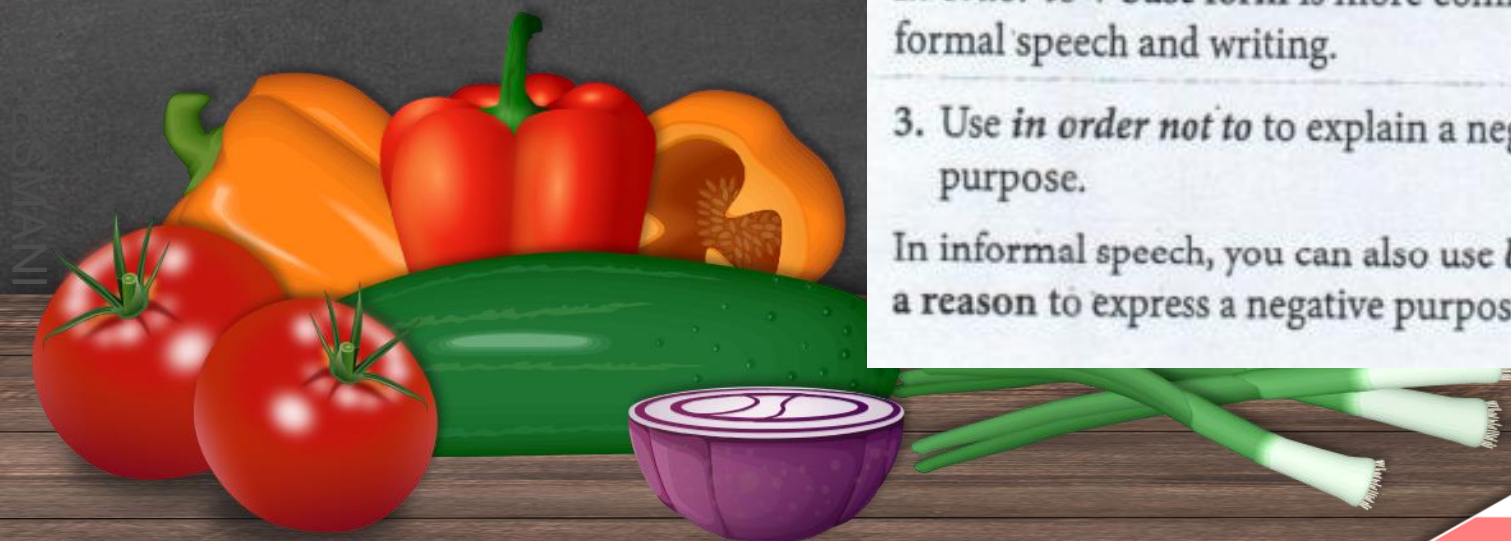
I took a personality test in order to see what jobs would be a good match for me.

3. Use *in order not to* to explain a negative purpose.

In informal speech, you can also use *because* + a reason to express a negative purpose.

I set my alarm clock early in order not to miss my job interview.

I set my alarm clock early because I didn't want to miss my job interview.



PRONUNCIATION

INTONATION FOR YES/NO AND WH- QUESTIONS

Intonation is the pattern of high and low notes in language. When we ask a question, our voice gets higher or lower, depending on the kind of question.

🔊 Listen to and read the conversation between two friends. At the end of each question, notice how the speaker's voice gets higher (rising intonation) or lower (falling intonation).

Example

MARY: I heard you got a new job. Do you like it?

JOHN: It's great. I love teaching!

MARY: What grade are you teaching?

JOHN: First grade. They're a fun class!

Yes / no questions end with rising intonation. Your voice gets higher at the end of the question.

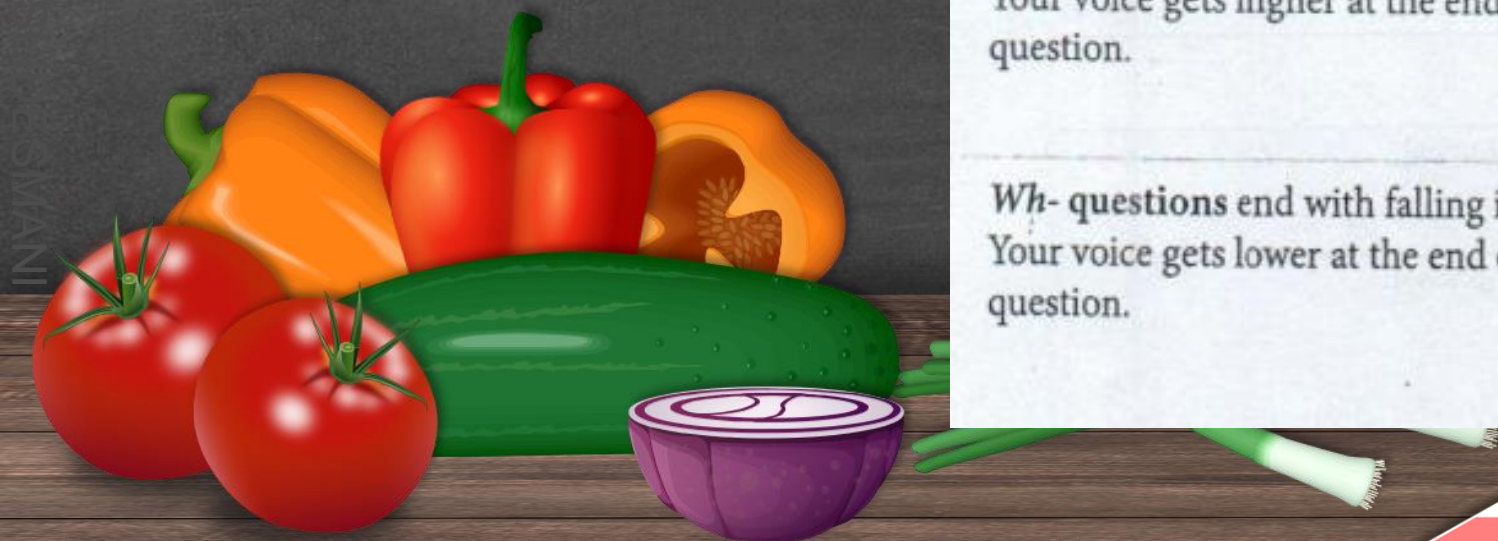
Are you a teacher?




Do you have a big class?

Wh- questions end with falling intonation. Your voice gets lower at the end of the question.

Why did you decide to become a teacher?

How long have you been teaching?



 Listen to John's job interview. Mark the correct intonation at the end of each question. Use arrows [] or [].

PRINCIPAL: (1) How long have you been teaching? _____

JOHN: I've been teaching for five years.

PRINCIPAL: (2) Have you ever taught first grade? _____

JOHN: No, but I've taught second grade, so I know what skills students in first grade need in order to move on.

PRINCIPAL: Good point! (3) How do you feel about teaching younger children? _____

JOHN: I'd love to teach younger children. First grade is a big year because many children start reading.

PRINCIPAL: Yes, it is an important year. (4) Are you familiar with our reading program? _____

JOHN: I am. I used a similar program at my last school.



New Teacher Information

Name: _____
(first) (middle) (surname)

Address: _____

Phone: _____

Emergency contact person: _____
(name)

Emergency contact person: _____
(phone)

Medical problems? Yes _____ No _____

If yes, list problems: _____

Need parking space? Yes _____ No _____

Paycheck sent directly to bank? Yes _____ No _____

If no, check will be delivered at school.



SPEAKING SKILL

ASKING FOLLOW-UP QUESTIONS

A **follow-up question** is a question that comes from the answer to a previous question.

🔊 Read and listen to the conversation. When Robert hears Jane say that she isn't doing well, he asks a follow-up question to find out what is wrong.

Example

ROBERT: Hi Jane. How are you?

JANE: Not so good.

ROBERT: What's wrong?

Three main purposes of follow-up questions:

- to show that you are listening
- to ask for clarification (to ask the speaker to repeat or explain because you don't understand)
- to get more information

To ask a follow-up question:

- listen carefully to the speaker
- choose a word / phrase or an idea from the speaker and ask a question about it

Really?

Did you say he's difficult?

What does he do that makes him difficult?


JANE: *He's so difficult to work with.*

ROBERT: *Did you say he's difficult?*

JANE: *Yes.*

ROBERT: *What does he do that makes him difficult?*



 Work with a partner. Complete the conversation with follow-up questions. Then practice the conversation. Switch roles and repeat.

ROBERT: Hi Jane. How are you?

JANE: Not so good.

ROBERT: (1) _____ What's wrong?

