



"Cuốn sách này sẽ giúp bạn nắm chắc các chủ điểm ngữ pháp trọng tâm, làm chủ kiến thức nền tảng và tiến tới chinh phục bài thi IELTS"

- Đội ngũ chiến binh

30 NGÀY

PHỦ XANH

IELTS

SỨ MỆNH GIÚP 1 TRIỆU NGƯỜI VIỆT ĐẠT 6.5 IELTS

IMAPBOOKS

Các bạn thân mến,

Trong xu thế toàn cầu hóa ngày nay, tầm quan trọng của Tiếng Anh không thể phủ nhận và bỏ qua vì nó được dùng phổ biến mọi nơi trên thế giới.

Tuy nhiên với nhiều người việc học ngôn ngữ khác không phải là dễ dàng! Ghi nhớ và vận dụng những kiến thức tiếng Anh đã học vào các lĩnh vực mới, vào công việc mới đôi khi lại là những trở ngại lớn, bởi số lượng kiến thức quá nhiều và khó nắm bắt.

Hiểu được các vấn đề này, IELTS Fighter đã giúp các bạn tổng hợp, và gửi tặng kho tàng kiến thức tiếng Anh trong cuốn sách **30 ngày phủ xanh IELTS** – như một bước đệm giúp các bạn củng cố lại toàn bộ kiến thức đã học trong những năm tháng vừa qua.

Cuốn **30 ngày phủ xanh IELTS** bao gồm hai mảng kiến thức chính như sau:

- Ngữ pháp: 20 chủ điểm ngữ pháp quan trọng kèm bài tập thực hành đa dạng phong phú, bao gồm những dạng bài phổ thông và có sử dụng IELTS.
- Từ vựng: 10 chủ điểm từ vựng thường gặp trong cuộc sống, công việc, chứng chỉ IELTS và các bài tập thực hành giúp ghi nhớ từ vựng.

Sử dụng cuốn sách này như thế nào sao cho hiệu quả?

Điểm đặc biệt của cuốn sách này chính là bên cạnh các kiến thức cho sẵn, các bạn sẽ có các phần trống làm bài tập và điền từ vựng. Vì vậy, để học tốt cuốn sách này, các bạn có thể học theo 2 hướng sau đây:

Cách 1	Cách 2
<ul style="list-style-type: none"> • Đọc kiến thức lý thuyết trước, phân tích các ví dụ • Đóng sách lại và ghi nhớ kiến thức trong 5 phút • Mở sách làm bài tập • Kiểm tra đáp án và xem lại các câu nhầm lẫn, phân tích lỗi sai • Chốt lại kiến thức cần nhớ 	<ul style="list-style-type: none"> • Làm bài tập trước khi đọc lý thuyết • Kiểm tra đáp án và phân tích lỗi sai hoặc các câu chưa làm được bằng cách đọc phần lý thuyết. • Chốt lại kiến thức cần nhớ (Cách này thường áp dụng cho những bạn đã có nền tảng ngữ pháp tương đối ổn và muốn ôn tập lại)

“Thành công của chúng ta là dựa trên sự kiên trì chứ không phải dựa trên sự may mắn”

IELTS Fighter chúc bạn luôn thành công trên con đường chinh phục ngôn ngữ của mình!

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LỘ TRÌNH HỌC IELTS

TỪ 0 - 7.0+ TRONG 12 - 14 THÁNG



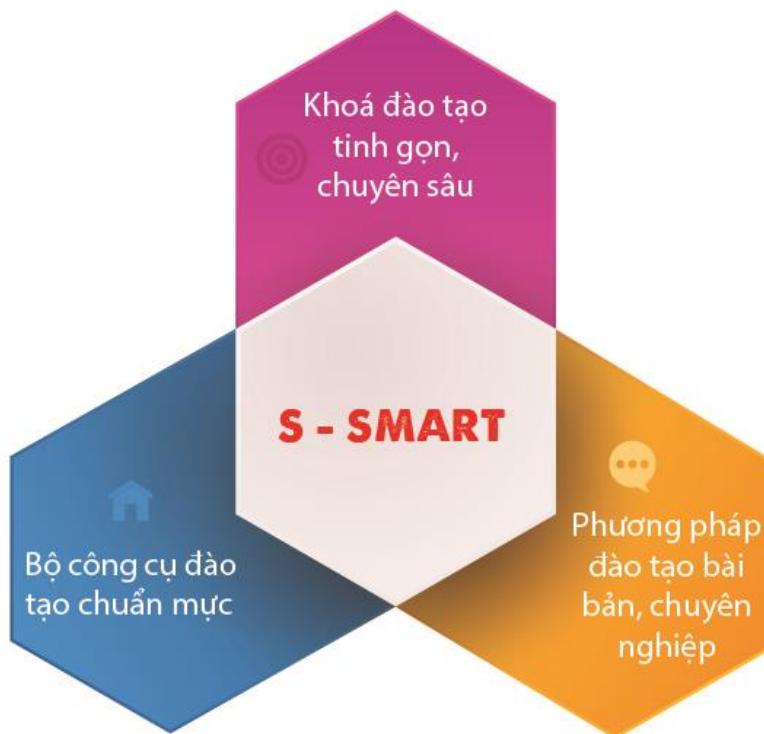
Quét mã QR
để xem chi tiết.

Level	Thông tin	Mục tiêu
Basic IELTS	Luyện phát âm, xây dựng nền tảng ngữ pháp - từ vựng cơ bản nhất.	2.5 IELTS
Pre IELTS	Sau khi hoàn thành khóa Basic hoặc đầu vào có nền tảng 3.0 bắt đầu làm quen với IELTS	3.5 IELTS
Pre Foundation	Sau khóa Pre hoặc đầu vào có nền tảng 3.5 bắt đầu thực hành kỹ năng IELTS	4.0 - 4.5 IELTS
Foundation	Sau khóa PreF hoặc đầu vào 4.0 làm bài test tránh lỗi sai, cải thiện điểm số	5.0 - 5.5 IELTS
Fighter A	Sau khóa F hoặc đầu vào 5.0 tập trung kỹ năng nâng cao kiến thức hướng tới 6.0 - 6.5	6.0 - 6.5 IELTS
Fighter B	Sau khóa A hoặc đầu vào 6.0 tập trung chuyên sâu 4 kỹ năng hướng tới 7.0 - 8.0	7.0 IELTS
Luyện đề	Khóa học dành cho học viên nước rút, luyện tập tối đa được giáo viên chấm chữa chi tiết và nhiều nhất trên 2 kỹ năng Writing + Speaking	7.5 IELTS
Writing & Speaking	Khóa học tập trung luyện viết đúng Writing + diễn giải ý cho Speaking	5.0 - 5.5 IELTS
Writing & Speaking	Khóa học tập trung khắc phục lỗi sai Writing + Speaking, tăng cường luyện tập hiệu quả	6.0 - 6.5 IELTS

* Các bạn được test trình độ miễn phí trước khi chọn lớp học phù hợp

S-SMART - PHƯƠNG PHÁP ĐÀO TẠO IELTS FIGHTER

S-SMART là phương pháp đào tạo độc quyền IELTS Fighter, được sáng tạo và phát triển bởi đội ngũ chuyên gia học thuật hàng đầu 8.0 - 8.5+ IELTS giàu kinh nghiệm của chúng mình.



Tự hào là phương pháp được ứng dụng thành công trên hơn **54.000 học viên**, giúp hàng ngàn học viên chinh phục band cao **7.0 - 8.5 IELTS** với thời gian ôn luyện được rút ngắn kỉ lục.

Day 1. Present simple tense (Thì hiện tại đơn)

I. CÔNG THỨC

CÂU KHẲNG ĐỊNH

	Động từ “to be”	Động từ chỉ hành động
Công thức	S + am/ is/ are+ N/ Adj <ul style="list-style-type: none"> I + am He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + is You/ We/ They/ Danh từ số nhiều + are 	S + V(s/es) <ul style="list-style-type: none"> I/ We/ You/ They/ Danh từ số nhiều + V(nguyên thể) He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + V(s/es)
Ví dụ	<ul style="list-style-type: none"> I am an engineer. (Tôi là một kỹ sư.) He is a lecturer. (Ông ấy là một giảng viên) The car is expensive. (Chiếc ô tô này rất đắt tiền) They are students. (Họ là sinh viên) 	<ul style="list-style-type: none"> I often go to school on foot (Tôi thích thoảng đi bộ đến trường) She does yoga every evening. (Cô ấy tập yoga mỗi tối) The Sun sets in the West. (Mặt trời lặn ở hướng Tây)



LUU Ý

- Với các từ có tận cùng là “o”, “ch”, “sh”, “x”, “s” thì khi dùng với ngôi số ít, thêm đuôi “es”. (**go -goes; do – does; watch – watches; fix – fixes, miss – misses, wash - washes**)
- Với các từ có tận cùng là “y” thì khi dùng với ngôi số ít, bỏ “y” và thêm đuôi “ies” (**copy – copies; study – studies**)
- Với các từ còn lại, thêm đuôi “s”. (**see – sees; play – plays,...**)

CÂU PHỦ ĐỊNH

	Động từ “to be”	Động từ chỉ hành động
Công thức	S + am/are/is + not + N/ Adj	S + do/ does + not + V(nguyên thể) (Trong đó: “do”, “does” là các trợ động từ.)
Chú ý (Viết tắt)	is not = isn't are not = aren't	do not = don't does not = doesn't
Ví dụ	<ul style="list-style-type: none"> I am not an engineer. (Tôi không phải là một kỹ sư.) He is not (isn't) a lecturer. (Ông ấy không phải là một giảng viên) The car is not (isn't) expensive. (Chiếc ô tô không đắt tiền) They are not (aren't) students. (Họ không phải là sinh viên) 	<ul style="list-style-type: none"> I do not (don't) often go to school on foot (Tôi không thường xuyên đi bộ đến trường) She does not (doesn't) do yoga every evening. (Cô ấy không tập yoga mỗi tối) The Sun does not (doesn't) set in the South. (Mặt trời không lặn ở hướng Nam)



LUU Y

Đối với Câu phủ định, phần động từ thường, các bạn rất hay mắc phải lỗi thêm “s” hoặc “es” dang sau động từ. Các bạn chú ý:

Chủ ngữ + don't/ doesn't + V (nguyên thể - không chia)

Ví dụ: Câu sai: She ~~doesn't likes~~ chocolate. (Sai vì đã có “doesn't” mà động từ “like” vẫn có đuôi “s”) => Câu đúng: She **doesn't like** chocolate.

CÂU NGHI VĂN

1. Câu nghi vấn sử dụng trợ động từ (Câu hỏi Yes/ No)

	Động từ to “be”	Động từ chỉ hành động
Công thức	<p>Q: Am/ Are/ Is (not) + S + N/Adj?</p> <p>A: - Yes, S + am/ are/ is. - No, S + am not/ aren't/ isn't.</p>	<p>Q: Do/ Does (not) + S + V (nguyên thể)?</p> <p>A: - Yes, S + do/ does. - No, S + don't/ doesn't.</p>
Ví dụ	<p>Q: Are you a engineer? (Bạn có phải là kiến trúc sư không?)</p> <p>A: Yes, <u>I am</u>. (Đúng vậy) No, <u>I am not</u>. (Không phải)</p>	<p>Q: Does she go to work by taxi? (Cô ấy đi làm bằng taxi phải không?)</p> <p>A: Yes, <u>she does</u>. (Có) No, <u>she doesn't</u>. (Không)</p>

2. Câu nghi vấn sử dụng từ hỏi bắt đầu bằng Wh-

	Động từ to “be”	Động từ chỉ hành động
Công thức	Wh- + am/ are/ is (not) + S + N/Adj?	Wh- + do/ does (not) + S + V (nguyên thể)....?
Ví dụ	<p>Where are you from? (Bạn đến từ đâu?)</p> <p>Who are they? (Họ là ai)</p>	<p>Where do you come from? (Bạn đến từ đâu?)</p> <p>What do you do (Bạn làm nghề gì)</p>

II. DẤU HIỆU NHẬN BIẾT

Trạng từ chỉ tần suất	
Always, constantly	Sometimes
Usually, frequently	Seldom, rarely
Often, occasionally	Every day/ week/ month, ...

III. CHỨC NĂNG THÌ HTĐ

	Ví dụ	Phân tích
Chức năng 1. Diễn đạt một thói quen hoặc hành động lặp đi lặp lại trong hiện tại	<u>Ví dụ 1:</u> - I usually (get) up at 6 a.m. (Tôi thường thức dậy vào 7 giờ sáng) A.get B. am getting C. will get	Có từ tín hiệu usually, everyday chỉ những thói quen thường xảy ra → Cần điền thì hiện tại đơn → Loại B. am getting và C. will get → Chọn A. Get
Chức năng 2. Diễn tả 1 chân lý, sự thật hiển nhiên	<u>Ví dụ 2:</u> - The earth (move) around the Sun. (Trái đất quay quanh mặt trời) A. moved B. moves C. will move	Trái đất luôn luôn quay xung quanh mặt trời, đó là chân lý và sẽ không bao giờ thay đổi → Loại A. moved và C. will move → Chọn B. moves
Chức năng 3. Áp dụng để nói về một lịch trình có sẵn, thời gian biểu cố định, chương trình	<u>Ví dụ 3:</u> - The plane (land) at 10 a.m. tomorrow. (Máy bay hạ cánh lúc 10 giờ sáng mai) A. will land B. landed C. lands	Tuy giờ hạ cánh là 10 sáng mai, nhưng đây là lịch trình đã được cố định và không thay đổi → Sử dụng thì Hiện tại đơn

Ví dụ: Train (tàu), Plane (máy bay), ...		→ Chọn C. lands
Chức năng 4. Sử dụng trong câu điều kiện loại 1	<p><u>Ví dụ 4:</u></p> <p>-If I (pass)..... this exam, my parents will take me to London. (Nếu tớ đỗ kỳ thi này, bố mẹ tớ sẽ đưa tớ đến London)</p> <p>A. pass B. passed C. will pass</p>	<p>Đây là câu điều kiện loại 1, mệnh đề chứa If sử dụng thì Hiện tại đơn</p> <p>→ Loại B. passed và C. will pass</p> <p>→ Chọn A. pass</p>

IV. CÁCH SỬ DỤNG TRONG IELTS

a. Mở đầu Speaking part 1/2/3 và Writing task 1/2.

Ví dụ:

I am a third-year student in Internal Auditing. (Tôi đang là sinh viên năm thứ ba học ngành Kiểm toán nội bộ) (Mở đầu - Speaking part 1)

Well, my most favorite item of clothing is the yellow crop-top. (Món đồ tôi thích nhất là chiếc áo crop-top màu vàng) (Mở đầu - Speaking part 2 – “Describe your most favorite item of clothing” Mô tả món đồ mà bạn yêu thích nhất)

I think students should go to universities rather than vocational training courses. (Tôi nghĩ rằng sinh viên nên học đại học hơn là học nghề) (Mở đầu – Speaking part 3)

b. Mô tả sự thật trong Speaking part 1/2/3

Ví dụ:

Advertisements are very relaxing and eye-catching. (Quảng cáo rất mang tính giải trí và bắt mắt) (Sự thật)

Lady Gaga is famous all over the world. (Lady Gaga nổi tiếng trên toàn thế giới) (Sự thật)

V. LUYỆN TẬP

Exercise 1. Chuyển đổi các câu cho sẵn sang thể khẳng định và phủ định

Thể khẳng định	Thể phủ định	Thể nghi vấn
We go shopping every weekend.		
		Does it rain every afternoon in the hot season?
	They don't like to hang out during weekday	
The Earth revolves around the Sun.		
She only eats fish.		
		How often do they watch movie?
		Does he drink tea for breakfast?
	I don't know how to play piano	
Your exam starts at 09.00		
		Is London a large city?

