

**HỌC VIỆN CÔNG NGHỆ BƯU CHÍNH VIỄN THÔNG**

**BÀI GIẢNG**  
**TIẾNG ANH 1**

**(Dành cho sinh viên chính quy hệ Đại học và Cao đẳng)**

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## **LỜI NÓI ĐẦU**

Trong thời kỳ hội nhập, tiếng Anh là công cụ cần thiết để giao tiếp, học tập và công tác. Các trường đại học rất chú trọng đến môn tiếng Anh trong quá trình cung cấp nguồn nhân lực cho xã hội. Có nhiều chuẩn để đánh giá trình độ tiếng Anh của sinh viên như IELTS, TOEFL, TOEIC... Học viện Công nghệ Bưu chính Viễn thông năm 2008 đã cam kết chuẩn đầu ra môn tiếng Anh là 450 điểm TOEIC. Đề cương chi tiết môn tiếng Anh đã được xây dựng theo chuẩn TOEIC, bao gồm Tiếng Anh 1 đến Tiếng Anh 6, trong đó môn Tiếng Anh 1 đến Tiếng Anh 4 gồm tiếng Anh cơ bản và một phần luyện chương trình TOEIC. Tiếng Anh 5 và Tiếng Anh 6 dành riêng cho chương trình TOEIC.

Bộ bài giảng Tiếng Anh 1 đến Tiếng Anh 6 được Bộ môn Ngoại ngữ Khoa Cơ bản 1 biên soạn theo đề cương chi tiết môn Tiếng Anh dành cho hệ chính qui của Học viện Công nghệ Bưu chính Viễn thông.

Nội dung và bố cục của bộ bài giảng bám sát vào tài liệu New English File và Very Easy TOEIC, Starter TOEIC, Developing Skills for the TOEIC Test, TOEIC Analyst, Tactics for TOEIC, rất thích hợp cho người bắt đầu học tiếng Anh và tiến đến đạt chuẩn TOEIC mong muốn. Vì vậy bộ bài giảng này cũng là tài liệu tham khảo cho những đối tượng tự học theo chuẩn TOEIC.

Bài giảng môn Tiếng Anh 1 tương ứng với học phần Tiếng Anh 1 gồm hai phần chính:

Phần một bao gồm các nội dung kiến thức tiếng Anh cơ bản được giới thiệu trong quyển New English File Elementary (Files 1- 4) của Clive Oxeden et.al., nhà xuất bản Oxford University Press, tương ứng 26 tiết trên lớp.

Phần hai của tập bài giảng bắt đầu phần luyện thi TOEIC với các vấn đề từ vựng, ngữ pháp, trong đó chú trọng luyện kỹ năng nghe và đọc được giới thiệu trong quyển Very Easy TOEIC - Second Edition của Anne Taylor & Garrett Byrne, nhà xuất bản Compass Publisher, tương ứng 12 tiết trên lớp.

Quyển sách cung cấp kiến thức ngữ pháp cơ bản như Present Tense, Past Tense, Relative Pronouns, Comparisons, Conjunctions, Modifiers, Negation... Quyển sách cũng cung cấp vốn từ vựng đi kèm ở mức sơ cấp, giúp cho sinh viên luyện ngữ âm theo các chủ đề giao tiếp thường ngày và giao tiếp trong môi trường công việc.

Tác giả đã rất cố gắng tuy nhiên do điều kiện thời gian hạn hẹp nên những thiếu sót trong quyển bài giảng là khó tránh khỏi. Chúng tôi rất mong và xin cảm ơn sự đóng góp ý kiến của bạn bè đồng nghiệp và các sinh viên.

Chúng tôi cũng xin chân thành cảm ơn sự tạo điều kiện giúp đỡ của Ban giám đốc Học viện Công nghệ Bưu chính Viễn thông và sự khuyến khích động viên, những ý kiến đóng góp quý báu của các bạn bè đồng nghiệp để chúng tôi hoàn thành được tập tài liệu này.

**TÁC GIẢ**

## MỤC LỤC

	Trang
LỜI NÓI ĐẦU .....	1
PART 1 - NEW ENGLISH FILE (ELEMENTARY) .....	2
FILE 1 .....	2
FILE 2 .....	32
FILE 3 .....	60
FILE 4 .....	93
PART 2 - VERY EASY TOEIC .....	120
UNIT 1 Present Tense .....	120
UNIT 2 Past Tense .....	126
UNIT 3 Gerunds / Infinitives .....	131
UNIT 4 Subject - Verb Agreement .....	137
UNIT 5 Auxiliaries .....	142
UNIT 6 Relative Pronouns .....	148
UNIT 7 Nouns / Pronouns .....	154
UNIT 8 Adjectives / Adverbs .....	160
UNIT 9 Comparisons .....	166
UNIT 10 Conjunctions .....	172
UNIT 11 Modifiers .....	178
UNIT 12 Negation .....	184
FURTHER EXERCISES .....	190
TÀI LIỆU THAM KHẢO .....	204

## PART 1 - NEW ENGLISH FILE (ELEMENTARY)

### FILE 1

#### 1 A Nice to meet you

**G** verb *be* (+), pronouns: *I, you*, etc.

**V** numbers 1 – 20, days of the week

**P** vowel sounds, word stress

#### OVERVIEW:

This first lesson covers basic greetings and farewells, and the verbs *be* in positive sentences, as well as numbers and the days of the week. The lesson also introduces the New English File system of teaching the forty-four sounds of English. Here you begin by learning six vowel sounds. You should work systematically to improve your pronunciation.

#### 1 SAYING HELLO

##### a 1.1 Listen and read. Number the pictures 1 - 4.

- Focus on the four pictures.
- Then listen to and read the four conversations and match each one to a picture.

#### Note:

- *Hello/Hi* means the same, but *Hi* is more informal.
- In the second row the words/phrases are more formal than in the first.

##### b Write the word in the chart.

#### Note:

- In English some words are said more strongly than others. E.g. in *Nice to meet you*, *Nice*, and *meet* are pronounced more strongly than *to* and *you*.

- *Good afternoon* and *Good evening*: There is no fixed time when *afternoon* becomes *evening*, but *Good afternoon* are generally used between lunchtime and about 5.00 pm and *evening* after that.
- They are more formal than *Hello*, especially *Good afternoon* and *Good evening*.

**c Listen again and repeat. Copy the rhythm.**

❖ **Note:**

- In English some words are said more strongly than others.  
e.g. Nice to meet you.

**d 1.2 Role-play the dialogues with the sound effects.**

- Work in pairs, focus on the picture. Act out the conversations with the sound effects.

**e Introduce yourself to five other students.**

A: Hello. I'm Antonio. What's your name?

B: Carla. Nice to meet you.

**Additional activities:** stand up; shake hands or appropriate locally gestures.

**2 GRAMMAR verb *be* (+), pronouns**

**Present tense verb *be* (positive form)**

- **Subject + to be + from + country / city**
- **Subject + to be + Noun (of job)**

**a Complete the sentences with *are, is, or am*.**

- Complete the gaps and check answers.

**Answer:**

I'm Tom.

= I **am** Tom.

My name's Janet Leigh.

= My name **is** Janet Leigh.

You're in room 5.

= You **are** in room 5.

**b Grammar Bank 1A. Read the rules and do the exercises.**

- Focus the exercises for 1A on *p. 123*. Do the exercises individually or in pairs.

**Present tense verb *be* (positive form)**

	<b>Full form</b>	<b>Contraction</b>
<b>Singular</b>	I <b>am</b> your teacher. You <b>are</b> in room 13. He <b>is</b> James. She <b>is</b> Marta. It <b>is</b> a school.	I' <b>m</b> your teacher. You' <b>re</b> in room 13. He' <b>s</b> James. She' <b>s</b> Marta. It' <b>s</b> a school.
<b>Plural</b>	We <b>are</b> students. You <b>are</b> in Class 2. They <b>are</b> teachers.	We' <b>re</b> students. You' <b>re</b> in Class 2. They' <b>re</b> teachers.

- *I*: always capital
- *you*: singular and plural
- *he*: for a man; *she*: for a woman; *it*: for a thing
- *they*: for people and things
- In contraction: ' = a missing letter
- Contraction used in conversations

**❖ Note:**

- Fluent speakers of English nearly always use contractions in conversations.
- In English there is only one form of *you*, which is used for singular and plural and for formal or informal situations.

**3 PRONUNCIATION vowel sounds, word stress**

- Focus on the cartoon. English has twenty vowel sounds.
- In File 1 you are going to learn the vowel sounds of English and in File 2 the consonant sounds.

- Learning the sounds will help you pronounce words more clearly and confidently.

**a 1.3 Listen and repeat the words and sounds.**

- The phonetic symbol in the picture represents the sounds. The phonetic alphabet is used worldwide to help you know how words are pronounced.

**Pronunciation notes:**

- It is important to point out that with the vowels, i.e. *a, e, i, o, u*, there is no one-to-one relation between a letter and a sound, e.g. the letter *I* can be pronounced in several different ways. However, there are common combinations of letters which are usually pronounced the same way and these will be pointed out as the course progresses.
- The two dots in symbols /i:/ and /u:/ mean that it's a long sound.
- /ei/ and /ai/ are diphthongs, i.e. two sounds together (/e / and /i/, /a/ and /i/)
- Repeat these sounds a few more times.

**b Write these words in the columns above. Listen and check. Repeat the words.**

name	is	thanks	my	we
------	----	--------	----	----

- Focus on the example words in the column under each sound picture. The underlined letters are the same sound as the picture word they're under.

**c Underline the stressed syllable in the words.**

coffee	sandwich	internet	e-mail
airport	toilet	hotel	computer

- Even if the same or similar word exists in English language, the stress may be on a different syllable.

**d 1.5 Listen and check. Which two words are *not* stressed on the first syllables?**

❖ **Note:**

- The two words not stressed on the first syllable are *hotel* and *computer*.
- The majority of English words are stressed on the first syllables.

**e Write the words from c in the chart.**

food	travel	communication
coffee		

**f In pairs, write two more words in each column.**

**Answers:**

food	travel	communication
coffee	toilet	e-mail
sandwich	hotel	Internet
pizza	airport	Computer

- Work in pairs, try to add *two* more English words to each column.

**Suggested answers:**

food	travel
burger	bus
coke	car
apple	plane
chips	station

#### **4 VOCABULARY numbers 1 – 20**

**a 1.6 Listen and repeat the numbers.**

- Count from 1 to 20. Write all numbers from 1-20. Then do the same counting backwards, starting from 20.
- Note that numbers 13-19 are stressed on the second syllable.
- When we count in a list, 1, 2, 3, 4 etc. we usually stress numbers 13-19 on the first syllable. However, at all other times, when we are saying them in isolation, e.g. room 13, they are stressed on the second syllable.



**b Vocabulary Bank *Numbers*. Do part 1.**

- Go to Vocabulary Bank *Numbers* 1-20. These pages are vocabulary section where you will first do the exercises as required by the Students Book, and will then have the pages for reference to help you remember the words.

**c 1.7 Listen. Where are they? Write 1-4 in the box.**

- Focus on the four places (airport, sandwich bar, etc.). Listen to four short conversations. The first time to listen, try to understand *where* the conversation is taking place and write a number 1-4 in the boxes.
- Write 1-4 in the boxes, not in the spaces, e.g. after *Gate number*.

**d Listen again. Write a number in each space.**

- Listen again but this time to focus on the numbers you hear in each conversation. Write the numbers in the gaps.
- Compare answers in pairs and then check answers.

**5 SAYING GOODBYE**

**a 1.8 Listen and number the words.**

- Focus on the six different ways of saying goodbye. Repeat and note the stressed syllables (*Goodbye, Goodnight, See you, See you on Saturday, See you tomorrow*).
- We only say *Goodnight* as another way of saying goodbye at the end of the evening, or before going to bed. We never use it as a greeting. For a greeting at night, use *Hello* or *Good evening* (more formal).

**b 1.9 Complete the days of the week with a CAPITAL letter. Listen and repeat.**

- Answer the questions:
  - Do you know/remember which day Saturday is?
  - Which syllable is stressed?
- Focus the capital letters. In English, days of the week always start with a capital letter.

## 1B I'm not English, I'm Scottish!

**G** verb be (-) and (+)

**V** numbers 22 – 1,000

**P** vowel sounds

### OVERVIEW:

In this lesson, a world quiz provides the context for you to learn/ revise countries and nationalities.

This lesson also views all present simple forms of the verb *be*, numbers, and six more vowel sounds.

## 1 VOCABULARY countries and nationalities

### a How do you say your country in English?

- How do you say your language in English?
- How do you say two countries near you in English?

### b Vocabulary Bank *Countries and nationalities*.

- Go to Vocabulary Bank *Countries and nationalities* on p. 141.
- You are given five minutes to do exercise **a** in pairs.

### c 1.10 Where's the stress? Listen and underline the stressed syllable. Listen and repeat.

Japan	Japanese
Germany	German
China	Chinese
Italy	Italian
the United States	American
Russia	Russian

- Repeat the pairs of words.

**d In pairs, do the quiz.**

**Tapescript 1.11:**

- a (In Russian) My name's Anna and I'm from Moscow.
- b (In Italian) My name's Giovanni and I'm from Fienze.
- c (In Spanish) My name's Pilar and I'm from Salamanca.
- d (In Japanese) My names Takashi and I'm from Osaka.

**2 LISTENING AND SPEAKING**

**a 1.13 Listen and number the pictures 1-4.**

- Focus on question 2. Write the languages that you think you hear.
- Focus on question 3. Write which country you think the music is from.

**b Listen again and complete the dialogues.**

**Answer:**

- 1 A Are you\_\_\_\_? English  
B No, I'm \_\_\_\_\_. I'm from Edinburgh. Scottish.
- 2 A Where are you from?  
B We're from\_\_\_\_. the United States  
A Are you on holiday?  
B No, we aren't. We're on business.
- 3 A Where's she from? Is she\_\_\_\_? Spanish  
B No, she isn't. She's \_\_\_\_\_. She's from Buenos Aires. Argentinian
- 4 A Mmm, delicious. Is it \_\_\_\_? German  
B No, it isn't. It's\_\_\_\_. French

**c Repeat the dialogues. Copy the rhythm.**

- Repeat the conversations line by line trying to copy the rhythm.

**d In pairs, look at the pictures. Roleplay the dialogue.**

- You have two minutes to memorize the conversations. Then in pairs roleplay each conversation, using the pictures in **2a** as a memory aid.

**3 GRAMMAR verb be (-) and (+)****a Complete the chart.**

Question	Short answer	Negative
_____ You English?	No, I _____.	I _____ English.
_____ they from Spain?	Yes, they _____.	
_____ she Portuguese?	No, she _____.	She _____ Portuguese.
_____ he on business?	Yes, he _____.	

**b Grammar bank 1b. Read the rules and do the exercises.****File 1B. Present tense verb *be*****(negative form)**

Singular	Full form	Contraction form
1 <sup>st</sup>	I am not	I'm not
2 <sup>nd</sup>	You are not	You aren't
3 <sup>rd</sup>	He/ She/ It: is not	He/ She/ It: isn't
Plural	Full form	Contraction form
1 <sup>st</sup>	We are not	We aren't
2 <sup>nd</sup>	You are not	You aren't
3 <sup>rd</sup>	They are not	They aren't

**Grammar notes:**

- In conversation it is more common to use contractions than the full form.

- In the negative the verb *be* can be contracted in 2 ways, e.g. *You aren't Italian*; *You're not Italian*. Throughout *New English File* the first way (contracting *not*) has been used, but 2 ways are accepted.
- Although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct.

#### 4 PRONUNCIATION vowel sounds

##### a Listen and repeat the words and sounds.

###### Pronunciation notes:

- The /ə/ sound occurs twice in *computer*. The /ə/ sound occurs before or after stressed syllables and is the most common sound in English.
- The two dots in /a:/ means that this sound is long.

##### b Match the sentences and pictures. Write the sound words.

- Focus on the instructions and the example.
- You have to match the sentences to the pictures in **a** according to the pronunciation for the underlined letter.

##### c 1.15 Listen and check.

- Play the tape/CD and check.

#### 5 SPEAKING

##### a Ask other students.

- ❖ **Note:** The answer to *Where are you from?* is usually *I'm from* (country) or *I'm* (nationality) followed by the town when you are abroad.

##### b In pairs, ask about the people and things in the pictures.

###### Answers:

Mercedes-Benz is from Germany.

The dolls are from Russia.

The women are from Japan.

The cheese is from France.

Guinness is from Ireland.

The trainers are from the USA.

The sunglasses are from Italy.

The football fans are from Brazil.

## **6 VOCABULARY numbers 20-1,000**

### **a Listen. How do you say 77 and 0 in the phone numbers?**

❖ **Note:** 0 is usually pronounced /əu/ in telephone numbers, although *zero* can be used.

### **b Ask three students for their phone numbers.**

### **c Vocabulary Bank Numbers 20 – 1,000**

**Write the numbers.**

\_\_\_\_\_ thirty  
\_\_\_\_\_ thirty-one  
\_\_\_\_\_ forty  
\_\_\_\_\_ forty-seven  
\_\_\_\_\_ fifty  
\_\_\_\_\_ fifty-nine  
\_\_\_\_\_ sixty  
\_\_\_\_\_ sixty-three  
\_\_\_\_\_ seventy  
\_\_\_\_\_ seventy-two  
\_\_\_\_\_ eighty  
\_\_\_\_\_ eighty-six  
\_\_\_\_\_ ninety  
\_\_\_\_\_ ninety-four  
\_\_\_\_\_ a/ one hundred

\_\_\_\_\_ two hundred and fifty

\_\_\_\_\_ a/ one thousand

**d 1.17 Listen and repeat the pairs of number. What's the differences?**

❖ **Note:** 13, 14... are stressed on the second syllable. 30, 40... are stressed on the first syllable.

1. a. 13 b. 30

2. a. 14 b. 40

3. a. 15 b. 50

4. a. 16 b. 60

5. a. 17. b. 70

5. a. 18 b. 80

6. a. 19 b. 90

- What's the difference between *a* and *b*?
- 13, 14, etc are stressed on the second syllable and 30, 40, etc. are stressed on the first syllable.
- This means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers.

**e Which number do you hear? Listen and circle a or b above.**

- Play the tape/CD twice and circle a or b.

**f Play Bingo.**

**Bingo card symbol**

<b>13</b>	<b>70</b>	<b>80</b>
<b>60</b>	<b>19</b>	<b>15</b>

**Rule:**

- In pairs, complete your bingo card with six numbers from **d**. You must only choose one from each pair, either 13 or 30 but not both.
- Teacher call out random numbers choosing from the pairs of numbers in **d**.

- If you have one of the numbers teacher calls out on your card, cross it off. Keep calling until one pair has crossed off all the numbers, at which points you call out “Bingo”.
- Check the winning pair’s card. If it is correct you have won.

PTT



**1C His name, her name**

- G**    **possessive adjectives:** *my, your, etc.*
- V**    **personal information:** *address, phone number, etc.*
- P**    **the alphabet,** /ə:/ and /au/

**OVERVIEW:**

The topic of where to go to study English abroad and an interview in a Dublin language school provide the context information and practise the alphabet. The grammar focus here is possessive adjectives and the different elements of the lesson are brought together in the final activity, where you identify famous actors who have unusual names.

**1 LISTENING**

- ❖ **Question:** Where would you like to go to study English?

**b 1.19 Mario goes to Ireland to study English. Listen to the interview and complete the form.**

- ❖ Mario is a new student at a language school in Dublin (Ireland). He is being interviewed by the school secretary.

**c 1.20 Listen. Complete the receptionist's questions.**

- Focus on the receptionist's questions
- You are given some minutes to read through them before listening.

**2 PRONUNCIATION      the alphabet**

**a 1.21 Can you say the alphabet? Listen and repeat the letters.**

- It is important to know the English alphabet because you often need to spell names, surnames, town names, etc. (especially when you're talking on the phone).

- Focus on the alphabet. Can you say the alphabet?
- Repeat the alphabet letter by letter after the tape/CD.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	
R	S	T	U	V	W	X	Y	Z

**b Listen and repeat the words and sounds.**

❖ **Note:** The letters are in columns according to the pronunciation of each letter.

- Focus on the chart and repeat the words and sounds.

**c 1.23 Write the other letters of the alphabet in the correct column. Listen and check.**

- Work in pairs, go through the alphabet, stop at the letters that are missing from the chart and write them in the right column.

**d In pairs, practice saying these abbreviations.**

- Focus on the abbreviations. In English they usually say abbreviations by saying the individual letters.
- In pairs, practice saying them.

**Answers:**

PC - Personal Computer

OK - yes

CD - Compact Disc

VIP - very important person

DVD - digital versatile disc or digital video disc

MTV - Music Television

USA - the United States of America

UK - the United Kingdom

BMW - Bavaria Motor Works

FBI - Federal Bureau of Investigation

**3 SPEAKING**

**a 1.24 Listen and repeat the questions from 1c. Copy the rhythm.**

What's your first name?

- Get the rhythm right when you speak will help you to understand and be understood.

**b Communication Interview p.111.**

- Work in pairs, A and B, and sit so that you are facing each other.
- You're going to roleplay the interview. A is the receptionist, and B is a new student. A is going to interview B.

**4 GRAMMAR possessive adjectives**

**a Look at the underlined words. Which is an adjective? Which is a pronoun?**

- Focus on the two sentences and the questions.

1 Where are you from?

2 What's your name?

**b Complete the chart with *your, my, his, her, their, our*. Listen and check.**

**Tapescript 1.25:**

I'm Italian.

My family comes from Rome.

You're in level 1. This is your classroom.

He's the Director of Studies. His name is Michael.

She's your teacher. Her name is Lucy.

We're an international school. Our students are from different countries.

They're new students. Their names are Tina and Daniel.

**c Grammar bank 1C. Read the rules and do the exercises.**

**Possessive adjectives**

I	my family
You	your classroom
He	his name
She	her book

It	its name
We	our students
They	their names

**Grammar notes:**

- In some languages the possessive adjective agrees with the following nouns, i.e. it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after.
- In English, nouns don't have gender, so adjectives don't change, and the use of *his/her* simply depends on whether we are talking about something belonging to a man or to a woman.
- *your* is used for singular and plural.

**5 PRONUNCIATION** /ə:/ and /au/

**a 1.26 Listen and repeat the words and sounds.**

**Tapescript 1.26:**

bird /ə:/ owl /au/

**b 1.27 Write these words in the chart. Listen and repeat the words.**

her how first our now surname

- Focus on the words in the box. Note that the letters in pink are pronounced either /ə:/ or /au/.

**6 SPEAKING**

**Look at the photos. In pairs, ask and answer the questions.**

- Focus on the flow chart. Go through the questions, making sure you are clear that those on the right are for a woman and on the left for a man.
- Focus also on the expressions *I don't remember*, *I don't know*, *I think...*, and *about* (= more or less, approximately).

**File 1D Turn off your mobiles!**

- G**     *a/ an/ plurals, this / that / these / those*
- V**     **the classroom, common objects, classroom language**
- P**     **vowel sounds**

**OVERVIEW:**

In this lesson you learn or revise the vocabulary of the classroom environment and personal possessions. This lexis is then used to practise articles, plurals, and *this/ that/ these/ those*. The lesson ends with a focus on classroom language, which helps you to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification.

**1 VOCABULARY the classroom, common objects**

**a Can you see these things in your classroom? Tick or cross.**

- |           |           |
|-----------|-----------|
| a table   | a light   |
| a board   | a picture |
| a TV      | a video   |
| CD player | walls     |
| a window  | charts    |
| a door    |           |

- Answer the questions:
- Can you see these things?
  - Where?

**b 1.28 Listen and then repeat the words.**

- Play the tape/CD to repeat the words. Drill any words which you find difficult.

