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BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Lời mở đầu



Sách **Tiếng Anh 12 i-Learn Smart World** do NXB Đại học Huế phối hợp với Công ty TNHH ESVN biên soạn theo Chương trình giáo dục phổ thông được quy định tại Thông tư 32/2018/TT-BGDĐT của Bộ Giáo dục và Đào tạo.

Sách **Tiếng Anh 12 i-Learn Smart World** bao gồm 10 đơn vị bài học (unit) được xây dựng theo các chủ đề, chủ điểm quy định trong khung chương trình của Bộ Giáo dục và Đào tạo 2018, nhằm cung cấp cho học sinh kiến thức ngôn ngữ bao gồm từ vựng, ngữ pháp và ngữ âm, đặc biệt là cách phát âm tiếng Anh-Mỹ (American English); đồng thời trang bị cho học sinh kĩ năng ngôn ngữ để hình thành và phát triển khả năng giao tiếp bằng tiếng Anh.

Sách **Tiếng Anh 12 i-Learn Smart World** bao gồm các chủ đề: **Life Stories, Out into the World, World of Work, Graduation and Choosing a Career, Lifelong Learning, Cultural Diversity, Urbanization, The Media, The Green Environment,** và **Artificial Intelligence**. Mỗi chủ đề có 3 bài học, mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập đa dạng nhằm rèn luyện các kĩ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, giúp học sinh trau dồi kiến thức và kĩ năng giao tiếp. Các hoạt động này được thiết kế phù hợp với đặc điểm tâm lí lứa tuổi của học sinh THPT. Thông qua các chủ đề, chủ điểm và nội dung hoạt động trong lớp học, học sinh cũng được cung cấp những kiến thức cơ bản về văn hoá, xã hội nhằm nâng cao tầm hiểu biết và góp phần đào tạo học sinh trở thành những công dân toàn diện.

Một số biểu tượng sử dụng trong các bài học:



Sử dụng kĩ năng giao tiếp (Conversation Skills) trong bài.



Sử dụng trí tưởng tượng của bản thân.



Di chuyển đến trang Tài liệu hoạt động (Activity Files) và sử dụng tệp được yêu cầu.



Học sinh có thể xem giải nghĩa và cách phát âm của những từ màu tím này trong danh sách từ vựng (Word List) ở cuối sách.



Để giáo viên và học sinh biết rằng nên thực hiện hoạt động trong thời gian quy định.



Những viền màu ở lề trái/phải của trang sách là gợi ý của Nhóm tác giả về cách chia tiết học: màu đỏ – tiết 1; màu xanh lá – tiết 2; màu xanh dương – tiết 3.

Chúc các em thành công!

Nhóm tác giả

BẢN MẪU SGK TIẾNG ANH I-LEARN SMART WORLD

VÕ ĐẠI PHÚC *(Tổng Chủ biên)* - NGUYỄN DƯƠNG HOÀI THƯƠNG *(Chủ biên)*
NGUYỄN THỊ NGỌC QUYÊN - LÊ HUỲNH PHƯƠNG DUNG

Tiếng Anh

12

i-Learn Smart World

Student's Book

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

NHÀ XUẤT BẢN ĐẠI HỌC HUẾ

DTP Education Solutions

Scope and Sequence

Unit	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
UNIT 1 ***LIFE STORIES***	• Understanding/Telling stories about an event that had a big impact on your life • Understanding/Telling stories about life experiences using idioms • Understanding/Talking about the life of an inspiring person	• Reading a blog post about a life-changing trip • Reading/Writing a biography of a famous person • Using time expressions in writing	• The Past Continuous • Adverbial clauses of manner	• Sound changes: Elision of final /d/ • Sound changes: Assimilation: /d/ → /b/
	Vocabulary: Related to life experience, events, and feelings			
UNIT 2 ***OUT INTO THE WORLD***	• Understanding/Talking about travel safety advice • Understanding/Using common travel language • Understanding/Telling an interesting story about a trip	• Reading an article about travel safety • Reading/Writing a story about an interesting trip • Making narratives sound more interesting	• Conjunctions of time + gerunds • Polite indirect questions	• Sound change: Assimilation: /n/ → /ŋ/ • Sentence stress: Contrasting information
	Vocabulary: Related to travel and travel safety, hotel features, and strong adjectives			
UNIT 3 ***WORLD OF WORK***	• Understanding/Talking about skills and characteristics needed for different jobs • Understanding/Asking and giving personal opinions about jobs • Understanding/Talking about the jobs of family members	• Reading an article about what makes a good pilot and architect • Reading/Writing an essay about pros and cons of a family member's job • Writing advantage and disadvantage essays	• Prepositional verbs • *would*	• Sound changes: Intrusion of /j/ • Sound changes: Linking consonant to vowel
	Vocabulary: Related to jobs, job skills, and benefits			
REVIEW 1: Language and Skills Review of Units 1–3 **PROJECT:** Perform a role-play to ask someone for help				
UNIT 4 ***GRADUATION AND CHOOSING A CAREER***	• Understanding/Discussing the importance of different college opportunities • Understanding/Giving advice on different careers • Understanding/Talking about your qualifications and experience	• Reading an email giving career advice • Reading/Writing a résumé • Writing résumés in English	• Phrasal verbs • *could*	• Sound changes: Delayed plosion • Sentence stress: Stress *could* to show certainty
	Vocabulary: Related to soft skills, careers, and career forms/documents			
UNIT 5 ***LIFELONG LEARNING***	• Understanding/Discussing skills you want to learn after graduation and how they'll help you • Understanding/Reporting on interactions with different instructors or teachers • Understanding/Talking about common challenges of lifelong learning and solutions	• Reading an article about lifelong learning • Reading/Writing a blog post about lifelong learning • Softening meaning and showing uncertainty	• Simple, compound, and complex sentences • Reported speech for instructions, orders, requests, offers, and advice	• Sounds: /ɔɪ/ • Sound changes: Elision of final /d/
	Vocabulary: Related to lifelong learning approaches, challenges, and skills			
REVIEW 2: Language and Skills Review of Units 4–5 **PROJECT:** Perform a role-play to highlight your skills in a job interview				

NHÀ XUẤT BẢN SMART WORLD

Scope and Sequence

Unit	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
UNIT 6 *CULTURAL DIVERSITY*	• Understanding/Talking about a country, its people, and its culture • Understanding/Talking about cultural norms • Understanding/Talking about cultural differences	• Reading a blog post about cultural norms in different countries • Reading/Writing a list of dos and don'ts for visitors coming to a foreign country • Writing lists of dos and don'ts	• Articles • Relative clauses referring to a whole clause	• Sound changes: Weak forms of articles • Sound changes: Linking '... *which is ...*'
	Vocabulary: Related to different countries, cultures, traditions, and habits			
UNIT 7 *URBANIZATION*	• Understanding/Talking about urbanization around the world • Understanding/Talking about solutions to problems with urbanization • Understanding/Talking about changes in population in cities	• Reading an article about urbanization • Reading/Writing a report on changes in populations in three cities • Writing reports on bar charts	• The Present Perfect (Active and Passive) • Causatives (Active and Passive)	• Sound changes: Elision of final /t/ • Sound changes: Weak form of *should*
	Vocabulary: Related to urban life and problems, describing graphs and charts			
UNIT 8 *THE MEDIA*	• Understanding/Talking about your media use • Understanding/Talking about the impact of social media • Understanding/Talking about risks on the internet	• Reading a blog post about how a girl and her family have been using the media • Reading/Writing an essay about how to use the internet safely • Writing introductions for problem-solution essays	• The Present Perfect Continuous • Adverbial clauses of comparison	• Intonation: Questions • Sounds: /ks/
	Vocabulary: Related to different types of media and issues with its use			
REVIEW 3: Language and Skills Review of Units 6–8 **PROJECT:** Give a presentation about changes to your hometown and future improvements				
UNIT 9 *THE GREEN ENVIRONMENT*	• Understanding/Talking about volunteer activities • Understanding/Talking about changes and their impacts on the environment • Understanding/Talking about eco-friendly resorts	• Reading an article about an environmental charity • Reading/Writing a recommendation for an eco-resort • Writing recommendations for hotels and resorts	• Adverbial clauses of condition • Double comparatives	• Homophones • Sentence stress: Stress *more* and *less*
	Vocabulary: Related to threats to the environment, possible solutions, and ecotourism			
UNIT 10 *ARTIFICIAL INTELLIGENCE*	• Understanding/Talking about how people's lives will be different because of AI • Understanding/Talking about jobs in the future • Understanding/Talking about the pros and cons of artificial intelligence	• Reading an article about the impact of AI on different jobs • Reading/Writing an opinion essay about AI • Researching essays and summarizing texts	• Disjuncts • Adverbial clauses of result *(so ..., so ... that, such ... that)*	• Sounds: /eɪ/ • Sounds: /pl/
	Vocabulary: Related to describing technology and related changes to work and life			
REVIEW 4: Language and Skills Review of Units 9–10 **PROJECT:** Give a presentation about the impact of AI in the future				

PEARSON ENGLISH TO LEARN SMART WORLD

Unit 1

Life Stories

LESSON 1

Can you ...?
- tell a story about an event that had a big impact on your life
- use the Past Continuous (with *while*) to tell a story






Let's Talk! **In pairs:** Look at the pictures. What's happening to these people? What events do you think could change your life?

New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 02

amazed:	feeling very surprised
anxious:	feeling worried or nervous
depressed:	very sad and without hope
react:	behave in a certain way as a result of something
embarrassed:	feeling shy or uncomfortable especially in a social situation
grateful:	feeling or showing thanks because someone did something kind for you
relieved:	feeling happy because something unpleasant has stopped or hasn't happened



1. I couldn't believe how good my scores on my exams were. I was totally ____amazed____.
2. My parents have worked hard to give me a good life. I'm so _____ for them and all they do.
3. I studied hard for the exam, so I didn't feel _____ about it at all. Actually, I was looking forward to it.
4. I always felt closest to my grandmother. When she passed away last year, I felt really _____.
5. I was so _____ when I found out that my mistake didn't cause much damage.
6. I often feel _____ if I answer a question in class and get it wrong. It makes me so uncomfortable.
7. I think that even if someone is not nice, you should _____ with kindness.

b. Find words in *Task a.* that have similar or opposite meanings to the words below.

surprised: _____; happy: _____; uncomfortable: _____; thankful: _____; calm: _____

c. In pairs: Use the new words to tell your partner about something that recently happened to you and how you felt.

I had to give a presentation in class. It made me feel anxious.

BÀI MẪU SGK TIẾNG ANH 12 I-LEARN SMART

Reading

a. Read Lisa's blog about visiting Italy. What event impacted her the most? Choose the correct answer.

1. learning about Italian history 2. seeing the Colosseum 3. going on the tour without her phone

A LIFE-CHANGING TRIP

Lisa Smith



Hi, everyone! Today, I want to tell you all about something that had a big impact on me. It happened two years ago on a trip to Rome, Italy with my family and my best friend.

On the first day, we were outside the hotel, and our tour guide was explaining the itinerary. While everyone else was listening, my friend and I were busy taking selfies. Then, my dad came over and asked what we thought about the planned bus tour. We were embarrassed because we didn't listen at all. My dad was really upset. He said we would enjoy the trip more if we didn't spend all day on our phones. Then, he asked us to give him our phones for the rest of the day. I felt so embarrassed in front of my friend, but we didn't have a choice.

At first, I didn't know what to do on the bus. It was a nice day with perfect weather, and all around me were beautiful, old buildings. Suddenly, I didn't miss my phone. Later that morning, we stopped at a huge ancient stadium called the Colosseum. The guide told us it was almost 2,000 years old. He said that sometimes they would even fill it with water and put ships in it to recreate famous sea battles. It was so cool!

I'm grateful that my dad took my phone away that day. Now when I travel, I'm not always looking at my phone. I enjoy the sights in front of me with my eyes first, and only take photos later. So, everyone, don't live your life on your phones. There's a beautiful world out there for you to see.

b. Now, read and answer the questions.

1. What did Lisa do two years ago?
   _____
2. Why didn't Lisa and her friend hear the tour guide?
   _____
3. The word it in paragraph 3 refers to ___.
   A. the Colosseum B. the Colosseum's history C. the tour
4. Which of the following is NOT mentioned as something Lisa enjoyed on her trip?
   A. the weather B. Italian food C. the Colosseum's history
5. Which of the following can be inferred from the passage?
   A. Lisa likes to travel without a phone. B. Lisa uses her phone more when traveling. C. Lisa uses her phone less when traveling.

c. Listen and read. 03

d. In pairs: Think of a trip you went on. What happened, and how did you feel?

Grammar

a. Read about the Past Continuous, then fill in the blanks.

Past Continuous

We can use the **Past Continuous** to describe:

- an action that was in progress at a specific time in the past.

  We **were having** dinner at 7 p.m. last night.

- a past action that was in progress when another action interrupted it. We use the Past Simple for the second action.

  While Lisa **was traveling** in Italy, she visited the Colosseum.
  We **were walking** around when a man came to us.

- two or more actions happening at the same time in the past.

  We **were taking** photos while the tour guide **was talking**.

- a past action that was in progress for a period of time.

  She **was waiting** for you all yesterday morning.



b. Listen and check. Listen again and repeat. 04

BẢN MẪU CCK TIẾNG ANH 12 I-LEARN SMART

Past Continuous

Affirmative: S + **was/were** + **V-ing**

I/He/She/It **was looking** out of the window.
We/You/They **were playing** in the yard.

Negative: S + **wasn't/weren't** + **V-ing**

I/He/She/It **wasn't paying** attention.
We/You/They **weren't doing** anything.

Questions: (***Wh*-word** +) **Was/Were** + S + **V-ing**?

Were you/they **talking** to that man?
What was he/she/it **doing**?

We can use **while** and **when** to talk about an ongoing action that was interrupted by another action. We use **while** with the action that was already in progress and **when** with the action that interrupted it.

While we **were swimming**, we saw a shark.
We were swimming **when** we **saw** a shark.

We use **while** to talk about an action that happens at the same time as the main verb in the main clause.

I was watching TV **while** my dad was cooking.

c. Fill in the blanks with the Past Continuous or the Past Simple form of the verbs in brackets.

Our class (1) _____ (visit) the zoo last week when a funny thing (2) _____ (happen). At about 9:30 a.m. that day, we (3) _____ (look) at the gorillas. We (4) _____ (take) photos when someone saw a snake on the floor. It was my pet snake! While I (5) _____ (get) ready at home that morning, my pet snake (6) _____ (fall) into my school bag, but I didn't see it. At the zoo, it (7) _____ (get) out of my bag. I (8) _____ (pick) up my snake and calmly put it back into my bag. My classmates were all so amazed. While my teacher (9) _____ (call) the zookeepers for help, my classmates (10) _____ (take) selfies with me. Everyone was so grateful and relieved.

d. Combine the sentences using the word in brackets.

1. She was traveling in Australia. She saw lots of exciting places. (while)
   She saw lots _____
2. I took a photo of my sister. She was swimming in the ocean. (when)
   My sister was _____
3. He was studying in university. He was working in a restaurant. (while)
   While _____
4. He started to feel depressed about his exam results while he was cycling home. (when)
   He was _____
5. The adults were chatting about the news. All the children were playing. (while)
   The adults _____



e. In pairs: Use the prompts in the table to make sentences.

everyone/sing happy birthday	Mom/bring out/cake
I/feel/embarrassed	I/give/presentation
he/pack/go to university	he/be/anxious
It/start/rain	I/ride/bike/home

While everyone was singing happy birthday, my mom brought out my cake.

Pronunciation

Sound Changes

a. /d/ sounds at the end of words are often assimilated when the next word begins with a consonant.
'... and my ...' often sounds like /æn maɪ/.

b. Listen. Notice the sound changes of the underlined letters. 05
They were eating and drinking.
It happened two years ago.

c. Listen and cross out the sentence that doesn't follow the rule in *Task a*. 06
I was sightseeing and taking photos.
They were feeling nervous and scared.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then ask and answer questions about the unforgettable stories using the prompts. 07

What's something unforgettable that happened to you?

It was when I took a trip to Italy two months ago.

Can you tell me about it?

While I was visiting a tourist spot, someone stole my purse.

How did you feel?

I felt depressed, but I was fine again soon.

trip to Italy – two months ago



- visiting/tourist spot – someone/stole/purse
- depressed/fine again soon

bike accident – last week



- cycling/to school – car/hit me
- relieved/I wasn't hurt badly

met my best friend – three years ago



- met/at school – studying/same class
- grateful/do everything together

my sister and I won prizes – four years ago



- I/studying/8th grade – sister/studying/4th grade
- amazed/we couldn't believe we won

went skiing – last year



- skiing/down/mountain – ran/into/tree
- hurt/leg/healed/quickly

found a cat – last month



- walking down/street – saw/injured cat
- got better/now/my pet

b. Practice with your own ideas.

Speaking *IMPORTANT MOMENTS IN LIFE*

a. Think about or imagine an event that had a big impact on your life. Choose a topic below or your own idea. In pairs: Take turns asking and answering about the event. Ask for more details if needed. Swap roles and repeat.

TOPICS

- A trip
- An accident
- A competition you were in or saw
- A problem you had
- Meeting someone
- Something you received or lost

DISCUSS

- What happened?
- When did it happen?
- Who was there with you, and what were you doing?
- How did you react?
- How did it impact you?
- How did you feel after that?

b. Have you been in a situation that is similar to your partner's? How would you feel if you were in such a situation?

I've never traveled to a new country alone, but I think I would also feel anxious and excited.

BẢN MẪU CỘC TIẾNG ANH 12 - LEARN SMART WORLD



Unit 1

Life Stories

LESSON 2

Can you ...?
- tell a story about your life experience using idioms
- use adverbial clauses of manner to describe your feelings

Conversation Skill: Introducing a story

Let's Talk! **In pairs:** Look at the pictures. How do you think these people feel? Which life events do you think they're experiencing? What situations or events would make you feel the same?

Aa New Words

a. Read the idioms and definitions, then fill in the blanks with the correct idioms. Use the correct verb form and possessive adjectives. Listen and repeat. 08

- **(was) on cloud nine:** extremely happy
- **(was) beyond my wildest dreams:** much more successful and better than you thought possible
- **(had/got) butterflies in my stomach:** have a nervous feeling about something that will happen soon
- **(was) the end of the world:** the most terrible and unpleasant thing possible
- **(was) a blessing in disguise:** something that looked bad but turned out to be good
- **my life depended on it:** something is very important or essential
- **(was/got) bent out of shape:** get very annoyed or angry
- **(could/couldn't) wrap my head around it:** (not) able to understand something, often something strange

1. That test was so difficult. I couldn't wrap my head around it at all.
2. I _____ after I passed my university entrance exam.
3. I _____ when my sister used my phone without asking.
4. Having the chance to study abroad in Australia _____. I couldn't believe it happened to me.
5. I had to stay late at school yesterday, but it _____ because I made a new friend.
6. When I heard my mom scream, I ran upstairs like _____.
7. Right before I gave my presentation, I felt like I _____.
8. I forgot my wallet at home, but it wasn't _____. My friend let me borrow some money.

b. Which of the idioms below do you know? What do they mean?

look/feel like a million bucks, cost an arm and a leg, a piece of cake, go round in circles, a fish out of water

c. Use the new idioms to talk about how you felt during different experiences.

I was on cloud nine when I got my cat.

BẢN MẪU SÁCH TIẾNG ANH 12 LEAP

Listening

a. You will hear a girl talking about a presentation she did. What feelings do you think the girl will mention? Circle three.

confident ____	confused ____	disappointed ____
happy ____	nervous ____	surprised ____

b. Now, listen and put the feelings she mentions in the order you hear. Write a number on the line. How many feelings did you guess correctly? 09

c. Listen again and fill in the blanks with no more than four words. 09

1. Mr. Stevens thought it looked as though Alice _____ for her presentation.
2. Alice tells Bob she felt like she _____ when she got her score.
3. Alice had to _____, but she wanted to _____.
4. Bob thinks it's important not to get bent out of shape when _____.
5. Alice tells Bob about the presentation because Bob helped Alice _____.



Conversation Skill

Introducing a story

To introduce a story, say:

Hey, you're not going to believe this, but ...

Hey, did I ever tell you about ...?

d. Read the Conversation Skill box, then listen and repeat. 10

e. Now, listen to the conversation again and circle the phrase that you hear. 09

f. In pairs: What would make you experience the feelings Alice had? Why?

Grammar

a. Read about adverbial clauses of manner (*like, as if, as though*), then fill in the blank.

Adverbial clauses of manner (*like, as if, as though*)

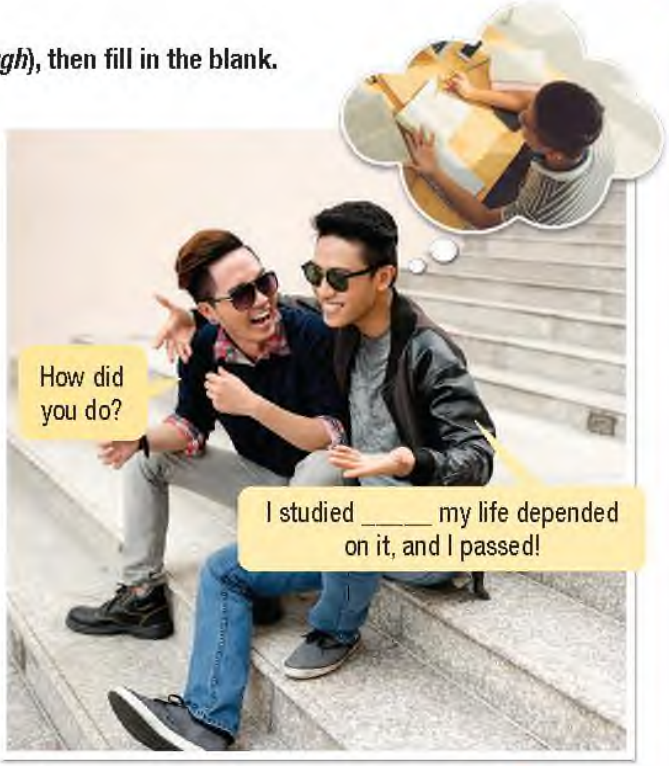
We use these clauses to describe how somebody does something. They're commonly used with the verbs *look*, *sound*, and *feel*.

- Main clause + **like/as if/as though** + **clause**

I feel **like everyone's looking at me**. (But they aren't.)
She sounded **as if she was about to cry**. (But she didn't.)
The dog looked **as though it had no owner**. (I don't know if it had an owner or not.)

- **Like** can also be used with a noun or noun phrase.

They spoke **like experts**.
I felt **like the smartest man alive**.



b. Listen and check. Listen again and repeat. 11

BAN MAI SCHOOL ANH 12 I-LEARN SMART WORLD

Adverbial clauses of manner (*like, as if, as though*)

After **as if/as though**, we can use a past tense verb when talking about the present. We do this when we know the idea is not real.

She looks **as if/as though** she **is** a millionaire. (Perhaps she is.)
She looks **as if/as though** she **was** a millionaire. (But I know she isn't.)

When we use **as if/as though** for an idea that is not real, ***were*** can be used instead of ***was***.

He acts **as if/as though** he ***was/were*** an old man.

Note

We usually don't use an adverb of manner before an adverbial clause of manner that shows a similar idea.

He ran ~~quickly~~ as if a dog was after him.

c. Tick the correct sentences.

1. She acted as if it was the end of the world. ☐
2. I was so nervous that I felt as though I couldn't breathe. ☐
3. He smelled as if a wet dog. ☐
4. They felt like they were on cloud nine when they passed their tests. ☐
5. He seemed like bent out of shape. ☐
6. Before the game, I felt as though a worried parent. ☐
7. It seemed as though the typhoon would never come to an end. ☐
8. When they gave me my results, I felt like I was going to cry. ☐



d. Rewrite the sentences by replacing the adjectives or adverbs with the prompts.

1. She looked nervous. — as though/butterflies/in/stomach
   _____
2. I felt fast. — like/be/fastest student/at school
   _____
3. He studied hard. — as if/life/depend/it
   _____
4. They act really smart. — as though/they/be/experts (perhaps they're experts)
   _____
5. He looks scared. — as if/see/a ghost (but he didn't see any ghosts)
   _____

e. In pairs: Imagine that the things below happened to you. Say how you felt and what you did.

- moved to a new town/city
- won the lottery
- lost something important
- argued with my best friend
- didn't prepare for a presentation
- got a perfect score on an important exam

I felt as if moving to a new city was a blessing in disguise. I was sad to leave my hometown, but I made lots of new friends.

Pronunciation

Sound Changes

a. /d/ sounds at the end of words often sound like /b/ when the next word begins with /m/ or /b/.
'... had my ...' often sounds like /hæb maɪ/.

b. Listen. Notice the sound changes of the underlined letters. 12

It was beyond my wildest dreams.
I had butterflies in my stomach.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 13

It made me really happy.
I had bad dreams about it.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering using the pictures and prompts.

Hey, have I ever told you about the time I traveled alone?

No. What happened?

I went to India for two weeks.

How did you feel?

I felt as if I was a fish out of water.

traveled alone



went/India/two weeks
was/fish out of water

won a chess competition



beat/school champion
was/beyond my wildest dreams

took swimming lessons



swam/my life depended on it
was/on cloud nine/after

borrowed my brother's game



he/got bent out of shape
was/the end of the world

took my university exam



couldn't wrap/head around/math section
was/going to fail

walked home in the rain



found/lost puppy
was/a blessing in disguise

b. Practice with your own ideas.

Speaking

STORIES ABOUT YOUR LIFE EXPERIENCE

Introduce a story.

a. In pairs: Look at the list below and think of three more situations in which you would feel strong emotions.

1. did something difficult on your own
2. overcame a fear
3. won something
4.
5.
6.

b. Student A, choose one of the situations that happened to you and tell Student B about it. Use idioms to make your story more interesting. Student B, ask the questions below or your own ideas. Swap roles and repeat.

What happened?

What did you do?

How did you feel?

What was it like?

c. Join a new partner. Student A, tell your story again. Student B, listen and ask the questions above or your own ideas. Swap roles and repeat.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 1

Life Stories

LESSON 3

Can you ...?
- talk about the life of an inspiring person
- write a biography of an inspiring person

Writing Skill: Using time expressions

Let's Talk!

In pairs: Look at the pictures. Do you know these people and what they have done? Do you think they are inspiring? What do you think makes a person inspiring?



Listening

a. Listen to three students talking about inspiring people. Match the student with the person he/she finds inspiring. 15

Carol	•	• a scientist
Andy	•	• a leader
Amanda	•	• an actor

b. Now, listen and circle *True* or *False*. 15

1. Bruce Lee was a martial artist.	True	False
2. Bruce Lee believed people should aim to do great things.	True	False
3. Marie Curie won the Nobel Prize three times.	True	False
4. Marie Curie inspired more women to work as scientists.	True	False
5. General Võ Nguyên Giáp built the Vietnamese army from only 54 soldiers to over a million.	True	False
6. Amanda wants to be a scientist when she gets older.	True	False

c. In pairs: Do you think the people in the pictures and the Listening are inspiring? Who do you find the most inspiring?

Reading

a. Read the biography about Nellie Bly. What can be said about her? Choose the correct answer.

1. She was a brave woman who changed her field and the world.
2. She was a highly successful woman who was inspired by other women.

Nellie Bly was an American journalist, best known for her **investigative** reporting. She also made the fastest trip around the world.

She was born in 1864 in Pennsylvania, the United States. Her parents named her Elizabeth Jane Cochran. She started her career in 1885 after writing an angry response to an article called *What Girls Are Good For* in the *Pittsburgh Dispatch*. They were **impressed** and gave her a job. In her first article, she argued that not all women needed to get married, and that they should have better opportunities. She then used the name Nellie Bly for the rest of her career.

After leaving the *Pittsburgh Dispatch*, Nellie was **rejected** from jobs because newspapers wouldn't hire a woman. She finally got a job at the *New York World* by agreeing to pretend to be mentally unwell to investigate a mental **asylum**. Her report **exposed** the asylum's conditions, and it was forced to improve its patient care. During her career, she wrote about many difficult issues, and most of them are in support of women's lives.

In 1889, inspired by Jules Verne's novel *Around the World in Eighty Days*, she took a trip around the world. The idea was rejected by her newspaper at first because "no one but a man can do this", but finally her editor agreed. She traveled alone for most of it, an unusual thing for women to do at the time. She actually met Jules Verne in France and completed the trip after 72 days, setting a world record.

In her later years, Nellie Bly returned to journalism. She wrote reports about World War I and problems that impacted women. Nellie Bly died in 1922 at the age of 57. Her life has inspired dozens of movies, TV series, and books.

BÙI MẠNH THẮNG ANH 12 - L

b. Match the bold words in the text with their definitions.

1. _____: (old use) a hospital where people who are mentally ill can be cared for
2. _____: involving examining an event or situation to find out the truth
3. _____: create a feeling that someone/something is very good or interesting
4. _____: refuse to accept or consider something
5. _____: show something that is usually hidden



Nellie Bly

c. Now, read and answer the questions.

1. According to paragraph 2, all of the following are true EXCEPT _____.
   A. Nellie Bly wasn't happy with career options women had back then
   B. Elizabeth Jane Cochran wrote her first article under the name Nellie Bly
   C. Nellie Bly was interested in writing about women's lives
2. The word <u>pretend</u> in paragraph 3 is closest in meaning to _____.
   A. put on an act
   B. imagine
   C. say
3. How did Nellie Bly get her job at the *New York World*? _____
4. Which of the following can be inferred from paragraph 3?
   A. The mental hospital treated its patients badly.
   B. Nellie Bly was already well known as a journalist before she wrote for the *New York World*.
   C. Nellie didn't have any difficulty getting into the hospital.
5. Why did Nellie Bly make a trip around the world? _____

d. Listen and read. 16

e. In pairs: What do you think about Nellie Bly?

Writing

a. Read about using time expressions, then read the biography about Nellie Bly again and circle the time expressions that were used.

Writing Skill

Using time expressions

When writing a biography, you need to use many time expressions. Some common time expressions are:

- **At the age of** ...: when someone was a certain age
  At the age of 16, she graduated from her high school.
- **As a** (child/teenager): when someone was a (child/teenager)
  As a teenager, she met many inspiring people who were her parents' guests.
- **During** + time period: all through a period of time
  During the war, she and people in her organization risked their lives to help others.
- **For** + length of time: how long something happened
  They researched and developed many airplane models for four years.

b. Fill in the blanks with *at the age of*, *as a*, *during*, or *for*.

1. She learned how to play the piano _____ four.
2. _____ his teenage years, he learned how to paint with various great painters of the time.
3. He spent most of his free time exploring the country _____ boy.
4. _____ over 20 years, he fought for the freedom of his country.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Speaking

a. You're working on a project about inspiring people. In pairs: Student B, P. 122 File 1. Student A, you want to find out about Yvonne Young Clark. Ask Student B questions and complete the notes below.

Yvonne Young Clark (known as Y.Y.) – "The First Lady of Engineering"

Early life:

- _____: was born in Houston, Texas, the USA
- loved _____ as a child
- _____: attended Howard University
- only woman in her class and the first woman to earn a degree in mechanical engineering

Career and achievements:

- struggled to find jobs because of her skin color and gender
- _____: got married and moved to Tennessee at the age of 25
- worked as _____ at Tennessee State University for the next 55 years
- first female member of her department
- worked for _____ during her summer breaks
- contributed to the development of the engine of the rocket Saturn V and the box used to bring moon samples back

Death and influence:

- received many awards for her contributions
- _____: died at the age of _____
- A scholarship in her name was established at Tennessee State University.

b. Swap roles and repeat. Answer Student B's questions about Nguyễn Ngọc Ký.

Nguyễn Ngọc Ký – Vietnamese teacher and writer

Early life:

- June 28th, 1947: was born in Hải Hậu, Nam Định Province
- got sick at the age of four and couldn't use his arms afterwards
- wanted to go to school as a boy but wasn't allowed
- learned to write with his feet
- 1963: got 5th place in a math competition and given an award by President Hồ Chí Minh
- 1960s: studied literature at Đại học Tổng hợp Hà Nội

Career and achievements:

- as a young man, became a teacher in his hometown
- 1993: received the title "Outstanding Teacher"
- 2005: Vietnam Book of Records awarded him the title "First Teacher to Use His Feet to Write".

Death and influence:

- September 28th, 1970: died at the age of 75
- Vietnamese students are still taught about him as an example of why you should believe in yourself.

Useful Language

a. Read the biography about Nellie Bly again. In which paragraph are the following phrases used? Write the paragraph numbers (1–5) on the lines.

Useful language

Talking about interests:

_____ He showed an interest in ...
_____ She developed an interest for ...

Talking about career:

_____ She started (her career) ...
_____ He worked as/for ...
_____ She contributed to ...

Talking about achievements:

_____ She was best known for ...
_____ He was considered ...
_____ He was remembered as ...

b. Use the information in the Listening and the Useful Language box to write sentences for their biographies.

Bruce Lee:

_____

_____

Marie Curie:

_____

_____

General Võ Nguyên Giáp:

_____

_____

Let's Write!

Now, write a biography about Yvonne Young Clark or Nguyễn Ngọc Ký. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The biography describes the events in the correct order. ☆☆☆
The biography uses time expressions correctly. ☆☆☆
The biography uses past and present tenses correctly. ☆☆☆

BẢN MẪU SGK TIẾNG ANH 12 FRIENDS GLOBAL SMART WORLD



Unit 2

Out into the World

LESSON 1

Can you ...?
- talk about travel safety advice
- use conjunctions of time + gerunds to give advice

Let's Talk! **In pairs:** Look at the picture. What problems might these people have when visiting a new country? How can people stay safe when they visit a new country?

New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 17

snatch: take something away quickly and roughly
spot: a particular area or place
discreet: careful in what you say or do so you don't attract too much attention
credit card: a small plastic rectangle used to pay for things
currency: the money that a country uses
safe: a strong metal box used for storing valuable things
pick up: learn a new skill or language by practicing it

1. Boracay is a really popular tourist _____spot_____ in the Philippines.
2. The _____ is in the closet. You should keep your money, passport, and jewelry in there.
3. Be careful when you take a photo on the street. Someone might try to _____ your phone.
4. Excuse me, can I pay for this with a _____, or do I need to use cash?
5. The _____ in the USA is the US dollar.
6. When you visit a foreign country, you should try to _____ the local language.
7. When you take money from the ATM, it's important to be _____.

b. Add the words in the box to the table.

discreet, pick up a language, spot, credit card, safe (x2), currency, cash, snatch, itinerary, travel insurance (x2), exchange rate, emergency, embassy (x2)

Words related to money:	
Words related to safety:	
Words related to tourism:	

c. In pairs: Use the new words to talk about how to have a safe vacation.

We should leave our passports in the hotel safe.

Be discreet with valuable things so no one snatches them.

BẢN MẪU SGK TIẾNG ANH 12 ILEARN SMART

Reading

a. Read the article from a travel insurance website. Choose the best title for the article.

1. Travel Insurance for a Safer Trip 2. Stay Safe on Your Travels 3. Leave Your Valuables in the Safe

Traveling can be a wonderful experience, but don't forget about travel safety while you're abroad. Follow these six tips to help you take a trip that you'll remember for all the right reasons.

1. Do your research: Before arriving, get to know your destination. Read travelers' reviews and check with locals for information to find out where the best spots are. Try to pick up some of the local language before you go.

2. Don't attract too much attention: Try not to look like a tourist. Be discreet when looking at maps and when taking out money to buy things, especially on the street.

3. Don't carry too much cash: Try to use credit cards as much as you can on your trip. It's good to carry a small amount of local currency around with you for everyday items, and you can use an ATM at the airport after arriving.

4. Keep your friends and family updated: After finalizing your itinerary, email a copy to a few trusted people who can follow your trip. Check in regularly with your family after arriving so they know you're where you're supposed to be.

5. Protect your stuff: When going out and about, make sure you leave your valuables in the hotel safe, especially your passport and credit cards if you don't need them. Don't wear expensive jewelry as someone might try to snatch it.

6. Be aware of your surroundings: Although traveling gives you opportunities to meet new people and learn about their cultures, always look out for trouble. If someone near you is acting strange, leave the area immediately.

Even if you follow this advice, some bad things might still happen. Before leaving on your trip, get travel insurance from Insur-U-Go, and you can relax no matter where you go.

b. Now, read and choose the correct answers.

1. According to tip 1, travelers should start to find out about the place they're visiting _____.
   A. by speaking to locals in the local language B. before they arrive for their visit C. after they arrive for their visit
2. Which of the following can be inferred from tip 2?
   A. Stand out from the crowd. B. Make a lot of noise to stay safe on your trip. C. Look and act like a local.
3. Which of the following is NOT true according to tip 3?
   A. Use an ATM before arriving. B. Carry some local currency with you. C. Use credit cards whenever you can.
4. The verb Check in in tip 4 is closest in meaning to _____.
   A. show your ticket at the airport B. register at a hotel C. contact someone to tell them you're OK
5. Which of the following can be inferred from the article?
   A. You will be safer with insurance. B. Take extra care when visiting new places. C. Be suspicious of new people.

c. Listen and read. 18

d. In pairs: Which tip do you think is the most useful? Why?

Grammar

a. Read about conjunctions of time + gerunds, then fill in the blank.

Conjunctions of time + gerunds

We use some subordinating conjunctions and gerunds to connect actions or events with a point in time when the subject of the main clause and the subordinate clause are the same.

- **Conjunction + gerund (+ object), main clause**

Before leaving home, don't forget to lock the doors.
Since leaving school, he has traveled a lot.
After arriving, go and speak to the receptions at the hotel.

- **Main clause + conjunction + gerund (+ object)**

Buy a SIM card **after arriving** at the airport.
You shouldn't carry too much cash **when visiting** a new city.



_____ into the hotel pool, check how deep the water is.

b. Listen and check. Listen again and repeat. 18

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

c. Fill in the blanks with the correct form of the verbs.

1. Before _____ (visit) a new place, do some research before you _____ (arrive) at your destination.
2. After _____ (check in) to the hotel, you can _____ (ask) where the best places to visit are.
3. You should _____ (take) extra care of your belongings when _____ (travel) alone.
4. Try to pick up some of the local language while _____ (talk) to locals. They'll really _____ (appreciate) it.
5. I have already started to _____ (plan) my next trip since _____ (return) from South America.
6. There's no need to change money before you _____ (leave) home. Just use an ATM after _____ (land).
7. Since _____ (return) home, have you _____ (think) about the next place you want to go?
8. _____ (read) some online reviews before _____ (book) any hotels or tourist activities.



d. Read and circle the correct answer.

1. Email a copy of your itinerary to family or friends *before/since* finalizing your trip.
2. *When/Since* visiting interesting places, people often buy souvenirs from local people.
3. *While/Before* departing your home country, you should really arrange some travel insurance.
4. Planning your trip in advance is good, but you can also get knowledge from locals *before/while* visiting.
5. It's always better to use local currency *when/since* buying anything.
6. *Since/After* returning home, I have really missed all the people I met on my trip.
7. You should learn a few useful phrases *while/since* speaking to local people. They will really love it.
8. In most countries, the taxis have meters, and you pay for your fare *after/before* arriving at the place you want to go to.
9. *When/After* traveling to a new country, avoid flights that get you to your destination late at night.
10. I've thought about which place I want to visit next *since/while* getting back from my last trip.

e. In pairs: Talk about travel safety on vacation using the prompts below.