Exercise 2. Chia động từ ở trong ngoặc:

1. My brother always Saturday dinner. (make)
2. Ruth eggs; they her ill. (not eat; make)
3. "Have you got a light, by any chance?" "Sorry, I" (smoke)
4. Mark to school every day? (go)
5. your parents your boyfriend? (like)
6. How often you hiking? (go)
7. Where your sister? (work)

8. Ann usually lunch. (not have)
9. Who the ironing in your house? (do)
10. We out once a week. (hang)

Exercise 3. Hoàn thành các câu sau. Có thể chọn khẳng định hoặc phủ định

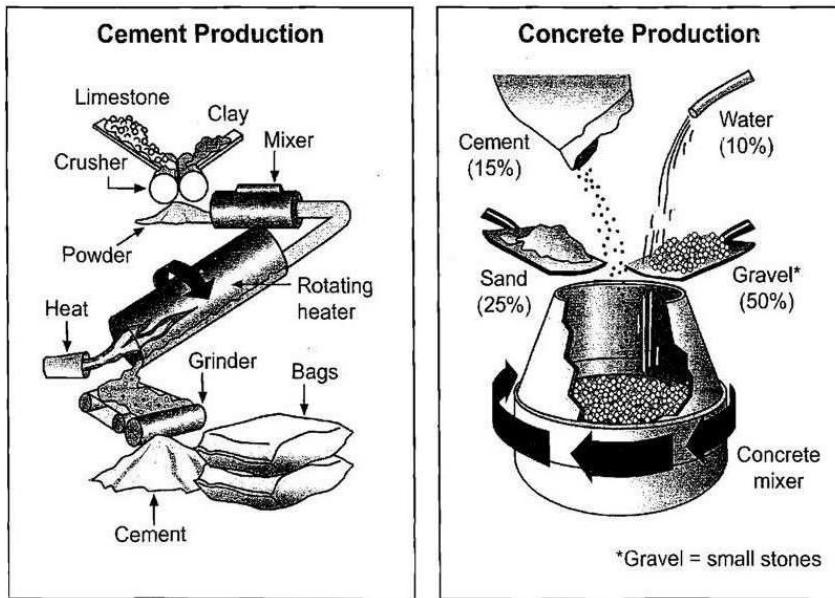
- Claire is very open-minded. She knows (know) lots of people.
 - We've got plenty of chairs, thanks. We **don't want** (not want) any more.
1. My friend is finding life in Paris a bit difficult. He (speak) French.
 2. Most students live quite close to the college, so they (walk) there every day.
 3. How often you (look) in a mirror?
 4. I've got four cats and two dogs. I (love) animals.
 5. No breakfast for Mark, thanks. He (eat) breakfast.
 6. What's the matter? You (look) very happy.
 7. Don't try to ring the bell. It (work).
 8. I hate telephone answering machines. I just (like) talking to them.
 9. Matthew is good at basketball. He (win) every game.
 10. We always travel by bus. We (own) a car.

Exercise 4. Chia những động từ sau ở thì hiện tại đơn để tạo thành một bài IELTS Writing task 1 có nghĩa.

The diagram below shows the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



The diagrams (1 – illustrate).....the way in which cement is made and how it is then used in the process of making concrete. Overall, limestone and clay (2-pass)..... through four stages before being bagged ready for use as cement which then (3-account) for 15% of the four materials used to produce concrete. While the process of making cement (4-use).....a number of tools, the production of concrete (4-require) only a concrete mixer.

In the first stage of making cement, limestone and clay (5-be).....crushed together to form a powder. This powder (6-be).....then combined in a mixer before passing into a rotating heater which (7-have)..... constant heat applied at one end of the tube. The resulting mixture is ground in order to produce cement. The final product **is** afterwards put into bags ready to be used.

Regarding the second diagram, concrete (8-consist).....of mainly gravel, which is small stones, and this makes up 50% of the ingredients. The other materials used are sand (25%), cement (15%) and water (10%). These are all poured into a concrete mixer which continually rotates to combine the materials and ultimately produces concrete.

Day 2. Present Continuous (Hiện tại tiếp diễn)

I. CÔNG THỨC

CÂU KHẲNG ĐỊNH

Công thức	S + am/ is/ are+ Ving
	<ul style="list-style-type: none"> I + am + Ving He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + is + Ving You/ We/ They/ Danh từ số nhiều + are + Ving
Ví dụ	<ul style="list-style-type: none"> - I am studying Math now. (Tôi đang học toán.) - She is talking on the phone. (Cô ấy đang nói chuyện trên điện thoại) - We are preparing for our parents' wedding anniversary. (Chúng tôi đang chuẩn bị cho lễ kỷ niệm ngày cưới của bố mẹ) - The cat is playing with some toys. (Con mèo đang chơi với mấy thứ đồ chơi)



LUU Y

- Với các từ có tận cùng là “e”, khi chuyển sang dạng ing thì sẽ bỏ đuôi “e” và thêm “ing” luôn. (**use – using; pose – posing; improve – improving; change – changing**)
- Với các từ có tận cùng là “ee” khi chuyển sang dạng ing thì **VĂN GIỮ NGUYÊN** “ee” và thêm đuôi “ing”. (**knee – kneeing**)
- Động từ kết thúc bằng một phụ âm (trừ h, w, x, y), đi trước là một nguyên âm, ta gấp đôi phụ âm trước khi thêm “ing. (**stop – stopping; run – running, begin – beginning; prefer – preferring**)
- Động từ kết thúc là “ie” thì khi thêm “ing”, thay “ie” bằng “y” rồi thêm “ing”. (**lie – lying; die – dying**)

CÂU PHỦ ĐỊNH

Công thức	S + am/are/is + not + Ving
Chú ý (Viết tắt)	is not = isn't are not = aren't
Ví dụ	<ul style="list-style-type: none"> - I am not cooking dinner. (Tôi đang không chuẩn bị bữa tối.) - He is not (isn't) feeding his dogs. (Ông ấy đang không cho những chú chó cưng ăn) - Be careful! I think they are lying. (Cẩn thận đấy! Tôi nghĩ họ đang nói dối)

CÂU NGHI VÂN

1. Câu nghi vấn sử dụng trợ động từ (Câu hỏi Yes/ No)

Công thức	Q: Am/ Is/ Are + S + Ving? A: Yes, S + am/is/are. No, S + am/is/are + not.
Ví dụ	<ul style="list-style-type: none"> - Q: Are you taking a photo of me? (Bạn đang chụp ảnh tôi phải không?) A: Yes, I am.

2. Câu nghi vấn sử dụng từ hỏi bắt đầu bằng Wh-

Công thức	Wh- + am/ are/ is (not) + S + Ving?
Ví dụ	<ul style="list-style-type: none"> - What are you doing? (Bạn đang làm gì vậy) - What is he studying right now? (Anh ta đang học gì vậy)



LUU Y

Với động từ tận cùng là MỘT chữ “e” → bỏ “e” rồi thêm “-ing”. Ví dụ: *write – writing, type – typing, come – coming, ...*.

Với động từ có MỘT âm tiết, tận cùng là MỘT PHỤ ÂM, trước là MỘT NGUYÊN ÂM → nhân đôi phụ âm cuối rồi thêm “-ing”. Ví dụ: *stop – stopping, get – getting, put – putting, ...*

Với động từ có HAI âm tiết, tận cùng là MỘT PHỤ ÂM, trước là MỘT NGUYÊN ÂM, trọng âm rơi vào âm tiết thứ HAI → nhân đôi phụ âm cuối rồi thêm “-ing”.

➔ Ví dụ: *begin – beginning, prefer – preferring, permit – permitting*

➔ NGOẠI LỆ: *travel – travelling / traveling*

- **Với động từ tận cùng là “ie”** → đổi “ie” thành “y” rồi thêm “-ing”.

➔ Ví dụ: *lie – lying, die – dying*

II. DẤU HIỆU NHẬN BIẾT

Thì hiện tại tiếp diễn có các dấu hiệu nhận biết như sau

- **Trạng từ chỉ thời gian:** Now: Bây giờ, Right now: Ngay bây giờ, At the moment: Ngay lúc này, At present: Hiện tại, It's + giờ cụ thể + now (It's 12 o'clock now).

- **Trong câu có các động từ như:**

- **Look!/ Watch! (Nhìn kia!)**

VD: *Look! A girl is jumping from the bridge! (Nhìn kia! Cô gái đang nhảy từ trên cầu xuống!)*

- **Listen! (Nghe này!)**

VD: *Listen! Someone is crying! (Nghe này! Ai đó đang khóc.)*

- **Keep silent! (Hãy im lặng!)**

VD: *Keep silent! The teacher is saying the main point of the lesson! (Trật tự! Cô giáo đang giảng đến phần chính của cả bài!)*

- **Watch out! = Look out! (Coi chừng!)**

VD: *Watch out! The train is coming! (Coi chừng! Đoàn tàu đang đến gần kia!)*



LUU Ý

Những từ KHÔNG chia ở thì hiện tại tiếp diễn:

- | | | | |
|------------|----------------|------------|------------|
| 1. Want | 7. Contain | 13. Depend | 19. Hate |
| 2. Like | 8. Taste | 14. Seem | 20. Wish |
| 3. Love | 9. Suppose | 15. Know | 21. Mean |
| 4. Prefer | 10. Remember | 16. Belong | 22. Lack |
| 5. Need | 11. Realize | 17. Hope | 23. Appear |
| 6. Believe | 12. Understand | 18. Forget | 24. Sound |

III. CHỨC NĂNG THÌ HTTD

	Ví dụ	Phân tích ví dụ
Chức năng 1. Diễn đạt một hành động đang xảy ra tại thời điểm nói	We (have)..... lunch now. (<i>Bây giờ chúng tôi đang ăn trưa</i>) A have B are having C had	Có từ tín hiệu Now => Chọn đáp án B
Chức năng 2. Diễn tả một hành động hoặc sự việc nói chung đang diễn ra nhưng không nhất thiết phải thực sự diễn ra ngay lúc nói.	I'm quite busy these days. I (do) my assignment. (<i>Đạo này tôi khá là bận. Tôi đang làm luận án</i>) A am doing B do C will do	Việc làm luận án đang không thực sự diễn ra nhưng vẫn xảy ra xung quanh thời điểm nói => Chọn đáp án A
Chức năng 3. Diễn đạt một hành động sắp xảy ra trong tương lai	I bought the ticket yesterday. I (fly)..... to Japan tomorrow (<i>Hôm qua tôi đã mua vé máy bay rồi. Ngày</i>	Việc bay đến nhật đã được đặt vé, nghĩa là đã lên kế hoạch từ trước =>

<p>gần. Thường diễn tả một kế hoạch đã lên lịch sẵn</p>	<p><i>mai tôi sẽ bay đến Nhật Bản.)</i></p> <p>A will fly B am flying C am going to fly</p>	<p>Loại đáp án A Lịch trình bay đến Nhật là cố định, không thể thay đổi trừ khi có sự cố => Loại C => Đáp án là B</p>
<p>Chức năng 4. Hành động thường xuyên lặp đi lặp lại gây sự bức悯 hay khó chịu cho người nói. Cách dùng này được dùng với trạng từ “always, continually”</p>	<p><i>He (always / come)..... late. (Anh ta toàn đến muộn.)</i></p> <p>A always came B always comes C is always coming</p>	<p>Phản nản về 1 thói quen xâu lặp đi lặp lại => Đáp án là C</p>

IV. CÁCH SỬ DỤNG TRONG IELTS

Mô tả sự thật về một ai đó (chủ yếu là nghề nghiệp) ở Speaking Part 1 và thậm chí cả Part 2 nếu bạn được yêu cầu mô tả về một người bạn yêu mến/ ngưỡng mộ và bạn phải đưa ra thông tin cơ bản về nghề nghiệp của họ.

Ví dụ:

- Now I am studying very hard to achieve Distinction Degree. (Speaking part 1)
- Currently I am working as a full-time teacher in Le Quy Don High School, Hanoi.
(Speaking part 1)
- Well, currently my dad is working for a Agriculture and Rural Development Bank.
(Speaking part 1/2 – Describe a person that you love/admire the most)

V. LUYỆN TẬP

Exercise 1. Tìm và sửa lỗi sai trong các câu sau đây

1. I studied Political Science at the moment and I was planning to run for president after I hit 35.

.....

2. Currently, I have been working as a full-time financial advisor in a prestigious bank in Hanoi. The pay was good and I loved my job so much.

.....

.....

3. Honestly speaking, I learnt French only because my mother is forcing me to. It's so much harder than English.

.....

.....

4. Hi! I called to make a reservation at your restaurant at 7 PM tomorrow. My wife and I have celebrated our 5th year anniversary.

.....

.....

5. The price of petrol rose dramatically in recent years, posing a possibility of an escalation of trade tensions.

.....

Exercise 2. Hoàn thành các câu sau sử dụng từ cho trước (chia động từ nếu cần thiết)

start get increase change rise

1. The population of the world very fast.
2. The world Things never stay the same.
3. The situation is already bad and it worse.
4. The cost of living Every year things are more expensive.
5. The weather to improve. The rain has stopped, and the wind isn't as strong.

Exercise 3. Chia động từ cho các câu sau đây

1. My tutor (see) me for a tutorial every Monday at 5 PM.
2. My brother (not/study) very hard at the moment. I (not/think) he'll pass his tests.
3. Young people (take) up traditional style hobbies such as knitting and walking in the countryside as of lately.
4. In my country, we (drive) on the left-hand side of the road.
5. My parents (travel) around the world this summer, and probably won't be back for a couple of months.
6. The number of wild butterflies (fall) dramatically as a result of changes in farming method.
7. More people (play) sports on a regular basis nowadays.
8. I have never thought of studying abroad before. I (not/leave) Vietnam anytime soon.
9. Nowadays, people (use) the gym or a climbing wall as their way of sporting recreation.
10. The number of Web users who shop online (increase) due to the convenience of the Internet.

Exercise 4. Cho dạng đúng của động từ trong ngoặc

1. Look! The car (go) so fast.
2. Listen! Someone (cry) in the next room.
3. Your brother (walk) a dog over there at present?
4. Now they (try) to pass the examination.
5. It's 7 o'clock, and my parents (cook) dinner in the kitchen.
6. Be quite! You (talk) so loudly.
7. I (not stay) at home at the moment.
8. Now she (lie) to her mother about her bad marks.
9. At present they (travel) to Washington.
10. He (not work) in the construction site now.