**c 1.29 What's in the bag? Match the words and pictures. Listen and check.**

- |                 |      |
|-----------------|------|
| an address book | keys |
|-----------------|------|



boy	coins	board	toilet
ear	here	we're	there
tourist	euro	Europe	e-mail

### Pronunciation notes

- The two dots in /:/ mean that this sound is long.

### b 1.31 Listen to the groups of words. Circle the word with a different vowel sound.

- Say the words aloud.
- Circle the words in each group which has a different sound from the sound picture.

### 3 GRAMMAR *a/ an/ plurals, this / that / these / those*

#### ▪ Articles: *a/ an, the*

- Use *a / an* with a singular noun
- Use *an* with a noun beginning with a vowel (*a, e, i, o, u*)
- Use *the* when we know which
- Use *the* with singular and plural nouns

### Nouns

#### Singulars → Plurals

- Add *-s* to make plural nouns

#### Regular

- +s
  - daughter → daughters
  - parent → parents
- ending in "y" → 'i' + es
  - family → families
  - secretary → secretaries
- ending in "s, x, o, ch, sh" + es
  - address → addresses
  - six → sixes

▪ ***this / that / these / those***

- *Use this/ these for thing near you*
- *Use that/ those for thing far away*
- *this/ that = singular, these/ those = plural*

	Near	Further away
Singular	This	That
Plural	These	Those

**a Write *a* or *an*.**

- Complete in pairs.

**b Write the plural.**

- Complete in pairs.

**c Complete the questions with *this that, these* or *those*.**

- Note the pronunciation of *es* /iz/) in *watches* and *boxes*.

**Answers:**

1 this      2 that      3 those      4 these

**d Grammar Bank 1D. Read the rules and do the exercises.**

**Grammar notes:**

- *a, an* (indefinite article), *the* (definite article)
- Plural nouns: The system in English of making regular nouns plural is very straight forward, simply adding *-s*
- *this/ that/ these/ those*: *this/ that* for things within reach, *that, those* for things out or reach or far away



**e In pairs, ask and answer. Use pictures in 1C for *this/ these* and point to things in the class for *that/ those*.**

- Work in pairs, A and B. Ask each other the questions.
- Note *this, that; that* and *those*.

#### 4 CLASSROOM LANGUAGE

**a Match the phrases and the pictures.**

##### GIVING INSTRUCTIONS

+	Open your books (please).
-	(Please) don't write.
?	Can you open the door (please)?

- Focus on the box GIVING INSTRUCTIONS:
- to give [+] instructions we use the infinitive form of the verb, e.g. *look!*
- For [-] instructions we use *Don't* + the infinitive, e.g. *Don't look!*
- *Don't* is the contracted form of *Do not* and is used to make the verb negative.
- These forms are the same for singular and plural.
- To make instructions more polite add '*please*' or use *Can you* + infinitive?

**b 1.32 Listen. Tick (✓) the ten phrases in a you hear.**

- Play the tape/CD at least twice. Listen and write the number (1-10) next to the instructions you hear.

**c 1.33 Complete the sentences. Listen and check.**

- Focus on the seven phrases. In pairs try to fill the gaps with one word.
- Make sure you know what the phrases mean. Repeat and use the right rhythm

**d Play *What's the word?***

- ❖ This is a revision game to recycle classroom phrases and revise vocabulary.

- The class is divided into two teams. The teams take it in turns to ask each other the first three questions in c:

What's \_\_\_\_\_ in English? (a word in Vietnamese)

How do you spell it?

Where's the stress?

## GAME RULES

- The words you choose to ask the other team must be words that have already come up in the course. The team is given a few moments to choose, e.g. six words that you are going to ask the other team.
- Each of you ask a question each time.
- One team is given one point for each question answered correctly.

## 5 1.34 SONG *Eternal Flame*

**a Listen and underline the correct words in the box.**

**b Listen again and check. Write the words in the song.**

- ❖ *Eternal Flame* was a number 1 in the UK and the US in 1989 for the American all-girl group The Bangles. It was a number 1 hit again for the British girl group Atomic Kitten in 2001.

<b>Eternal Flame</b>	
1 _____ your eyes, give me your hand, darling	Open/ Close
Do you feel my heart beating	
Do you 2 _____?	remember/ understand
Do you feel the same, 3 _____ only dreaming?	am I/ are you
4 _____ burning an eternal flame?	Is this/ Is that
I believe it's meant 5 _____, darling	to be/ not to be
I watch you when 6 _____ sleeping.	I am/ you are
You belong with me	
Do you feel the same, 7 _____ only dreaming?	am I/ are you

8 _____ burning an eternal flame?	Is this/ is that
Say 9 _____, sun shines through the rain	my name/ your name
A whole life so lonely and then you come and ease the pain	
I 10 _____ to lose the feeling, oh...	don't like/ don't want

PDF

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
belong	v	thuộc về
cent	n	xu
chart	n	bảng
dictionary	n	từ điển
different	adj	khác biệt
effect	n	ảnh hưởng
famous	adj	nổi tiếng
feel	v	cảm thấy
introduce	v	giới thiệu
language	n	ngôn ngữ
light	n	đèn
picture	n	bức tranh
pronunciation	n	phát âm
purse	n	ví
rhythm	n	nhịp điệu
role-play	v, n	đóng vai
rule	n	qui tắc
stress	n	trọng âm
syllable	n	trọng âm
wall	n	bức tường
whole	adj	toàn bộ

## QUICKTEST 1

### GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name \_\_\_\_\_ David.

A am                      ✓ B is                      C are

1 Maria is a student. \_\_\_\_\_'s in Class 4.

A He                      B She                      C It

2 A Are you English?

B \_\_\_\_\_.

A Yes, I'm                      B No, I not                      C Yes, I am

3 They \_\_\_\_\_ from Milan, they're from Rome.

A not are                      B aren't                      C isn't

4 Mr Jamieson is the director. That's \_\_\_\_\_ room.

A her                      B his                      C he

5 Pavel and Marc are in Class 7. \_\_\_\_\_ teacher is Sally.

A They're                      B Her                      C Their

6 A What's \_\_\_\_\_ name?

B I'm Jack

A your                      B you                      C his

7 A What are those?

B They're \_\_\_\_\_.

A watches                      B watch                      C watchs

8 A What's \_\_\_\_\_?

B It's my identity card.

A these                      B that                      C those

9 Egypt and Morocco are African \_\_\_\_\_.

A countrys                      B country                      C countries

- 10 \_\_\_\_\_ cars are Japanese.  
A This                      B These                      C That
- 11 Hello. \_\_\_\_\_'m Mike.  
A I                          B me                          C is
- 12 \_\_\_\_\_'s your name?  
A How                      B What                      C Is
- 13 How \_\_\_\_\_ you?  
A be                          B is                          C are
- 14 He \_\_\_\_\_ in Class 2.  
A are                          B is                          C be
- 15 \_\_\_\_\_ are you from?  
A Where                      B Were                      C How
- 16 We aren't German; we \_\_\_\_\_ French.  
A be                          B 're                          C is
- 17 \_\_\_\_\_ your mother Scottish?  
A Does                      B Has                      C Is
- 18 He's from Mexico. \_\_\_\_\_ name's Pablo.  
A His                          B He                          C Has
- 19 We're new students. \_\_\_\_\_ names are Jan and Kasia.  
A Ours                      B We                      C Our
- 20 A What's that?  
B It's \_\_\_\_\_ umbrella.  
A he                          B a                          C an

## **VOCABULARY**

**a What is the missing word? Tick (✓) A, B, or C.**

Example: one, two, three, \_\_\_\_\_.

A seven                      ✓B four                      C five

1 ten, nine, eight, \_\_\_\_\_.

- A seven                      B six                      C eleven
- 2 twenty, \_\_\_\_\_, forty, fifty
- A seventy                      B thirty                      C ten
- 3 Tuesday, Wednesday, \_\_\_\_\_.
- A Friday                      B Monday                      C Thursday
- 4 China – Chinese; Poland – \_\_\_\_\_.
- A Polish                      B Pollish                      C Polech
- 5 Scotland – Scottish; \_\_\_\_\_ – Irish.
- A Ireland                      B Wales                      C Ireland

**b Tick (✓) A, B, or C to complete the objects.**

Example: address \_\_\_\_\_

✓A book                      B note                      C folder

6 CD \_\_\_\_\_

A table                      B player                      C door

7 phone \_\_\_\_\_

A key                      B name                      C number

8 mobile \_\_\_\_\_

A picture                      B phone                      C chair

9 first \_\_\_\_\_

A name                      B date                      C surname

10 identity \_\_\_\_\_

A address                      B email                      C card

**c Tick (✓) A, B, or C to complete the sentences.**

Example: My sister's birthday is \_\_\_\_\_ 14th December.

A in                      ✓B on                      C at

11 \_\_\_\_\_ morning. How are you?

A Happy                      B Good                      C Hello

- 12 **A** I'm Kay.  
**B** Nice to \_\_\_\_\_ you.  
A meet                      B met                      C seeing
- 13 **A** Where are you \_\_\_\_\_?  
**B** Berlin.  
A live                      B coming from                      C from
- 14 **A** How do you \_\_\_\_\_ your name?  
**B** G-A-R-Y.  
A spell                      B spelling                      C write
- 15 **A** How \_\_\_\_\_ are you?  
**B** I'm 18.  
A old                      B many years                      C time
- 16 **A** What's your phone \_\_\_\_\_?  
**B** 375 4604.  
A address                      B number                      C school
- 17 Turn \_\_\_\_\_ your mobile phone.  
A open                      B off                      C out
- 18 \_\_\_\_\_ your books on page 76, please.  
A Look                      B Work                      C Open
- 19 Please don't \_\_\_\_\_ Italian. This is an English class.  
A speaking                      B speak                      C listen
- 20 \_\_\_\_\_ the text on page 12.  
A Read                      B Listen                      C Work

## **PRONUNCIATION**

**a Which word has a different sound? Tick (✓) A, B, or C.**

Example: A door                      B board                      ✓C clock

- 1 A Monday                      B purse                      C umbrella  
2 A their                      B where                      C French



- |                    |                |                   |
|--------------------|----------------|-------------------|
| 3 A <b>her</b>     | B <b>chair</b> | C <b>Thursday</b> |
| 4 A <b>not</b>     | B <b>up</b>    | C <b>what</b>     |
| 5 A <b>tourist</b> | B <b>boy</b>   | C <b>toilet</b>   |

**b Which is the stressed syllable? Tick (✓) A, B, or C.**

Example: ✓A afternoon B afternoon C afternoon

- |                       |                      |                      |
|-----------------------|----------------------|----------------------|
| 6 A <u>I</u> nternet  | B Inter <u>n</u> et  | C Inter <u>ne</u> t  |
| 7 A <u>J</u> apanese  | B Japane <u>s</u> e  | C Japane <u>s</u> e  |
| 8 A <u>s</u> eventeen | B seven <u>te</u> en | C seven <u>te</u> en |
| 9 A umb <u>r</u> ella | B <u>u</u> mbrella   | C umb <u>r</u> ella  |
| 10 A <u>I</u> talian  | B <u>I</u> talian    | C <u>I</u> talian    |

## FILE 2

### 2A Cappuccino and chips

- G** present simple (+) and (-)
- V** verb phrases, irregular plurals
- P** consonant sounds, third person -s

#### OVERVIEW:

The lesson is based on real interviews with foreigners living in Britain who talk about the way British people live. Their comments are not the typical stereotypes and some things may surprise you.

You learn or revise the present simple in positive and negative sentences. Questions formation is dealt with in the next lesson. You also learn a group of common verbs phrases. The lesson finishes with talking about a typical family in your country.

### 1 VOCABULARY verb phrases

#### a 2.1 What do you think? Complete with a number.

e.g. 60% (sixty per cent). Listen and check.

#### Tapescript 2.1:

70% of British people read a newspaper every day.

25% smoke.

90% watch TV every night.

10% go to the cinema every weekend.

45% have a pet.

60% live in a house with a garden.

**b In pairs, make true (+) or (-) sentences about you.**

(+) I read a newspaper every day.

(-) I don't smoke.

**c ->Vocabulary Bank      Verb phrases.**

- Notice the difference between *have* and *eat*. *Have* can be used with both food and drink (*have a sandwich, have a coffee*) and is more common when we talk about specific meals, e.g. *have breakfast, have lunch*. *Eat*, e.g. *eat fast food* can only be used for food and expresses the general action.
- Say the whole phrase.

## **2 READING**

**a Look at the photos. Which things are typically British?**

- Vocabulary: *a newspaper, a garden, fish (fingers) and chips, pizza, beer, cappuccino, a sign, a non-smoking restaurant.*

**b Read the text. Check your answer to a.**

- Try to focus on the words you know, and try to guess the meaning of new words.

**Answers:**

According to the four people, *all* the things in the photos are 'typically British'.

**c Find the four irregular plurals in the first text and complete the chart. How do you pronounce them?**

- Answer the question:
  - o How do you make plurals? (Adding -s or -es).
- A very small number of English words have irregular plural forms.
- Find the four irregular plurals in the first paragraph.

### 3 GRAMMAR present simple (+) and (-)

#### a Answer the questions.

##### a1 Look at the highlighted verbs. Why do the verbs in paragraph 4 end in -s?

Answers:

The verbs in paragraph 4 end in *s* because they are all third person singular (he, she).

##### a2 Write the *he/ she* form of these verbs.

cook ..... go .....  
make ..... watch .....  
have .....

Answers:

cooks, makes, goes, watches, has

##### a3 Find three negative verbs. Which one is different? Why?

Answers:

They don't smoke, cars don't stop, the woman doesn't cook.

The last one is different, because it is third person singular.

#### b Grammar bank 2A. Read the rules and do the exercises.

Affirmative		Negative	
I	work.	I	don't work.
You		You	
We		We	
They		They	
He	works.	He	<u>doesn't</u> work.
She		She	
It		It	

Use the present simple for:

- Things that are always true.

*Cats eat meat.*

- Habit, things that happen with frequency

*Helen often wears red.*

- Contraction form:

*don't = do not, doesn't = does not*

- Negatives:

*don't/ doesn't + the infinitive*

❖ Spelling rules for *he/ she /it* form: the same for the nouns in plural.

I work/ play / live.	He <u>works/ plays / lives.</u>
I watch/ finish/ go/ do.	She <u>watches/ finishes/ goes/ does.</u>
I study	She <u>studies.</u>

**b1 Change the sentences.**

We like animals.	He <i>likes animals.</i>
1 I listen to the radio.	She _____
2 He lives in a flat.	We _____
3 They have two children.	He _____
4 She doesn't drink coffee.	They _____
5 I don't smoke.	My father _____
6 The shop closes at 5.00.	The shops _____
7 I go to the pub.	He _____
8 I do housework.	She _____

**b2 Complete the sentences with a (+) or (-) verb.**

(+) He *likes animals.*

- (+) My father \_\_\_\_\_ *The Times.*
- (-) Her house is big, but it \_\_\_\_\_ a garden.
- (+) We \_\_\_\_\_ French very well.
- (-) I \_\_\_\_\_ fastfood.

- 5 (+) She\_\_\_\_\_a BMW.  
 6 (-) I\_\_\_\_\_computer games.  
 7 (-) My father\_\_\_\_\_housework.  
 8 (+) He\_\_\_\_\_economics at university.

**Grammar notes:**

- There is only one different verb ending in the present simple (third person singular verbs add an *s* or *es*). All other forms are the same as the infinitive.
- In the negative, *don't* and *doesn't* go before the infinitive. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.
- *goes* and *does* are pronounced differently.

**4 PRONUNCIATION consonant sounds, -s**

**a 2.2 Listen and repeat the words and sounds.**

/v/	/d/	/s/	/z/	/l/	/w/
<u>v</u> ase	<u>d</u> og	<u>s</u> nake	<u>z</u> ebra	<u>l</u> eg	<u>w</u> itch

**Pronunciation Notes:**

- Phonetic symbols for these sounds are the same as the letters of the alphabet that produce them.
- /d/ the letter *d* is always pronounced /d/.
- /v/ the letter *v* is always pronounced /v/.
- /l/ the letter *l* is always pronounced /l/.
- /w/ the letter *w* at the beginning of a word is always pronounced /w/.
- /s/ the letter *z* is always pronounced /z/; the letter *s* can be pronounced /z/, but not at the beginning of a word.
- the final *s* is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /t/. After all other ending the *s* is pronounced /z/.

**b Practise saying the sentences.**

- Pay attention to consonant sounds.
- Practise saying the sentences in pairs.

**c 2.3 Listen and repeat the third person forms.**

- Focus on the sentences, which are all third person singular in the present simple.

**Tapescript 2.3:**

/s/ She smokes a lot. She drinks coffee. He eats chips.

/z/ She lives in a flat. He has a cat. She does exercise.

/iz/ He watches TV. It finishes in a minute.

**5 WRITING & SPEAKING**

**a Write your nationality in the title, then cross out the wrong word. They live in a house. Complete the sentences with your ideas.**

- Focus on the instructions and go through them.  
E.g. They have children. They go to Brighton for their holiday.

**b Read your sentences to a partner. Are they the same or different?**

- In pairs, read your sentences to each other.
- Do you agree or not?

**2B When Natasha meets Darren...**

**G** present simple (?)

**V** common phrases

**P** consonant sounds

**OVERVIEW:**

In recent Internet dating, i.e. meeting a possible partner through website agencies has become increasingly common. This lesson introduces present simple questions (Do you...? Does she...? Where do you...?) through the context of an unsuccessful date between two people, Darren and Natasha, who have met through an Internet dating agency.

**1 READING**

**a Natasha and Darren want to meet a partner on the Internet.**

- Look at their pictures. How old do you think they are?

**b Natasha emails Darren and he answers.**

- Read their e-mail. Then cover them and complete the sentences with *Natasha* or *Darren*.

**Answers:**

2 Natasha

3 Natasha

4 Darren

5 Darren

6 Natasha

7 Natasha

8 Natasha



## 2 GRAMMAR present simple (?)

### Questions:

- Where are they?
- What's the food?
- Do you think they like it?

### a Cover the conversation and listen. What does Darren say about...?

\* alcohol      \* sushi      \* his mother

### Answers:

alcohol      He doesn't drink alcohol.  
 sushi      He doesn't like it.  
 his mother      She's a good cook. He lives with his mother. She works in a super market.

### b Listen again. Complete the conversation.

- Look at the conversation.
- Play the tape/CD again (once or twice) and write in the missing words.

### c Complete the questions and short answers with *do*, *does*, and *don't*.

- You are given a few minutes to complete the questions and answers.
- Try to do it without looking back at the dialogue.

### d Grammar Bank 2B. Read the rules and do the exercises.

Do I work?		I <b>do</b> .		I <b>don't</b> .
Do you work?		you <b>do</b> .		you <b>don't</b> .
Does he/ she/ it work?		he/ she/ it <b>does</b> .		he/ she/ it <b>doesn't</b>
Do we work?	Yes,	we <b>do</b> .	No,	we <b>don't</b> .
Do you work?		<b>you do</b> .		<b>you don't</b> .
Do they work?		they <b>do</b> .		they <b>don't</b> .

**Grammar notes:**

- The auxiliaries *do* and *does* do not have a separate meaning. They are often used to 'soften' a *yes/no* answer.
- Word order in questions:

**A                      S                      I**  
**Auxiliary      Subject      Infinitive**

**Qu                      A                      S                      I**  
**Question word      Auxiliary      Subject      Infinitive**

Question word	Auxiliary	Subject	Infinitive
	Do	you	live with your parents?
	Does	Jenny	like Chinese food?
Where	do	you	live?
What food	does	Jenny	live?

**d1 Complete the questions with *do* or *does*.**

\_\_\_Do\_\_\_ you have a car?

1 \_\_\_\_\_ you like Chinese food?

2 \_\_\_\_\_ your father cook?

3 \_\_\_\_\_ your mother work?

4 \_\_\_\_\_ you speak French?

5 \_\_\_\_\_ you play the piano?

6 \_\_\_\_\_ people in your country like animals?

7 \_\_\_\_\_ your teacher smoke?

8 \_\_\_\_\_ you study another language?

**d2 Order the words to make questions.**

I you car have do ? *Do you have a car?*

1 drink you coffee do?

2 your does brother work?

- 3 work you where do?
- 4 music she like what does?
- 5 newspaper you what read do?
- 6 the go you cinema do to?
- 7 does father watch your on TV sport?
- 8 mother glasses wear your does?

### 3 LISTENING

**a 2.5 Listen to the rest of the conversation. Is the lunch a success ☺ or a disaster ☹?**

- Focus on the picture of Darren and Natasha, and go through the instructions.
- Make sure you understand the meaning and pronunciation of *success* and *disaster*.

**b Listen again. Complete the chart.**

- Focus on the instructions and go through them.
- Play the tape/CD again. Complete the chart.

**c In pairs, ask and answer questions about Darren and Natasha.**

- Does Darren like computers?
- Yes, he does.

### 4 SPEAKING

**a Imagine you want to meet a new partner, and you go to an agency.**

Look at the *Meeting People* form. What questions does the interviewer ask?

**b Listen and check. Listen again. Copy the rhythm.**

**Tapescript 2.6:**

What's your name?  
How old are you?  
Do you work or study?

Where do you live?

Do you have a car?

What languages do you speak?

Do you smoke?

What music do you like?

What TV programmes do you like?

What food do you like?

What newspaper do you read?

What sport do you play?

**c In pairs, role-play an interview at *Meeting People*.**

A You want to meet a partner.

B You are the interviewer. Ask A the questions and write the answers in the form.

**5 PRONUNCIATION consonant sounds**

**a 2.7 Listen and repeat the words and consonant sounds.**

**Note:**

- The phonetic symbols for /k/, /g/, /t/ and /d/ are the same as the letters of the alphabet that produce them.
- /k/: *k, ck, c* (car) silent *k* (know).
- /g/: *g* at the end of the word (bag), often at the beginning (good) - but can be /dʒ/ (German).
- /ʃ/: *sh* is always pronounced /ʃ/; the ending *-ation* (station).
- /r/: In British English *r* at the end of a word is often silent.

**b Practice saying the sentences.**

/k/ Karen likes coffee.

/g/ Gretta goes to golf classes.

/t/ Time eats out on Tuesdays.

/ʃ/ Natasha likes shi.

/r/ Mick usually watches television.

/r/ Ricky reads Russian writers.

**6 2.8 SONG *Something Stupid***

❖ This song was a hit for Frank and Nancy Sinatra and more recently for Robbie Williams and Nicole Kidman.

**a Listen to the song and complete each verse with the correct verbs.**

**Something Stupid**

---

find      go      have      know      love      think

---

I know I stand in line, until you 1 \_\_\_\_\_ you have the time

To spend an evening with me

And if we 2 \_\_\_\_\_ some places to dance, I 3 \_\_\_\_\_ that there's a chance

You won't be leaving with me

And afterwards we drop into a quiet little place

And 4 \_\_\_\_\_ a drink or two

And then I 5 \_\_\_\_\_ and spoilt it all, by saying something stupid

Like I 6 \_\_\_\_\_ you

I can see it in your eyes you still desire the same old lies

You hear the night before

And though it's just a line to you, for me it's true

It never seemed so right before

---

get      go      love      make      practise      wait

---

I 7 \_\_\_\_\_ every day to find some clever lines to say

To 8 \_\_\_\_\_ the meaning come through

But then I think I'll 9 \_\_\_\_\_ until the evening gets late  
And I'm alone with you  
The time is right, your perfume fills my head, the stars 10 \_\_\_\_\_ red  
And oh the night's so blue  
And then 11 \_\_\_\_\_ and spoil it all, by saying something stupid  
Like: I 12 \_\_\_\_\_ you

The time is right, etc

**b Listen again. What is the 'something stupid'?**

**Note:**

- spend an evening = pass an evening
- chance = possibility
- drop into = go into
- spoil = ruin, make something bad
- like = for example
- despite = in spite of
- lies = things that are not true
- come through = be clear

## 2C An artist and a musician

- G**     *a / an + jobs*  
**V**     **jobs**  
**P**     **consonant sounds**

### OVERVIEW:

The topic of jobs is introduced through an interview with an illustrator, Annabel Wright, and later practise through a job quiz.