Before leaving home ... | When traveling ... | After arriving for your vacation ... | While going sightseeing ...

Before leaving home, do some research on the place you're visiting.

Pronunciation

Sound Changes

a. /n/ sounds at the end of words often change to /ŋ/ when the next word begins with a /g/ sound.
'... when going ...' often sounds like /wen ˈgoʊɪŋ/.

b. Listen. Notice the sound changes of the underlined letters. 20

When going sightseeing, leave your valuables in the hotel safe.
When going out in the sun, apply sunscreen 30 minutes before.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 21

When getting in a taxi, tell the driver your destination.
When going to a tourist spot, look after your stuff.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BAN MUU SGK TIENG ANH 12 LEARN SMART

Practice **a. Listen, then take turns asking and answering about how to stay safe when traveling using the prompts.**

How can we stay safe when traveling to new places?

Hmm ... When going sightseeing, leave your valuables in the hotel safe.

Good idea! And check online reviews before booking your hotel.



- going sightseeing/leave your valuables in the hotel safe
- check online reviews/booking your hotel



- going out in the sun/apply sunscreen 30 minutes before
- don't go swimming/eating a big meal



- get local currency/arriving at the airport
- traveling/carry a small amount of cash



- visiting a new country/pick up the local language
- be discreet/traveling to foreign countries



- paying for your hotel/use a credit card
- cancel your credit cards/ losing them



- going to tourist spots/watch your things
- don't wear jewelry/visiting tourist spots

b. Practice with your own ideas.

Speaking ***SAFE TRAVELS***

a. You are a travel vlogger making a travel advice video for visitors to Vietnam. In pairs: Prepare advice on what travelers should do before, during, and after their trip to Vietnam.





b. Join another pair. Tell them about your ideas for your vlog.

When visiting Vietnam, you should explore the north, central, and south to see all the beauty Vietnam has.

SGK TIẾNG ANH 12 GLOBAL SUCCESS

Unit 2

Out into the World

LESSON 2

Can you ...?
- use common travel language
- use polite indirect questions to ask for things at a hotel

Conversation Skill: Describing things if you don't know the word



Let's Talk! **In pairs:** Look at the picture. Where do you think the man is? Why is he visiting there?

New Words

a. Read the words and definitions, then fill in the blanks to complete the signs and notices. Listen and repeat. 23

lowercase – not written as capital letters
uppercase – written in all capital letters
complimentary – given for free
iron – a device for making clothes flat and smooth
remote control – a device that you hold and use to control a machine from a distance
dry cleaning – cleaning special clothes (e.g. a suit) using chemicals, not using water
swipe – pass a card through/over a machine to read information on it
operate – control equipment or a machine

Laundry Service
Please call housekeeping on 001 for laundry or ___dry cleaning___ (1) services.

Dear Guest,
this drinking water is (2) _____.



Please return this _____ (3) to housekeeping after use.

Gym for hotel guests only
(4) Please _____ your room key card on the card reader to enter the gym.



Wi-Fi password: ABCDefgh
(5) (A–D all _____ and e–h all _____) (6)

To _____ (7) the AC, please use the _____ (8).

b. Add the new words to the table and add other things or services you know that hotels have or offer.

Things hotels have:	
Services hotels offer:	

c. In pairs: Use the new words to talk about the things or services you've used at a hotel.

I swam in the hotel pool.

I used room service to order snacks.

BẢN MẪU SGK TIẾNG ANH 12 - EA

Listening

a. You will hear a guest asking a hotel employee for some items and information. What do you think the guest will ask for? Add two more items.

1. Wi-Fi password 2. dry cleaning services 3. _____ 4. _____

b. Now, listen and circle the things above that the guest asks about. How many did you guess correctly? 24

c. Listen again and circle the correct answer. 24

1. The Wi-Fi password is _____.

A. HAVEAGREATTRIP B. Have a Great Trip C. have a great trip D. haveagreattrip

2. The room charge includes _____.

A. drinks in the fridge B. small bottles of water C. all drinks D. no drinks

3. The guest can't operate the _____.

A. safe B. TV remote control C. AC remote control D. key card

4. The guest wants to pay the bill by _____.

A. credit card B. cash C. bank transfer D. check

5. What DOESN'T the guest ask the hotel employee about?

A. flowers B. a taxi C. payment methods D. an iron

Conversation Skill

Describing things if you don't know the word

To describe things if you don't know the word, say:

A place to (exercise) ... ☐

A thing for (pressing a shirt) ... ☐

d. Read the Conversation Skill box, then listen and repeat. 25

e. Now, listen to the conversation again and tick the phrase(s) you hear. 24

f. In pairs: What problems have you had on vacation? How did you solve them?

Grammar

a. Read about polite indirect questions, then fill in the blank.

Polite indirect questions

We can use these to be more polite when asking questions. They are introduced with different phrases:

- **Could you tell me ...?**

Could you tell me when the pool closes?
Could you tell me if you have free Wi-Fi?

- **I was wondering ....**

I was wondering what restaurants are nearby.
I was wondering whether the restaurant is open.

- **Would you mind telling me ...?**

Would you mind telling me where the bathroom is?
Would you mind telling me if my room has been cleaned?

- **Do you know ...?**

Do you know where I can get some lunch?
Do you know if I can pay with cash?



_____ where the mailbox is?

b. Listen and check. Listen again and repeat. 25

BẢN MẪU IN THỬ - TIẾNG ANH 10 I-LEARN SMART WORLD

Polite indirect questions

In indirect questions, the verb goes after the subject (the same as a normal positive statement).

Direct	Indirect
***Wh*-questions**	**Introductory phrase + *wh*-word** + S + V?
When does the café close? How much is a taxi? Where is the movie theater?	**Could you tell me when** the café closes? **I was wondering how** much a taxi is. **Would you mind telling me where** the movie theater is?
***Yes/No* questions**	**Introductory phrase + if/whether** + S + V?
Do you have a pool? Is there a store near here? Does the hotel still offer room service? Is my room ready?	**Could you tell me if** you have a pool? **I was wondering whether** there is a store near here. **Do you know if** the hotel still offers room service? **Would you mind telling me if** my room is ready?
We don't use **Do you know if** followed by "you", we use **Could you tell me if/I was wondering whether/Would you mind telling me if**.	
~~**Do you know if** you have a pool?~~	**Could you tell me if** you have a pool?

c. Circle the correct words.

Questions to hotel staff:

1. *Do you know/Could you tell me* if you accept credit cards?
2. I was wondering *how do you operate/how to operate* the coffee machine.
3. Could you tell me if *you have/have you* a dry cleaning service?
4. Do you know if *there's/is there* a good Indian restaurant near the hotel?
5. Would you mind telling *me/me if* there is a pool in the hotel?
6. Could you tell me *where is the nearest subway/where the nearest subway is*?
7. Do you know if *I have to/you have to* swipe my key card to use the elevator?



d. Complete the indirect questions below.

1. Where's the remote control for the AC? I was _____
2. Is the Wi-Fi password all lowercase or uppercase? Could _____
3. Are the drinks complimentary? Do _____
4. Who's the manager? Could _____
5. Do you have a taxi service to the airport? Would _____
6. Where can I find an iron? I was _____

e. In pairs: Ask and answer indirect questions using the prompts.

- what time it is
- when the café opens
- which floor the pool is on
- if it rains a lot this time of year
- where the subway station is
- if the hotel still offers room service

Could you tell me what time it is?

Sure. It's 2:30 p.m.

Pronunciation

Sentence Stress

a. We often stress words, or parts of words, when we want to show there is a difference from what someone is saying.

A: Is the station 10 km from the airport?
B: No, it's <u>12</u> km from the airport.

b. Listen. Notice the extra stress on the underlined words. 27

A: Thanks, "have-a-great-trip", all uppercase.
B: Not uppercase, sir, <u>lowercase</u>.
A: Another thing, do you know if there's a place to get my suit washed near here?
B: You mean you want your suit <u>dry cleaned</u>, right?

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 28

Your room number is 1407, not 1408.
The bus leaves at 12:15. It's the train that leaves at 12:30.

d. Practice reading the sentences with the sentence stress noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH MỚI - LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering using the prompts and indirect questions. Remember to describe the things and places that you don't know the word for.

Could you tell me how to use the thing to open the door?

Sure. Just swipe your card slowly.

Thank you. Could you tell me if I can get a second card?

Yes, but a second card costs extra.



A: how/use (...)?
B: Just swipe your card slowly.
A: could/if I can get a second card?
B: Yes, but a second card costs extra.



A: how/operate (...)?
B: The instructions are in the desk.
A: do/if it goes below 18°C?
B: Sorry. That's the lowest.



A: where/get some (...)?
B: You can go to our café.
A: do/if they are complimentary?
B: Your first drink is free.



A: what/Wi-Fi (...) is?
B: It's ABCDWXYZ.
A: could/if all lowercase?
B: It's all uppercase.



A: if/you have (...)?
B: We do dry cleaning daily.
A: do/where the form is?
B: It's in the closet.



A: if/there's (...) in the room?
B: Irons cost extra.
A: do/how much/an iron costs?
B: It's $5.00 per day.

b. Practice with your own ideas.

Speaking

SORRY TO BOTHER YOU ...

Describe things if you don't know the word.

a. You're a guest at a hotel. Make a list of six things you want to ask about. Use as many of the new words as you can. In pairs: Student A, you're the guest. Politely ask the hotel employee about each item on your list. Student B, you're the hotel employee. Answer the questions. Swap roles and repeat.

THINGS TO ASK

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

Excuse me.

Yes, can I help you?

Could you tell me what the Wi-Fi password is?

Sure. It's GOODVIBES. One word, all uppercase.



b. What are other things people might ask a hotel employee about? What answer might they give?

BẢN MẪU SÁCH TIẾNG ANH 10 I-LEARN SMART WORLD

Unit 2

Out into the World

LESSON 3

Can you ...?
- tell an interesting story about a trip
- write a narrative

Writing Skill: Making narratives sound more interesting

Let's Talk!

In pairs: Look at the pictures. Would you like to take an overnight trip on a boat? What things could you see and do?



A harbor with boats and karst formations in Ha Long Bay, Vietnam

A jellyfish

Listening

a. Listen to a boy talking about an interesting trip he went on. Do you think the speaker would want to go on the trip again? 30

Yes/No

b. Now, listen and number the sentences in the order you hear them. 30

A. I was so excited to go because it was my first time spending a night on a boat. _____

B. It was a wonderful experience that I'll never forget. _____

C. It felt so relaxing being on the calm, peaceful sea. _____

D. I wasn't happy at all, but in the end, we all laughed about it. _____

E. We had a delicious meal on the top level of the boat. _____

c. In pairs: Which part of the trip do you think was the most interesting? Why?

Reading

a. Read the story about an interesting trip. What did the writer think about her trip?

1. It was terrible. 2. It was OK. 3. It was amazing.

Three years ago, I went to Vietnam with my dad and my younger brother, Eddie. While we were there, we visited a place called Black Lady Mountain (Núi Bà Đen). It was hot and humid, and I was a little angry because I hate walking.

The mountain didn't look so big from far away, but when we got nearer, I could see it was actually huge. When we got there, I was **overjoyed** to see there was a cable car. I wasn't happy for long though, because my dad said we had to walk up the steps. He said that "it builds character" and that it was good for us to experience a nature walk.

We saw lots of small animals and unusual plants, and I realized my dad was right. Even though we were exhausted by the time we got to the top, it felt great being outside in the fresh air. We spent some time at the beautiful temple on the top of the mountain, and the view of the landscape below us was spectacular. There were monkeys everywhere, and they weren't scared of people **at all**. One of them stole a visitor's sandwich and ran away. It was **hilarious**.

To get down the mountain, we had to take a really long slide, like at an amusement park. I sat with Eddie on a small cart, and we **flew** down the slide to the bottom. Eddie was **terrified** and screamed so loudly that my dad thought he hurt himself. Anyway, I thought it was awesome and really wanted another turn.

It was a wonderful experience, and I would definitely like to visit the mountain again. Next time, however, I'd like to take the cable car or go on a day that is a bit cooler.

BẢN MẪU SÁCH TIẾNG ANH 12 LEARNER



b. Match the bold words in the text with their definitions.

1. _____: very happy
2. _____: very funny
3. _____: went or moved quickly
4. _____: in any way, to any degree
5. _____: very scared

c. Now, read and choose the correct answers.

1. According to paragraph 2, the mountain was in fact _____.

A. quite small B. not so big C. quite big D. really big

2. Which of the following is NOT true about the top of the mountain according to paragraph 3?

A. The view was exciting. B. They were tired after walking. C. The monkeys were scared. D. The air was fresh.

3. According to paragraph 4, the writer _____.

A. went down the slide fast B. was really scared C. got hurt D. agreed with her brother that it wasn't fun

4. The word turn in paragraph 4 is closest in meaning to _____.

A. a change in direction B. a bend or corner in a track C. an opportunity to do something D. a feeling of illness

5. According to the passage, how did the writer feel about the cable car?

A. She was unhappy to see it. B. She wanted to go on it. C. She thought it was funny. D. She loved going on it.

d. Listen and read. 31

e. In pairs: Why would you walk up a mountain? What interesting things could you see on the trip?

Writing **a. Read about making narratives sound more interesting, then read the story again and underline the adjectives. How many adjectives are there in the story? How many of these are strong adjectives?**

Writing Skill

Making narratives sound more interesting

To make narratives sound more interesting, you should:

- **Use strong adjectives, NOT "very + adjective"** (e.g. freezing, incredible, awesome, terrible, horrible, delicious, huge, tiny, etc.).
  You should avoid using "very + adjective" too many times as it becomes repetitive.
  We laughed for ten minutes. It was hilarious. (Sounds more interesting than using "very funny".)
  *Note: Strong adjectives mean "very" already, so we don't say "very hilarious".
- **Use "at all" with normal adjectives in negative statements.**
  You should use "at all" when there isn't a strong negative adjective, or you don't know one.
  My sister was terrified of my new pet spider. She wasn't happy at all. (Sounds more interesting than just using "happy".)
- **Use descriptive words, NOT simple words.**
  You should use interesting words with similar meanings to simpler words, like "fantastic" instead of "good".
  The racing car flew past us. (Sounds more interesting than using "drove".)
  The movie was amazing, and the special effects were spectacular. (Sounds more interesting than using "very good".)

b. Read the sentences and replace the underlined words with synonyms to make them sound more interesting.

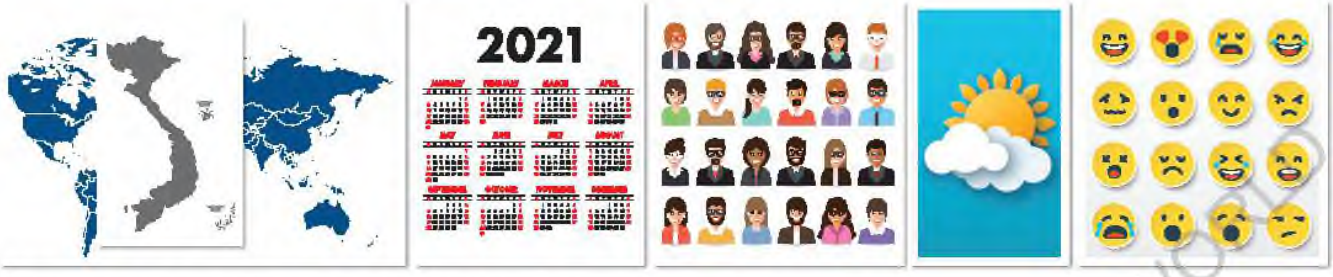
1. It was snowing, and I didn't have a jacket or a hat. I was very cold. _____
2. We sat down for the huge dinner, and that's when I realized I wasn't very hungry. _____
3. I looked out of my tent, and there was a very big elephant standing just a few meters away. _____
4. One of my favorite things about traveling is trying good local food. _____
5. We opened the cardboard box carefully, and sleeping inside was a very small puppy. _____
6. Billy thought it was hilarious when I got stuck in the rain, but I didn't find it very funny. _____

BẢN MẪU DÀNH CHO ANH 12 I LEARN SMART WORLD

Speaking

a. In pairs: Ask and answer about a trip you took. Where did you go? When did you go? Who did you go with? What was the weather like? How did you feel before the trip?

Tell me about a trip you took. I went to Sa Pa. Oh. When did you go? I went a year ago.



b. Complete the table to make an outline for your narrative.

Set the context of the trip:	Where: _____ When: _____ Who with: _____ Season/Weather: _____ Your feelings before the trip: _____
Beginning of trip/event 1:	Event: _____ Strong adjectives: _____
Middle of trip/event 2:	Event: _____ Strong adjectives: _____
End of trip/event 3:	Event: _____ Strong adjectives: _____
Summarize feelings:	Overall feelings: _____ Go on the trip again? _____ Why?/Why not? _____

Useful Language

a. Look at the phrases below and read the story on page 23 again. Which phrases are used and which aren't? Write a paragraph number (1–5) or an X in the blanks.

_____ A. Anyway, ...
_____ B. ... in fact ...
_____ C. Even though ...
_____ D. ... actually ...
_____ E. Although ...
_____ F. Regardless, ...

b. Write the useful phrases above in the blanks below to show their correct purposes.

1. _____ / _____: talk about the fact(s), the reality
2. _____ / _____: move to a new part of a story
3. _____ / _____: another way to say "though"

Let's Write!

Now, write a narrative about an interesting trip you took. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The story follows the outline for the narrative.	☆☆☆
It is interesting and uses strong adjectives. (Suggest ideas, if not.)	☆☆☆
I can understand everything in the story. (Underline anything you don't understand.)	☆☆☆

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD



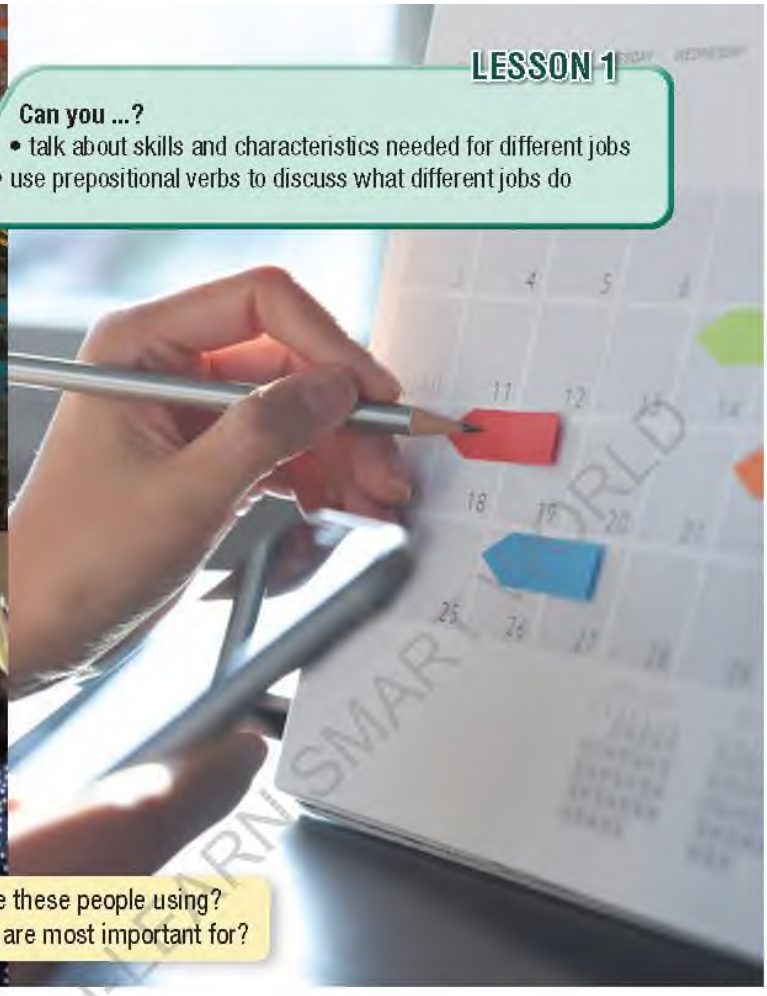
Unit 3

World of Work

LESSON 1

Can you ...?
- talk about skills and characteristics needed for different jobs
- use prepositional verbs to discuss what different jobs do





Let's Talk! **In pairs:** Look at the pictures. What skills are these people using? What jobs do you think these skills are most important for?

A New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 32

accountant:	a person whose job is to check and record information about the money of a person or business
receptionist:	a person whose job is to welcome or help people and answer the phone
architect:	a person whose job is to design buildings and places
organized:	able to plan your life and work well and efficiently
adaptable:	able to change your behavior to be more successful in new situations
patient:	able to wait for a long time or accept annoying behavior without getting angry
confident:	feeling sure about your own ability to do things well and be successful

1. I felt _____confident_____ that I could win the cycling competition, but I wasn't fast enough.
2. I called the hotel, and the _____ booked me a really nice room with a great view.
3. François Lagisquet is one of the _____s who designed the Hanoi Opera House.
4. If you have a difficult job, learning to be _____ can help you when there are new problems.
5. "You need to be _____ and wait for me to finish what I'm doing. I won't be much longer."
6. Tom spoke to his _____, and she said that he couldn't afford to buy a new car this year.
7. I try to be really _____ and plan everything carefully. Otherwise, I might forget to do something.

b. Add the characteristics from the new words and any other characteristics you know to the box.

_____

c. In pairs: Use the new words to talk about characteristics that people in different jobs need.

- receptionist
- accountant
- architect

- patient
- confident
- organized
- adaptable

I think receptionists have to be confident because they talk to lots of people on the phone.

BẢN MẪU SÁCH TIẾNG ANH 12 LEARN SMART WORLD

Reading

a. Read the listicles and write the correct heading for each section.

- Leadership and Teamwork Skills
- Problem-solving Skills
- Multitasking
- Stress Management



Five Important Skills and Characteristics to be a Pilot

Pilots need lots of different skills to be successful. Here are five things that all good pilots should have.

Communication Skills
Pilots need to be able to calmly explain information to people working and traveling on planes.

Confidence
Pilots need to believe in their abilities. They have to make quick decisions that can affect a lot of people.

(1) _____
There are lots of things pilots must be doing at all times. They need to think about fuel, speed, passengers, and more, all at the same time.

Math Skills
Pilots need to be able to do math quickly and accurately if they have to make changes to their speed or direction.

(2) _____
Pilots need to stay calm at all times and adapt to different situations and problems.

Being a pilot is a complex and difficult job, and these five skills and characteristics are essential to being a great pilot.



Five Things You Need to be an Architect

To be a good architect, you need a lot of knowledge and skills. These are the five key things you need to enter this field.

Knowledge of Art and Design
Architects have to draw detailed designs for buildings and areas on paper or using computer software.

(3) _____
Architects work with teams of engineers and construction workers. They must listen to them and tell them what to do.

Knowledge of Construction Laws
Architects must know about building regulations and what they are allowed to build.

(4) _____
Designing buildings is difficult, and problems can come up during the process. Architects need to think of creative solutions to those problems.

Knowledge of Popular Styles and Designs
Architects need to make designs that people will really like. To do this, they need to research new and interesting styles.

Do you want to become an architect? Then you will need to develop these things.

b. Now, read and answer the questions.

1. What skill is NOT mentioned in the listicle about being a pilot?
   A. stress management B. leadership skills C. problem-solving skills
2. According to the listicle about pilots, what two things must they be able to do fast?
   _____
3. The word them in the listicle about being an architect refers to ____.
   A. architects B. pilots C. engineers and workers
4. Why do architects need to know about building laws?
   _____
5. Which of the following can be inferred about architects from the listicle?
   A. They mostly work alone. B. They do some of their work on computers. C. Being an architect is easier than being a pilot.

c. Listen and read. 33

d. In pairs: Which job sounds more interesting to you? Why?

Grammar

a. Read about prepositional verbs and fill in the blank.

Prepositional verbs

Some **verbs** require a certain **preposition** before their objects.

- The prepositions change the meaning of the actions.

I need to **travel for** work quite often. (reason)
I need to **travel to** Singapore next week. (place)

- These verbs always have an object after the **preposition**.
  V + Prep. + O

They offered me the job, but I'll need to **think about it**.



b. Listen and check. Listen again and repeat. 34

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Prepositional verbs

Some prepositional verbs also need a direct object before the preposition.
V + O + Prep. + O

My boss **reminded me about** being on time for work.

Note

We can use an adverb between the verb and preposition.
V + Adv + Prep. + O

Nurses have to **listen carefully to** people's problems.

V + Prep. + O	V + O + Prep. + O	Prep.
• agree, deal, cope, argue, discuss, work, study, etc.	• provide, discuss, help, confuse, study, etc.	**with**
• wait, apologize, prepare, apply, pay, care, ask, etc.	• wait, prepare, thank, pay, ask, search, etc.	**for**
• suffer, escape, graduate, recover, come, run, etc.	• protect, prevent, recover, run, etc.	**from**
• believe, succeed, participate, specialize, invest, etc.	• involve, invest, etc.	**in**
• approve, dream, think, smell, beware, know, etc.	• smell, remind, hear, etc.	**of**
• agree, depend, concentrate, focus, base, insist, etc.	• focus, base, put, etc.	**on**
• refer, speak, adapt, explain, listen, respond, etc.	• refer, add, explain, introduce, say, etc.	**to**
• complain, think, talk, argue, worry, write, know, etc.	• remind, worry, write, know, ask, etc.	**about**
• laugh, look, smile, shout, stare, point, aim, stay, etc.	• shout, point, aim, etc.	**at**

c. Fill in the blanks with the correct prepositions.

with to of about with

1. I really enjoy working _____ Tony and my other friends.
2. An accountant needs to know _____ business and how their company works.
3. Receptionists have to listen carefully _____ lots of customers and visitors.
4. Teachers have to think _____ lots of different games for their students.
5. An architect has to deal _____ building design problems.

d. Choose the correct answers.

1. Police officers need to _____ calmly to people.
   A. speak B. know C. work
2. Nurses have to _____ about people's health.
   A. listen B. think C. adapt
3. An engineer should _____ a lot about math and physics.
   A. find B. work C. know
4. A receptionist has to _____ carefully to people's complaints.
   A. listen B. think C. speak
5. Architects need to _____ of creative solutions to difficult problems.
   A. adapt B. ask C. think

e. In pairs: Make sentences about the jobs using the prepositional verbs in the box.

police officer | teacher | vlogger | soccer player

think of | work with | know about | adapt to

Vloggers have to think of lots of creative ideas.

Pronunciation

Sound Changes

a. We often add an extra sound between two words when the first word ends, and the second word starts, with a vowel sound. '... be able to ...' often sounds like /biˈjeɪbltu/ with an extra /j/.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*.
Engineers need to be adaptable and solve problems.
Police officers need to be able to speak with people politely.

b. Listen. Notice the sound changes of the underlined letters.
Pilots need to be able to explain information calmly to people working and traveling on planes.
The receptionist booked me a really nice room with a great view.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SGK TIẾNG ANH FAMILY AND FRIENDS SMART WORLD

Practice

a. Listen, then take turns talking about how to be good at different jobs using the prompts.

Police officers need to be confident. They need to speak calmly to people.

Yes, you're right. They also need to be patient. They have to listen to people's problems.



- be confident/speak calmly to people
- be patient/listen to people's problems



- have leadership skills/speak to people and give orders
- be adaptable/adapt to changes in the weather



- be polite/speak to sick people
- have teamwork skills/work with lots of other nurses



- have communication skills/speak and listen to people
- be creative/think of interesting stories



- have problem-solving skills/ adapt to problems with technology
- be knowledgeable/know a lot about games



- be entertaining/speak to a camera
- have creativity/think of cool videos to make

b. Practice with your own ideas.

Speaking *WHAT DO THEY NEED?*

a. You're planning a presentation about succeeding at different jobs. In pairs: Think of one more job and one more characteristic. Discuss which characteristics people need to do each job well and explain why.

Accountants have to be organized because they have to work with lots of people or businesses and their money.

Accountant

Engineer

_____

Receptionist

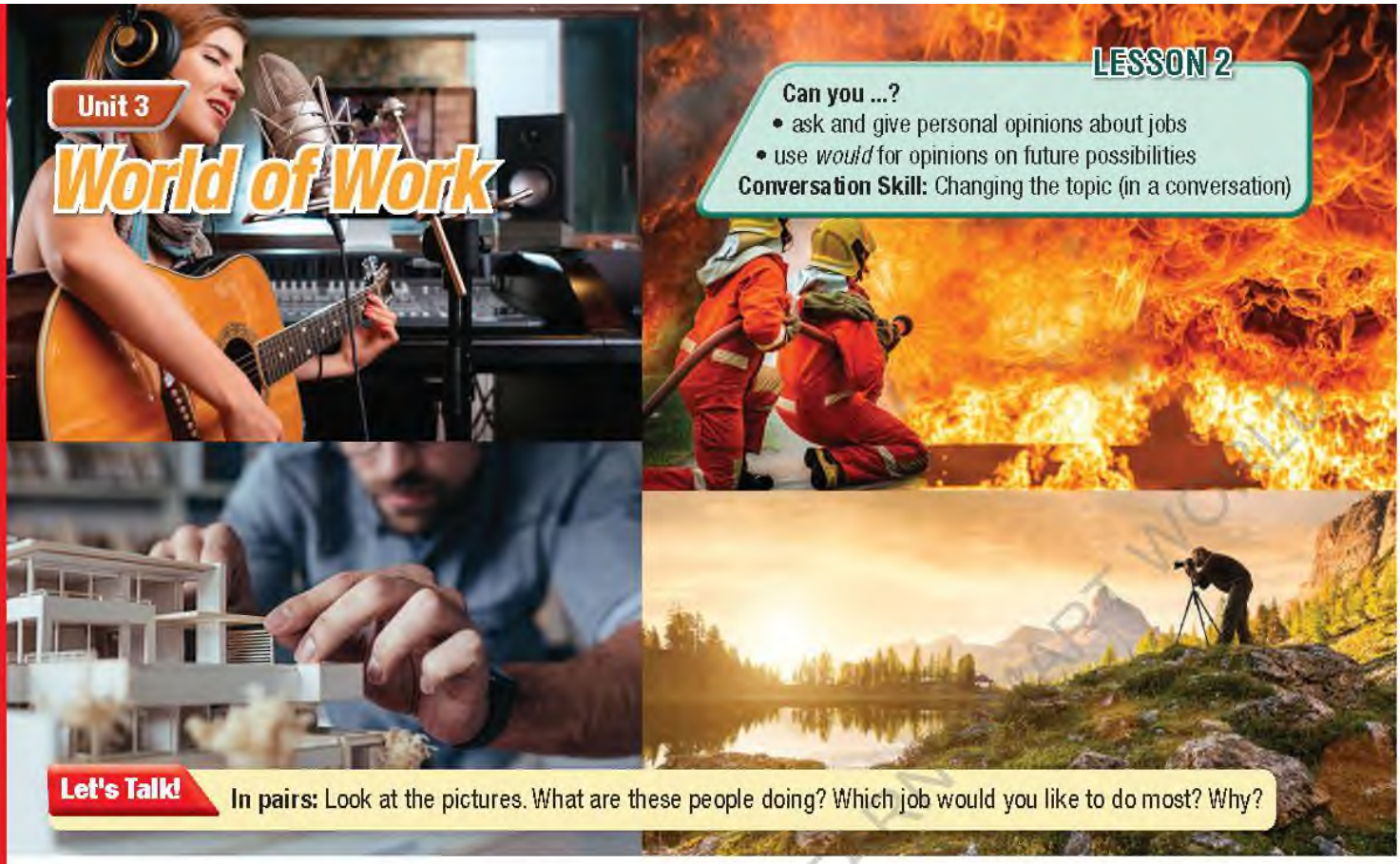
Architect

characteristics
• patient
• adaptable
• organized
• confident
• creative
• _____

b. Which of the jobs do you think you would be best at? What skills or characteristics do you have that would make you good at it?

I think I'd be best at being a teacher. I'm good at planning, and I like working with children.

BẢN MẪU SGK TIẾNG ANH 7 - GLOBAL SUCCESS



Unit 3

World of Work

LESSON 2

Can you ...?
- ask and give personal opinions about jobs
- use *would* for opinions on future possibilities

Conversation Skill: Changing the topic (in a conversation)

Let's Talk! **In pairs:** Look at the pictures. What are these people doing? Which job would you like to do most? Why?

Aa New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 38

1. __d__ Do you know a good **lawyer**? I need some documents written for my company.
2. ____ The power is off in the whole building. The **electrician** will fix it tomorrow.
3. ____ My sister is a **software developer**. She made this really cute mobile game where you play as a little rabbit.
4. ____ I hope the **mechanic** can fix my car. I can't afford to buy another one.
5. ____ If you are having problems at home, please speak to the school **counselor**.
6. ____ The **surgeon** will come later and explain how he can fix your broken arm.

a. a person whose job is to repair machines, often including vehicles

b. a person whose job is to give advice to people with personal problems

c. a person whose job is to set up and repair electrical equipment

d. a person whose job is to advise people about the law, speak for them in court, or write legal documents

e. a person whose job is to design and make computer software, like apps and games

f. a doctor whose job is to cut people open to repair or remove damaged parts

b. Add more jobs you know to the box.

_____

c. In pairs: Use the new words to talk about which jobs sound most interesting to you and explain why.

Being a lawyer sounds interesting to me.
Lawyers help lots of people.

BẢN MẪU - SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Listening

a. You will hear two students talking about jobs in the future. What's one reason someone would want to be a lawyer or a software developer?

lawyer: _____ software developer: _____

b. Now, listen and match the person with the job they prefer. Did they mention any of your reasons? 39

Matthew •	• lawyer
Sandra •	• software developer





c. Listen again and circle the correct answer. 39

1. What doesn't Sandra know much about?
   A. phones and tablets B. computer software C. computers and phones
2. What does Matthew think would make him a good software developer?
   A. being creative B. knowing a lot about software C. being interested in computers
3. What wouldn't Sandra like about being a lawyer?
   A. speaking in front of people B. working in teams C. helping bad people
4. What wouldn't Matthew like about being a lawyer?
   A. researching B. organizing C. reading so much
5. What does Matthew think would make him a good lawyer?
   A. being organized B. being good at working in teams C. being confident

Conversation Skill

Changing the topic (in a conversation)

To change the topic (in a conversation), say:

☐ *What's the next (job)?*

☐ *OK. Let's talk about ...*

d. Read the Conversation Skill box, then listen and repeat. 40

e. Listen to the conversation again and tick the phrase(s) or sentence(s) you hear. 39

f. In pairs: Are you more similar to Matthew or Sandra? How are you similar? How are you different?

Grammar

a. Read about *would*, then fill in the blank.

Would

We can use would:

- **to refer to a situation we can imagine happening now or in the future.**

I'd hate working in an office all day.
(I don't work in an office all day, but if I do in the future, I will hate it.)

- to refer to things that often happened in the past but not anymore.

When I was young, my grandfather **would** always tell me I should be a doctor.

- for polite requests.

Would you help me practice for my job interview, please?



b. Listen and check. Listen again and repeat. 41

BẢN MẪU SGK TIẾNG ANH 12 I LEARN SMART WORLD

Would

Affirmative: S + **would** + **bare inf.** (+ O)

I'**d be** a good mechanic.
When I was young, I'**d build** toy cars all the time.

Negative: S + **would** + **not** + **bare inf.** (+ O)

I **wouldn't like** working by myself.
She **wouldn't be** a good architect.

Questions: (***Wh***-word +) **Would** + S + **bare inf.** (+ O)?

Why would she **be** a good counselor?
Would you **help** me find an apprenticeship?

Note

When we want to use "think" with "would" to show a negative opinion, we use "don't think ... would", not "think ... wouldn't".

I **don't think I'd** enjoy being a surgeon. ✔
I **think I wouldn't** enjoy being a surgeon. ✘

c. Unscramble the sentences.

1. learning/enjoy/I/wouldn't/fix cars./how to
_____
2. working/office./in/don't/an/think/like/I/I'd
_____
3. doctor?/she/would/Why/a/be/good
_____
4. often/she'd/In the past,/from/work/home.
_____
5. think/software/they'd/be/don't/good/developers./They
_____
6. let/shop?/me/working/Would/you/your/at/try
_____

d. Match the beginning and end of the sentences.

1. I think working in an office ...	A. ... make a lot of money.
2. I wouldn't enjoy speaking in front of people, ...	B. ... an artist when I was young.
3. I'd often dream about being ...	C. ... would be really nice and relaxing.
4. I think I'd find ...	D. ... but I would love doing research.
5. I don't think I'd ...	E. ... doing research really interesting.

e. In pairs: Ask your partner for their opinions about the things below using *would*.

swim with sharks?
go into space?
take care of wild animals?

work by yourself?
test video games?
work in an office?

Would you like to swim with sharks?

Yes, I would. I think it would be really scary, but I would do it anyway.

Pronunciation

Sound Changes

a. When a word ends with a consonant, and the next word starts with a vowel, we often move the final consonant to the next sound. '... good at ...' often sounds like /gʊdət/.

b. Listen. Notice the sound changes of the underlined letters. 42

I think I should choose a job from this list.
I don't think I would find it very interesting.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 43

I'm good at problem-solving.
I'd love to work on computers.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering about the jobs using the prompts.

Would you like to be a receptionist?

No, I wouldn't. I think it would be a boring job. I wouldn't like working alone.

Do you think you'd be a good receptionist?

I think I'd be OK. I'm confident but not organized.



boring – not like working alone
OK – confident but not organized



interesting – enjoy drawing and planning
yes – good at designing things



good – make lots of money
yes – good at working on a team



great – help a lot of children
OK – care about people but bad at communication



difficult – not like talking to people
no – not creative



cool – find it interesting
no – not good at math

b. Practice with your own ideas.

Speaking

WOULD YOU BE GOOD AT THAT?

Changing the topic (in a conversation).

a. In pairs: Look at the pictures and think of two more jobs you might like to be. Take turns asking and answering about each of the jobs and if you think you would be good at them. Give reasons for your ideas.

Would you like to be a lawyer?

Yes, I would. I think it'd be ...













b. Join another pair. Did anyone say they would like the same jobs? Did you give the same reasons why?

I said that I'd most like to be an electrician.

Me too. Why do you think that?

Because I like working on my own. What about you?

I said it because I would enjoy solving problems.

c. Which job would you most like to do? Which job do you think you would be best at? Why?

BẢN MẪU SGK TIẾNG ANH I-LEARN SMART WORLD

Unit 3

World of Work

LESSON 3

Can you ...?
- talk about the jobs of family members
- write about the jobs of family members

Writing Skill: Writing advantage and disadvantage essays



Let's Talk!

In pairs: Look at the pictures. What jobs are shown? What are some good and bad things about these jobs?

Listening

a. Listen to David and Cassie talking about what they want to do in the future. Which things do they talk about? 43

- ☐ getting an apprenticeship
- ☐ working a nine-to-five job
- ☐ having their own business

b. Now, listen and fill in the blanks with no more than three words. 43

1. Cassie says a nine-to-five job makes it easier to plan a _____.
2. Cassie is thinking of working as a software engineer, a call center worker, or _____.
3. David says having your own business means you can choose when to _____ work.
4. Cassie wants to find a mentor to help develop her _____.
5. David wants to _____ smart devices such as phones and tablets.

c. In pairs: What do you think about Cassie and David's ideas?