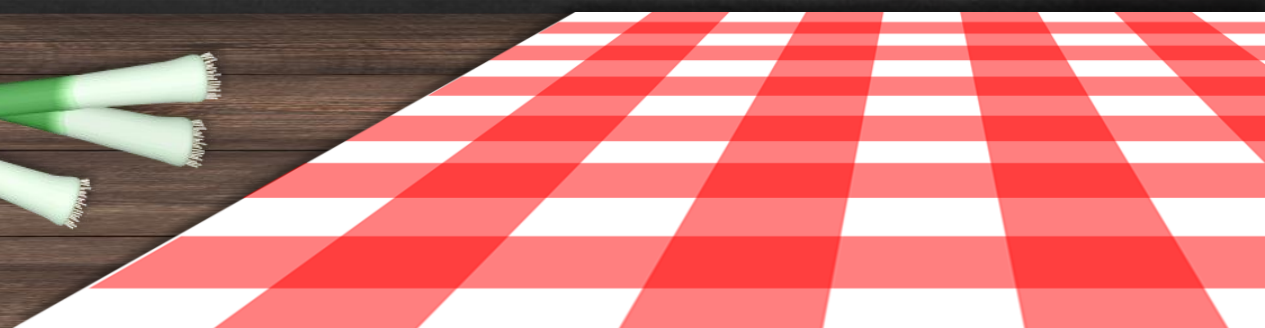
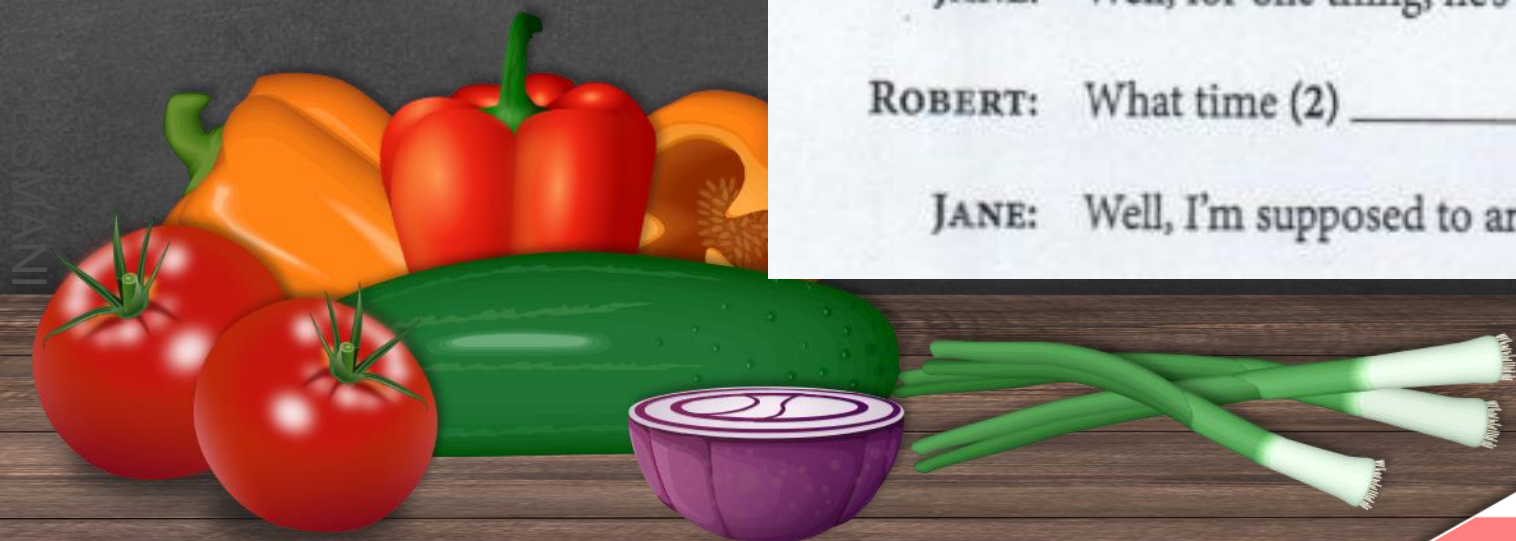
JANE: I really don't like my new boss.

ROBERT: Why?

JANE: Well, for one thing, he's very strict about getting to work on time.

ROBERT: What time (2) _____?

JANE: Well, I'm supposed to arrive at 8:00, but sometimes I might be five minutes late.



ROBERT: What happens if (3) _____?

JANE: He gets really angry and starts yelling at me.

ROBERT: Did you say (4) _____?

JANE: Yes, he yells so loud that all the other employees can hear.

ROBERT: That must be embarrassing! Does he (5) _____?

JANE: Yes, he does it to everyone.



FINAL SPEAKING TASK

A job interview is a formal conversation between an employer and a job candidate (a person who has applied for a job). The employer asks questions about the candidate's education, work history, and job skills. The candidate answers the questions and tries to show why he / she is the best person for the job.

In this activity, you will create and perform a job interview role play.

Follow the steps. Try to use the vocabulary, grammar, pronunciation, and listening and speaking skills that you learned in this unit.*

STEP 1: Imagine that you have an interview for your dream job. Choose a job that you want from the list below, or think of another job. Then think of a company you want to work for.

Job Titles

accountant

doctor

librarian

bank teller

engineer

nurse

computer programmer

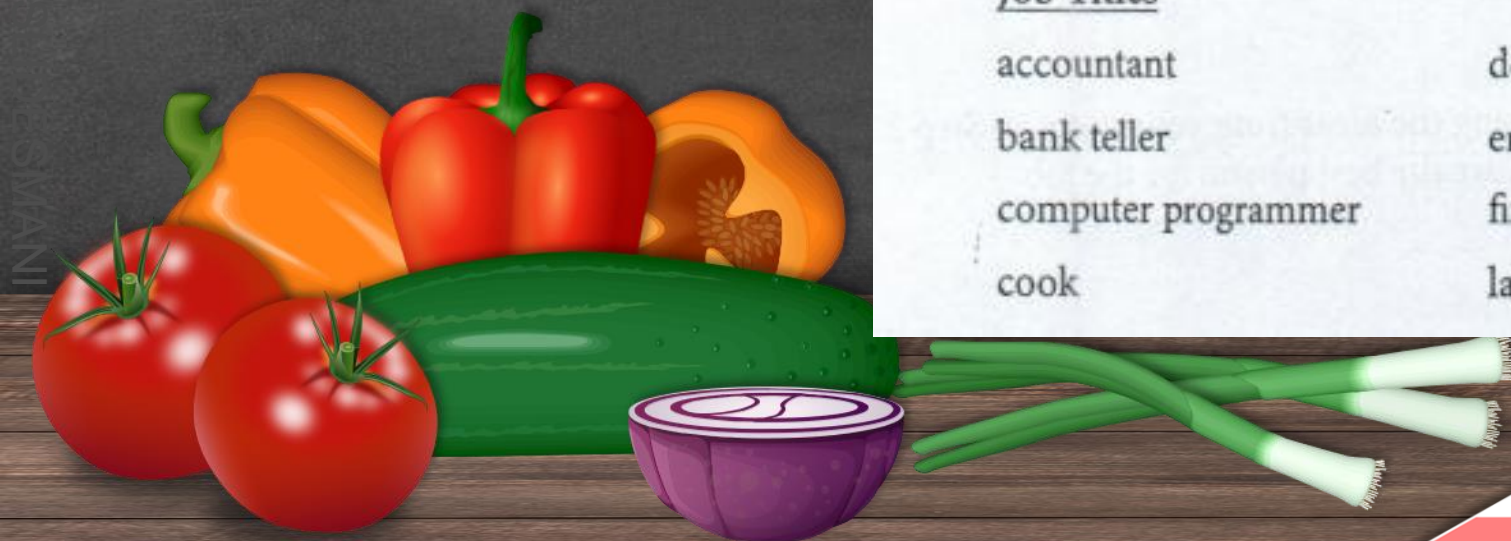
firefighter

teacher

cook

lawyer

television producer



STEP 2: Think about the reasons that an employer should hire you. On a separate piece of paper, write the job title and answer the questions below. Take notes, listing three things for each question and include an example with each.

Job Title:

1. What am I good at?
2. What do I like to do?
3. What is important to me?

Example

Job Title: Nurse at Memorial Hospital

1. What am I good at?

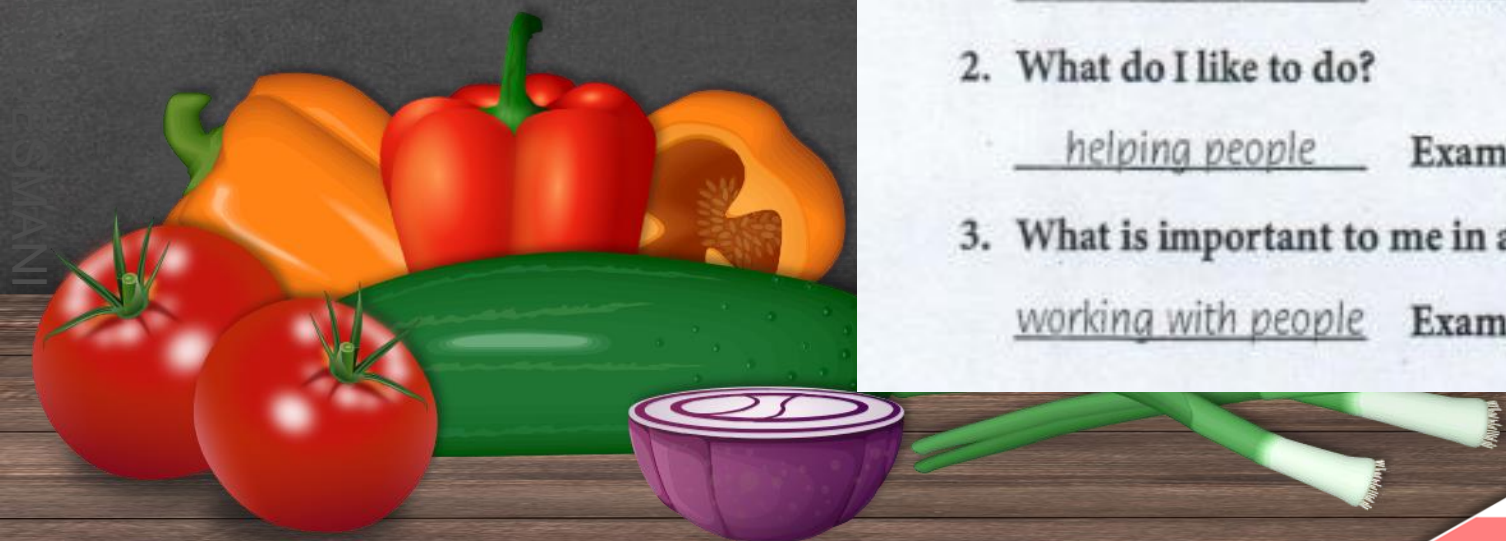
science Example: enjoy lab work

2. What do I like to do?

helping people Example: Red Cross volunteer

3. What is important to me in a job?

working with people Example: not being alone in a lab



Interview Questions

1. Tell me about your education and work experience.
2. Why are you interested in this job?
3. What are your greatest strengths?
4. How does this job fit with your future career plans?
5. Your question: _____