Get further practice with the present simple, especially questions and learn the vocabulary and grammar for talking about your and other people's jobs.

## 1 READING

**a Look at the photos of Annabel. Do you think she's a professional artist or a professional musician?**

- ❖ In fact Annabel has done all the illustrations on this page and also in several other lessons.
- ❖ In English an artist normally means a person who paints or draws, not somebody in show business, as in some other languages.

**b Read the interview and match the question with her answer.**

- Now focus on the interview. The interviewer's questions are missing from the article.
- You are going to put them in the right place.

**c In pairs, guess the meaning of the highlighted words.**

Check with your teacher or a dictionary.

### Glossary:

draw = make a picture with a pencil

just = only

I'm in a hurry = I need to do something quickly

paid holidays = holidays when they pay you

I love it = I like it very much

stressful = produces stress

lonely = a feeling when you are alone and you need other people

band = a pop group

**d Read the article again.**

- Underline two good and two bad things about Annabel's job.

**Possible answers:**

**Good things:**

She works at home.

Every day is different

She likes using her imagination.

**Bad things:**

Sometimes she works in the evenings/weekends.

She doesn't always have a lot of work.

She doesn't have paid holidays. It's sometimes stressful or lonely.

**2 VOCABULARY jobs**

**a Look at Annabel's picture. How many of these jobs can you say English?**

1 a pilot

2 a musician

3 a doctor

4 a hairdresser

5 a police officer

6 a footballer

- Focus on the pictures. Work in pairs.
- Try to write the names of the jobs. Spell the words and write them on the board, with *a/an*.



**b Ask and answer with the pictures.**

- What does he do?
- He's a pilot.

**c Vocabulary Bank Jobs**

**Match the words and pictures.**

- ❖ It is common to hear *policeman* for a man and *policewoman*, *actress* and *waitress* for a woman.

**3 GRAMMAR a/ an + jobs**

**Complete with a, an, or -.**

**Remember:** Use *a/ an + job*, e.g. *He's a musician*. NOT *He's musician*.

*They're doctors*. NOT *They're a doctors*.

**4 PRONUNCIATION consonant sounds**

**a 2.9 Listen and repeat the sentences 1 – 9.**

- Copy the rhythm.
- How do you pronounce the *-er / or* ending?

**b 2.10 Listen and repeat the words and consonant sounds.**

**Pronunciation notes:**

- /p/ *p* and *pp* is always pronounced /p/, e.g. *politician*
- /f/ *f* and *ph* are always pronounced /f/, e.g. *five* and *photo*
- /tʃ/ *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*
- /dʒ/ *j* is always pronounced /dʒ/, e.g. *job*. Also *g* can sometimes be /dʒ/, e.g. *German*
- /i/ *y* at the beginning of a word is pronounced /j/, e.g. *yes*. The letter *u* is sometimes pronounced /ju:/, e.g. *music*, *students*

## 5 LISTENING AND SPEAKING

### a 2.11 Listen to a radio programme called *Guess my job*.

- Three people guess a person's job. Underline the ten questions they ask.
- When people speak fast they don't separate words.
- They tend to run them together and this can make it difficult for foreigners to hear what has been said.

### b Listen again. What does the person answer? Write Y (yes), N (no), or D (It depends) after each question.

- Answer: What does Phil answer? He can only answer *yes*, *no*, or *it depends*.
- Play the tape/CD again, write Y, N, or D after each question.

### c Look at Phil's answers. What do you think his job is?

- Focus on Phil's answers. You are given one minute to guess his job.
- It's one of the jobs from the Vocabulary Bank.

### d 2.12 Listen to the end of the programme. What does Phil do?

Answers:

He's a professional footballer.

## 2D Relatively famous

**G** possessive *s*

**V** family

**P** consonant sounds

### OVERVIEW:

The idea of this lesson comes from magazines which frequently include photographs of people who are not famous in their own right, but simply because they are the relatives of famous people.

You learn family vocabulary and the possessive *s* in the context of famous people's relatives, and then talk about your own family.

## 1 GRAMMAR possessive *s*

**a** Look at the photo. What does 's mean?

**Who are they?**

**They are not famous – but their relatives are!**

**b** Match the people in photos 1 – 6 with their famous relatives a – f. In pairs, ask and answer. Use these words.

- Who's he? (picture 1)

- (I think) he's Hugh Grant's brother.

**c** 2.13 Listen and check.

**Tapescript 2.13:**

He's Hugh Grant's brother.

She's Naomi Campbell's mother.

He's JK Rowling's husband.

She's Antonio Banderas's ex-wife.

He's Will Smith's father.

She's Kate Winslet's sister.

**d Listen and repeat the sentences.**

- Play the tape/CD again. Repeat each sentence.
- Note the pronunciation of the *s* is the same as for the third person/plurals, and the pronunciation is /iz/ when a name ends in *s*, e.g. Banderas's - /ban'deərəsɪz/.

**e Grammar Bank 2D. Read the rules and do the exercises.**

**\* Use 's with a person to talk about relatives and possessions.**

*Naomi Cambell's mother* NOT The mother of Naomi Cambell

**\* Use 's with irregular plural people: men, women, children, people...**

*That's my children's school.* NOT That's my childrens' school.

**\* Use 's with regular plural people: teachers, brothers...**

*They are my parents' friends.* NOT They are my parent's friends.

**\* Don't use possessive 's with things.**

*the end of the film* NOT the film's end

**\* Be careful with 's.**

*Maria's mother* - 's = of Maria

*Maria's Spanish* - 's = is

**f Whose is it? Match the people a – f with their possessions.**

(I think) it's J.K. Rowling's pen.

**f1 Cross out the wrong form.**

It's **Kate's bag/ bag's Kate.**

1. Do you like **Jane's cats/ cat's Jane?**
2. I drive **my mother car's/my car's mother.**
3. Amelia is my **wife's sister/my sister's wife.**
4. This is **my flat's friend/my friend's flat.**
5. A Who are you?  
B I'm **Daniel's brother/brother's Daniel.**

6. He works for **his father's company/his company's father**.
7. She's **the wife's policeman/the policeman's wife**.
8. Don't do **your sister's homework/your homework's sister!**

**f2 Complete with 's (possessive), 's (is), s (plural/ third edition) or - .**

1. My brother\_\_\_a lawyer. He\_\_\_24. He work\_\_\_for BP.
2. He live\_\_\_in Paris with three children\_\_\_.  
He has two boy\_\_\_and a girl.
3. My brother\_\_\_wife\_\_\_name is Pauline. She\_\_\_a teacher.
4. Pauline\_\_\_parent\_\_\_live\_\_\_in Paris too.  
My brother like\_\_\_Pauline\_\_\_mother but not her father.

**VOCABULARY family**

**a Vocabulary Bank The family**

**Answers:**

- |               |                |
|---------------|----------------|
| 1 artist      | Sandra         |
| 2 brother     | James          |
| 3 cousin      | David, Vanessa |
| 4 father      | Tom            |
| 5 grandfather | Bill           |
| 6 grandmother | Martha         |
| 7 mother      | Caroline       |
| 8 sister      | Jill           |
| 9 uncle       | Alan           |
| 10 daughter   | Lucy           |
| 11 nephew     | Peter          |
| 12 niece      | Deborah        |
| 13 son        | Harry          |
| 14 wife       | Anna           |

**b Talk to a partner.**

How many	brothers and sisters	do you have?
	cousins	
	aunts and uncles	
	grandparents	
	children	
	nieces and nephews	

**3 PRONUNCIATION consonant sounds**

**a 2.14 Listen and repeat the words and consonants sounds.**

**Pronunciation notes:**

- the phonetic symbols for /b/, /m/, /n/ and /h/ are the same as the letters of the alphabet that produce them. There are also some clear sound-spelling patterns.
- /b/ the letters *b* and *bb* are always pronounced /b/, e.g. *board*.
- /m/ the letters *m* and *mm* are always pronounced /m/, e.g. *make, summer*.
- /n/ the letters *n* and *nn* are always pronounced /n/, e.g. *name, sunny*
- /h/ the letter *h* is nearly always pronounced /h/ with a few exceptions. The only one you need to know at this level is *hour* where the *h* is silent.
- /θ/ and /ð/ the letters *th* are pronounced either /ð/, e.g. *this*, or /θ/, e.g. *three*. There is no rule here. The difference between the two sounds is quite small and does not usually impede communication.

**4 LISTENING**

**a 2.15 Listen to Sarah talking to her boyfriend about her family.**

**Label the photos.**

**Answers:**

Photo 1: Sarah's mother

Photo 2: Sarah's sister

Photo 3: Sarah's cousin

**b Listen again. Answer the questions.**

**Answers:**

Photo 1: Martin is her mother's partner. He works in a hospital - the same hospital where her mother works.

Photo 2: Philip is Lisa's husband, Sarah's brother-in-law. Sophie is three.

Photo 3: They are at Sarah's grandparents' house. Adam, Sarah's cousin, is a singer.

**5 SPEAKING**

**a Write on a piece of paper the first names of five people in your family. Give the piece of paper to your partner.**

- Write the first names of five people in your family (or your partners, etc.).

**b Ask and answer these questions about the people.**

- In pairs, ask the four questions about each person on your partner's list.
- Ask all four questions about one person and then swap roles, until you've talked about all the people.

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
artist	n	họa sỹ
band	n	ban nhạc
chips	n	khoai tây chiên
company	n	công ty
cousin	n	anh, chị em họ
depend	v	tùy thuộc
draw	v	vẽ
footballer	n	cầu thủ bóng đá
grandmother	n	bà
grandparent	n	ông bà
hairdresser	n	thợ làm đầu
holiday	n	ngày nghỉ, kỳ nghỉ
hurry	v, n	vội
lonely	adj	cô đơn
nephew	n	cháu trai
newspaper	n	tờ báo
niece	n	cháu gái
non-smoking	adj	không hút thuốc
professional	adj	chuyên nghiệp
sign	n	biển báo
stressful	adj	căng thẳng



## QUICKTEST 2

### GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name \_\_\_\_\_ David.

A am                      ✓B is                      C are

1 Neil and Angela \_\_\_\_\_ to the cinema every weekend.

A go                      B goes                      C gos

2 My brother \_\_\_\_\_ economics at university.

A studys                      B studies                      C study

3 A Does Jane live with her mother?

B \_\_\_\_\_.

A Yes, she likes                      B Yes, she does                      C Yes, she is

4 Where \_\_\_\_\_?

A he works                      B does he work                      C does he works

5 \_\_\_\_\_ speak Spanish in class?

A Do your teacher                      B Your teacher does                      C Does your teacher

6 A What \_\_\_\_\_?

B They're doctors.

A do they do                      B they do                      C do they work

7 A Who's that boy?

B He's \_\_\_\_\_.

A Chloe's brother                      B the brother of Chloe

C Chloes brother

8 Is that \_\_\_\_\_?

A the car of your parents                      B your parent's car                      C your parents' car

9 He's \_\_\_\_\_.

A my sister's boyfriend                      B my boyfriend's sister

C the boyfriend of my sister

10 This is \_\_\_\_\_.

A the end of the exercise    B the exercise's end    C the end's exercise

11 I live in London, but my sister \_\_\_\_\_ in New York.

A live                              B lives                              C gos

12 We \_\_\_\_\_ drive to work – we go by bike.

A don't                              B doesn't                              C do

13 My mother \_\_\_\_\_ three sisters.

A have                              B has                              C is

14 He \_\_\_\_\_ work. He's retired.

A doesn't                              B don't                              C do

15 The shops \_\_\_\_\_ at 9.30 a.m. and close at 6.00 p.m.

A is open                              B open                              C opens

16 Where \_\_\_\_\_ you live?

A are                              B does                              C do

17 What \_\_\_\_\_ your brother do?

A does                              B dos                              C do

18 \_\_\_\_\_ your parents have a car?

A Is                              B Does                              C Do

19 My boyfriend's \_\_\_\_\_ engineer.

A an                              B one                              C a

20 A \_\_\_\_\_ that woman?

B She's Sandra's aunt.

A Who's                              B Whose                              C Who

## **VOCABULARY**

**a Tick (✓) A, B, or C to complete the expressions.**

Example: \_\_\_\_\_ German

✓A speak              B have                              C get

1 \_\_\_\_\_ TV

- |                       |         |        |
|-----------------------|---------|--------|
| A look                | B watch | C make |
| 2 _____ to the radio  |         |        |
| A listen              | B hear  | C do   |
| 3 _____ the guitar    |         |        |
| A do                  | B play  | C make |
| 4 _____ fast food     |         |        |
| A eat                 | B take  | C use  |
| 5 _____ the newspaper |         |        |
| A read                | B see   | C ride |

**b Tick (✓) A, B, or C to make each noun plural.**

Example: book

A bokks    B books    C bookes

6 man

A men    B mans    C mens

7 woman

A wemens    B womans    C women

8 child

A children    B childs    C childrens

9 person

A persons    B people    C peoples

**c Tick (✓) A, B, or C to complete the sentences.**

Example: My grandmother's son is my \_\_\_\_\_.

A uncle    ✓B father    C brother

10 My mother's son is my \_\_\_\_\_.

A brother    B nephew    C uncle

11 My sister got married last year. Her \_\_\_\_\_ is a lawyer.

A son    B boyfriend    C husband

- 12 My mother's father is my \_\_\_\_\_.  
A grandfather                  B cousin                  C uncle
- 13 My sister's son is my \_\_\_\_\_.  
A niece                          B nephew                  C cousin
- 14 My father's brother is my \_\_\_\_\_.  
A uncle                          B cousin                  C aunt

**d Tick (✓) A, B, or C to complete the sentences.**

Example: My sister's birthday is \_\_\_\_\_ 14th December.

- A in                  ✓B on                  C at
- 15 Do you work \_\_\_\_\_ an office?  
A in                          B on                          C by
- 16 I don't have a job. I'm \_\_\_\_\_.  
A politician                  B retired                  C nurse
- 17 She's a \_\_\_\_\_. She works for *The Times* newspaper.  
A teacher                  B journalist                  C pilot
- 18 He's a \_\_\_\_\_. He plays for Manchester United.  
A waiter                          B lawyer                  C footballer
- 19 My niece is 13. She's \_\_\_\_\_ school.  
A at                          B on                          C with
- 20 My aunt's daughter is my \_\_\_\_\_.  
A niece                          B cousin                  C sister

**PRONUNCIATION**

**a Which word has a different sound? Tick (✓) A, B, or C.**

Example: A door    B board    C clock

- 1 A **c**inema                  B **s**peak                  C **c**at
- 2 A **a**ctor                          B **ch**ildren                  C **c**ook
- 3 A **neph**ew                  B **fo**otballer                  C **P**aul
- 4 A **ch**urch                          B **p**olitician                  C **sush**i

5 A music

B has

C see

**b Which is the stressed syllable? Tick (✓) A, B, or C.**

Example: ✓A afternoon    B afternoon    C afternoon

6 A receptionist

B receptionist

C receptionist

7 A grandmother

B grandmother

C grandmother

8 A holiday

B holiday

C holiday

9 A politician

B politician

C politician

10 A uniform

B uniform

C uniform

## FILE 3

### 3A Pretty woman

- G**     **adjectives**
- V**     **adjectives, *quite/ very***
- P**     **vowel sounds**

#### OVERVIEW:

In this lesson you learn, or revise, common adjectives and the two basic rules governing the position of adjectives. The context is a quiz about the USA which includes common adjectives/ noun phrases such as *The White House* and *New York*. These provide clear and easy examples of adjectives/ noun word order.

In the second half of the lesson you practise writing simple description through the context of a “Guess the Mystery Person” activity.

### 1 VOCABULARY adjectives

#### a Complete the quiz using these adjectives and nouns.

##### Answers:

- 2 New York
- 3 American Airlines
- 4 fast food
- 5 Pretty Woman
- 6 blue jeans
- 7 Big Apple
- 8 yellow taxis

**b Vocabulary Bank Common adjectives.**

**Colours and common adjectives**

**b1 What colour is it? Match the words and the colours.**

**a**

- |          |         |
|----------|---------|
| 1 red    | 6 white |
| 2 blue   | 7 pink  |
| 3 yellow | 8 green |
| 4 orange | 9 brown |
| 5 black  | 10 grey |

**b**

- |              |           |
|--------------|-----------|
| 1 big        | small     |
| 2 expensive  | cheap     |
| 3 bad        | good      |
| 4 old        | new       |
| 5 easy       | difficult |
| 6 wet        | dry       |
| 7 rich       | poor      |
| 8 fast       | slow      |
| 9 dirty      | clean     |
| 10 empty     | full      |
| 11 high      | low       |
| 12 beautiful | ugly      |
| 13 dangerous | safe      |

**2 PRONUNICATION vowel sounds**

**a Put the adjectives in the correct column.**

**Answers:**

/i:/	/u:/	/ai/	/əu/	/e/
cheap	blue	white	slow	expensive
easy	new	dry	old	wet
clean	beautiful	high	low	empty

**b 3.1 Listen and check.**

**Tapescript 3.1:**

tree	cheap, easy, clean
boot	blue, new, beautiful
bike	white, dry, high
phone	slow, old, low
egg	expensive, wet, empty

**3 GRAMMAR adjectives**

**a Look at the answers to the USA quiz. Circle the correct rule.**

- Adjectives go **before** / **after** a noun.
- Adjectives **change** / **don't change** before a plural noun.
  - Focus on the answers to the USA quiz.
  - What are the adjectives? e.g. White, New...)
  - Where are they - before or after the nouns?
  - Do they change when the noun is plural?

**b Grammar Bank 3A. Read the rules and do the exercises.**

**Grammar notes:**

- The grammar of adjectives in English is very simple. There is only **one** possible form which never changes.
- When an adjective is together with a noun, there is only one possible position: before the noun.



**b1 Underline the adjective in these sentences.**

- 1 Hi. I'm Carla. Nice to meet you.
- 2 Do you like Japanese food?
- 3 It's an international school.
- 4 They're a typical British family.
- 5 My father makes fantastic pasta.
- 6 Do you work with other people?
- 7 I'm a professional footballer.
- 8 We're good friends.

**b2. Are the highlight phrases right (✓) or wrong (x).**

- 1 Do you like fast cars?
- 2 They're French girls.
- 3 I have a family big.
- 4 He's an English actor.
- 5 They're news boots.
- 6 It's a flat expensive.

**c Adjectives race. In pairs, in three minutes make eight phrases (adjective + noun) for things in the picture.**

**Suggested answers:**

a full moon	a red dress	old men	a high mountain
a rich woman	a dirty window	a black cat	
an empty bag	a poor mail	blue boots	
a wet umbrella			

**4 LISTENING**

Remember! When people speak fast they don't separate words.

### 3.2 Listen and write six sentences.

#### Tapescript 3.2:

- 1 It's an easy exercise.
- 2 I live in an old house.
- 3 She's an American actress.
- 4 She lives in an expensive flat.
- 5 It's a nice evening.
- 6 I have a black and white cat.

## 5 VOCABULARY & SPEAKING

### a Read the descriptions and look at the pictures. Can you guess the two people?

#### Answers:

Erique Iglesias    Nicole Kidman

### b Vocabulary Bank *Common adjectives.*

**Appearance, quite/ very**

#### Answers:

##### a

- |                       |                |              |
|-----------------------|----------------|--------------|
| 1 old - young         | 2 tall - short | 3 fat - thin |
| 4 long - short (hair) | 5 fair - dark  |              |

##### b

- |             |              |                 |
|-------------|--------------|-----------------|
| 1 very tall | 2 quite tall | 3 not very tall |
|-------------|--------------|-----------------|

### c Think of a famous person. Write five clues. Tell your partner. Can he/ she guess?

- Play the tape/CD to check your answer.
- Play the tape/CD again pausing after each group to repeat.

### d Match the words and pictures.

- These are some more common adjectives to describe people's simple tastes and feelings.

**e 3.3 Listen and check. Repeat the phrases.**

**Answers:**

- 1 I'm happy.
- 2 I'm sad.
- 3 I'm hungry.
- 4 I'm cold.
- 5 I'm tired.
- 6 I'm hot.
- 7 I'm thirsty.
- 8 I'm hungry.

**f Cover the words and look at the pictures.**

Tell your partner how you feel.

I'm very tired.

I'm not thirsty.

I'm quite hungry.

❖ **Note:** a bit = a little

e.g. I'm a bit cold.

**6 3.4 SONG *Oh pretty woman***

- ❖ This is a popular 1960s song by Roy Orbison which inspired the title of the film *Pretty woman* referred to the USA quiz in **1a**.

**Listen and complete the song with pairs of rhyming words.**

---

stay	me	street	wait	by	cry
late	tonight	meet	see	way	right

---

**Pretty Woman**

Pretty woman, walking down the 1 \_\_\_\_\_

Pretty woman, the kind I like to 2 \_\_\_\_\_

Pretty woman

I don't believe you, you're not the truth

No one could look as good as you

Mercy

Pretty woman, won't you pardon 3 \_\_\_\_\_

Pretty woman, I couldn't help but 4 \_\_\_\_\_

Pretty woman

That you look lovely as can be

As you lonely just like me?

Pretty woman, stop a while

Pretty woman, talk a while

Pretty woman, give your smile to me

Pretty woman, yeah yeah yeah

Pretty woman, look my 5 \_\_\_\_\_

Pretty woman, say you'll 6 \_\_\_\_\_ with me.

'Cause I need you, I'll treat you 7 \_\_\_\_\_

Come with me baby, be mine 8 \_\_\_\_\_

Pretty woman, don't walk on 9 \_\_\_\_\_

Pretty woman, don't make me 10 \_\_\_\_\_

Pretty woman, don't walk away; hey ... okay

It that's the way it must be, okay

I guess I'll go home, it's 11 \_\_\_\_\_

There'll be tomorrow night, but 12 \_\_\_\_\_

What do I see?

Is she walking back to me?

Yeah, she's walking back to me

Oh, oh, Pretty woman

**Note:**

- lovely as can be = very beautiful
- mercy = don't make me suffer
- won't you pardon me = please forgive me
- I couldn't help but see = It was impossible not to see
- I'll treat you right = I'll be good for you
- walk on by = walk past without stopping
- If that's the way it must be = if that is the situation
- I guess I'll go on home = I think I'll go home

### 3B Wake up, get out of bed...

**G** telling the time, present simple

**V** daily routine

**P** the letter *o*

#### OVERVIEW:

This lesson is based on an article which looks at the daily routine of two real people - a single mother and a commuter. A stress expert assesses their stress levels and gives advice on how they could improve their daily lives.

This provides the context for you to learn / revise telling the time (non-digitally) and describing your own day using the present simple.

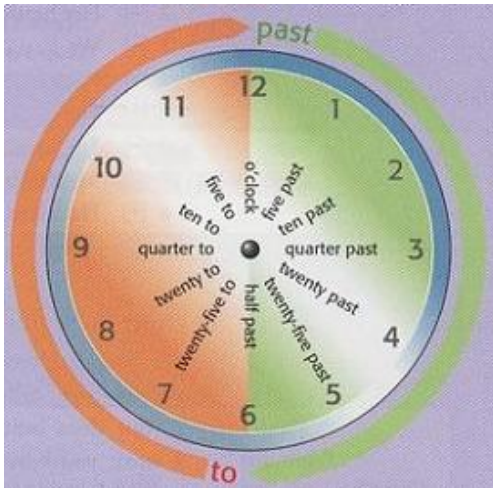
#### 1 GRAMMAR telling the time

##### a What time your class start? What time does it finish?

- ❖ You may say the times digitally (seven thirty) or non-digitally (half past seven).