Day 3. Present Perfect (Thì hiện tại hoàn thành)

I. CÔNG THỨC

CÂU KHẲNG ĐỊNH

Ký hiệu: V3 (Là quá khứ phân từ của động từ. Ví dụ: động từ “go” có quá khứ phân từ hay V3 là “gone”)

Công thức	<p style="text-align: center;">S + have/ has + V3</p> <p>He/ She/ It/ Danh từ số ít / Danh từ không đếm được + has + V3</p> <p>I/ We/ You/ They/ Danh từ số nhiều + have + V3</p>
Ví dụ	<ul style="list-style-type: none"> - It has been 2 months since I first met him. (Đã 2 tháng rồi kể từ lần đầu tiên tôi gặp anh ấy.) - I have watched TV for two hours. (Tôi xem TV được 2 tiếng rồi). - She has prepared for dinner since 6.30 p.m. (Cô ấy chuẩn bị bữa tối từ 6 rưỡi) - He has eaten this kind of food several times before. (Anh ấy đã ăn loại thức ăn này một vài lần trước rồi) - Have you been to that place before? (Bạn đến nơi này bao giờ chưa?) - They have worked for this company for 5 years. (Họ làm việc cho công ty này 5 năm rồi.)

● CÂU PHỦ ĐỊNH

Công thức	S + have/ has + V3
Lưu ý	has not = hasn't have not = haven't
Ví dụ	<ul style="list-style-type: none"> - She has not prepared for dinner since 6.30 p.m. (Cô ấy vẫn chưa chuẩn bị cho bữa tối) - He has not eaten this kind of food before. (Anh ấy chưa bao giờ ăn loại thức ăn này cả) - We haven't met each other for a long time. (Chúng tôi không gặp nhau trong một thời gian dài rồi.) - He hasn't come back to his hometown since 2000. (Anh ấy không quay trở lại quê hương của mình từ năm 2000.)

● CÂU NGHI VÂN

1. Câu nghi vấn sử dụng trợ động từ (Câu hỏi Yes/ No)

Công thức	Q: Have/ has + S + V3? A: Yes, S + have/has + V3. No, S + haven't/hasn't + V3.
------------------	--

Ví dụ	<p>- Q: Have you ever travelled to America? (Bạn đã từng du lịch tới Mỹ bao giờ chưa?) A: Yes, I have/ No, I haven't.</p> <p>- Q: Has she arrived in London yet? (Cô ấy đã tới London chưa?) A: Yes, she has./ No, she hasn't.</p>
--------------	---

2. Câu nghi vấn sử dụng từ hỏi bắt đầu bằng Wh-

Công thức	<p>Wh- + have/ has + S + V3?</p>
Ví dụ	<p>- What have you done with these ingredients? (Bạn đang làm gì vậy) - How have you solved this difficult Math question? (Anh ta đang học gì vậy)</p>

II. DẤU HIỆU NHẬN BIẾT

Thì hiện tại hoàn thành có các dấu hiệu nhận biết như sau:

- **Just = Recently = Lately:** gần đây, vừa mới
- **Already:** rồi
- **Before:** trước đây
- **Ever:** đã từng
- **Never:** chưa từng, không bao giờ
- **For + quãng thời gian:** trong khoảng (for a year, for a long time, ...)
- **Since + mốc thời gian:** từ khi (since 1992, since June,...)
- **Yet:** chưa (dùng trong câu phủ định và câu hỏi)
- **So far = Until now = Up to now = Up to the present:** cho đến bây giờ

III. CHỨC NĂNG THÌ HTHT

	Ví dụ	Phân tích ví dụ
Chức năng 1 Hành động đã hoàn thành cho tới thời điểm hiện tại mà không đề cập tới nó xảy ra khi nào.	I (do)..... all my homeworks (<i>Tôi đã làm hết bài tập về nhà</i>) A have done B did C do	Hành động “đã hoàn thành xong hết bài tập” đã xảy ra trong quá khứ ⇒ Loại phương án C Trong câu đã cho không nhắc đến khoảng thời gian cụ thể nào mà chỉ nhấn mạnh vào kết quả là “đã hoàn thành xong hết bài tập” ⇒ Động từ chia ở thì Hiện tại hoàn thành ⇒ Chọn phương án A
Chức năng 2 Hành động bắt đầu ở quá khứ và đang tiếp tục ở hiện tại	They (be)..... married for nearly fifty years (<i>Họ đã kết hôn được 50 năm.</i>) A are B have been C were	Việc kết hôn đã xảy ra trong quá khứ ⇒ Loại phương án A Tuy họ đã kết hôn từ quá khứ (50 năm trước) nhưng cuộc hôn nhân vẫn đang tiếp diễn ⇒ Loại phương án C Có từ tín hiệu chỉ thời gian “for nearly fifty years” ⇒ Chọn phương án B
Chức năng 3 Hành động đã từng làm trước đây và bây giờ vẫn còn làm	He (write)..... three books and he is working on another book (<i>Anh ấy đã viết được 3 cuốn sách và đang viết cuốn tiếp theo</i>) A has written B wrote	Hành động “viết sách” đã xảy ra trong quá khứ ⇒ Loại phương án C Hành động “viết sách” tuy đã xảy ra nhưng vẫn còn tiếp tục xảy ra trong hiện tại và tương lai ⇒ Chọn phương án A

	C will write	
Chức năng 4 Một kinh nghiệm cho tới thời điểm hiện tại (thường dùng trạng từ ever)	<p>My last birthday was the worst day I ever (have)..... (<i>Sinh nhật năm ngoái là ngày tệ nhất đời tôi.</i>)</p> <p>A will ever have B have ever had C had</p>	Có từ tín hiệu “ever” ⇒ Động từ chia ở thì Hiện tại hoàn thành ⇒ Chọn đáp án B
Chức năng 5 Về một hành động trong quá khứ nhưng quan trọng tại thời điểm nói	<p>I can't get in my house. I (lose)..... my keys. (<i>Tôi không thể vào nhà được. Tôi đánh mất chùm chìa khóa của mình rồi</i>)</p> <p>A lose B have lost C lost</p>	<p>Hành động “mất chìa khóa” đã xảy ra từ trong quá khứ ⇒ Loại phương án A</p> <p>Hành động “mất chìa khóa” đã xảy ra trong quá khứ nhưng hậu quả của nó vẫn còn cho đến hiện tại (không vào được nhà) ⇒ Chọn phương án B</p>

Mở rộng - Một số động từ bắt buộc quy tắc

Base form	Past tense	Past Participle	Base form	Past tense	Past Participle
be	was/were	been	let	let	let
begin	began	begun	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
buy	bought	bought	mean	meant	meant
build	built	built	meet	met	met
choose	chose	chosen	pay	paid	paid
come	came	come	put	put	put
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	set	set	set
feel	felt	felt	sit	sat	sat
find	found	found	speak	spoke	spoken
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wear	wore	worn
leave	left	left	win	won	won
lead	led	led	write	wrote	written

IV. CÁCH SỬ DỤNG TRONG IELTS

- Mô tả sự thật hoặc thành tựu của ai đó, đặc biệt dùng trong Speaking Part 2.

Ví dụ:

David Beckham, who used to be a very famous British footballer, is now a philanthropist and he has done many charity programs so far. (Sự thật – Speaking part 2 – Describe your favorite celebrity)

Minh – my next door neighbor is the boy who has gained several provincial prizes in some English competitions. (Thành tựu – Speaking part 2 – Describe the person that you are impressive with)

Moreover, human beings have emitted exhaust fumes worldwide, which may be the main cause of air pollution. (Sự thật – Câu này có thể được sử dụng trong cả Speaking part 3 và Writing task 2)

- Kể về một vấn đề vẫn chưa được giải quyết trong Speaking part 2/3 or Writing task 2.

Whether animal testing should be banned has still been a matter of heated debate. (1 vấn đề chưa được giải quyết – Writing task 2)

V. LUYỆN TẬP

Exercise 1. Chia động từ theo thì hiện tại hoàn thành

- Although the local authorities (take) some methods to solve the pollution issue, there seems to be little improvement in the air quality.
- Xuan Bac, a well-known comedian, (start) acting since he was a student in University of Stage and Cinematography.
- I (be) to some places in the world; however, Singapore is the most beautiful country that I ever (visit)
- I (collect) a lot of relevant information for the final evaluation essay.
- The person that I admire the most in my life is my lecturer, Ms. Linh, who (do) a lot of research that is related to foreign affairs.

Exercise 2. Viết lại câu sao cho nghĩa không đổi.

1. This last time she came back to her hometown was 4 years ago.

=> She hasn't.....

2. He started working as a bank clerk 3 months ago.

=> He has.....

3. It has been 5 years since we first flew to Singapore.

=> We have.....

4. I last had my hair cut in November.

=> I haven't.....

5. The last time we called each other was 5 months ago.

=> We haven't.....

6. It is a long time since we last met.

=> We haven't.....

7. When did you have it?

=> How long.....?

8. This is the first time I had such a delicious meal.

=> I haven't.....

9. I haven't seen him for 8 days.

=> The last.....

10. I haven't taken a bath since Wednesday.

=> It is.....

Exercise 3. Chia các động từ sau ở thì phù hợp. (Sử dụng thì hiện tại tiếp diễn và hiện tại hoàn thành)

1. My father (not/ play)..... any sport since last year.

2. Some people (attend).....the meeting right now.

3. I'd better have a shower. I (not/have).....one since Thursday.

4. I don't live with my family now and we (not/see).....each other for five years.

5. Where is your mother? She.....(have) dinner in the kitchen.

6. Why are all these people here? What (happen).....?

7. I just (realize) that there are only four weeks to the end of term.
8. The train drivers (go) on strike and they stopped working at twelve o'clock.
9. At present, he (compose) a piece of music.
10. We (have) dinner in a restaurant right now.

Day 4. Past simple tense (Thì quá khứ đơn)

I. CÔNG THÚC

● CÂU KHẲNG ĐỊNH

	Động từ tobe	Động từ thường
Cấu trúc	S + was/ were + N/Adj	S + V-ed
Lưu ý	I/ He/ She/ It / Danh từ số ít / Danh từ không đếm được + was We/ You/ They/ Danh từ số nhiều + were	
Ví dụ	- Ms. Hoa was very happy when her husband bought her a bouquet yesterday. (Cô Hoa đã rất hạnh phúc khi chồng cô mua cho cô 1 bó hoa vào hôm qua.) - They were in Bangkok on their summer holiday 3 years ago.(Họ ở Băng Cốc vào kỳ nghỉ hè 3 năm trước.)	- We went to Japan last week.(Tuần trước chúng tôi đã đến Nhật Bản) - I met my old friend at the shopping mall yesterday.(Tôi đã gặp người bạn cũ của mình trong trung tâm mua sắm ngày hôm qua.)

CÂU PHỦ ĐỊNH

	Động từ tobe	Động từ thường
Cấu trúc	S + was/were not + N/Adj	S + did not + V (nguyên thể)
Lưu ý	was not = wasn't were not = weren't	did not = didn't
Ví dụ	<ul style="list-style-type: none"> - <i>She wasn't very happy last night because of her son's bad behavior to her friends.</i> (Tôi qua cô ấy đã rất không vui vì cách cư xử không tốt của con trai với bạn mình.) - <i>It was Sunday yesterday.</i> (Hôm qua là Chủ Nhật) 	<ul style="list-style-type: none"> - <i>He didn't go to work last week.</i> (Tuần trước cậu ta đã không đi làm.) - <i>We didn't get any phone calls from the HR department yesterday.</i> (Ngày hôm qua chúng tôi không nhận được cuộc gọi nào từ phòng nhân sự cả.)

CÂU NGHI VĂN

	Động từ tobe	Động từ thường
Cấu trúc	Q: Was/Were+ S + N/Adj? A: Yes, S + was/were. No, S + wasn't/weren't	Q: Did + S + V(nguyên thể)? A: Yes, S + did. No, S + didn't
Ví dụ	<ul style="list-style-type: none"> - Q: Was Neil Armstrong the first person to step on The Moon? (Có phải Neil Armstrong là người đầu tiên đi trên mặt trăng không?) - A: Yes, he was / No, he wasn't. (Có, ông ấy có./ Không, ông ấy không.) 	<ul style="list-style-type: none"> - Q: Did you visit President Ho Chi Minh Mausoleum with your class last weekend? (Bạn có đi thăm lăng chủ tịch Hồ Chí Minh với lớp của bạn cuối tuần trước hay không?) - A: Yes, I did./ No, I didn't. (Có, mình có./ Không, mình không.)

	<p>- Q: Were you at school yesterday? (Hôm qua con có đi học không?)</p> <p>A: Yes, I am./ No, I'm not. (Có, con có./ Không, con không.)</p>	<p><i>Không, mình không.)</i></p> <p>- Q: Did he oversleep and was late for school yesterday? (Có phải hôm qua cậu ngủ quên và đi học muộn không?)</p> <p>A: Yes, he did./ No, he didn't. (Có, cậu ta có./ Không, cậu ta không.)</p>
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MỎ RỘNG

THÊM ĐUÔI “-ED” VÀO SAU ĐỘNG TỪ CÓ QUY TẮC

Thông thường ta thêm “ed” vào sau động từ.

➔ Ví dụ: catch – caught / turn – turned/ need – needed

Động từ tận cùng là “e” → chỉ cần cộng thêm “d”.

➔ Ví dụ: type – typed/ smile – smiled/ agree – agreed

Động từ có MỘT âm tiết, tận cùng là MỘT phụ âm, trước phụ âm là MỘT nguyên âm → ta nhân đôi phụ âm cuối rồi thêm “-ed”.

➔ Ví dụ: stop – stopped/ shop – shopped/ tap – tapped

Động từ có HAI âm tiết, tận cùng là MỘT phụ âm, trước phụ âm là MỘT nguyên âm, trọng âm rơi vào âm tiết thứ HAI → ta nhân đôi phụ âm cuối rồi thêm “-ed”.

➔ Ví dụ: commit – committed / prefer – preferred

➔ NGOẠI LỆ: travel – travelled / traveled

Động từ tận cùng là “y”:

- Nếu trước “y” là MỘT nguyên âm (a,e,i,o,u) ta cộng thêm “ed”.

➔ Ví dụ: play – played/ stay – stayed

- Nếu trước “y” là phụ âm (còn lại) ta đổi “y” thành “i + ed”.