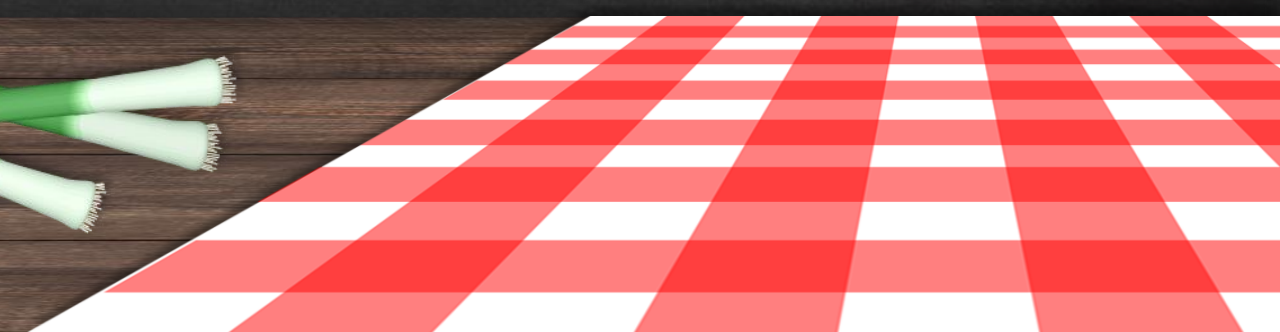


1. What is your job? Can you describe what you do?
2. What do you like about your job? What don't you like?
3. How did you become a _____? Please explain the steps that you went through after high school to get your job.
4. Would you like to continue with your career? Why or why not?
5. _____

ALTERNATIVE SPEAKING TOPICS

Read the quotes about careers. Do you agree with them? Why or why not? Share your thoughts with the class.

1. Quote: "No man can succeed in a line of endeavor which he does not like."
—Napoleon Hill, writer
Paraphrase: People cannot succeed in jobs they don't like.
2. Quote: "I think everyone should experience defeat at least once during their career. You learn a lot from it."
—Lou Holtz, coach, writer, speaker
Paraphrase: Everyone should fail at least once in a career. You can learn a lot from failure.
3. Quote: "Each man has his own vocation; his talent is his call. There is one direction in which all space is open for him."
—Ralph Waldo Emerson, writer
Paraphrase: Everyone has a talent. There is one direction that is open for you to follow in life and that is the direction your talent takes you.



GAMING YOUR
WAY TO BETTER
Health

VOCABULARY

GRAMMAR

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SPEAKING SKILL

SPEAKING TASKS



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a string of twine is tied in a triangular shape, with a vibrant red rose and green leaves tucked into the right side. The teal background is made of vertical wooden planks with visible grain and some wear.

WELCOME

Speaking 3

Lecturer: Le Thi Hanh, M.A



1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)



Đánh giá kết quả học tập

Mid-term Test	Final Test (Ngày 27/5)
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✓ SCHEDULE

DAY 1

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DAY 4

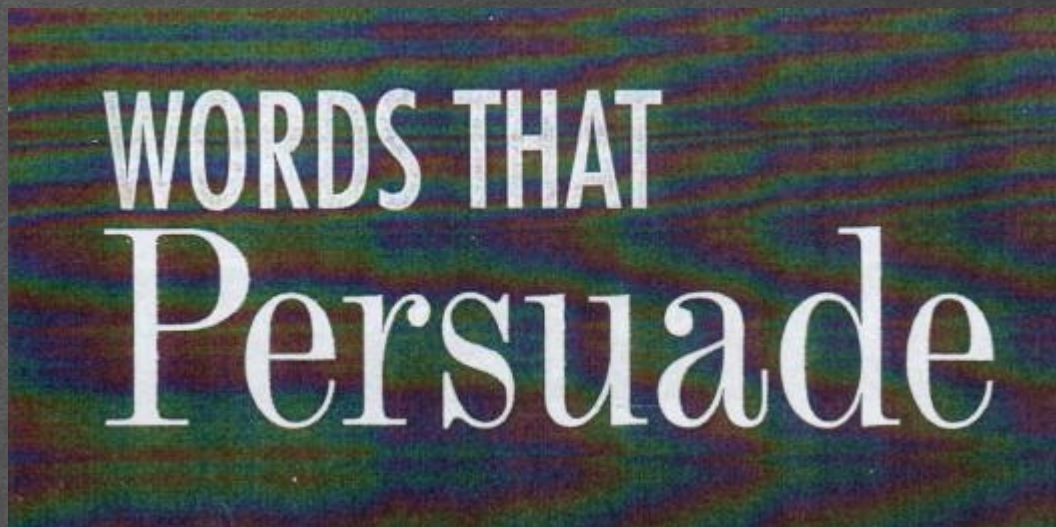
DAY 5

DAY 6

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DAY 8

Unit 4



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VOCABULARY

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SPEAKING TASKS



2 Write the words in the box from the advertisements in

Buy quickly: _____

Low price: _____


Both: _____



goodcentstraveler.com

Check out these
HOT DEALS!

 RT flight
Chicago to
San Francisco: \$189
(originally \$269)

 Weekend
compact car rentals:
starting at \$42

 **Fantastic
bargain!**

 6-night Alaskan cruises:
from \$379


MARTINELLI
FURNITURE

is going out
of business!

Everything MUST go!
bedroom sets
living room sets
dining room sets

Hurry!
Time is running out!

BACK TO SCHOOL
specials this week at
Pencils:

 TechSon tablet,
32 GB – \$239.89

 Mega flash,
drive 8 GB – \$6.99

 Recycled printer paper,
500 sheets – \$5.69

Smart buy!
Buy now and save!

HOT DEALS!
Fantastic bargain!

Everything MUST go!
Time is running out!


Smart buy!
Buy now and save!

1. Which person has the **the longest wait** in line?
 - a. the woman at the ticket window
 - b. the man in the green hat
 - c. the woman with the purse

2. Which ticket is **the most expensive**?
 - a. adults
 - b. seniors
 - c. children

3. Which movie has **the latest show time**?
 - a. *Winter's Chill*
 - b. *Summer Fun*
 - c. *Spring Song*

GRAMMAR

 Look at the picture and answer the questions. Notice the boldfaced **superlative adjectives**.

WINTER'S CHILL	7:00	10:00
SUMMER FUN	6:45	8:15
SPRING SONG	7:30	9:00
ADULTS \$10	SENIORS \$8	CHILDREN \$6



SUPERLATIVE ADJECTIVES

1. Use superlative adjectives to compare one person, place, or thing with two or more people, places, or things.

We have the lowest prices on golf clubs in the area.

This is the best printer on the market today!

Use the superlative to describe something that is more than other things.

cheap—the cheapest furniture

easy—the easiest solution

Use the superlative to describe something that is much less than other things.

expensive—the least expensive car

amazing—the most amazing resort

There are some irregular superlatives.

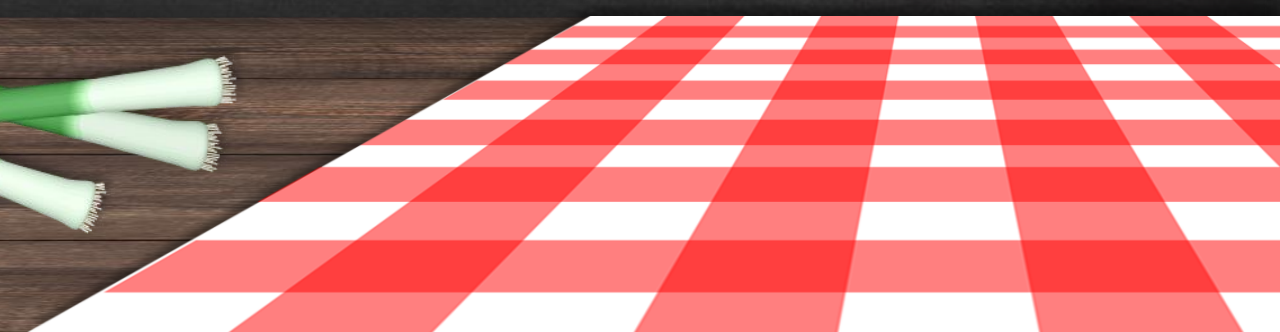
a good deal—the best deal

a bad location—the worst location

2. Superlatives are often followed by phrases with *in* or *of*.

Martinelli's has the cheapest deals in town.