##### b Grammar Bank 3B. Read the rules and do exercises.

- Use *It's + time* to say what time it is.
- You can ask *What's the time?/ What time is it?*
- Use *at + time* to say when you do something.

	<p><b>What's the time?</b></p> <p>It's seven o'clock.</p> <p>It's half past nine.</p> <p>It's quarter to two.</p> <p>It's twenty-five past one.</p> <p>It's twenty to four.</p>	
--	---	--

**A** What time do you get up?

**B** I get up **at** half past seven.

- You can also say the time like this:

1.25 = It's one twenty-five.

❖ **Note:**

- When answering the question *What's the time?*, you can leave out *It's*.
- With *quarter past/ to*, some may say *a quarter past/ to* but it is optional.
- When the minutes are not a multiple of five, add the word *minutes*.  
e.g. It's three minutes past one.
- Digital time is normally used for train/ bus/ plane times, where the 24-hour clock is used.
- The *o'* in *o'clock* comes from the old way of saying the time.  
e.g. It is six of the clock.

**c Communication** *What's the time?*

**d 3.5** Listen to Vicky's morning. Write the seven times you hear. What's her job?

- ❖ Vicky is getting up and going to work in the morning.

1 7.00

**Answers:**

- 1 7.15 (quarter past seven)
- 2 7.25 (twenty-five past seven)
- 3 7.30 (half past seven)
- 4 7.45 (quarter to eight)
- 5 7.55 (five to eight)
- 6 8.00 (eight o'clock)

**2 VOCABULARY daily routine**

**a Look at Vicky's typical morning. Match the pictures and phrases.**

*get dressed*

*have a shower*

*get up*

*have breakfast*

*go to (work)*

*wake up*

❖ The pictures show Vicky on a typical morning (i.e. when she's not late/ stressed).

- wake up: open your eyes
- get up: get out of bed

**b In pairs, describe her morning.**

*She wakes up at 7.00*

**Answers:**

She wakes up at 7.00. She gets up. She has a shower. She gets dressed. She has breakfast. She goes to work.

**c In pairs, take turn to describe your typical morning using pictures 1-6. Do you do things in the same order?**

*I wake up at (about) 7.30*

**d Vocabulary Bank**

***Daily routine***

- go to work: leave the house
- get to work: arrive at work
- go home: leave work



- get home: arrive home

### 3 READING & LISTENING

#### a Read the article. How stressed is Louisa? Why?

- Focus on the title of the text of Luisa and Simon. This is based on an article from a British newspaper.
- These two people talk about a typical (working) day in their lives and a stress expert gives them advice.

#### b In pairs, guess the meaning of the highlighted words. Check with your teacher or a dictionary.

\* **Note:** Six miles = 9.6 kilometers

#### Glossary:

- a guide = a person who helps visitors in a museum
- Then = after that, e.g. *I get up, then I have shower.*
- always = every time, e.g. *nurses always wear a uniform.*
- cycle - (verb) to go by bicycle (bike)
- canteen = a kind of restaurant at work/school
- pick up = go and collect, e.g. pick up children from school, tickets from the travel agency
- After = the opposite of before
- until = up to a time
- babysitter = a person who comes to your house to look after your baby/child
- a story = something you read to children at night

#### c Read the article again. Try to remember the information.

- Set a time limit to read the article again.
- Try to remember the information in the text.

**d      Communication    *Louisa's day***

Test your partner's memory.

**Student A**

**Ask B these questions:**

- 1 What time does Louisa get up? (6.30.)
- 2 How does she get to work? (She cycles.)
- 3 What does she have for breakfast? (A sandwich.)
- 4 Does she go out in the evening? Why (not)?  
(No - A babysitter is very expensive.)
- 5 What time does she cook dinner? (6.30.)

**Student B**

**Ask A these questions:**

- 1 Does Louisa have breakfast at home? Why (not)?  
(No - she doesn't have time.)
- 2 Why does she cycle to work?  
(Because the bus is expensive.)
- 3 What time does she finish work?  
(5.00.)
- 4 What does she do after dinner?  
She does housework or answers e-mails.
- 5 What time does George go to bed? (9.00.)

**Test your partner's memory.**

- What time does Louisa get up?
- She gets up at...

**e      3.6      You are going to listen to Simon talking to Professor Parker.**

- Focus on the photo of Simon and the caption.
- Questions:
  - o What does he do?

- Where is he?
- Where does he live and work?
- Note that Brighton is about 55 miles (88 kilometres) from London. It is quite common in the UK for people to travel this distance to work.

**f Listen again. What are the five sentences? Listen for the missing words.**

- Play the tape/CD again and this time, write the words you hear.
- Pause the tape/CD after each sentence and write and compare in pairs.

**g 3.7 Now listen to Simon. Answer the questions.**

- Now you hear the whole interview and answer the questions. Go through the questions first.
- Play the tape/CD twice. Compare your answers with your partners.
- You don't have to write full sentences.

**h 3.8 Listen. What is Professor Parker's advice?**

**Tapescript 3.8:**

P: Have breakfast in the morning, Simon, it's very important. But don't drink six cups of coffee - that's too much. Don't have lunch in the office, go out to a sandwich bar or restaurant. And finally if possible find a new job in Brighton, not in London.

**4 PRONUNCIATION the letter o**

- The letter *o* has different pronunciations.

- ❖ In English the vowels can be pronounced in different ways. This exercise focuses on the two most common pronunciations of the letter *o* /ɔ/, /əu/ and two less common ones /ʌ/ and /u:/.
- ❖ **Questions:** - Are there other ways of pronouncing *o*?
  - How is *or* usually pronounced?
  - How is *oo* usually pronounced?

**a Put these words in the correct column.**

coffee	do	don't	go	home	job
one	school	shopping	son	two	worried

- Focus on the sound pictures.
- Work in pairs, put the twelve words into the correct columns according to their pronunciation.
- Say the words out loud.

**b Listen and check. Practise saying the words.**

**Tapescript 3.9:**

coffee	do	one	don't
job	school	son	go
shopping	two	worried	home

- *or* is usually /ɔ:/ e.g. *story*, and *oo* can also be /u/, e.g. *good*

**5 SPEAKING**

**In pairs, interview your partner about a typical day. Who is more stressed?**

e.g.: - What time do you wake up?  
 - (It depends). At about eight o'clock.

- Focus on the two circles.
- Questions: What two words are missing from the questions?
- *about* = approximately, more or less
- Ask and answer the questions in pairs.
- Feedback: Ask as many pairs as possible who is more stressed.

### 3C The island with a secret

- G** adverbs of frequency
- V** Time word and expressions
- P** The letter *h*

#### OVERVIEW:

A study carried out over several years has investigated why inhabitants of the Japanese island of Okinawa (population 1.2 million) have the highest life expectancy in the world. The results have been published in a book *The Okinawa Way*, which highlights the aspects of the Okinawan's life style which help them to live long lives.

Information from the Okinawa study provides the context for you to learn and practise "*How often...*" and adverbs and expressions of frequency. At the end of the lesson, find out if you and others live "the Okinawa way".

#### 1 GRAMMAR adverbs of frequency

**a** Look at the photo of Takanashi. What nationality is he? How old do you think he is?

**c** Grammar Bank 3C. Read the rules and do the exercise.

- Use adverbs of frequency to answer the question *How often...*?
- Adverbs of frequency go:
  - before all verbs (except *be*)
  - after *be*
- Use a verb in affirmative form with *never* and *hardly ever*.  
He never smokes. NOT He doesn't never smoke.

#### Grammar Notes:

- In [+ ] sentences they go between the pronoun and the verb.
- In [- ] sentences they go between the negative and the verb.

- With the verb *be*, adverbs of frequency go after the verb.
- *Usually* and *Sometimes* can be used at the beginning of the sentence.

**c1 Complete the sentences with an adverb of frequency.**

*never always hardly ever sometimes usually*

They never drive - they don't have a car.

1 I            drink champagne – only at Christmas.

2 She            eats meat. She is a vegetarian.

3 He doesn't have a watch so he's            late.

4 We            get up at 7.30, except at weekends.

5 I don't do a lot of exercise but I            go swimming.

**c2 Order the words to make sentences.**

**Answers:**

1. I'm always late for class.
2. We hardly ever meet.
3. What time do you usually finish work?
4. I'm never hungry in the morning.
5. I don't often read the newspaper.
6. We sometimes go to expensive restaurants
7. This wine is usually very good.

**2 READING**

**a Read the second paragraph of the article. What is unusual about Okinawa people? What do you think their secret is?**

- ❖ Focus on the other photos and read the introduction to the text.

**b Read the rest of the article. Put a heading in each gap.**

- ❖ **Questions:** Do people in our country live like the Okinawans?

- c Read the article again. In pairs, guess the meaning of the bold words and phrases. Check with your teacher or dictionary.**

**Glossary:**

- rice: a type of food, very popular in Asian countries: China, Japan, Vietnam...
- meat: a kind of food which comes from animal
- popular (adj.): something which a lot of people like
- take their time: do things slowly, not in a hurry
- sunset: the time of day when the sun goes down

**3 VOCABULARY Time words and expressions**

- a Complete the quiz with a “time” word.**

*e.g. a minute*

- Work in pairs. Complete the quiz.
- Drill pronunciation: *second, minute, hour, month*

- b Vocabulary Bank Times and dates**

**Time words and expressions**

**Answers:**

week      month      year      week  
week      week      year

- b1 Complete the expressions.**

How often do you see your friends?	
M T W Th F S S	every <u>day</u>
week 1, week 2, etc.	every w_____
Jan, Feb, March, etc.	every m_____
2001, 2002, 2003, etc.	every y_____
only on Mondays	every y_____

on Mondays and Wednesdays	twice a _____
on Mondays and Wednesdays and Fridays	three times a _____
in January, April , July, and October	four times a _____

**b2 Cover the right-hand column. Test yourself.**

- ❖ **Note:** - How often...?: you want to ask about the frequency  
 - every: all, without exception

**4 SPEAKING**

**a In pair, interview your partner with the questionnaire.**

- How often do you do exercise?
- Quite often. I play football with my friends twice a week.

**b Communication the Okinawa way.**

**Calculate your partner's total points. Then read the result to your partner. How healthy are your lifestyles?**

1	a 2	b 1	c 0
2	a 2	b 1	c 0
3	a 2	b 1	c 0
4	a 0	b 2	c 1
5	a 2	b 1	c 0
6	a 0	b 2	c 1
7	a 0	b 1	c 2
8	a 2	b 1	c 0
9	a 2	b 1	c 0
10	a 0	b 1	c 2



**What your score means:**

**0 - 7** Your philosophy is 'a short life and a happy one'.

Have a good time!

**8 - 14** Your lifestyle is OK but you don't live the Okinawa way.

You need to change some things if you want to have a long life.

**1 - 20** Congratulations! You live the Okinawa way. You have a very good chance of living until you are 100 years old (or more).

**5 PRONUNCIATION The letter *h***

**a 3.10 Listen and repeat.**

/h/	how	hardly	heavy	high
	have	half	hungry	happy

**Pronunciation notes:**

- The letter /h/ is almost always pronounced like the /h/ in *hotel* and *How*?
- There are very few exceptions.

### 3D On the last Wednesday in August

- G prepositions of time
- V the date
- P word stress, /ð/ and /θ/

#### OVERVIEW:

The main focus in this lesson is expressing them: how to say what the date is and how to use common prepositions of time correctly. Although the date can be said in two ways, e.g. *the sixth of April* or *April the sixth*.

The context is three unusual 'throwing' festivals which are held in different countries around the world and, later in the lesson, an interview with a Chilean novelist who talks about her favourite times of day, year, etc.

## 1 READING

### a Read the magazine extracts. Match the photos with the festivals.

- Focus on the photos.
- Questions:
  - What do people do in the three festivals?
- Note the verb *throw* (*They throw tomatoes/oranges/water*).
- Read the text for a couple of minutes and match the three photos to the paragraphs.
- Read the text with the class and deal with any vocabulary which is new or problematic for you.

#### Answers:

1. Water Festival (Songkran)
2. Carnevale d'Ivrea
3. Tomatina

- b** Read the extracts again. Then cover them and look at the pictures. In pairs, ask and answer about the festivals.

**Answers:**

Picture 1: 1 Thailand 2 It's from the 13th to the 15th of April. 3 Water  
Picture 2: 1 Italy 2 It's in January. 3 Oranges.  
Picture 1: 1 Spain 2 It's on the last Wednesday in August. 3 Tomatoes

## 2 VOCABULARY the date

- a** Vocabulary bank *Times and dates*

**Answers:**

**a**

1 autumn 5 winter  
2 New Year 6 Easter  
3 summer 7 spring  
4 Christmas

**b**

January, February, March, April, May, June, July, August,  
September, October, November, December

**c**

second	3rd	fourth	5th	sixth
seventh	9th	tenth	eleventh	12th
thirteenth	fourteenth	20th	twenty-first	22 <sup>nd</sup>
twenty-third	24th	thirtieth	31st	

- b** Think of three famous festivals in your country. Where/ When are they?

– Do this as an open-class question or in pairs.

## 3 PRONUNCIATION word stress, /ð/ and /θ/

- a** 3.12 Listen and repeat the months, which five have the stress on the second syllable?

**Pronunciation Notes:**

- *th* can only be pronounced in two ways, /ð/ or /θ/ and there are no easy rules.
- Easy rules: Many nationalities tend to pronounce all *th* like *thumb*.

**b 3.13 *th* can be pronounced in two different ways. Listen and repeat the words.**

/ð/	this	the	other	their	they	with
/θ/	Thursday	thirteenth	third	birthday	think	throw

**Tapescript 3.13:**

mother /ð/      this, the, other, their, they, with

thumb /θ/      Thursday, thirteenth, third, birthday, think, throw

**Pronunciation notes:**

- the /θ/ is made in the mouth without using the voice (an unvoiced sound).
- the /ð/ sound is made lower down in the chest, using the voice (a voiced sound).

**c 3.14 Listen and repeat the date. Copy the rhythm.**

Thur. 13	Thursday the thirteenth
12/5	The twelfth of May
23/9	The twenty – third of September
15/4/1999	The fifteenth of April, nineteen ninety – nine
30/1/2008	The thirtieth of January, two thousand and eight

- The words *the* and *of* are said but not written. Don't say *of* before the year. NOT The sixth of May of 1985.
- Years up to 2000 are said like this: 1950 = *nineteen fifty* is said like this: *two thousand*.

- From 2000 the most common way of saying the years like this: 2008 - *two thousand and eight*

#### 4 GRAMMAR prepositions of time

- a Can you remember? In pairs, complete the sentences with *in*, *on* or *at*. Check with the festival texts.

Answers:

1 at    in    2 in    3 on    4 at

- b Grammar Bank 3D. Read the rules and do the exercises.

IN	ON
<ul style="list-style-type: none"> <li>▪ the morning</li> <li>▪ the afternoon</li> <li>▪ the evening</li> <li>▪ December</li> <li>▪ the summer</li> <li>▪ 1998</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monday (morning)</li> <li>▪ the 12th of July</li> <li>▪ my birthday</li> </ul>

AT	
<ul style="list-style-type: none"> <li>▪ three o'clock</li> <li>▪ midday</li> <li>▪ midnight</li> <li>▪ lunchtime</li> <li>▪ night</li> <li>▪ the weekend</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christmas</li> <li>▪ Easter</li> <li>▪ New Year</li> </ul>

- There are three main prepositions of time: *in*, *on*, *at*.

- There are simple rules for *in* and *on*. The rules for *at* require more effort to remember for the exceptions *at night*, *at the weekend*.
- Use *in* for parts of the day, months, seasons, and years.
- Use *on* for days and dates.
- Use *at* for times of the day, night, the weekend, and festivals.

**b1 Complete with *in*, *on*, or *at*.**

- 1\_\_\_\_\_6.30
- 2\_\_\_\_\_the evening
- 3\_\_\_\_\_the weekend
- 4\_\_\_\_\_the 1<sup>st</sup> of January
- 5\_\_\_\_\_the winter
- 6\_\_\_\_\_2005
- 7\_\_\_\_\_lunchtime
- 8\_\_\_\_\_September
- 9\_\_\_\_\_night
- 10\_\_\_\_\_Thursday morning
- 11\_\_\_\_\_Easter
- 12\_\_\_\_\_Saturday

**b2 Complete with *in*, *on* or *at* and a time expression.**

---

five o'clock	July 4 <sup>th</sup>	Christmas	Sundays
the summer	midnight	the afternoon	

---

- 1 On December 31st many people drink champagne\_\_\_\_\_
- 2 In the USA they celebrate Independence Day\_\_\_\_\_
- 3 Many people all over the world give presents \_\_\_\_\_
- 4 In Italy it's very hot\_\_\_\_\_
- 5 In many countries shops are closed\_\_\_\_\_
- 6 In Spain many people have a siesta\_\_\_\_\_

7 Traditionally, British people have a cup of tea\_\_\_\_\_

**c Communication When...?**

**In pairs, ask and answer the questions. Answer with a preposition + a time word.**

*When do you usually read?*

*I read at night, in bed.*

**Student A**

**a Ask B these questions.**

When do you usually...?	When do you normally...?
study	get up
have a shower or bath	go to work/ school
drink champagne	start work/ school
see all your family	have dinner
listen to the radio	
do housework	
go to the beach	

**b Answer B's questions with a preposition + a time word.**

Ask *What about you?*

- When do you usually study?
- In the evening. What about you?
- It depends...

**Student B**

**a Answer A's questions with a preposition + a time word.**

Ask *What about you?*

**b Ask B these questions.**

When do you usually...?	When do you normally...?
-------------------------	--------------------------

have coffee	have breakfast
come to your English class	have lunch
go shopping	finish work/ school
have a holiday	go to bed
watch TV	
do homework	
relax	

- When do you usually have coffee?
- In the morning. What about you?
- I don't drink coffee.

## 5 READING & LISTENING

### a Read the article. Complete Carla's answers with sentences A-E.

- Focus on the photo of Carla, a novelist from Chile, and on the interview *Times you love*.
- Make sure you understand the word *favourite*.
- You are given two minutes to read the text.
- Now focus on sentences A-L. These five sentences have been cut from Carla's answers.
- You have to try to match the sentences to her answers.

#### Answers:

C      E      A      D      B

### b 3.15 You're going to listen to two other people talk about their favorite times.

First listen to these sentences. What do the highlighted words mean?

#### Explanation:

- enjoy = like a lot
- far away = another way of saying far, the opposite of very near
- energy = when you have a lot of energy you don't feel tired



- temperature = e.g. 40 degrees C
- comfortable = in this context physically well, e.g. not too hot, but also a comfortable bed, sofa, etc

❖ There are four extractions from the two interviews (two from each).

**c 3.16 Listen to the interviews. Complete the chart.**

- Focus on the chart and instructions. Play the tape/CD once.
- Complete the chart and compare with a partner.
- Play the tape/CD again to check the answers.

**6 SPEAKING**

**In pair, ask and answer the questions in *Times your love*.**

- Now take turns to interview each questions in Carla's interview.
- Communicate in any way you can (single words, etc.).

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
cover	v	che phủ
depend	v	tùy thuộc, phụ thuộc
difficult	adj	khó
empty	adj	trống rỗng
enjoy	v	th <sup>h</sup> ởng thức
exact	adj	chính xác
extract	v	trích
fantastic	adj	tuyệt vời, tuyệt diệu
favourite	adj	ưa thích
festival	n	lễ hội
hurry	n	sự vội vã
important	adj	quan trọng
international	adj	quốc tế
martial arts	n	võ đạo
portion	n	tỷ lệ
professional	adj	chuyên nghiệp
relax	v	ngủ ngơi, th <sup>h</sup> giãn
safe	adj	an toàn
secret	n	bí mật
stressed	adj	bị căng thẳng
throw	v	ném
traditional	adj	truyền thống

### QUICKTEST 3

#### GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name \_\_\_\_\_ David.

A am    ✓B is    C are

1 This is a \_\_\_\_\_.

A very house nice

B house very nice

C very nice house

2 Do you like my \_\_\_\_\_?

A new boots

B news boots

C boots new

3 A What's the time?

B \_\_\_\_\_.

A It's past half four

B It's half past four

C It's four past half

4 What time \_\_\_\_\_?

A get you home

B you get home

C do you get home

5 What time \_\_\_\_\_ Louisa get up in the morning?

A do

B does

C is

6 \_\_\_\_\_ to bed late.

A We usually go

B We usually are

C We go usually

7 The boss is angry with me. \_\_\_\_\_.

A I always late

B I'm late always

C I'm always late

8 He \_\_\_\_\_ on Saturdays.

A never works

B doesn't never work

C works never

9 I never study \_\_\_\_\_ the evening.

A in

B on

C at

10 All my family go home \_\_\_\_\_ Christmas.

A on

B in

C at

11 What \_\_\_\_\_ the time?

A at

B 's

C has

- 12 \_\_\_\_\_ eight o'clock.  
A At                                      B On                                      C In
- 13 Our daughter always wakes up \_\_\_\_\_ half past five.  
A on                                      B in                                      C at
- 14 \_\_\_\_\_ time do you get up in the morning?  
A What                                      B When                                      C How
- 15 I have a shower. \_\_\_\_\_ I have breakfast.  
A How                                      B Then                                      C When
- 16 He's \_\_\_\_\_ late for class. He's always on time.  
A never                                      B usually                                      C sometimes
- 17 I'm very healthy. I'm hardly \_\_\_\_\_ ill.  
A ever                                      B never                                      C always
- 18 I only drink coffee \_\_\_\_\_ the morning.  
A at                                      B in                                      C on
- 19 I work in a bar \_\_\_\_\_ Saturday evenings.  
A on                                      B in                                      C at
- 20 My wife is a doctor. She often works \_\_\_\_\_ night.  
A in                                      B on                                      C at

## **VOCABULARY**

**a Tick (✓) the opposite adjective, A, B, or C.**

Example: big

A large    ✓B small    C pretty

1 difficult

A easy                      B expensive                      C slow

2 expensive

A new                      B cheap                      C white

3 clean

A dirty                      B old                      C high

4 beautiful

- A cheap                      B tall                      C ugly  
5 tall  
A wet                      B short                      C empty

**b Tick (✓) the next word A, B, or C.**

Example: one, two, \_\_\_\_.

A four    B three    C five

6 January, February, \_\_\_\_.

A March                      B June                      C April

7 June, July, \_\_\_\_.

A May                      B August                      C October

8 first, second, \_\_\_\_.

A fourth                      B fifth                      C third

9 fifth, sixth, \_\_\_\_.

A fourth                      B seventh                      C ninth

10 autumn, winter, \_\_\_\_.

A summer                      B Christmas                      C spring

**c Tick (✓) A, B, or C to complete the sentences.**

Example: My sister's birthday is \_\_\_\_ 14th December.

A in    ✓B on    C at

11 It's a good restaurant and it isn't \_\_\_\_ expensive.

A not                      B very                      C much

12 A Do you want a sandwich?

B No, thanks. I'm not \_\_\_\_.

A hungry                      B thirsty                      C tired

13 I never \_\_\_\_ breakfast in the morning.

A do                      B take                      C have

14 \_\_\_\_ your homework before you go to bed.