Reading

a. Read Hannah's essay about her mom's job. What does Hannah think about nine-to-five jobs?

1. She thinks they're great for everyone.
2. She thinks they're good for some people, but not everyone.
3. She thinks a work-life balance is better than a nine-to-five job.

My mom is an accountant. She keeps track of the money that her company makes and spends. It's a nine-to-five job, and she really likes it. However, some people prefer not to work a nine-to-five job. This kind of job has both advantages and disadvantages.

My mom's job has some pretty good advantages. One advantage is that she gets a regular **salary**, which means she makes the same money each month. This helps her save money and plan for the future more easily. Moreover, the job comes with great **perks**, such as a company **outing** each year, dinners and parties, health insurance, and even a gym membership. In addition, the **work-life balance** of a nine-to-five job is not terrible because you have evenings off, and you don't usually work on the weekends.

On the other hand, I think there are some disadvantages of working a nine-to-five job, too. If you want to make more money, it can be pretty difficult. Your salary is the same each month. You have to get promoted to a higher **position** or leave and find a job with a higher salary. In contrast to my mom's job, some nine-to-five jobs don't offer good benefits at all. Finally, some people don't like the work-life balance of nine-to-five jobs. My mom has to work about 40 hours each week, which is quite a lot, and the hours aren't usually **flexible**.

In summary, there are some good benefits to my mom's nine-to-five office job, but not every job has them. It's great to have a regular salary and perks, but some people might prefer a better work-life balance.

BẢN MẪU SGK TIẾNG ANH 12 HỆ 10 NĂM

b. Match the bold words in the text with their definitions.

1. _____: a short trip that you go on with a group of people, usually for fun or education
2. _____: able to change to suit new situations
3. _____: a job
4. _____: the time you spend working compared with the time you spend with your family, relaxing, etc.
5. _____: money that employees receive for doing their job
6. _____: something, in addition to money, that people receive for doing their job

c. Now, read and answer the questions.

1. What's a benefit of earning a regular salary?

A. You make a lot of money. B. It's easier to plan your budget. C. You don't work a lot.

2. Which of the following is NOT mentioned as an advantage of working a nine-to-five job?

A. great work-life balance B. a fixed amount of money C. health insurance

3. The word This in paragraph 2 refers to ____.

A. a nine-to-five job B. a perk C. getting a regular salary

4. How can people with nine-to-five jobs increase their salary?

A. get a different job B. work more hours C. work harder

5. Which of the following can be inferred from the passage?

A. Working faster doesn't mean more money. B. You always work 40 hours a week. C. Very few jobs have great perks.

d. Listen and read. 2.46

e. In pairs: Would you like to work a nine-to-five job? Why (not)?

Writing **a. Read about writing advantage and disadvantage essays, then read Hannah's essay again. How many advantages and disadvantages are mentioned in each paragraph?**

Writing Skill

Writing advantage and disadvantage essays

Advantage and disadvantage essays show that you have thought about the two sides of a topic before forming an opinion. To write a good advantage and disadvantage essay, you should:

1. Write an introduction paragraph.
Give some basic information about the topic you want to discuss and mention that there are advantages and disadvantages.

2. Write the first body paragraph about the advantages.
Describe them with as much detail as you can. Use examples to support your ideas.

3. Write the second body paragraph about the disadvantages.
Describe them with as much detail as you can. Use examples to support your ideas.

4. Write a conclusion paragraph.
Summarize your main points and say whether you think the advantages are greater than the disadvantages.

b. Now, read the sentences and write *I* for introduction, *A* for advantages, *D* for disadvantages, and *C* for conclusion.

1. One of the best things about the job is the high salary. ☐
2. My mom is a marketing director for a car company. ☐
3. On the other hand, you usually have to work very long hours. ☐
4. In spite of the disadvantages, I think it's a really good job. ☐

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Speaking

a. Think of your family members and the jobs that they do. In pairs: Ask and answer questions about the advantages and disadvantages of the jobs. Use the ideas in the box to help you.

What does your brother do?

He's a receptionist.

What are the advantages of being a receptionist?

It has some good perks, such as a free gym membership and lunch.

- high salary
- regular salary
- low salary
- flexible hours
- long hours
- paid vacation
- friendly co-workers
- unfriendly co-workers
- rude customers
- good mentor
- company phone
- company transportation

b. Choose one job and fill in the table with at least two advantages and two disadvantages. Write whether you think the advantages or disadvantages are greater.

Job: _____	
Advantages	Disadvantages
Opinion: _____	

Useful Language

a. Read Hannah's essay again and tick the phrase(s) that were used in the essay.

1. _____:
   - ☐ *However,*
   - ☐ *On the other hand,*
   - ☐ *In contrast, In contrast to ...*
2. _____:
   - ☐ *One (advantage) is that ...*
   - ☐ *A (disadvantage) of (topic) is ...*
3. _____:
   - ☐ *In addition,*
   - ☐ *Moreover,*
   - ☐ *Furthermore,*
4. _____:
   - ☐ *pro, benefit, good thing*
   - ☐ *con, drawback, bad thing*

b. Fill in the blanks on *Task a* with the purpose of the phrases.

- Introducing advantages and disadvantages
- Adding additional points
- Synonyms for *advantage* and *disadvantage*
- Introducing contrasting ideas

Let's Write!

Now, write an advantage and disadvantage essay about a family member's job. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The essay follows the model.	☆☆☆
Each paragraph has only one focus.	☆☆☆
The essay uses the useful language phrases correctly.	☆☆☆

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Review 1

Listening **You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).** 47

1. How did John feel?


A. ☐


B. ☐


C. ☐

2. What does the woman need help with?


A. ☐


B. ☐


C. ☐

3. What job does Anna want to do?


A. ☐


B. ☐


C. ☐

4. What does Emma tell Lisa not to do?


A. ☐


B. ☐


C. ☐

5. How did Peter feel?


A. ☐


B. ☐


C. ☐

Reading **Five sentences have been removed from the text below. For each question, choose the best one (A-H) to fill in the blank (1-5). There are three extra sentences which you do not need to use.**

Three Important Skills that Make a Good Counselor

If you want to be a good counselor, it is important to practice and develop the skills below.

1 ☐ People will talk to you about many difficult issues. You need to actively listen to them to understand their problems. 2 ☐ This will encourage people to share their thoughts and emotions with you.

Good counselors also need to have good problem-solving skills. 3 ☐ You need to understand their problems and find suitable solutions. And one solution may work for one person but not for another. 4 ☐

Finally, good counselors need to be organized. 5 ☐ Being organized will also help you remember past conversations and know when to change your method.

All in all, these skills will allow you to become a good counselor.

A. So, you need to use different methods and adapt when necessary.
B. Counselors need to be good listeners.
C. A counselor needs to know the law well.
D. You will work with many people who have different problems.
E. Counselors are one of the few jobs that have the ability to change people's lives.
F. You need to arrange appointments with many people.
G. It is also important to be patient and allow people to talk freely.
H. Knowing when to get extra help is also important.

Vocabulary **a. Match the words with the descriptions. There are two extra words which you do not need to use.**

discreet operate react complimentary currency

1. use or control a machine _____
2. given for free _____
3. careful in what you say or do _____

BẢN MẪU SỬ DỤNG ANH E-LEARN SMART WORLD

b. Fill in the blanks using the words in the box. There are two extra words which you do not need to use.

lawyer	confident	pick up	spot	organized

1. Make sure to visit one of the many cafés along the river and find a good _____ to watch the sunset.
2. He's _____ that he'll become the best architect in only three years.
3. One of the best ways to _____ a new skills is by watching and learning from an expert.

Grammar

a. Fill in the blanks with the correct verb form.

1. While he _____ (take) photos, someone _____ (snatch) his camera.
2. They aren't millionaires, but they spent money on their vacation as if they _____ (be) rich.
3. Make sure you check in with your friends and family when _____ (travel) alone.

b. Fill in the blanks with the correct prepositions.

1. It's important to know _____ the local laws before visiting a place.
2. The most important skill to develop is being able to adapt _____ different situations.
3. I'm trying to think _____ a better way to solve the problem.

Pronunciation

a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. A. mechanic B. insurance C. salary D. accountant
2. A. complimentary B. hilarious C. experience D. receptionist

b. Circle the word that has the underlined part pronounced differently from the others.

1. A. counselor B. accountant C. currency D. electrician
2. A. surgeon B. depressed C. expose D. safe

Speaking

WHAT'S THERE TO SEE AND DO?

a. In groups of 2– 4: Choose a place in your country and talk about things tourists should know. Talk about:

- What tourists should know before visiting
- What they should or shouldn't do during their time there
- Places to visit and things to do

b. Discuss and choose the five most important things tourists should know.

c. Tell another group about your advice.

Writing

a. In pairs: Check one of your partner's final writing passages for Units 1–3 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group and add anything you think is useful.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Performance Skills Project (Optional) Turn to pages 126–127.

Unit 4

Graduation and Choosing a Career

Can you ...?
- discuss the importance of different college opportunities
- use phrasal verbs to talk about what universities should offer

Conversation Skill: Signaling the end of a conversation







Let's Talk! **In pairs:** Look at the pictures. What are these people doing? What else can people do at university to help them succeed and get good jobs?

Aa New Words

a. Read the words and definitions, then fill in the blanks with the new words. Listen and repeat. 49

help out – help someone, often in a difficult situation
carry out – do or complete a task
fill out – complete a form by writing information or ticking boxes
deal with – solve a problem
get together – meet in order to do something or spend time together
catch up on – do something you didn't have time to do earlier
figure out – try to understand something, understand something
put on – organize an event, exhibition, or a play

1. When did you _____figure out_____ that you wanted to go to university?
2. Many people _____ research when they are at university.
3. I can help you _____ your forms if you want.
4. My school would _____ a summer fair every year.
5. How did you _____ stress before exams?
6. Teachers are always there to _____.
7. I hope to _____ some sleep this weekend. I had to stay up late to study most nights.
8. Let's _____ this Friday and prepare for our project.



b. Use the words in the boxes to make a phrase, then say what they mean. Add any other phrases like these that you know to the box.

hang	up
clean	after
look	out

_____

_____

c. Use the new words to talk about yourself and your routine.

When I can't figure out something, I usually ask my sister.

BÀI MẪU SGK TIẾNG ANH 12 - LEE

Listening

a. You will hear two students discussing what they think universities should offer. Predict answers to the questions and write your predictions on the prediction line below.

b. Now, listen and circle the student who gives more ideas about what universities should offer. Mary/Peter

c. Listen again and answer the questions. Write your answers on the answer line. How many answers did you predict correctly?

1. What are the two students going to make?
   Prediction: _____
   Answer: _____
2. What opportunity does Peter think universities should offer?
   Prediction: _____
   Answer: _____
3. What events does Peter think universities should put on?
   Prediction: _____
   Answer: _____
4. What does Mary think university is going to be like?
   Prediction: _____
   Answer: _____
5. Who does Mary think should be helping students at university?
   Prediction: _____
   Answer: _____

Conversation Skill

Signaling the end of a conversation

To signal that you are ending a conversation, say:

That was so helpful. Thank you.
You've given me a lot to think about.
Well, thanks (, Mary). I'm going to ...

d. Read the Conversation Skill box, then listen and repeat.

e. Now, listen to the conversation again and circle the phrase(s) that you hear.

f. In pairs: Do you agree with Mary and Peter's ideas? Why? Which of their points do you think is most important?

Grammar

a. Read about phrasal verbs, then fill in the blank.

Phrasal verbs

A phrasal verb is a verb combined with a particle (an adverb or a preposition or both). The meaning of a phrasal verb is different from each part in it.

You have to **get along with** your colleagues.
(be friendly with)

I will **bring up** all my best skills when I speak to them.
(to say in conversation)

We really need to **come up with** some creative solutions.
(to create or think of)



The university counselor can help people _____ personal problems.

b. Listen and check. Listen again and repeat.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Phrasal verbs

Phrasal verbs are either transitive or intransitive. Transitive phrasal verbs can be either separable or inseparable.

transitive or intransitive

- **Transitive** – needs an object.

We can help you **carry out** your research.

- **Intransitive** – doesn't need an object.

We didn't have a chance to **get together.**

separable or inseparable

- **Separable** – can have the object between the two parts

They will **help** you **out** by finding you a place to live.

- **Inseparable** – can't have the object between the two parts

When will you start **dealing with** your applications?

c. Fill in the blanks with the correct form of the verbs in the box.

help fill figure carry catch put deal get

1. Do you need help _____ out your forms?
2. I want to _____ out lots of scientific research while I'm at university.
3. I hope they _____ on a job fair this year like they did last year.
4. _____ with stress is something a lot of teenagers struggle with before graduation.
5. I was sick all last week and missed class. I really need to _____ up on my schoolwork.
6. I haven't _____ out what career I want yet.
7. My friend needs some support with his project, so I'm going to _____ him out.

d. Circle the correct phrasal verb.

1. They want to *put on/help out* a job fair.
2. If I don't *help out/catch up on* my assignments, I think I'll be in big trouble.
3. Do you need help *putting on/figuring out* your forms?
4. My brother is *carrying out/filling out* some experiments tomorrow.
5. When should we *get together/put on*?
6. I'm going to *help/catch* you *up on/out with* your assignment later.



e. In pairs: Use phrasal verbs and the prompts to tell your partner what you're busy doing this weekend.

• help out	• my Spanish homework
• fill out	• my mom after school
• figure out	• which university I will attend
• put on	• this form for my university application
• catch up on	• an end-of-year party

I have to help out my mom after school.

Pronunciation

Sound Changes

a. When a word ends with /p/, /b/, /t/, /d/, /k/ or /g/, and the next word starts with the same sound, we often need to pause between the two sounds.
'... right tie ...' cannot be pronounced /raɪtaɪ/ as it would mean 'right eye'.

b. Listen. Notice the sound changes of the underlined letters. 52

The university counselor can help people deal with personal problems.

We didn't have a chance to get together.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 53

We think kids should help out around schools and universities.
Counselors help people figure out their futures.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Practice **a. Listen, then take turns talking about how important each thing is using the pictures and prompts.** 54

I think teaching assistants helping out in classrooms would be good.

Why?

Because they would help us deal with difficult assignments.

Good point. You've given me a lot to think about.



- teaching assistants helping out in classrooms
- help us deal with difficult assignments



- having a place to work out
- do exercise and reduce stress



- having healthy food in cafeteria
- spend less time cooking and more time studying



- volunteer opportunities
- have good experience and look good to future employers



- having a big library
- have a place to study and catch up on work



- putting on different events
- get together or socialize and network to help get a better job

b. Practice with your own ideas.

Speaking ***WHAT MAKES IT GOOD?***

Signal the end of a conversation.

a. You're choosing a university to help prepare you for your future job. In pairs: Look at the suggestions. Discuss and choose the three most important things to you and note them below.

What I Think Universities Should Do and Offer	
• study groups to catch up on work	• counselors to help us deal with personal problems
• advisors to help us fill out important forms	• opportunities to carry out research
• sports facilities to work out in	• teaching assistants to help out in classrooms
• put on events to socialize and network	• give career talks to help students figure out what to do after graduating
• study abroad opportunities	

1. _____

2. _____

3. _____



b. Join another pair. Discuss your ideas. What do you agree on? What don't you agree on?

We all agree that offering study abroad opportunities is very important.

BẢN MẪU SGK TIẾNG ANH 12 FRIENDS GLOBAL

Unit 4

Graduation and Choosing a Career

LESSON 2

Can you ...?
- give advice on different careers
- use *could* to talk about future careers






Let's Talk! **In pairs:** Look at the pictures. What are some positive and negative things you can see about these jobs? What are some things people look for or avoid when choosing a job?

Aa New Words

a. Read the sentences and match the words with the definitions. Listen and repeat. 55

1. My sister is an **editor**. She's helping someone write their first novel.
2. I want to be a **banker**. I'm really good at math, and I want to earn a lot of money.
3. My brother is a yoga **instructor**. He teaches yoga all around the city.
4. You should be a **beautician**. You know all the best creams and make-up to use.
5. Being an **entrepreneur** is scary. You have to build a company from nothing.
6. My aunt is an **interior designer**. She helped us choose new furniture for our living room.
7. I went to see a **physical therapist** when I broke my leg. She helped me get back on the soccer field.
8. Businesses pay **influencers** to use their products and post about them on social media.

- **A.** a person who has an important job at a bank
- **B.** a person whose job is to teach somebody a skill or sport
- **C.** a person whose job is to treat people's hair, faces, and bodies
- **D.** a person whose job is to prepare and finish written texts
- **E.** a person who makes money by starting or running businesses
- **F.** a person who persuades people to buy products using social media
- **G.** a person whose job is to treat injuries using exercise, massage, or heat
- **H.** a person whose job is to decorate the inside of buildings

b. Write down where the people with the jobs above work. Add any other jobs and workplaces you know to the box.

_____

c. In pairs: Use the new words to talk about the careers or future careers of your family and friends.

My sister wants to be a beautician.

BÍNH MẠNG SỬA TIẾNG ANH 12 I-LEARN SMART

Reading

a. Read the email from Lizzy to Jess and choose the subject line of Jess's original email.

1. My new school 2. I need some advice 3. What career do you want?

New message

To: JessicaHT@chatbox.com

Subject: RE: _____

Hi Jess,

It's nice to hear from you. I'm so happy that you're doing well and enjoying your new home in Canada.

I'd be happy to give you some advice on your career. I've been looking at what to do myself, and it's been pretty difficult. It's great that you narrowed it down to being either an interior designer or a banker. I have to say, they are two very different jobs.

Anyway, you could definitely be a great interior designer. You're so creative and artistic. You'd really enjoy choosing furniture and colors for different rooms. I think you could even work from home for some businesses. I know how much you love your sofa. However, as an interior designer, you could have some really difficult clients who don't know what they want or find it hard to keep up with the newest trends and popular styles. I think if you did lots of research and learned how to talk to clients, you could avoid those problems.

Being a banker is also an interesting career choice. I never really saw you as a banker, but I know you could be great at it. They make lots of money and work as part of a big team. You'd enjoy that. You could even work with some rich and famous people. However, I think you might have to work a lot. Bankers work all the time. You might not get much time to be creative. I know you're really hard-working, but I think if you find a good work-life balance, you could enjoy being a banker, though.

I hope this helped. Let me know what you decide to do. I think we should meet up over the holidays. When are you free?

Speak soon,

Lizzy

Send

b. Now, read and answer the questions.

1. What country has Jess moved to?

_____

2. The word saw in paragraph 4 is closest in meaning to _____.
   A. watched
   B. imagined
   C. cut

3. According to the email, all of the following are true EXCEPT _____.
   A. Lizzy knows what career she wants
   B. Jess has thought about what career she wants
   C. Lizzy thinks Jess is artistic

4. What three descriptions does Lizzy use for Jess?

_____

5. Which of the following can be inferred from the email?
   A. Lizzy thinks Jess would enjoy being a banker more than an interior designer.
   B. Lizzy thinks Jess would enjoy being an interior designer more than a banker.
   C. Lizzy thinks Jess would enjoy having both careers equally.

c. Listen and read. 56

d. In pairs: What other positives and negatives can you think of for each career? Which career would you prefer to have? Why?

Grammar

a. Read about *could*, then fill in the blank.

Could

We can use could to:

- **express possibility.**

  Do you think I **could** be a good software engineer?

  We can show how certain we are by using different phrases before (***I think, I believe***) or after (***definitely, probably***) **could**.

  I think you **could** be a good lawyer if you work hard.
  She **could definitely** find a job in the city.

- make suggestions.

  We **could** meet after school in the library.

- talk about past ability.

  When I was young, I **could** learn things really quickly.

- make polite requests.

  Could you help me research these jobs?



b. Listen and check. Listen again and repeat. 57

BÀI TẬP BỔ TRỢ SGK TIẾNG ANH 12 LEARN SMART WORLD

Could

Affirmative: S + **could** (+ Adv) + **bare inf.** + O

You **could work** with some interesting people as an influencer.
Some patients **could** certainly **be** difficult or rude.
I **could study** for hours as a teenager.

Questions: Could + S + **bare inf.** + O?

Could I **be** a doctor in the future?
Could you **come** to my house and help me research apprenticeships?
Could we **meet** at the library?

Conditionals:

S + **could** (+ Adv) + **bare inf.** + O + ***if*-clause**

You **could** potentially **help** a lot of people **if you become a doctor**.

***If*-clause**, + S + **could** (+ Adv) + **bare inf.** + O

If you work really hard, I think you **could** even **become** a CEO.

Negative:

- We don't make negative sentences with ***could not*** for possibility. We can use ***might not*** instead.

I **could not get** good enough grades. (past ability)
I **might not get** good enough grades. (future possibility)

c. Underline the two words that should switch positions.

1. If I get good grades, could I get into a great university.
2. You work potentially could with some difficult people as a beautician.
3. I think you could not make lots of money, but you might have a lot of fun.
4. You could help me apply for these jobs?
5. We could meet after school and start applying for universities?
6. I couldn't good get grades when I was in school.



d. Write sentences using the prompts and *could* with the use stated in brackets.

1. I/be/good/banker? – (possibility) _____
2. you/help me/homework? – (request) _____
3. if/she/work/hard/be/editor – (possibility) _____
4. I/not/good grades/when/I/child – (past ability) _____
5. she/get/tutor/to improve/grades – (suggestion) _____
6. people/you/work with/be/nice – (possibility) _____

e. In pairs: Use the jobs and prompts below to talk about careers you and your classmate could have in the future and why.

I think you could be an interior designer because you're really stylish.

Jobs		Reasons	
• interior designer	• banker	• really stylish	• know a lot about health
• physical therapist	• fitness instructor	• love helping people	• very popular and cool
• editor	• influencer	• good at math	• a great writer

Pronunciation

Sentence Stress

a. When we want to sound more certain about a suggestion using 'could', we can put extra stress on 'could'.
You could get a job while completing your studies.

b. Listen. Notice the stress of the underlined words. 58

You could definitely be a great interior designer.
You could have some really difficult clients.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 59

You could work from home if it's easier.
We could get some advice from a careers center.

d. Practice reading the sentences with the sentence stress noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH 12 I LEARN SMART WORLD

Practice

a. Listen, then take turns talking about what could be good or bad in each job, then ask what could be done to make each job more enjoyable.

You could make a lot of money as a banker.

Yes, but you could also have some rude clients.

What could you do to make it better?

You could make sure you have a good work-life balance.

1 banker



- make a lot of money
- have a stable job
- have some rude clients
- work alone a lot
- make sure to have a good work-life balance
- take regular vacations

2 interior designer



- use your creative skills
- work from home
- have difficult clients
- find it tough to keep up with the latest trends
- learn how to talk with your clients
- do research to avoid problems

3 editor



- work as part of a team
- work with some creative people
- find it boring
- have problems from sitting at a desk
- take regular breaks
- stand up and stretch

4 beautician



- feel a lot of personal pride
- have flexible working hours
- find it stressful
- have to work extra hours
- do exercise to reduce stress
- plan your schedule carefully

b. Practice with your own ideas.

Speaking *COULD IT BE A GOOD CAREER?*

a. You're discussing future careers with your friend. In pairs: Look at the jobs below. What are some aspects that could be good or bad for each job? How could you make some of the negative things positive?

You could meet some really nice people as a physical therapist.

I think learning ways to make training more fun could make patients try harder.



physical therapist



influencer



yoga instructor



entrepreneur

b. What career do you want in the future? Discuss the positives and negatives as well as ways to make some of the negative things positive.

c. Join another pair. Discuss your ideas. Do you agree? What other advice do you have?

BẢN MẪU SÁCH TIẾNG ANH CỦA SMART WORLD

Unit 4 Graduation and Choosing a Career

LESSON 3

Can you ...?
- talk about your qualifications and experience
- fill in a résumé

Writing Skill: Writing résumés in English

Let's Talk! **In pairs: Look at the picture. What are these people doing? What documents would you need if you want to apply for a job?**



Listening **a. Listen to a teacher talking about how to write résumés. What is it mainly about?** 61

1. How to write each section of a résumé
2. Common mistakes to avoid
3. Important things that make a good résumé

b. Now, listen and fill in the blanks. 61

1. You should use _____ for your professional profile.
2. Your profile should relate to _____.
3. People without working experience should highlight their _____.
4. Another thing they can focus on is _____ and school club activities.
5. You should make sure that your résumé doesn't have _____.

c. In pairs: Have you ever written a résumé before? What would you include on your résumé if you applied for a job?

Reading **a. Read the parts of a résumé below. Which sentence best summarizes the person who wrote it?**

1. They are creative and have good time management skills and experience working part-time in an office.
2. They are well-organized and have good communication skills and experience working part-time.

PROFILE:
Motivated and responsible high school student with great interpersonal skills, looking for a full-time job in a customer service **role** in a sales company.

EDUCATION: Nguyễn Ánh School, Hanoi, Vietnam 2019 – present
- Achieved high grades in all subjects last year and was top of class in math and English
- Received excellent school reports from teachers about writing assignments and always submitted them on time

EXPERIENCE:
Store Worker – My Store, Hanoi 2021 – present
Responsibilities and Achievements:
- Learned about the importance of having good customer service skills in a business by handling customers' requests
- Handled payments, operated cash registers, and made sure all **purchases** were recorded
- Sometimes managed the store alone while making sure all customers were happy
- Talked to customers and co-workers daily to maintain a positive and friendly working environment
- Developed a responsible **mentality** from helping run a business and managing payments

Nguyễn Ánh Basketball Club 2020 – 2022
Responsibilities and Achievements:
- Played on the school basketball team for four years with a promotion to captain in 2021
- Organized the school basketball club and **contributed** to helping other students learn and play basketball after school
- Organized practice sessions for players and encouraged new players to participate
- Communicated with school managers to arrange practice sessions and basketball equipment
- Increased the number of students in the club by 15% by designing posters and putting them up in school
- Developed **interpersonal** skills by building a strong relationship with club members

Happy Home Shelter 2019 – 2022
Responsibilities and Achievements:
- Assisted in organizing fundraising events by promoting them and finding volunteers
- Collected and organized weekly donations and kept an accurate budget
- Learned event planning skills including organizational and problem-solving skills
- Successfully organized over 10 fundraising events which raised over $1,000 for the shelter

BÀI TẬP TIẾNG ANH 12 THEO UNIT SÁCH

b. Match the bold words in the text with their definitions.



1. _____: the act of buying
2. _____: the position that somebody has or is expected to have in an organization or society
3. _____: improve, or add to something
4. _____: the way of thinking of a person or group
5. _____: connected with relationships between people

c. Now, read and answer the questions.

1. What type of job is the writer looking for?

_____

2. Which of the following can be inferred from "sometimes managed the store alone"?

A. They like to work alone. B. They are trustworthy. C. They don't work well in a team.

3. What did the writer develop from taking care of money at their place of work?

_____

4. The word promotion in the Experience section is closest in meaning to _____.

A. advertisement B. a higher position C. encouragement

5. What skills did the writer learn from running the basketball club?

_____

d. Listen and read. 02

e. In pairs: What part-time jobs or school projects have you done before? What did you learn from them?

Writing **a. Read about writing a résumé in English, then read the résumé in the Reading again and underline the past tense action verbs in the Experience section.**

Writing Skill

Writing résumés in English

To write a good résumé in English, you should include your:

1. Personal details and contact information – Put clearly at the top
   - Name (first name, last name)
   - Current role/position (e.g. high school graduate/student)
   - Phone number
   - Email address
2. Profile – Describe yourself and your goals
   - *Motivated high school graduate with good English skills, looking for full-time work in the hotel industry.*
3. Education background/Experience – Describe your knowledge and experience
   - List your educational achievements and work/other experience from most recent to oldest
     - *Received high scores on group projects and learned good teamwork skills*
     - *Answered phones and helped people deal with problems with their computers*
     - *Organized a schedule for the school's English club and encouraged other students to join*
   - Note the Course/Job + School/Company/Club + start and end dates
   - List some achievements (e.g. good grades/awards/job responsibilities)
   - Use bullet points and past tense action verbs

b. Rewrite the following information so that it's suitable for a résumé.

1. I'm a responsible high school student. I have great teamwork skills. I can only work in the evenings. I want to work in a restaurant.

   Responsible high school student with great teamwork skills, looking for a part-time job in a restaurant to learn how to cook.

2. I am experienced and graduated from high school. I have strong time management skills. I want to find a full-time job with an IT company.

   _____

   _____

3. I got a high score on my university entrance exam. I also organized a math club at my school and helped other students get better grades in math.

   _____

   _____

BẢN MẪU CỦA TIẾNG ANH 12 LEARN SMART WORLD

Speaking **a. You're going to write a résumé for a job you're applying for. In pairs: Talk about your best characteristics and skills, your current education level, what type of role/schedule you're looking for, your most impressive educational accomplishments, and related experience.**

What characteristics and skills do you have?

I'm really organized, and I have good leadership skills.

Have you graduated or are you still studying?

I'm still in high school.

b. Complete the table with the information you discussed in *Task a*.

Characteristics and skills:		
Education level:		
Type of role/Schedule:		
Education:	School: _____ Dates: _____ Highlights: _____	
Experience:	Company/Club: _____ Role: _____ Dates: _____	Responsibilities: _____ Achievements: _____
Experience:	Company/Club: _____ Role: _____ Dates: _____	Responsibilities: _____ Achievements: _____

Useful Language **a. Read the Useful Language box and the résumé in the Reading again. Which of the following action verbs were used? Circle the verbs in the box below.**

Action verbs for résumé writing

A. greeted, took (orders), helped, solved (complaints)

B. persuaded, assisted, explained, operated, handled/dealt with (requests/complaints), maintained

C. trained, directed, led, motivated, guided, managed

D. developed, increased/decreased, contributed, earned, produced, saved



b. Match the verbs with their purposes. Write a letter (A–D) on the line.

1. _____ – For jobs in sales and customer service
2. _____ – To show leadership
3. _____ – For jobs in restaurants and cafés
4. _____ – To show achievements

Let's Write!

Now, write your résumé. Fill in the form on page p. 123 File 2 **. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.**

Feedback

The résumé uses positive language and action verbs.	☆☆☆
It uses bullet points.	☆☆☆
Skills and achievements are highlighted.	☆☆☆

BẢN MẪU SỬ DỤNG TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 5

Lifelong Learning





LESSON 1

Can you ...?
- talk about skills you want to learn after graduation and how they'll help you
- use simple, compound, and complex sentences to talk about skills you want to learn



Let's Talk! **In pairs:** Look at the pictures. What are these people learning? Why do some people continue to learn after finishing school?

Aa New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 63

- It takes a lot of **self-discipline** to complete assignments on time in an online class.
- She left her job to follow her **passion** for music. She's always loved singing.
- We need to have an **analysis** of the data to understand our customers better.
- We need to improve our customer **satisfaction**. A lot of them aren't happy with our services.
- Staying late is **voluntary**, but I think we are going to talk about some very interesting things.
- We use the latest technology to be **competitive** with companies that sell the same products.
- These courses are **in-demand** right now. We'll need to open more classes.
- You need to work hard to **acquire** these skills. You won't get them easily.

1. ___acquire___: get something by effort or ability
2. _____: a careful study of something in order to understand it better
3. _____: wanted or needed by many people
4. _____: the good feeling that you have when you get something that you wanted
5. _____: the ability to make yourself do things that should be done
6. _____: a very strong feeling of love, hate, anger, etc.
7. _____: done by choice, not forced
8. _____: as good as or better than others

b. What skills/qualities do people need to study/work effectively? Add any suitable new words and your own ideas.

_____

c. Use the new words to talk about your passion and what you need to follow it.

My passion is learning languages. I'll need good self-discipline to keep learning.

BẢN QUYỀN CỦA TIẾNG ANH 12 FRIENDS GLOBAL

Reading

a. Read the article about lifelong learning and choose the best title for the article.

1. What's lifelong learning, and how do you benefit from it?
2. What's lifelong learning, and how to encourage it?

"Lifelong learning" means continuing to acquire new knowledge and skills throughout your life. It is voluntary, but often requires lots of self-discipline and motivation to continue. It can occur in many ways, for example, by joining a local course, taking virtual lessons online, or reading books. These days, it has become easier than ever to learn new skills and improve your professional, personal, and social life thanks to new technology.

First of all, lifelong learning can offer benefits for your professional development. For example, if you are working for a company that does business internationally, learning a new language might help you get a better salary, or open up opportunities to work in a different country. Learning new things, especially high-tech skills like computer programming or data analysis, will also help you be more competitive in the job market because having a wide range of abilities will make you more attractive to employers.

Another benefit is personal development, like taking a yoga class or learning how to cook a new dish you like. Lifelong learning can help you find new passions and hobbies. For example, you could take a course in digital design in your free time and then discover that you really love making fun and beautiful images!

Lifelong learning also helps your social life. If you join a class, you will likely meet people who share the same interests. As you learn and gain skills, and make new friends, you will likely become more confident in yourself, which can lead to greater satisfaction and happiness.

Overall, lifelong learning is an important part of personal and professional development. It is an enjoyable process that can bring many opportunities to help you improve your work life, meet new friends, and achieve personal satisfaction.

b. Now, read and choose the correct answers.

1. Which of the following is NOT mentioned as a characteristic of lifelong learning?
   A. It's the same as formal education. B. It's voluntary. C. It requires learners to be motivated.
2. What is different about learning new skills today?
   A. It's mostly online. B. Learners prefer to have virtual classes. C. Technology makes it easier.
3. The word competitive in paragraph 2 is closest in meaning to ___.
   A. aggressive B. cheap C. valuable
4. How can lifelong learning help your social life?
   A. You learn to be a better friend. B. You can meet people with similar interests. C. You can become more interesting.
5. Which of the following can be inferred from the passage?
   A. Online learning is better. B. Learning helps your career and happiness. C. Learning is very difficult.

c. Listen and read. 64

d. In pairs: Do you know someone who's a lifelong learner? What do people in your country usually learn after finishing school?

Grammar

a. Read about simple, compound, and complex sentences, then fill in the blanks.

Simple, compound, and complex sentences

A simple sentence has only one independent clause.
S + V (+O)

I want to take a course in digital marketing.

A **compound sentence** has two or more independent clauses joined by a **coordinating conjunction**.
S + V (+O), **coordinating conjunction** + S + V (+O)

I want to be a scientist, **and** learning data analysis would be a very useful skill to have.

- Common coordinating conjunctions: **and**, **or**, **but**, **so**, **for**, **nor**, and **yet**.

A **complex sentence** has one independent clause and at least one dependent clause joined by a **subordinating conjunction**.
S + V (+O) + **subordinating conjunction** + S + V (+O)

You should learn Korean **because** there are many Korean companies in our town.



I'm going to take a cooking class (1) _____ I can cook for myself. Do you want to do it with me?

I'd love to, (2) ___ I'm really busy.

b. Listen and check. Listen again and repeat. 65

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Simple, compound, and complex sentences

- Common subordinating conjunctions: **so that**, **if**, **when**, **although/though**, **because**, **before**, **after**, etc. We separate the clauses with a **comma** if a subordinating **conjunction** begins a sentence.

When I go to university, I'll take extra classes to learn how to manage my money better.

c. Choose the correct conjunctions.

1. Many courses offer flexible schedules _____ working people can learn more easily.
   A. so that B. because C. and
2. I'm going to learn a foreign language and IT skills _____ they'll help me get a good job.
   A. when B. so C. because
3. _____ my acting skills aren't great, I have a passion for acting and films.
   A. Before B. Though C. But
4. _____ you start a new course, you should make a study plan and follow it.
   A. So that B. Although C. When
5. You should keep up with the latest technology _____ you want to remain competitive in the job market.
   A. if B. so C. and
6. I've always been interested in music, _____ I'm going to take a singing course.
   A. but B. so that C. so
7. _____ I often don't have good self-discipline, I really love learning new things.
   A. Although B. Because C. If
8. I don't have much time, _____ I'm going to take an online class.
   A. but B. so C. when

d. Combine the sentences using the conjunctions in the box.

and | if | before | so that | but | because

1. Tom wants to learn many skills. He doesn't have enough self-discipline.
   _____
2. You'll get a lot of satisfaction from learning something you love. You'll meet new friends.
   _____
3. We should try hard to acquire these in-demand skills. They'll be really useful.
   _____
4. I want to learn tennis. I can keep fit.
   _____
5. Our company offers an online course in data analysis. I'll take it.
   _____
6. You sign up for any courses. It's always a good idea to read the reviews.
   _____

e. In pairs: Use the prompts to make compound or complex sentences about lifelong learning.

- After high school, ...
- Before going to university, ...
- Though I'm not good at it, ...
- When I finish school, ...
- ... but I don't have a lot of free time.
- ... so that I can improve.
- ... because it's my passion.
- ... if I can find an instructor.

After high school, I want to learn how to cook.

Pronunciation

Sounds

a. Focus on the /ɔɪ/ sound.

c. Listen and circle the words you hear. 67

1. *bore boy*
2. *toy tie*
3. *say soy*

b. Listen and notice the sounds of the underlined letters. 66

join enjoy oil

d. Take turns saying the words in *Task c* while your partner points to them.

TÀI LIỆU LƯU HÀNH NỘI BỘ

Practice

a. Listen, then take turns asking and answering using the pictures and prompts.

What do you want to learn? — I want to learn how to paint. — Why? — I want to learn how to paint so that I can paint animals and nature.



- ... how to paint
- ... so that I can paint animals and nature



- ... about data analysis
- ... because if I do, I'll have a competitive advantage



- ... how to speak Spanish
- ... when I travel to Spain, I want to speak to locals



- ... how to maintain self-discipline
- ... it could help me study better, or it could help me get fit



- ... how to play tennis
- ... my dad had a passion for it, and I want to play with him



- ... how to make pizza
- ... I love cooking, and it would make my family happy

b. Practice with your own ideas.

Speaking *WHAT DO YOU WANT TO LEARN?*

a. Choose two types of skills that you want to learn after finishing school. In pairs: Discuss the skills you want to learn and why, as well as the benefits and results you hope to achieve. Use as many of the new words as you can.

Arts and crafts drawing, oil painting, sewing, etc.	**Language** Japanese, French, etc.
Fitness yoga, tennis, etc.	**Cooking and baking** international cuisine, making bread, etc.
Computer data analysis, web design, etc.	**Others**



b. What difficulties do you think you might have when learning these skills? What can be done to help you overcome the difficulties?

I think finding time to learn will be difficult for me. I want to find a part-time job first, so I won't have much free time to learn.

BẢN MẪU SGK TIẾNG ANH 12 HỆ 10 NĂM - MARKETING

Unit 5

Lifelong Learning

LESSON 2

Can you ...?
- report on interactions with different instructors or teachers
- use reported speech for instructions, orders, requests, offers, and advice on learning

Conversation Skill: Summarizing what you've heard







Let's Talk! **In pairs:** Look at the pictures. What tools are these people using to learn? What other tools can help people learn?

Aa New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 09

- **aid:** a thing that you use to help you do something
- **tutorial:** a book, computer program, etc. that teaches you how to do something
- **growth mindset:** the belief that you can develop your abilities by working hard
- **discouraged:** feeling less confident or excited about something
- **audio:** connected with sound
- **visual:** connected with seeing
- **reinforce:** make a feeling, an idea, etc. stronger
- **retain:** keep something in your memory
- **reward:** give something to somebody because they did something good

1. After months of working hard, I'm going to _____reward_____ myself by going to a nice restaurant.
2. We teach children to have a(n) _____ and believe that they can improve.
3. These articles _____ my opinion. They prove that my idea is correct.
4. There are lots of resources and _____s you can use to study better.
5. Do you have the _____ file for this book? I want to listen to it after school.
6. I love the _____ style of these videos. They look so cool and interesting.
7. She has an excellent memory and can _____ facts easily.
8. Many learners felt _____ because the course was too difficult.
9. The machine comes with an online _____ that teaches you how to set it up.

b. What are some common learning aids and resources? Add words to the box.