➔ Ví dụ: study – studied/ cry – cried

II. DẤU HIỆU NHẬN BIẾT

Trạng từ chỉ thời gian trong quá khứ	<ul style="list-style-type: none"> – yesterday: hôm qua – last night/ last week/ last month/ last year: tối qua/ tuần trước/ tháng trước/ năm ngoái – ago: cách đây (<i>two hours ago, two weeks ago ...</i>)
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III. CHỨC NĂNG THÌ QKD

	Ví dụ	Phân tích
Chức năng 1. Thì quá khứ đơn dùng để diễn tả hành động xảy ra và hoàn tất trong quá khứ với thời gian xác định rõ	I (see)..... Tam in the park last Sunday. (<i>Tớ nhìn thấy Tâm trong công viên vào chủ nhật tuần trước</i>) A. saw B. see C. will see	Có từ tín hiệu <i>last Sunday</i> , Hành động đã kết thúc trong quá khứ → Chọn đáp án A
Chức năng 2. Diễn đạt các hành động xảy ra liên tiếp trong quá khứ	She (come)..... to class, (open).....the notebook and (start)..... to take note what the teacher was saying. (<i>Cô ấy đến lớp, mở vở ra và bắt đầu ghi chép những gì giáo viên đang giảng</i>) A. comes, opened, will start B. came, opened, started C. comes, opens, starts	Một chuỗi hành động xảy ra liên tục và đều đã kết thúc trong quá khứ → Sử dụng thì Quá khứ đơn → Chọn đáp án B

Chức năng 3. Diễn đạt một hành động xen vào một hành động đang diễn ra trong quá khứ	<p>– When I was sleeping, the phone suddenly (ring)(Lúc tôi đang ngủ thì điện thoại kêu.)</p> <p>A. rings B. will ring C. rang</p>	<p>Khi 1 hành động đang xảy ra thì có 1 hành động khác xen vào => Hành động xen vào được chia ở thì Quá khứ đơn</p> <p>→ Chọn đáp án C</p>
Chức năng 4. Dùng trong câu điều kiện loại II	<p>– If I (have) a wealthy husband, I would travel around the world. (Nếu tôi có 1 người chồng giàu có, tôi sẽ đi du lịch khắp thế giới)</p> <p>A. had B. have C. had had</p>	<p>Trong câu điều kiện loại II (Câu điều kiện không có thực ở hiện tại), mệnh đề giả định If chia ở thì quá khứ giả định (Giống thì Quá khứ đơn ngoại trừ động từ “to be” thì dùng “were” cho tất cả các ngôi)</p> <p>→ Chọn đáp án A</p>

● COMMON MISTAKES & MISCONCEPTIONS

Sự khác biệt giữa thì Quá khứ đơn và thì Hiện tại hoàn thành

	Quá khứ đơn	Hiện tại hoàn thành
Giống	Đều nói về những sự kiện, hành động bắt đầu trong quá khứ	
Khác	Chỉ nói về quá khứ e.g. : I highlighted the key words. <i>(Tôi đã đánh dấu các từ khoá khi tôi đọc sách và tôi đã hoàn thành việc đánh dấu)</i>	Liên hệ quá khứ với hiện tại e.g. : I've highlighted the key words. <i>(Tôi đã đánh dấu các từ khoá tại một thời điểm nào đó trước lúc nói và có thể sẽ tiếp tục đánh dấu sau này)</i>
	Nói về một thời điểm đã xác định, hoặc có thể tự hiểu về thời điểm xảy ra sự kiện, hành động e.g. : I read the leaflets when I was in	Không xác định thời điểm cụ thể e.g. : Have you read the leaflet? <i>(đã đọc tờ rơi chưa, không cần biết là đọc khi nào nhưng mà phải đọc trước</i>

	<p>the library.</p> <p>(Tôi đã đọc tờ rơi khi tôi còn ngồi trong thư viện. Bây giờ tôi không còn ngồi ở thư viện nữa và tôi cũng không đọc tờ rơi nữa)</p>	<p>thời điểm nói</p>
	<p>Sử dụng những cụm từ chỉ thời gian xác định, đã kết thúc</p> <p>e.g. : I read five books last week. ('last week' = tuần trước, đã kết thúc)</p>	<p>Sử dụng những cụm từ chỉ thời gian không xác định</p> <p>e.g. : I've read five articles this week. ('this week' = tuần này, có thể vẫn chưa kết thúc)</p>

IV. CÁCH SỬ DỤNG TRONG IELTS

- Mô tả một sự việc hoặc hành động đã xảy ra và kết thúc hoàn toàn trong quá khứ, thường là về trải nghiệm hay học vấn hoặc nghề nghiệp của một ai đó. (Speaking part 1/ 2/ 3; Writing task 1)

Ví dụ trong Speaking part 1:

Giám khảo:	Do you work or study?
Thí sinh:	Honestly, I used to work in a marketing company before, but then I found that I was not suitable for doing that work so I moved to another company, which specializes in exporting and importing.

Ví dụ trong Speaking part 2:

"I **bought** the bag on a very special occasion. That **was** when I **went** to a night market in Hong Kong and there were so many kinds of souvenirs"

Ví dụ trong Speaking part 3:

"In the past, people **didn't tend** to pay much attention to leisure time activities, which is very different from now."

Ví dụ trong bài Writing task 1:

“In 1997, business visitors to New Zealand **spent** an average of almost \$260 per day, while holidaymakers **spent** around \$190 and people visiting friends or relatives **spent** less than \$120.”

(Ở ví dụ trên, thì quá khứ đơn được sử dụng để mô tả những sự kiện, số liệu hay những sự thay đổi đã xảy ra ở những năm trong quá khứ.)

Ví dụ trong bài Writing task 2:

“People **used to lead** a hard life in the countryside in the past; however, recently, life in many rural areas has been improved a lot.”

LUU Ý

Vì đặc thù là mô tả những hành động đã xảy ra và chấm dứt ở quá khứ nên thì quá khứ đơn **KHÔNG ĐƯỢC SỬ DỤNG** trong bài Writing task 1 dạng **MÔ TẢ QUÁ TRÌNH** (Process) mà trong bài Process chỉ nên dùng thì hiện tại đơn hoặc tương lai đơn.

V. LUYỆN TẬP

Exercise 1: Hoàn thành câu với thì quá khứ đơn sử dụng từ cho truwosc (một số thì khác có thể được sử dụng)

6. I/move/Hanoi/when/I/in/high school.

.....

7. My family/use/eat out/every weekend/then/go/cinema/watch/latest/blockbuster.

.....

8. My sister/spend/\$500/her birthday party/last year/because/it/her 30th birthday.

.....

9. I/buy/Sarah/farewell gift/because/she/leave/Sydney/next month.

.....

10. There/massive/traffic jam/Melrose Avenue/because/car accident/happen/an hour/before/I/get/there.

.....

11. I/guess/Vietnamese people/not use/celebrate/Christmas.

.....

12. I/not able/buy/bag/at first/because/expensive/but/it/on sale/a few days later/so/I/decide/buy/it.
-

Exercise 2. Chia các động từ sau ở thì quá khứ đơn.

1. I at home last weekend. (stay)
2. Angela to the cinema last night. (go)
3. I and my friends a great time in Nha Trang last year. (have)
4. My vacation in Hue last summer wonderful. (be)
5. Last June I Ngoc Son Temple in Ha Noi. (visit)
6. My parents very tired after the trip. (be)
7. I a lot of gifts for my little sister. (buy)
8. Lan and Mai sharks, dolphins and turtles at Tri Nguyen aquarium. (see)
9. Trung chicken and rice for dinner. (eat)
10. They about their holiday in Hoi An. (talk)

Exercise 3. Mỗi câu sau đây có một lỗi sai. Tìm và sửa chúng

1. At present, I'm work as a teacher in a secondary school and I plan to work here for 2 or 3 years before going to Australia to study.
-

2. Fire are one of the most important inventions in history.
-

3. Beyonce was now a very well-known all over the world and she has released several albums in her singing career.
-

4. In the future, I came back to Indonesia to work after having a long vacation in Japan.

.....

5. They haven't seen each other since a long time.

.....

Day 5. Past Continuous (Thì QK tiếp diễn)

I. CÔNG THÚC

● CÂU KHẲNG ĐỊNH

Câu trúc	S + was/were + V-ing.
Lưu ý	I/ He/ She/ It/ Danh từ số ít / Danh từ không đếm được – was S= We/ You/ They/ Danh từ số nhiều – were
Ví dụ	- <i>We were just talking about it before you arrived.</i> (Chúng tôi đang nói về chuyện đó ngay trước khi cậu đến.)

● CÂU PHỦ ĐỊNH

Câu trúc	S + was/were + not + V-ing
Lưu ý	Was not = wasn't Were not = weren't
Ví dụ	- <i>He wasn't working when his boss came yesterday.</i> (Hôm qua anh ta đang không làm việc khi sếp của anh ta đến)

● CÂU NGHI VÂN

Câu trúc	Q: Was / Were + S + V-ing? A: Yes, S + was/were. No, S + wasn't/weren't.
Ví dụ	Q: Was your mother going to the market at 7 A.M yesterday? (Lúc 7 giờ sáng hôm qua mẹ em đang đi chợ có phải không?) A: Yes, she was/ No, she wasn't

II. DẤU HIỆU NHẬN BIẾT

Các trạng từ chỉ thời gian trong quá khứ kèm theo thời điểm xác định.	<ul style="list-style-type: none"> at + giờ + thời gian trong quá khứ (<i>at 12 o'clock last night, ...</i>) at this time + thời gian trong quá khứ. (<i>at this time two weeks ago, ...</i>) in + năm (<i>in 2000, in 2005</i>) in the past (<i>trong quá khứ</i>)
Trong câu có “when” khi diễn tả một hành động đang xảy ra và một hành động khác xen vào.	<p>When I was singing in the bathroom, my mother came in. <i>(Tôi đang hát trong nhà tắm thì mẹ tôi đi vào)</i></p> <p>The light went out when we were watching TV (<i>Điện mất khi chúng tôi đang xem ti vi</i>)</p>
Cân nhắc sử dụng thì Quá khứ tiếp diễn khi có xuất hiện các từ như: While (<i>trong khi</i>); When (<i>Khi</i>); at that time (<i>vào thời điểm đó</i>);	<p>She was dancing while I was singing (<i>Cô ấy đang múa trong khi tôi đang hát</i>)</p> <p>The man was sending his letter in the post office at that time. (<i>Lúc đó người đàn ông đang gửi thư ở bưu điện</i>)</p>

III. CHỨC NĂNG THÌ QKTD

Thì quá khứ tiếp diễn nhấn mạnh diễn biến hay quá trình của sự vật hay sự việc hoặc thời gian sự vật hay sự việc đó diễn ra

	Ví dụ	Phân tích ví dụ
Cách dùng 1. Diễn đạt hành động đang xảy ra tại một thời điểm trong quá	<u>Ví dụ 1:</u> –At 9 A.M yesterday, he (watch)..... Spider man. <i>(9 giờ sáng hôm qua, anh ta</i>	Có tín hiệu – <i>at + giờ + thời gian trong quá khứ</i> → Ta chia động từ chia ở thì quá khứ tiếp diễn

khứ tiếp diễn	<p><i>đang xem Người Nhện)</i></p> <p>A watches B watched C was watching</p>	→ Chọn đáp án C
Cách dùng 2. Diễn đạt hai hành động xảy ra đồng thời trong quá khứ	<p><u>Ví dụ 2:</u></p> <p>– While I was taking a bath, she (use)..... the computer (<i>Trong lúc tôi đang tắm thì cô ấy đang dùng máy tính)</i></p> <p>A used B was using C uses</p>	<p>Trong câu xuất hiện trạng từ while + mệnh đề chia thì quá khứ tiếp diễn, ta chia mệnh đề còn lại theo thì quá khứ tiếp diễn để diễn tả 2 hành động xảy ra cùng 1 lúc trong quá khứ</p> <p>→ Chọn đáp án B</p>
Cách dùng 3. Diễn đạt hành động đang xảy ra thì có hành động khác xen vào	<p><u>Ví dụ 3:</u></p> <p>– When I (cook)....., the light went out. (<i>Tôi đang nấu cơm thì mất điện.</i>)</p> <p>A was cooking B cooked C will cook</p>	<p>Chuyện mất điện xảy ra đột ngột xen vào hành động đang nấu cơm => Ta chia hành động đang xảy ra và bị xen vào ở thì Quá khứ tiếp diễn</p> <p>→ Chọn đáp án A</p>
Cách dùng 4. Hành động lặp đi lặp lại trong quá khứ và làm phiền đến người	<p><u>Ví dụ 4:</u></p> <p>– When he worked here, he always (make)..... noise (<i>Khi anh ta làm việc ở</i></p>	<p>Hành động gây ồn ào xảy ra liên tục, lặp đi lặp lại làm phiền đến người khác trong quá khứ</p> <p>→ Ta chia động từ này ở thì Quá khứ</p>

khác	<i>đây, anh ta luôn gây ôn ào)</i> A makes B was always making C made	tiếp diễn → Chọn đáp án B
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LUU Y

WHILE và WHEN khác gì nhau?

Nhiều bạn khi học tiếng Anh thường đánh đồng 2 từ này do có cùng nghĩa là “khi”. Tuy nhiên, các bạn lưu ý *while* thường dùng cho những sự kiện, hành động xảy ra trong một khoảng thời gian kéo dài, còn *when* thường dùng cho những sự kiện, hành động xảy ra tại một mốc thời gian nào đó. Do vậy, *when* có thể dùng cho cả thì Quá khứ đơn và Quá khứ tiếp diễn, nhưng *while* chỉ có thể dùng cho thì Quá khứ tiếp diễn.

e.g. : *She was working part-time at a café **while** when Steven Spielberg scouted her for his upcoming movie.*

IV. CÁCH SỬ DỤNG TRONG IELTS

Mô tả một hành động nào đó đang diễn ra và bị chen ngang bởi một hành động khác. Với cách dùng này, chúng ta luôn phải kết hợp với thì Quá khứ đơn, trong đó thì **Quá khứ tiếp diễn** dùng cho hành động đang diễn ra thì bị chen ngang, còn thì **Quá khứ đơn** dùng cho hành động chen ngang.

Ví dụ:

Topic: Describe a piece of advice you received.

Thí sinh: ... I **was feeling** quite depressed back then, when I was in my second year of university. I **was doing** the same and boring things every day and **there was nothing special**, so I talked to my elder sister. I told her my problem, and I **was** actually **expecting** her to say something like “Don’t worry. Everything’s going to be OK.” but...

Trong thì quá khứ tiếp diễn, chúng ta thường sử dụng “while” hoặc “when” để nói về mối liên hệ giữa 2 hành động. Vị trí của những từ này trong câu phụ thuộc vào mục đích của người nói muốn nhấn mạnh hành động nào là ý chính (đang thực hiện) và hành động nào là ý phụ (xảy ra chen ngang).

Ví dụ:

While/when she was washing the dishes, his parents came back home.

His parents came back home **while/when** she was washing the dishes.

She was washing the dishes **when** his parents came back home.

V. LUYỆN TẬP

Exercise 1. What were you doing at these times? Viết câu trả lời sử dụng thì quá khứ tiếp diễn nếu cần thiết

(at 5 o'clock last Monday) ..I was on a bus on my way home

0. (at 8 o'clock yesterday evening).....
1. (at 10:15 yesterday morning)
2. (at 4:30 this morning)
3. (at 7:45 yesterday evening)
4. (half an hour ago)

Exercise 2. Quá khứ đơn hoặc quá khứ tiếp diễn

1. ‘What (you/do) at this time yesterday?’ ‘I was asleep.’
2. How fast (you/drive) when the accident (happen)?
3. I haven’t seen my best friend for ages. When I last (see) him, he (try) to find a job.
4. I (walk) along the street when suddenly I(hear) footsteps behind me. Somebody (follow) me. I was scared and I (start) to run.
5. Last night I (drop) a plate when I (do) the washing-up. Fortunately it (not/break).
6. I (open) the letter when the wind (blow) it out of my hand.

7. The burglar (open) the safe when he (hear) footsteps. He immediately (put) out his torch and (crawl) under the bed.
8. As I (cross) the road I (step) on a banana skin and (fall) heavily.
9. Just as I (wonder) what I should do next, the acceptance letter came in my mailbox.