Our watches are the best quality of any watches on the market.



PRONUNCIATION

HIGHLIGHTING

- In radio, TV, and Internet ads, actors emphasize, or *highlight*, certain words to get the listener to focus on important information. The same pattern also occurs in everyday communication. When we speak, we stress key words to make our meaning clear.

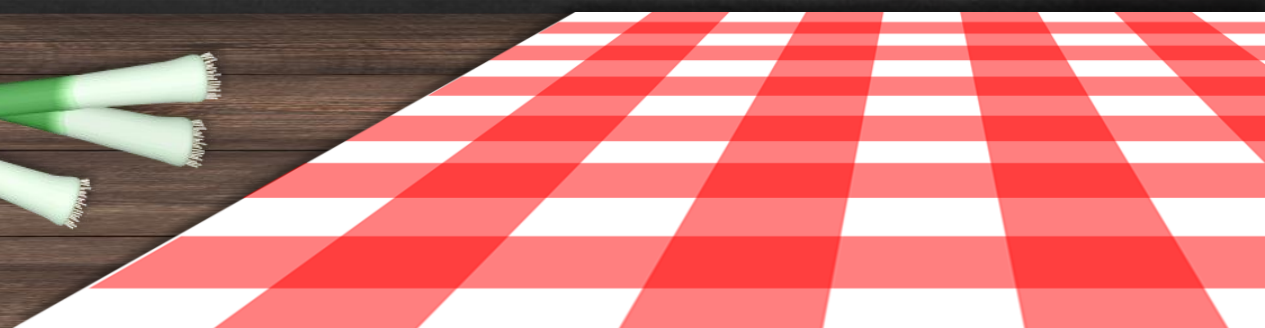
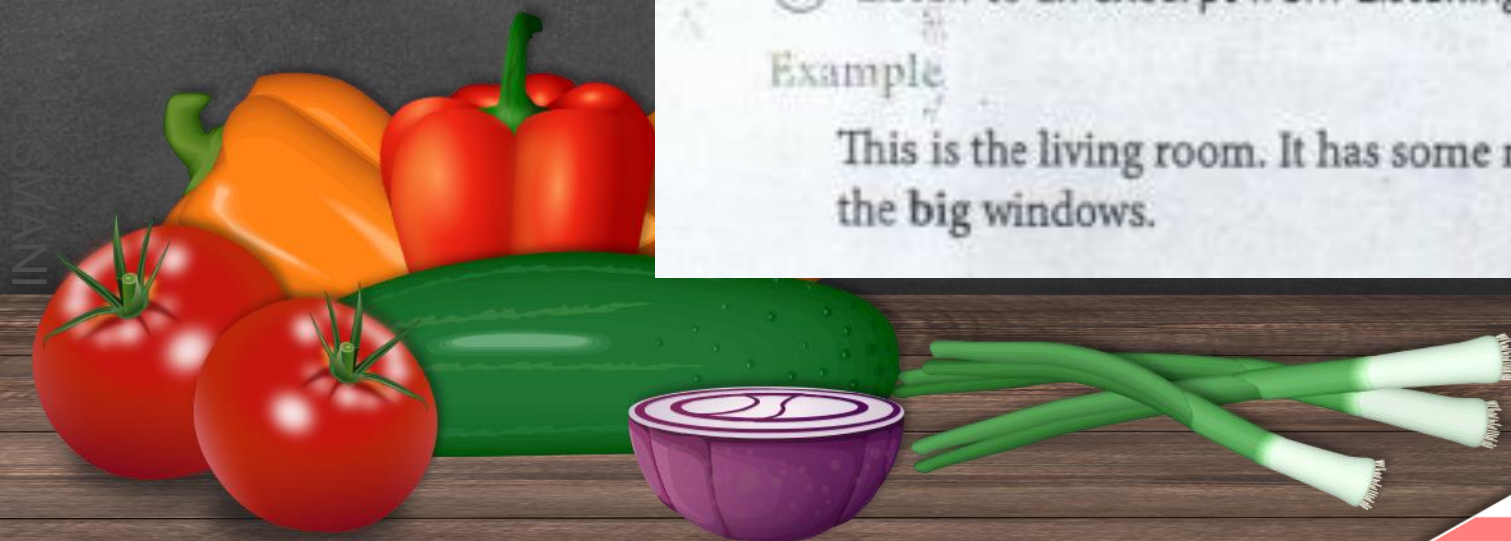
To highlight, or emphasize, a word:

- Say the word with a higher pitch (tone).
- Say the word louder.
- Make the word longer.

🔊 Listen to an excerpt from Listening Two. Notice how the boldfaced words sound.

Example

This is the living room. It has some really **great** features. Look at the **nice** wood floors and the **big** windows.



SPEAKING SKILL

USING EMOTIONAL APPEALS

Advertisers use *emotional appeals* to persuade people to buy a product. An emotional appeal can be positive, emphasizing positive emotions like happiness or love. It can also be negative, emphasizing negative emotions like fear or embarrassment.

Look at the ad. Underline the words that persuade people to buy the product.

Example

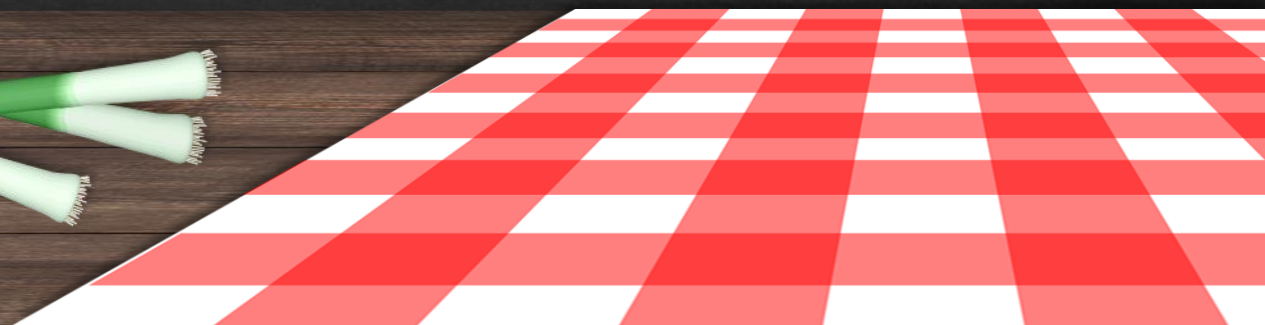


Rico Jeans

Fabulous fit! Incredible comfort!

**For the very best jeans
at the very best price . . .**

Rico is the way to go!



There are several ways to make a product description more persuasive:

Use expressive adjectives

Example: fantastic, incredible, amazing, awesome, beautiful, outstanding, unbelievable, terrible, disgusting, smelly, dirty, smooth, vibrant, vintage, compact

Lux Face Cream makes skin look incredible and protects your face from the damaging sun.

Use superlatives (see Grammar p. 95)

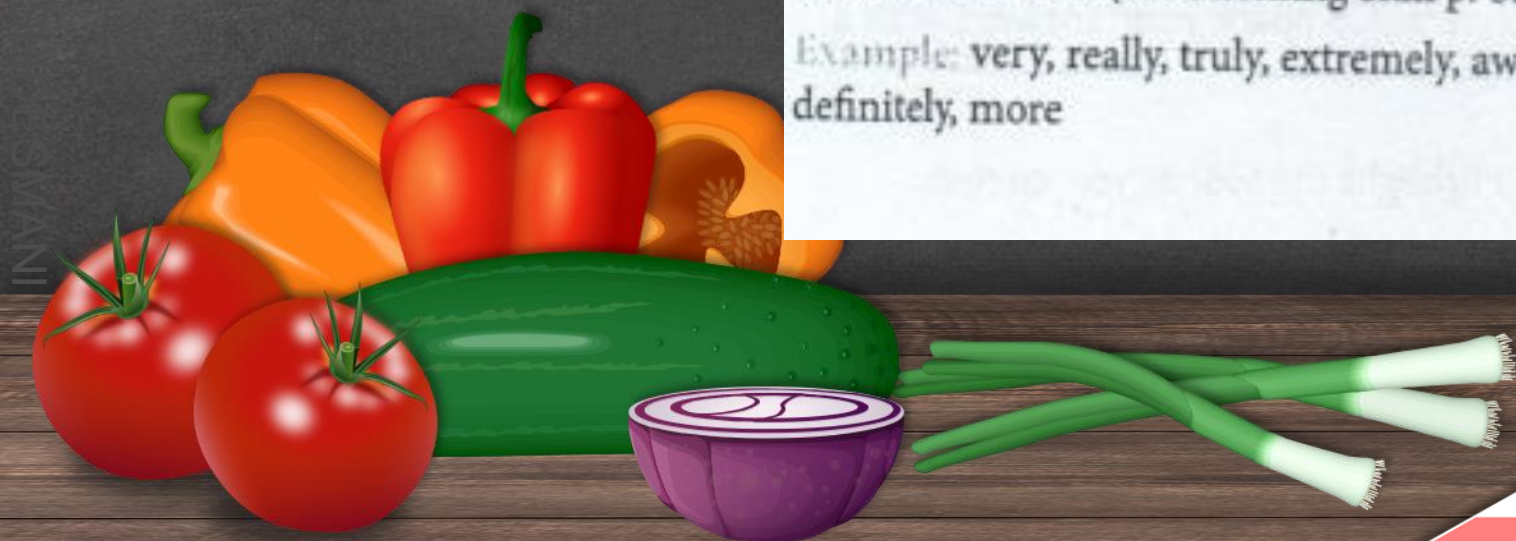
Example: smallest, cheapest, fastest, easiest, longest, strongest, most impressive, most reliable, most affordable, most effective, best, worst

Lux Face Cream makes skin look incredible. It is the most effective way to protect your face from the damaging sun.