_____

c. Use the new words to talk about your learning habits.

I like to have visual aids such as photos and videos.

BAI MAU SCKT ENG ANH 12 I-E

Listening

a. You will hear different people talking about their days. Draw lines to predict which piece of information (1–5) will be (A) instructed, (B) advised, (C) offered, (D) ordered, or (E) requested.

A: instructed ☐ B: advised ☐ C: offered ☐ D: ordered ☐ E: requested ☐

1: teach outdoor skills
2: how to improve cooking
3: prepare a training course
4: do exercise
5: how to retain information

b. Now, listen and number the boxes to match the reported verbs with the information. How many did you guess correctly? 70

c. Listen again and answer the questions. 70

1. What did Mr. Smith instruct Ashley to make? _____
2. What was Mary advised to do? _____
3. What will Sarah's dad do with new employees? _____
4. What did Mark have to wear earlier in the day? _____
5. What did Kevin say he'd do with his grandson next week? _____

Conversation Skill

Summarizing what you've heard

To summarize what you've heard, say:

☐ *You mean ...?*

☐ *So, you're saying that ...?*

d. Read the Conversation Skill box, then listen and repeat. 71

e. Now, listen to the conversation again and number the phrases in the correct order. 70

f. In pairs: Are you using any of the strategies the teacher mentioned? What tips will you use in the future?

Grammar

a. Read about reported speech, then fill in the blanks.

Reported speech

We can use **reported speech** to report what somebody said. We often need to change the verb tenses, pronouns, possessive adjectives, and some adverbs of time and place of what we report.

- **Statements:**
  said (that)/said to + O (+ that)/told + O (+ that)

"I want to learn Japanese," Ann said to me.
Ann **said/said to me/told me (that)** she **wanted** to learn Japanese.

- **Yes/No questions: asked + O + if/whether**

"Do you have any learning tips?" John asked Laura.
John **asked Laura if/whether** she had any learning tips.

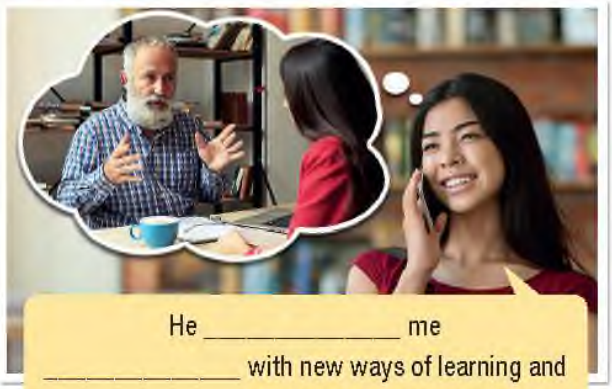
- ***Wh*-questions: asked + O + *wh*-word**

"What can I do to retain information better?" Bill asked me.
Bill **asked me what** he could do to retain information better.

- **Instructions, orders, invitations: told/instructed/ordered/invited + O + (not) *to*-inf.**

"Don't talk. Pay attention," my teacher said to me.
My teacher **told** me **not to talk** and to pay attention.





He _____ me _____ with new ways of learning and _____ afraid to make mistakes.

b. Listen and check. Listen again and repeat. 72

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

- **Requests: asked/requested/demanded + O + (not) *to*-inf.**

"Could you help me find a good book on economics?" she asked me.
She **asked** me **to find** her a good book on economics.

- **Offers: offered + O + noun/noun phrase** OR **offered + *to*-inf.**

"I'd like to offer you a spot in my class. And I'll help you make a study plan," the instructor said to me.
The instructor **offered** me **a spot** in his class. He also **offered to help** me make a study plan.

- **Advice: advised + O + (not) *to*-inf.** OR **said/told O (that) + S + should + bare inf.**

"You should take a design class," my teacher said to me.
My teacher **advised** me **to take** a design class./My teacher **said that I should take** a design class.

- **Suggestions: suggested + V-ing** OR **suggested (that) + S + bare inf.**

"Why don't we join the book club?" Tom said to me.
Tom **suggested joining** the book club./Tom **suggested that** we join the book club.

c. Fill in the blanks to report what these people said.

1. Mr. Johnson to Sarah: "You should watch the tutorial and write the information down to reinforce it."
   Mr. Johnson _____ the tutorial and write the information down to reinforce it.
2. Army instructor to him: "Run around the field ten times!"
   The army instructor _____ around the field ten times.
3. Peter to me: "I'd like to offer you the role of book club leader."
   Peter _____ of book club leader.
4. Lewis to Harry and Jessica: "Could we practice presenting together?"
   Lewis _____ presenting together.
5. Mrs. Hall to me: "Read out loud to help retain information better and reward yourself."
   Mrs. Hall _____ out loud to help retain information better and reward _____.

d. Choose the best sentence for the direct speech.

1. She advised them to make audio and visual aids.
   A. Could you make audio and visual aids?
   B. Make audio and visual aids.
   C. You should make audio and visual aids.
2. The army instructor told me to clean my boots.
   A. You should clean your boots.
   B. Clean your boots!
   C. Could you clean your boots?
3. His teacher told him not to feel discouraged.
   A. Don't feel discouraged.
   B. Could you feel less discouraged?
   C. You shouldn't feel discouraged.
4. James asked me to explain what a growth mindset was.
   A. Explain what a growth mindset is.
   B. Could you explain what a growth mindset is?
   C. You should explain what a growth mindset is.

e. In groups of three: Take turns giving instructions, orders, and advice, making requests, and making offers, then report them to the other group member.



Pronunciation

Sound Changes

a. When a word in the middle of a sentence ends with /d/, we often omit the /d/ sound.
'He told me to ...' sounds like /hitoʊlmitu/.

b. Listen. Notice the sound changes of the underlined letters. 73

You should take a design class.
She offered me a job as their instructor.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 74

He told them to come early.
She should buy a new notebook.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU CỦA TIẾNG ANH 123 LEARN SMART WORLD

Practice

a. Listen, then take turns giving instructions, orders, and advice, making offers, requesting things, and responding. Remember to summarize what you heard.



You should teach others what you learn to retain knowledge better.

You should also write more notes on paper.

Yes, that's right.

OK.

You mean teaching others and writing notes on paper will help me retain information better?





"Run around the track ten times!"

"After that, do five push-ups."

sports instructor



"I'll help you organize your first meeting."

"You should write about what you read to reinforce your knowledge."

book club leader – Thảo



"You should watch some cooking tutorials."

"I'd also like to offer you a free copy of our recipe book."

cooking class instructor – Yên



"Use audio and visual aids when you study."

"Could you do your presentation tomorrow?"

foreign language instructor – Minh

b. Take turns reporting the information.

My teacher advised me to teach others what I learned to retain knowledge better.

c. Make similar conversations to the example in *Task a* using your own ideas, then join a new partner and report the information.

Speaking

IT'S ROLE-PLAY TIME!

Summarize what you've heard.

a. In groups of three: Students A and B, read a role-play card and practice the conversation, then Student B, report the information to Student C. Swap roles and complete the other role-plays.

Roles: A: Sports instructor B: Kate **Conversation:** The sports instructor is ordering Kate to do something because she was late.	**Roles:** English club members A: Tim B: Kerry **Conversation:** Tim is giving Kerry advice on how to improve her English.	**Roles:** Cooking class students A: Mia B: Josh **Conversation:** Mia is asking Josh to taste her food and for ideas to improve it.	**Roles:** A: Teacher B: Harry **Conversation:** The teacher is instructing Harry on how to remember things better and have a growth mindset.	**Roles:** A: Manager B: Worker **Conversation:** The manager is rewarding the worker with a better job in the company.

b. Discuss who gave the best orders, advice, or instructions, made the best offers, or requested the most interesting things. Give reasons for your answers.

Minh gave the best orders. She told me to run five laps.

BẢN MẪU SÁCH TIẾNG ANH GLOBAL SUCCESS

Unit 5

Lifelong Learning

LESSON 3

Can you ...?
- talk about common challenges of lifelong learning and solutions
- write a blog post about possible challenges lifelong learners face and their solutions

Writing Skill: Softening meaning and showing uncertainty

Let's Talk!

In pairs: Look at the picture. What problems might the woman have if she wants to learn? What other things might make learning difficult for some people?

Listening

a. Listen to a podcast about lifelong learning tips. What are the tips about? 76

1. Useful resources for learning and where to get help
2. The right attitude to successful learning and how to get over problems



b. Now, listen and number the tips in the order they are mentioned. 76

- [ ] Set achievable goals and increase the difficulty over time.
- [ ] Pick up a different activity if you're bored.
- [ ] Learn what you need to use.
- [ ] Use lots of different resources.
- [ ] Accept that it'll be difficult at first.

c. In pairs: Which tips do you think are the most helpful? What other tips do you know?

Reading

a. Read the blog post about lifelong learning. Which of the following is the best title for it?

1. Lifelong Learning: Challenges and How to Overcome
2. Lifelong Learning: Challenges and Opportunities

Do you find learning after graduation difficult? If the answer is yes, you're not alone. Below are some of the most common difficulties people might have when trying to **pursue** lifelong learning.

Lifelong learning can be **time-consuming**. Besides the time for classes, you'll have to complete assignments and take tests. Also, you may lose out on time for family and friends. While it isn't easy to deal with this problem, one possible solution is to find online classes that allow you to learn at your own **pace**.

Another challenge is the cost of learning. Taking courses and buying materials can be pretty expensive. However, there are great free online resources that you can use as a start. You can also consider asking for **financial** help from your employer if you're looking to take more expensive courses for your job.

You might also lose your motivation. Learning can sometimes be difficult or boring. However, if you choose courses that you're truly interested in or that can lead to a job **promotion**, you may find it easier to pursue learning. You could also find support from a study partner. Having someone to share your progress with can make learning more fun.

In addition, you might not have access to learning resources. Thankfully, there are websites that have courses in lots of different topics. If you still can't find what you want, many experts now offer their own online courses. You can find out about these by following people on social media.

To sum up, lifelong learning may be challenging, but there are ways to make it easier. Choose a suitable course and use any support you can find. And remember, it's never too late to learn and grow.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

b. Match the bold words in the text with their definitions.

1. _____: taking or needing a lot of time
2. _____: connected with money
3. _____: a move to a more important job in a company or an organization
4. _____: the speed at which somebody does something
5. _____: do something or try to achieve something over a period of time

c. Now, read and answer the questions.

1. How might people balance learning and their social life? _____
2. Which of the following can be inferred from paragraph 3?
   A. Some companies give their staff money to learn. B. Schools often have financial help. C. Job-related courses are expensive.
3. Who can provide motivation for lifelong learners? _____
4. According to the passage, which of the following is NOT true?
   A. Learning might help you get a promotion. B. All online classes have free materials. C. A friend can keep you motivated.
5. The word <u>these</u> in paragraph 5 refers to ____.
   A. experts B. online courses C. websites

d. Listen and read.

e. In pairs: What other possible solutions can you think of for the challenges mentioned?

Writing

a. Read about softening meaning and showing uncertainty, then read the blog post again and underline examples of this.

Writing Skill

Softening meaning and showing uncertainty

Softening meaning and showing uncertainty makes your opinions less direct or certain and avoids generalizations. To soften meaning and show uncertainty, you should:

- **Use modal verbs to express uncertainty:** *can, could, may, might*
  It can be difficult to balance work, family time, and learning.
- **Use some adjectives:** *possible, likely, unlikely*
  One possible solution is to take shorter courses.
- **Use some adverbs:** *possibly*, probably*, usually, often, sometimes, generally*
  We often feel more motivated when there's a clear goal.
- **Use quantifiers:** *some (of), many, most, one (of)*
  Many companies now offer financial help or time off for learning.

*often used with a modal verb

We can combine two of the above elements in one sentence. However, we shouldn't do this too often because the reader will think we don't know much about what we're writing.

b. Rewrite these sentences by softening meaning and showing uncertainty.

1. A lack of self-discipline makes it hard to learn on your own. (modal verb)
   _____
2. Learning requires financial investment in classes, materials, and tools. (adverb)
   _____
3. Finding the right learning resources is challenging. (modal verb)
   _____
4. People think that they're bad learners and are afraid of learning. (quantifier)
   _____
5. One way to overcome this is to set aside time to learn every day. (adjective)
   _____

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Speaking

a. In pairs: What are some possible challenges lifelong learners might face? What can they do to overcome the challenges?

- time
- finance
- motivation
- lack of access
- lack of support
- lack of confidence

They might not have motivation to learn.

I think learning with a partner could help with that.

b. Choose three possible challenges and complete the table with your ideas.

Challenges	Solutions
1:	
2:	
3:	

Useful Language

a. Read the phrases (1– 4) below and the blog post again. Circle the phrases below that the writer used.

1. take a course
2. lose motivation
3. deal with a problem
4. gain a new skill



b. Which of the verbs below can be used with the nouns (A–D) below? Fill in the blanks.

attend
sign up for
provide
maintain
overcome
pick up

A. I want to _____ / _____ a course.
B. I can _____ / _____ motivation.
C. I need to _____ a problem.
D. I want to _____ a new skill.

Let's Write!

Now, write a blog post about possible challenges of lifelong learning and solutions. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The writing follows the model of a blog post.	☆☆☆
It softens meaning and shows uncertainty. (Suggest ideas, if not.)	☆☆☆
I can understand everything in the blog post. (Underline anything you don't understand.)	☆☆☆

BẢN MẪU SÁCH TIẾNG ANH SMART WORLD

Review 2

Listening **You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).** 78

1. Two students are talking about which university to attend. What doesn't the university offer?
   A. counselors
   B. many events
   C. research opportunities

2. A boy is talking to his mom. What does the mom say is a bad thing about being an interior designer?
   A. many projects
   B. bad customers
   C. stress

3. A girl is talking to her grandfather. What class does the grandfather take to remember his wife?
   A. gardening
   B. baking
   C. dance

4. Two students are talking about study tips. What can they find on the websites their teachers suggested?
   A. free tutorials
   B. visual aids
   C. essay models

5. Two students are talking about future jobs. What will Jane do?
   A. open her own business
   B. work at a spa
   C. work for her mom

Reading **Read the text about study tips. Choose the correct answer (A, B, C, or D).**

Improve Your Study Skills

Studying can be a stressful task, especially if you have an important test coming up. However, there are many effective study tips that can help you (1) _____ information more easily.

1. **Create a study schedule**: It can be helpful to create a schedule that includes what you need to study and when. This will help you stay organized and stop you from feeling (2) _____.
2. **Use active studying techniques:** Don't just read through your materials. Use active techniques like note-taking, summarizing, and testing yourself. A good way to help you retain information better is to create both visual and audio (3) _____ yourself.
3. **Find a study group or partner:** Studying with others can help you stay (4) _____ because they can cheer you up when you want to give up. You can also help each other when one of you doesn't understand something.
4. **Take breaks:** Don't study for hours without taking a break because it'll only make it harder to learn new things. Take a few minutes to rest your mind every thirty minutes.
5. **Get enough sleep:** Your brain needs rest to effectively retain information. Make sure you get enough sleep to help your brain (5) _____ the materials you've studied.

These tips are effective and easy to do. By following these study tips, you can improve your learning.

1. A. retain	B. require	C. help out	D. stock
2. A. competitive	B. discouraged	C. visual	D. audio
3. A. books	B. videos	C. certificates	D. aids
4. A. safe	B. updated	C. motivated	D. open
5. A. process	B. think	C. develop	D. put

BẢN MẪU SỰ KIỆN ANH 2 I-LEARN SMART WORLD

Vocabulary

a. Fill in the blanks using the words in the box. There are two extra words which you do not need to use.

entrepreneurs	physical therapists	voluntary	reward	satisfaction

1. The extra activities are completely _____. About 35% of our students choose to attend them.
2. Most _____ find that they had to work really hard when their businesses first started.
3. We're going to _____ her for her hard work by taking her on a trip.

b. Fill in the blanks with the words from Unit 5. The first letter is already there.

1. I was very d_____ when I failed the test. I was sad and didn't want to continue the course.
2. The boy needs to practice his s_____. He gives up whenever he can't solve a problem.
3. It takes time and effort to a_____ necessary knowledge and skills for this job, so be patient.

Grammar

a. Report the information below.

1. Mr. Lewis to me: "Set a goal and create a plan for achieving it."

_____

2. Mrs. Thompson to John: "You shouldn't be afraid to change your career."

_____

3. Susan to Ms. Miller: "Could you discuss my career options with me?"

_____

b. Choose the correct words.

1. You ____ make a lot of money if you become a banker.	A. could	B. haven't	C. didn't
2. I need to _____ which university I want to attend.	A. deal with	B. figure out	C. fill out
3. ____ I was little, I wanted to become an editor like my mom.	A. Before	B. If	C. When

Pronunciation

a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. A. acquire	B. pressure	C. expand	D. pursue
2. A. analysis	B. tutorial	C. interior	D. satisfaction

b. Circle the word that has the underlined part pronounced differently from the others.

1. A. passion	B. reward	C. activity	D. demand
2. A. register	B. editor	C. competitive	D. reinforce

Speaking

THE FUTURE AHEAD

a. In groups of 2–4: Talk about what you want to do after graduating from high school.

b. Discuss the advantages and disadvantages of doing what you want to do after high school.

c. Tell another group your ideas.

Writing

a. In pairs: Check one of your partner's final writing passages for Units 4–5 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group and add anything you think is useful.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Performance Skills Project (Optional) Turn to pages 128–129

Unit 6

Cultural Diversity

LESSON 1

Can you ...?
- talk about a country, its people, and its culture
- use articles to talk about different cultures

Conversation Skill: Asking for information politely






Let's Talk! **In pairs:** Look at the pictures. Where do you think these people are from? What are some questions that people from different cultures can ask each other?

New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 01

- The **national costume** of Japan is a robe called a kimono.
- Weddings are a special **occasion** in nearly every country.
- The **capital** city of South Korea is Seoul.
- *Pad thai* is a **specialty** of Thailand.
- That kimono has beautiful flowers and colors. It looks **stunning**.
- Different cultures are so **fascinating**! There's so much we can learn about.

1. _____capital_____: the most important city in a country, where the government's main offices are located
2. _____: very beautiful
3. _____: special clothing worn by a country's people
4. _____: a product or food that a place is famous for
5. _____: a special event or celebration
6. _____: very interesting



a robe

b. Fill in the table with adjectives to describe places or food.

Describing places	
Describing food	

c. In pairs: Use the new words to talk about your country and your hometown.

Scotland's national costume is the kilt. It's a skirt that is traditionally worn by men.

I'm from Bến Tre. Coconut candy is a local specialty in my hometown.

BẢN MẪU SÁCH TIẾNG ANH 12 GLOBAL SUCCESS

Listening

a. You will hear a conversation between an American student, Mark, and his South Korean classmate, Eunsung. What topics do you think Mark will ask about? Tick your three guesses.

- ☐ Eunsung's hometown
- ☐ Specialties
- ☐ Tourist attractions
- ☐ Nature
- ☐ Famous people
- ☐ Folk songs and dances

b. Now, listen and circle the three topics above that Mark asks about. How many did you guess correctly? 02

c. Listen again and fill in the blanks with no more than two words. 02

1. Eunsung is an _____ from South Korea.
2. Eunsung is from the _____ of South Korea.
3. South Korea's national costume is a _____ with a long skirt or pants.
4. Mark wants to know about the local _____ in South Korea.
5. Eunsung suggests visiting an _____ in South Korea.



Conversation Skill

Asking for information politely

To ask for information about something politely, say:

- ☐ *Do you mind if I ask you (some questions) about (your country)?*
- ☐ *Could I ask you (some questions) about (the food)?*

d. Read the Conversation Skill box, then listen and repeat. 03

e. Listen to the conversation again and number the phrases in the correct order. 02

f. In pairs: Which countries and cultures would you like to learn more about? Why?

I'd like to learn more about Australia because the wildlife there is amazing.

I'd like to learn more about Japan because I love Japanese food.

Grammar

a. Read about articles, then fill in the blanks.

Articles

We use the indefinite articles a/an to refer to a general thing or when it is first mentioned.

An *áo dài* is **a** beautiful and famous costume.
(In this situation, *"áo dài"* has not been mentioned before.)

A/an is used before singular, countable nouns.
- **A** is used before a noun with a consonant sound.
- **An** comes before a noun with a vowel sound. Be careful:
  Some words starting with a consonant letter have a vowel sound: e.g. **an** hour (*NOT a hour*).
  Some words that start with a vowel letter have a consonant sound: e.g. **a** university (*NOT an university*).

We use the definite article **the** to refer to things that the speaker and listener both know. It is used with both singular and plural, countable and uncountable nouns.

You should visit **the** opera house and **the** history museum.
(Famous places, usually only one in a city)



Water puppetry is _____ form of theater performance in Vietnam. _____ shows are performed in a small pool.

b. Listen and check. Listen again and repeat. 04

BỘ MÔN TIẾNG ANH 12 - LEARN SMART

Articles

We use **the** when …

- we already talked about the thing.

Phở is a soup from Vietnam. **The** soup is made with noodles.

- we explain the thing later in the sentence.

The robe I bought is from Japan.

- it is clear which thing(s) we are talking about (for example, there is only one of the thing).

The capital city of Vietnam is Hanoi.

Ø (zero article) means we don't use an article before a noun. This is often used when the meaning is general.

I like **Ø** opera, **Ø** museums, and seeing how people make **Ø** *áo dài* costumes. (general places and things)

Ø (zero article) is used before general, uncountable things.
Usually, no article is used before sports, games, meals, school subjects or the names of people and most places.

I play **Ø** soccer and eat **Ø** pizza in **Ø** Italy.

c. Read about the rules of using articles, then unscramble the sentences.

1. Vietnam./is/the/Hanoi/of/capital _____
2. London./night/shouldn't/walk/at/You/around/in _____
3. What/do/occasions/people/celebrate?/Canadian _____
4. a/Malaysia,/we/In/have/specialty/called/*nasi lemak*. _____
5. I/think/India./is/the/fascinating/Diwali/festival/in/most _____
6. The/Canberra./capital/Australia/is/of _____
7. The/cultures/very/groups/of/ethnic/are/fascinating. _____

d. Fill in the blanks with *the*, *a/an*, or *Ø*.

1. ___ national costume in my country is a long dress.
2. In my country, we celebrate ___ occasions like the Lunar New Year.
3. *Tom yum* is ___ specialty in Thailand.
4. ___ nature in Australia is fascinating.
5. ___ Sydney is a famous city, but it isn't the capital of Australia.
6. *Bánh mi* is a very popular street food that Vietnamese people often eat for ___ breakfast.
7. *Laksa* is a popular noodle soup in Singapore. ___ soup is often made with coconut milk.
8. We took a boat trip to ___ island. The island was really beautiful.

e. In pairs: Use articles to talk about the topics below in a country you know about.

- specialty food
- capital city
- national costume
- important day
- official language
- famous place

Fish and chips are a specialty of the UK.

Tokyo is the capital city of Japan.

Pronunciation

Sound Changes

a. When we use articles *a*, *an* and *the*, we often use the weak forms /ə/, /ən/ and /ðə/.
I want a drink. /aɪwɑːntədrɪŋk/
I need an umbrella. /aɪniːdənʌmbrelə/
I can see the moon. /aɪkənsiːðəmuːn/

b. Listen. Notice the sound changes of the underlined letters. 05

I went on a street food tour.
We saw an interesting performance.
We didn't like the food we had last night.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 06

Hanoi is the capital of Vietnam.
New York is a great city.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BÀI MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Practice a. Listen, then take turns asking about different countries in the table below. Remember to ask for the information politely. 07

Do you mind if I ask you some questions about Vietnam?

Sure!

Thanks. What's the capital city of Vietnam?

It's Hanoi. It's a stunning city.

Cool. What's the national costume?







Country	Vietnam	Nigeria	The Philippines
Capital city	Hanoi stunning	Abuja /əˈbuːdʒə/ fascinating	Manila /məˈnɪlə/ busy
National costume	*áo dài* long dress/pants	*agbada* /ægˈbɑːdə/ robe/embroidery	*baro't saya* /ˌbɑːrɒt ˈsaɪə/ blouse/long skirt
Local specialty	*cơm tấm* rice dish/grilled meat	*jollof rice* /dʒɒlɒf raɪs/ rice dish/tomato/spice	*adobo* /ədobo/ rice dish/chicken

b. Practice with your own ideas.

Speaking ***WHAT'S IT LIKE THERE?***

Ask for information politely.

a. You're in a cultural exchange program. In pairs: Student B, p. 124 File 3. Student A, ask your partner about the information in the *Getting to know people* box and take notes.

Getting to know people

- Where they're from
- Their country's capital
- Their national costume
- Special occasions
- Specialties

- Country: Thailand – in Southeast Asia
- Capital: Bangkok
- Costume: *chut thai* /ʧʊtaɪ/ – long skirt, blouse
- Special occasions:
  - Thai New Year
  - Lantern Festival
  - National Elephant Day
- Specialties: *pad thai* /ˌpæd ˈtaɪ/ – fried noodles, mango and sticky rice – dessert



b. Swap roles. Student A, you're from Thailand. Answer Student B's questions using the information above.

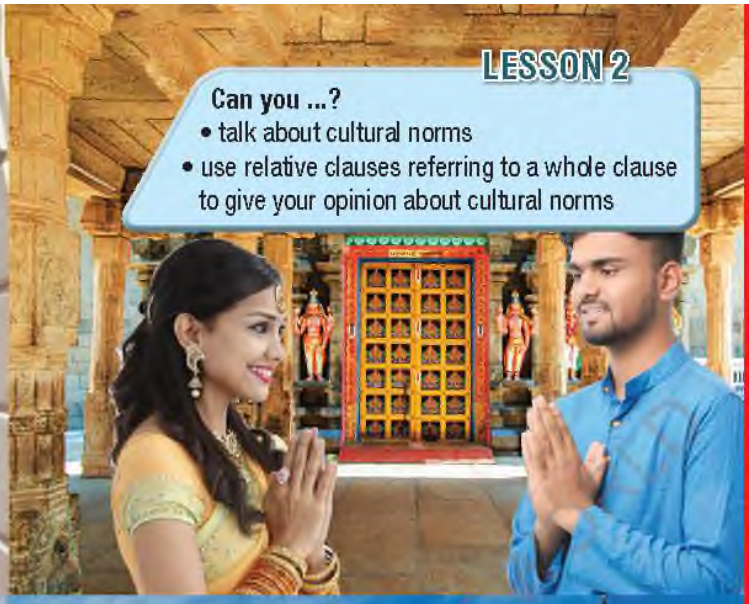
c. Join a new partner. What's the most interesting thing you've learned about your previous partner's country?

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD



Unit 6

Cultural Diversity



LESSON 2

Can you ...?
- talk about cultural norms
- use relative clauses referring to a whole clause to give your opinion about cultural norms





Let's Talk! **In pairs:** Look at the pictures. What are all these people doing? Where are they from? What do people in your country do when they meet someone for the first time?

Aa New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat.

- **punctuality:** doing something at the correct time, not being late
- **manners:** polite ways of speaking and doing things
- **rude:** not polite
- **bow:** to show respect to someone by bending your body forwards
- **shake hands:** hold someone's hand and move up and down quickly, often to greet someone
- **norm:** an accepted way of behaving in a particular society or culture
- **taboo:** not allowed to do or talk about in a culture because it's wrong or embarrassing

1. In some countries, it is a cultural _____norm_____ to arrive late for parties. Lots of people do it.
2. In places like the USA, _____ is very important. People might get upset if you're very late.
3. You should avoid pointing your fingers at people. Many people think it is very _____.
4. After introducing yourself, you should _____ to greet someone.
5. People in the UK usually don't _____, but it's very common in Japan and India.
6. In Vietnam, it is _____ to go inside someone's house with your shoes on.
7. It's important to have good _____ when meeting an important person at school or work.

b. List more greetings that you know.

_____

c. In pairs: Use the new words to talk about cultural norms in your country or other countries you know.

Using people's nicknames in daily life and their real names in formal situations is a norm in Lao culture.

BẢN MẪU SGK TIẾNG ANH 12 MỚI

Reading

a. Read a student's blog post about cultural norms and choose the best title for the blog post.

1. Similar Cultural Norms from around the World 2. Interesting Cultural Norms

http://www.nguyenvy.wordynerdy.com

Hi, everyone! Vy from Ho Chi Minh city here, with a report to share. Today I learned some cool things in my university. We're studying cultural norms and how they can be very different in other countries.

- **Japan:** In Japan, punctuality is really important. People often arrive early to show they have good manners. Japanese people usually bow instead of shaking hands, which is a bit different from Vietnam. Japanese people always take off their shoes and change into slippers when they enter a home. They keep slippers for guests, too, which I think is very kind. If you go to Japan, you should be careful when writing. It's taboo to use a red pen to write somebody's name because it is thought to be very unlucky.
- **France:** French people often arrive late for parties, which is pretty similar to things here in Vietnam, but it's very different from Japanese culture. However, French culture does have some differences from Vietnamese culture. For example, French people often kiss on the cheek when meeting friends, which seems really strange to me! It's also rude to ask someone about their age or their family, which I find so surprising.
- **India:** In India, people always take off their shoes when they enter homes or temples, which is similar to Japan, Vietnam, and many other Asian countries. However, there is one thing which is very different. Indian people believe that the left hand is dirty because it is used for washing the feet and other parts of the body. So in India, it's taboo to use the left hand for eating, shaking hands, or passing things to other people.

So that's what we've been studying in my university. Where are you from? Is your culture similar to any of these?

b. Now, read and answer the questions.

1. In which country is it very important to be on time? _____
2. The word it in paragraph 2 refers to ____.
   A. somebody's name B. a red pen C. writing names with a red pen
3. What shouldn't be done with the left hand in India? _____
4. According to the passage, all of the following are true EXCEPT ____.
   A. Japanese and Indian people take off their shoes before entering the home.
   B. The left hand is considered dirty in India.
   C. French and Japanese people always arrive on time for meetings.
5. Which of the following can be inferred about the writer of the blog?
   A. She doesn't like French culture.
   B. She's familiar with Vietnamese culture.
   C. She wouldn't like living in India.

c. Listen and read. 09

d. In pairs: Which country would you prefer to visit? Why?

Grammar

a. Read about relative clauses referring to a whole clause, then fill in the blank.

Relative clauses referring to a whole clause

These clauses start with which and add extra information to the main clause. They're non-defining relative clauses.

French people often kiss on the cheek when meeting friends, **which I find really strange**.

In the UK, people often wear shoes at home, **which is very different from South Korea**.



Japanese people often bow, _____.

b. Listen and check. Listen again and repeat. 10

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Relative clauses referring to a whole clause

We always use a comma before a non-defining relative clause.

- **Main clause, which + V + O**

South Korean people usually use both hands to pass things to elders, **which is similar to Vietnam**.
Japanese people usually don't shake hands, **which isn't the same as Vietnam**.

- **Main clause, which S + V (+ O)**

French people often kiss on the cheek when meeting friends, **which I find really strange**.
In the UK, the number 13 is unlucky, **which I don't think is normal**.

c. Underline the mistakes and write the correct words on the lines.

1. Indian people never touch others with their left hand, which seem a bit strange to me. _____
2. In Thailand, it's rude to point at people with one finger, which are similar to South Korea. _____
3. Punctuality is important in Japan, that is similar to the UK. _____
4. Japanese people rarely shake hands, where is different from the USA. _____
5. Indian people usually bring a small gift when visiting a friend's home, which I thinks is really kind. _____
6. In Laos, it's taboo to touch people's heads, which similar to Thailand. _____

d. Unscramble the relative clauses.

1. In Vietnam, people use both hands to pass things to elders, similar/South/which/is/to/Korea.
, _____
2. French people kiss their friends and family seems/very/me./to/which/unusual
, _____
3. Japanese people often bow think/I/is/which/polite./really
, _____
4. In Vietnam, people often ask how old I am country./taboo/in/is/which/my
, _____
5. In South Korea, it's rude to blow your nose in public very/is/Japan./to/which/similar
, _____

e. In pairs: Use the prompts to compare the norms below to Vietnam, then give your opinion about them.

Japan	France	India
• often bow	• kiss friends	• take off shoes at home
• rarely shake hands	• arrive late	• pass things with the right hand

People in Japan often bow, which is a little different from Vietnam.

People in Japan often bow, which I think is very polite.

Pronunciation

Sound Changes

a. When one word ends in a consonant and the next word starts with a vowel sound, we often link the sounds.
'... which I ...' sounds like /wɪtʃaɪ/
'... which is ...' sounds like /wɪtʃɪz/

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 12
He bought some French cheese, which I really like.
We're traveling in the summer, which is the best time to go.

b. Listen. Notice the sound changes of the underlined letters.
Japanese people usually bow instead of shaking hands, which is a bit different from Vietnam.
They keep slippers for guests, too, which I think is very kind.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then take turns talking about the cultural norms in the table below. Give your opinion and make comparisons between countries. 13

Let's talk about cultural norms in the UK, South Korea, and Spain.

OK. In the UK and Spain, the number 13 is unlucky, which I think is strange. And it's different from South Korea. The number 4 is unlucky there, which is interesting.

UK	South Korea	Spain
• number 13 is unlucky (strange) **13**	• number 4 is unlucky (interesting) **4**	• number 13 is unlucky (strange) **13**
• OK to write names with red pens (fine) 	• taboo to write names with red pens (interesting) 	• OK to write names with red pens (fine) 
• punctuality is important (polite) 	• punctuality is important (polite) 	• OK to be late (fine) 
• rarely sleep after lunch (unusual) 	• rarely sleep after lunch (unusual) 	• always sleep after lunch (normal) 
• open gifts in front of the givers (kind) 	• rude to open gifts in front of the givers (strange) 	• open gifts in front of the givers (kind) 

b. Practice with your own ideas.

Speaking

CULTURAL NORMS AROUND THE WORLD

a. In pairs: Give your opinion about the cultural norms below or the ones you've learned about, then compare them with other cultures.

France
- It's rude to eat while walking on the street.
- People always arrive 15–20 minutes late to parties.
- People always say "hello" and "goodbye" to storekeepers.

It's rude to eat while walking in the street in France, which I think is really strange.

Japan
- It's rude to touch people.
- Punctuality is important.
- People don't shake hands – they bow.

Yeah. And it's very different from Vietnam. People often eat on the street here.

India
- People usually bring a small gift when visiting a friend's home.
- It's taboo to touch people with the left hand.

b. Now, say which cultural norms from your country are similar to other cultures.

In Vietnam, we celebrate the Lunar New Year, which is similar to lots of other Asian countries.

BẢN MẪU SGK TIẾNG ANH 12 - LEARN SMART WORLD

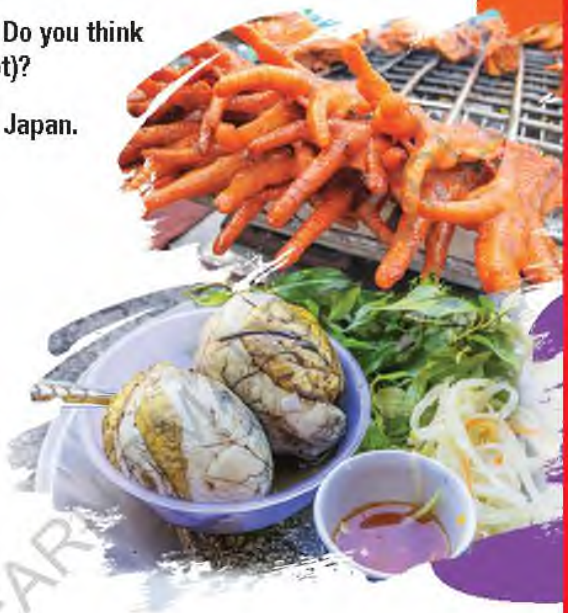
Unit 6

Cultural Diversity

LESSON 3

Can you ...?
- talk about cultural differences
- write about cultural things in Vietnam that may be different in other countries

Writing Skill: Writing lists of dos and don'ts



Let's Talk!

In pairs: Look at the pictures. What can you see? Do you think these would be surprising to foreigners? Why (not)?

Listening

a. Listen to Steve talking to Sally about his trip to Japan. What does Steve think about his trip? 14

1. interesting 2. exciting 3. difficult

b. Now, listen and number the phrases in the correct order. 14

A. People in the US think it's rude to eat loudly. ☐
B. Steve wishes he spent more time in Japan. 1
C. You shouldn't walk around with food or drinks. ☐
D. You should make noise when you eat soup. ☐
E. You have to be aware of cultural differences and not get upset. ☐

c. In pairs: Which cultural norms were surprising to you? How are they similar or different from cultural norms in your country?

Reading

a. Read the list of dos and don'ts about cultural differences in different European countries. What is it mainly about?

1. What tourists should know before visiting Europe 2. What you should never do in Europe

Hey, everyone! It's Bình here! I spent the summer in Europe. I'm back with a blog about the things I learned there.

1. DO bring money to use toilets in France.
In Vietnam, sometimes we have to pay to use a toilet at a bus stop on the highway. In many European countries, you can **expect** to pay to use the toilet in restaurants or coffee shops. Make sure you have **change** if you need to use public toilets.

2. DO finish your food in Italian restaurants.
Italian people are proud of their **cuisine**. However, when I was in Italy, sometimes I couldn't finish my food. The waiter often asked if there was a problem. I learned that in Italy, you should show the chef you enjoyed the meal by finishing it.

3. DO be on time in England.
English people are almost always on time. In Vietnam, it's normal to be late if you're meeting a friend for coffee. However, it's rude to do this in England. Make sure you're on time.

4. DON'T stretch or **yawn** in public in Spain.
People in Spain find it **disgusting** to stretch and yawn in public. I love to do both after a delicious meal. However, if you visit Spain, be polite and avoid doing this.

5. DON'T put your hands in your pockets in Germany.
People in Germany don't like to see hands in pockets when talking to someone. It's rude to them, and they think it means you're a very lazy person. Try to keep your hands by your side, like you're a business person attending an important meeting.

So, there you go. People in Europe do things very differently. Do you know any other differences? Write a comment and let me know!

Bình Nguyễn
August 27th, 2023

PHÁT HÀNH SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

b. Match the bold words in the text with their definitions.



1. _____: very unpleasant, causing a strong feeling of dislike
2. _____: open your mouth wide and breathe in deeply through it
3. _____: a small amount of money
4. _____: think that something will happen
5. _____: a style of cooking

c. Now, read and choose the correct answers.

1. According to the passage, all of the following are true EXCEPT ____.
   A. you can stop at a coffee shop to use the toilet
   B. you need to pay to use public toilets
   C. you need to buy a drink to use public toilets
2. Which of the following can be inferred about eating in Italy?
   A. Waiters often ask many questions.
   B. Chefs like to see you eat all of your food.
   C. Italians like large meals.
3. According to paragraph 4, English people are ____.
   A. never late for meetings
   B. always polite to strangers
   C. on time most of the time
4. The word <u>them</u> in paragraph 6 refers to ____.
   A. hands
   B. German people
   C. someone
5. Which is NOT mentioned as one of the reasons you shouldn't put your hands in your pockets in Germany?
   A. It's rude.
   B. It means you're lazy.
   C. It's unprofessional.

d. Listen and read. 15

e. In pairs: Discuss which cultural differences were most surprising and how they are different from Vietnam. Do you know any other surprising cultural differences in other countries?