A Have                      B Make                      C Do

- 15 He always wakes \_\_\_\_\_ two or three times at night.  
 A up                                      B at                                      C on
- 16 When the class finishes I \_\_\_\_\_ home.  
 A make                                      B go                                      C leave
- 17 My parents never \_\_\_\_\_ TV.  
 A start                                      B do                                      C watch
- 18 I get up early \_\_\_\_\_ day.  
 A every                                      B all                                      C once
- 19 They go on holiday three \_\_\_\_\_ a year.  
 A times                                      B time                                      C day
- 20 A What's the \_\_\_\_\_ today?  
 B It's the second of April.  
 A week                                      B day                                      C date

## PRONUNCIATION

### a Which word has a different sound? Tick (✓) A, B, or C.

Example: A door    B board    C clock

- 1 A don't                                      B got                                      C go
- 2 A job                                      B shopping                                      C foot
- 3 A Thursday                                      B throw                                      C that
- 4 A this                                      B thank                                      C the
- 5 A son                                      B worried                                      C home

### b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: ✓A afternoon    B afternoon    C afternoon

- 6 A beautiful                                      B beautiful                                      C beautiful
- 7 A dangerous                                      B dangerous                                      C dangerous
- 8 A comfortable                                      B comfortable                                      C comfortable
- 9 A January                                      B January                                      C January
- 10 A September                                      B September                                      C September

## FILE 4

### 4A I can't dance

**G** can / can't

**V** verb phrases: *buy a newspaper, etc.*

**P** sentence stress

#### OVERVIEW:

*Can* is a very versatile verb in English and is used to express ability, possibility, permission and to make requests. In Vietnamese, these concepts might not all be expressed by just one verb. *Can* for ability is presented through the context of an audition for a TV show where young people compete for the chance to be trained as a pop star. In the second half of the lesson other common uses of *can* are presented.

Special attention is given to the pronunciation of *can* / *can't* which many cause problems of communication.

#### 1 GRAMMAR can / can't (ability)

- 1st: I/ We: can do
- 2nd: You: can do
- 3rd: He/ She/ It/ They: can do

#### Note: different meanings of can:

- I can swim. = I know how to swim.
- I can come. = It's possible for me (I'm not busy.)
- Can you help me? = Please help me.

#### a Read the advertisement and look at the photos.

Who do you think has "star quality"?

- Go through the advertisement.

- Answer:
  - Is there (has there been) a similar programme in our country?
- Focus on the photos of the three people. These three people want to be on the TV programme.

**b Listen to the three people sing, play the guitar, and dance.**

**Complete the sentences with Jude, Gareth, and Kelly.**

- You are going to hear three contestants play the guitar, dance and sing, then decide who you think wins a place on the programme.
- Sentences 1-3 are about the guitar, 4 and 5 about dancing, and 6-8 about singing.

**c Who do you think is the winner? Why? Listen and check.**

- Most of you will probably say Jade but there may not be complete agreement.
- Talk about each of the three candidates using *can* and *can't*.

**Tapescript 4.2:**

OK! The winner of this mornings audition is... Jude!

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

**Grammar notes:**

- *can/can't* in this context = know how to.
- *can* is a modal verb and questions are formed by inverting the subject and verb, not with auxiliaries: *Can you play the guitar?* NOT *Do you can...?*
- There are only two possible forms, *can* or *can't* (there is no change for the third person).
- The negative form *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.
- The verb after *can* is the infinitive without *to*: *I can play the guitar*. NOT *I can to play...*

**e In pairs ask and answer with *sing, dance, and play the guitar*.**

Can you sing?

Yes, I can. Can you?

No, I can't. Can you dance?



- ❖ *Can you?* to return a question.

## 2 PRONUNCIATION sentence stress

### a 4.3 Listen and repeat. Copy the rhythm.

#### Pronunciation notes:

- The underlined words are stressed.
- *Can* is usually unstressed = /kən/ in [+] sentences like *I can sing*.
- Negative *can't* is always stressed.

### b When do you stress *can* / *can't*? Tick (✓) or (x).

- in positive [+] sentences ☐
- in negative [-] sentences ☐
- in Wh- question [?] ☐
- in short answers ☐

- Focus on the rules.
- You are given a minute to read the dialogue and complete the rules in pairs.

### c 4.4 Listen. Are the sentences positive + or negative - ? Write + or -.

- This exercise gives you practice in distinguishing between positive and negative statements.
- Note the difference in pronunciation, note the much longer sound in *can't*.
- Focus on the instructions. Listen and complete the answers in pairs.

## 3 VOCABULARY verb phrases

### a => Vocabulary Bank More verb phrases

#### a Match the verbs and pictures.

Give the meaning of the verbs:

- buy (a newspaper)

- call/ phone (a taxi)
- come (here)
- dance (the tango)
- draw (a picture)
- find (someone)
- give (someone a present)
- hear (a noise)
- help (someone)
- look for (your keys)
- meet (a friend)
- paint (a picture)
- play (chess)
- ride (a bike)
- run (a race)
- see a film
- sing a song
- swim every day
- take photos
- take your umbrella
- talk to a friend
- tell someone a secret
- travel by train
- turn on/ of the TV
- use *a computer*
- wait (*for a bus*)
- walk (*home*)

**b Are you physical, creative, or practical?**

Interview your partner and complete the survey.

Are you **physical**, **creative**, or **practical**?

yes = √      3= very well

no = x

2 = quite well

1 = not well

- Focus on the survey and the instructions.
- Go through the verbs, making sure you understand them all.
- Focus on the examples in the speech bubbles.
- Note that after you've asked a question, if your partner says *Yes (I can)*, you should ask *How well?* Your partner can answer either *Very well* or *Quite well*.

**c Look at your partner's answers.**

Is he/ she physical, creative, or practical?

**4 GRAMMAR can / can't (other uses)**

**a Look at the picture. What's the problem in each one? Listen and check.**

**Tapescript 4.5:**

- 1     A     Mandy, where's the sugar?  
       B     In the cupboard, on the right  
       A     I can't see it. It isn't there.  
       B     Yes, it is. Look for it.  
       A     I can't find it. It's definitely not there.  
       B     I know it's there. It's on the second shelf.  
       A     I can't hear you.  
       B     Turn the radio off then. It's on the second shelf:  
       A     Well, I'm sorry, but it isn't there.  
       B     The sugar!  
       A     Oh.
- 2     A     Tony. Can you come here a minute? Tony!  
       B     What?  
       A     Can you help me?  
       B     What is it?  
       A     It's the computer. The printer doesn't work.  
       B     Can you wait a minute?

- A TONY!  
B Coming. What's the problem?  
A It's the printer - it doesn't work.  
B It helps if you turn it on!

**b Listen again. Write three can / can't sentences from each conversation.**

**Answers:**

1. I can't see it.
2. I can't find it
3. I can't hear you.
4. Can you come here a minute?
5. Can you help me?
6. Can you wait a minute?

**c => Grammar Bank 4A. Read the rules and do the exercises.**

**1st: I can do**  
**2nd: You can do**  
**3rd: He/ She/ It: can do**

**Note:**

- *can* is a modal verb and questions are formed by inverting the subject and verb, not with auxiliaries.  
*Can you play the guitar?* NOT *Do you can...?*
- *can* has different meanings.  
*I can swim.* = I know how to.  
*I can come.* = It's possible for me (I'm not busy.)  
*Can you help me?* = Please help me.
- There are only two possible forms *can* or *can't* (there is no change for the third person).
- **Contraction:** *can't* = *cannot*. *Can't* is almost always used in both conversation and informal writing.
- Don't use *to* after *can*.

*I can swim.* NOT *I can to swim*

**Answers (a):**

- |       |         |         |       |
|-------|---------|---------|-------|
| 1 can | 2 can   | 3 can't | 4 can |
| 5 Can | 6 can't | 7 can't | 8 can |

**Suggested answers (b):**

1. You can have a coffee here.
2. You can't smoke here.
3. You can't take photographs.
4. You can camp here.
5. You can't drive in this street.
6. You can pay with a credit card.
7. You can't use mobiles here.

**d Write sentences with can / can't for each picture.**

**Suggested answers:**

1. Can you help me? OR Help! I can't swim.
2. Can you take a photo, please?
3. I can't see. Can you move/take off your hat, please?
4. Can you tell me the time?

#### 4B Shopping – men love it!

**G**     *like* + (verb + - *ing*)

**V**     **free time activities**

**P**     /η/ **sentence stress**

#### OVERVIEW:

In this lesson you learn to talk about activities you like, love, hate and how to make the *-ing* form of the verb which follows these three verbs. The presentation context is men and women talking about shopping.

You also read a newspaper article which says that shopping is a popular activity with both men and women, but they do it in very different ways. The lesson finishes with you talking about what activities you like and dislike.

#### 1 LISTENING

**a**     **Do you like shopping? Tick (✓) the things you like buying. Tell a partner.**

*I like buying clothes. What about you?*

- *shopping*: going to the shops
- *buying*: giving money in exchange for something.
- Always put a noun (thing) after *buying* but not after *shopping*.

**b**     **Make a class survey for men and women.**

*Ten women like buying clothes, six men like buying clothes.*

- Get class statistics, by asking *How many people like buying clothes?* and getting a show of hands.
- Count the women and then the men and write up the figures on the board.

**c**     **Listen. Match dialogues 1 - 4 with the pictures.**

**Answers:**

A4   B 2   C3   D1

**d Listen again. Complete the sentences with a verb.**

**Answers:**

1. going
2. shopping
3. buying
4. trying on

## 2 GRAMMAR *like + (verb + -ing)*

**a Look at the underlined verbs in 1d. Complete the chart.**

- Focus on the faces and the four verbs.
- You are given 3 minutes to complete the chart in pairs.

**Answers:**

1. love
2. like
3. don I like
4. hate

**b Grammar Bank 4b. Read the rules and do the exercises.**

**like (+ verb + -ing)**

😊😊	I <b>love</b>	shopping.
😊	I <b>like</b>	going to the cinema.
😞	I <b>don't like</b>	doing housework.
😞😞	I <b>hate</b>	driving at night.

**Spelling rules for the -ing form**

Infinitive	Verb + -ing	Spelling
cook	I like <b>cooking</b>	add -ing
study	She hates <b>studying</b> .	

dance	I love dancing.	-e + -ing
shop	I don't like shopping.	one vowel + one consonant = double consonant + -ing

**Grammar notes:**

- Verb + *-ing* is normally used after *like*, *love* and *hate*...
- The infinitive with *to* after *like*, *love*, etc. is also possible in certain circumstances but it may be confusing.
- In the *-ing* form, verbs ending in *y* don't change the *y* for an *i* as they do in 3<sup>rd</sup> person singular (e.g. *study* - studying NOT ~~studying~~).

**b1. Write sentences about Matt with *love*, *not like*, *like* or *hate* and a verb.**

e.g. *He loves playing chess.*

- Make sure you remember the meaning of the verbs.
- You have to add *-ing* to the verbs, e.g. *playing* to make the sentences.

**Answers:**

1. He loves watching TV.
2. He likes taking photos.
3. He likes going to the cinema.
4. He doesn't like doing exercise.
5. He doesn't like listening to the radio.
6. He hates doing housework.
7. He hates eating fast food.

**b2. Write the *-ing* form of the verbs in the chart.****Answers:**

working	living	shopping
talking	writing	running
playing	having	sitting
cooking	making	getting
studying	phoning	swimming



**c Make true sentences with a partner.**

---

buy clothes	try on clothes	go shopping with my family
shop on Saturday	go to big supermarkets	

---

*I love buying clothes.*

- Focus on the list of expressions. Make true sentences about yourself.
- Add a bit of extra information if you can, e.g. why you like/dislike each activity, etc.
- Compare with a partner (or in groups of three).

**3 READING**

**a Read the article. Complete each paragraph with Men or Women.**

- Focus on the article. Go through the instructions. *Men and Women* have been filled in for the first paragraph.
- You are given three minutes. Try to guess any new words, or ask a partner for help. When you have finished, compare your answer with a partner.

**b Read the article again. Underline one thing you think is true and one thing you think isn't true. Compare with your partner.**

- Read the text again carefully; Go through paragraph by paragraph.
- New words: *toys* (usually things children play with, e.g. dolls, soldiers, but here referring to things men play with e.g. electronic devices).
- You are talking about men and women in general, not yourselves.
- Note the omission of definite article (*the*) when talking in general. We say *Men like... Women love...* NOT *the men, the women...*

**4 PRONUNCIATION /ŋ/ sentence stress**

**a 4.7 Listen and repeat the words.**

- Play the tape/CD, listen. Play it again with pauses to repeat the words.

**Tapescript 4.7:**

singer /η/ shopping, waiting, think, thanks, young

**b Listen and write four sentences.**

- Play the tape/CD with pauses to write the four sentences.

**Tapescript 4.8:**

1. I love talking on the phone.
2. I like playing computer games.
3. I don't like doing housework.
4. I hate watching football.

**c Listen again and repeat. Copy the rhythm.**

- Play the tape/CD again pausing to listen and repeat.
- Note that two words have 'extra stresses'.
- *love* and *hate* are usually said with extra stress because they convey strong feelings.

## 5 VOCABULARY & SPELLING

**a Write the *-ing* form of the activities in each picture.**

- The pictures all show a free time activity.
- Focus on the pictures. Spell the *-ing* form.
- Work in pairs in one minute to write verbs/expressions for the other ten pictures.
- Remember to write the verb in the *-ing* form.

**b In pairs, ask and answer questions about the activities.**

- Focus on the flow chart. Notice the use and intonation of *It's OK* as a neutral answer. Remind the use of it in *I love it/I hate it*.
- Continue in pairs (or threes), asking and answering about the different activities.
- Add extra stress to *I love it/I hate it*.

#### 4C Fatal attraction?

**G** object pronouns

**V** love story phrases: she falls in love, etc.

**P** /i/ and /i:/

#### OVERVIEW:

This lesson looks at famous cinema love stories and is based on a newspaper article which says that they are not only really five basic types of lovely story. It illustrates them with examples taken from the plots of famous Hollywood films.

The grammar aim is object pronouns (me, you, him...). These are presented through film stories which allow you to see how pronouns work, i.e. to avoid repeating names and nouns.

#### 1 GRAMMAR object pronouns

##### a Look at the photos and read the story of a classic film. What film is it?

- Focus on the photos and text. Do not shout out the name of the film (if you know it), but read the text first.
- You are given a minute or two to read the text. Try to guess any new words, or ask a partner.
- The name of the film is *Ghost*. Have you seen it?

##### b Look at the highlighted words 1-5. Who do they refer to? Write Sam, Molly, or Ota.

- Focus on the highlighted words and the example.
- We use these words because we don't want to repeat the names of the people.
- You are given a few minutes to rewrite the names.

##### c Complete the chart with these words.

- Focus on the chart and complete it in pairs. Although some of the words may be completely new to you, you should be able to do this by a process of elimination.
- Note that *you* and *it* don't change, and *her* is the same as the possessive adjective.

**d Grammar Bank 4C**

Read the rules and do the exercises.

**Object pronouns**▪ **take place of nouns***She meets John. She invites him to her house.*▪ **go after verbs***I love **you**. NOT I you love.*▪ **also go after prepositions (with, to, from, etc.)***Listen to **me**! I'm in love with **her**. NOT I'm in love with she.*

Subject	Object	
I	me	Wait for <b>me</b> .
You	you	I love <b>you</b> .
He	him	She isn't in love with <b>him</b> .
She	her	He kisses <b>her</b> .
It	it	I don't like <b>it</b> .
We	us	Can you help <b>us</b> ?
You	you	See <b>you</b> tomorrow.
They	them	Phone <b>them</b> this evening.

- ❖ Both subject and object pronouns are used to refer to people and things when we don't want to repeat the noun.
- ❖ *it* is for things, *him* for masculine, and *her* for feminine. The plural *them* is used both for people and things.
- ❖ The object pronoun *me* is used instead of subject pronoun *I* to answer the question *Who*?

e.g.     - Who wants a cup of tea?  
              - Me.

**d1. Complete the sentences with an object pronoun (me, you, ect.)**I love you.

- He's in love with        but she doesn't love
- It's a good film. Do you want to see       ?
- You speak very quickly. I can't understand
- We have a problem. Can you help       ?

5. I try to talk to \_\_\_\_ but she doesn't listen to \_\_\_\_
6. They're nice people. Do you know \_\_\_\_?

**d2. Change the highlighted bold words to pronouns.**

*I see **John** every day.      I see **him** every day.*

1. I know Linda.
2. She lives with **her father**.
3. I usually see **my parents** on Sunday.
4. I can't remember **your email address**.
5. I don't like **this actress**.
6. Can you book a table for **my friend and me**?

**2 SPEAKING**

**a Write four names in each box.**

TV programs	famous actors	famous actresses	pop groups
-------------	---------------	------------------	------------

- Focus on the four circles. You are given 2 minutes to write four names in each circle.

**b In groups, ask and answer.**

e.g. What do you think of (*Russell Crowe*)?

I	like	him.
	don't like	her.
	love	it.
	hate	them.

He's OK / great / terrible.

I don't know him / her / them / it.

- Focus on the instructions and speech bubbles.
- Some more adjectives of opinion: fantastic, interesting, awful, boring
- Remember to use extra stress with *love* and *hate*.

### 3 READING

**a Look at the five famous films. Do they have happy endings or sad endings?**

- Focus on the films. Do you know if they have happy or sad endings?

**b Read the newspaper article once. Write the names of the films.**

- Focus on the title of the article, go through the introduction with the class.
- *basic* = simple, elementary
- *obsession* = when somebody can't stop thinking about something
- *sacrifice* = give up one thing you like/want

**c Read the stories again. Guess the meaning of the highlighted phrases. Check with your teacher or a dictionary.**

- Read the stories again, and work with a partner to decide what the highlighted phrases mean. You are encouraged to use the context, and any part of the expressions that you know to help you.
- Translate into Vietnamese.

**d What type of love story is each film? Complete the article with these film types.**

First love	Obsession	Teacher and pupil
Rich and poor	Sacrifice	

- Work in pairs to decide what type of love story each film is.

### 4 PRONUNCIATION /i/ and /i:/

**a 4.9. Listen and repeat the words.**

- This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds.
- This difference is small and that with time and practice you will be able to differentiate and make these sounds.

**b 4.10 Listen to this love story. Practice telling it.**

They live in a big city.

She meets him in the gym.

He works in films, she's a teacher.

She kisses him and he thinks she loves him.

But in the end she leaves him.

- Focus on the story. Play the tape/CD to listen. Go through it line by line to see if the highlighted sounds are like *fish* or like *tree*.
- Note the sound-spelling relationship, i.e. that the *fish* sound here is always the letter *i*, usually between consonants; the *tree* sound here is always *e*, *ee*, or *ea*.

**4D Are you still mine?**

**G** possessive pronouns: mine, your, etc.

**V** music

**P** rhyming words

**OVERVIEW:**

The topic of this lesson is music and songs. First, talk about your musical tastes. These lessons finish with the song *Unchained Melody*, which links back to the previous lesson as it was the theme, song of the film *Ghost*.

**1 SPEAKING**

**a Look at the pictures. What can you see?**

- Books open. Look at the photos. What can you see?
- *an orchestra, a DJ, a blue guitarist, a group, lyrics.*

**b 4.11 Listen and tick (✓) the music you hear.**

- ❖ There are 6 short excerpts of music.

**c Interview a partner with the music questionnaire. Are you similar or different?**

**What kind of music do you like?**

**What kind of music don't you like?**

**Do you...?**

- Make sure you understand all the questions and can pronounce new words, e.g. *orchestra, download*

**2 GRAMMAR possessive pronouns**

**a Look at these song lyrics. Match them with the song / singers.**

**What's the difference between *my/ your* and *mine/ yours*?**

- Focus on the song lyrics.
- In pairs, try to match them to the correct singer.



## b Grammar Bank 4D. Read and rules and do the exercises.

## Possessive pronouns

Personal Pronouns	Possessive Adjectives	Possessive pronouns
I	It's <b>my</b> car.	It's <b>mine</b> .
Your	It's <b>your</b> car.	It's <b>yours</b> .
He	It's <b>his</b> car.	It's <b>his</b> .
She	It's <b>her</b> car.	It's <b>hers</b> .
It	It's <b>its</b> car.	It's <b>its</b>
We	It's <b>our</b> car.	It's <b>ours</b> .
you	It's <b>your</b> car.	It's <b>yours</b> .
They	It's <b>their</b> car.	It's <b>theirs</b> .

## ❖ Note:

- Use **possessive pronouns to talk about possession.**

A. *Whose book is it? Is it yours?*

B. *Yes, it's mine.*

- Use **possessive pronouns in place of Possessive Adjectives + Noun.**

*It's my car. OR It's mine.*

- **the are not used with Possessive Pronouns.**

*This is yours. NOT This is the yours.*

## Grammar notes:

- Apart from *mine*, the possessive pronoun is formed by adding an *s* to the possessive adjective (*his* stays the same as it already ends in *s*).
- Note the clear difference between possessive adjectives and pronouns. The adjectives always go **with** a noun while the possessive pronouns are used **without** a noun.
- A name + 's can also be used as a pronoun (i.e. without a noun).  
e.g.                - Whose car is it?  
                      - It's Mark's.
- *Whose* is pronounced exactly the same as *Who's* (= *Who is*).

b1. Look at the pictures. Complete the sentences with *mine/ yours*, etc.

1. It's mine.
2. It's \_\_\_\_\_.

3. It's \_\_\_\_\_.
4. It's \_\_\_\_\_.
5. It's \_\_\_\_\_.
6. It's \_\_\_\_\_.

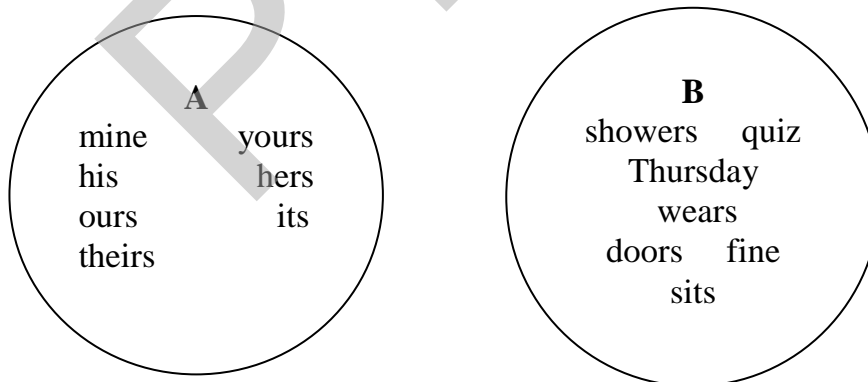
**b2. Cross out the wrong word.**

This is **my/ mine** son, David.

1. A: Are these **your/ yours** keys?  
B: No, these are **my/ mine**.
2. She's French and **her/ hers** husband is British.  
**Their/ theirs** children speak French and English.
3. A: I can't find **my/ mine** mobile.  
B: Is this **your/ yours**?
4. A: Whose car is that?  
B: It's not **our/ ours**. **Our/ ours** car is in the garage.

**3 PRONUNCIATION rhyming words**

**a** Pop songs often use rhyming words at the end of lines, e.g. *me - sea*.



- Focus on the instructions. Give more examples of rhyming words at the end of song lines., e.g. *Every breath you take., every move you make* (The Police).
- Focus on the words in the circles and do one pair.
- Match a pronoun from circle A with a rhyming word in circle B.

**b 4.12 Listen and check. Practice saying the words.**

**Answers:**

mine                      fine

your	doors
his	quiz
hers	Thursday
its	sits
ours	showers
theirs	wears

**c Cover circle A and look at the words in B. What are the rhyming pronouns?**

- Do this in pairs, A (book open) and B (book closed). A says a word from circle B and B tries to remember the rhyming pronoun.

**d Play *Whose is it?***

- ❖ Choose a single possession (pen, book, glasses...) and put it in front of you. You should remember who the things belong to.
- ❖ Teacher collects the possessions. Then picks up one thing and ask the class *Whose is it?* Point at the person who you think it belongs to and say *It's his* or *It's hers*.
- ❖ Checking by asking *Is it yours?* Answer can be *Yes, it's mine*.

