

VOCABULARY REVIEW

Lecturer: Quynh Trang, MA.

Word Families

ordinary
opportunity
experiences
skills
dangerous

creative
explore
adventure
communicate
favorite

Noun	Verb	Adjective
exploration	explore	exploratory
communication	communicate	communicative
experience	experience	experienced; experiential
creation; creativity	create	creative



My dessert is ice-cream. I can eat it every day.

favorite (adj)



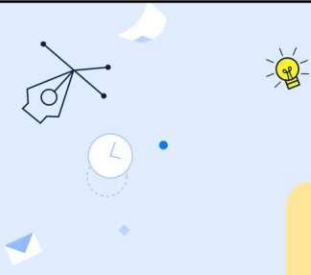
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We usually with other co-workers
by Zalo or email.


communicate (v)



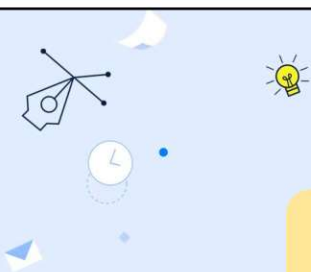


The of many smart devices has transformed our daily lives.

creation (n)





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He has been a complaint handling officer for 6 years.
He is very in dealing with customer complaints.


experienced (adj)





A group of scientists found a new fish species in their dive into the ocean.

exploratory (adj)



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I like many kinds of films, but my is drama.

favorite (n)



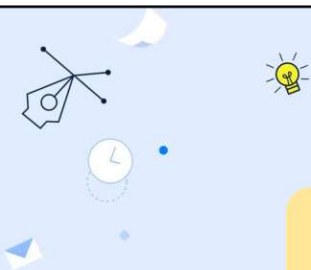


The story isn't interesting. It just describes the of daily life in the city.

ordinariness (n)




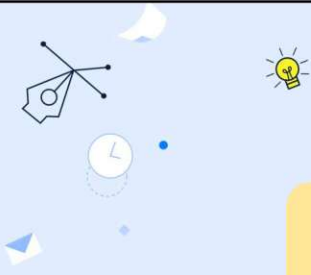
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Many readers find that novel interesting because of the author's in storytelling.

creativity (n)






She is a pianist. She shows great technique when playing the piano.

skillful/ skilful (adj)




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Managers should be with their employees to create a positive work environment.


communicative (adj)





..... learning is often described as “learning by doing”.

Experiential (adj)




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That company is downsizing so some people are in of losing their jobs.

danger (n)





SPEAKING

Unit 2: Good Times; Good Feelings

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GRAMMAR & PRONUNCIATION - SIMPLE PAST

GRAMMAR FOR SPEAKING Simple Past and Time Clauses

We use the simple past to talk about completed actions or states in the past.

Affirmative

*I **was** born in 2002.
We **lived** in an apartment.
I **grew up** in this city.*

Negative

*My parents **weren't** rich.
We **didn't go** on vacation.*

Yes/No Questions

Was your childhood happy?
Were your parents born here?
Did your family **live** here?

Short answers

Yes, it **was**. / No, it **wasn't**.
Yes, they **were**. / No, they **weren't**.
Yes, they **did**. / No, they **didn't**.

Wh- questions

Where were you born?
When did you **move** here?
Why did you **leave** home?

Short answers

In Brazil.
In 2010.
Because I went to college in another city.

We often use the simple past with **time clauses** starting with *when, before, and after.*

***When/After I got up** this morning, I **smelled** coffee.*

*My father **made** coffee **before** he **went** to work.*

Regular verbs

Add **-(e)d** to most regular verbs. This includes any regular verbs ending in **-w** or **-x**.

call	called	laugh	laughed
open	opened	start	started

For regular verbs that end in a consonant + **y**, change the **-y** to **-i** and add **-ed**.

carry	carried	study	studied
identify	identified	worry	worried

For regular verbs that end in a vowel + **y**, just add **-ed**.

enjoy	enjoyed	stay	stayed
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If the base form ends in a vowel followed by a single consonant and if the last syllable is stressed (e.g. *begin*, *drop*, *occur*, *refer*, *run*, *shop*, *stop*, *transfer*), then the consonant is doubled. If the last syllable is not stressed (e.g. *benefit*, *happen*, *open*, *order*, *profit*), then the consonant is not doubled.

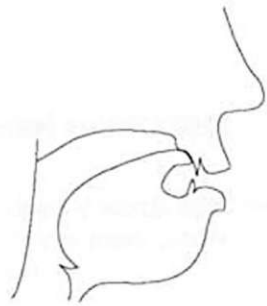
<i>committed</i>	<i>committed</i>	<i>preferred</i>	<i>preferred</i>
<i>developed</i>	<i>developed</i>	<i>visited</i>	<i>visited</i>

PRONUNCIATION Simple Past **-ed** Endings

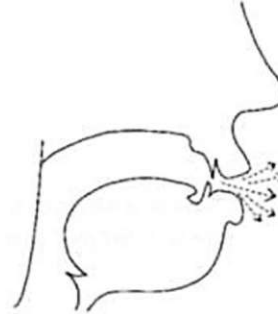
There are three ways to pronounce simple past endings. If a verb ends in:

- the sounds /t/ or /d/, the **-ed** ending adds a syllable. It sounds like /əd/.
need → **needed** *start* → **started**
- the sounds /f/, /k/, /p/, /s/, /ʃ/, or /tʃ/, the **-ed** ending sounds like /t/.
look → **looked** *watch* → **watched**
- any other consonant sound or a vowel sound, the **-ed** ending sounds like /d/.
play → **played** *show* → **showed**

The sound is made with the tip of the tongue going up the ridge behind the top teeth. There is a blockage for a split second; the tongue tip comes down sharply, the **breath** escapes, and we get the **/t/** sound. When it is **voiced**, and we get the **/d/** sound.