Add intensifiers (see Listening Skill p. 88)

Example: very, really, truly, extremely, awfully, definitely, more

Lux Face Cream makes skin look truly incredible. It is the most effective way to protect your face from the damaging sun.



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs on the top edge. A red rose with green leaves is tucked behind the right side of the sign. A thin wooden stick is attached to the top of the sign, forming a triangular shape with a small metal fastener at the top vertex.

WELCOME

Speaking 3

Lecturer: Le Thi Hanh, M.A



1. Self – study(the first 04 sessions)
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Đánh giá kết quả học tập

Mid-term Test	Final Test (Ngày 27/5)
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✓ SCHEDULE

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Unit 7

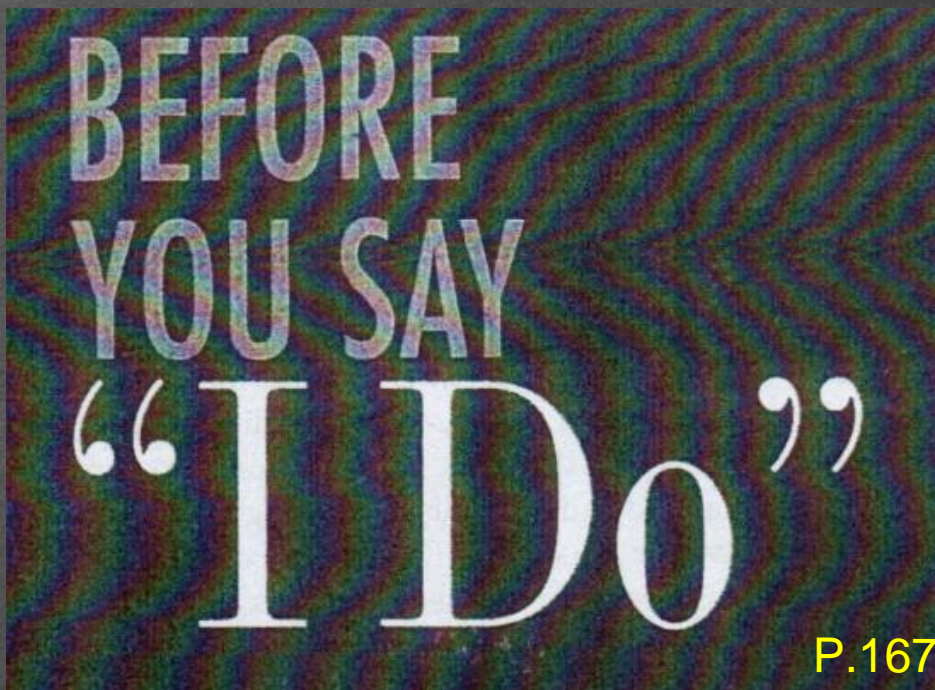
VOCABULARY

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SPEAKING TASKS



Ask Gabby

HOME

Dear Gabby,

CONTACT

I need help. But first, some history: My first serious boyfriend was "Jack." We **went out** for four years and were talking about marriage. Then I found out that Jack **cheated on** me. I saw his text messages with the girl on his phone. I **broke up with** him, and I didn't look back.

ABOUT US

Last year, I met a great guy, "Luke." We **hit it off** right away, and he **asked me out**. Everything has been going well, and he **proposed to** me on Valentine's Day. But the other day, I saw a message from a girl on Luke's phone. I don't know who she is, and I'm afraid to ask him about it. What should I do?

___ 1. Amy ___ with "Jack."

a. liked each other right away

___ 2. He ___.

b. asked Amy to marry him

___ 3. Amy found out and ___.

c. had a secret relationship with someone else

___ 4. Then Amy met "Luke," and they ___.

d. ended their relationship

___ 5. Luke ___.

e. was in a relationship

___ 6. Then he ___.

f. invited Amy to go on a date



CREATE

Work in a small group. Create a role play. Follow the steps.

1. Write each word or phrase from the word box on a small piece of paper. Fold the papers and mix them together in a container.

ask out

blow up

bother

breadwinner

break up with

budget

cheat on

check up on

contract

court

expectation

flexible

go out

hit it off

legal

occur

open up

propose to


quirk

rush into

work out



GRAMMAR

 Read the conversation. Notice the boldfaced **comparatives** and **equatives** and answer the questions.

KAISA: How's married life?

NORIKO: It's **as wonderful as** living together, but different.

KAISA: How so?

NORIKO: Well, I think our relationship is **stronger**. We're **less worried** about breaking up, and we're **more careful** about saving money.

KAISA: Sounds like married life is **better than** being single.

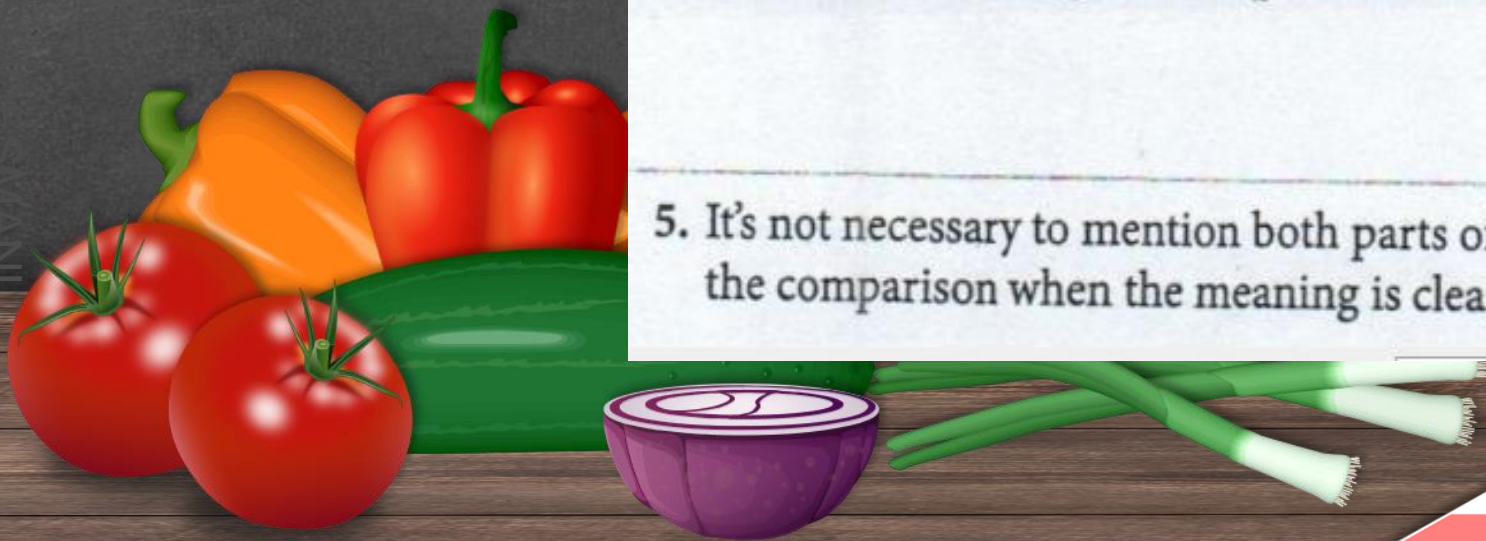
NORIKO: It is.

1. Which phrase expresses the idea that two things are *equal*?
2. Which phrase(s) express the idea of *more*? Which expresses the idea of *less*?



COMPARATIVES AND EQUATIVES

<p>1. Use equatives to express the idea of <i>equal</i>.</p>	<p><i>Our relationship is as strong as it was 10 years ago.</i></p>						
<p>2. Use comparative adjectives to express the idea of <i>more</i>.</p>	<p><i>Our relationship is stronger than it was 10 years ago.</i> <i>My second marriage is happier than my first.</i> <i>As a gift, flowers are more romantic than books.</i></p>						
<p>3. Use comparative adjectives to express the idea of <i>less</i>.</p>	<p><i>My wife is less patient than I am.</i> <i>Our marriage is not as strong as it used to be.</i></p>						
<p>4. There are some irregular comparative forms.</p>	<table border="0"> <thead> <tr> <th data-bbox="1617 778 1821 835">Adjective</th> <th data-bbox="2025 778 2305 835">Comparative</th> </tr> </thead> <tbody> <tr> <td data-bbox="1617 856 1694 906"><i>bad</i></td> <td data-bbox="2025 856 2140 906"><i>worse</i></td> </tr> <tr> <td data-bbox="1617 942 1719 992"><i>good</i></td> <td data-bbox="2025 942 2140 992"><i>better</i></td> </tr> </tbody> </table>	Adjective	Comparative	<i>bad</i>	<i>worse</i>	<i>good</i>	<i>better</i>
Adjective	Comparative						
<i>bad</i>	<i>worse</i>						
<i>good</i>	<i>better</i>						
<p>5. It's not necessary to mention both parts of the comparison when the meaning is clear.</p>	<p><i>Our relationship is stronger.</i> <i>Flowers are more romantic.</i></p>						



3 Work in a small group. Discuss the questions “Is it better to be married or single? Why?” Use the adjectives from the box and add your own.