**4 LISTENING**

**a 4.13 Listen and complete the song with *I, me, my, mine, or your*.**

- Focus on the song (originally recorded by the Righteous Brothers). Which film is it from (*Ghost*). Then focus on the instructions.
- Play the tape/CD once or twice to complete the song with the missing words.

**b Listen again and read the song with the glossary.**

- 1 I'm happy because you love me.
- 2 I'm sad because you're not with me.

**c What are your favorite songs from films?**

- ❖ The song was originally recorded by the Righteous Brothers.

## GLOSSARY

- **hunger** (v): be hungry
- **goes by** (v): passes
- **God speed**: God, please send me quickly
- **flow** (v): move
- **sigh** (v): make a sad sound

## Unchained Melody

Oh \_\_\_\_\_ love, \_\_\_\_\_ darling,

\_\_\_\_\_ hunger for \_\_\_\_\_ touch

A long, lonely time.

And time goes by so slowly,

And time can do so much,

Are you still \_\_\_\_\_?

\_\_\_\_\_ need \_\_\_\_\_ love.

\_\_\_\_\_ need \_\_\_\_\_ love.

God speed your love to \_\_\_\_\_.

Lonely rivers flow to the sea, to the sea,

To the open arms of the sea.

Lonely rivers sigh, wait for \_\_\_\_\_, wait for \_\_\_\_\_,

\_\_\_\_\_ 'll be coming home, wait for \_\_\_\_\_.

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
ambitious	adj	tham vọng
busy	adj	bận rộn
clothes	n	quần áo
credit card	n	thẻ tín dụng
download	v	tải
flower	n	hoa
guitar	n	đàn ghi ta
gym.	n	phòng tập thể thao
heavy	adj	nặng
impossible	adj	không có khả năng xảy ra
instrument	n	công cụ
lyric	n	lời (bài hát)
musical	adj	thuộc âm nhạc
present	n	quà
programme	n	chương trình
questionnaire	n	bản câu hỏi
remember	v	nhớ
sacrifice	n	sự hy sinh
together	adv	cùng nhau
win	v	chiến thắng

## QUICKTEST 4

### GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name \_\_\_\_ David.

A am    ✓B is    C are

1 \_\_\_\_ help me? I'm lost.

A You can                      B Can you                      C Can you to

2 She \_\_\_\_ drive. She walks to work.

A doesn't can                      B can't to                      C can't

3 A Do you like shopping?

B \_\_\_\_.

A Yes, I like                      B Yes, I love it                      C No, I do

4 Fiona hates \_\_\_\_ up early.

A getting                      B get                      C gettings

5 She doesn't like \_\_\_\_ alone.

A live                      B livving                      C living

6 I don't like \_\_\_\_\_. I think she's a terrible actress.

A her                      B him                      C them

7 The children are very quiet. I can't hear \_\_\_\_\_.

A they                      B them                      C their

8 Is that \_\_\_\_\_ book?

A your                      B them                      C you

9 They have a cat. \_\_\_\_\_ name is Felix.

A It's                      B Its                      C Their

10 Martha and Dick live in London, but I don't know \_\_\_\_\_ address.

A their                      B theirs                      C her

11 I can \_\_\_\_\_ three languages.

- A to speak                      B speak                      C speaking
- 12 You \_\_\_\_\_ park here. It's 'No Parking'.
- A can to                      B can                      C can't
- 13 My mother hates \_\_\_\_\_ football on TV.
- A watching                      B see                      C watch
- 14 Emily loves \_\_\_\_\_ to the cinema.
- A go                      B watch                      C going
- 15 Carl loves Molly, but she doesn't love \_\_\_\_\_.
- A her                      B he                      C him
- 16 We can't find our hotel. Can you help \_\_\_\_\_?
- A us                      B we                      C them
- 17 I love you, but you don't love \_\_\_\_\_.
- A me                      B I                      C mine
- 18 A What do you think of this music?
- B I like \_\_\_\_\_.
- A this                      B them                      C it
- 19 A \_\_\_\_\_ is that bag?
- B It's mine.
- A Who                      B Whose                      C Who's
- 20 A Are these coats \_\_\_\_\_?
- B No, they're not. Ours are black.
- A ours                      B us                      C our

## **VOCABULARY**

### **a Tick (✓) A, B, or C to complete the expressions.**

Example: \_\_\_\_\_ a friend

✓A meet    B look    C come

1 \_\_\_\_\_ the tango

A sing                      B dance                      C wait

- 2 \_\_\_\_\_ for the bus  
A wait                      B take                      C lose
- 3 \_\_\_\_\_ photos  
A do                        B make                      C take
- 4 \_\_\_\_\_ a bike  
A read                      B ride                      C drive
- 5 \_\_\_\_\_ chess  
A make                      B play                      C do
- 6 \_\_\_\_\_ someone a present  
A give                      B do                        C have
- 7 \_\_\_\_\_ a computer  
A do                        B use                        C wait
- 8 \_\_\_\_\_ out together  
A see                        B talk                        C go
- 9 \_\_\_\_\_ karaoke  
A play                        B sing                        C have
- 10 \_\_\_\_\_ a picture  
A paint                      B do                        play

**b Tick (✓) A, B, or C to complete the sentences.**

Example: My sister's birthday is \_\_\_\_\_ 14th December.

A in                      ✓B on                      C at

- 11 Don't forget to \_\_\_\_\_ your umbrella when you go to London.  
A read                      B take                      C go
- 12 I can't find my glasses. Please help me to look \_\_\_\_\_ them.  
A for                        B with                      C on
- 13 It's very dark in here. Please turn \_\_\_\_\_ the lights.  
A off                        B at                        C on
- 14 Can I try \_\_\_\_\_ these jeans, please?  
A on                        B in                        C by



- 15 A \_\_\_\_\_ don't you like the book?  
 B Because it's boring.  
 A What                      B Why                      C When
- 16 In *Pretty Woman*, Richard Gere falls in love \_\_\_\_\_ Julia Roberts.  
 A with                      B by                      C on
- 17 Can you play \_\_\_\_\_ piano?  
 A in                      B a                      C the
- 18 My father's favourite \_\_\_\_\_ is *Imagine* by John Lennon.  
 A song                      B band                      C lyrics
- 19 He's a violinist. He plays in an \_\_\_\_\_.  
 A group                      B band                      C orchestra
- 20 I like this group's music but I can't understand their \_\_\_\_\_.  
 A lyrics                      B word                      C guitar

## PRONUNCIATION

### a Which word has a different sound? Tick (✓) A, B, or C.

Example: A cinema    ✓B high    C his

- |            |           |         |
|------------|-----------|---------|
| 1 A two    | B clothes | C no    |
| 2 A leave  | B me      | C five  |
| 3 A think  | B mine    | C money |
| 4 A thanks | B fun     | C thing |
| 5 A four   | B tall    | C car   |

### b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: A shopping    B shopping    C shopping

- |                           |                        |                         |
|---------------------------|------------------------|-------------------------|
| 6 A class <u>ic</u> al    | B class <u>i</u> cal   | C class <u>ic</u> al    |
| 7 A <u>int</u> elligent   | B intell <u>i</u> gent | C intell <u>i</u> gent  |
| 8 A <u>in</u> strument    | B instrum <u>e</u> nt  | C instrum <u>e</u> nt   |
| 9 A basket <u>b</u> all   | B <u>b</u> asketball   | C basket <u>e</u> tball |
| 10 A <u>in</u> structions | B <u>i</u> nstructions | C instr <u>u</u> ctions |

## PART 2 - VERY EASY TOEIC

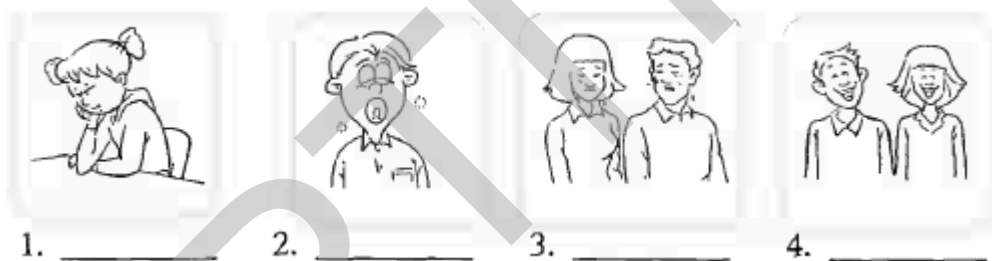
### UNIT 1 Present Tense

#### 1. Vocabulary

##### 1.1. Listening (Expression)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



##### Exercise 2



#### Tapescript:

##### Exercise 1

- A. He is yawning.
- B. They are crying.
- C. They are laughing.

D. She is frowning.

**Exercise 2**

- A. They are kissing.
- B. They are clapping.
- C. She is acting on the stage.
- D. She is nodding her head.

**1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

**Exercise 1**

- 1. They walked (though / through) the mud.
- 2. (Though / Through) it was raining, they went outside.

**Answers:**

- 1. through
- 2. Though

**Exercise 2**

- 1. I have (already / yet) finished my homework.
- 2. She has not finished her homework (already / yet).

**Answers:**

- 1. already
- 2. yet

**Exercise 3**

- 1. (Sometime / Sometimes), I like to walk in the park.
- 2. (Sometime / Sometimes) tomorrow, I will paint the fence.

**Answers:**

- 1. Sometimes
- 2. Sometime

## 2. Grammar Focus

### 2.1. Simple present

Use the simple present for routines, habits, or statements that are always true.

- a) The Earth is round.
- b) I usually get up at 7:00 in the morning.

Use the simple present for future events that are certain to take place.

- a) He comes back tomorrow.
- b) When does the train leave?

**NOTE:** You can also use the present progressive for future events that are certain to take place.

- a) He's coming back tomorrow.
  - The simple present is frequently used with *always, sometimes, usually, often, rarely, hardly, ever, never*.

### 2.2. Present perfect

Use the present perfect (have/has + past participle) to describe an action that happened in the past, where the time of the action may not necessarily be known.

- a) I have been to the United States.
- b) We have lived here for twenty years.
- c) John has seen the movie twice.
- d) I have just finished the project.

- Present perfect verbs are often used with *once, twice, -times, ever, never, finally, just, already, yet, recently*.

### 2.3. Present progressive

Use the present progressive (is/are + -ing) for an action that is currently in progress.

- a) I'm eating lunch right now.
- b) What are you talking about?

**NOTE:** Stative verbs do not occur in the progressive tense.

- a) I'm having a pen.(X) -> I have a pen.  
b) She's seeing a bird. (X) -> She sees a bird.

- Present progressive verbs are frequently used with *this week, today, at the moment, for the time being, currently.*
- Stative verbs include *know, own, belong, have, like, hate, seem, appear, hear, smell, taste, see, resemble.*

## 2.4. Present perfect progressive

Use present perfect progressive verbs (has/have been + -ing) for situations that began in the past and are continuing in the present.

- a) He has been calling her all morning.  
b) It's been raining here since we arrived.

## 3. Preposition

**At**

**USAGE:** *at school / at 7:30 / at first / at the target*

- a) He works at night.  
b) I got up at 6:00 this morning.  
c) She lives at 123 Main Street.

## Exercise

Choose the correct word or phrase to complete each sentence.

1. Every morning, I (am going / go) to school at eight o'clock.
2. Mina (studies / has studied) French for ten years.
3. I have not (saw / seen) him since 1995.
4. I (am having / have) three dogs.
5. The baby has (been crying / cries) all day.
6. Mr. Gray sometimes (plays / is playing) tennis.
7. Look! A mouse (runs / is running) through the door.

8. What are you (study / studying) at school tomorrow?
9. Have you (finish / finished) your homework yet?
10. Father is (laughing / laughs) at the movie.

**Answers:**

1. go
2. has studied
3. seen
4. have
5. been crying
6. plays
7. is running
8. studying
9. finished
10. laughing

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
appear	v	xuất hiện, có vẻ
clap	v	vỗ tay
cry	v	khóc
currently	adv	hiện tại
fence	n	hàng rào
finish	v	hoàn thành
frown	v	nhúm mày
kiss	v	hôn
know	v	biết
laugh	v	cười
moment	n	thời điểm
mud	n	bùn lầy
nod	v	gật đầu
own	v	sở hữu
project	n	dự án
resemble	v	tương tự
run	v	chạy
stage	n	sân khấu
target	n	mục đích
taste	v	nếm
yawn	v	ngáp

## UNIT 2 Past Tense

### 1. Vocabulary

#### 1.1. Listening (Transactions)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



##### Exercise 2



#### Tapescript:

##### Exercise 1

- A. He is shopping.
- B. He is paying the bill.
- C. He is trying on shoes.
- D. She is selling fruit.

##### Exercise 2

- A. She is returning a video.
- B. He is lending her some money.
- C. She is counting money.
- D. They are shaking hands



## 1.2. Reading (Commonly Confused Words)

Choose the correct word to complete each sentence.

### Exercise 1

1. George (borrowed / lent) some money from the bank.
2. Will you (borrow / lend) me a pen?

**Answers:**

1. borrowed
2. lend

### Exercise 2

1. He has a(n) (appointment / promise) this afternoon.
2. The politician made a(n) (appointment / promise) to the people to cut taxes.

**Answers:**

1. appointment
2. promise

### Exercise 3

1. I will never (get used to / used to) the cold weather here.
2. She (is used to / used to) live by the sea when she was young.

**Answers:**

1. get used to
2. used to

## 2. Grammar Focus

### Past Tense

#### 2.1. Simple present

Use the simple past tense for an action that was finished in the past.

- a) We went shopping yesterday.
- b) Columbus discovered America in 1492.

- c) I lent you fifty dollars two days ago.
- d) She ate dinner before we went to the movie.

**NOTE:** Use *used to* for an action that was repeated or occurred regularly.

Use *would* for actions that were repeated, though irregular.

- a) I used to play soccer with my friends when I was young.
- b) I would listen to music while studying for final exams in high school.

## 2.2. Past perfect

**Use the past perfect tense (had + past participle) for an action that occurred before a certain point in the past.**

- a) She had bought the book before I met her.
- b) He had been to Oxford twice before I went there.

**NOTE:** *Before* can be used, in a simple past and past perfect sentence.

- a) I cleaned the house before she visited.  
(= I cleaned the house because I knew she would visit.)
- b) I had cleaned the house before she visited.  
(= I cleaned the house, and, by coincidence, she visited after I had cleaned.)

## 2.3. Past progressive

**Use the past progressive tense (was/were + -ing) for an action that was in progress when a second past action took place (or when a second past action was also in progress.)**

- a) When Jackie got there, Steve was waiting for her.
- b) While I was taking a bath, Sally was using the computer.

## 2.4. Past perfect progressive

**Use the past perfect progressive tense (had been + -ing) to show an action that was in progress for a known length of time and was still in progress when some other action occurred.**

- a) He said he had been doing his homework since six o'clock.
- b) They had been cleaning the room for an hour already when I walked in.

### 3. Preposition

#### *In*

**USAGE:** *in the evening, in spring, in the box, in a month*

- a) I used to live in a house
- b) He went to Australia in 2012.
- c) She'll arrive in an hour.

#### Exercise

**Choose the correct word or phrase to complete each sentence.**

1. He didn't go shopping because he (is / was) sick.
2. Mr. Lee (have sold / sold) his house two months ago.
3. I (took / was taking) a shower when the phone rang.
4. I (used to / am used to) play in the park when I was young.
5. He (finished / finish) the work before I got there.
6. Shirley (had been waiting / waited) for twenty minutes when he arrived.
7. While I was talking on the phone, she (was reading / reads) magazines.
8. Jenny said she had already (return / returned) the movie.
9. He (borrowed / had borrowed) money from me three days ago.
10. He (had been waiting / waited) in the station since 2:00 when the train finally arrived.

#### Answers:

1. was
2. sold
3. was taking
4. used to
5. finished
6. had been waiting
7. was reading
8. returned
9. borrowed
10. had been waiting

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
America	n	châu Mỹ
borrow	v	mượn
coincidence	n	sự trùng hợp
cold	adj	lạnh
discover	v	khám phá
exam	n	bài kiểm tra
final	adj	cuối cùng, chung kết
fruit	n	hoa quả
magazine	n	tạp chí
money	n	tiền
return	v	trở lại
sea	n	biển
sell	v	bán
soccer	n	môn bóng đá (Mỹ)
spring	n	mùa xuân
station	n	nhà ga
visit	v	thăm
weather	n	thời tiết

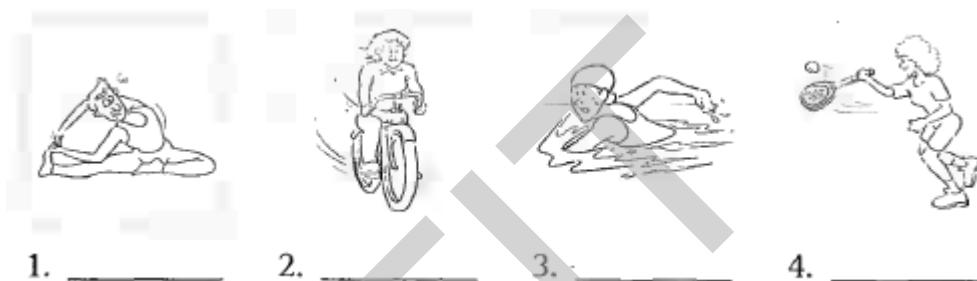
## UNIT 3 Gerunds / Infinitives

### 1. Vocabulary

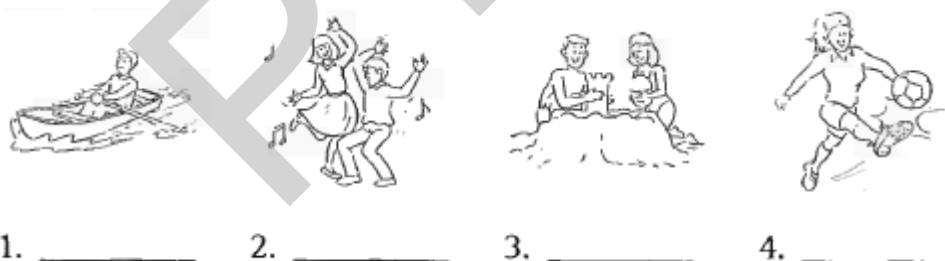
#### 1.1. Listening (Leisure I)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



##### Exercise 2



#### Tapescript:

##### Exercise 1

- A. She is riding a bike.
- B. She is swimming.
- C. The man is stretching.
- D. She is playing tennis.

##### Exercise 2

- A. They are dancing.

- B. They are making a sand castle.
- C. She is kicking the ball.
- D. He is rowing the boat.

## **1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

### **Exercise 1**

1. Soccer is (fun / funny) to play.
2. The comedian is (fun / funnny).

**Answers:**

1. fun
2. funny

### **Exercise 2**

1. Would you (mind / remind) rowing for a while?
2. Please (mind / remind) me to stretch before I exercise.

**Answers:**

1. mind
2. remind

### **Exercise 3**

1. Sue (gets on / takes) the bus to school.
2. Hold my books while I help the lady (get on / take) the bus.

**Answers:**

1. takes
2. gets on

## 2. Grammar Focus

### Gerunds / Infinitives

**2.1. Use the -ing form after the following verbs: *avoid, deny, enjoy, finish, give up, mind, spend.***

- a) I enjoyed working at the restaurant.
- b) Finally, she gave up smoking.

**2.2. Use a to-infinitive after the following verbs: *agree, decide, expect, fail, hope, want.***

- a) He agreed to join our soccer team.
- b) I want to travel to the moon some day.

**2.3. Use a to -infinitive after the following verbs plus their objects: *allow, ask, expect, tell, want, would like.***

- a) My boss told me to finish the project by next Monday.
- b) She asked her husband to stop smoking.

**2.4. Use the -ing form after the following verb phrases: *look forward to, get used to, object to, can't help, can't stand.***

- a) I look forward to hearing from you soon.
- b) We can't help having more cookies. They're delicious!

**2.5. After the following verbs, the to-infinitive and -ing forms have the same meaning: *begin, hate, like, prefer, start.***

- a) It began to rain. = It began raining.
- b) I like to ride a bike. = I like riding a bike.

**2.6. After the following verbs, the to-infinitive and -ing forms have different meanings: *try, remember, forget.***

- a) He remembered to call his friend.
- b) He remembered calling his friend.

**2.7. Use the -ing form when using go + verb constructions with the following verbs: camp, hunt, skate, dance, jog, swim.**

- a) All our class went camping last weekend.
- b) I would like to go fishing this Saturday.

**2.8. Use only the -ing form after a preposition.**

- a) They talked about studying together.
- b) I am interested in traveling to France.

### 3. Prepositions

#### *From*

**USAGE:** *from my grandmother, from Ireland, from 1:00 to 2:00, from the start*

- a) I got a watch from my father.
- b) Peter got back from his trip to Hong Kong.
- c) We work from 9 a.m. to 6 p.m.

### Exercise

**Choose the correct word or phrase to complete each sentence.**

1. We gave up (going / to go) on a picnic because of the heavy rain.
2. He asked her (helping / to help) him with his homework.
3. James wanted (traveling / to travel) to Europe by himself.
4. They look forward to (seeing / see) their son next month.
5. I'm planning to go (swimming / to swim) with my friend Bill tomorrow.
6. Please remind me (buying / to buy) some milk.
7. Janet spent \$200 (buying / buy) a new cell phone.
8. Would you like me (getting / to get) something to eat on my way back from work?
9. My father has recently stopped (smoking / to smoke) due to his health problems.
10. These days, you can buy almost anything without (going / to go) to the store.



**Answers:**

1. going
2. to help
3. to travel
4. seeing
5. swimming
6. to buy
7. buying
8. to get
9. smoking
10. going

## **VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
avoid	v	tránh
camp	n, v	trại, cắm trại
castle	n	lâu đài
cell phone	n	điện thoại di động
deny	v	chối
fish	n, v	cá, câu cá
forget	v	quên
hunt	v	săn
remind	v	nhắc
ride	v	đạp (xe), cưỡi (ngựa)
sand	n	cát
skate	v	trượt băng
smoke	v	hút thuốc
store	n	cửa hàng
swim	v	bơi
travel	n, v	du lịch
try	v	cố gắng, thử

## UNIT 4 Subject - Verb Agreement

### 1. Vocabulary

#### 1.1. Listening (Work)

Listen and write the letter of the statement that best describes the picture.

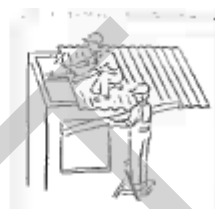
##### Exercise 1



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

##### Exercise 2



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

### Tapescript:

#### Exercise 1

- A. They are building a house.
- B. He is working on a computer.
- C. He is designing a building.
- D. She is wrapping a gift.

**Exercise 2**

- A. He is delivering some flowers.
- B. She is typing.
- C. She is serving drinks.
- D. He is measuring the table.

**1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

**Exercise 1**

- 1. He finished his homework (by / until) ten o'clock.
- 2. She worked (by / until) nine o'clock last night.

**Answers:**

- 1. by
- 2. until

**Exercise 2**

- 1. I fell asleep (during / for) the movie.
- 2. She will stay in Europe (during / for) two weeks.

**Answers:**

- 1. during
- 2. for

**Exercise 3**

- 1. The boss is the (employee / employer).
- 2. The worker is the (employee / employer).

**Answers:**

- 1. employer
- 2. employee

## 2. Grammar Focus

### Subject - Verb Agreement

singular	plural
is / has	are/ have
every, each	a number of, a couple of
more than one	a group of, kinds of
many a	a few, several
	many, both
	all of, most of

**2.1. Use singular verbs after the names of countries and (singular) subjects that finish with -s.**

- a) The United States has a population of over 265 million people.
- b) Mathematics is my favorite subject.
- c) Physics has been studied for many centuries.