Stage 1



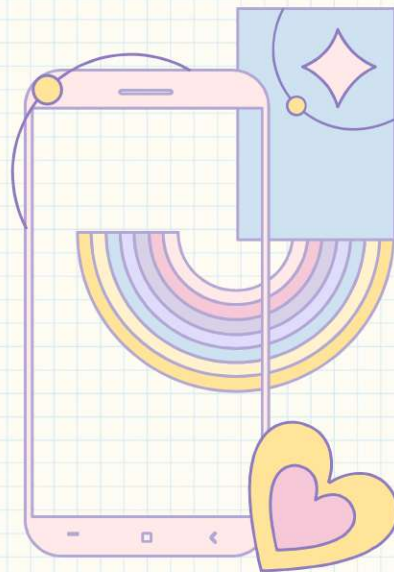
Stage 2

/t/ sound

ten, tiny, tortoise, taught, try, test, text, flute, tutor, tots, turn, table, tennis, trot, tumultuous, tactless, terrific, traffic, totalitarian

/d/ sound

diligent, drought, durable, did, done, drill, drag, dwell, dangerous, damage, diminish, diversified, dandruff, downdraft, dedicate



/t/ and /d/

[t]

cart
tell
write
tree
trout
tart

[d]

card
dwell
ride
dream
drought
bard



B Listen to these sentences. Check (✓) the sound you hear at the end of each verb. Then practice the sentences. 

/t/ or /d/ /əd/

1. We **worked** in a café.
2. I **learned** English at school.
3. My family **lived** here.
4. He **started** college last week.
5. They **looked** at old photos.
6. Magda **wanted** a new hat.
7. We **played** video games.
8. She **downloaded** a movie.

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1. /wɜ:k**t**/

2. /lɜ:n**d**/

3. /lɪv**d**/

4. /sta:t**əd**/

5. /lʊk**t**/

6. /wɒnt**əd**/ - /wa:nt**əd**/

7. /pleɪ**d**/

8. /daʊn'leʊd**əd**/



Irregular Verbs

Base Verb	Simple Past Verb
become	became
begin	began
bet	bet
bite	bit
break	broke
bring	brought
build	built
buy	bought
choose	chose
come	came
cost	cost
cut	cut
dig	dug
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell

Base Verb	Simple Past Verb
know	knew
lead	led
leave	left
lend	lent
let	let
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
quit	quit
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold

feed	fed
feel	felt
fight	fought
find	found
fly	flew
forget	forgot
forgive	forgave
freeze	froze
get	got
give	gave
go	went
grow	grew
hear	heard
hide	hid
hit	hit
hold	held
hurt	hurt
keep	kept

send	sent
set	set
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
wake	woke
wear	wore
win	won
write	wrote

A Complete these stories with the simple past of the verbs in parentheses. Use contractions. Then practice reading the stories aloud with a partner.

a. JUAN: "When I was a child, I ¹ played (play) outside. We ² didn't have (not have) video games and computers, so we often ³ went (go) to the park. Today, when I smell grass, it always reminds me of my childhood."

b. OMAR: "My grandparents ⁴ moved (move) to a smaller house last year, so they put lots of boxes in our garage. The boxes ⁵ had (have) black and white photographs from their childhood."

c. BEN: "When my uncle ⁶ gave (give) me all his old records, I ⁷ didn't know (not know) how to listen to them. But then, he ⁸ showed (show) me his record player. All those songs from the sixties and seventies are fantastic!"

d. RABEYA: "We watched an old movie last night. I saw it five years ago and ⁹ loved (love) it then. But last night it was terrible! We ¹⁰ didn't watch (not watch) it to the end."

Choose a year in your life that was important to you; for example, the year that you finished high school. Complete the chart with your answers and your classmates' answers.

- | 1. Which year did you choose? |
|--|
| 2. Why did you choose it? |
| 3. How old were you? |
| 4. Where did you live? |
| 5. Where did you study or work? |
| 6. Who were some of your best friends? |
| 7. What was your favorite movie? |
| 8. What was your favorite song? |

FINAL TASK

Describe one of the happiest memories in your life

You should say:

- What happened
- When it happened
- Who you were with

And explain why this memory is special or important to you

What happened

1

Idea

What specific event or moment made this memory stand out as one of your happiest?

2

Idea

What actions did you take during this moment?

3

Idea

Were there any unexpected or surprising elements?

4

Idea

How did you feel?

5

Idea

Did it involve a celebration of a milestone or simply a spontaneous moment of happiness?

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When it happened

1

Idea

What was the exact date or time of year?

2

Idea

How old were you when this happened, and how did your life stage shape your perspective?

3

Idea

What was the season, and how was the weather? How did they contribute to your joy?

4

Idea

Did the time of day (e.g. dawn, sunset) play a role in the atmosphere of the memory?

5

Idea

Was this a planned event, or did it happen spontaneously?

6

Idea

How does the timing of this event connect to other significant moments in your life?

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Who were you with

1

Idea

Who were the key people present, and what was your relationship with them?

2

Idea

Were these people familiar loved ones or strangers?

3

Idea

Were there specific actions, words, or gestures from these people that stood out?

4

Idea

How did the presence of these individuals contribute to the happiness of the moment?

5

Idea

What did you do together?

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Why it is special or important

1

Idea

What makes this memory stand out as one of the happiest compared to other joyful moments?

2

Idea

How did this experience impact your relationships?

3

Idea

Did this moment teach you something valuable about yourself, others, or life in general?

4

Idea

How often do you revisit this memory?

5

Idea

Will this moment continue to hold a special place in your heart over time?

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