Exercise 3. Chia động từ ở dạng Quá khứ đơn và Quá khứ tiếp diễn để hoàn thành đoạn văn sau

In my last holiday, I went to Hawaii. When I (go)¹ to the beach for the first time, something wonderful happened. I (swim)² in the sea while my mother was sleeping in the sun. My brother was building a castle and my father (drink)³ some water. Suddenly I (see)⁴ a boy on the beach. His eyes were blue like the water in the sea and his hair (be)⁵ beautiful black. He was very tall and thin and his face was brown. My heart (beat)⁶ fast. I (ask)⁷ him for his name with a shy voice. He (tell)⁸ me that his name was John. He (stay)⁹ with me the whole afternoon. In the evening, we met again. We ate pizza in a restaurant. The following days we (have)¹⁰ a lot of fun together. At the end of my holidays when I left Hawaii I said good-bye to John. We had tears in our eyes. He wrote to me a letter very soon and I answered him.

Exercise 4. Hoàn thành các câu sau bằng ý tưởng của chính bạn, sử dụng thì Quá khứ tiếp diễn

1. At 8 o'clock yesterday evening, I
2. At 5 o'clock last Monday,
3. At 10.15 yesterday morning,
4. At 7:45 yesterday evening,
5. Half an hour ago,
6. Matt phoned while we
7. The doorbell rang while I
8. We saw an accident while we
9. Ann fell asleep while she
10. The television was on, but nobody

Day 6. Past Perfect (Thì quá khứ hoàn thành)

I. CÔNG THỨC

● CÂU KHẲNG ĐỊNH

Câu trúc	S + had + PII.
Ví dụ	<ul style="list-style-type: none"> - <i>He had slept when we came into the house.</i> (Anh ấy đã ngủ khi chúng tôi vào nhà.) - <i>They had finished their project right before the deadline last week.</i> (Họ đã hoàn thành dự án của họ ngay trước hạn chót vào tuần trước.)

● CÂU PHỦ ĐỊNH

Câu trúc	S + hadn't + PII.
Lưu ý	hadn't = had not
Ví dụ	<ul style="list-style-type: none"> - <i>She hadn't completed her homework when she went to school.</i> (Cô ấy vẫn không làm xong bài tập trước khi cô ấy đến lớp.) - <i>They hadn't finished their lunch when I saw them.</i> (Họ vẫn chưa ăn xong bữa trưa khi tôi thấy họ).

● CÂU NGHI VÂN

Câu trúc	Q: Had + S + PII? A: Yes, S + had. No, S + hadn't.
Ví dụ	<ul style="list-style-type: none"> - <i>Had the film ended when you arrived at the cinema?</i> (Bộ phim đã kết thúc khi bạn tới rạp chiếu phim phải không?) <i>Yes, it had./ No, it hadn't</i>

II. CHỨC NĂNG THÌ QKHT

	Ví dụ	Giải thích
Chức năng 1. Diễn tả hành động xảy ra trước một hành động khác đã xảy ra trong quá khứ Trong trường hợp này, thì quá khứ hoàn thành thường được dùng kết hợp với thì quá khứ đơn, ta thường dùng kèm với các giới từ và liên từ như: <i>by</i> (có nghĩa như <i>before</i>), <i>before</i> , <i>after</i> , <i>when</i> , <i>till</i> , <i>untill</i> , <i>as soon as</i> , <i>no sooner...than</i>	<u>Ví dụ 1</u> I met them after they _____ each other. A. get married B. got married C. had got married	Dấu hiệu: Mệnh đề quá khứ đơn + “after” → sử dụng thì quá khứ hoàn thành → Đáp án C
Chức năng 2. Diễn rả hành động đã xảy ra và hoàn thành trước một thời điểm (một hành động khác) đã xảy ra trong quá khứ	<u>Ví dụ 2</u> We _____ lunch when she arrived yesterday. A. have had B. have C. had had	Dấu hiệu “when” + mệnh đề quá khứ đơn → Hành động ăn bữa trưa đã hoàn thành khi mà cô ấy đến. → Đáp án C
Chức năng 3. Sử dụng trong câu điều kiện loại 3 để diễn tả điều kiện không có thực trong	<u>Ví dụ 3</u> If I _____ that, I would have acted differently. A. had known	Dấu hiệu: Câu điều kiện không có thật trong quá khứ → Câu điều kiện loại III

quá khứ.	B. have known C. knew	→ Sử dụng thì quá khứ hoàn thành → Đáp án A
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IV. DẤU HIỆU NHẬN BIẾT

Từ nhận biết	Ví dụ
When (khi)	<i>When they arrived at the airport, her flight had taken off.</i> (Khi họ tới sân bay, chuyến bay của cô ấy đã cất cánh.)
Before (trước khi)	<i>She had done her homework before her mother asked her to do so.</i> (Cô ấy đã làm bài tập về nhà trước khi mẹ cô ấy yêu cầu cô ấy làm như vậy.)
After (sau khi)	<i>They went home after they had eaten a big roasted chicken.</i> (Họ về nhà sau khi đã ăn một con gà quay lớn.)
By the time (vào thời điểm)	<i>He had cleaned the house by the time her mother came back.</i> (Cậu ấy đã lau xong nhà vào thời điểm mẹ cậu ấy trở về.)

IV. CÁCH SỬ DỤNG TRONG IELTS

- Mô tả sự thật về một người nào đó trong Speaking part 1/2. Cụ thể là người đó đã làm một việc gì trong quá khứ trước một mốc thời gian cụ thể.

Ví dụ:

When Mozart was born, five of his siblings **had already died**. (Có nghĩa là: Các anh chị em của Mozart mất trước rồi sau đó Mozart mới được sinh ra – Speaking part 2 – Describe a talented artist that you know)

- Mô tả các xu hướng hoặc sự thay đổi trước một mốc thời gian cụ thể trong Writing task 1.

Ví dụ:

In 2008, before reaching a record high of 60%, the percentage of Australian tourists **had experienced** a downward trend. (Writing task 1)

V. LUYỆN TẬP

Exercise 1. Chọn dạng đúng của động từ để hoàn thành câu

1. They (come) back home after they (finish) their work.
2. She said that she (meet) Mr. Bean before.
3. Before he (go) to bed, he (read) a novel.
4. He told me he (not/wear) such kind of clothes before.
5. When I came to the stadium, the match (start)
6. Before she (listen) to music, she (do)..... her homework.
7. Last night, Peter (go) to the supermarket before he (go) home

Exercise 2. Đọc các tình huống sau. Hoàn thành các câu sau sử dụng từ cho trước

1. You went to Suc's house, but she wasn't there. (she/ go/ out)

→

2. You went back to your home town after many years. It wasn't the same as before. (it/ change/ a lot)

→

3. I invited Rachel to the party, but she couldn't come. (she/ arrange/ to do something else)

→

4. You went to the cinema last night. You got to the cinema late. (the film/ already/ begin)

→

5. It was nice to see Dan again after such a long time. (I/ not/ see/ him for five years)

→

6. I offered Sue something to eat, but she wasn't hungry. (she/ just/ have breakfast)

→

Exercise 3. Viết lại câu sao cho nghĩa không đổi sử dụng từ gợi ý cho sẵn.

1. David had gone home before we arrived.

→ After

2. We had lunch then we took a look around the shops.

→ Before

3. The light had gone out before we got out of the office.

→ When

4. After she had explained everything clearly, we started our work.

→ By the time

5. My father had watered all the plants in the garden by the time my mother came home.

→ Before

Day 7. Future simple tense (Thì tương lai đơn)

I. CÔNG THỨC

● CÂU KHẲNG ĐỊNH

	Động từ tobe	Động từ thường
Cấu trúc	S + will + be + N/Adj	S + will + V(nguyên thể)
Lưu ý		will = 'll
Ví dụ	<ul style="list-style-type: none"> - She'll be fine. (Cô ấy sẽ ổn thôi.) - You will be mine soon (Anh sẽ sớm thuộc về em thôi.) 	<ul style="list-style-type: none"> - I will always love you. (Em sẽ luôn yêu anh.) - No worries, I will take care of the children for you. (Đừng lo, em sẽ chăm sóc bọn trẻ giúp chị.)

● CÂU PHỦ ĐỊNH

	Động từ tobe	Động từ thường
Cấu trúc	S + will not + be + N/Adj	S + will not + V(nguyên thể)
Lưu ý		will not = won't
Ví dụ	<ul style="list-style-type: none"> - She won't be happy if she cannot pass the entrance exam tomorrow. (Cô ấy sẽ không vui nếu cô ấy không vượt qua kỳ thi đầu vào ngày mai) - We won't be friends anymore. (Chúng ta sẽ không tiếp tục làm bạn nữa.) 	<ul style="list-style-type: none"> - I won't bring champagne to the party tonight. (Tôi sẽ không mang rượu Sâm-panh đến bữa tiệc tối nay đâu.) - I won't tell her the truth. (Tôi sẽ không nói với cô ấy sự thật.)

CÂU NGHI VĂN

	Động từ tobe	Động từ thường
Cấu trúc	Q: Will + S + be + ? A: Yes, S + will No, S + won't	Q: Will + S + V(nguyên thê)? A: Yes, S + will. No, S + won't.
Ví dụ	<p>- <i>Q: Will you be home tomorrow morning?</i> (Sáng mai anh có ở nhà không?) <i>A: No, I won't</i> (Không, anh sẽ không có ở nhà)</p> <p>- <i>Q: Will he be the last person to leave the classroom?</i> (Cậu ấy sẽ là người cuối cùng rời khỏi phòng học đúng không?) <i>A: Yes, he will</i> (Có, cậu ấy sẽ ở lại)</p>	<p>- <i>Q: Will you come back?</i> (Anh có quay lại không?) <i>A: Yes, I will</i> (Có, anh sẽ quay lại)</p> <p>- <i>Q: Will he go to the post office to take the parcel for you?</i> (Cậu ta sẽ đến bưu điện để nhận bưu kiện cho em chứ?) <i>A: No, he won't</i> (Không, cậu ấy sẽ không)</p>

II. DẤU HIỆU NHẬN BIẾT

Trạng từ chỉ thời gian	<ul style="list-style-type: none"> in + thời gian: trong ... nữa (<i>in 2 minutes: trong 2 phút nữa</i>) tomorrow: ngày mai Next day: ngày hôm sau Next week/ next month/ next year: Tuần tới/ tháng tới/ năm tới
Động từ chỉ khả năng sẽ xảy ra	<ul style="list-style-type: none"> think/ believe/ suppose/ ...: nghĩ/ tin/ cho là perhaps: có lẽ probably: có lẽ promise: hứa

III. CHỨC NĂNG THÌ TLĐ

	Ví dụ	Phân tích
Chức năng 1. Thì tương lai đơn diễn đạt một quyết định tại thời điểm nói	<u>Ví dụ 1:</u> – I miss my mom. I (drop).....by her house on the way to work tomorrow. (<i>Tôi nhớ mẹ quá. Tôi sẽ rẽ qua nhà mẹ trên đường đi làm</i>) A. drop B. dropped C. will drop	Có từ tín hiệu chỉ thời gian trong tương lai Là quyết định được phát ra tại thời điểm nói, không phải 1 dự định từ trước: Nhớ mẹ => nên quyết định sẽ đến thăm mẹ vào ngày mai → Động từ chia ở thì Tương lai đơn → Chọn đáp án C
Chức năng 2. Thì tương lai đơn dùng để đưa ra lời yêu cầu, đề nghị, lời mời	<u>Ví dụ 2:</u> –.....you (open)the door for me please? (<i>Bạn có thể vui lòng mở cửa dùm mình được không?</i>) A. Do.....open B. Did.....open C. Willopen	Đề nghị ai đó làm gì → Sử dụng thì Tương lai đơn → Chọn đáp án C
Chức năng 3. Thì tương lai đơn được dùng cho lời hứa hẹn	<u>Ví dụ 3:</u> – I promise I (take) you to the water park when I'm not occupied. (<i>Mẹ hứa là mẹ sẽ đưa con đến công viên nước chơi nếu mẹ rảnh</i>) A. will take B. take C. not use	Lời hứa là sẽ làm cho ai đó điều gì → Động từ chia ở thì Tương lai đơn → Chọn đáp án A

IV. CÁCH SỬ DỤNG TRONG IELTS

- Mô tả dự định của người nói trong Speaking part 1 hoặc part 3 (thường đứng cuối bài nói để nói về nói về những dự định sẽ làm trong tương lai)

Ví dụ:

Wow, honestly, I think I **will have to learn** another language such as Japanese or Chinese so that I can have more advantages when applying for jobs. (Speaking part 1)

- Mô tả về dự đoán/ ước muốn/ hy vọng của người nói trong Speaking part 2 hoặc part 3.

I hope that in the future I **will become** such a well-dressed person like her. (Speaking part 2 – Describe a well-dressed person that you know)

I personally hope that carpooling **will be** a dominant trend in the near future so that we can reduce dangerous gas emission into the atmosphere. (Speaking part 3 – Trong ví dụ này, người nói chỉ đưa ra dự đoán của mình về xu hướng “đi chung xe” – “carpool” trong tương lai nên người nói đã cho thêm từ “personally” để nhấn mạnh rằng đây chỉ là ý kiến cá nhân)

- Trong IELTS Writing Task 2, nếu dùng “will” thì chúng ta nên dùng “will be likely to Verb” hoặc “It is likely that + mệnh đề sử dụng ‘will’” để giảm bớt độ khẳng định chắc chắn.

V. LUYỆN TẬP

Exercise 1. Dùng từ gợi ý viết thành câu hoàn chỉnh

- She/ hope/ that/ Mary/ come/ party/ tonight.

→

- I/ finish/ my report/ 2 days.

→

- If/ you/ not/ study/ hard/,/ you/ not/ pass/ final/ exam.

→

- You/ look/ tired,/ so/ I/ bring/ you/ something/ eat.

→

- you/ please/ give/ me/ lift/ station?



Exercise 2. Cho dạng đúng của động từ trong ngoặc

1. They (do) it for you tomorrow.
2. My father (call) you in 5 minutes.
3. We believe that she (recover) from her illness soon.
4. I promise I (return) school on time.
5. If it rains, he (stay) at home.

Exercise 3. Chọn đáp án đúng

1. In two days, I my results.
 A. will know B. would know C. will be knowing
2. ‘There is the doorbell.’ ‘I’
 A. would go B. am going C. will go
3. You about the decision that you made today.
 A. will be regretting B. will regret C. would regret
4. We what happened to her.
 A. would never know B. will never know C. will never be knowing
5. The whole nation proud of you.
 A. Is B. will be C. would be
6. That our gift to the school.
 A. will be B. would be C. will have been
7. Kind words others joy.
 A. will give B. would give C. will be giving
8. This piece of wisdom you ten dollars.
 A. will cost B. would cost C. will be costing
9. You my position.
 A. will never understand B. would never understand
 C. never understand
10. Someday I a novel.
 A. will be writing B. will write C. would write
11. I this.
 A. will not accept B. would not accept C. will not be accepting
12. He the test.
 A. cannot pass B. will not pass C. will not be passing

Exercise 4. Hoàn thành các câu sau

1. A: "There's someone at the door."
B: "I (get) it."
2. Joan thinks the Conservatives (win) the next election.
3. A: "I'm moving house tomorrow."
B: "I (come) and help you."
4. If she passes the exam, she (be) very happy.
5. I (be) there at four o'clock, I promise.
6. A: "I'm cold."
B: "I (turn) on the fire."
7. A: "She's late."
B: "Don't worry she (come)."
8. The meeting (not take) place at 6 p.m.
9. If you eat all of that cake, you (feel) sick.
10. They (be) at home at 10 o'clock.
11. I'm afraid I (not / be) able to come tomorrow.
12. Because of the train strike, the meeting (not / take) place at 9 o'clock.
13. A: "Go and tidy your room."
B: "I (not / do) it!"
14. In my opinion, she (not / pass) the exam.
15. A: "I'm driving to the party, would you like a lift?"
B: "Okay, I (not / take) the bus, I'll come with you."