**2.2. Use plural verbs after the following: *any of, some of, all of, many, the rest of, a lot of, a number of, several.***

- a) A number of my friends are from China.
- b) Many countries have joined the European Union.
- c) Several cars were damaged in the accident.

**2.3. Use either a singular or plural verb after the following nouns: *jury, class, team, family, society.***

**The meaning of the noun is dependent on the form of the verb used.**

- a) The jury has made a decision.
- b) The class are ready for their exam.

### 3. Prepositions

#### *To*

**USAGE:** *to sea, to the bathroom, to the front, to the reporter*

- a) He walked to school.
- b) I work from nine to five.
- c) We don't know the answer to this problem.

#### Exercise

**Choose the correct word or phrase to complete each sentence.**

1. Simon and I (am / are) going to the park this afternoon.
2. Can you finish cleaning the house (until / by) seven o'clock?
3. Peter and Sally (have / has) red bicycles.
4. The Philippines (are / is) made up of many islands.
5. I ate some food (for / during) the party.
6. Three hundred dollars (is / are) a lot of money.
7. A number of students in the class (has / have) cell phones.
8. After school, I met my friends (at / to) the park.
9. I have (been / was) here for two hours.
10. Some of the fish (were / was) sick.

#### Answers:

1. are
2. by
3. have
4. is
5. during
6. is
7. have
8. at
9. been
10. were

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
accident	n	tai nạn
boss	n	ông chủ
damage	n	thiệt hại
decision	n	quyết định
deliver	v	giao hàng
employee	n	người làm thuê
employer	n	chủ lao động
front	n	phía trước
gift	n	món quà
island	n	đảo
mathematics	n	môn toán
measure	v	đo
physics	n	môn vật lý
population	n	dân số
problem	n	vấn đề rắc rối
ready	adj	sẵn sàng
reporter	n	phóng viên
sick	adj	ốm
subject	n	môn học
wrap	v	gói, bọc

## UNIT 5 Auxiliaries

### 1. Vocabulary

#### 1.1. Listening (Communication I)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



1. \_\_\_\_\_



2. \_\_\_\_\_

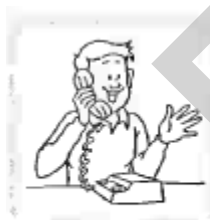


3. \_\_\_\_\_



4. \_\_\_\_\_

##### Exercise 2



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

#### Tapescript:

##### Exercise 1

- A. She is calling someone.
- B. She is saying goodbye.
- C. She is shouting.
- D. They are chatting.

##### Exercise 2

- A. She is speaking to the class.



- B. He is talking on the phone.
- C. He is whispering to his friend.
- D. She is yelling at the dog.

## **1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

### **Exercise 1**

- 1 . It's raining. (Bring / Take) an umbrella when you leave.
- 2 . Please (bring / take) your sister when you come to my party.

**Answers:**

- 1. Take
- 2. bring

### **Exercise 2**

- 1. What (advice / advise) can you give me?
- 2. I'd (advice / advise) you to save some money.

**Answers:**

- 1. advice
- 2. advise

### **Exercise 3**

- 1 . She (said / told) hello to him.
- 2 . He (said / told) her to be quiet.

**Answers:**

- 1. said
- 2. told

## 2. Grammar Focus

### Auxiliaries

#### 2.1. Auxiliaries

- a) I should do my homework now.
- b) I can help you clean the car.

#### 2.2. Semi-auxiliaries

I am able to dance very well.

#### 2.3. Differences between auxiliaries and other verbs

**Auxiliary verbs are followed by the basic form of a verb.**

You must (clean / ~~to clean~~ / ~~cleans~~) your room now.

**Auxiliary verbs are NOT used with to-infinitives.**

I would like to (be able to / eat) speak English.

**Auxiliary verbs do not agree with the subject in number.**

John (can / ~~can's~~) swim very well.

**To negate an auxiliary verb, add "not" after it.**

I (will not / ~~don't will~~) attend the meeting.

**It is possible to delete verb phrases after an auxiliary when they are repeated.**

- a) John will come to the party and so will Marta.
- b) George can play the guitar, but Larry can't.
- c) "I like apples." "So do I."

## 2.4. Making negative and interrogative sentences

Auxiliaries	Negative sentences	Interrogative sentence?
can	cannot	Can you ~?
ought to	ought not to	Ought you to ~?
had better	had better not	---
have to	do not have to	Do you have to ~ ?
be going to	be not going to	Are you going to ~?
used to	did not use to	Did you use to ~?
would rather	would rather not	Would you rather ~?

2.5. Use *would* and *could* instead of *will* in proposals.

(Would /Will) you like to have some coffee?

## 3. Preposition

*By*

**USAGE:** *by bus, by tomorrow, by practicing, by someone, by the door*

- a) I went to school by subway.
- b) You have to finish it by next week.
- c) We can improve our English by practicing.

## Exercise

Choose the correct word or phrase to complete each sentence.

- I could (clean / cleaned) the room for you.
- David practices English every day to (can / be able to) speak it fluently.
- Linda (can / cans) skate really well.
- We (ought to not / ought not to) eat too much.
- You' d better (taking a / take a) good rest after hiking.

6. (Will /Would) you care for something to drink?
7. You had (not better / better not) keep the plants outside during winter.
8. Karen can play the flute really well and (so can / so does) Lars.
9. We (will not / don't will) go to the meeting tomorrow morning.
10. They (don't have to / have not to) submit the report by Friday.

**Answers:**

1. clean
2. be able to
3. can
4. ought not to
5. take a good rest
6. Would
7. better not
8. so can
9. will not
10. don't have to

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
bring	v	mang đến
care for	v	thích
chat	v	nói chuyện
delete	v	xóa
fluently	adv	một cách trôi chảy
flute	n	sáo
hike	v	đi bộ
leave	v	rời đi
outside	adv	bên ngoài
plant	n	cây
possible	adj	có khả năng xảy ra
quiet	adj	yên lặng, trật tự
repeat	v	nhắc lại
report	v, n	tường thuật, bản báo cáo
shout	v	la hét
submit	v	giao nộp
subway	n	tàu điện ngầm
take	v	mang đi
whisper	v	thì thầm
yell	v	hét

## UNIT 6 Relative Pronouns

### 1. Vocabulary

#### 1.1. Listening (Communication II)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

##### Exercise 2



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

#### Tapescript:

##### Exercise 1

- A. She is raising her hand.
- B. He is pointing to the sign.
- C. She is waving.
- D. He is writing on the board.

##### Exercise 2

- A. They are hugging.

- B. He is helping the child.
- C. He is showing her the map.
- D. She is cheering for the team.

## **1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

### **Exercise 1**

1. That book had a strong (affect / effect) on how I think.
2. The weather can (affect / effect) the way you feel.

**Answers:**

1. effect
2. affect

### **Exercise 2**

1. Would you like (another / other) glass of beer?
2. I prefer the (another / other) book to this one.

**Answers:**

1. another
2. other

### **Exercise 3**

1. He was cooking (when / while) she arrived home.
2. He was playing tennis (when / while) she was shopping.

**Answers:**

1. while
2. when

## 2. Grammar Focus

### Relative Pronouns

#### 1.1. Subjective case of relative pronouns

**When the antecedent is a person, use *who*, *that*, or *whoever*.**

- a) That's the boy who came to our party last week.
- b) They are giving a free mug to whoever comes to the store today.

**When the antecedent is an animal or object, use *which* or *that*.**

- a) The dog, which took my shoes, belongs to Amy.
- b) The pen that he wrote his novel with is in the museum.
- c) The dog which took my shoes belongs to Amy. (X)
- d) The pen, that he wrote his novel with, is in the museum. (X)

**NOTE:** The number of the verb in a relative clause is decided by its antecedent.

- a) I saw a boy who was running in the park.
- b) Don likes some of the fish that are in the tank.

#### 2.2. Possessive case of relative pronouns

**When the antecedent is a person, animal, or object, use *whose*.**

- a) I know the man whose car was stolen.
- b) Maria was walking a dog whose ears were very long.

#### 2.3. Objective case of relative pronouns

**When the antecedent is a person, use *who(m)*.**

- a) She is the girl (who) I met in the park.
- b) She is the girl to whom I gave a free ticket.

**When the antecedent is an animal or an object, use *which* or *that*.**

- a) The hamster (that) I keep in my room is two years old now.



## 2.4. It is ~ that/ who

- a) It was my father who helped me with my homework yesterday.
- b) It was yesterday that my father helped me with my homework.

## 2.5. Preposition + relative pronoun

- a) This is the house in which I have lived for ten years.
- b) That was the day on which I met her for the first time.
- c) That is the reason for which I was late for the appointment.
- d) This is the house in that I have lived for ten years. (X)

**NOTE:** The relative pronoun “that” is not used with prepositions.

## 3. Preposition

### *With*

**USAGE:** *with a pen, with a friend, with pleasure, with me*

- a) She cut the banana with a knife.
- b) I went shopping with my mother.
- c) He doesn't have any money with him.

## Exercise

**Choose the correct word or phrase to complete each sentence.**

1. I know the woman (who / which) is sitting over there.
2. The car (whose / that) is parked near the tree belongs to my friend.
3. Adam bought his son a bicycle (that / whose) color is red and blue.
4. Could we have that meeting (other / another) time?
5. It's next week (which / that) we have to finish the project.
6. The girl (who / whom) called didn't leave her name.
7. This is the book (in that / in which) I read about Chinese culture.
8. July 4<sup>th</sup> is the date (on which / in which) the United States became independent.
9. The hotel (where / when) we stayed didn't have a restaurant.

10. That's the reason (where / why) he couldn't come to the meeting.

**Answers:**

1. who
2. that
3. whose
4. another
5. that
6. who
7. in which
8. on which
9. where
10. why

## VOCABULARY

Word/ phrase	Part of speech	Meaning
affect	v	ảnh hưởng
appointment	n	cuộc hẹn
banana	n	quả chuối
cheer	v	chào mừng
culture	n	văn hóa
hamster	n	chuột cảnh
help	v	giúp đỡ
hug	v	ôm
independent	adj	độc lập
knife	n	dao
meeting	n	cuộc họp
mug	n	ca, vại
object	n	đối tượng, vật thể
point	v	chỉ
prefer	v	thích hơn
project	n	dự án
raise	v	giơ (tay)
reason	n	lý do, nguyên nhân
team	n	đội
ticket	n	vé
wave	v	vẫy

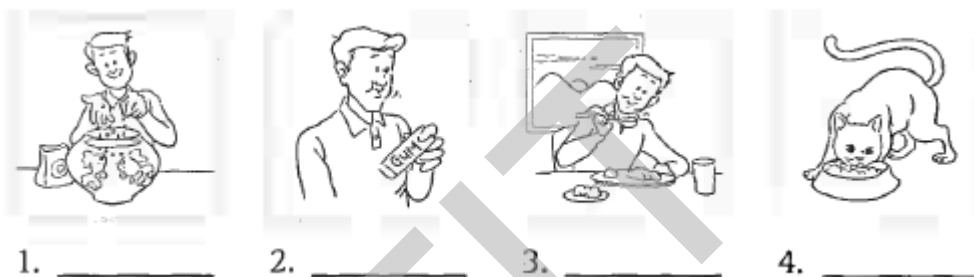
## UNIT 7 Nouns / Pronouns

### 1. Vocabulary

#### 1.1. Listening (Expression)

Listen and write the letter of the statement that best describes the picture.

#### Exercise 1



#### Exercise 2



#### Tapescript:

##### Exercise 1

- A. The cat is eating.
- B. He is having dinner.
- C. He is chewing gum.
- D. He is feeding the fish.

**Exercise 2**

- A. He is cooking.
- B. She is pouring some tea.
- C. She is giving him a cake.
- D. He is bringing her some tea.

**1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

**Exercise 1**

- 1. The (desert / dessert) is hot and dry.
- 2. The (desert / dessert) was delicious!

**Answers:**

- 1. desert
- 2. dessert

**Exercise 2**

- 1. He ate (a little / a few) of his birthday cake.
- 2. He ate (a little / a few) cookies.

**Answers:**

- 1. a little
- 2. a few

**Exercise 3**

- 1. I want (any / some) ice cream.
- 2. We don't have (any / some) ice cream.

**Answers:**

- 1. some
- 2. any

## 2. Grammar Focus

### Nouns / Pronouns

**2.1. Countable nouns (common nouns, collective nouns) use *a/an* for singular forms and add *s/es* for plural forms.**

- a) We have an orange car.
- b) Look at the cars on the street.
- c) Do you have a sweater I could borrow?

**2.2. Uncountable nouns (material nouns, proper nouns, abstract nouns) cannot be used with *a/an* or as a plural form.**

- a) The horse needs food and water.
- b) I need ten sheets of paper.

**2.3. The following are uncountable nouns: furniture, luggage, baggage, news, information, mail.**

- a) We bought a lot of furniture for our new house.
- b) How many pieces of baggage do you have?

**2.4. Nouns can act as subjects, complements, and objects.**

- a) *Michael* works for a computer company.
- b) Lucy is *a travel agent*.
- c) Everyone is looking for *the lost child*.

### 2.5. Personal pronouns

		subjective	possessive	objective	possessive	reflexive
<b>1st person</b>	singular	I	my	me	mine	myself
	plural	we	our	us	ours	ourselves
<b>2nd person</b>	singular	you	your	you	yours	yourself
	plural	you	your	you	yours	yourselves

	singular	he	his	him	his	himself
<b>3rd</b>	singular	she	her	her	hers	herself
<b>person</b>	singular	it	its	it	its	itself
	singular	they	their	them	theirs	themselves

## 2.6. Indefinite pronouns

- a) I have two pens; *one* is blue and *the other* is black.
- b) There are ten boys; *some* are in the room, and the *others* are in the yard.

## 3. Preposition

### *For*

**USAGE:** *for six weeks, for fifty dollars, for some candy, for work*

- a) I went to the bakery for some bread.
- b) They have lived here for five years.
- c) We bought a phone for \$10.

## Exercise

**Choose the correct word or phrase to complete each sentence.**

1. Where are you going to put all your (furniture / furnitures)?
2. There are no (battery / batteries) in the radio.
3. Bad news (don't / doesn't) make people happy.
4. We had a lot of (luggage / luggages).
5. What (kind / kinds) of camera do you have?
6. Three years (is / are) a long time to be without a job.
7. I was waiting for her at the (reception / receptions) desk.
8. A large number of (person / people) in this country are immigrants.
9. Karen has (few / little) friends at the company.
10. Did you get the (mails / mail) yet?

**Answers:**

1. furniture
2. batteries
3. doesn't
4. luggage
5. kind
6. is
7. reception
8. people
9. few
10. mail



## **VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
bakery	n	hiệu làm bánh
battery	n	pin, ắc qui
chew	v	nhai
cookie	n	bánh qui
desert	n	sa mạc, hoang mạc
dessert	n	món tráng miệng
dry	adj	khô
gum	n	kẹo cao su
immigrant	n	người nhập cư
luggage	n	hành lý
pour	v	rót, đổ
sheet	n	trang (giấy)
sweater	n	áo len chui đầu
travel agent	n	nhân viên đại lý du lịch
yard	n	sân

## UNIT 8 Adjectives / Adverbs

### 1. Vocabulary

#### 1.1. Listening (Active Situations)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

##### Exercise 2



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

#### Tapescript:

##### Exercise 1

- A. They are loading bags into the car.
- B. The rabbit is hopping.
- C. The frog is jumping.
- D. The dog is chasing the cat.

**Exercise 2**

- A. He is fixing the car.
- B. The bird is flying.
- C. The dog is playing with the ball.
- D. They are marching in a parade.

**1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

**Exercise 1**

- 1. (Almost / Most) all of the children wanted to play soccer.
- 2. (Almost / Most) of the children wanted to play soccer.

**Answers:**

- 1. Almost
- 2. Most

**Exercise 2**

- 1. He worked (hard / hardly) all day. Now he is tired.
- 2. He (hard / hardly) worked today. He mostly relaxed.

**Answers:**

- 1. hard
- 2. hardly

**Exercise 3**

- 1. (Late / Lately), I have started jogging at night.
- 2. Did you come home (late / lately) last night?

**Answers:**

- 1. Lately
- 2. late

## 2. Grammar Focus

### 2.1. Adjectives

- a) I'm glad that you came.
- b) It's important that we work together.

#### Adj + to

- a) We are happy to be here.
- b) I was shocked to see him.

#### Adj + prep + ing

- a) She is good at playing tennis.
- b) I'm tired of listening to this music.

#### Superlative form + to

- a) She was the last to arrive.
- b) He's the oldest athlete to win a gold medal.

### 2.2. Adverbs

**Adverbs can modify verbs, adjectives, other adverbs and clauses.**

- a) She speaks English fluently and correctly.
- b) You are entirely wrong.
- c) He worked really hard.
- d) I nearly fell over his feet.

**Adverbs of frequency come after an auxiliary verb and before a main verb.**

- a) She can rarely drive to work in less than an hour.
- b) You should always brush your teeth after eating.

**NOTE:** Only partial negation occurs when not is used with *all*, *both*, *every*, *whole*, *entirely*, *always*, *necessarily*, or *completely*.

- a) I couldn't solve all the problems. Some of them were too difficult.

- b) You don't necessarily have to attend the meeting.

### 3. Preposition

#### *Into*

**USAGE:** *into the goal, into new clothes, into the house, into the country*

- a) I saw the girl go into the store.  
b) The water turned into ice.  
c) She translated the novel into French.

### Grammar Exercise

**Choose the correct word or phrase to complete each sentence.**

1. We didn't go out because it was raining (heavy / heavily).
2. I hate doing homework. I (rarely / frequently) try to avoid it.
3. Your writing is terrible. I can (hard / hardly) read it.
4. I'm happy (to / that) see you.
5. The test was (surprising / surprisingly) easy.
6. The man became (violent / violently) when the waiter asked him to leave.
7. She's always afraid (walks / to walk) alone at night.
8. I know (both / all) of her parents.
9. I was shocked (that / to) he was promoted.
10. I'm sure you are tired (of / for) doing this work.

#### **Answers:**

1. heavily
2. frequently
3. hardly
4. to
5. surprisingly
6. violent
7. to walk
8. both

9. that

10. of

PTIT

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
attend	v	tham dự
brush	v	đánh (răng)
chase	v	đuổi theo
entirely	adv	hoàn toàn
fly	v	bay
frog	n	con ếch
glad	adj	vui mừng
ice	n	băng
jog	v	chạy bộ
medal	n	huy chương
novel	n	tiểu thuyết
parade	n	diễu hành
promoted	adj	được thăng tiến
rabbit	n	con thỏ
shocked	adj	bị sốc
surprisingly	adv	một cách đáng kinh ngạc
translate	v	dịch
violent	adj	bạo lực

## UNIT 9 Comparisons

### 1. Vocabulary

#### 1.1. Listening (Household)

Listen and write the letter of the statement that best describes the picture.

##### Exercise 1



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

##### Exercise 2



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

#### Tapescript:

##### Exercise 1

- A. He is combing his hair.
- B. She is cutting a cake.
- C. He is cleaning a lamp.
- D. He is washing the dishes.



**Exercise 2**

- A. He is checking the mailbox.
- B. He is polishing his shoes.
- C. He is sweeping.
- D. She is folding the clothes.

**1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

**Exercise 1**

- 1. I drank (fewer / less) tea today than yesterday.
- 2. These days, I work (fewer / less) hours.

**Answers:**

- 1. fewer
- 2. less

**Exercise 2**

- 1. The (object / subject) of today's class is Korean History.
- 2. What is that (object / subject) in your bag?

**Answers:**

- 1. subject
- 2. object

**Exercise 3**

- 1. Let's (raise / rise) that flag.
- 2. What time does the sun (raise / rise)?

**Answers:**

- 1. raise
- 2. rise

## 2. Grammar Focus

### Comparisons

#### 2.1. As - As comparison: as + adjective/adverb + as

**Only the regular form of an adjective or adverb comes between *as* and *as*.**

- a) William is as more tall as his brother. (X) (more tall -> tall)
- b) Gary is as smart as any boy in his class.
- c) Learning to play tennis is not as easy as it seems.

**Multiplicative words (eg. twice, three times, etc.) are placed in front of the first *as*.**

- a) This is three times as large as that.  
(= This is three times larger than that.)
- b) Your car is twice as fast as my car.

#### 2.2. Regular comparison

**Comparative form of adjective/adverb + *than***

- a) This hotel is more expensive than that hotel.
- b) Gary is smarter than any other boy in his class.
- c) I have never been happier (than I am now).
- d) Of the two houses, this is the more beautiful.

(When comparing between two, the comparative form is used with “the”.)

**Use *to* instead of *than* with the following adjectives: *senior, junior, superior, inferior*.**

- a) Your car is much superior to mine.
- b) In this company, she is senior to me.

**Comparatives can be modified by the following words: *much, even, far, still, a lot*.**

- a) It is much colder today than it was yesterday.
- b) The sun rises even earlier in June.

### 2.3. Superlatives

**“The” is used before a superlative. When there is no noun modified by the superlative, “the” can be omitted.**

- a) It was the cheapest car that I could find.
- b) Gary is the smartest boy in his class.
- c) He ran the fastest of all.
- d) He is the most handsome teacher in the school.

### 3. Preposition

#### *On*

**USAGE:** *on the beach, on Saturday, on time, on my street*

- a) Father will come back on Sunday.
- b) Our vacation started on December 27<sup>th</sup>.
- c) The post office is on Maple Street.

#### Exercise

**Choose the correct word or phrase to complete each sentence.**

- 1. Last night, I went to bed (early / earlier) than him.
- 2. It is (much / more) hotter on the sun than on the moon.
- 3. This computer is inferior (to / than) that one.
- 4. Taking the train is not (as / more) expensive as flying.
- 5. This section is (very / much) easier than the rest.
- 6. The cheetah is the (faster / fastest) animal in Africa.
- 7. That was (most / the most) delicious meal I've ever had.
- 8. He is five years senior (to / than) me.
- 9. Of the two subjects, English is the (more / most) interesting.
- 10. Gas is twice as expensive (as / than) it was a few years ago.

**Answers:**

1. earlier
2. much
3. to
4. as
5. much
6. fastest
7. the most
8. to
9. more
10. as

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
Africa	n	châu Phi
check	v	kiểm tra
cheetah	n	loài báo gêpa
comb	v	chải (đầu)
delicious	adj	ngon
early	adj/adv	sớm
flag	n	lá cờ
fold	v	gập (quần áo)
inferior	adj	phẩm chất thua kém
mailbox	n	hòm thư
moon	n	mặt trăng
polish	v	đánh bóng (giày)
post office	n	bưu điện
senior	adj	thâm niên, nhiều tuổi
smart	adj	thông minh, hình thức đẹp
sun	n	mặt trời
sweep	v	quét
vacation	n	kỳ nghỉ

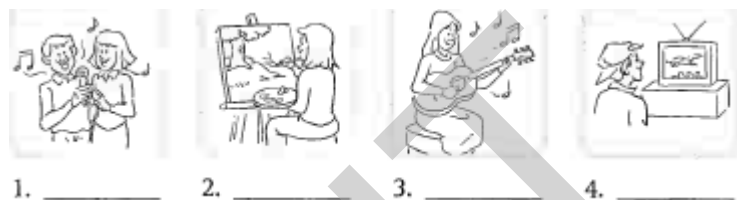
## UNIT 10 Conjunctions

### 1. Vocabulary

#### 1.1. Listening (Leisure II)

Listen and write the letter of the statement that best describes the picture.

#### Exercise 1



#### Exercise 2



#### Tapescript:

##### Exercise 1

- A. She is painting a picture.
- B. He is watching television.
- C. They are singing.
- D. She is playing the guitar.

##### Exercise 2

- A. She is taking a bath.
- B. He is reading a book.
- C. She is relaxing by the pool.