Writing

a. Read about writing dos and don'ts blog posts for visitors coming from another country, then read Bình's blog post again and circle imperatives and the advice.

Writing Skill

Writing lists of dos and don'ts

To write a good dos and don'ts blog post for visitors coming from another country, you should:

1. Begin with a short introduction – tell your audience why and which place you're writing about.
Hey, everybody! Many tourists love visiting my country, Indonesia. Here are some dos and don'ts if you visit here.

2. Use numbered imperatives as headings to briefly explain the actions people should or should not do.
1. DO use your right hand to eat or shake hands in India.
2. DON'T eat or drink on public transportation in Singapore.

3. Explain the reason why you should avoid the behavior.
People in India use their left hand to clean and do other dirty tasks.
In Singapore, people keep everything very clean, and there are strict laws about littering.

4. Give advice on how to avoid potential problems.
When you go to Singapore, only eat or drink at stores, restaurants, or your hotel to avoid getting a fine.

b. Unscramble the sentences and put them in the correct order.

A. to/you/travel/a/few/and/don'ts/dos/important/if/Here are/Mexico. _____ ☐

B. You/should/a/be/bargain/cheaper/price,/for/but/polite. _____ ☐

C. Tom,/spent/in/Hey,/I/It's/and/week/a/everyone!/just/Mexico. ☐ 1
<u>Hey, everyone! It's Tom, and I just spent a week in Mexico.</u>

D. DO/bargain/markets./when/at/souvenirs/buying _____ ☐

E. at/In/it's/Mexico,/sellers/to/ask/for/more/normal/the/actual/price/first./for/than _____ ☐

BẢN MẪU SGT TIẾNG ANH 12 I-LEARN SMART WORLD

Speaking

a. In pairs: Discuss cultural differences that visitors coming to Vietnam might have difficulty with. Suggest some things foreigners could do to avoid problems. Use the cultural differences in the list or your own ideas.

- being late for social events
- bargaining at markets
- driving a motorbike
- wearing the right clothes to temples and pagodas
- asking about a person's age
- selling items on the street



b. Choose 4–5 cultural differences in Vietnam you think would be most surprising for foreigners, then suggest what foreigners can do to deal with the differences. Complete the table below.

Cultural differences in Vietnam	Ways to deal with them

Useful Language

a. Look at the phrases (A–D) in the box below, then read Binh's dos and don'ts blog post again and circle each use of the phrases.

b. Match the useful phrases to their purpose. Write the letter (A–D) on the lines.

A. Make sure ...
B. It's normal to ...
C. People find it ...
D. It's rude to ...

1. _____: to describe common behavior
2. _____: to say what people think about something
3. _____: to say what you should do
4. _____: to say what you shouldn't do

c. Fill in the blanks with the phrases above.

1. When you're in Italy, _____ you try the pasta. It's delicious!
2. In the USA, _____ strange to stand very close to one another.
3. In some Asian countries, _____ point your finger at people.
4. In India, _____ take off your shoes or sandals before going into someone's home.

Let's Write!

Now, write a list of dos and don'ts for visitors coming to Vietnam. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The blog follows the organization in the Writing Skill box. ☆☆☆
It gives useful dos and don'ts. (Suggest ideas, if not.) ☆☆☆
The advice is easy to understand. ☆☆☆
(Underline anything you don't understand.)

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 7

Urbanization

LESSON 1

Can you ...?
- talk about urbanization around the world
- use the Present Perfect (Active and Passive) to describe changes in a city

Conversation Skill: Showing hesitation







Let's Talk! **In pairs:** Look at the pictures. How would you describe the place? What is needed to make life easier in such a place?

New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 16

1. Many **migrant**s move to big cities so that they can get a better job or education. — a. a person who moves from one place to another in order to find work or better living conditions
2. The city needs to provide more **housing** so that people can find good places to live. — b. the process of people moving from rural places to towns and cities, and the growth of towns and cities
3. The **population density** is higher in cities than in the country because of all the apartment towers. — c. houses, apartments, etc. that people live in, especially when talking about their type, price, or condition
4. As cities grow, their land **area** also increases and there's less space for wildlife. — d. a system of electric wires or pipes carrying gas, for sending power over a large amount of land
5. The city needs to **upgrade** the public transportation. The buses and trains are so old. — e. the amount of space covered by a flat surface or piece of land, described as a measurement
6. The power **grid** was out of service because the storm knocked down some wires. — f. improve a machine or system, or replace it with a better one
7. The trend of **urbanization** is growing around the world. Lots of people are leaving small towns to live in big cities. — g. the number of people living in a particular amount of space

b. Add the words in the box to the table.

power grid, housing, railroads, internet, education, public transportation, roads, police, health services, water supply, fire department

infrastructure	
services	

c. In pairs: Use the new words to talk about urbanization in your country or the place where you live.

Lots of migrants come to our town from rural areas.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN

Listening

a. You will hear two classmates discussing urbanization in different cities. What do you think the speakers will talk about? Add two more topics.

1. __population__ 2. _____

3. _____



Traffic in a city with population density of 938 people/km²



Traffic in a city with population density of 4,476 people/km²

b. Now, listen and circle the topics above that the classmates talk about. How many did you guess correctly? 17

c. Listen again and circle *True* or *False*. 17

1. 2.2 million people have moved to Binton in the last ten years. True/False
2. Lots of migrants have come to Sloane from rural areas. True/False
3. 25 new apartment buildings have been built in Sloane. True/False
4. The power grid has been upgraded in Binton. True/False
5. Steve thinks that building new houses is the best way for cities to manage urbanization. True/False

Conversation Skill

Showing hesitation

To get more time to think about what to say, use:

Let me see ... ☐

Just a second ... ☐

d. Read the Conversation Skill box, then listen and repeat. 18

e. Listen to the conversation again and number the phrases in the correct order. 17

f. In pairs: Do you think urbanization is good or bad? Why?

Grammar

a. Read about the Present Perfect (Active and Passive), then fill in the blanks.

The Present Perfect (Active and Passive)

We can use the **Present Perfect** for:

- an action that started in the past and continues to now.

They'**ve lived** in this neighborhood for ten years.

- an action that has happened over a period of time but is not completed.

They'**ve worked** on the new railway a lot this year, but it still isn't finished.

- a recently completed action that shows a result now.

They'**ve repaired** the bridge, so there's less traffic now.

- a recent action that happened at an unstated time.

The city **has opened** the new highway. (doesn't say when)

- When it isn't important to know who did the action or we don't know, we can use the passive instead of the active.

Eight new roads **have been made** in the last ten years. (We don't know or it isn't important who made the roads.)



b. Listen and check. Listen again and repeat. 19

BẢN MẪU SÁCH RIÊNG ANH 12 I-LEARN SMART WORLD

The Present Perfect (Active and Passive)

	Active	Passive
Affirmative	S + **have/has** + PP (+ O) • Millions of people **have moved** to the city.	S + **have/has** + **been** + PP • 35 new apartments **have been built**.
Negative	S + **have not/has not** + PP (+ O) • A lot of people **haven't seen** any changes.	S + **have not/has not** + **been** + PP • The road **hasn't been upgraded** recently.
Wh-questions	***Wh*-word** + **have/has** + S + PP (+ O)? • **Who has** the city **helped** the most?	***Wh*-word** + **have/has** + S + **been** + PP? • **Why have** the houses **been built** by the river?
Aux. questions	**Have/Has** + S + PP (+ O)? • **Have** they **started** the planning process yet?	**Have/Has** + S + **been** + PP? • **Has** the power grid **been upgraded**?

c. Circle the correct words.

1. How long *have/has* you lived in the city for?
2. Has your town *been/was* changed by urbanization?
3. The city's land area *have/has* grown by 30 km^2 in two years.
4. The city's population density has *increase/increased* by 10%.
5. How many new houses have been *build/built*?
6. Thousands of people have *come/came* here looking for opportunities.
7. A new apartment building *have/has* been built in my neighborhood.

d. Write sentences in the Present Perfect using the prompts.

1. last ten years/5 million migrants/arrive/city.

_____

2. government/build 35 new apartment buildings/2005.

_____

3. housing/this city/really improve/recently.

_____

4. how many people/leave/the city/so far this year?

_____

5. power grid/be/improve/yet?

_____

6. city/have/three different mayors/last two years.

_____



e. In pairs: Make Present Perfect statements and questions using the prompts. Some sentences are in passive voice.

- lots of migrants/come/city/last ten years
- how much/population density/increase?
- power grid/upgrade/this year
- population/increase?
- land area/double in size/last 100 years
- what/they/work on/city/recently?

Lots of migrants have come to the city in the last ten years.

Pronunciation

Sound Changes

a. When a word ends in a /t/ and the next word starts with a consonant, we often omit the /t/ sound.
'... apartment building ...' sounds like /əpɑːtmənbɪldɪŋ/.
'... haven't built ...' sounds like /ˈhævnbɪlt/.

b. Listen. Notice the sound changes of the underlined letters. 20

A new apartment building has been built in my neighborhood.

The power grid hasn't been improved in the last five years.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 21

They don't know who did it.
The main street looks busy today.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Practice **a. Listen, then take turns asking and answering about what changes have happened in each city.** 22

How much has the population in Timberlake increased by in the last ten years?

Let me see. It has increased by 2 million.

How has housing changed in the last ten years?

They have built 20 new apartments.



	Timberlake (2014 – 2024)	Guijing (2019 – 2024)	Landberg (2004 – 2024)
Population	increased by 2 million	increased by 1.8 million	increased by 500 thousand
Population density	increased by 10%	increased by 25%	increased by 8%
Land area	increased by 5 km^2	increased by 4.5 km^2	increased by 1 km^2
Housing	built 20 new apartments	built 1,500 new houses	built 150 beautiful mansions
Infrastructure	• improved public transportation • added 29 new bus routes	• upgraded the power grid • built new power stations	• improved roads • built 18 new roads

b. Practice with your own ideas.

Speaking ***URBANIZATION IN THE LAST TEN YEARS***

Show hesitation.

a. You're doing research for a project about how different cities manage urbanization. In pairs: Student B, P. 124 File 4**. Student A, ask Student B about Ironside and make notes in the table.**

In the last 10 years	
Stonebridge	**Ironside**
Population: +2.2 million Population density: +15% Land area: +5 km^2 Housing: • +23 new apartment buildings • +1,800 new houses Infrastructure: • 12 new roads built • 34 projects to upgrade power grid	Population: +_____ million Population density: +_____% Land area: +_____ km^2 Housing: • +_____ new apartment buildings • +_____ new houses Infrastructure: • _____ • _____

b. Swap roles and repeat. Student A, answer Student B's questions about Stonebridge.

c. What changes do you think should be made where you live? Why?

I think building new roads is a great idea because the roads here are too small.

BẢN MẪU SGK TIẾNG ANH 12 - LEARN SMART WORLD



Unit 7

Urbanization

LESSON 2

Can you ...?
- talk about solutions to problems with urbanization
- use causatives (Active and Passive) to talk about solutions to urban problems

Let's Talk! **In pairs:** Look at the pictures. What problems can you see? What do you think can cause problems like these?

A New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 23

poverty: the state of being extremely poor
fine: money that you must pay when you break a rule
living wage: enough money (from a job) for a person to afford the things that they need in order to live
inequality: a situation in which some groups in a society have more advantages than others
slum: a crowded area where very poor people live in low-quality housing
sanitation: the service of keeping things clean enough not to damage people's health
healthcare: the activity or business of providing medical services

1. The people who live in the ____slum____ next to the river are very poor and live in terrible conditions.
2. I like my job because it pays me a _____, and I can have a comfortable life.
3. I had to pay a _____ when the police caught me throwing trash into the river.
4. This area is very dirty because there aren't any _____ services.
5. The cost of living is very high in the city, so _____ is becoming a problem.
6. This city has very rich and very poor people living next to each other, so _____ is a big problem.
7. If people get sick today, it's not as bad as before because there are more modern _____ services available.

b. Add the words in the box to the table.

living wage, sanitation, unemployment, poverty, slum, overcrowding, entertainment, inequality, healthcare, education, diseases, crime, employment opportunities

good things	
bad things	

c. In pairs: Use the new words to talk about problems that cities can have.

Sanitation is a problem in some cities because they are too crowded.

There are many slums in some cities because of urbanization.

BÀI TẬP SGK TIẾNG ANH 12 FRIENDS

Reading

a. Read the article about urbanization. Which problem is NOT mentioned? Choose the correct answer.

1. dangerous roads 2. trash 3. high cost of living

Urbanization is the movement of people from the country to cities and the growth of urban areas. It happens because there are often more opportunities in cities. However, when a city's population grows too quickly, it causes problems. Here are a few problems caused by urbanization and some ideas to solve them.

Poverty: Urban areas have a higher cost of living, which means many people have to live in slums. These areas have high crime rates and only basic sanitation, and the people living there often have no access to healthcare. A solution for these issues would be to increase the number of social workers and police and have them provide service to these areas. A better, but more expensive one, would be to remove all the old buildings and houses, and have the city government build better quality, low-cost housing.

Pollution: Large populations create lots of waste. This can be too much for sanitation services to handle, so some areas can get very dirty. One option is to have volunteers clean up these places and have more trash cans installed. Another might be to have police give large fines to people who throw litter on the ground.

Traffic: People in cities often use private cars to get to work and school. This leads to heavy road congestion and causes lots of air pollution. To solve this problem, many cities don't let people drive private vehicles in the city center. This can reduce the amount of traffic by making people use public transportation.

In conclusion, urbanization can cause a lot of problems for people living in cities. Poor living standards, unclean environments, and congested traffic are just some of the issues. Solving the problems of urbanization is one of the biggest challenges for modern society.

b. Now, read and choose the correct answers.

1. According to paragraph 1, urbanization happens because _____.
   A. the population increases too fast B. there are usually better-paid jobs in the city C. people move to the country
2. Which of the following can be inferred from paragraph 3?
   A. People need rules and services to keep cities clean. B. Most people don't litter. C. People like volunteering to help.
3. The word congestion in paragraph 4 is closest in meaning to _____.
   A. difficulty in breathing B. cities C. traffic jams
4. Which of the following can be inferred from the passage?
   A. Problems will disappear as cities grow. B. Governments have a lot of work to do. C. Governments want to stop urbanization.
5. Which of the following is NOT true according to the passage?
   A. There is inequality in city life. B. Cities only have small problems. C. The city offers a better quality of life than the country.

c. Listen and read. 24

d. In pairs: Can you think of any more problems caused by urbanization?

Grammar

a. Read about causatives (Active and Passive), then fill in the blanks.

Causatives (Active and Passive)

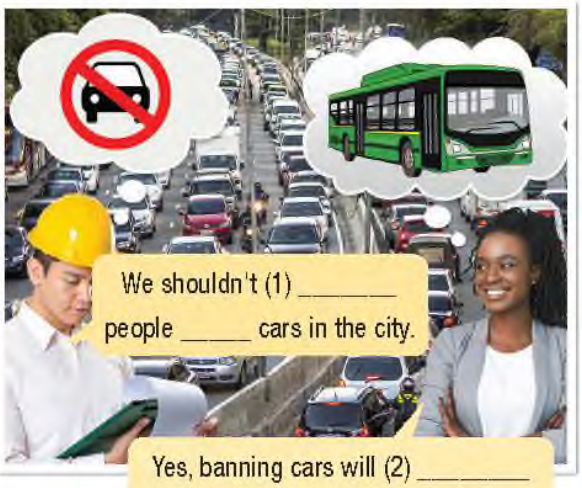
We use these to say that someone causes someone or something to do something.

- **Active: We use this when we want to focus on the person who does the action. We can use the verbs *have*, *get*, *let*, and *make*.**

We should **have companies build** green roofs.
(We should ask them to do this.)
They will **get people to pick up** trash.
(They will persuade them to do this.)
The government shouldn't **let people build** slums.
(The government shouldn't allow this.)
The city should **make people use** the subway in the city center.
(The city should force them to use this.)

- **Passive**: We use this when we don't want to focus on the person who does the action. We can use the verbs ***have*** and ***get***.

We should ***have*** the park **cleaned up**. (The focus is on the park being cleaned up, not who will do it.)



b. Listen and check. Listen again and repeat. 25

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Causatives (Active and Passive)

- **have/let/make** + O (person/people) + **bare inf.**

We should **have** helpers **clean up** the slums.
We shouldn't **let** the residents **do** all the work.
How can we **make** people **use** the subway?

- **get** + O (person/people) + ***to*-inf.**

Can we **get** police officers **to fine** people?

- **have/get** + O (thing/things) + **PP** (+ by O)

We should **have** the slums **cleaned up** by city workers.
We should **get** more factories **built**.
Can we **have** the buses **fixed**?
When can we **get** the problem **solved**?

c. Underline the mistakes and write the correct words on the lines.

1. I don't think we should let people built slums. _____
2. We should let some new trash cans installed in the city center. _____
3. I think that we need to have the streets clean up. _____
4. We should make all companies paid a living wage. _____
5. Let's have some volunteers to clean up the park. _____
6. We should get the police gave larger fines to people. _____
7. If we have new roads build, it will reduce congestion. _____



d. Fill in the blanks with the correct form of the verbs in the box.

fine	clean up	live	build	play	provide	pick up

1. The sidewalks are really dirty. We should get them _____.
2. We can't make people _____ trash in other people's neighborhoods. It's not fair to them.
3. It's so noisy in my neighborhood at night. They shouldn't let people _____ loud music after 9 p.m.
4. Can we get the government _____ free bicycles to residents to improve the traffic problem?
5. The mayor is going to have police officers _____ people for littering in the streets.
6. We have so many resources available today that we shouldn't let anyone _____ in poverty.
7. The government should have more houses _____ because the population is rising so quickly.

e. In pairs: Say how a city should be improved using the prompts below.

volunteers/clean up/beach | trash cans/install/near/school | not/let/companies/create too much waste | make/people/take the bus

I think that we should get volunteers to clean up the beach.

Pronunciation

Sound Changes

a. When we say 'should', we often use the weak form /ʃəd/.
He should go. /hiʃədgoʊ/

b. Listen. Notice the sound changes of the underlined words. 26

Cities <u>should</u> help solve this problem by making people use public transportation.
They <u>should</u> have workers clean up the park.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 27

People should do more to help keep their city clean.
They should fine people for littering in the park.

d. Practice reading the sentences with the sound changes noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering about how to solve the problems below using the prompts.

Hi, Danh. How can we reduce air pollution in our city?

Hmm ... We should make people ride bicycles.

Good idea! And we shouldn't let them drive cars.

air pollution	unemployment	poor sanitation
		
make/people/ride bicycles not let/people/drive cars	let/people/study for free have/new mall/built	have/trash cans/installed make/people/pay fines/for littering
overcrowding	**water pollution**	**traffic congestion**
		
have/new apartment buildings/built have/businesses/invest/rural areas	make/companies/pay fines/polluting/ rivers have/volunteers/clean up/rivers	have/roads/made wider have/subway/built

b. Practice with your own ideas.

Speaking HOW CAN WE SOLVE IT?

a. You're city planners working at City Hall discussing urbanization problems. In pairs: Think of three problems caused by urbanization and discuss things that you should have people and companies in the city do. Add your best ideas to the table below.

Problems	Solutions

b. Join another pair. Share your problems and solutions. Which ideas would improve the city the most? Why?

BẢN MẪU SÁCH TIẾNG ANH

Unit 7

Urbanization

LESSON 3

Can you ...?
- talk about changes in population in cities
- write a report about changes in population

Writing Skill: Writing reports on bar charts



Let's Talk! In pairs: Look at the pictures. What problems with overpopulation can you see? How could they be solved?

Listening

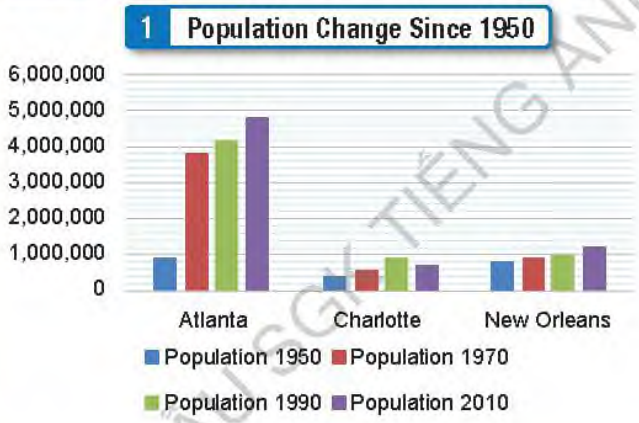
a. Listen to someone talking about overpopulation. Does the speaker believe overpopulation is a problem that can be managed? 29

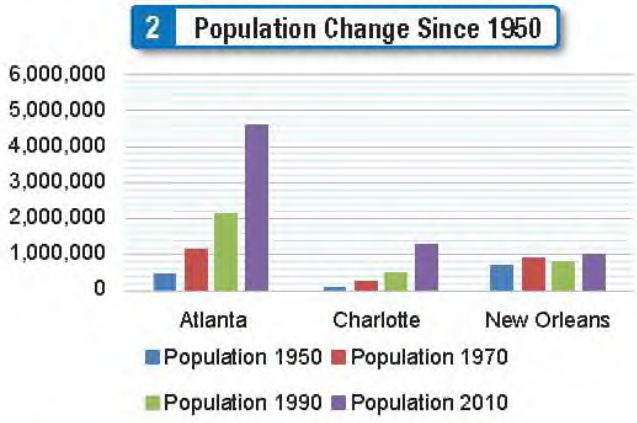
b. Now, listen and circle *True* or *False*. 29

1. The world's population was over 4 billion in 1960. True/False
2. The world's population more than doubled between 1960 and 2020. True/False
3. About 56% of people lived in urban areas in 1960. True/False
4. The speaker says that healthcare will be an issue in urban areas. True/False
5. The speaker says laws may need to change because of the increased population. True/False

c. In pairs: Is overpopulation an issue where you live? Why (not)?

Reading a. Read the report and look at the charts. Which chart is the report talking about?





The chart shows how the populations of three major cities in the USA changed from 1950 to 2010. These cities are Atlanta, Charlotte, and New Orleans.

In general, the population in each city increased over the 60-year period. During this time, Atlanta had the most **significant** change in population. It rose **sharply** while the population of Charlotte had a **steady** increase. New Orleans's population **fluctuated** over the period.

The population of Atlanta in 1950 was around 500 thousand, and it rose **significantly** to 2.2 million by 1990. It then had a **sharp** increase by about 2.5 million people between 1990 and 2010. Similarly, Charlotte's population went up over the 60-year period. It grew **steadily** from 100 thousand to 500 thousand between 1950 and 1990. Its population also increased significantly between 1990 and 2010, but only by 800 thousand.

The population of New Orleans had some **fluctuation** between 1950 and 2010. It had a **slight** growth between 1950 and 1970, when it went from 700 thousand to 900 thousand. It then fell back to 800 thousand in 1990 before **slightly** increasing to one million in 2010.

BẢN MẪU SGK TIẾNG ANH 12

b. Match both forms of the bold words in the text with their definitions.

1. _____ /_____: very small in degree/very little
2. _____ /_____: sudden and large change/sudden and by a large amount
3. _____ /_____: growing slowly in an even way/slowly and in an even way
4. _____ /_____: large enough to be noticed easily/in a way that is large enough to be noticed easily
5. _____ /_____: change in amount often/one of many changes in amount from one time to the next

c. Now, read and choose the correct answers.

1. The word rose in paragraph 2 is closest in meaning to _____.

   A. went down B. flower C. increased

2. The population of Atlanta _____.

   A. grew by 2.2 million between 1950 and 1990 B. increased by about 2.5 million in 1990 C. went up to 2.2 million by 1990

3. Between 1950 and 1990, Charlotte's population _____.

   A. went up by 100 thousand B. went up by 400 thousand C. went up by 500 thousand

4. Which of the following is NOT true about New Orleans according to paragraph 4?

   A. The population didn't change. B. The population was one million in 2010. C. The population increased a bit after 1990.

5. Which city had the largest population in 1950?

   A. Atlanta B. New Orleans C. Charlotte

d. Listen and read. 30

e. In pairs: What reasons would make someone move to a city? Why would people move away from a city?

Writing

a. Read about writing reports on bar charts, then read the report again and write *I* beside the introduction, *O* beside the overview, and *B* beside the body paragraphs.

b. Why do you think the report was organized like that?

Writing Skill

Writing reports on bar charts

To write a good report on the information on a bar chart, you should:

1. Start with an introduction and tell the reader what the bar chart shows.

This bar chart shows how the populations of several cities changed around the world between 1950 and 2000.

2. Write an overview of the information. This should include two to three general trends that you are going to describe later. Make comparisons when possible. Do NOT mention any specific data.

Overall, the populations of African cities rose sharply, while European cities increased more steadily.

3. Write two body paragraphs that use detailed evidence to support the trends you stated in your overview. Each paragraph should talk about one or two trends you can easily compare. You don't need to talk about all information on the chart, just what is important. And don't add your own opinion.

The population of Cape Town was 1.1 million in 1970 and rose to 2.8 million by 2000.

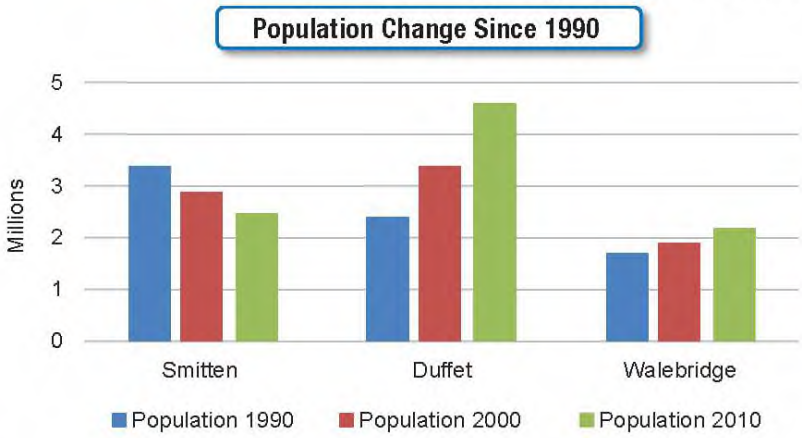
c. Read the sentences and write *I* for introduction, *O* for overview, and *B* for body.

1. The population of Mumbai was around 9 million in 1980, while Delhi's population was about 8 million. _____
2. Cities in the north of Canada usually had a slightly lower population than those in the south. _____
3. The population grew by 3.4 million between 1960 and 1970, but remained steady for the next 20 years. _____
4. The chart shows how many people moved from the country to the city in Brazil over the last 50 years. _____
5. Over the whole period, the population of Cambodia had the most significant increase. _____
6. The population fluctuated from 1980 to 2010, but rose sharply by 2020. _____

BẢN MẪU SÁCH TIẾNG ANH 12 LEARN SMART WORLD

Speaking

a. In pairs: Ask and answer about the information on the chart. How did populations change? How much did they change by? What was the biggest change?



b. Complete the table to make an outline for your report.

City	Trend	Supporting details

Useful Language

a. Read the report again. Circle the phrases in the box below that appear in the text.

Phrases to introduce trends
Overall, ...
Throughout (the 1990's) ...
In general, ...

Phrases to introduce data
from ... to ...
between ... and ...
... a further (5 million) ...

b. Rewrite the sentences using a different word or phrase for the words or phrases in bold.

1. **In general**, populations of the three cities increased over the 60-year period.
   Overall, populations grew between 1960 and 2020.
2. However, it increased sharply **between 1980 and 1990**.
   _____
3. The population grew by **another** 2 million.
   _____
4. The population slowly increased **from 1950 to 2010**.
   _____
5. However, it dropped **between 1940 and 1960**.
   _____

Let's Write!

Now, write a report about the information in the bar chart. Summarize the information by selecting and reporting the main features, and make comparisons. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The report follows the instructions in the Writing Skill box.	☆☆☆
It has correct information.	☆☆☆
It compares the three cities well.	☆☆☆

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 8

The Media

LESSON 1

Can you ...?
- talk about your media use
- use the Present Perfect Continuous to talk about your recent media use










Let's Talk! **In pairs:** Look at the pictures. Which of these media do you use to get news and entertainment? Which ones are most popular in your country?

New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 31

A. These days, there are so many different kinds of **media**. You can spend all day reading on the internet or watching TV.

B. My dad really enjoys **print media**. He always has a magazine or newspaper with him.

C. I think the radio is a bit **outdated**. Everyone finds new music on the internet now.

D. I use social media to get **up-to-the-minute** news. I want to know the latest stories and gossip about celebrities.

E. I only read sports news. Politics and economics aren't **relevant** to my interests.

F. I joined an online **forum** so I can discuss fitness tips with other people.

G. TV news is boring. I prefer getting my news online because it's **interactive**, and I can talk about it with other people.

H. Today is my birthday. A lot of people **commented** on my social media page to wish me happy birthday.

1. newspapers and magazines: ___print media___
2. give your opinion about something: _____
3. having the most recent information: _____
4. no longer useful because it's too old: _____
5. (computing) being able to pass information continuously between a person and a device: _____
6. a website where people can post about a topic or reply to other people: _____
7. connected to what is happening or being discussed: _____
8. the main ways people get information and entertainment, including TV, radio, newspapers, and the internet: _____

b. Add the words in the box to the table.

outdated, up-to-the-minute, relevant, fun, boring, convenient, interactive, fake, useful

Positive	
Negative	

c. In pairs: Use the new words to talk about different kinds of media.

I think magazines are outdated. I never see anyone reading them.

BẢN QUYỀN CỦA NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

Reading

a. Read Emily's blog post and choose the main idea.

1. Emily and her family use media very similarly.
2. Emily and her family's use of media has changed over time.
3. Emily and her family enjoy using media.

www.spotblog.emiallen.com

How My Family Uses Media

Emily Allen *July 12, 2023*

Hey, everyone! This week, we learned about different forms of media, and that got me thinking about how my family uses media. I have noticed that the types of media my family uses have been changing over the last few years.

My family loves baseball, and we have always watched the games on TV. But recently, I've been using social media to get news about it. I mainly use it to follow the pages for different teams and get up-to-the-minute updates on games and players from all around the country. I've been posting videos of exciting plays on my page so my friends and I can comment on them. Now, I feel confident when I talk about baseball with my family members.

My family stopped buying newspapers and magazines about a year ago to save paper and help the environment. I used to enjoy reading fashion magazines, but recently I've been following a few online fashion sites, so I don't really miss print magazines. My parents used to read the newspaper every day, but now they get the news online, and they love it. I don't read much online news though I do occasionally use it to research stuff for school.

Of course, we have a radio and television, too. Ever since I was a little kid, my family has gathered around the TV on Sunday afternoons to watch sports and game shows. It's a kind of family tradition, so I don't think we'll ever get rid of our TV. As for the radio, I think it's a bit outdated, but my grandfather still keeps it to remember the old days.

That's how my family uses media. How about your family? Let me know by commenting below!

b. Now, read and answer the questions.

1. How has Emily recently been spending her time on social media? _____
2. The word them in paragraph 2 refers to ___.
   A. baseball teams B. videos of exciting plays C. Emily's friends
3. According to paragraph 3, what conclusions can you make about what Emily thinks?
   A. Print media is terrible. B. Protecting the environment is important. C. Online news is interesting.
4. When did Emily and her family start to watch game shows on Sundays? _____
5. Which of the following is NOT true according to the passage?
   A. Emily and her family like baseball. B. Emily uses social media to learn. C. Emily gets a daily newspaper.

c. Listen and read. 32

d. In pairs: Make a conversation about the types of media your family uses. What kinds do they use? How often do they use them? What do they use them for?

Grammar

a. Read about the Present Perfect Continuous, then fill in the blanks.

Present Perfect Continuous

We can use this to talk about:

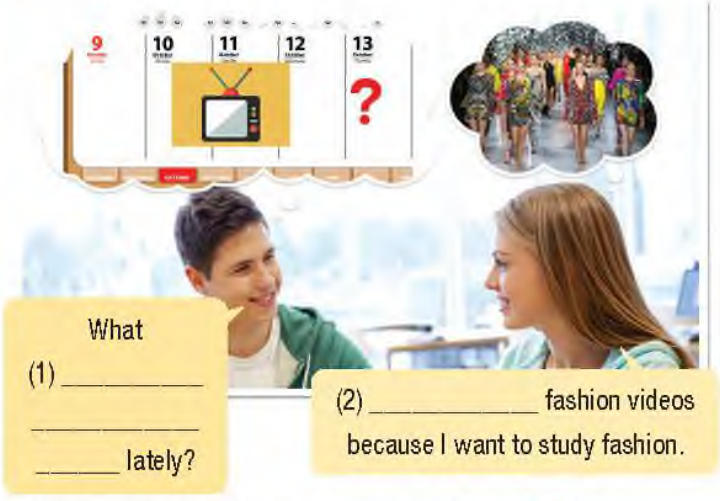
- a single or repeated action or event that started in the past and is still continuing.

  I've been reading a book on social media. (I'm still reading the book.)
  I've been reading the news online since I was young. (I continue to read the news online.)

- recently completed past activities.

  I've been reading in my room. (That is why I'm tired.)
  We've been studying for our exam. (We think we'll do well.)

We often use it with time expressions like *lately, recently, all (day), for (five years), since I was (a teenager)*, etc.



b. Listen and check. Listen again and repeat.

BẢN MẪU SÁCH TIẾNG ANH VỚI I-LEARN SMART WORLD

Present Perfect Continuous

Affirmative: S + have/has + been + V-ing (+ O)

I've been following the news on social media a lot more lately.
She's been reading online forums about painting.

Negative: S + have not/has not + been + V-ing (+ O)

I haven't been reading much recently because I'm busy.
He hasn't been watching the news, so he won't know what you're talking about.

Questions: (*Wh*-word +) have/has + S + been + V-ing (+ O)

A: Have you been reading anything interesting lately?
B: Yes, I have. I've been reading about tourism in Cao Bằng.
A: What has he been watching on social media?
B: He's been watching cooking videos to learn how to cook.

c. Write sentences using the Present Perfect Continuous and the prompts.

1. She/watch English/movies/TV shows/with/sister.

_____

2. They/not/read/print media/lately/because/online news/free.

_____

3. I/follow/lots/story/online/about/music/singers.

_____

4. What/forums/you/read/these days?

_____

5. Have/you/read/or/watch/anything/interesting/lately?

_____

Note

The Present Perfect Continuous focuses on the ongoing activity or event. The Present Perfect focuses on the result.

I've been reading about the war. I'm learning a lot about it. (I will continue to read about it and learn more.)
I've read about the war. Now I know lots about it. (I won't read about it anymore. I already got the information.)

d. Circle the correct verb form.

1. Social media is a waste of time, so *I don't use/I haven't been using* it much lately.
2. *She's been listening/She will listen* to a podcast about fitness and is looking for new podcasts on that topic.
3. I don't think print media is outdated. *I followed/I've been following* a story about renewable energy projects in the newspaper last year, and it was very useful.
4. I've *read/been reading* the comments on this economics article. Now I understand the article better.
5. *Did you use/Have you been using* the same types of media to get your news and entertainment recently?

e. In pairs: Use the prompts to talk about things you have or haven't been doing recently and say why.

- I've been watching ...
- I haven't been reading ...
- I've been using ...
- I haven't been watching the news ...
- I've been reading about future technology ...
- I've been listening to a podcast about ...

I've been watching a Korean TV show with my sister. We love Korean TV.



Pronunciation

Intonation

a. Yes/No questions rise at the end. Other questions fall at the end.

Do you spend much time online? ↗
Which is your favorite news site? ↘

b. Listen. Notice how the underlined words rise or fall in intonation. 34

Do you use social media?
What have you been watching or reading lately?

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 35

How much time do you spend on social media each day?
Do you think people spend too much time online?

d. Practice reading the sentences with the intonation noted in *Task a* to a partner.

BẢN MẪU SÁCH TIẾNG ANH K12 - LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering about the different types of media you've been using recently and why you've been using them. 36

Do you watch television?

Yes, I do. I think watching TV is relaxing.

Have you been watching anything new recently?

Yes. I've been watching a show about global warming because I want to be an environmental scientist.

watch television?	read online forums?	use social media?
• Yes – watching TV is relaxing • watching recently? • watching a show about global warming – want to be an environmental scientist	• Yes – reading online forums is interesting • reading recently? • reading comments on a forum about studying abroad – move to the UK to study	• Yes – reading online forums is interesting • reading recently? • reading my friend's posts from her trip around the world – go traveling next year
listen to the radio?	**read any print media?**	**listen to podcasts?**
• No – listening to podcasts instead – like listening to podcasts that are relevant to my interests	• No – following the news online – can read up-to-the-minute stories	• No – watching lots of TV – like looking for shows that are relevant to my interests

b. Practice with your own ideas.

Speaking *HOW HAVE YOU BEEN USING MEDIA?*

a. In pairs: Look at the different types of media and discuss which ones you use and why, then talk about anything new and interesting you have been watching, listening to, or reading about recently.

Types of Media	Reasons
Social media	outdated
Online forums	convenient
Print media	up-to-the-minute
Radio	relevant
Television	interactive
Podcasts	interesting

Do you use social media?

Yes, I do. I like it because it's interactive. I can comment on things my friends post.

Have you been watching or reading anything new lately?

Yes, I have. Lately, I've been watching fashion videos because I want to study fashion in university. Do you use social media?

b. Join a new partner. Tell them about your previous partner's media use.

Sarah has been watching fashion videos on social media because she wants to study fashion.



BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD



Unit 8

The Media

LESSON 2

Can you ...?
- talk about the impact of social media
- use adverbial clauses of comparison to discuss the impact of social media

Conversation Skill: Asking for more information

Let's Talk! **In pairs:** Look at the picture. What are these people using their phones for? Do you think people spend too much time on social media? Why?

New Words

a. Read the sentences and match the underlined words with the definitions. Listen and repeat. 37

1. Some teenagers today have negative body images, lower **self-esteem**, and feel worse about themselves.
2. "You should **express** yourself more! 'Dance like no one is watching! Sing like no one is listening!'" – William W. Purkey
3. The problem with **cyberbullying** is that people can get hurt anytime they use the internet.
4. You can often be completely **anonymous** online. You don't have to worry about people knowing who is saying what.
5. My sister loves hearing about celebrity **gossip**. She likes to hear what people are doing and who is dating who.
6. "You shouldn't feel any **embarrassment**. You played well, and I'm sure you will win next time."
7. "You shouldn't read news from that page. Their information isn't **trustworthy**."

a. not giving a name
b. stories about other people's lives, which may be unkind or untrue
c. shy, uncomfortable, or guilty feelings
d. belief and confidence in your own ability and value
e. using messages on social media, emails, etc. to hurt someone's feelings
f. speak, write, or communicate in some other way what you think or feel
g. that you can rely on to be good and honest

b. Add more phrases to the following list.

What people do on social media: post photos, watch videos, _____

c. In pairs: Use the new words to talk about yourself or how you use social media.

I'm quite shy, so I find it hard to express myself.