Day 8. Near future simple (Thì tương lai gần)

I. CÔNG THÚC

● CÂU KHẲNG ĐỊNH

Cáu trúc	S + am/is/are + going to + V(nguyên thể).
Lưu ý	I - am We/ You/ They/ Danh từ số nhiều - are He/ She/ It/ Danh từ số ít / Danh từ không đếm được - is
Ví dụ	<ul style="list-style-type: none"> - <i>The sky is very dark. It is going to rain.</i> (Trời đang rất tối. Trời chuẩn bị mưa rồi) - <i>I am going see a film at the cinema tonight.</i> (Tôi sẽ đi xem phim tại rạp chiếu phim tối nay.)

● CÂU PHỦ ĐỊNH

Cáu trúc	S + is/ am/ are + not + going to + V(nguyên thể).
Lưu ý	am not: không có dạng viết tắt is not = isn't are not = aren't
Ví dụ	<ul style="list-style-type: none"> - <i>I am not going to attend the class tomorrow because I'm very tired.</i> (Tôi sẽ không tham dự lớp học ngày mai vì tôi rất mệt.) - <i>She isn't going to sell her house because she has had enough money now.</i> (Cô ấy sẽ không bán ngôi nhà của cô ấy bởi vì cô ấy đã có đủ tiền rồi.)

CÂU NGHI VĂN

Cấu trúc	Q: Is/ Am/ Are + S + going to + V(nguyên thể)? A: Yes, S + is/am/ are. No, S + is/am/are not
Ví dụ	- Q: <i>Are you going to fly to America this weekend?</i> (<i>Bạn sẽ bay tới Mỹ vào cuối tuần này à?</i>) A: <i>Yes, I am./ No, I'm not.</i> (<i>Có, mình sẽ đi/ Không, mình không đi</i>) - Where are you going to spend your holiday? (<i>Kỳ nghỉ này bạn định đi đâu?</i>)

II. CHỨC NĂNG THÌ TLĐ

	Ví dụ	Phân tích ví dụ
Chức năng 1. Diễn đạt một kế hoạch, dự định.	He(get) married this year. (Anh ta dự định sẽ kết hôn trong năm nay.) A. is going to get B. will get	Kết hôn là kế hoạch được lên lịch và chuẩn bị kỹ lưỡng trong thời gian dài => Loại thì Tương lai đơn => Chọn đáp án A
Chức năng 2. Diễn đạt một lời dự đoán dựa vào bằng chứng ở hiện tại.	Look at those dark clouds! It(rain). (Hãy nhìn những đám mây kia kia! Trời sắp mưa đây.) A. will rain B. is going to rain	Căn cứ vào những đám mây đen đúa ra dự đoán là trời sắp mưa Thì Tương lai đơn miêu tả 1 dự đoán không có căn cứ => Loại đáp án A => Chọn đáp án B

III. PHÂN BIỆT TƯƠNG LAI ĐƠN VÀ TƯƠNG LAI GẦN

● VỀ CHỨC NĂNG

	Tương lai đơn	Tương lai gần
Giống nhau	Diễn tả hành động sẽ xảy ra trong Tương lai	
Khác nhau	Ta dùng will khi quyết định làm điều gì đó vào lúc nói, không quyết định trước.	Ta dùng be going to khi đã quyết định làm điều gì đó rồi, lên lịch sẵn để làm rồi.
Ví dụ	<p>Mother: <i>Can you repair Tom's bicycle? It has a flat type.</i> (Anh sửa cho Tom cái xe đạp được không? Nó có 1 chiếc lốp bị xịt)</p> <p>Father: <i>Okay, but I can't do it right now. I will repair it tomorrow.</i> (Được, nhưng ba không thể sửa bây giờ được đâu. Mai ba sẽ sửa nó cho con.)</p>	<p>Mother: <i>Can you repair Tom's bicycle? It has a flat type.</i> (Anh sửa cho Tom cái xe đạp được không? Nó có 1 chiếc lốp bị xịt)</p> <p>Father: <i>Yes, I know. He told me. I'm going to repair it tomorrow.</i> (Ừ anh biết rồi. Nó bảo với anh rồi. Anh định sẽ sửa nó ngày mai)</p>

IV. DẤU HIỆU NHẬN BIẾT

Tương lai đơn	Tương lai gần
<ul style="list-style-type: none"> • Tomorrow • next day/week/month... • someday • soon • as soon as • until, ... 	Để xác định được thì tương lai gần, cần dựa vào ngữ cảnh và các bằng chứng được đưa ra trong câu ở thời hiện tại.

IV. LUYỆN TẬP

Exercise 1. Chọn dạng đúng của động từ để hoàn thành câu

1. His mother is going to _____ shopping tomorrow morning. (go / goes)
2. They are going to _____ TV this evening. (watch / watches)
3. I am going to _____ blindman's buff tomorrow. (play / plays)
4. We are going to _____ to music tonight. (listen / listens)
5. Is she going to _____ Math next Monday ? (have / has)

Exercise 2. Cho dạng đúng của động từ trong ngoặc

0. I completely forget about this. Give me a moment, I.....do it now.
A. will B. am going C. is going to
1. Tonight, I.....stay home. I've rented a video
A. am going to B. will C. Both A and B
2. I feel dreadful. I.....sick
A. am going to be B. will be C. Both A and B
3. If you have any problem, don't worry. I....help you
A. will B. am going to C. Both A and B
4. If I see Mark, I tell him about you.
A. will B. am going to C. Both A and B
5. Where are you going?
A. I am going to see a friend B. I'll see a friend C. I went to a friend
6. That's the phone./ I....answer it
A. Will B. am going to C. Both A and B
7. Look at those clouds. It....rain now
A. Will B. is going to C. Both A and B
8. Thanks for your offer. But I am OK. Shane..... help me
A. is going to B. will C. Both A and B
9. The weather forecast says it.....rain tomorrow
A. is going to B. will C. Both A and B
10. Tea or coffee?
A. I am going to have tea, please

- B. I'll have tea, please
- C. I want to drink

Exercise 3. Sắp xếp các từ đã cho thành câu hoàn chỉnh

1. She / TV / watch / is / tonight. / going to

.....

2. They / Ha noi / come to / are / with their parents / going to / next summer.

.....

3. Minh / not / play / video games / next Sunday. / going to / is

.....

4. your mother / books / read / Is / tonight ? / going to /

.....

5. Her brother / going to / walk / tomorrow evening. / in the park/ is /

.....

Exercise 4. Chọn đáp án đúng

1. I think the exam will be very difficult and you are not studying at all.

- A. you are not going to fail the exam
- B. you are not passing the exam
- C. you are not going to pass the exam

2. Get down off that table. It doesn't look very stable at all.

- A. you are going to stand on the table
- B. you are going fall off the table
- C. you are going to fall off the table

3. The lion is chasing the deer and the deer has an injured leg.

- A. the deer is going to escape
- B. the lion is going to catch the deer
- C. the deer is going to catch the lion

4. It is raining very hard and Liam is walking in the street without an umbrella.

- A. Liam is going to get very wet
- B. it is going to rain
- C. Liam is going to forget his umbrella

5. The wind is blowing very hard and one of the big trees in the garden is making strange creaking noises.

- A. it is going to rain

- B. the tree is going to creak
- C. the tree is going to fall down
6. The room is full of dust and John is holding his nose and making a strange expression with his face.
- A. John is going to clean the room
- B. John is going sneeze
- C. John is going to sneeze
7. The Chicago Bulls are winning the basketball match against the Los Angeles Lakers by 98 points to 81. There are only 90 seconds left.
- A. the LA Lakers going to lose the match
- B. the Chicago Bulls will win the match
- C. the Chicago Bulls is going to win the match
8. It is raining and the sky is very dark. The temperature is falling very quickly and there are gritting lorries out in the town.
- A. there is going to be bad weather
- B. it is going to snow
- C. it is going to cold
9. Molly is an emotional type. She is watching a very sad film and the heroine has just died. Molly is reaching for her tissues.
- A. Molly is going to cry
- B. Molly is going to telephone her friend
- C. Molly is going to watch a film
10. The fishing boat has a hole in its side and the waves are getting higher and higher.
- A. The fishing boat is going to sink
- B. The fishing boat going to sink
- C. The fishing boat is going to the home port

Day 9. Verbs (Động từ)

I. ĐỘNG TỪ HÀNH ĐỘNG (ACTION VERBS)

CÔNG THỨC

S + V + O

Gần như tất cả các câu tiếng Anh đều chứa một chủ ngữ (subject – S) và một động từ (verb – V). Đằng sau động từ có thể có hoặc không có tân ngữ (object – O), tuỳ thuộc vào loại động từ dưới đây.

Intransitive verbs (nội động từ)

Nội động từ diễn tả hành động dừng lại với người nói hay người thực hiện nó. Nội động từ không cần có tân ngữ trực tiếp đi kèm theo. Nếu có tân ngữ thì phải có giới từ đi trước, tân ngữ này được gọi là tân ngữ của giới từ (prepositional object), không phải là tân ngữ trực tiếp của động từ.

e.g. : I went to New York
 S V P O

Transitive verbs (ngoại động từ)

Ngoại động từ diễn tả hành động tác động trực tiếp lên người hoặc vật, nó luôn được theo sau bởi một tân ngữ. Nếu thiếu tân ngữ, câu sẽ không hoàn chỉnh.

e.g. : I learned Korean.
 S V O

Ngoại động từ luôn luôn cần thêm yếu tố bên ngoài là một danh từ hay đại từ theo sau để hoàn tất nghĩa của câu. Trong câu trên, chúng ta không thể nói “I learned” rồi ngừng lại. Danh từ đi theo ngay sau ngoại động từ được gọi là tân ngữ (túc từ) trực tiếp (*Korean* là tân ngữ trực tiếp của *learned*)

Các động từ vừa là ngoại động từ, vừa là nội động từ

Có một số động từ vừa được xem là nội động từ, vừa được xem là ngoại động từ như *study*, *write*, *sing*, *leave*...

e.g. : **I** learned [Korean.](#)
S **V** **O**

KẾT LUẬN:

Để quyết định khi nào dùng nội động từ, khi nào dùng ngoại động từ, hãy xác định xem tân ngữ trong câu là gì? Nó có bị tác động trực tiếp hoặc theo sau động từ không? Nếu câu có tân ngữ và tân ngữ đó được tác động trực tiếp bởi động từ thì đó là ngoại động từ, và ngược lại.

II. LIÊN ĐỘNG TỪ (LINKING VERBS).

CÔNG THỨC

S + V + adj/n

Khác với động từ hành động (action verbs), liên động từ dùng để thể hiện mối quan hệ giữa chủ ngữ và vị ngữ trong câu, không thể hiện hành động.

Liên động từ (linking verbs) dùng khi nối chủ ngữ và vị ngữ để diễn tả trạng thái hoặc bản chất của đồ vật, người hay sự việc nào đó. Đứng đằng sau liên động từ có thể là tính từ hoặc danh từ khác đóng vai trò làm vị ngữ trong câu.



LUU Y

Liên động từ KHÔNG chia tiếp diễn, trừ khi nó cũng mang nghĩa của động từ hành động. Khi đó, chúng ta không coi đó là liên động từ mà là một động từ hành động và có thể chia tiếp diễn

Một số liên động từ phổ biến

be	I am a student.
become	She became suspicious of her husband.
seem	He seems nervous.
grow	She grows prettier every day.
look	The man looked so strong.
remain	The average house price in Hanoi remains the same.
smell	The spaghetti smelled delicious.
sound	The songs sounds good.
taste	Her cooking tastes amazing.
turn	The atmosphere turned sour with his arrival.
stay	The room still stays cool 2 hours after the air conditioner is turned off.
get	She got angry when she heard Donald Trump was elected.
appear	He didn't appear surprised at all.
feel	I feel strangely lucky today.

‘to be’

‘to be’ là liên động từ quan trọng nhất và phổ biến nhất. Một câu đơn có ‘to be’ là động từ chính sẽ có các cấu trúc như sau:

1)	I	<u>am</u>	a student.
	S	V	<i>noun (danh từ)</i>
2)	She	<u>is</u>	intelligent.
	S	V	<i>adjective (tính từ)</i>
3)	They	<u>were</u>	at the park.
	S	V	<i>prepositional phrase (cụm giới từ)</i>

III. TRỢ ĐỘNG TỪ & ĐỘNG TỪ KHUYẾT THIẾU

CÔNG THỨC

S + auxiliary verb + main verb + O				
<i>aux</i>	<u>I</u>	<u>must</u>	<u>study</u>	<u>English.</u>
<i>S</i>	<i>aux</i>		<i>main verb</i>	<i>O</i>

Trong tiếng Anh, **trợ động từ** (auxiliary verbs) thường được dùng để hỗ trợ các **động từ chính** (main verbs) để hình thành các thì, các dạng, hoặc các thể của câu (nhấn mạnh, phủ định, nghi vấn).

CÁC LOẠI TRỢ ĐỘNG TỪ

- Nhóm 1: be, do, have.**

Đây là những **trợ động từ cơ bản** (principal auxiliary verbs), rất thông dụng, rất phổ biến. Ngoài chức năng là trợ động từ, chúng còn có thể làm động từ giới hạn và không cần trợ động từ đi kèm.

e.g. :

	Trợ động từ	Động từ giới hạn
<i>be</i>	I am studying . (S + be + V-ing)	I am a student. (S + V + O)
<i>do</i>	They do not know . (S + do (not) + V)	I did my homework. (S + V + O)
<i>have</i>	I have to finish this. (S + have + Vt)	He has a car. (S + V + O)

- Nhóm 2: **can, could, will, would, shall, should, may, might, must, have (to), ought (to), need (to), needn't.**

Các trợ động từ này còn được gọi là những **động từ khuyết thiêú** (*modal verbs*), được kết hợp với các động từ khác để thể hiện sự cần thiết, xác suất xảy ra, ý định, hoặc khả năng.

e.g. : I **can** speak four languages.

I **could** give you an honest answer but I **should** not (do it).

I **might** talk about it later.

She **ought** to see the doctor.

I **must** say that this is a difficult question.

● CÁC DẠNG THÚC CỦA ĐỘNG TỪ VÀ CÁCH KẾT HỢP VỚI TRỌN ĐỘNG TỪ

Bare infinitive (V)	Infinitive (Vi)	Gerund (Vg)	Past participle (VpII)
do	to do	doing	done
walk	to walk	walking	walked
study	to study	studying	studied
write	to write	writing	written
prefer	to prefer	preferring	preferred

Các trợ động từ nhóm 1 có thể kết hợp với nhiều dạng thức của động từ để diễn tả những thì, những dạng khác nhau:

- be + V_g: thì tiếp diễn
- be + V_{pII}: thể bị động
- have + V_i: thể hiện sự cần thiết
- have + V_{pII}: thì hoàn thành
- do + V: nhấn mạnh, hoặc đặt câu hỏi

Các động từ khuyết thiêú ở nhóm 2 chỉ kết hợp với dạng thức Infinitive (động từ nguyên thể)

IV. LUYỆN TẬP

Exercise 1. Chia động từ trong ngoặc

In some nations, people (1)..... (get) heavier and standards of health and well-being (2)..... (fall). This essay (3)..... (suggest) that the principal cause of these issues (4)..... (be) the type of nourishment they (5).....(eat) and (6)..... (submit) a government education program as a viable solution, followed by a reasoned conclusion.