D. She is lying in the sun.

## **1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

### **Exercise 1**

1. It is very (quiet / quite) tonight.
2. The moon was (quiet / quite) bright.

**Answers:**

1. quiet
2. quite

### **Exercise 2**

1. The story is very (interested / interesting).
2. I am (interested / interesting) in the story.

**Answers:**

1. interesting
2. interested

### **Exercise 3**

1. I want to (lay / lie) down. I'm tired.
2. Please (lay / lie) the book on the table

**Answers:**

1. lie
2. lay

## **2. Grammar Focus**

### **Conjunctions**

#### **1. Coordinating conjunctions (Tip - FANBOYS: *for, and, nor, but, or, yet, so*)**

##### **Addition/alternation**

- a) You can read a book or take a bath.
- b) She is playing the guitar and singing.

**Contrast**

- a) He is tall, but his son is short.
- b) She is very rich, yet she doesn't wear expensive clothes.

**Reason/result**

- a) I bought a new tie, for I have a job interview tomorrow.
- b) She saved money so she could go to Europe.

**2. Subordinating conjunctions**

**Simultaneous/sequential action**

- a) Mary was listening to the radio while she was studying.
- b) Sharapova has loved tennis since she was a child.
- c) It was late by the time I got home.

**Condition**

- a) As long as you promise to be back before nine, you can go out.
- b) We will have fun at the beach, unless it rains.

**Concession**

- a) It is true, although it may sound strange.
- b) Even if it snows, we must go to school.

**Reason**

- a) Since you can't answer the question, we'd better ask someone else.
- b) He ate a hamburger because he was hungry.

**Purpose**

- a) David took a taxi so that he would be early.



- b) In order that he not fail again, Garrett enrolled in a test prep course.

### 3. Correlative conjunctions

#### Inclusion

- a) She likes to play both football and hockey.  
b) He studies not only English, but Spanish, too.

#### Exclusion

- a) Our milkshakes come in either chocolate or vanilla.  
b) Neither my father nor I like watching the ballet.  
c) It doesn't matter to me whether it rains or not.

### 2. Preposition

#### *Over*

**USAGE:** *over the sea, over ten years ago, over the department, all over the world*

- a) The plane was flying over the lake.  
b) The war lasted over thirty years.  
c) He has no control over himself.

#### Exercise

**Choose the correct word or phrase to complete each sentence.**

1. Let's wait (by / until) it stops raining.
2. She was (quiet / quite) angry after the argument.
3. I thought that movie was very (interested / interesting).
4. He went to (neither / either) the bank nor the post office.
5. We met a lot of nice people (during / while) our vacation.
6. I have known her (when / since) she was a child.
7. It was raining, (but / so) I brought my umbrella with me.
8. I will lend you the money (as long as / although) you pay me back.
9. During our last vacation, we visited both London (and / or) Paris.

10. (Yet / Although) it rained a lot, we enjoyed our vacation.

**Answers:**

1. until
2. quite
3. interesting
4. neither
5. during
6. since
7. so
8. as long as
9. and
10. Although

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
bright	adj	sáng
control	n	kiểm soát, điều khiển
fail	v	thi trượt
hockey	n	môn khúc côn cầu
lake	n	hồ
last	v	kéo dài
paint	v	vẽ
pool	n	bể bơi
promise	v	hứa
quite	adv	khá
relax	v	nghỉ ngơi thư giãn
terrible	adj	kinh khủng
tie	n	cà vạt
war	n	cuộc chiến tranh

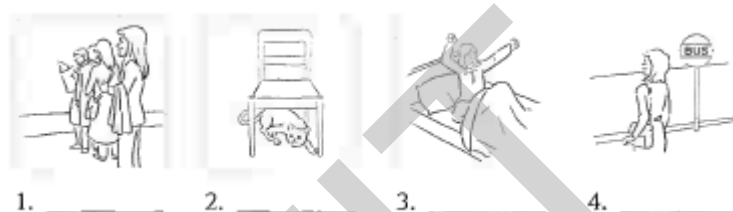
## UNIT 11 Modifiers

### 1. Vocabulary

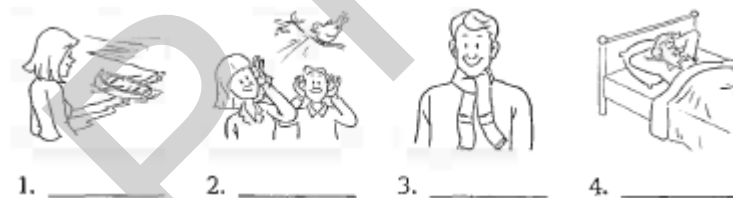
#### 1.1. Listening (Passive Situations)

Listen and write the letter of the statement that best describes the picture.

#### Exercise 1



#### Exercise 2



#### Tapescript:

##### Exercise 1

- A. The cat is hiding under the chair.
- B. She is standing in line.
- C. She is waiting for a bus.
- D. She is getting up.

##### Exercise 2

- A. He is resting in bed.
- B. He is wearing a scarf.
- C. They are listening to the bird.

D. She is looking at the boat.

## **1.2. Reading (Commonly Confused Words)**

**Choose the correct word to complete each sentence.**

### **Exercise 1**

1. I like the red shirt, and I like the blue one,(either / too).
2. I don't like the red shirt, and I don't like the blue one,(either / too).

**Answers:**

1. too
2. either

### **Exercise 2**

1. She (looks/ seems) very beautiful.
2. She (looks/ seems) very kind.

**Answers:**

1. looks
2. seems

### **Exercise 3**

1. The television is too loud. I can't (hear / listen) the radio.
2. He is clever. You should (hear / listen) to him.

**Answers:**

1. hear
2. listen

## **2. Grammar Focus**

### **Modifiers**

#### **2.1. Words that modify the subject**

**Verb + adjective**

- a) He seems honestly. (X) (honestly —> honest)
- b) The food tasted well. (X) (well —> good)

**2.2. Words that modify countable nouns: *many*, (*a*) *few*; Words that modify uncountable nouns: *much*, (*a*) *little***

- a) Few students passed the exam.
- b) There was little time for study.

**2.3. *each*, *every* + singular noun; *each of* + plural noun**

- a) Each room has air conditioning.
- b) Each of the members did her best.

**2.4. Use *some* in affirmative sentences and interrogative sentences that make a suggestion.**

**Use *any* in interrogative sentences and negative sentences.**

- a) I have any money. (X) (any -> some)
- b) He didn't bring some books. (X) (some -> any)
- c) Would you like some coffee?

**2.5. *such* + *a/an* + adjective + noun; *so* + adjective + *a/an* + noun; *so* + adjective/adverb**

- a) He's such a strong man (so strong a man) that he can carry the box.
- b) He's so strong that he can carry the box.
- c) She's so beautiful, and she can cook so well.

**2.6. *enough* + noun; adjective + *enough***

- a) Linda saved enough money to buy a sports car.
- b) Linda is rich enough to buy a sports car.

**2.7. *almost* + adjective; *most* + plural noun**

- a) I go to the park almost every day.
- b) Most people who live there go to the park every week.
- c) Almost all the people who live there have been to the park.

### 2.8. *-thing/-one/-body* + adjective

- a) She would like to eat something warm.
- b) Can you suggest anyone suitable for this position.

### 3. Preposition

#### *About*

**USAGE:** *about 6:00/ about history/ about ten dollars/ about the park*

- a) The book is about the Korean War.
- b) He's arriving about two o'clock tomorrow.
- c) I'm happy about his return.

#### Exercise

**Choose the correct word or phrase to complete each sentence.**

- 1. I feel (terribly / terrible) about the accident.
- 2. She bought a (real / really) beautiful dress.
- 3. (A number of / An amount of) students were wearing hats.
- 4. Every (students / student) in the room has something to read.
- 5. He didn't have (some / any) money with him.
- 6. We have been waiting for a (such / very) long time.
- 7. Linda has (enough money / so money) to buy a big house.
- 8. It's cold outside. I need (something warm / warm something) to wear.
- 9. (Almost / Most) people here can speak English well.
- 10. She is (so / such) a smart student that she can enter the university.

#### Answers:

- 11. terrible
- 12. really
- 13. A number of
- 14. student
- 15. any

- 16. very
- 17. enough money
- 18. something warm
- 19. Most
- 20. such

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**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
air conditioning	n	điều hòa nhiệt độ
clever	adj	thông minh
enough	adj/adv	đủ
hear	v	nghe thấy
hide	v	giấu
honest	adj	trung thực
Korean	adj	thuộc Hàn Quốc
position	n	vị trí
return	v/n	trở về
rich	adj	giàu có
scarf	n	khăn quàng cổ
strong	adj	khỏe
suggest	v	đề xuất, gợi ý
suitable	adj	phù hợp
warm	adj	ấm

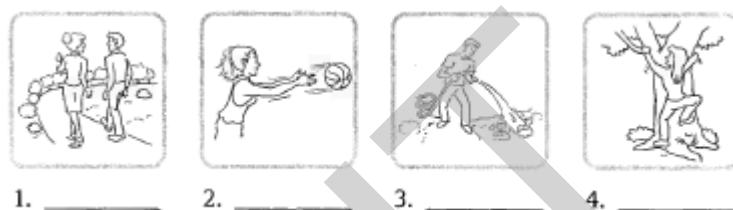
## UNIT 12 Negation

### 1. Vocabulary

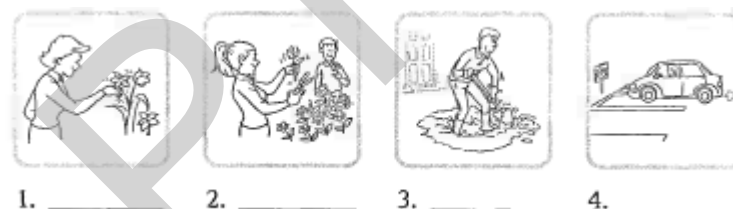
#### 1.1. Listening (Outdoors)

Listen and write the letter of the statement that best describes the picture.

#### Exercise 1



#### Exercise 2



#### Tapescript:

##### Exercise 1

- A. He is watering the garden.
- B. She is climbing a tree.
- C. They are walking in the park.
- D. She is throwing the ball.

##### Exercise 2

- A. They are gathering flowers.
- B. He is digging in the garden.

- C. She is picking a flower.
- D. He is parking the car.

## 1.2. Reading (Commonly Confused Words)

Choose the correct word to complete each sentence.

### Exercise 1

1. The men (explored / exploded) the jungle.
2. The volcano (explored / exploded), and rocks flew into the air.

Answers:

1. explored
2. exploded

### Exercise 2

1. I (wander / wonder) what he is doing now.
2. Let's (wander / wonder) through the park today.

Answers:

1. wonder
2. wander

### Exercise 3

1. You must make a greater (afford / effort) to come to work on time.
2. I can't (afford / effort) the time away from work.

Answers:

1. effort
2. afford

## 2. Grammar Focus

### Negation

#### 2.1. Use *no* as an adjective.

- a) I have no equipment for mountain climbing.
- b) There are no bottles of juice in the fridge.

## 2.2. Use *not* as an adverb.

**NOTE:** *not* can be used after auxiliaries and before main verbs.

- a) She is not gathering enough berries.
- b) You should not walk on the grass.

**If there is no auxiliary, *do* is used along with *not*.**

- a) I do not find this movie very interesting.
- b) She does not dig in the garden.

## 2.3. Put a negative word before non-finite verbs: *to*-infinitives, gerunds, and participles.

- a) We decided not to study French.
- b) I enjoy not waking up early in the morning.
- c) In order not to park downtown, he took a bus.

## 2.4. Never = not ever

- a) He never parks his car on the street.
- b) They can never pick enough apples.

**The position of *never* changes the meaning of the sentence.**

- a) We decided never to climb Mt. Everest.
- b) We never decided to climb Mt. Everest.
- c) I enjoy never waking up early in the morning.
- d) I never enjoy waking up early in the morning.

## 2.5. Redundancy in Negation

**Avoid double negatives.**

- a) I did not find no treasure. (X) (no -> any)
- b) I found no treasure.

**Do not use a negative word along with: *hardly, seldom, rarely, scarcely, barely*.**

- a) We could not hardly walk through the crowd. (X) Omit *not* –

-> We could hardly walk through the crowd.

### 3. Preposition

*of*

**USAGE:** *of wood/ of the day/ of America/ of art*

- a) He is the owner of that big house.
- b) They robbed him of his farm.
- c) Her mother died of cancer.

### Exercise

**Choose the correct word or phrase to complete each sentence.**

1. There wasn't (no / any) gas in the car.
2. She did (no / not) hear the truck explode.
3. The police (never / not) found the missing hiker.
4. Bears (don't seldom / rarely) wander into town.
5. She doesn't (want / not want) to explore the city tomorrow.
6. We promised (to not / not to) speak in class anymore.
7. He (does not / not does) comb his hair very often.
8. He can (afford not / not afford) to buy a bag of diamonds.
9. I could (not barely / barely) hear the sound of music.
10. You have (never / not never) been to London, have you?

### Answers:

1. any
2. not
3. never
4. rarely
5. want
6. not to
7. does not

- 8. not afford
- 9. barely
- 10. never

PDF

**VOCABULARY**

<b>Word/ phrase</b>	<b>Part of speech</b>	<b>Meaning</b>
barely	adv	hiếm khi
explode	v	nổ
diamond	n	kim cương
wander	v	đi lang thang
treasure	n	kho báu
bear	n	gấu
rob	v	cướp
farm	n	trang trại
dig	v	đào
cancer	n	bệnh ung thư
downtown	n/ adj/adv	khu buôn bán kinh doanh
equipment	n	thiết bị
juice	n	nước quả
water	v	tươi nước

## FURTHER EXERCISES

### Exercise 1

SAMPLE TEST (PART 5): In this section of the test, you will have the chance to show how well you understand written English.

#### Part 5: Incomplete Sentences

Directions: In your test book, you will see a sentence with a missing word. Four possible answers follow the sentence. Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

Example:

This soup doesn't \_\_\_\_\_ good.

- A tasteful
- B tasty
- C taste
- D tasted

The sentence should read "This soup doesn't taste good.". Therefore, you should choose answer C.

Now begin work on the questions.

51 Can you \_\_\_\_\_ the telephone?

- A. answered
- B. answering



- C. to answer  
D. answer
- 52 Star Market is giving away a \_\_\_\_\_trip to Hawaii.  
A. free  
B. freedom  
C. frees  
D. freely
- 53 She hasn't arrived \_\_\_\_\_.  
A. only  
B. yet  
C. still  
D. soon
- 54 The \_\_\_\_\_ practice three times a week.  
A. play  
B. players  
C. playing  
D. played
- 55 They studied in California\_\_\_\_\_ six months.  
A on  
B at  
C for  
D with
- 56 An ounce is smaller\_\_\_\_\_ a pound.  
A these  
B than  
C that  
D the
- 57 School will\_\_\_\_\_in three weeks.  
A done  
B completion  
C over

D. finish

58 Let's meet on the corner \_\_\_\_\_ Gate Street and Charles Way.

A. of

B. for

C. over

D. from

59 The restaurant is \_\_\_\_\_ for its deserts.

A. knowing

B. knew

C. known

D. knowledge

60 Cynthia and Paula helped Luciana \_\_\_\_\_ into a new department.

A. change

B. ready

C. move

D. prepare

61 Her cousin comes to visit \_\_\_\_\_ August.

A. always

B. every

C. never

D. almost

62 Professor Nguyen gives \_\_\_\_\_ lectures.

A. interest

B. interesting

C. interested

D. interests

63 Juan \_\_\_\_\_ the dog in the park every day at 5:30.

A. motions

B. moves

C. walks

D. goes

- 64 You will sleep very \_\_\_\_\_ in this hotel.
- A comfortable
  - B comfort
  - C comforter
  - D comfortably
- 65 Tax is added to the \_\_\_\_\_ price.
- A. finish
  - B. final
  - C. end
  - D. stop
- 66 Charlie wrote \_\_\_\_\_ own name on all the books in the room.
- A. his
  - B. its
  - C. their
  - D. our
- 67 They \_\_\_\_\_ delicious meals at this restaurant.
- A. service
  - B. serve
  - C. serving
  - D. server
- 68 You may return this computer \_\_\_\_\_ within 14 days.
- A. print
  - B. printed
  - C. printer
  - D. printing
- 69 Brenda is \_\_\_\_\_ her mother.
- A. as tall as
  - B. taller
  - C. the tallest
  - D. tall

70 I can buy a new car now \_\_\_\_\_ I have enough money

- A but
- B because
- C before
- D between

71 Write your name \_\_\_\_\_ this paper.

- A at
- B on
- C over
- D between

72 Melody \_\_\_\_\_ reads three or more books a week.

- A yet
- B ever
- C often
- D until

73 The \_\_\_\_\_ train to the airport leaves in seven minutes.

- A next
- B after
- C soon
- D near

74 You can swim, fish, \_\_\_\_\_ camp at the park.

- A but
- B neither
- C and
- D either

75 This \_\_\_\_\_ holds three liters.

- A contains
- B containing
- C contain
- D container

- 76 Please put those boxes \_\_\_\_\_ the bed.
- A down
  - B under
  - C low
  - D fall
- 77 Tom mailed \_\_\_\_\_ application to the State University.
- A he
  - B he's
  - C him
  - D his
- 78 \_\_\_\_\_ plants need water and sunlight.
- A A
  - B This
  - C The
  - D An
- 79 The houses across the street \_\_\_\_\_ very expensive.
- A are
  - B was
  - C is
  - D be
- 80 That is the same woman \_\_\_\_\_ we saw in the park.
- A who
  - B whose
  - C which
  - D where

## Exercise 2

SAMPLE TEST (PARTS 6): In this section of the test, you will have the chance to show how well you understand written English.

### Part 6: Reading Comprehension

**Directions: Questions 81-100** are based on a variety of reading materials (for example, notices, letters, forms, newspaper and magazine articles, and advertisements). You must choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and mark your answer. Answer all questions following a passage on the basis of what is **stated** or **implied** in that passage.

Read the following example.

#### Notice of Schedule Change:

The departure time for the morning bus to Riverdale has been changed from 10:15 to 10:45. Arrival in Riverdale is scheduled for 1:30.

The one-way fare is still \$10.00.

What time will the bus leave for Riverdale?

- A. 10:15
- B. 10:45
- C. 10:00
- D. 1:30

The notice says that the new departure time is 10:45. Therefore, you should choose answer B.

Now begin work on the questions.

**Questions 81-82 refer to the following announcement.**

Sign up for a summer class now!

Registration begins June 1, Classes begin June 25.

Classes offered in the following subjects:

Art

History

Languages

Economics

81 What class is not offered?

- A. Swimming.
- B. Languages.
- C. History.
- D. Art.

82 When will classes start?

- A On June 1.
- B On June 25.
- C In July.
- D Between June 1 and June 25.

**Questions 83-84 refer to the following form.**

**GIFT CERTIFICATE: CORNER BOOKS AND MUSIC**

Amount:	\$25
To:	Kim Young
From:	Sunhee Young
Message:	Happy Birthday!
Date:	November 12, 2003

**This certificate is good for ONE YEAR from the date above.**

83 Why did Kim receive this gift certificate?

- A She got a new job at a bookstore.
- B She graduated.
- C It's a holiday.
- D It's her birthday.

84 How long can Kim use the gift certificate?

- A Until November 12, 2004.
- B For two months.
- C Until November 12, 2003.
- D For 25 days.

**Questions 85-86 refer to the following form.**

Use this Suggestion Form to help us improve our service.

Suggestion:

Why don't you offer special children's meals that are smaller and cheaper?  
Offer food that kids like, such as hamburgers and peanut butter sandwiches.

*Send to:* Happy King, Inc.



16 San Carlos Avenue  
Concord, CA 94500

- 85 What kind of business is Happy King?
- A A toy store.
  - B A restaurant.
  - C A children's clothing store.
  - D A grocery store.
- 86 How will the company receive the information?
- A. By telephone.
  - B. In person.
  - C. By fax.
  - D. By mail.

**Questions 87-90 refer to the following schedule.**

**Carol's Schedule Tuesday**

8:00 Doctor's appointment 10:00  
Meeting with architects

12:00 Lunch with Mom at *The Border Grill*

3:00 Conference call with New York office

4:30 Coffee with John - remind him about planning meeting tomorrow

- 87 What will Carol do before meeting with the architects?
- A. Meet with her staff.
  - B. Eat a meal at a restaurant.
  - C. Talk on the telephone.
  - D. Visit the doctor.

- 88 Where will Carol have lunch?
- A. At the *Border Grill*.
  - B. Near her doctor's office.
  - C. In New York.
  - D. At her mother's house.
- 89 When is the planning meeting?
- A. At 4:30.
  - B. On Wednesday.
  - C. At 10:00.
  - D. On Thursday.
- 90 Who will probably attend the planning meeting?
- A. The doctor.
  - B. Carol's mom.
  - C. John.
  - D. The architects.

**Questions 91-92 refer to the following notice.**

**We will close Sanjay's Restaurant in Antioch during the month of May for repairs.**

**Visit our other location on Hilltop Avenue in Richmond.**

**Join us on July 1 for the GRAND REOPENING.**

- 91 Why is this sign posted?
- A. To show a new menu.
  - B. To announce that one restaurant will be closed.
  - C. To advertise a new supermarket.
  - D. To sell a business.

- 92 What will happen on July 1?
- A. Sanjay's restaurant will be closed.
  - B. Repairs will begin.
  - C. The restaurant in Antioch will open again.
  - D. The restaurant in Richmond will close for repairs.

**Questions 93-95 refer to the following article.**

Police discovered a 6-year-old girl at a train station yesterday. She was lost for 48 hours. Her parents told police that she was playing at a park close to her house. When she didn't come home for dinner, her mother looked for her in the park. Then she called neighbors, friends, and, finally, the police. The police found the girl, Talia Newhouse, sleeping on a bench at the train station near her house.

- 93 Who did the police find?
- A. Some friends.
  - B. The father.
  - C. The mother's neighbor.
  - D. Talia Newhouse.
- 94 Where was the person found?
- A At the park.
  - B At a neighbor's house.
  - C At a train station.
  - D At the police station.
- 95 What did the mother do?
- A She took a walk in the park.
  - B She called the police.
  - C She went to the train station.
  - D She waited in her house.

Questions 96-98 refer to the following notice.

**Buy your tickets now for the season. Prices range from \$10-\$110 per game. There are games twice every day from Friday through Sunday. The afternoon starting time is at 2:00 P.M. and the night starting time is at 7:00 PM.**

- 96 What is the notice about?
- A A movie theater.
  - B An airline schedule.
  - C Tickets for a sports event.
  - D The weekly TV schedule.
- 97 How much does a ticket cost?
- A Less than \$10.
  - B Between \$10 and \$110.
  - C More than \$110.
  - D Between \$2 and \$7.
- 98 When can you see a game?
- A On Fridays and Sundays only.
  - B On Monday through Thursday.
  - C On Fridays, Saturdays, and Sundays.
  - D Every day of the week.

Questions 96-98 refer to the following advertisement.

Career.com -- Job Profile

Job: Architect (entry level)

Duties associated with this job include: Data compilation, design computation,

and elementary architectural assignments.

Possible duties: Estimate and plan preparation or structure inspection.

Requirements: Bachelor's degree in architecture. No professional experience required.

Base salary range: \$30,000 to \$50,000 a year.

\* data specific to the New York City area.

99 What is being offered?

- A A marketing position
- B An architect position
- C A graphic design position
- D A elementary school teaching position

100 According to the information, what is true about the job?

- A It requires a master's degree.
- B It pays between \$50,000 and \$80,000 a year.
- C It is a high level position within a company.
- D It does not require professional experience

## TÀI LIỆU THAM KHẢO

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