I don't listen to gossip about other people on social media. I'm just not interested.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART

Listening

a. You will hear two students discussing the impact of social media. What do you think the speakers will talk about? Tick three.

- ☐ how kind people are
- ☐ shopping
- ☐ trustworthy information
- ☐ posting pictures
- ☐ planning events

b. Now, listen and circle the three things above that the students talk about. How many did you guess correctly? 38

c. Listen again and fill in the blanks with no more than two words. 38

1. Kim thinks that people worry about their _____ more now.
2. She also thinks that social media is good for providing _____ to people.
3. She says people can say anything on social media, and there's lots of _____.
4. John thinks that information on social media is updated much _____.
5. Kim thinks that people are _____ on social media than in real life these days.
6. John thinks that people have to choose the right _____ to watch or read.





Conversation Skill

Asking for more information

To ask someone to explain their idea, say:

- ☐ *Really? Why?*
- ☐ *Why do you think that?*

d. Read the Conversation Skill box, then listen and repeat. 38

e. Listen to the conversation again and number the phrases in the correct order. 38

f. In pairs: Which of the opinions in *Task c* do you agree or disagree with? Why?

Grammar

a. Read about adverbial clauses of comparison, then fill in the blanks.

Adverbial clauses of comparison

We use these to compare two things or ideas. They are usually introduced with the conjunctions than or as and usually include comparative adjectives or adverbs.

- **than and not as ... as: two things/ideas that are not equal**

Social media is more convenient **than print media**.
I think podcasts are more interesting **than the radio**.
I **don't** read the newspaper **as often as my dad did**.
Information from social media **isn't as trustworthy as information from newspapers**.

- **as ... as: two things that are equal**

People like to hear about gossip **as much as they used to**.
Radio was **as popular as TV was back then**.



Meeting in person is (1) _____ fun _____ instant messaging on social media.

I agree. However, it isn't (2) _____ convenient _____ instant messaging.

b. Listen and check. Listen again and repeat. 40

BAN MẪU SÁCH HỌC TIẾNG ANH TẠI LEARNING

Adverbial clauses of comparison

The verb and/or subject are sometimes omitted after **than** or **as** to avoid repetition.

- **comparative Adj/Adv + *than***

People are **nicer** in real life **than** (they are) on the internet.
Information from the internet can be **less trustworthy than** (information) from newspapers.
We can connect to people **more easily** now **than** (people did) in the past.

- ***more/fewer* + plural countable nouns + *than***

There are **more social media sites** now **than** a few years ago.
Fewer people read print media now **than** in the past.

- ***more/less* + uncountable nouns + *than***

Teens nowadays spend **more time** online **than** in real life.
I hope there will be **less cyberbullying** in the future **than** now.

- ***(not) as* + Adj/Adv + *as***

Newspapers were **as popular as** TV.
People don't listen to radio **as much as** they used to.

- ***(not) as much/many* (+ N) *as***

We don't spend **as much time** with our friends **as** we used to.
Some people don't have **as many friends** in real life **as** on social media.

c. Choose the correct conjunctions.

1. People aren't *as/than* kind on social media as they are in real life.
2. Do you think it's much easier to meet people in person *as/than* it used to be?
3. Cyberbullying is more serious *as/than* it has ever been.
4. I think online forums aren't *than/as* trustworthy as blogs and social media.
5. People feel less embarrassed to do silly things on social media *as/than* in real life.

d. Choose the sentence that is closest in meaning to each of the following sentences.

1. People are more unkind on social media than in person.
   A. People are as unkind on social media as they are in person.
   B. People are as kind on social media as they are in person.
   C. People are kinder in person than on social media.

2. It's easier to be anonymous online than in person.
   A. Being anonymous online is easier than in person.
   B. Being anonymous online is as easy as in person.
   C. Being anonymous online isn't as easy as in person.

3. It isn't as easy to get advice in person as it is on social media.
   A. Getting advice in person is more difficult than on social media.
   B. Getting advice in person isn't as difficult as on social media.
   C. Getting advice on social media is as difficult as in person.

4. People feel more embarrassed to express themselves in person than on social media.
   A. It's less embarrassing expressing yourself in person than on social media.
   B. People don't like to express themselves on social media because they feel more embarrassed.
   C. Expressing yourself on social media isn't as embarrassing as in person.

5. It's just as convenient to meet people in person as it is on social media.
   A. It's less convenient to meet people on social media than in person.
   B. Meeting people on social media is as convenient as in person.
   C. Social media makes meeting people online more convenient than in person.

e. In pairs: Make sentences with adverbial clauses of comparison about different kinds of media.

more ... than as ... as less ... than not as ... as

It's easier to learn new things online than it used to be.

Pronunciation

Sounds

a. Focus on the /ks/ sound.

b. Listen. Notice the sounds of the underlined letters. 41

express *expert* *thinks*

c. Listen and circle the words you hear. 42

1. max	*mask*
2. task	*tax*
3. desk	*decks*

d. Take turns saying the words in *Task c* while your partner points to them.

BẢN MẪU SGK TIẾNG ANH 12 LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering about the impact social media has had on the world. 43

What impact has social media had on people's lives?

I think there's more cyberbullying than before.

I agree.

Why do you think that?

People can be anonymous online and say bad things.

there's more cyberbullying than before	there's more gossip than before	you can get better news than before	people don't have as much self-esteem
			
AGREE people can be anonymous online/say bad things	AGREE people express themselves more/social media/real life	DISAGREE social media news sites/ not/trustworthy/ newspapers	AGREE negative comments make people more embarrassed

b. Practice with your own ideas.

Speaking — IS IT HELPING OR HURTING?

Ask for more information.

a. You and your partner are discussing the impact of social media. In pairs: Read the quotes and discuss whether you agree or disagree with them. Give reasons for your opinions.

"It's much easier to share gossip than it used to be."

"People aren't as kind on social media as in person."

"People using social media feel better about themselves than they did before they started using it."





"It's easier to meet people with common interests on social media than in person."

"Getting information from social media is more convenient than from print media."

"Teens don't spend as much time with their friends now as they used to."

b. Join another pair. What other impacts of social media are there? Do you all agree?

c. Do you think social media's impact is positive or negative? Why?

I think social media is more negative than positive.

Why?

Because cyberbullying can really hurt people.

BẢN QUYỀN TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 8

The Media

LESSON 3

Can you ...?
- talk about risks on the internet
- write about the biggest risks on the internet for teenagers

Writing Skill: Writing introductions for problem-solution essays



Let's Talk! In pairs: Look at the pictures. What risks on the internet do they show? Have you ever experienced any of these?

Listening

a. Listen to a discussion about social media risks for teens. Who is talking? 44

1. a teacher 2. a parent

b. Now, listen and fill in the blanks with no more than two words. 44

Biggest risks	Reasons	Ways to avoid
(1) Cyberbullying	People online try to hurt others – troll behavior (2) _____ of children using social media have experienced bullying.	Tell their parents or teacher. Block people who bully them.
Online predators	They try to hurt kids or take them from their (3) _____.	Never meet people they don't know.
Online scams	People will try to get their (4) _____.	Don't open emails from people they don't know. Only visit (5) _____ they trust.

c. In pairs: What are some other social media risks for teens?

Reading **a. Read David's essay and tick the best title.**

☐ 1. Dangers of social media ☐ 2. How to make social media safer ☐ 3. Why teens use social media

Social media has become very popular. However, it has many risks for teens. This essay will explain the biggest risks of social media and give some ideas on how to avoid them.

One of the biggest things teens need to understand is that the things they **post** are **permanent**. If they post on social media today, it could affect their life in the future. Teens may post things that can make them look like bad people, and in the future, a company could find these. Many people have lost their jobs because of things they posted years ago, so teens need to be careful what they post now.

The second biggest risk for teens is social media addiction. Too much time on social media means less time studying, seeing friends, or doing **extracurricular** activities. It can affect their ability to communicate with people, and it also causes their grades to go down. Teenagers should limit their time on social media and spend more time interacting with friends in person.

The last risk I want to talk about is malware and viruses. Teens need to understand that they can get malware by downloading bad software, and get viruses by clicking a link or visiting a bad website on social media. These slow down the computer and can even destroy important files. Teens should always have good **antivirus** software, and never click on strange links or take files from **strangers**.

In conclusion, we all know that social media is a big part of most teens' lives now. It can be interesting and fun, but using it carelessly can also be risky. However, if teens think about what they post, spend less time online, and are careful about possible threats, then social media can be used safely.

BẢN MẪU SÁCH ĐIỆN TỬ

b. Match the bold words in the text with their definitions.



1. _____: a person that you do not know
2. _____: not part of the usual school courses/additional activities done at school
3. _____: put a message or picture on a website or social media
4. _____: lasting for a long time or forever
5. _____: a type of software that finds and destroys malware

c. Now, read and choose the correct answers.

1. Who might look for your old posts on social media?
   A. your school B. companies C. your parents
2. The word bad in the essay is closest in meaning to _____.
   A. poor quality B. harmful C. serious
3. Which is NOT mentioned as one of the biggest problems for teens using social media?
   A. social media addiction B. harmful software C. dangerous people
4. According to David, what can social media addiction affect?
   A. your ability to communicate B. your health C. your relationships with family
5. Which of the following can be inferred from the essay?
   A. Social media is too risky for teens to use.
   B. Social media is more dangerous for teens than for adults.
   C. Using social media as a teen can affect your future.

d. Listen and read. 45

e. In pairs: Do you agree or disagree with David about the three biggest dangers on social media? Why?

Writing **a. Read about writing introductions for problem-solution essays, then read David's essay again and underline the general statement and the thesis statement.**

Writing Skill

Writing introductions for problem-solution essays

To write a good introduction for a problem-solution essay, you should:

1. **Introduce the topic with a general statement.** This should mention a simple fact about the overall topic.
   Teenagers enjoy spending their free time on the internet.
2. **Introduce the problem and say why it is a problem.** This should contrast with or add to your general statement.
   However, spending too much time on the internet is unhealthy for teens and can cause lots of problems.
3. **Write a thesis statement.** This should briefly introduce what the essay will say and all the solutions you are going to talk about.
   This essay will explain some problems with using the internet, and how to use it effectively and safely.

b. Write *G* for the general statement, *P* for problem, and *T* for the thesis statement, then put them in the correct order by writing a number (1–3).

a. This essay will explain the biggest problems of smartphones, and how spending less time on them and understanding them more can reduce the problems. ☐ ☐

b. However, smartphones can cause many problems in the lives of teenagers. ☐ ☐

c. These days, many teenagers enjoy using smartphones at home and at school. ☐ ☐



BÀI MẪU - KHÔNG AN H12 I-LEARN SMART WORLD

Speaking

a. In pairs: Look at the list of risks on the internet. Rank the problems from 1 to 6 in the order of most to least risky and explain why, then discuss ways to avoid them.

- Cyberbullying _____
- Posts being permanent _____
- Cyber predators _____
- Malware and viruses _____
- Internet/online game addiction _____
- Online scams _____



b. Decide on the two biggest dangers on the internet for teenagers. Complete the table below.

Biggest risks	Reasons	Ways to avoid

Useful Language

a. Read David's essay again. In which paragraphs do you see the following phrases? Write the paragraph numbers (1–5) on the lines. Some phrases aren't used.



_____ **A.** ... is a major problem.

_____ **B.** One solution is ...

_____ **C.** One of the biggest things/problems/risks ...

_____ **D.** (Teens) should ...

_____ **E.** I suggest that ...

_____ **F.** ... is another main risk for teens.

b. Match the useful phrases above to their purpose. Write the letters (A–F) on the lines.

1. _____: to introduce problems
2. _____: to introduce solutions

Let's Write!

Now, write a problem-solution essay on the biggest risks on the internet for teenagers. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The introduction follows the Writing Skill box.	☆☆☆
Each body paragraph is about one problem and its solution(s).	☆☆☆
The essay has linking words to connect ideas.	☆☆☆

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Review 3

Listening **You will hear someone talking about their country. For each question, write the correct answer in the blank. Write one or two words.** 46



Meera lives in the (1) _____ city, New Delhi.

The (2) _____ for women is a long dress called a sari.

A sari is made from long pieces of cloth, and it looks (3) _____.

Curry is a (4) _____ food in India.

Meera thinks India is a (5) _____ country.

Reading **Look and read. Choose the correct answer (A, B, or C).**

1. Hi Mary! My vacation is going really well. I've been swimming in the sea and eating seafood every day this week. I wish you were here!
See you soon,
Katie

A. Katie was on vacation last week.
B. Katie is on vacation now.
C. Katie will be on vacation with Mary.

2. **Notice to patients**
Please inform the nurse if you've been taking any kind of medicine lately.

A. Patients should start taking medicine soon.
B. Patients should stop taking medicine immediately.
C. Patients should inform the nurse if they've been using any medication recently.

3. *Jeff used to be unhealthy, but then he turned his life around. For the last two years, he's been running, swimming, and doing yoga. He looks much better now.*

A. Jeff was exercising, but now he stopped two years ago.
B. Jeff was exercising, and he still is.
C. Jeff wasn't exercising, but he will start now.

4. Tom: I've been reading *War and Peace* for two years. It's such a long book, I just don't know when I'll finish it.
Maggie: Really? I've read that book three times.

A. Tom is still reading the book.
B. Maggie is still reading the book.
C. No one is still reading the book.

Vocabulary **a. Fill in the blanks with the words from the box. There is one extra word which you do not need to use.**

self-esteem	express	anonymous	gossip	embarrassment	trustworthy

1. It might be fun to hear _____ about celebrities' lives, but remember that not everything you hear is true.
2. If you're paying for goods online, make sure you use a(n) _____ website. There are lots of scams.
3. It's normal for failure to lower your _____ a bit. You just have to pick yourself up and try again.
4. Everyone has the freedom to _____ themselves, but be careful not to hurt other people's feelings.
5. If I get a(n) _____ phone call, I don't bother answering it. I don't know who the caller might be.

BẢN MẪU SÁCH TIẾNG ANH 12 | LEARN SMART WORLD

b. Fill in the blanks with the correct form of the words in the box.

punctuality
shake hands
taboo
bow
norm

1. If you have a job interview or an important meeting, you should be _____.
2. When I visited South Korea last year, people _____ to me to say hello.
3. In France, it's the _____ for friends to kiss each other's cheeks when they meet.
4. The interviewer asked me if I wanted the job. I said "Yes, please!". Then, he _____ with me.
5. In most cultures, it's _____ to shout loudly in public for no good reason.

Grammar

a. Fill in the blanks with *a/an*, *the*, or *Ø*.

Mark: We're having (1) _____ special lunch at school next week to welcome the new international students.
Mom: Oh wow, that'll be interesting. What will be on (2) _____ menu?
Mark: I guess there'll be some classic, tasty American dishes for the students to try, like (3) _____ pizza.
Mom: Mark! Pizza is from Italy!
Mark: Oh! Well, in that case, maybe some delicious tacos.
Mom: Tacos are from Mexico, Mark!
Mark: Oh! Haha. Well, I think I'm going to enjoy (4) _____ food wherever it comes from.

b. Rewrite the sentences to keep the same meaning using the words in brackets.

1. The last time I read a magazine was eight years ago. (for)

_____

2. Air quality improved between the time the new laws came into effect and now. (since)

_____

3. The city should build new apartments to reduce overcrowding. (get, built)

_____

Pronunciation

a. Circle the word that differs from the other three in the position of primary stress.

1. A. relevant	B. Italian	C. outdated	D. disgusting
2. A. pollution	B. apartment	C. migration	D. density

b. Circle the word that has the underlined part pronounced differently from the others.

1. A. outd<u>a</u>ted	B. sanit<u>a</u>tion	C. perm<u>a</u>nent	D. w<u>a</u>ge
2. A. <u>g</u>rid	B. stran<u>g</u>er	C. <u>g</u>arbage	D. mi<u>g</u>rant

Speaking

TAKE CARE OF YOUR CITY

a. In groups of 2–4: Read the list of problems caused by urbanization:

- High crime rate
- Traffic congestion
- Air pollution
- Slum areas
- Unemployment
- Trash in the streets

b. Discuss and choose two problems and talk about possible solutions.

c. Tell another group your ideas.

Writing

a. In pairs: Check one of your partner's final writing passages for Units 6–8 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group and add anything you think is useful.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 9

The Green Environment

LESSON 1

Can you ...?
- talk about volunteer activities
- use adverbial clauses of condition to discuss how to help the environment







Let's Talk! **In pairs:** Look at the pictures. What are these people doing? What else do environmental organizations and charities do to help?

Aa New Words

a. Read the definitions, then fill in the blanks with the new words. Listen and repeat.

breed: keep animals or plants in order to produce young ones
reintroduce: put a type of animal, bird, or plant back into the place where it once lived
boycott: refuse to buy, use, or take part in something to show you disagree with an organization's actions
campaign: several planned activities to achieve an aim
protest: say or do something to show you strongly disagree with something
destruction: the act of destroying or damaging something
habitat: the place where a type of animal or plant is usually found
overfishing: taking so many fish from the sea that the population becomes very low
marine: related to the sea and animals and plants that live there

1. The sea is important for so many reasons. We need to protect _____marine_____ life.
2. Future generations won't be able to rely on the sea for food if these companies keep _____.
3. People are going to _____ tomorrow. They will hold up signs in the town center asking for laws to reduce pollution.
4. A crocodile's _____ is usually humid and has saltwater.
5. It's often very difficult to _____ wild animals in zoos, and the baby animals sometimes have many diseases.
6. After rescuing an injured animal, we aim to _____ it to its habitat as soon as it's better.
7. We should get everyone to _____ them and not buy any of their products because they test their products on animals.
8. The _____ caused by the hurricane was huge. Buildings, cars, and trees were all damaged.
9. The charity has two _____s now. One to reduce air pollution and another to teach children about saving energy.

b. What kinds of things or people do charities try to help? _____

c. Use the new words to talk about ways you or organizations have helped the environment where you live.

They have helped some endangered animals like turtles.

BẢN MẪU SỬ DỤNG ANH KẾ

Reading

a. Read the article about an environmental charity. Who wrote the article? Choose the correct answer.

1. someone working at Habitat Earth 2. a volunteer 3. a journalist

Habitat Earth: Our Mission and Methods

The human population is always growing, and more people means more homes, more office buildings, and more roads. All this destroys natural habitats and kills many animals. At Habitat Earth, our main goal is to conserve nature for generations to come. We are a charity organization that runs programs all across the USA to protect animals and their habitats from destruction. We currently have several campaigns to do this.

The first campaign focuses on stopping people from building things anywhere they like. For the past ten years, we have protested in endangered areas to help people become more aware of the damage that building projects are doing to their local environment and wildlife. This encourages local governments to pass laws to stop these projects. As long as we continue to do this, we can greatly reduce the damage to natural habitats.

The next campaign is about rescuing animals. Animals that lose their habitats to urban expansion often move into cities and cause problems for people and themselves. Our volunteers rescue these endangered animals and reintroduce them to their natural environments. As long as this work continues, these animals will not be hurt or killed.

Our final campaign is focused on teaching children about protecting the environment. Volunteers go to schools and youth centers and show children how important it is to maintain habitats. If people grow up understanding this message, they are more likely to build a better future.

We are always looking for more volunteers to help protect nature and the environment. If you are interested in helping us here at Habitat Earth, please go to www.habitatearth.com and sign up. You can also donate to support our work on the website.

b. Now, read and answer the questions.

1. What are people building because of the growing human population?

   _____

2. The word themselves in paragraph 3 refers to _____.
   A. Habitat Earth
   B. animals
   C. people

3. Where do volunteers go to educate young people about the environment?

   _____

4. According to the article, all of the following are true EXCEPT _____.
   A. building projects causes a lot of destruction
   B. Habitat Earth protects animals all around the world
   C. volunteers are needed for rescuing animals and educating children

5. Which of the following can be inferred from the article?
   A. Habitat Earth only focuses on changing laws and rescuing animals.
   B. Habitat Earth couldn't help as much without volunteers.
   C. Habitat Earth thinks animals are more important than people.

c. Listen and read. 48

d. In pairs: Would you like to volunteer at Habitat Earth? Why? What do you think is the most important thing they do?

Grammar

a. Read about adverbial clauses of condition, then fill in the blank.

Adverbial clauses of condition

These clauses express a condition that is needed for something else to happen. They often start with *If*, *unless*, *as long as*, *provided that*, and *in case*.

- ***If***: refer to a possible situation in the present/future (First Conditional) or an unreal situation in the present (Second Conditional)

  If we don't reduce pollution, animal populations will continue to decrease.
  If I were the mayor, I'd ban plastic bags and bottles.

- ***Unless***: if ... not

  Air pollution will continue **unless** we ban cars.

- ***As long as/provided that***: only if

  As long as/Provided that we have enough volunteers, our campaigns will be successful.

- ***In case***: if something happens in the future

  In case it rains, we should give volunteers raincoats.



b. Listen and check. Listen again and repeat. 49

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Adverbial clauses of condition

If + Present Simple, Future Simple

If everyone boycotts companies that are polluting our environment, they'll have to make changes.

If + Past Simple, would + bare inf.

If fossil fuels were banned worldwide, we'd be able to slow down global warming.

Unless/As long as/Provided that/In case + clause, main clause

Unless people stop polluting the rivers, there won't be any clean water to use.
As long as/Provided that people stop cutting down trees, the amount of wildlife will increase.
In case we can't reintroduce the animals to their habitats, we should prepare space in the shelter.

We can also use the adverbial clause after the main clause.

Animals will continue to lose their habitats **unless we reduce deforestation**.

c. Underline the mistakes and write the correct words on the lines.

1. We can protect marine life, as long as we teach children about the importance of recycling. _____
2. Unless we stopping the destruction of habitats, more species will become endangered. _____
3. The beach will remain beautiful as long they organize a monthly clean-up. _____
4. I'll collect the donations, in case you're busy with training volunteers. _____
5. Populations will continue to decrease if we won't stop cutting down trees. _____

d. Choose the sentence that is closest in meaning to each of the following sentences.

1. Unless we breed endangered animals, they will go extinct.
   A. If we breed endangered animals, they will go extinct.
   B. If we don't breed endangered animals, they will go extinct.
   C. In case we breed endangered animals, they won't go extinct.
2. Rescuers won't reintroduce injured animals to their habitats unless they get better.
   A. As long as rescuers reintroduce injured animals to their habitats, they will get better.
   B. If the animals get better, rescuers will reintroduce them to their habitats.
   C. Provided that animals are reintroduced to habitats, they will get better.
3. As long as we protest about people overfishing, we will save the fish populations.
   A. Protesting about the fish populations will reduce overfishing.
   B. If we stop overfishing, we can increase fish populations.
   C. We can save the fish populations if we protest about people overfishing.
4. If we don't boycott it, the company will continue to test products on animals.
   A. The company will stop testing products on animals unless we boycott them.
   B. As long as we boycott them, the company will start testing products on animals.
   C. The company won't stop testing products on animals unless we boycott them.



e. In pairs: Talk about environmental problems near where you live using adverbial clauses of condition and the prompts below.

... unless the government ... ... unless we start ... ... in case they don't ...
As long as we keep ... Provided that companies stop ... As long as we build ...

The land will stay polluted unless the government has someone clean it.

Pronunciation

Sounds

a. Homophones are different words that sound the same.
aunt/ant /ænt/
eight/ate /eɪt/

b. Listen. Notice the sounds of the different words are the same. 50
there/their
buy/by

c. Listen and circle the words that sound the same. 51
1. read red
2. seen scene
3. son sun

d. Take turns saying the words in *Task c* while your partner points to them.

DÙNG MÃU SỐ TIỀN ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then ask and answer questions about the environmental charities using the prompts. 82

What do you think about Forest Friends?

I think they're great. They rescue endangered animals and breed them.

That's great.

Yeah. As long as they keep doing that, the animals won't go extinct.

Amazing. What else do they do?

Forest Friends		The World's a Garden		Safe Play	
rescue endangered animals and breed them	as long as/ keep doing/ animals/not/ go extinct	build community gardens around the USA	will reduce air pollution/ as long as/ keep doing	organize park clean-ups	unless/ parks/clean/ animals/ children/ not/use them
protest against deforestation	many animals/ suffer unless/ more people care about deforestation	teach children about the importance of recycling	as long as everyone/ recycle/ land pollution/ not/get worse	build parks in large cities	cities/ continue/ lack wildlife unless/have more habitats

b. Practice again with your own ideas.

Speaking *TOGETHER, WE CAN HELP!*

a. You and your friends want to volunteer for an environmental charity. In pairs: Read about the two charities' work below and discuss their impact on the environment. Then choose which charity you want to volunteer for.

I think organizing beach clean-ups is pretty important.

I agree. The beaches will get dirty, and tourists won't visit them unless we clean them up.

You're right. As long as they look nice, lots of tourists will still visit them.

A Drop in the Ocean
• Organize beach clean-ups
• Rescue endangered or injured marine life
• Protest against overfishing
• Inform the public about companies that pollute the oceans

Forever Forests
• Fight for laws to reduce deforestation
• Plant trees to rebuild animals' habitats
• Rescue and breed endangered forest animals
• Teach children about the importance of forests

b. Join another pair. Do you agree on the importance of each charity? Do you have the same reasons?

We thought the work of A Drop in the Ocean was really important.

So did we. Unless we fight to stop overfishing, there won't be many fish left in the oceans.

BÀI GIẢI SGK TIẾNG ANH 12 I-LEARN SMART WORLD



Unit 9

The Green Environment

LESSON 2

Can you ...?
- talk about changes and their impacts on the environment
- use double comparatives to express change

Conversation Skill: Asking for clarification



Let's Talk! **In pairs:** Look at the pictures. What can you see? What other things do people and organizations do that are bad for the environment?

Aa New Words **a. Read the sentences and match the words with the definitions. Listen and repeat.** 53

a. My **carbon footprint** is really low. I only have a bicycle, and I never use the air conditioner.

b. The government gives **incentives** to businesses for being environmentally friendly, such as paying less tax.

c. Eco-friendly companies get a lot of good **publicity** on TV and in newspapers. The media always writes positive stories about them.

d. I'll **convince** them to turn off the air conditioner at night by showing them how much electricity and money they will save.

e. We have to **punish** him. He broke the rules. I think he should clean the classroom for the whole month.

f. The coal power station **emits** so many things into the air. Too much smoke comes out of that power station.

g. I'm really **conscious** of the amount of plastic I buy. I think about it every time I go to the supermarket.

h. Gas-**powered** cars are much worse for the environment than electric cars.

1. emit – send out something such as light, heat, or gas
2. _____ – the amount of CO_2 that is produced by the actions of a person or company
3. _____ – the attention given to somebody or something by the media
4. _____ – something that encourages you to do something
5. _____ – make someone suffer because they have done something wrong
6. _____ – persuade someone to do something
7. _____ – operated by a type of energy
8. _____ – worrying about something, mainly your own actions or behavior

b. What can stop people from harming the environment?

_____

c. Use the new words to talk about why people and organizations should take better care of the environment.

Businesses should be more conscious of the energy they use. They could get good publicity.

FANPAGE TIẾNG ANH 123

Listening

a. You will hear two students planning a presentation about what people can do to protect the environment. What do you think they will talk about? Circle three.

- ☐ driving electric cars
- ☐ protesting at fossil fuel events
- ☐ being more energy conscious
- ☐ convincing others to protect the environment
- ☐ avoiding wasting food
- ☐ starting a neighborhood environmental group

b. Now, listen and tick the things they talk about. How many did you guess correctly? 54

c. Listen again and answer the questions. 54

1. What has Mark already done for the presentation? _____
2. What does Mark say uses lots of energy? _____
3. Who does Mark think people should teach? _____
4. What doesn't Mark understand? _____
5. What will help people use less energy? _____

Conversation Skill

Asking for clarification

To ask someone to clarify what they are talking about, say:

- *Could you explain that?* ☐
- *Could you be more specific?* ☐

d. Read the Conversation Skill box, then listen and repeat. 55

e. Now, listen to the conversation again and number the phrases in the correct order. 54

f. In pairs: Which change do you think would make the biggest difference? Why?

Grammar

a. Read about double comparatives, then fill in the blanks.

Double comparatives

We can use double comparatives to say that something changes continuously.

- **comparative Adj/Adv *and* comparative Adj/Adv**

Pollution is getting **worse and worse**.

- ***more and more/less and less*** + **Adj**

People are becoming **less and less careless.**

- ***more and more/fewer and fewer/less and less*** + **N**

More and more businesses are eco-friendly.

We can use comparatives with ***the ... the*** to say that two things change together or that when one thing changes, it causes the other to also change.

- ***The* comparative Adj/Adv** + S + V

The better our publicity is, **the easier** it is to get support.

(When our publicity is better, it's easier to get support.)

- ***The more/fewer/less*** (+ N) + S + V (+ N)

The less CO_2 cars emit, **the less** air pollution there will be.

(If cars emit less CO_2, there will be less air pollution.)

The more companies pollute the air, **the less** healthy we'll be.

(If companies continue polluting, people will be less healthy.)



b. Listen and check. Listen again and repeat. 56

BÁM SÁT TIẾNG ANH 10 I-LEARN SMART WORLD

c. Choose the correct answers.

1. _____ environmentally conscious people there are, _____ pollution there will be.
   A. The more – the less B. More – less C. More and more – less and less
2. Businesses that are eco-friendly are getting _____ support.
   A. fewer and fewer B. the less C. more and more
3. _____ publicity businesses get, _____ money they will make.
   A. The less – the fewer B. The more – the more C. The fewer – the more
4. _____ the government punishes littering, _____ litter there will be.
   A. The more – the less B. More – less C. The less – less and less
5. _____ a business is, _____ it usually is.
   A. Bigger – less eco-friendly B. The bigger – the fewer eco-friendly C. The bigger – the less eco-friendly
6. People are using _____ gas-powered cars.
   A. fewer and fewer B. less and less C. the fewer
7. Living an eco-friendly lifestyle is becoming _____.
   A. more and less easy B. the easier C. easier and easier
8. _____ environmental campaigns charities organize, _____ people will be convinced to protect the environment.
   A. Fewer – the better B. The more – the more C. The less – the more

d. Complete each of the sentences below so that it means the same as the one above it using double comparatives.

1. If businesses get more incentives to be eco-friendly, they will become more eco-friendly.
   _____ businesses get, _____ they will become.
2. It's becoming cheaper to produce renewable energy year after year.
   Producing renewable energy is _____.
3. If more people drive electric cars, air pollution will be reduced.
   _____ drive electric cars, _____ there will be.
4. If charities do more work, they'll get better publicity.
   _____ charities do, _____ they'll get.
5. More money is spent on medical care because of pollution every year.
   People have to spend _____ because of pollution every year.

e. In pairs: Discuss the potential future effects of the things below and your own ideas, using double comparatives.

- having more volunteers
- recycling less
- wasting less food
- using gas-powered cars less
- offering more incentives for using renewable energy
- being more environmentally conscious

The more volunteers charities have, the more they can help.

Pronunciation

Sentence Stress

a. When we want to make words in a sentence important, we often put more stress on them.
The more you study, the less you worry about results.

b. Listen. Notice the stress on the underlined words. 57
The more we protest, the more things will change.
The less CO_2 they emit, the less air pollution there will be.

c. Listen and cross out the sentence that doesn't follow the note in *Task a*. 58
The less work you do, the less money you make.
The more exercise you do, the less unhealthy you'll be.

d. Practice reading the sentences with the sentence stress noted in *Task a* to a partner.

BÀI MẪU SGK TIẾNG ANH 12 - LEARN SMART WORLD

Practice

a. Listen, then take turns asking and answering about the problems below. Ask about the actions and give a response to explain the potential future effect.

What would happen if people were more environmentally conscious?

They would have smaller carbon footprints.

Could you explain that?

Sure. The more environmentally conscious they are, the less energy they will use.

people were more environmentally conscious?



- smaller carbon footprint
- more environmentally conscious/are → less energy/will use

charities appeared in more TV shows?



- get more donations
- more publicity charities get from TV shows → more people/donate

government lowered taxes on gas-powered cars?



- emit more CO_2
- less/government taxes → less people/drive electric cars

eco-friendly products had tax incentives?



- reduce pollution
- more incentives/government offers → more people and businesses/be environmentally friendly

b. Practice with your own ideas.

Speaking *PRESENT ON THE ENVIRONMENT*

a. You're planning a presentation about protecting the environment. In pairs: Look at the actions organizations can do. Explain what effect doing more or less of each action would have. Circle the action you think would be the most effective in each column.

What would happen if charities raised awareness of environmental issues?

People would think about the environment more. The more awareness people have, the more environmentally conscious they'll be.

charities	businesses	the government
• raise awareness of environmental issues • convince people to volunteer • protest at fossil fuel events	• use gas-powered vehicles less • donate more profits to environmental charities • use more eco-friendly packaging	• tax gas-powered vehicles more • offer more incentives to eco-friendly businesses • punish people for littering more

b. Join another pair. Take turns presenting the three actions you chose. Did you choose the same ones?

We think that using gas-powered vehicles less would be the most effective.

BẢN MẪU SGK TIẾNG ANH 10 GLOBAL SUCCESS

Unit 9

The Green Environment

LESSON 3

Can you ...?
- talk about eco-friendly resorts
- write a recommendation for a favorite ecotourism destination

Writing Skill: Writing recommendations for hotels and resorts



Let's Talk!

In pairs: Look at the pictures. What do you think makes these resorts eco-friendly? What else can resorts or hotels do to be eco-friendly?

Listening

a. Listen to two people talking about a trip. Where was the eco-resort? 60

1. in the mountains 2. on the coast 3. in a forest

b. Now, listen and answer the questions. 60

1. What country did Mia visit?

_____

2. What were the buildings made from?

_____

3. What eco-friendly activities did they mention?

_____

4. Who worked at the resort?

_____

5. What didn't the rooms at the resort have?

_____

c. In pairs: Would you like to stay at the resort? What do you like and dislike about the resort? Why?

Reading

a. Read the blog post recommending Cloud Ecolodge. Has the writer reviewed resorts on their blog before? Yes No Not given enough information



Hi, everyone. I'm back home after another wonderful trip, and I want to tell you about this eco-resort that I stayed at.

I visited a town in the north of Vietnam called Sa Pa and stayed at Cloud Ecolodge. I had a room on top of a hill that had **breathtaking** views of the mountains and valleys. I chose this resort because it really does a great job of supporting the three main **element**s of ecotourism: protecting the environment, promoting local culture and traditions, and helping to create jobs and supporting the local economy.

First of all, Cloud Ecolodge is really eco-friendly, and it is fully **carbon neutral**. They keep electricity use to a **minimum**, and there are no televisions or Wi-Fi in the rooms. Also, though there are great swimming pools and a spa where you can relax, all are powered by solar energy.

Next, they offer some excellent eco-friendly activities. They offer tours around the local village markets, and hiking and cycling tours around the area where you can learn about the local culture and see some beautiful, traditional homes.

Finally, the resort hires employees entirely from the local area. The people they hire often don't have much education, but they're given **hospitality** and language training to improve their skills. The resort also has a really eco-friendly restaurant. They get most of their food from local markets and farms, so it's really fresh, and all the food waste is sent to local farms to use as animal feed.

Overall, I loved my time there, and I think it's the best resort I've reviewed so far. Let me know about which eco-resorts you've stayed at in the comments below. Maybe I could review those next.

Until next time.

BẢN MẪU SÁCH TIẾNG ANH

b. Match the bold words in the text with their definitions.



1. _____: a necessary or typical part of something
2. _____: food, drink, or services that are given to guests
3. _____: the lowest possible amount
4. _____: very exciting or impressive
5. _____: CO_2 emissions are zero or they are balanced by actions that improve the environment

c. Now, read and answer the questions.

1. What could the writer see from the room? _____
2. The word They in paragraph 4 refers to _____. A. Cloud Ecolodge B. the guests C. the local people
3. What can you see on a tour? _____
4. According to the passage, all of the following are true EXCEPT _____.
   A. The resort's food waste is fed to animals.
   B. They buy all of their food from local farms and markets.
   C. All the staff are from near the resort.
5. Which of the following can be inferred from the passage?
   A. The resort is mostly carbon neutral.
   B. The resort does a lot to help the local environment and people.
   C. The resort only has bungalows for people to stay in.



d. Listen and read. 61

e. In pairs: How eco-friendly do you think this resort is? Give it a number from 1 (not eco-friendly) to 5 (very eco-friendly) and say why.

Writing

a. Read about writing recommendations for hotels and resorts, then read the recommendation of Cloud Ecolodge again and underline the adjectives.

Writing Skill

Writing recommendations for hotels and resorts

To write a good recommendation for a hotel or resort, you should:

1. Write about lots of different details of the hotel or resort, including staff, buildings, scenery, activities, etc.

They offer lots of eco-friendly activities. You can ... *The staff is very friendly and well-trained. They ...*

2. Use descriptive language with strong adjectives.

It has breathtaking scenery. *The rooms are huge and elegant.*

3. Give additional details and examples for each of your points to say why they're getting your recommendation.

The resort is carbon neutral. It gets electricity entirely from solar panels. They also have a farm.

4. Give a final recommendation to conclude.

I highly recommend this resort. *I think you would really love staying at this hotel.*

b. What possible additional details or examples could you give for the points below? Write at least one sentence for each point. Remember to use descriptive language and strong adjectives.

1. The staff is excellent. They're incredibly well-trained and polite. _____
2. The scenery is so beautiful. _____
3. The buildings are very eco-friendly. _____
4. The restaurant is great for the environment. _____
5. They offer fascinating tours around local villages. _____

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Speaking

a. You are writing a blog recommending an eco-resort. In pairs: Discuss the questions below.

- What do eco-resorts usually look like?
- What things can a resort do to be eco-friendly?
- What eco-friendly activities do they have?
- What else do they have or offer?

They're often carbon neutral.

Great idea. Some also don't have any vehicles, so they don't disturb the animals.

b. Imagine you visited an eco-resort. Complete the table with your favorite ideas about eco-resorts you discussed.

Name:	**Where (country and area):**
Description of the resort:	Things they do to be eco-friendly: 1. 2. 3.
Eco-friendly activities they offer: 1. 2.	Other things the resort has or offers:

Useful Language

a. Read the phrases (A–F) below and the recommendation for Cloud Ecolodge again. Circle the phrases below that you see in the recommendation, then write a letter (A–F) in the blanks.

A. You can learn about ...	1. _____: tell the readers something you think they need to hear
B. I chose this resort because ...	2. _____: give the reason you decided to stay somewhere
C. Let me know about ...	3. _____: say what things you can find out about
D. I have to tell you about ...	4. _____: ask readers to tell you about their experiences
E. This resort is my favorite place to ...	5. _____: give additional information about what the resort has
F. The resort also offers ...	6. _____: say it's the best resort for a certain reason

b. Write the useful language phrases in the correct blanks below.

A. _____ relax and enjoy nature.

B. _____ they do so much to protect the environment.

C. _____ the resort I stayed at last month with my family.

D. _____ how to make traditional jewelry in a local village.

E. _____ hikes around the mountains and through the forests.

F. _____ any eco-resorts you've stayed at.

Let's Write!