The main cause of the health crisis currently affecting so many individuals (7)..... (be) over-consumption of poor quality sustenance. Convenience food and junk food, such as microwave dinners, chocolate bars, McDonald's and pizza, (8).....(become) a ubiquitous part of modern life. Eating too much of these high-fat meals (9).....(cause) many to gain weight and this (10)..... (have) knock-on effects on someone's general wellness. For example, the movie 'Super Size Me' (11).....(demonstrate) that a person who (12)..... (eat) this kind of food all the time will not only get fat but also suffer from such things as raised blood pressure and even fatty liver disease.

The most practical solution to this problem (13)..... (be) a government-sponsored awareness campaign. An effective advertising campaign could warn of the dangers of a poor diet and hopefully, raise awareness amongst the public. This raised awareness of the problem would lead many people starting a healthier regime. For example, the U.K. recently (14)..... (lobby) their citizens to eat 5 pieces of fruit and vegetables a day and this (15)..... (result) in a dramatic decrease in obesity-related illnesses such as stroke and heart disease.

In summary, the current health crisis has been caused by an over-reliance on unhealthy food and states should curtail this by educating men and women on how to make healthier choices.

Exercise 2. Chọn đáp án thích hợp cho mỗi câu sau

1. What the kids doing at 10p.m yesterday?
A. Was B. were C. are D. did

2. Alice want to go shopping; she wants to stay home instead.
A. doesn't B. don't C. didn't D. didn't

- | | | | |
|------------|----------|-----------|-----------|
| A. doesn't | B. isn't | C. wasn't | D. hasn't |
|------------|----------|-----------|-----------|
3. Where they go on their last summer vacation?
- | | | | |
|---|---------|---------|--------|
| . | A. were | B. been | C. are |
|---|---------|---------|--------|
4. Why do you think they help you like they said they would?
- | | | | |
|-----------|-------|-----------|-------------|
| A. didn't | B. is | C. hasn't | D. has been |
|-----------|-------|-----------|-------------|
5. Alice going to be disappointed when she hears what happened.
- | | | | |
|---------|----------|-------|-----------|
| A. will | B. don't | C. is | D. didn't |
|---------|----------|-------|-----------|

Exercise 3. Hoàn thành các câu sau bằng một động từ khuyết thiếu

1. If you are ill, you go to work. You'll infect your colleagues there.
2. You smoke here. Look at this note "Don't smoke"
3. You do this homework today. You can fulfill it tomorrow.
4. My grandmother hear much better with her new hearing aids.
5. you mind walking faster? We're going to be late.

Exercise 4. Chọn đáp án đúng

1. Twenty years ago, John _____ speak English fluently. Now he has forgot a lot.
 A. could B. might C. needed D. must
2. She hasn't made up her mind about where to go shopping. She _____ go to Lyra shop because it is too far.
 A. mustn't B. may not C. needn't D. couldn't
3. This bag isn't as heavy as it looks. You _____ help me with it. Anyway, thanks for offering to help.
 A. must B. mustn't C. might D. needn't
4. Leave early so that you _____ miss the bus.
 A. didn't B. won't C. shouldn't D. mustn't
5. We _____ play loud music at night. The neighbours won't be able to sleep.
 A. mustn't B. needn't C. might not D. couldn't
6. You _____ stand up. There are many seats left on the bus.
 A. couldn't B. mustn't C. needn't D. might not

7. People who use the house _____ clean it up.
A. must B. may C. ought D. might
8. These books are overdue. I _____ better return them today.
A. need B. must C. might D. had
9. Their company provides free advice on the use of their products. We _____ pay them.
A. must B. have to C. needn't D. mustn't
10. Whatever _____ come, we will always stand by you.
A. must B. could C. may D. need
11. I _____ appreciate his jokes. They weren't funny.
A. did B. have C. been D. didn't
12. I really like fish and vegetables but I _____ care for beef.
A. weren't B. been C. don't D. is
13. Where _____ you going when I saw you on the street last night?
A. were B. was C. is D. do
14. Jack _____ called yet; he's late as usual.
A. Are B. were C. has D. hasn't

Day 10. Nouns (Danh từ)

I. LÝ THUYẾT

● CLASSIFICATION (PHÂN LOẠI)

Proper nouns <i>(Danh từ riêng)</i>	Chỉ tên riêng của người, địa điểm, vật. Chữ cái đầu phải viết hoa.	David Beckham, London, Buddhism
Common nouns <i>(Danh từ chung)</i>	Chỉ tên chung cho một loại đối tượng, vật dụng...	school, hospital, table, house...
Abstract nouns <i>(Danh từ trừu tượng)</i>	Chỉ những thứ trừu tượng không nhìn thấy được mà cảm nhận được	love, sadness, opinion, knowledge
Collective nouns <i>(Danh từ tập hợp)</i>	Chỉ tên một nhóm, một tập hợp các cá thể khác nhau	family, class, group, crowd,
Compound nouns <i>(Danh từ ghép)</i>	Là các danh từ ghép lại với nhau để trở thành 1 danh từ khác	bedroom, mineral water, mother-in-law

● POSITION (VỊ TRÍ TRONG CÂU)

- Danh từ là chủ thể (subject), đứng trước động từ chính.

e.g: The Brazilian government is unwilling to ban logging and forest clearing.

S_{noun} V O

- Danh từ là tân ngữ (direct object), đứng sau động từ chính.

e.g.: Early education plays an important role in the development of a child.

S V O_{noun}

- Danh từ là tân ngữ của giới từ (object of preposition), đứng trong cụm giới từ.

e.g.: Globalisation is affecting the lives of almost everyone on earth.

S V O_p

● FORMATION (CÁCH HÌNH THÀNH DANH TỪ)

Ngoài các danh từ có sẵn, ta có thể hình thành danh từ từ các loại từ khác như động từ và tính từ.

Hậu tố	Động từ - Danh từ
-al	arrive – arrival
-ance/-ence	perform – performance
-ion	educate – education
-ure	fail – failure
-ment	agree – agreement
-age	marry – marriage
-ing	end – ending
-er/or	act – actor

Hậu tố	Tính từ - Danh từ
-ness	sad – sadness
-ity/-ty/-y	national – nationality
-ism	minimal – minimalism
-th	long – length
-ery	slave – slavery
-ion	perfect – perfection

● COUNTABLE AND UNCOUNTABLE NOUNS (DANH TỪ ĐÉM ĐƯỢC/KHÔNG ĐÉM ĐƯỢC)

Countable nouns (danh từ đếm được)

- Thường có cả 2 dạng số ít và số nhiều (*a cat, many cats*). Tuy nhiên, có những danh từ chỉ có dạng số nhiều (*clothes, scissors, jeans*).
- Có thể được chia động từ số ít và số nhiều.

The cat is cute.

Those cats are cute.

- Có thể được thay thế bằng đại từ số ít hoặc số nhiều.

I love dogs because they're very friendly and playful.

I don't like that cat. She doesn't like me either.

- Có thể đo được bằng cân nặng và chiều dài, hoặc đếm được bằng con số (*2 tons of potatoes, 3 dogs*)
- Dạng số ít của danh từ có thể đứng sau các mạo từ *a, an*. (*a table, an orange*)

Uncountable nouns (danh từ không đếm được)

- Thường chỉ ở dạng số (*information*, không phải *informations*). Tuy nhiên, có một số danh từ không đếm được có dạng số nhiều (*news, maths, physics*).
- Chỉ có thể được chia động từ số ít.
Maths is probably my least favorite subject.
- Chỉ có thể được thay thế bằng đại từ số ít.
I don't like Maths. It gives me headaches.
- Chỉ có thể đo đếm qua đơn vị đo trung gian như chiều dài, cân nặng, hoặc một số từ như *a set of, a piece of, a cup of* (*2 tons of feather, a piece of advice*)
- Không thể đứng sau các mạo từ *a, an*. (*information*, không phải *an information*)

II. LUYỆN TẬP

Exercise 1. Cho dạng đúng của các từ trong ngoặc ở những câu dưới đây.

1. Detroit is renowned for the of car. (produce)
2. If you make a good at the interview, you will get the job. (impress)
3. The looked dark and there were hardly any other guests. (enter)
4. My history teacher has a vast of past events. (know)
5. You are never too old to go to college and gain some (qualify)
6. My greatest was graduating from university. (achieve)
7. The weatherman said there is a strong of rain today. (possible)
8. Despite her severe, she fulfilled her goals in life. (disable)
9. I am really into eating dairy..... (produce)
10. Due to the pilot's, the copilot managed to land safely. (guide)

Exercise 2. Chọn dạng thích hợp của danh từ trong những chỗ trống sau để tạo thành một bài IELTS Writing task 2 hoàn chỉnh.

Some people believe that developments in the field of artificial intelligence will have a positive impact on our lives in the near future. Others, by contrast, are worried that we are not prepared for a world in which computers are more intelligent than humans. Discuss both of these views and give your own opinion.

People seem to be either excited or worried about the future impact of artificial (1-intelligent)..... Personally I can understand the two (2-oppose).....points of view; I am both fascinated by developments in artificial intelligence and apprehensive about its possible negative effects.

On the one hand, the increasing intelligence of technology should bring some obvious benefits. Machines are clearly able to do many jobs better than humans can, especially in areas that require high levels of (3-accurate).....or calculations using large amounts of data. For example, robots are being developed that can carry out surgical procedures with greater (4-precise).....than a human doctor, and we already have cars that use sensors and cameras to drive themselves. Such technologies can improve safety by reducing the (5-likely).....of human errors. It is easy to imagine how these developments, and many others, will steadily improve our quality of life.

On the other hand, I share the concerns of people who believe that artificial intelligence may harm us if we are not careful. In the short term, it is likely that we will see a rise in (6-employ).....as workers in various industries are replaced by machines or software programs. For example, self-driving vehicles are expected to cause (7-redundant).....in driving jobs, such as lorry drivers, taxi drivers and bus drivers. In the medium term, if intelligent technologies gradually take jobs away from humans, we may find that people become deskilled and lose their sense of purpose in life. A longer term fear is that computers become so intelligent that they begin to make (8-decide).....without human oversight and without regard for our well-being.

In conclusion, while intelligent machines will no doubt improve our lives in many ways, the potential risks of such technologies should not be ignored.

Exercise 3. Dịch các câu sau đây sang tiếng Anh có sử dụng dạng Noun + Noun.

1. Tôi mới mua một quyển từ điển dày 500 trang.

=>.....

2. Chuyến bay 3 tiếng từ Việt Nam sang Singapore làm cho cô ấy mệt mỏi.

=>.....

3. Có một tòa nhà 9 tầng ở cuối phố.

=>.....

4. Khách sạn 5 sao là những khách sạn rất sang trọng.

=>.....

5. Sarah có một cậu con trai 3 tuổi.

=>.....

Day 11. Articles (Mạo từ)

I. LÝ THUYẾT

“A”, “AN” (MẠO TỪ KHÔNG XÁC ĐỊNH)

Dùng để nói về một sự vật hoặc sự việc bất kỳ nào đó chưa được xác định cụ thể. Lưu ý: “a” và “an” chỉ dành cho danh từ số ít và đếm được.

Ví dụ: I would like **a cup** of tea.

He is eating **an apple**.

“THE” (MẠO TỪ XÁC ĐỊNH)

- Dùng để nói về một vật thể, sự việc nào đó đã xác định cụ thể hoặc được coi là duy nhất.
The book that I'm going to talk about is "The Lord of the Rings" by J. R. R. Tolkien.
- Dùng để nói về một số danh từ riêng chỉ:
 - Quốc tịch: the British, the Americans, the Vietnamese
 - Sông, dãy núi, biển, quần đảo: the Thames, the Himalayas, the Pacific, the Philippines
 - Nhóm các nước thống nhất: the USA, the UK, the UAE
 - Một số địa danh lịch sử nổi tiếng: the Great Wall of China, the White House, the Big Ben
- Đứng trước tên nhạc cụ: the piano, the violin...
- Đứng trước so sánh nhất hoặc các từ chỉ thứ tự: *the first time, the last day, the second prize, the only way, the next page*
- Đứng trước tính từ để nói về một nhóm người, vật thể: *the rich, the poor, the talented*
- Có thể dùng cho cả danh từ đếm được và không đếm được

“THE” (MẠO TỪ XÁC ĐỊNH)

Không có mạo từ

- Dùng cho danh từ không đếm được hoặc danh từ đếm được số nhiều để nói về một nhóm vật thể chung chung.

People make concrete from limestone cement.

I think cats are the most elegant animal on earth.

- Dùng đê nói về một số danh từ riêng chỉ:
 - Châu lục: Europe, Asia, Africa
 - Đất nước: Vietnam, England, South Korea
 - Con đường, quận, thành phố, bang, hạt: Downing street, Hanoi, California, London
 - Ngọn núi, hồ: Everest, West Lake
 - Công ty, thương hiệu: Apple, Google, Microsoft

II. LUYỆN TẬP

Exercise 1. Chọn đáp án đúng nhất cho mỗi câu sau đây.

1. We are looking for place to spend night.

- A. the/the B. a/the C. a/a D. the/a

2. Please turn off lights when you leave room.

- A. the/the B. a/a C. the/a D. a/the

3. We are looking for people with experience.

- A. the B. a C. an D. x

4. Would you pass me salt, please?

- A. a B. the C. an D. x

5. Can you show me way to station?

- A. the/the B. a/a C. the/a D. a/the

6. She has read interesting book.

- A. a B. an C. the D. x

7. You'll get shock if you touch live wire with that screwdriver.

- A. an/the B. x/the C. a/a D. an/the

8. Mr. Smith is old customer and honest man.

- A. An/the B. the/an C. an/an D. the/the

9.youngest boy has just started going to school.

- A. a/x B. x/the C. an/x D. the/x

10. Do you go toprison to visit him?

- A. the B. a C. x D. an

11.eldest boy is at.....college.