Example

STUDENT A: I think it's *more difficult* to be single than to be married. If you're single, you're always looking for someone.

STUDENT B: That's true. I think married people aren't *as lonely as* single people.

STUDENT C: I know what you're saying, but...

bad

difficult

happy

serious

busy

easy

lonely

stressful

comfortable

free

responsible

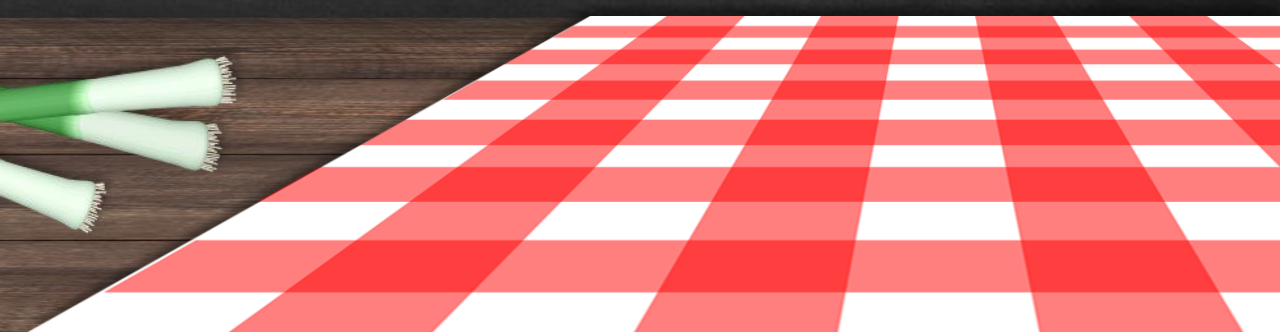
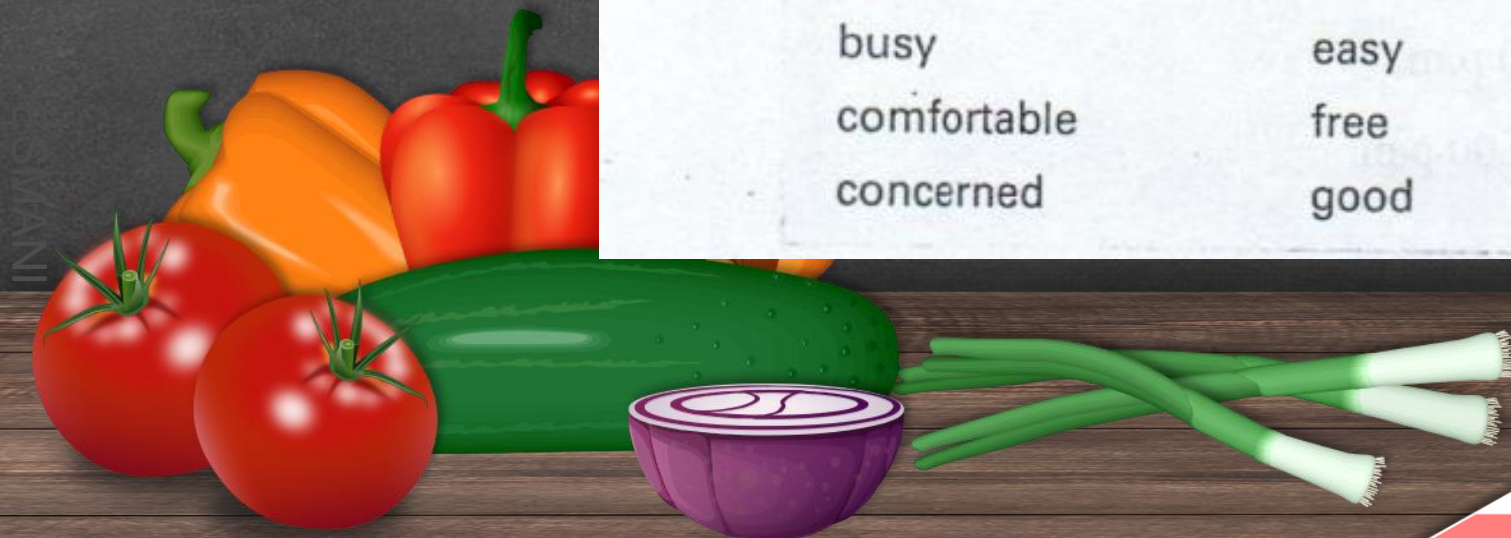
strong

concerned

good

romantic

worried



CONTRASTIVE STRESS

When we want to emphasize a difference, we stress the words that show the difference. This kind of emphasis is called *contrastive stress*. We also use contrastive stress to show that some information is correct and other information is incorrect.

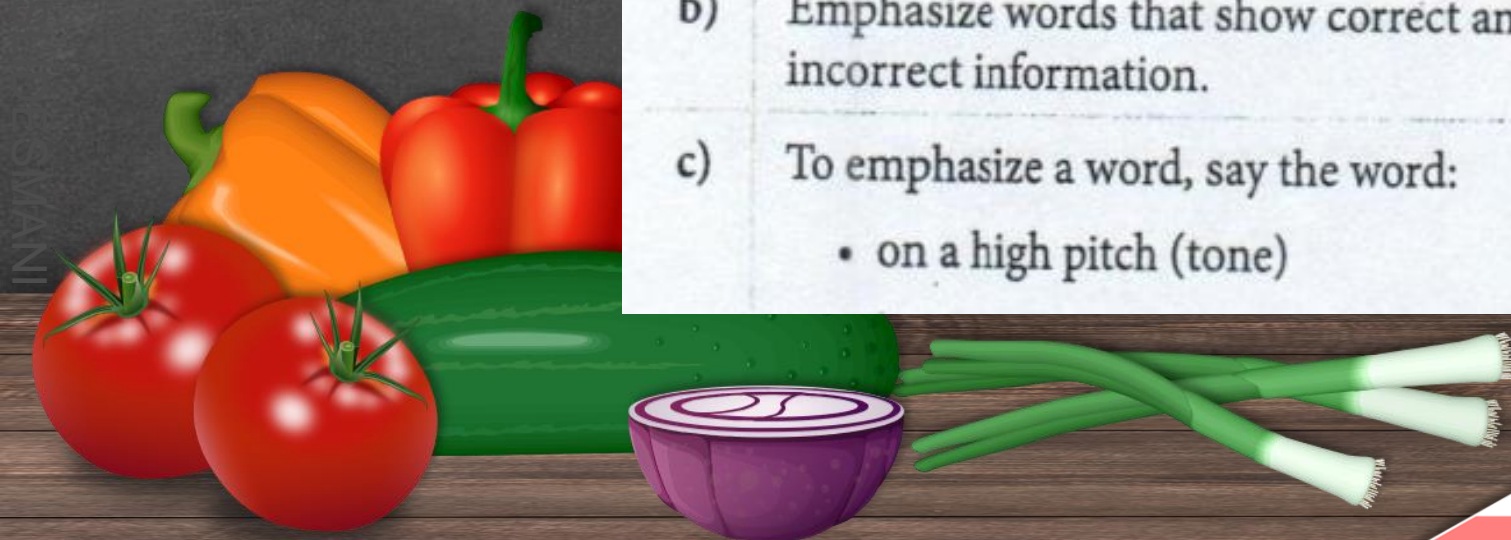
🔊 Read and listen to the examples. Note how the boldfaced words are emphasized.

Examples

I do the laundry, and Steve does the dishes.

I want to hear good news, not bad news.

- | | | |
|----|---|---|
| a) | Emphasize words that show a contrast (a difference). | 🔊 <i>My wife drives to work, and I take the bus.</i> |
| b) | Emphasize words that show correct and incorrect information. | 🔊 <i>Your appointment is tomorrow, not today.</i> |
| c) | To emphasize a word, say the word: <ul style="list-style-type: none"> • on a high pitch (tone) | 🔊 <i>Tell me the good news [not the bad news].</i> |



SPEAKING SKILL

TRANSITIONS IN ORAL PRESENTATIONS

We use *transitions* to make oral presentations clear. Transitions can be used to introduce main ideas (A) and supporting points (B).

A. Transitions for Introducing Main Ideas



🎧 Read and listen to the introductions to oral presentations. Underline the main idea that will be discussed in each presentation. Then circle the transitions used to introduce the main idea. Compare your answers with the class.

1. Some people think that prenuptial agreements are a crazy idea, but in my opinion they can help couples think about the realities of marriage. Today, I'd like to talk about the advantages of prenuptial agreements.
2. There's a new trend in love and marriage: prenuptial agreements. You may have heard of them, but do you really know what they are? I'm going to define prenuptial agreements and explain why they're becoming popular.
3. Prenuptial agreements may seem like a good idea for Hollywood movie stars. They go through two or three marriages in a lifetime. But for regular people like you and me, these contracts are a mistake. The question that I'll discuss today is: "What's the problem with prenuptial agreements?"



B. Transitions for Introducing Supporting Points

- 2** Read transitions for introducing supporting points. Complete the outlines on the next page with transitions for introducing the main idea. Then decide whether the supporting points are equally important or not and add those transitions. Read your answers to a partner.