Now, write a blog recommending the eco-resort you discussed in Speaking. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The recommendation follows the outline.	☆☆☆
It is interesting and uses descriptive language. (Suggest ideas, if not.)	☆☆☆
The final recommendation is clear and easy to understand.	☆☆☆

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 10

Artificial Intelligence

Can you ...?
- talk about how people's lives will be different because of AI
- use disjuncts (hopefully, surprisingly, fortunately, unfortunately) to give your opinion about the future of AI

Conversation Skill: Keeping a discussion going



Let's Talk! **In pairs:** Look at the picture. What kind of technology is she using? What could she be using it for?

Aa New Words

a. Read the definitions and fill in the blanks. Listen and repeat. 82

replace – start to be used instead of the thing or person being used now
obsolete – no longer used because something new has been invented
take over – start doing a job that someone else or something did before
gadget – a useful small tool or machine that usually does something new
run – organize or control something, or cause it to operate
autonomous – describing a machine that can operate without humans controlling it
artificial – made or produced to copy something natural
automate – use machines or computers instead of people to do a task



1. Some people are worried that AI robots will ___take over___ most of the jobs that humans do now.
2. We'll definitely have self-driving cars in the future, but at the moment they aren't fully _____.
3. Today, if people lose an arm or leg in an injury, doctors can make a new one that is _____.
4. The smartphone has made things like cameras, calculators, and maps _____ for many people.
5. Soon, factories will _____ their whole production process, and only robots will do the work.
6. AI processes a lot of data, and it can _____ multiple tasks at the same time.
7. In the future, we probably won't use smartphones. We'll have a new _____ that's even better and more useful.
8. Experts think that AI robots will _____ humans more and more as the technology develops.

b. Add the new words and any more AI-related words to the table.

verbs	
nouns	
adjectives	

c. Use the new words to talk about changes in technology that have happened or might happen in the future.

Electric cars could make fossil fuel cars obsolete.

BẢN MẪU SÁCH GIÁO KHOA

Listening

a. You will hear two students talking about how life will change because of AI. Which parts of their lives do you think they'll talk about? Add three more topics.

1. job/career 2. _____ 3. _____ 4. _____

b. Now, listen and circle the topics above that the students talk about. How many did you guess correctly? 63

c. Listen again and circle the correct answer. 63

1. Beth says that artificial intelligence makes her think about _____.
   A. books B. movies C. TV shows D. science class
2. In which type of job does Andy say AI will replace humans?
   A. cleaning B. marketing C. customer service D. transportation
3. What does Beth say AI will create?
   A. new products B. new gadgets C. new problems D. new job opportunities
4. What does Beth say we'll have more time for because of AI?
   A. hobbies B. cleaning C. family D. traveling
5. They agree that AI shouldn't _____.
   A. take over everything B. be used in schools C. be used for cars D. replace all human jobs

Conversation Skill

Keeping a discussion going

To keep a discussion going and show that you do/don't understand something, say:

- ☐ *I see what you mean.*
- ☐ *I'm not sure what you mean.*

d. Read the Conversation Skill box, then listen and repeat. 64

e. Now, listen to the conversation again and number the phrases in the correct order. 63

f. In pairs: Which things in your life will be different because of AI? Why?

Grammar

a. Read about disjuncts, then fill in the blank.

Disjuncts (*hopefully, surprisingly, fortunately, unfortunately*)

Disjuncts are adverbs that show the speaker's opinion or feeling about what is being said.

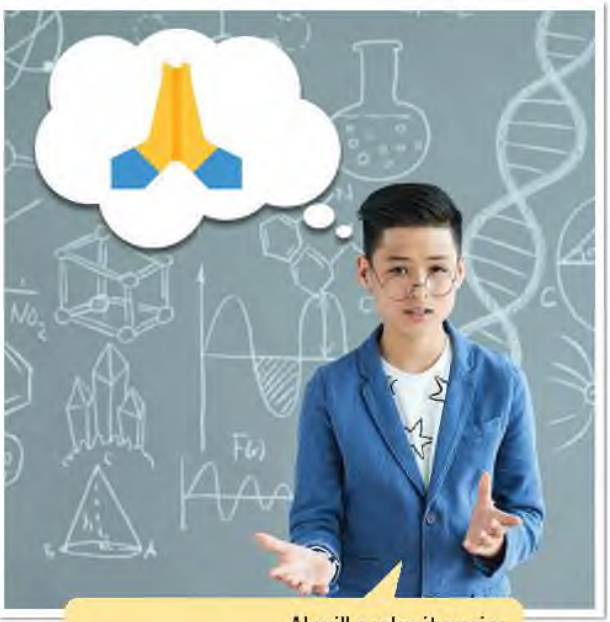
We use them to refer to a whole clause or a complete idea.

Surprisingly, AI is already advanced enough to have conversations with humans. (I think this is surprising.)

Fortunately, AI will create lots of new jobs that don't exist yet. (I think this is good.)

As AI develops, it will, **unfortunately**, replace most types of customer service jobs. (I think this is bad.)

AI will make the world better, **hopefully**. (I'm hopeful about this.)



_____, AI will make it easier to solve difficult math problems.

b. Listen and check. Listen again and repeat. 65

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Disjuncts (*hopefully, surprisingly, fortunately, unfortunately*)

Disjuncts can be in different positions in a sentence:

- **At the beginning of a sentence, they are followed by a comma.**

Unfortunately, AI might take over lots of jobs that people depend on.

- **In the middle, they may come after an auxiliary verb and before the main verb. There's a comma before and after.**

Vehicles **will, surprisingly,** control themselves without a human driver.
AI **can't, unfortunately,** do all kinds of work for humans.

- **At the end, they have a comma before them.**

AI may be the key to solving world hunger**, hopefully**.

c. Unscramble the sentences to make predictions about AI.

1. AI / easier. / jobs / Hopefully, / our / make / will
   Hopefully, AI will make our jobs easier.
2. AI / changes / will / hopefully. / our / make / lives, / in
   _____
3. cars / there / 2035. / self-driving / by / Surprisingly, / will / be
   _____
4. fortunately, / AI / will, / solve / of / problems. / today's / many
   _____
5. will / We / unfortunately. / predict / what / can't / happen,
   _____
6. tasks / of / many / daily / our / will / Fortunately, / be / automated.
   _____
7. do / most / than / human. / can, / a / surprisingly, / AI / better / jobs
   _____



d. Complete the sentences with the disjunct that shows the correct feeling.

1. It's sad, but many people will have their jobs replaced by AI and machines in the future, __unfortunately__.
2. _____, AI will be able to give us all kinds of new gadgets for entertainment. That would be awesome.
3. I believe AI will, _____, make many jobs obsolete, which will not be good for society.
4. _____, I wouldn't mind if artificial intelligence takes over most of our daily lives. It sounds strange, I know.
5. I wish I didn't have to do housework. _____, AI will take over boring tasks like cleaning soon.
6. AI is not fully autonomous, and it still requires humans to run it, so it can't harm humans, _____.
7. I'm sure that AI will, _____, develop medicines for all diseases.

e. In pairs: Make statements about what you think about the future of AI using the prompts.

unfortunately fortunately	surprisingly hopefully	AI will/ won't	take over/replace automate/create	boring/exciting dangerous/new	jobs/ tasks

Hopefully, AI will take over boring tasks.

Pronunciation

Sounds

a. Focus on the /eɪ/ sound.

b. Listen to the words and focus on the underlined letters. 68
replace, automate, create

c. Listen and circle the words that you hear. 67

1. *bike* *bake*
2. *plane* *plan*
3. *take* *tech*

d. Take turns saying the words in *Task c* while your partner points to them.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Practice

a. Listen, then take turns talking about your feelings about how AI will make your life different using the prompts and the symbols.

Hopefully, boring tasks will be automated.

I'm not sure what you mean.

I mean AI will do our chores for us.

hopefully | surprisingly | fortunately | unfortunately



boring tasks will be automated/
AI will do our chores for us



cars will become fully autonomous/
cars will use AI to drive everywhere



many jobs will become obsolete/
AI will replace humans in many jobs



AI will be used a lot in education/
AI could run university classes



entertainment will be taken over by AI/
AI will be able to make movies and games



AI will monitor our health for us/
new gadgets will tell us if we're sick

b. Practice with your own ideas.

Speaking *FUTURE LIFESTYLES*

Keep the discussion going.

a. In pairs: Express your feelings about how AI will make your lives different in each of the categories below.

job

home life

health

education

shopping

entertainment

Hopefully, AI will make some jobs much easier in the future.

AI might, unfortunately, take away our jobs completely.



b. What things in your daily life do you think you will use AI for? Why?

Cleaning robots and kitchen appliances will, fortunately, be controlled using AI.

Surprisingly, we'll use AI for education as it will know exactly what we need to learn.

BẢN MẪU SGK TIẾNG ANH



Unit 10

Artificial Intelligence

LESSON 2

Can you ...?
- talk about jobs in the future
- use adverbial clauses of result (*so ...; so ... that; such ... that)* to talk about AI's impact on jobs in the future

Let's Talk! **In pairs:** Look at the picture. What's the man's job? How will AI help him with the things he has to do each day?

New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat. 69

complicated: involving lots of different things in a way that's difficult to understand
sensitive: able to understand other people's feelings
logical: correct according to the facts
basic: simple, or at the simplest level
emotion: a strong feeling such as love, anger, or fear
repetitive: saying or doing the same thing many times so it becomes boring
soft skills: personal features that help you communicate well with others
tedious: taking too long to do and not interesting

1. Building rockets that can fly into space sounds like very complicated work.
2. I don't like my job at all. I just repeat the same task all day, every day. It's so _____.
3. The old man's shop is very small. He just sells _____ supplies like water, rice, and eggs.
4. Some people get angry very easily, but others stay calm and don't show their _____s.
5. Most employers are looking to hire people with qualifications, experience, and _____.
6. I think job applications are so _____. They're so boring, and some take a really long time to complete.
7. If you need money to eat and live a good life, then you should get a job – it's the _____ thing to do.
8. A good boss is _____ to employees' feelings and tries to support them with the difficult parts of their jobs.

b. Add the words in the box to the table.

soldier, logical, complicated, tedious, basic, sensitive, dangerous, scientist, engineer, accountant, cashier, teacher, creative, skilled, soccer player, artist

jobs								
descriptions								

c. In pairs: Use the new words to talk about jobs that you know.

A teacher's job is sensitive because it's important to understand students' feelings.

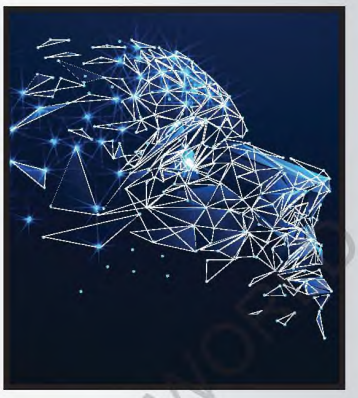
An engineer's job is complicated because there are so many things you need to know.

BAN MAU SGK TIẾNG ANH 12 HỆ 7 NĂM - SMART WORLD

Reading

a. Read the magazine article and choose the best title.

1. AI: Impact on Jobs 2. AI: Better at All Jobs



We've all heard that AI and robots will take over lots of jobs in the future, but which ones exactly? Let's look at the types of jobs that AI is most and least likely to do in the coming years.

Dangerous, simple, and boring jobs

AI is perfect for work that can be very dangerous for humans. Risky jobs, like being a soldier, will be done by AI robots in the future. Also, some jobs are very tiring and tedious, but AI is great for repetitive work since it never gets bored or needs a break. This means AI will definitely take over basic jobs like factory work or cleaning.

Difficult jobs

AI can be quickly programmed for work that requires a lot of knowledge and would take a human years of training, like computer programming or banking. However, not all difficult jobs can be done by AI. Some need more than just intelligence. For example, being a doctor requires both having a lot of knowledge and being sensitive to human emotions. AI can help with this, but not take over completely.

"Soft skill" jobs

Finally, some jobs are all about emotions and having connections with people, and for this type of work, AI can't be used. AI can sound happy and polite when it speaks, but it can't feel or show real emotions. Jobs like counselor or social work require real human feelings. This type of work needs far more soft skills than just sounding friendly, so AI won't be used.

In the future, AI will be used in many ways to make our lives better and easier. However, this means that some people may lose their jobs. Understanding this can help us choose the best careers for a successful future.

b. Now, read and choose the correct answers.

1. Why is AI perfect for tedious jobs?
   A. It never gets bored. B. It likes boring jobs. C. It works faster.
2. Which of the following can be inferred from the article?
   A. AI can only do what it's programmed to do. B. AI can learn human emotions. C. AI is sensitive.
3. The word connections in the article is closest in meaning to _____.
   A. contacts B. relationships C. combinations
4. What can't AI do according to the article?
   A. act polite and friendly B. do dangerous jobs C. perform jobs that need feelings
5. Which of the following is NOT true according to the article?
   A. AI will be used in complicated jobs. B. AI will take over simple jobs. C. AI will take over sensitive jobs.

c. Listen and read. 70

d. In pairs: Which type of job do you think AI will take over first? Why?

Grammar

a. Read about adverbial clauses of result, then fill in the blanks.

Adverbial clauses of result (so ...; so ... that; such ... that)

These clauses are used to express the result of an action or an event.

- **so ...**: **so** gives the basic result of an action/state

AI can automate chores, **so** it will take over housework.

- **so ... that**: **so** highlights the feature (Adj/ Adv) in the action/state; **that** introduces the result.

AI is **so** advanced **that** it can code software for you.

- **such ... that**: **such** highlights the feature (noun phrase) in the action/state; **that** introduces the result.

AI is **such** a complex tool **that** many people don't use it.

A window cleaner's job is _____ a risky job _____ AI will take over.



b. Listen and check. Listen again and repeat. 71

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Adverbial clauses of result (so ...; so ... that; such ... that)

so ...	*so ... that*	*such ... that*
clause, + **so** + clause (there's a **comma** before **so**)	phrase/clause + **so** + Adj/Adv + **that** + clause	phrase/clause + **such** + noun phrase + **that** + clause
Cleaning is boring, **so** I hope AI will do it. AI processes a lot of data, **so** it uses a lot of electricity.	Cleaning is **so** boring **that** I hope AI will do it. AI processes data **so** quickly **that** it can do complex tasks.	Cleaning is **such** a boring task **that** I hope AI will do it. Technology is developing at **such** a fast speed **that** many things in our lives will change.

c. Fill in the blanks using the words in brackets.

1. A delivery driver's job _____ AI will take over. (basic job)
2. Cleaning floors _____ people don't like doing it. (tedious)
3. Writing an email _____ so AI should do it. (boring)
4. A doctor's work _____ they need to study hard. (complex)
5. Writing code _____ so AI will do it in future. (complicated)
6. Math problems _____ AI could do them much faster. (logical tasks)
7. Window cleaning _____ humans won't do it. (risky work)



d. Read the sentences and fill in the blanks with *so ... that* or *such ... that* and a phrase from the box.

1. A cleaner's job is _____ AI could easily do it.
2. Math problems are _____ many people can't do them.
3. Flying fighter jets is _____ pilots wear parachutes.
4. A counselor's job is _____ only a human can do it.
5. An accountant's job is _____ it's perfect for AI.
6. Training dolphins is _____ lots of people would like to do it.

fun work
sensitive job
dangerous
boring
complicated tasks
simple

e. In pairs: Talk about jobs and AI using the prompts below.

Engineering is such complex work that AI will be used.

engineering/complex/work/AI/will/used	cleaner's job/basic/job/AI/take over
accountant's job/boring/AI/will/take over	counseling/someone/emotional/task/AI/won't/used

Pronunciation

Sounds

a. Focus on the /pl/ sound.

b. Listen. Notice the sounds of the underlined letters. 72
complete, complicated, complex

c. Listen and circle the words that you hear. 73

1. *compete* *complete*
2. *pace* *place*
3. *play* *pay*

d. Take turns saying the words in *Task c* while your partner points to them.

BẢN MẪU SGK TIẾNG ANH 12 LEARN SMART WORLD

Practice a. Listen, then discuss AI's impact on the jobs below using the pictures and prompts.

What will AI's impact be on being a doctor?

A doctor's job is such a complicated job that AI will be used.

Yes, but it's such a sensitive job that AI won't take over.

Sure. Being a doctor is such emotional work that humans will be needed.



A: complicated/AI/used
B: sensitive/AI/not takeover
A: emotional/humans/needed



A: tedious/AI/take over
B: basic/AI/perfect
A: boring/humans/not want



A: sensitive/AI/not used
B: emotional/AI/cannot
A: need soft skills/only/humans/do



A: stressful/AI/used
B: difficult/AI/perfect
A: exciting/humans/want

b. Practice using your own ideas.

Speaking *AI AND FUTURE OPPORTUNITIES*

a. What will AI's impact on jobs and work be? In pairs: Describe features of the jobs and work below and say if AI won't be used in, will be used in, or will take over each job.

policing the city | soldier | teacher | washing a motorbike | engineer | coding

_____ (your choice) _____ (your choice)

Policing the city is such difficult work that AI will be used in the future.

Yes, I agree, but it's such sensitive work that AI won't take over.

That's right. A police officer's job can be such an emotional job that humans will always be needed.

b. What new jobs do you think will be created as a result of AI? Why?

Humans will have to manage AI, so maybe an 'AI Manager' job will be created.

CHƯƠNG TRÌNH SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Unit 10

Artificial Intelligence

Can you ...?
- talk about the pros and cons of artificial intelligence
- write an opinion essay about the impact of artificial intelligence

Writing Skill: Researching essays and summarizing texts

Let's Talk!

In pairs: Look at the pictures. How are the people using artificial intelligence (AI)? What are some effects that AI has on our lives?



Listening

a. Listen to a podcast about artificial intelligence (AI). How does the scientist feel about AI? 76

1. It's a powerful tool that might create serious problems if not used responsibly.
2. It's a useful tool that will make our lives better if used responsibly.

b. Now, listen and number the ideas in the order you hear them. 76

- ☐ AI doesn't have emotions and motivations like humans yet.
- ☐ AI can produce wrong or incomplete results because of the data it uses.
- ☐ AI will automate boring tasks while humans focus on higher-level tasks.
- ☐ We need to consider the impact AI has on society and the environment.
- ☐ Some people fear that AI will become autonomous and kill humans.



c. In pairs: Do you agree with the scientist's opinions? Why (not)?

Reading

a. Read the essay about artificial intelligence (AI). Which sentence best summarizes the essay?

1. Although AI has both benefits and drawbacks, the drawbacks can be limited, so we shouldn't be afraid of using it.
2. Although AI has both benefits and drawbacks, the drawbacks are more serious, and we should be careful about using it.

There is growing concern about how artificial intelligence (AI) is used. While AI provides many benefits, it can also create some problems. In this essay, I will discuss both the pros and cons and whether the advantages outweigh the disadvantages.

Most people agree that AI can help free up human time and energy by automating tasks. This will allow humans to focus on more creative activities. It is already being used to replace humans in tedious tasks such as data entry and cleaning. In addition to this, AI can also improve **accuracy** for certain tasks since AI does not get tired and make mistakes because of that. It can also process data much faster than humans. For example, a new AI system can suggest correct treatments for 94% of cases with eye conditions. The benefits that AI brings can assist humans in various tasks, from simple to complicated ones, and allow us to focus on creating even greater inventions.

On the other hand, there are also some potential drawbacks of using AI. Since AI is used to automate tasks, it could lead to job losses for millions of people. It is **estimated** that 3–14% of people will lose their jobs to AI by 2030. Another key thing to consider is that AI can increase **disinformation**. It is impossible to **distinguish** between a real video and a fake one generated by AI, which makes it easier to spread false information. However, these problems can be solved by training humans to work with AI and creating laws to control how AI is used.

All things considered, AI has some potential drawbacks, such as job losses and spreading disinformation. However, I believe the benefits, such as improving accuracy and processing speeds, are far greater. If we make sure AI is used responsibly, it can help us create a better and more efficient world.

BẢN MẪU SÁCH TIẾNG ANH 12 LEARN TO BE THE WORLD

b. Match the bold words in the text with their definitions.



1. _____: guess the cost, size, or value of something
2. _____: the state of being exact or correct
3. _____: false information that is spread on purpose
4. _____: recognize the difference between two people or things

c. Now, read and choose the correct answers.

1. What kind of tasks is AI doing instead of humans?
   A. boring tasks B. complicated tasks C. unimportant tasks
2. The word process in paragraph 2 is closest in meaning to _____.
   A. step B. deal with C. progress
3. In which area does the writer give an example of AI helping improve accuracy?
   A. factory production B. data collection C. healthcare
4. Which of the following is NOT true according to the passage?
   A. AI helps reduce disinformation. B. AI can give treatments to patients. C. AI will do the jobs of 3–14% of people.
5. Which of the following can be inferred from the passage about the writer's opinion?
   A. AI has more benefits than drawbacks. B. The drawbacks of AI can be managed. C. AI will replace humans in all jobs.

d. Listen and read. 76

e. In pairs: What other advantages and disadvantages of AI can you think of?

Writing

a. Read about researching essays and summarizing texts, then p. 125 File 5 **and underline the ideas that were used in the essay.**

Writing Skill

Researching essays and summarizing texts

Before you write an essay, it is important to research the topic and take notes on important points.

To research essays and summarize texts effectively, you should:

1. **Summarize the texts by focusing on the main points, not on the details.** Pay attention to the headings, subheadings, introduction, conclusion, and the first and last sentences of each paragraph.
2. **Make another note of relevant data and examples to support your opinion.**
3. **Organize your notes by grouping similar ideas together.**

b. p. 125 File 6 **and summarize each passage in one or two sentences.**

Passage 1	Passage 2	Passage 3

BẢN MẪU SỬ DỤNG ANH 12 I-LEARN SMART WORLD

Speaking

a. In pairs: Do you agree or disagree with these opinions? Do you think the benefits of AI outweigh the drawbacks? Why (not)?

AI will take over all areas of our lives, and humans won't need to work.

Humans will become lazy and less intelligent if we rely on AI for everything.

AI will help us achieve great progress, such as curing all diseases and living in space.

In the future, AI might become more intelligent than humans and take over the world.

b. Now, complete the table with your ideas.

AI: Good or Bad?	_____
Pros	1. _____ 2. _____
Cons	1. _____ 2. _____

Useful Language

a. Read the essay again and tick the phrase(s) below that you see.

A. There are several reasons why ... ☐
Most people agree that ... ☐

B. Another key thing to consider is that ... ☐
In addition to this, ... ☐
Last but not least, ... ☐

C. All things considered ... ☐
Taking everything into consideration, ... ☐

D. There is growing concern/interest about ... ☐
Some people argue that ..., while others believe that ... ☐

b. Write letters (A–D) in the blanks to match the useful phrases above to their purpose.

1. _____: to introduce the topic
2. _____: to introduce the first point
3. _____: to add additional ideas
4. _____: to conclude

Let's Write!

Now, write an essay discussing the pros and cons of AI and giving your opinion. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.

Feedback

The writing follows the essay model.	☆☆☆
It is interesting and summarizes key ideas. (Suggest ideas, if not.)	☆☆☆
I can understand everything in the essay. (Underline anything you don't understand.)	☆☆☆

BÀI MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Review 4

Listening **You will hear an interview with an expert on AI named Professor Sanders. For each question, choose the correct answer (A, B, or C).**

1. Professor Sanders thinks that AI will ... A. worry people. B. create jobs. C. destroy jobs.	2. He says that AI ... A. needs human operators. B. can develop itself. C. is a human-like robot.	3. How will AI help people soon? A. make them think about data B. make decisions for them C. make their lives easier
4. For personal finance, many people ... A. have lots of bills. B. aren't good at saving. C. could benefit from AI's help.	5. What does Professor Sanders think about flying cars? A. We have the technology to make them. B. They can do complex tasks. C. We might have them in 15 years.	6. He thinks that AI ... A. will make life better. B. could make life better. C. won't make life better.

Reading **Karen and Brian would benefit from AI in different ways. Read the descriptions and decide which feature (A–D) each of them would like the most.**

1. **Karen** is a businesswoman that doesn't stop working all day long. She loves her work. However, sometimes she wishes she could take more time off and enjoy herself a bit more.

2. **Brian** is a student that lives at home with his mom. Brian's mom does all the housework, so he doesn't have to do any! However, most days he's bored, and he wishes he had some fun things to do.

A. Household tasks – AI is perfect for automating boring housework like cleaning the floor and doing the laundry.

B. Health monitor – AI can constantly check up on your health through gadgets like your smart watch or your phone. It can let you know if you have a health problem.

C. Personalized entertainment – AI knows what you like and what you don't like. It can suggest things for you to do.

D. Personal assistant – AI can tell you when your next appointment is, book flights for you, and reserve a table for lunch.

Vocabulary **a. Fill in each blank with a word from Units 9 and 10. The first letter is already there.**

1. AI can sound very friendly and polite, so it will do customer service jobs. However, it won't do counseling work because it doesn't have human e_____.
2. Due to o_____, the fish population in the sea has gone down sharply in recent years.
3. They should give more i_____ to businesses for being environmentally friendly.
4. Some people are worried that AI will r_____ human workers in most jobs.
5. Humans sometimes make bad decisions in very stressful situations. AI will be good for high-pressure jobs because it always makes l_____ decisions.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

b. Fill in each blank with the words from the box. There is one extra word which you do not need to use.

tedious	basic	sensitive	complicated	artificial	obsolete

1. I think I need to change my job because it is so _____. I do the same task all day, every day.
2. Many products contain _____ coloring and flavoring. These are unnatural and could be unhealthy.
3. A counselor needs to be _____ when listening to people's personal problems.
4. Computers are becoming more and more _____ as technology advances.
5. When new technologies start being used, some jobs become _____ and only machines do them.

Grammar

a. Circle the correct disjunct in each of the statements.

1. *Unfortunately/Fortunately*, there are a lot of people working very hard to help protect the environment.
2. AI is performing tasks that were previously considered impossible, *surprisingly/hopefully*.
3. *Hopefully/Surprisingly*, more people will become aware of the problem. The more people know, the better.
4. We still don't have fully autonomous cars even after years of development, *surprisingly/hopefully*.
5. Habitat destruction is, *unfortunately/fortunately*, still a major threat to many animal species.

b. Rewrite the pairs of sentences using adverbial clauses of result.

1. Climate change is a serious issue. Action must be taken immediately. (such ... that)

_____

2. It's a big problem. Everyone in the world should help. (so ... that)

_____

3. Protecting the environment is an important topic. We must never stop discussing it. (so)

_____

Pronunciation

a. Circle the word that differs from the other three in the position of primary stress.

1. A. destruction	B. endangered	C. recycling	D. journalist
2. A. boycott	B. campaign	C. marine	D. replace

b. Circle the word that has the underlined part pronounced differently from the others.

1. A. estim<u>a</u>ted	B. automate	C. appropri<u>a</u>te	D. complic<u>a</u>te
2. A. <u>ch</u>aracter	B. <u>ch</u>arity	C. <u>ch</u>emical	D. te<u>ch</u>nology

Speaking

AI IS HERE TO HELP

a. In groups of 2–4: Choose one of the daily life topics listed below to discuss.

- Job/career
- Social life
- Hobbies/interests
- Studies
- Health
- Home life

b. Discuss how AI could improve your life in the topic you chose.

c. Tell another group your ideas.

Writing

a. In pairs: Check one of your partner's final writing passages for Units 9–10 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group and add anything you think is useful.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Activity Files

File 1

a. Student B, answer Student A's questions about Yvonne Young Clark.

Yvonne Young Clark (known as Y.Y) – "The First Lady of Engineering".

Early life:

- 1929: was born in Houston, Texas, USA
- loved building and fixing things as a child
- 1947–1951: attended Howard University. She was the only woman in her class and the first woman to earn a degree in mechanical engineering.

Career and achievements:

- struggled to find jobs because of her skin color and gender
- 1955: got married and moved to Tennessee at the age of 25
- worked as an engineering professor at Tennessee State University for the next 55 years. She was the first female member of her department.
- worked for NASA during her summer breaks. She contributed to the development of the engine of the rocket Saturn V and the box used to bring moon samples back.

Death and influence:

- received many awards for her contributions
- 2019: died at the age of 89. A scholarship in her name was established at Tennessee State University.

b. Swap roles and repeat. You want to find out about Nguyễn Ngọc Ký. Ask Student A questions and complete the notes below.

Nguyễn Ngọc Ký – Vietnamese teacher and writer

Early life:

- _____: was born in Hải Hậu, Nam Định Province
- got sick at the age of _____ and couldn't use his arms afterwards
- wanted to go to school _____ but wasn't allowed
- learned to write with his feet
- _____: got 5th place in a math competition and given an award by President Hồ Chí Minh
- 1960s: studied _____ at Đại học Tổng hợp Hà Nội

Career and achievements :

- as a young man, became a teacher in his hometown
- _____: received the title "Outstanding Teacher"
- _____: Vietnam Book of Records awarded him the title "First Teacher to Use His Feet to Write".

Death and influence :

- _____: died at the age of _____
- Vietnamese students are still taught about him as an example of why you should believe in yourself

BẢN MẪU SGK TIẾNG ANH 12 I LEARN SMART WORLD

File 2

_____

_____

Tel: _____ — Email: _____

PROFILE

_____

_____

_____

_____

_____

EDUCATION

_____ _____ – _____

Highlights:

- _____
- _____
- _____

EXPERIENCE

_____ _____ – _____

Responsibilities and Achievements:

- _____
- _____
- _____
- _____

_____ _____ – _____

Responsibilities and Achievements:

- _____
- _____
- _____
- _____

ADDITIONAL INFORMATION

_____

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Activity Files

File 3 *WHAT'S IT LIKE THERE?*

a. Student B, you're from Mexico. Answer Student A's questions using the information below.



- Country: Mexico
- Capital: Mexico City
- National costume: *huipil* /ˈwipil/ – long blouse, Mexican skirt
- Special occasions:
  - *Cinco de Mayo* /ˈsiŋkoʊ ðə ˈmayoʊ/ – celebrate Mexico's victory over France
  - Day of the Dead
  - Christmas
- Specialties: *taco* /ˈtɑkoʊ/ – wrapped food made of flatbread and meat, vegetables, cheese, *tamale* /təˈmɑli/ – made of corn, meat or beans, cheese

Getting to know people
- Where they're from
- Their country's capital
- Their national costume
- Special occasions
- Specialties

b. Swap roles. Ask Student A questions about the information in the *Getting to know people* box and take notes.

c. Join another partner. What's the most interesting thing you've learned about your previous partner's country?

File 4 *URBANIZATION IN THE LAST TEN YEARS*

a. Student B, answer Student A's questions about Ironside.

In the last 10 years	
Stonebridge	**Ironside**
Population: +_____ million Population density: +_____% Land area: +___ km² Housing: • +_____ new apartment buildings • +_____ new houses Infrastructure: • _____ • _____	Population: +1.2 million Population density: +18% Land area: +3.5 km² Housing: • +30 new apartment buildings • +1,650 new houses Infrastructure: • Internet speed improved by 43% • Public transportation improved (38 more bus routes)

b. Swap roles and repeat. Ask Student A about Stonebridge and make notes in the table.

c. What changes do you think should be made where you live? Why?

I think building new roads is a great idea because the roads here are too small.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

File 5

Pros and Cons of Using AI – Julie Anderson

The pros: **Automation:** AI can automate tedious tasks which humans both dislike and are likely to make mistakes. This will allow humans to focus on more important things.
Improved decision making: AI can take large amounts of data and quickly analyze it, which helps businesses and organizations make the right decisions.

The cons: **Human job losses:** One major disadvantage of AI is it could make some people lose their jobs. Jobs like data entry and cleaning are already being replaced by AI and machines. This trend will continue and it is estimated that AI will replace the jobs of between three and fourteen percent of the global workforce by 2030.

Advantages and Disadvantages of AI – Peter Jonson

The advantages: **Increased accuracy:** AI is perfect for tasks where accuracy is important because they don't make mistakes. It's already being used in healthcare. An example is Google Deepmind, which can give correct treatments for 94% of cases with eye conditions. It's also used to help scientists understand some diseases better.

The disadvantages: **Increased disinformation:** AI can be used to generate fake articles, studies, images, and videos. Some people might use it to spread disinformation and cause harm to many people.

File 6

Passage 1

Understand the Benefits and Risks of AI – James Martins

... Unlike humans, AI doesn't get tired. It isn't affected by environmental conditions either. This allows it to always produce correct results.

Reduce costs

AI systems can replace low-skilled human jobs, which means that businesses don't need to hire as many people. AI can also work 24 hours a day, allowing businesses to serve more customers and make more money.

...

Passage 2

5 Disadvantages of AI everyone should know about – Linda Miller

...

It can't repair itself.

If there are problems in AI's programs or data, it can't fix itself. In addition, AI needs to be installed into a machine, and that means when the machine breaks down, AI can't be used.

It can be used for bad purposes.

AI can copy human's voice and generate new messages. It can also produce fake images and videos. These might be used by bad people for their own purposes.

...

Passage 3

The Pros and Cons of AI – Steve Smith

...

New inventions

AI can process a huge amount of data quickly. It can also explore different possibilities which help scientists come up with new ideas.

Machine dependency

When everything is taken care of by AI, humans won't need to understand how things work and will depend on machines.

...

BẢN MẪU SỬ TIẾNG ANH 12 I-LEARN SMART WORLD

PERFORMANCE

Can you ...?
- plan and perform a role-play to sound polite when asking someone for help

PERFORMANCE — *Asking Someone for Help*

Performance

Performance Skill

Being Polite and Confident in Role-plays

- You can sound polite by using indirect questions (e.g. "Could you tell me what the time is?" NOT "What's the time?").
- You can also seem polite by smiling and looking friendly, but be natural and don't smile too much, or try to be too friendly.
- You can sound confident by describing how you feel about a situation (e.g. "I'm so embarrassed. I've lost my wallet. Could I come back later to pay for my food?").
- You can also seem confident by using props or miming an action (e.g. pretending to sign your name in the air when asking for the check in a crowded restaurant).

a. Arrange the adjectives according to what they describe. With a partner, discuss how you know.

1. grateful
2. embarrassed
3. anxious
4. annoying
5. amazing
6. relieved

Negative		
_____	_____	_____
Positive		
_____	_____	_____

b. Listen to three people asking other people for help and fill in the blanks. 78

1. The man apologizes for being _____ and says he is _____.
2. The girl is _____ and needs to _____.
3. The boy wants to know what the woman likes best about being _____.

c. Take turns asking and answering questions using the words in *Task a*.

Excuse me, could you tell me how to get to the station, please? I'd be very grateful.

I'm embarrassed to ask you, but do you know where the toilet is?

Preparation

You are going to perform a role-play with your friend. In pairs: Choose two role-play cards and write a conversation for each. Use the Performance Model on page 135 to help you.

Role-play 1	
A: You finished getting your motorbike repaired and you just realized you left your wallet at home. Ask the mechanic if you can send the money to his/her bank account.	B: You are a mechanic and you just finished fixing a customer's motorbike. Only say yes to the customer's request if he/she asks you very politely.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Role-play 2	
A: You lost your phone while you were on vacation and you need to call home to let your family know. Ask the hotel receptionist if you can use his/her phone to make a call.	B: You're a hotel receptionist, and a guest will ask you a question. You can help, but only if he/she asks you politely.

Role-play 3	
A: You are interviewing a lawyer about his/her job. Ask what he/she likes best about the job, and why.	B: You're a lawyer. You can answer the other speaker's question, but only if he/she asks you politely.

TIP

With strangers, try to be as indirect as possible to sound polite when asking for help. However, in an emergency you can be direct if you need help, because you might not have much time.

Practice

a. Practice your role-play with a partner. Remember to use indirect questions to be polite and adjectives to describe how you feel.

b. Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.

Performance and Feedback

a. Now, join two other pairs. Take turns performing your role-plays.



It was polite, but next time try to be more indirect.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.

Feedback

The performance was interesting.	☆☆☆
They acted their roles well.	☆☆☆
They made the improvements sound useful.	☆☆☆
They followed all the performance guidelines.	☆☆☆

I liked the first role-play, it was really polite.

c. Who performed the best role-play? Discuss in your groups.



Creative Extension

a. Practice your role-play again, but this time change your indirect questions.

b. Perform your role-play again. Does everyone think you're asking politely?

BẢN MẪU SGK THÍ ĐIỂM 12 I-LEARN SMART WORLD

Project 2

PERFORMANCE

Can you ...?
- plan and perform a role-play to highlight your skills in a job interview

PERFORMANCE — *Job Interview*

Performance

Performance Skill

Talking about Your Skills and Characteristics

- You can talk about how good you are at doing something by giving real-life examples (e.g. I'm good at using computers. I use them every day to ...).
- You can use positive adjectives to describe your ability, but avoid using very strong adjectives (e.g. "I am good at doing ..." NOT "I am amazing at doing ...").
- Tell the truth as much as possible (don't make up unbelievable things).
- Talk about your strengths (avoid talking about things you're weak at).

a. Arrange the adjectives according to what they describe. With a partner, discuss how you know.

1. passionate
2. creative
3. fulfilling
4. advanced
5. rewarding
6. self-motivated

YOU	SITUATIONS	SKILLS
_____	_____	_____
_____	_____	_____
_____	_____	_____

b. Listen to three job interviews and circle *True* or *False*. 79

1. Mark is passionate about the work. True/False
2. Grace is talking about a weakness. True/False
3. Tom describes a rewarding situation. True/False

c. Take turns asking and answering interview questions using the words in *Task a*.

Tell me, what are you passionate about?

I'm passionate about reading. I read two books a week.

Preparation

You are going to perform a role-play with your friend. In pairs: Choose two role-play cards and write a conversation for each. Use the Performance Model on page 136 to help you.

Role-play 1	
Interviewer: Ask the interviewee what qualifications he/she plans on getting in the future	Interviewee: You are self-motivated and want to get more qualifications in the future. Talk about the ones you want.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Role-play 2	
Interviewer: Ask the interviewee what he/she wants to learn in the future.	Interviewee: You find learning new things very fulfilling. Talk about what you want to learn in the future.
Role-play 3	
Interviewer: Ask the interviewee to describe his/her character to you.	Interviewee: You're a very creative person. Tell the interviewer about a time you were creative.
Role-play 4	
Interviewer: Ask the interviewee what things he/she is very good at.	Interviewee: Talk about something you're very good at. Tell the interviewer about how you became so advanced.

TIP

Try not to repeat the same words too many times. It will become boring for the person listening.

Practice

a. Practice your role-play with a partner. Remember to use adjectives and imagine some real-life examples.

b. Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.

Performance and Feedback

a. Now, join two other pairs. Take turns performing your role-plays.

It was good, but next time use more real-life examples



b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.

Feedback

The performance was interesting.	☆☆☆
They acted their roles well.	☆☆☆
They made the improvements sound useful.	☆☆☆
They followed all the performance guidelines.	☆☆☆

I like the first role-play. It used good adjectives.

c. Who performed the best role-play? Discuss in your groups.



Creative Extension

a. Practice your role-play again, but this time change your adjectives.

b. Perform your role-play again. Can everyone hear the adjectives?

BẢN MẪU SÁCH ĐIỆN TỬ - NHÀ XUẤT BẢN I-LEARN SMART WORLD

Project 3

PRESENTATION

Can you ...?
- plan and deliver a presentation about changes to your hometown and potential future improvements

PRESENTATION — My Hometown

Presentation

Presentation Skill

Using real-world examples

To help your audience understand and recognize your ideas, you should use real-world examples and details.

- First, introduce your idea without any details.
  People have built a lot of new apartment buildings.
- Then, give specific examples and details to clarify your idea.
  Since 2018, they have built six new apartment buildings around the town.
  There are two new apartments just on Queen's Street.