POINTS OF EQUAL IMPORTANCE	POINTS FROM MOST TO LEAST IMPORTANT
One reason is . . .	The most important reason is . . .
Another reason is . . .	Another important reason is . . .
And last but not least! . . .	A final reason is . . .



A. Main idea: _____ the benefits of a prenuptial agreement.

Supporting point 1: _____ it encourages couples to think carefully before they get married.

Supporting point 2: _____ it helps couples talk about things that are important to them.

Supporting point 3: _____ it makes expectations clearer.

B. Main idea: _____: "What is wrong with a prenuptial agreement?"

Supporting point 1: _____ it shows that couples don't trust each other.

Supporting point 2: _____ it doesn't allow people to change and grow.

Supporting point 3: _____ it makes couples think about divorce before they even get married.



FINAL SPEAKING TASK

In an oral presentation a speaker prepares a speech and presents it to an audience.

In this activity, you will give a 3–5-minute oral presentation on a controversial topic related to marriage.

Follow the steps. Try to use the vocabulary, grammar, pronunciation, and listening and speaking skills that you learned in the unit.*

STEP 1: Choose a topic for your presentation. You may choose one of the following topics or think of your own topic.

- living together before marriage
- the rights of unmarried couples
- using dating services to find a spouse (Internet sites, speed dating)
- arranged marriages vs. love marriages
- mixed marriages (religion, age, language, culture, race)
- types of families (blended,¹ single parent)
- living situations in marriage (long-distance marriages, living with relatives)
- divorce
- gay marriage
- Other: _____

Write a sentence stating your opinion about the topic: _____



STEP 2: Plan your presentation using the outline. Practice giving your presentation to a friend or in front of a mirror. Or videotape yourself with a cell phone or computer and review the video.

Introduction (1/2–1 minute)

- Introduce the topic
- Give background information
- State your opinion

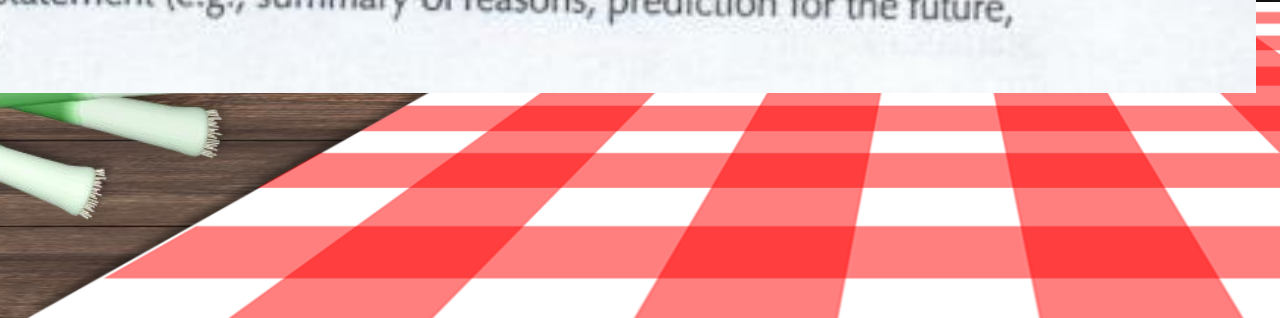
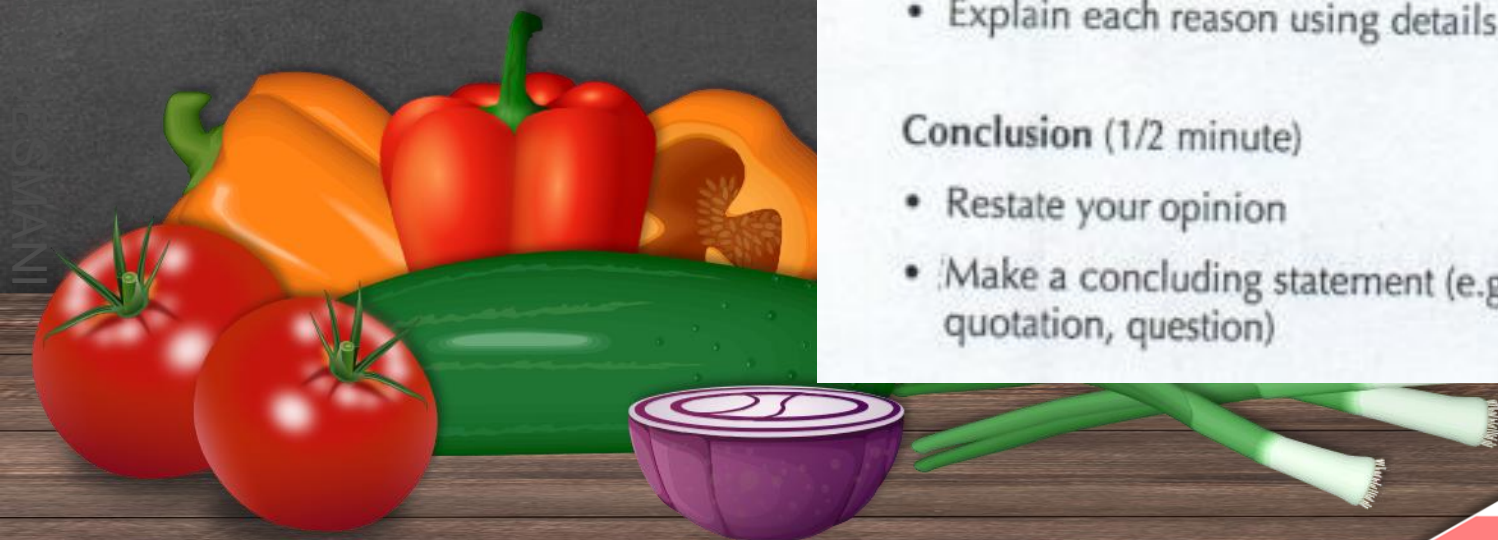
Body (2–3 minutes)

Give two or three reasons for your opinion

- State each reason
- Explain each reason using details and examples

Conclusion (1/2 minute)

- Restate your opinion
- Make a concluding statement (e.g., summary of reasons, prediction for the future, quotation, question)

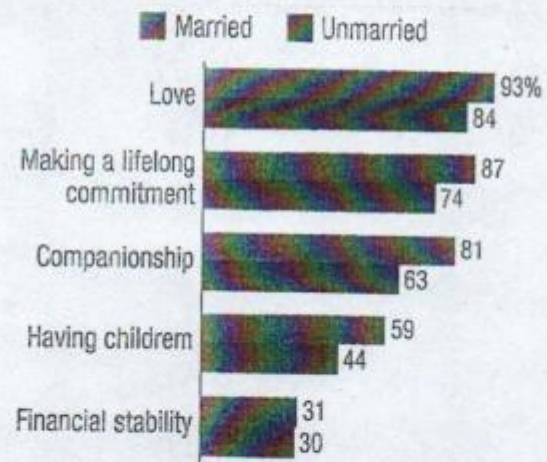


ALTERNATIVE SPEAKING TOPICS

Look at the graph and discuss the topics. Use the vocabulary and grammar from the unit.

Why Get Married?

Percent saying each is a very important reason to marry, by marital status



Asked of married and unmarried separately, n = 1,306 for married and 1,385 for unmarried.

Source: Pew Research Center (2010)

1. According to the survey, what do Americans feel is the most important reason to get married? What is the least important?
2. How do you think people in your home country would answer question 1? Is there a difference? Why or why not?
3. In your opinion, what two things listed on the chart are the most important reasons for getting married? What are the two least important reasons? Explain your opinion.



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. A red rose with green leaves is tucked behind the right side of the sign. A thin wooden stick is attached to the top of the sign, forming a triangular shape.

WELCOME

Speaking 3

Lecturer: Le Thi Hanh, M.A



1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)



Đánh giá kết quả học tập

Mid-term Test

Final Test
(Ngày 27/5)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8

Unit 8

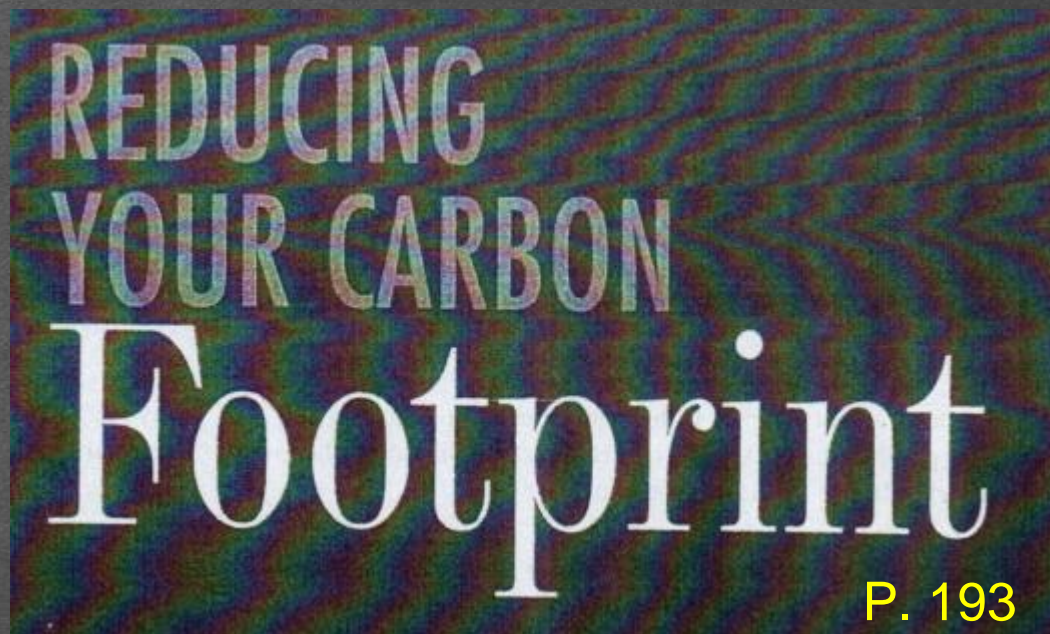
VOCABULARY

GRAMMAR

PRONUNCIATION

SPEAKING SKILL

SPEAKING TASKS



VOCABULARY

REVIEW

Complete the statements. Use the words from the box.