The population has increased sharply.

There are 10 new students in my class this year.

a. Listen to Sophie's presentation about changes to her hometown and answer the questions. 80

1. What has been built where parks used to be?
   _____
2. How much has the population changed in Redmond over the last ten years?
   _____
3. What does Sophie think the government should get built because of the population?
   _____
4. What new businesses are there in Redmond?
   _____
5. Why does Sophie think Redmond needs a hospital?
   _____

b. In pairs: Look at the points below. Use your imagination to take turns introducing the ideas and giving real-world examples.

- there aren't enough people to work in the factories
- the public transportation is old and damaged
- the population has sharply decreased
- there are far more traffic jams than before

There aren't enough people to work in the factories. Since 2020, the population has decreased by 10%.

Planning

Choose three changes in your town that you would like to talk about. What has changed? What examples can you give to explain your idea? What else should change? Use your imagination if you can't think of real changes.

Changes	Examples	Future changes
1.		
2.		
3.		

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Preparation

You are going to deliver a presentation about changes in your town and potential future improvements. Turn to page 137 and use the Presentation Model to help you write your own script and cue cards.

Remember to:

- Introduce yourself and your presentation
- Include three things that have changed
- Clarify your ideas using real-world examples
- Say what else could be done to improve your hometown

TIP

Look at the Presentation Guidelines on page 134.

Practice

a. Practice your presentation with your partner. Remember to follow the steps in the Presentation Skill box.

b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

a. Now, join three other students. Take turns delivering your presentations.

What do you think was the best change to your hometown?

I think the new movie theater and mall was the best change.



Listeners: Ask one question each at the end.
Presenter: Answer the questions.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenter can improve for next time.

I thought your changes and examples were really interesting, but you could have spoken about more future improvements.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They used appropriate language to describe their plan.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

c. Which presentation had the best ideas for future improvements? Discuss with your group.

I think Tom's presentation had the best improvements. I think his town needs new roads, too.



BẢN MẪU SGK TIẾNG ANH 101-LEARN SMART WORLD

Project 4

PRESENTATION

Can you ...?
- plan and deliver a presentation about the impact of artificial intelligence in the future

PAIR PRESENTATION — *Is AI a Good Thing for Us?*

Presentation

I'm going to talk to you about one of the most important topics in the world right now.

AI could cause a huge number of problems.

Presentation Skill

Structuring a for-and-against presentation

To organize these presentations effectively:

- First, introduce the topic. Tell the audience what you're going to talk about.
  AI is one of the most talked about topics right now. *In this presentation, ...*
- Next, tell the audience the most positive things about the topic.
  AI will positively affect many industries. *Automating the ... industry will ...*
- Then, tell the audience the most negative things about the topic.
  AI will entirely take over ... *It could have such a negative impact that ...*
- Finally, give your overall opinion about the topic.
  Overall, I think AI has the potential to ... *In summary, we have to ...*

Listening

a. Listen to Joe and Kate's presentation about AI and circle the phrases you hear. 32 81

The more jobs it takes over, the fewer jobs there are for people.

It could find new ways to help us reduce our carbon footprints.

In summary, we believe AI will be mostly positive.

AI means artificial intelligence.

The more it develops, the more benefits it will bring.

In conclusion, AI could be good or bad for the world.

Most people have heard of AI, but they don't understand it well.

Second, AI may make us less eco-friendly because it uses lots of electricity.

b. Put the parts of the presentation in the correct order. Practice presenting the ideas with a partner.

- I think that AI is mostly a positive thing. It will help us create amazing things and develop the world. ☐
- AI could take over so many jobs that there aren't enough jobs for people. ☐
- I'm going to talk to you about the positives and negatives of artificial intelligence. 1
- Autonomous farming will make sure everyone has enough food to eat. ☐

Planning

I think that AI will help us become carbon neutral.

Artificial intelligence could become dangerous to humans.

You and your partner are planning a for-and-against presentation about AI in the future. Discuss and choose two positive things and two negative things. Then, discuss your personal opinions about AI and complete the table.

For	Against	Personal opinions
1.	1.	
2.	2.	

BẢN MẪU SỬ TIẾNG ANH 12 - LEARN SMART WORLD

Preparation

You are going to deliver a presentation with your partner about the impact of AI in the future. Turn to page 138 and use the Presentation Model to help you write your own script and cue cards.

Remember to:

- Introduce the topic and say what the presentation is about
- Say two positive things about AI
- Say two negative things about AI
- Write a conclusion that gives your personal opinions about the topic

TIP

Look at the Presentation Guidelines on page 134.

Practice

a. Practice your presentation with your partner. Remember to follow the steps in the Presentation Skill box.

b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

a. Now, join two other pairs. Take turns delivering your presentations.

Do you think helping the environment is more important than helping people?

I do. I think helping the environment also helps people.



Listeners: Ask one question each at the end.
Presenters: Answer the questions.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.

Your presentation was really interesting, but you didn't introduce the topic very clearly.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They structured their for-and-against presentation appropriately.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

I think Betty and Dave did. I thought talking about increasing emissions was a good idea.

c. Which pair gave the most convincing presentation? Discuss with your group.



BẢN MẪU SGK TIẾNG ANH 11 - LEARN SMART WORLD

Projects: Presentation Guidelines

Do ...

- ✔ Practice before you present.
- ✔ Smile and look at the audience.
- ✔ Speak in a clear voice.
- ✔ Stand up straight and confident.
- ✔ Use cue cards.
- ✔ Take a deep breath and relax before you start.
- ✔ Share the presentation equally with your partner.

Don't ...

- ✘ Read directly from your notes or poster.
- ✘ Turn your back on the audience.
- ✘ Talk too fast or too quietly.
- ✘ Fidget (move your hands around too much, click your pen, play with your notes).
- ✘ Walk around too much.
- ✘ Cross your arms or put your hands in your pockets.

Visuals

Images

- Use one large image that is connected to the topic.
- Don't mix photos and clip arts on the same page.

Text

- Have one large heading.
- Use the same font or handwriting.
- Use bullet points for lists.
- Have 6 key talking points.
- Use no more than 6 words per point.

Cue cards

- Use 1/4 page of notebook paper.
- Only write on one side.
- Use headings/subheadings.
- Don't write full sentences – only key information*.
- Don't use articles.
- Note connecting words (also, finally, however, etc.)

***Tip:** Practice a few times with your notes, then compare to your script. If you forget some important things, add them to your card!*

Project: Performance Guidelines

Be prepared.

- Before you start, practice saying your lines a few times by yourself.

Make it realistic.

- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props if you can (e.g. a notebook can be a menu, a textbook could be a steering wheel, etc.)

Act, don't read.

- When you say your lines, you must make eye contact with your partner.
- You can look at your script, but you MUST cover it when you speak.
- Always try to act your role using natural body language, gestures, and emotions.

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Projects: Presentation/Performance Models

Project 1

Role-play 1	
A: You finished getting your motorbike repaired and you just realized you left your wallet at home. Ask the mechanic if you can send the money to his/her bank.	B: You are a mechanic and you just finished fixing a customer's motorbike. Only say yes to the customer's request if he/she asks you very politely.

Role-play 2	
A: You lost your phone on vacation and you need to call home to let your family know. Ask the hotel receptionist if you can use his/her phone to make a call.	B: You're a hotel receptionist, and a guest will ask you a question. You can help, but only if he/she asks you politely.

Role-play 3	
A: You are interviewing a lawyer about his/her job. Ask what he/she likes best about the job, and why.	B: You're a lawyer. You can answer the other speaker's question, but only if he/she asks you politely.

Script

Role-play 1
A: Excuse me, I'm sorry to be annoying.
B: No problem. What's the matter?
A: I'm very embarrassed to tell you I've left my wallet at home. Do you know if I could send the money to your bank, please?
B: Yes, that's OK. I'll get you my bank account details.
A: Thanks so much, I'm very grateful.
B: No problem.

Role-play 2
A: Hi, I'm sorry to bother you. I have a problem, and I'm a bit anxious.
B: Oh, yes?
A: I lost my phone, and I need to call home to let my mom know. Could you tell me where a pay phone is?
B: Sorry, I don't know, but you can use my phone.
A: Thanks so much!

Role-play 3
A: Could I ask you something? Could you tell me what you like best about being a lawyer, and why?
B: Sure. I like helping people who need advice. I like to use my knowledge of the law to help others. It makes me feel great.
A: That's great. Thanks so much!

BẢN MẪU SGK TIẾNG ANH 10 LEARN SMART WORLD

Project 2

Role-play 1	
Interviewer: Ask the interviewee what qualifications he/she plans on getting in the future	Interviewee: You are self-motivated to get more qualifications in the future. Talk about the ones you want.

Role-play 2	
Interviewer: Ask the interviewee what he/she wants to learn in the future.	Interviewee: You find learning new things very fulfilling. Talk about what you want to learn in the future.

Role-play 3	
Interviewer: Ask the interviewee to describe his/her character to you.	Interviewee: You're a very creative person. Tell the interviewer about a time you were creative.

Role-play 4	
Interviewer: Ask the interviewee what things he/she is very good at.	Interviewee: Talk about something you're very good at. Tell the interviewer about how you became so advanced.

Script

Role-play 1
Interviewer: So, Bình, what qualifications do you plan on getting in the future?
Interviewee: I'm self-motivated to get more qualifications because I think they'll help me get a good job. I love business so I'm going to get my Master's Degree in it.
Interviewer: That's great. Thank you.

Role-play 2
Interviewer: Trang, what do you want to learn in the future?
Interviewee: Well, I love learning new things, I find it very fulfilling. In the future, I want to keep learning English to a really advanced level. I also want to learn how to play tennis. That's a dream of mine.
Interviewer: Thank you.

Role-play 3
Interviewer: Hoàng, can you describe your character, please?
Interviewee: Yes, sure. I'm a creative person, and I love designing and making things. Last week, I made a piece of art using old, recycled plastic bottles and cans. It was really beautiful.
Interviewer: Thank you.

Role-play 4
Interviewer: So, Huy, what things do you think you're very good at?
Interviewee: I'm good at basketball. My coach at school taught me, and I've been playing as much as possible ever since. I play every weekend.
Interviewer: Thank you.

BẢN MẪU SÁCH TIẾNG ANH 12 I-LEARN SMART WORLD

Project 3

Cue Cards

Introduction
Introduce myself
Talk about Redmond

Far fewer parks
Oak Street/Richmond Avenue = factories
No places to play
Government – don't let ... build
build new park

Far more people
Increased by 25%
Crowded and traffic jams
More people in class
Government – build new apartments

Many more businesses
Arcades, shops, factories, ...
Not as boring
Government – build hospital
Longreach hospital = 30 miles away

Script

Sophie: Hello. I'm Sophie, and I'm going to talk to you about changes to my hometown, Redmond. I have lived there my whole life, but it has changed a lot over the last ten years.

The first change is that there are far fewer parks than before. There used to be a park on Oak Street and another on Richmond Avenue. Businesses have built huge factories on both of them. Children don't have many places to play anymore. I don't think the government should let people build on parks.

The next big change is that there are far more people. The population has increased by 25% over the last ten years. It's getting quite crowded and there are more traffic jams than before. I quite like that there are more people here, though. I've got a lot of great new people in my class at school. I do think that the government should get someone to build some new apartments around the city. People need a place to live.

The final change is that there are many more businesses in Redmond. There are new arcades, new shops, new factories, and so many more. I really love it. It isn't as boring as it used to be here. There's so much to do and places to go with my friends. I do think that we should have a hospital built, still. The nearest one is in Longreach, over 30 miles away.

Thank you for listening.

BẢN MẪU SGK TIẾNG ANH 12 | LEARN SMART WORLD

Project 4

Cue Cards

Introduction
Introduce me and Kate
Talk about AI
For
positive impacts: eco-friendly
reduce carbon footprint - less CO_2
dangerous jobs – firefighter/soldier
AI/positive
Kate – negative impacts
Conclusion
AI = good or bad. Mostly positive
Most important - protect the environment

Introduction
People don't understand AI well
AI = computers do tasks – normally need people
Against
Problems: Rely on AI – struggle to make decisions
Take too many jobs – need jobs to feel good
negative impact
Conclusion
Thank you
Any questions?

Script

Joe: Hello, everyone. My name's Joe and this is Kate.
Kate: Hello.
Joe: We are here to talk to you about artificial intelligence, or AI as most people call it.
Kate: Yes. Most people have heard of AI but they don't understand it well or its potential impact. Artificial intelligence uses computers to perform tasks that would normally need a person to do. In this presentation, we are going to talk about both the positive and negative things about AI.
Joe: So, AI may have a really positive impact on the world. First, AI could help us be more eco-friendly. It could find new ways to help us reduce our carbon footprints and emit less CO_2. Another thing that it could do is take over dangerous jobs, such as firefighters or soldiers. AI will do these jobs, leaving people to work in safer jobs. So, AI could have many positive impacts on the world. Kate is going to tell you about some of the possible negative impacts of AI.
Kate: Thanks, Joe. As you heard, AI might also cause some problems. First, we could rely on AI too much. If it can perform lots of tasks and make decisions for us, people may struggle to think critically and make decisions for themselves. Second, they could take over too many jobs. The more they take over, the fewer there are for people. We need jobs and things to do to feel good about ourselves. AI could have a really negative impact on the world.
Joe: In conclusion, AI could be good or bad for the world. We believe that overall, artificial intelligence's impact will be positive. Helping us protect the environment is the most important thing to us.
Kate: Well said, Joe. Thank you all for listening. Do you have any questions?

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

English Phonemic Chart

VOWELS AND DIPHTHONGS

/ʌ/	under, cup
/ɑ:/	arm, octopus
/æ/	alligator, cat
/e/	elephant, bed
/ə/	America, theater
/ɜ:/	bird, learn
/ɪ/	itchy, sitting
/i:/	sheep, heat
/ɔ:/	four, horse
/ʊ/	put, book
/u:/	moon, blue
/eɪ/	game, play
/aɪ/	five, eye
/ɔɪ/	boy, join
/oʊ/	nose, home
/aʊ/	house, mouth
/ɪə/*	year, here
/eə/*	where, air, bear
/ʊə/*	tourist, poor
/əʊ/*	nose, home

Note:
*only appear in British English pronunciation

CONSONANTS

/b/	ball, table
/p/	point, top
/k/	car, kick
/g/	goat, big
/f/	fish, farm
/v/	violin, five
/t/	tiger, hat
/d/	door, bad
/m/	monster, mom
/n/	nose, ten
/ŋ/	sing, long
/h/	hop, hat
/r/	robot, star
/l/	love, ball
/ʒ/	television, treasure
/ʃ/	shop, fish
/tʃ/	chicken, watch
/dʒ/	jump, bridge
/θ/	three, thin
/ð/	mother, this
/s/	snake, kiss
/z/	zigzag, lazy
/w/	walk, window
/j/	yo-yo, yellow

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Word List

Grammatical key			
(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner
		(idm)	idiom

Unit 1

Lesson 1

1. **amazed** (adj) /əˈmeɪzd/ — kinh ngạc
2. **anxious** (adj) /ˈæŋkʃəs/ — lo lắng
3. **depressed** (adj) /dɪˈprest/ — buồn rầu, chán nản
4. **embarrassed** (adj) /ɪmˈberəst/ — xấu hổ
5. **grateful** (adj) /ˈgreɪtfəl/ — biết ơn
6. **itinerary** (n) /aɪˈtɪnərəri/ — lịch trình
7. **react** (v) /riˈækt/ — phản ứng
8. **relieved** (adj) /rɪˈliːvd/ — cảm thấy nhẹ nhõm
9. **selfie** (n) /ˈselfi/ — ảnh tự chụp

Lesson 2

10. **(be) a blessing in disguise** (idiom) /bi ə ˈblesɪŋ ɪn dɪsˈgaɪz/ — trong cái rủi có cái may
11. **a fish out of water** (idiom) /ə fɪʃ aʊt əv ˈwɑːtər/ — cá mắc cạn (không thoải mái)
12. **a piece of cake** (idiom) /ə piːs əv keɪk/ — dễ như ăn bánh (rất dễ)
13. **(be/get) bent out of shape** (idiom) /bi/get bent aʊt əv ʃeɪp/ — giận tím người, rất tức giận hay buồn
14. **(be) beyond (one's) wildest dreams** (idiom) /bi bɪˈjɑːnd wʌnz ˈwaɪldɪst driːm/ — có mơ cũng không dám nghĩ đến
15. **(have/get) butterflies in (one's) stomach** (idiom) /hæv/get ˈbʌtərˌflaɪz ɪn wʌnz ˈstʌmək/ — hồi hộp, lo lắng
16. **cost an arm and a leg** (idiom) /kɑːst ən ɑːrm ənd ə leg/ — đắt (như) cắt cổ
17. **go round in circles** (idiom) /goʊ raʊnd ɪn ˈsɜːrklz/ — vòng vo, phí thời gian, công sức vào việc vô bổ
18. **(one's) life depends on it** (idiom) /wʌnz laɪf dɪˈpendz ɑːn ɪt/ — bán sống bán chết (cố gắng hết sức làm một việc gì đó)

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19. **look/feel like a million bucks** (idiom) /lʊk/fi:l laɪk ə ˈmɪljən bʌks/ — đáng giá nghìn vàng (trông/cảm giác rất tuyệt)
20. **(be) on cloud nine** (idiom) /bi ɑ:n klaʊd naɪn/ — vui sướng tột độ
21. **(be) the end of the world** (idiom) /bi ði: end əv ðə wɜ:rld/ — giống như tận thế
22. **(can/can't) wrap (one's) head around it** (idiom) /kæn/kænt ræp wʌnz hed əˈraʊnd ɪt/ — có thể/không thể hiểu hoặc chấp nhận việc gì

Lesson 3

23. **asylum** (n) /əˈsaɪləm/ — bệnh viện tâm thần
24. **expose** (v) /ɪkˈspoʊz/ — phơi bày, vạch trần
25. **mentally unwell** (adj) /ˈmentəli ʌnwel/ — có vấn đề tâm lí, bất an
26. **impress** (v) /ɪmˈpres/ — gây ấn tượng, tạo ấn tượng
27. **inspiring** (adj) /ɪnˈspaɪrɪŋ/ — có tính truyền cảm hứng
28. **investigative** (adj) /ɪnˈvestəˌgeɪtɪv/ — liên quan đến điều tra
29. **journalist** (n) /ˈdʒɜ:rnəlɪst/ — nhà báo
30. **reject** (v) /rɪˈdʒekt/ — từ chối
31. **soldier** (n) /ˈsoʊldʒər/ — người lính

Unit 2

Lesson 1

32. **belongings** (n) /bɪˈlɑ:ŋɪŋz/ — đồ dùng cá nhân
33. **credit card** (n) /ˈkredɪt kɑ:rd/ — thẻ tín dụng
34. **currency** (n) /ˈkɜ:rənsi/ — tiền tệ
35. **discreet** (adj) /dɪˈskri:t/ — thận trọng, kín đáo
36. **exchange** (n) /ɪksˈtʃeɪndʒ/ — sự trao đổi
37. **insurance** (n) /ɪnˈʃɜ:r.əns/ — bảo hiểm
38. **pick up** (phr v) /ˈpɪk ʌp/ — học (ngôn ngữ hoặc kĩ năng)
39. **safe** (n) /seɪf/ — két sắt
40. **snatch** (v) /snætʃ/ — giật lấy
41. **spot** (n) /spɑ:t/ — chỗ

Lesson 2

42. **AC** (n) /ˌeɪ ˈsi:/ — máy điều hoà, máy lạnh
43. **complimentary** (adj) /ˌkɑ:mpləˈmentəri/ — miễn phí
44. **dry cleaning** (n) /ˌdraɪˈkli:nɪŋ/ — giặt khô
45. **iron** (n) /aɪrn/ — bàn ủi
46. **lowercase** (n) /ˌloʊərˈkeɪs/ — chữ viết thường (không phải chữ viết hoa)
47. **operate** (v) /ˈɑ:pəreɪt/ — điều khiển, vận hành
48. **remote control** (n) /rɪˌmoʊt kənˈtroʊl/ — thiết bị điều khiển từ xa
49. **room service** (n) /ˈru:mˌsɜ:rvɪs/ — dịch vụ phòng
50. **swipe** (v) /swaɪp/ — quẹt (thẻ)
51. **uppercase** (n) /ˌʌpərˈkeɪs/ — chữ viết hoa (không phải chữ viết thường)

Lesson 3

52. **at all** (adv) /æt ɑ:l/ — (không) chút nào
53. **cable car** (n) /ˈkeɪbəl kɑ:r/ — cáp treo
54. **fly** (v) /flaɪ/ — bay, vụt qua

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Word List

55. **harbor** (n) /ˈhɑːrbər/ — cảng, bến tàu
56. **hilarious** (adj) /hɪˈleriəs/ — rất buồn cười, vui nhộn
57. **jellyfish** (n) /ˈdʒelifɪʃ/ — con sứa
58. **karst** (n) /kɑːrst/ — các-xtơ (vùng đá vôi bị xói mòn)
59. **overjoyed** (adj) /ˌoʊvərˈdʒɔɪd/ — vui mừng khôn xiết
60. **slide** (n) /slaɪd/ — cầu trượt
61. **terrified** (adj) /ˈterəfaɪd/ — khiếp sợ

Unit 3

Lesson 1

62. **accountant** (n) /əˈkaʊntənt/ — kế toán
63. **adaptable** (adj) /əˈdæptbəl/ — dễ thích nghi
64. **architect** (n) /ˈɑːrkətekt/ — kiến trúc sư
65. **confident** (adj) /ˈkɑːnfədənt/ — tự tin
66. **field** (n) /fiːld/ — lĩnh vực
67. **leadership** (n) /ˈliːdərʃɪp/ — khả năng lãnh đạo
68. **multitask** (v) /ˌmʌltiˈtæsk/ — làm nhiều việc cùng lúc
69. **organized** (adj) /ˈɔːrgənaɪzd/ — có tổ chức, ngăn nắp
70. **patient** (adj) /ˈpeɪʃənt/ — kiên nhẫn
71. **receptionist** (n) /rɪˈsepʃənɪst/ — lễ tân

Lesson 2

72. **counselor** (n) /ˈkaʊnsələr/ — cố vấn viên, chuyên gia tư vấn
73. **court** (n) /kɔːrt/ — toà án
74. **electrician** (n) /ɪˌlekˈtrɪʃən/ — thợ điện
75. **lawyer** (n) /ˈlɔɪjər/ — luật sư
76. **mechanic** (n) /məˈkænɪk/ — thợ máy
77. **software developer** (n) /ˈsɑːftwer dɪˈveləpər/ — người phát triển phần mềm
78. **surgeon** (n) /ˈsɜːrdʒən/ — bác sĩ phẫu thuật

Lesson 3

79. **apprenticeship** (n) /əˈprentɪʃɪp/ — sự học việc
80. **director** (n) /daɪˈrektər/ — giám đốc
81. **flexible** (adj) /ˈfleksbəl/ — linh hoạt
82. **mentor** (n) /ˈmentɔːr/ — người dẫn dắt
83. **nine-to-five** (adj) /naɪn tə faɪv/ — liên quan đến việc văn phòng (thường từ 9 giờ đến 5 giờ)
84. **outing** (n) /ˈaʊtɪŋ/ — chuyến đi chơi
85. **perk** (n) /pɜːrk/ — phúc lợi, ưu đãi
86. **position** (n) /pəˈzɪʃən/ — vị trí
87. **salary** (n) /ˈsæləri/ — tiền lương
88. **work-life balance** (n) /ˌwɜːrk laɪf ˈbæləns/ — sự cân bằng công việc và cuộc sống

Unit 4

Lesson 1

89. **carry out** (phr v) /ˈkeri aʊt/ — tiến hành, thực hiện
90. **catch up on** (phr v) /ˈkætʃ ʌp ɑːn/ — làm bù một việc gì đó
91. **deal with** (phr v) /diːl wɪθ/ — đối phó với, giải quyết
92. **figure out** (phr v) /ˈfɪgjər aʊt/ — hiểu
93. **fill out** (phr v) /fɪl aʊt/ — điền vào

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94. **get together** (phr v) /ˈget təgeðər/ — gặp nhau, họp mặt
95. **help out** (phr v) /help aʊt/ — giúp đỡ
96. **network** (v) /ˈnetwɜːrk/ — tạo dựng mối quan hệ
97. **put on** (phr v) /ˈpʊt ɑːn/ — tổ chức (sự kiện)
98. **socialize** (v) /ˈsoʊʃəlaɪz/ — giao lưu kết bạn

Lesson 2

99. **banker** (n) /ˈbæŋkər/ — quản lí ngân hàng
100. **beautician** (n) /bjuːˈtɪʃən/ — chuyên viên làm đẹp
101. **editor** (n) /ˈedɪtər/ — biên tập viên
102. **entrepreneur** (n) /ˌɑːntrəprəˈnɜːr/ — doanh nhân
103. **influencer** (n) /ˈɪnfluənsər/ — người có tầm ảnh hưởng
104. **instructor** (n) /ɪnˈstrʌktər/ — huấn luyện viên, người dạy
105. **interior designer** (n) /ɪnˌtɪriər dɪˈzaɪnər/ — người thiết kế nội thất
106. **narrow** (v) /ˈneroʊ/ — thu hẹp lại
107. **physical therapist** (n) /ˌfɪzɪkəl ˈθerəpɪst/ — nhà vật lí trị liệu

Lesson 3

108. **contribute** (v) /kənˈtrɪbjuːt/ — đóng góp
109. **interpersonal** (adj) /ˌɪntərˈpɜːrsənəl/ — giữa cá nhân với nhau
110. **mentality** (n) /menˈtæləti/ — trạng thái tâm lí, tâm tính
111. **purchase** (n) /ˈpɜːrtʃəs/ — sự mua sắm, hàng đã mua
112. **qualification** (n) /ˌkwɑːləfəˈkeɪʃən/ — văn bằng
113. **résumé** (n) /ˈrezəmeɪ/ — sơ yếu lý lịch
114. **role** (n) /roʊl/ — vai trò

Unit 5

Lesson 1

115. **acquire** (v) /əˈkwaɪər/ — có được, đạt được
116. **analysis** (n) /əˈnæləsɪs/ — sự phân tích
117. **competitive** (adj) /kəmˈpetətɪv/ — tính cạnh tranh
118. **in-demand** (adj) /ɪn dɪˈmænd/ — có nhu cầu
119. **passion** (n) /ˈpæʃən/ — niềm đam mê
120. **satisfaction** (n) /ˌsætɪsˈfækʃən/ — sự hài lòng, sự thoả mãn
121. **self-discipline** (n) /ˌself ˈdɪsəplɪn/ — tính kỉ luật, tự giác
122. **voluntary** (adj) /ˈvɑːləntəri/ — tự nguyện

Lesson 2

123. **aid** (n) /eɪd/ — sự trợ giúp, công cụ trợ giúp
124. **audio** (adj) /ˈɑːdioʊ/ — liên quan đến âm thanh
125. **discouraged** (adj) /dɪsˈkɜːrɪdʒd/ — nản lòng
126. **growth mindset** (n) /ˌgroʊθ ˈmaɪndset/ — tư duy phát triển
127. **reinforce** (v) /ˌriːɪnˈfɔːrs/ — củng cố, tăng cường
128. **resource** (n) /ˈriːsɔːrs/ — tài nguyên
129. **retain** (v) /rɪˈteɪn/ — giữ được, nhớ được
130. **reward** (v) /rɪˈwɔːrd/ — thưởng
131. **tutorial** (n) /tuːˈtɔːriəl/ — bài hướng dẫn
132. **visual** (adj) /ˈvɪʒuəl/ — liên quan đến thị giác

Lesson 3

133. **financial** (adj) /faɪˈnænʃəl/ — thuộc về tài chính
134. **pace** (n) /peɪs/ — tốc độ, nhịp độ

BẢN MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Word List

135. **promotion** (n) /prəˈmoʊʃən/ — sự thăng chức
136. **pursue** (v) /pərˈsuː/ — theo đuổi
137. **time-consuming** (adj) /ˈtaɪm kənsuːmɪŋ/ — mất nhiều thời gian

Unit 6

Lesson 1

138. **capital** (n) /ˈkæpətəl/ — thủ đô
139. **fascinating** (adj) /ˈfæsəneɪtɪŋ/ — hấp dẫn, thú vị
140. **national costume** (n) /ˌnæʃnəl ˈkɑːstuːm/ — trang phục quốc gia, quốc phục
141. **occasion** (n) /əˈkeɪʒən/ — dịp
142. **robe** (n) /roʊb/ — áo choàng
143. **specialty** (n) /ˈspeʃəlti/ — đặc sản
144. **stunning** (adj) /ˈstʌnɪŋ/ — tuyệt đẹp

Lesson 2

145. **accepted** (adj) /əkˈseptɪd/ — được chấp nhận
146. **bend** (v) /bend/ — cúi người, bẻ cong
147. **bow** (v) /baʊ/ — cúi chào
148. **manners** (n) /ˈmænərz/ — cách xử sự lịch thiệp
149. **norm** (n) /nɔːrm/ — chuẩn mực, quy tắc
150. **punctuality** (n) /ˌpʌŋktʃuˈæləti/ — sự đúng giờ
151. **rude** (adj) /ruːd/ — thô lỗ
152. **shake hands** (v) /ʃeɪk hændz/ — bắt tay
153. **slipper** (n) /ˈslɪpər/ — dép
154. **taboo** (adj) /təˈbuː/ — cấm kị

Lesson 3

155. **change** (n) /tʃeɪndʒ/ — tiền lẻ
156. **cuisine** (n) /kwɪˈziːn/ — ẩm thực
157. **disgusting** (adj) /dɪsˈgʌstɪŋ/ — kinh tởm
158. **expect** (v) /ɪkˈspekt/ — trông đợi, mong chờ
159. **stretch** (v) /stretʃ/ — duỗi (tay, chân)
160. **yawn** (v) /jɑːn/ — ngáp

Unit 7

Lesson 1

161. **area** (n) /ˈeriə/ — diện tích
162. **grid** (n) /grɪd/ — mạng lưới (điện)
163. **housing** (n) /ˈhaʊzɪŋ/ — nhà ở
164. **infrastructure** (n) /ˈɪnfrəstrʌktʃər/ — cơ sở hạ tầng
165. **migrant** (n) /ˈmaɪgrənt/ — người di cư
166. **population density** (n) /ˌpɑːpjəˈleɪʃən ˈdensəti/ — mật độ dân số
167. **upgrade** (v) /ˌʌpˈgreɪd/ — nâng cấp
168. **urbanization** (n) /ˌɜːrbənəˈzeɪʃən/ — sự đô thị hoá

Lesson 2

169. **fine** (n) /faɪn/ — tiền phạt
170. **healthcare** (n) /ˈhelθker/ — chăm sóc sức khoẻ
171. **inequality** (n) /ˌɪnɪˈkwɑːləti/ — sự bất bình đẳng
172. **living wage** (n) /ˌlɪvɪŋ ˈweɪdʒ/ — mức lương đủ sống
173. **poverty** (n) /ˈpɑːvərti/ — sự nghèo đói

BẢN MẪU SGK TIẾNG ANH 12 LEARN SMART WORLD

174. **sanitation** (n) /ˌsænəˈteɪʃən/ hệ thống vệ sinh
175. **slum** (n) /slʌm/ khu ổ chuột
176. **urban** (adj) /ˈɜːrbən/ thuộc về đô thị

Lesson 3

177. **fluctuate** (v) /ˈflʌktʃueɪt/ biến động
178. **fluctuation** (n) /ˌflʌktʃuˈeɪʃən/ sự biến động
179. **sharp** (adj) /ˈʃɑːrp/ đột ngột
180. **sharply** (adv) /ˈʃɑːrpli/ một cách đột ngột
181. **significant** (adj) /sɪgˈnɪfəkənt/ đáng kể
182. **significantly** (adv) /sɪgˈnɪfəkəntli/ một cách đáng kể
183. **slight** (adj) /slaɪt/ nhẹ, không đáng kể
184. **slightly** (adv) /ˈslaɪtli/ nhỏ, mức độ không đáng kể
185. **steadily** (adv) /ˈstedəli/ một cách đều đặn
186. **steady** (adj) /ˈstedi/ đều đặn
187. **trend** (n) /trend/ xu hướng

Unit 8

Lesson 1

188. **comment** (v) /ˈkɑːment/ bình luận
189. **forum** (n) /ˈfɔːrəm/ diễn đàn
190. **interactive** (adj) /ˌɪntərˈæktɪv/ mang tính tương tác
191. **media** (n) /ˈmiːdiə/ phương tiện truyền thông đại chúng
192. **outdated** (adj) /ˌaʊtˈdeɪtɪd/ lỗi thời
193. **print media** (n) /prɪnt ˈmiːdiə/ ấn phẩm
194. **relevant** (adj) /ˈreləvənt/ liên quan, thích hợp
195. **up-to-the-minute** (adj) /ˌʌp tə ðə ˈmɪnɪt/ cập nhật từng phút

Lesson 2

196. **anonymous** (adj) /əˈnɑːnəməs/ ẩn danh
197. **body image** (n) /ˈbɑːdiˌɪmɪdʒ/ hình ảnh bản thân
198. **cyberbullying** (n) /ˈsaɪbərˌbʊlɪɪŋ/ sự bắt nạt trên mạng
199. **embarrassment** (n) /ɪmˈberəsmənt/ sự xấu hổ
200. **express** (v) /ɪkˈspres/ thể hiện
201. **gossip** (n) /ˈgɑːsəp/ sự tán gẫu, chuyện phiếm
202. **self-esteem** (n) /ˌself ɪˈstiːm/ lòng tự tôn
203. **trustworthy** (adj) /ˈtrʌstwɜːrði/ đáng tin cậy

Lesson 3

204. **antivirus** (adj) /ˌæntiˈvaɪrəs/ chống vi rút
205. **block** (v) /blɑːk/ chặn
206. **extracurricular** (adj) /ˌekstrəkəˈrɪkjələr/ ngoài giờ học
207. **malware** (n) /ˈmælwer/ phần mềm độc hại
208. **permanent** (adj) /ˈpɜːrmənənt/ vĩnh viễn, lâu dài
209. **post** (v) /poʊst/ đăng lên
210. **predator** (n) /ˈpredətər/ kẻ lợi dụng người khác
211. **stranger** (n) /ˈstreɪndʒər/ người lạ
212. **troll** (n) /troʊl/ người đăng nội dung ác ý, phản cảm lên mạng

BÀI MẪU SGK TIẾNG ANH 12 I-LEARN SMART WORLD

Word List

Unit 9

Lesson 1

213. **boycott** (v) /ˈbɔɪkɑːt/ — tẩy chay
214. **breed** (v) /briːd/ — gây giống
215. **campaign** (n) /kæmˈpeɪn/ — chiến dịch
216. **destruction** (n) /dɪˈstrʌkʃən/ — sự hủy diệt
217. **extinct** (adj) /ɪkˈstɪŋkt/ — tuyệt chủng
218. **habitat** (n) /ˈhæbətæt/ — môi trường sống
219. **marine** (adj) /məˈriːn/ — thuộc về biển
220. **overfishing** (n) /ˌoʊvərˈfɪʃɪŋ/ — sự đánh cá quá mức
221. **protest** (v) /proʊˈtest/ — biểu tình
222. **reintroduce** (v) /ˌriːɪntrəˈduːs/ — đưa (động vật) vào lại (môi trường)

Lesson 2

223. **carbon footprint** (n) /ˌkɑːrbən ˈfʊtprɪnt/ — dấu chân carbon, (lượng khí carbon thải ra do hoạt động của con người)
224. **conscious** (adj) /ˈkɑːnʃəs/ — có ý thức
225. **convince** (v) /kənˈvɪns/ — thuyết phục
226. **emit** (v) /iˈmɪt/ — phát ra
227. **incentive** (n) /ɪnˈsentɪv/ — sự khuyến khích
228. **powered** (adj) /ˈpaʊərd/ — hoạt động bằng năng lượng (điện, xăng...)
229. **publicity** (n) /pʌbˈlɪsəti/ — sự quảng cáo, sự truyền thông
230. **punish** (v) /ˈpʌnɪʃ/ — phạt

Lesson 3

231. **breathtaking** (adj) /ˈbreθˌteɪkɪŋ/ — ngoạn mục
232. **carbon neutral** (adj) /ˌkɑːrbən ˈnuːtrəl/ — trung hòa carbon
233. **ecotourism** (n) /ˈiːkoʊˌtʊrɪzəm/ — du lịch sinh thái
234. **elegant** (adj) /ˈeləgənt/ — thanh lịch
235. **element** (n) /ˈeləmənt/ — yếu tố
236. **entirely** (adv) /ɪnˈtaɪrli/ — hoàn toàn
237. **hospitality** (n) /ˌhɑːspɪˈtæləti/ — các dịch vụ liên quan đến du lịch (khách sạn, nhà hàng...)
238. **minimum** (n) /ˈmɪnəməm/ — mức tối thiểu
239. **scenery** (n) /ˈsiːnəri/ — phong cảnh

Unit 10

Lesson 1

240. **artificial** (adj) /ˌɑːrtəˈfɪʃəl/ — nhân tạo
241. **automate** (v) /ˈɑːtəmeɪt/ — tự động hóa
242. **autonomous** (adj) /ɑːˈtɑːnəməs/ — tự động
243. **gadget** (n) /ˈgædʒət/ — công cụ, đồ dùng
244. **obsolete** (adj) /ˌɑːbsəˈliːt/ — cổ xưa, lỗi thời
245. **replace** (v) /rɪˈpleɪs/ — thay thế
246. **run** (v) /rʌn/ — vận hành, điều hành
247. **take over** (v) /teɪk ˈoʊvər/ — chiếm, đảm nhiệm

Lesson 2

248. **basic** (adj) /ˈbeɪsɪk/ — cơ bản

BẢN MẪU SGK TIẾNG ANH 12 LEARN SMART WORLD

249. **complicated** (adj) /ˈkɑːmpləkeɪtɪd/ — phức tạp
250. **emotion** (n) /ɪˈmoʊʃən/ — cảm xúc
251. **logical** (adj) /ˈlɑːdʒɪkəl/ — hợp lí, có lí lẽ
252. **parachute** (n) /ˈperəʃuːt/ — cái dù (để nhảy dù)
253. **repetitive** (adj) /rɪˈpetətɪv/ — mang tính lặp đi lặp lại
254. **sensitive** (adj) /ˈsensətɪv/ — nhạy cảm
255. **soft skills** (n) /sɑːft skɪlz/ — kĩ năng mềm
256. **tedious** (adj) /ˈtiːdiəs/ — chán ngắt, tẻ nhạt

Lesson 3

257. **accuracy** (n) /ˈækjərəsi/ — sự chính xác
258. **disinformation** (n) /ˌdɪsɪnfərˈmeɪʃən/ — thông tin sai sự thật
259. **distinguish** (v) /dɪˈstɪŋgwɪʃ/ — phân biệt
260. **drawback** (n) /ˈdrɑːbæk/ — mặt hạn chế
261. **estimate** (v) /ˈestəmeɪt/ — ước tính
262. **outweigh** (v) /ˌaʊtˈweɪ/ — lớn hơn, có nhiều ảnh hưởng hơn
263. **potential** (adj) /poʊˈtenʃl/ — tiềm năng

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