emissions

resources

transported

1. _____ from burning coal increase greenhouse gases.
2. We increase our personal carbon footprint when we eat food that is _____ long distances to get to our grocery stores.
3. The sun and the wind are two natural _____ that produce clean energy.



consumption

dense

raised beds

solar panels

4. I live in a group house with five other people, so you might say that I enjoy _____ living.
5. In our backyard, we grow food in _____.
6. Our electricity bill decreased when we put _____ on our roof.
7. I try to reduce my _____ of gasoline by riding my bike instead of driving my car.

energy-efficient

factories

industry

technology

8. Newer, more _____ cars use less fuel than old cars.
9. Cars make CO₂ emissions, and the _____ that make cars also produce emissions.
10. The automobile _____ has made changes to reduce CO₂ emissions, but it needs to do more.
11. Modern factories can become more efficient by using computers and other new _____.



a drop in the bucket collectively generations greenhouse gases

12. We are beginning to see some of the effects of _____, but we won't know the full impact of climate change on the environment for many years.
13. If we don't stop global warming, future _____ will have to deal with the effects of climate change.
14. When I think of the big problem of global warming, the little things I do to reduce my footprint often seem like _____.
15. If individuals, government, and industry work _____, it is possible that the effects of global warming can be reversed.



EXPAND

a drop in the bucket

collectively

generations

greenhouse gases

consumption



Complete the chart with

energy-efficient

factories

industry

technology

dense

NOUN

VERB

ADJECTIVE

transportation

transport

—

consumption

—

emissions

—

—

energy-efficient

generation

—

—

dense

resource

—

industry

—

technology

—

raised beds

solar panels

emissions

resources

transported

CREATE

Work in a small group. Each student reads one of the statements aloud. The other students agree or disagree and explain why.

Agreeing / Disagreeing Language

I agree / disagree with this statement because . . .

I think / don't think _____ because . . .

I think this is / isn't a good idea because . . .

Use the vocabulary from the box in your answers. Check off the words as you use them.

collectively

consume

density

a drop in the bucket

emissions

energy-efficient factory

generate

greenhouse gases

industry

raised beds

resourceful

solar panels

technology

transportation



Statements

1. New technology will solve the problem of climate change.
2. Industries should pay extra for the energy that they consume and the emissions that they release.
3. To reduce greenhouse gases, more countries should generate their energy from nuclear power.
4. All countries should limit the number of cars on the road and increase public transportation.
5. Even if individuals work collectively to reduce their personal carbon footprints, their efforts are still just a drop in the bucket.



1. What is the difference between *have to* and *must*?

2. What is the difference between *doesn't have to* and *must not*?



Read the interview. Notice the boldfaced **modals of necessity**. Then answer the questions.

HOST: What do individuals **have to** do to reduce their personal carbon footprint?

ENVIRONMENTAL ACTIVIST (EA): Well, we all **have to** drive less. We also need better public transportation so that we **don't have to** take our cars everywhere.

HOST: What else?

EA: Everyone **must** work together. We can't solve this problem alone. And we **must not** wait too long to make these changes—or else our climate will change forever.



Read the rest of the interview. Circle the correct answers.

Host: What do businesses have to do to reduce emissions?

EA: First of all, business leaders (1) **must / don't have to** find new ways to reduce emissions from industry.

Host: Will that cost a lot?

EA: Reducing emissions (2) **can't / doesn't have to** be expensive. In fact, businesses often save money.

Host: How can our government help?

EA: Governments (3) **don't have to / must not** ignore the emissions problem. They (4) **can't / have to** create new laws to help reduce emissions.

Host: Do we need new taxes to pay for this?

EA: No, we (5) **don't have to / must** have new taxes. There are other ways to raise money.

Host: Any other thoughts?

EA: Sometimes people feel that this problem is impossible to solve, but we (6) **must not / don't have to** quit. And we (7) **must / can't** have everyone's help.

Host: We're out of time, so we (8) **don't have to / have to** stop now. Thanks very much.

EA: Thank you.





3 Work with a partner. Read the list of suggestions and discuss how to reduce our personal carbon footprints. Use **have to / must**, **don't have to**, and **must not / can't**.

Example

STUDENT A: I think that we *must* build more public transportation.

STUDENT B: Yeah, I agree. We *have to* stop driving everywhere. We *can't* rely on cars so much.

Suggestions

1. build more public transportation
2. stop using electricity
3. ignore the problem of global warming
4. buy solar panels
5. stop using gasoline-powered cars
6. reduce factory emissions
7. drive big cars
8. ride bicycles

PRONUNCIATION

INTONATION—ARE YOU FINISHED?

When you finish speaking, your voice should fall to a low note. When you have more to say, but need some time to think, your voice doesn't fall to a low note—it stays on the same note as the previous word.

🎧 Listen to the way *I know* is pronounced in this conversation.

Example

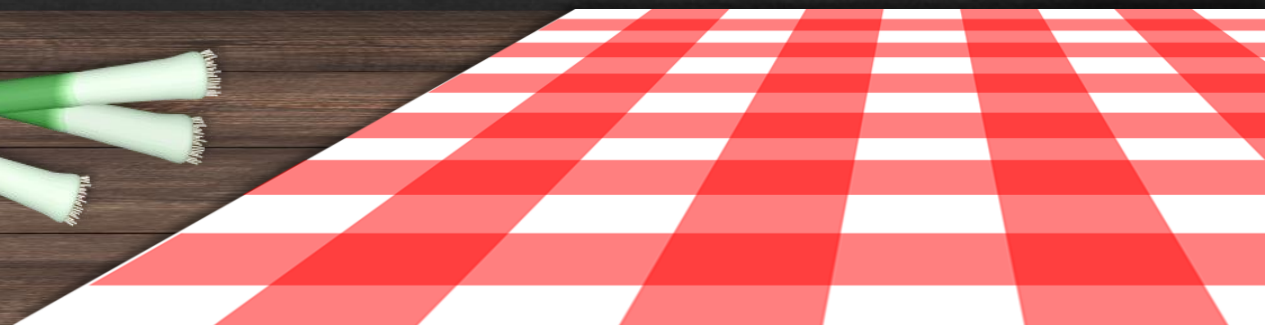
A: If you're worried about the environment, you shouldn't drive to work.


B: I know.

A: You should take the bus.

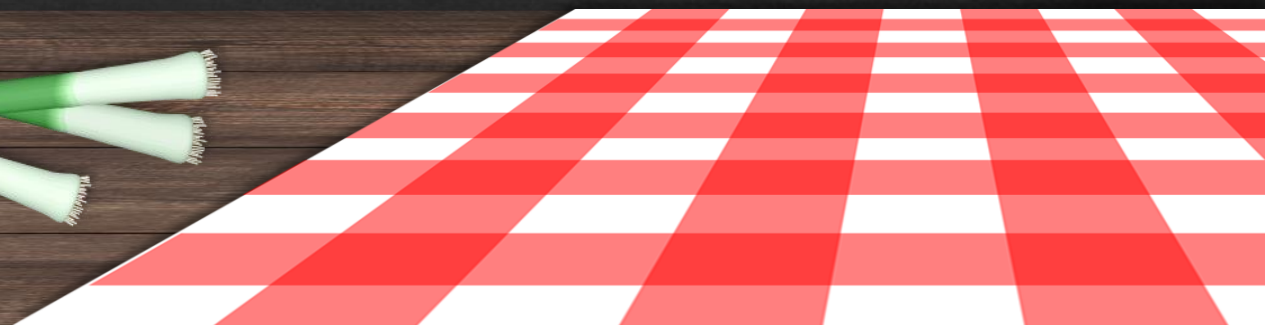
B: I know . . . but I think it's faster when I drive.

You can use *I know* to agree or disagree. When we use *I know* to disagree, we often follow it with *but*.



 Listen to the sentences. Is the speaker finished or not? If the speaker is finished, put a period (.) after the sentence. If the speaker is going to continue, put an ellipsis (. . .). Check your answers with a partner's.

1. I'm going to start riding my bike to work
2. I'm not going to use the air conditioner so much
3. I'm going to volunteer to clean up the park
4. I always turn off the lights
5. I drive to school once a week
6. I'm going to buy a hybrid!
7. I'm going to vote for green candidates
8. I'm going to recycle bottles and cans



ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. How has climate change affected you or your community? Have you seen any effects of climate change? What are people doing to reduce carbon emissions? Explain.
2. What lifestyle changes could you make to reduce your own carbon footprint?