- A. a/the B. the/x C. x/ a D. an/x

12. Are you going away next week? No,week after next.

- A. an B. a C. the D. x

13. Would you like to hearstory about.....English scientist?

- A. an/the B. the/the C. a/the D. a/ an

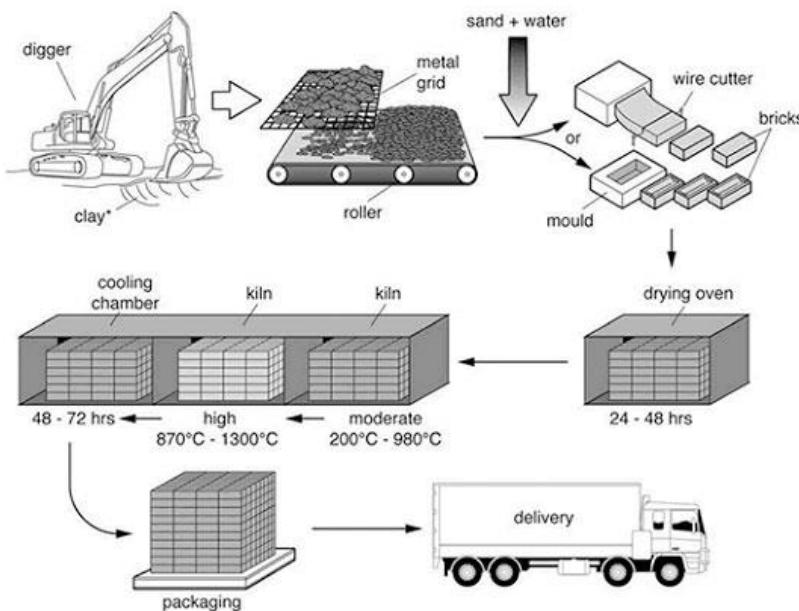
14. There'll always be a conflict between old and young.

- A. the/the B. an/a C. an/the D. the/a

15. There wascollision atcorner.

- A. the/a B. an/the C. a/the D. the/the

Exercise 2. Điền mạo từ thích hợp vào các chỗ trống để tạo thành một bài IELTS Writing task 1 hoàn chỉnh.



(1).....diagram explains the way in which bricks are made for the building industry. Overall, there are seven stages in the process, beginning with the digging up of (2).....clay and culminating in delivery.

To begin, (3).....clay used to make the bricks is dug up from the ground by (4).....large digger. This clay is then placed onto (5).....metal grid, which is used to break up (6).....clay into smaller pieces. (7)..... roller assists in this process.

Following this, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using (8).....wire cutter. Next, these bricks are placed in (9).....oven to dry for 24 – 48 hours.

In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and then a high temperature (ranging from 200c to 1300c), followed by a cooling process in a chamber for 2 – 3 days. Finally, (10).....bricks are packed and delivered to their destinations.

Day 12. Pronouns, determiners (Đại từ, từ hạn định)

I. PRONOUNS (ĐẠI TỪ)

Có 7 loại đại từ, dùng để thay thế cho danh từ, tránh sự lặp lại danh từ.

● PERSONAL PRONOUNS (Đại từ nhân xưng)

		Chủ ngữ	Tân ngữ
Số ít	Ngôi thứ nhất	I	me
	Ngôi thứ hai	you	you
	Ngôi thứ ba	he/she/it	him/her/it
Số nhiều	Ngôi thứ nhất	we	us
	Ngôi thứ hai	you	you
	Ngôi thứ ba	they	them

e.g. :

We didn't want to cook, so we ate out.

S (*chủ ngữ của động từ*)

I saw him singing at the bar last night.

S O (*tân ngữ trực tiếp của động từ*)

I gave them a dirty look because they were smoking in a non-smoking area.

S O (*tân ngữ gián tiếp của động từ*)

He can't live without her.

S O (*tân ngữ của giới từ*)

● INDEFINITE PRONOUNS (ĐẠI TỪ BẤT ĐỊNH)

some-	something, someone, somebody	<u>Something</u> is bothering her.
any-	anything, anyone, anybody	<u>Anyone</u> can do it.
every-	everything, everyone, everybody	<u>Everybody</u> needs love.
no-	nothing, no one, nobody	<u>No one</u> wants to be alone.
Khác	all, one, none, another, each...	She was looking for some sugar but found <u>none</u> .

● POSSESSIVE PRONOUNS (ĐẠI TỪ SỞ HỮU)

Đại từ sở hữu được hình thành từ tính từ sở hữu. Đại từ sở hữu đứng độc lập, còn tính từ sở hữu đứng trước một danh từ / cụm danh từ.

Đại từ nhân xưng	Đại từ sở hữu	Tính từ sở hữu
I	mine	my
you	yours	your
he	his	his
she	hers	her
it	its	its
we	ours	our
they	theirs	their
Anna	Anna's	Anna's

e.g. : I knew her last name, but she didn't know mine.

(mine = my last name)

REFLEXIVE PRONOUNS (ĐẠI TỪ PHẢN THÂN)

Reflexive pronouns (đại từ phản thân)

Đại từ nhân xưng	Đại từ phản thân
I	myself
you	yourself / yourselves
he	himself
she	herself
it	itself
we	ourselves
they	themselves

e.g. : You should take care of yourself first.

RELATIVE PRONOUNS (ĐẠI TỪ QUAN HỆ)

Đại từ quan hệ được dùng trong mệnh đề quan hệ (Xem bài Ngày 17: Mệnh đề quan hệ)

Đại từ quan hệ	Chức năng trong câu	Ví dụ
who	Chỉ người: S, O	Do you recognize the girl <u>who</u> sat next to me in cinema yesterday?
whom	Chỉ người: O	The man <u>whom</u> I saw told me to come back today.
which	Chỉ người và vật: S, O	Did she take my computer <u>which</u> I put on the table ?
whose	Chỉ tính sở hữu: N whose N	I know a friend <u>whose</u> mother is a teacher.
that	Chỉ người và vật:	I love the kinds of flower <u>that</u> smell gentle.

	S and O	
--	---------	--

Chú ý: Trong đại từ còn có các mệnh đề bắt đầu bằng *where, when, why*. Đây được gọi là các trạng từ quan hệ, dùng để thay thế cho *at which / on which / in which / for which*.

● DEMONSTRATIVE PRONOUNS (ĐẠI TỪ CHỈ ĐỊNH)

Đại từ chỉ định được hình thành từ các tính từ chỉ định. Đại từ chỉ định chính là tính từ chỉ định đứng độc lập, không có danh từ sau.

Tính từ chỉ định	Đại từ chỉ định	Đại từ chỉ định số nhiều
this	this	these
that	that	those

● INTERROGATIVE PRONOUNS (ĐẠI TỪ NGHỊ VẤN)

Đại từ nghị vấn	Chức năng trong câu	Ví dụ
who	S, O	Who keeps the keys?
whose	S, O	Whose umbrella did you borrow?
what	S, O	Which pigeon arrived first?
which	S, O	What paper do you read?

II. DETERMINERS (TỪ HẠN ĐỊNH)

DETERMINERS

(Từ hạn định)

Từ hạn định là những từ đứng trước danh từ, bô nghĩa cho danh từ để giới hạn và xác định danh từ. Từ hạn định có thể được phân ra các loại như dưới đây

Loại từ hạn định	Các từ hạn định	Ví dụ
Mạo từ xác định	the + danh từ đếm được, danh từ không đếm được	It turned out that the Lamborghini I saw last night was Mark's.
Mạo từ không xác định	a, an + danh từ đếm được số ít	I saw a rabbit in my house last night. Tôi hôm qua tôi thấy một con thỏ trong nhà tôi.
Từ hạn định chỉ định	this, that, these, those	Look at these flowers! Hãy nhìn những bông hoa này !
Từ hạn định sở hữu (tính từ sở hữu)	my, his, her, your, our, their, its	My father works at a big company. Cha của tôi làm việc trong một công ty lớn.
Từ hạn định chỉ số lượng	all, every, most, many, much, some, few, little, any, no, enough ...	We don't have much money. Chúng tôi không có nhiều tiền.
Số từ	one, two, three, first, second, third ...	I bought two cakes. Tôi đã mua hai cái bánh.
Từ hạn định nghi vấn	whose, which, what	Which books have you read? Bạn đã đọc những quyển sách nào (trong số những quyển này)?
Từ hạn định chỉ sự khác biệt	another, other, the other	I have another computer at home. Tôi có một cái máy tính khác ở nhà.

III. LUYỆN TẬP

Exercise 1: Điền đại từ thích hợp vào chỗ trống

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. Together with (1)..... mum, (2)..... lived in a big forest.

One fine day, Little Red Riding Hood's mother said, "(3)..... grandma is ill. Please go and take this cake and a bottle of wine to (4)..... Grandma's house is not too far from (5)..... house, but always keep to the path and don't stop!" So, Little Red Riding Hood made (6)..... way to Grandma's house.

In the forest (7)..... met the big bad wolf. Little Red Riding Hood greeted (8)..... and the wolf asked:

"Where are (9)..... going, Little Red Riding Hood?"

"To (10)..... grandma's house." answered Little Red Riding Hood.

"Can you tell (11)..... where (12)..... grandma lives?"

"(13)..... lives in a little cottage at the edge of the forest."

"Why don't (14)..... pick some nice flowers for (15).....?" asked the wolf.

"That's a good idea." said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on (16)..... way to grandma's house.

The house was quite small but nice and (17)..... roof was made out of straw. The wolf went inside and swallowed poor old Grandma. After that (18)..... put Grandma's clothes on and lay down in (19)..... bed.

Some time later, Little Red Riding Hood came to the little cottage. (20)..... went inside and was shocked by the sight of (21)..... grandma.

"Oh grandma, what big eyes, hands and mouth (22)..... have got!" Little Red Riding Hood said.

There, the wolf jumped out of bed and swallowed (23)....., too. Then (24)..... lay down again and fell asleep.

After a while, the hunter passed by Grandma's house. (25)..... heard somebody snoring, thought that there was something wrong and consequently went inside. In the bedroom, (26)..... saw the wolf. First, the hunter wanted to shoot (27)....., but then (28)..... saw the wolf's big belly. So, the hunter took out (29)..... knife and cut the belly open. Out came Little Red Riding Hood and (30)..... grandma.

"Thank you for saving (31).....," whispered Little Red Riding Hood.

Then, all of (32)..... went to fetch some stones and put (33)..... in the wolf's belly. Soon the wolf woke up. (34)..... was very thirsty and went to the well in the garden to drink some water. When the wolf wanted to lean over and drink, the stones in (35)..... belly were too heavy and pulled (36)..... down into the well. Grandma, the hunter and Little Red Riding Hood were happy, ate (37)..... cake and drank the wine. But the wolf in the well thought, "Why do such things always happen to (38).....?"

Exercise 2. Chọn đáp án đúng

1. I have interviewed with twenty candidates for the vacant position, but _____ of them was actually a good fit.
 - A. most
 - B. neither
 - C. much
 - D. none
 - E. no

2. Oakland is about to go bilingual, with two official languages, but _____ of them is English.
 - A. both
 - B. none
 - C. neither
 - D. either
 - E. no

3. On some computers there are keys which can have as many as five different functions _____.
 - A. either
 - B. each

C. none

D. every

E. both

4. _____ argument could move _____ man from this decision.

A. No / either

B. Every / both

C. No / neither

D. Each / all

E. Each / both

5. _____ Peter _____ Michael come here quite often but _____ of them gives us help.

A. Both / and / either

B. Neither / nor / both

C. Both / and / neither

D. Either / or / all

E. Both / or / any

6. He gave _____ of us advice about our present goals.

A. every

B. each

C. the whole

D. much

E. no

7. The Blues won the football match, but _____ players played well; In fact they _____ played quite badly.

A. each / each

B. neither of / both

C. all / all

D. neither of the / all

E. none of the / all

8. There were _____ people on the beach, so we weren't completely alone.

A. a few

B. fewer

- C. fewest
D. very little
E. only a little
9. The two brothers got up at 8:30 that day. _____ of them were tired, because _____ of them had slept well.
- A. Both / neither
B. Neither / neither
C. Either / none
D. None / either
E. All / both
10. Everyone should have a checkup with the dentist _____ six months.
- A. another
B. each
C. every
D. all
E. the whole

Exercise 3. Điền đại từ thích hợp vào chỗ trống.

1. My name is John. am a French.
a. I b. Me
2. My parents live in New York. We visit often.
a. they b. them
3. Let help you drive the car.
a. I b. me
4. Should help you drive the car?
a. I b. me
5. Can show me where can find a good hotel in this city?
a. you, I b. you, me c. me, you
6. Jimmy should stay back after class. has volleyball practice.
a. He b. Him c. They
7. That book is It is not
a. my, your b. mine, yours c. my, yours

8. This is bag. That is
- a. my, her b. my, hers c. mine, hers
9. We can go to house or we can go to
- a. our, your b. our, yours c. ours, yours
10. My date is on 25th July and is on 1st August.
- a. her b. hers c. she

Day 13. Adjectives (Tính từ)

I. CÔNG THÚC

Vị trí trong câu	Ví dụ
Đứng trước danh từ	Facebook, Instagram and Snapchat are popular social networking sites to young people.
Đứng sau các động từ: <i>be, become, get, seem, appear, look, smell, taste, feel...</i>	Designer clothes are favored by a number of celebrities because they want to <u>appear</u> stylish and modern .
make/keep/find + O + adj	I <u>find</u> <u>playing football</u> really interesting and relaxing .

II. FORMATION

Original word	Hậu tố	Adjective
accept (v)	-able	acceptable
eat (v)	-ible	edible
economy (n)	-ic	economic
develop (v)	-ing	developing
develop (v)	-ed	developed
help (v)	-less/ -ful	helpful/helpless
depend (v)	-ent	dependent
danger (n)	-ous	dangerous

culture (n)	-(i)al	cultural
introduction (n)	-ory	introductory
Britain (n)	-ish	British
live (v)	-ly	lively
ease (n,v)	-y	easy
consider (v)	-ate	considerate
attract (v)	-ive	attractive

III. COMPARATIVE, SUPERLATIVE (SO SÁNH HƠN, NHẤT)

So sánh hơn dùng khi so sánh giữa 2 sự vật. So sánh nhất dùng khi so sánh nhiều hơn 2 sự vật. Để hình thành tính từ so sánh, chúng ta sẽ xem xét số lượng âm tiết trong tính từ gốc.

TÍNH TỪ ĐƠN ÂM

Đối với tính từ đơn âm, ta thêm đuôi -er đối với so sánh hơn và đuôi -est đối với so sánh nhất. Nếu tính từ được hình thành từ phụ âm + nguyên âm đơn + phụ âm (không phải âm câm), phụ âm cuối cùng phải được tăng gấp đôi trước khi thêm đuôi.

Tính từ	So sánh hơn	So sánh hơn nhất
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

● TÍNH TỪ CÓ HAI ÂM TIẾT

Đối với tính từ có 2 âm tiết, chúng ta chia thành 2 trường hợp:

- So sánh hơn kém thì thêm đuôi *-er*, so sánh nhất thì thêm đuôi *-est*.
*e.g. : Traffic jam gets **heavier** near rush hour.*
- So sánh hơn kém thì thêm *more/less* trước tính từ, so sánh nhất thì thêm *most/least* trước tính từ.
*e.g. : Traffic jam has become one of the **most serious** problems in recent years.*



LUU Ý

Lưu ý: Nếu không chắc nên chọn cách nào, hãy chọn cách an toàn là sử dụng *more* và *most*.
 Đối với những tính từ tận cùng là *-y*, đổi *-y* thành *-i* trước khi thêm đuôi so sánh vào.

e.g. :

Tính từ	So sánh hơn	So sánh hơn nhất
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest
serious	more serious	most serious
upset	more upset	most upset

● TÍNH TỪ CÓ BA ÂM TIẾT TRỎ NÊN

Tính từ với ba hoặc nhiều âm tiết tạo thành sự so sánh bằng cách đặt *more* phía trước tính từ, và đặt *most* trước tính từ so sánh hơn nhất.

Tính từ	So sánh hơn	So sánh hơn nhất
important	more important	most important
expensive	more expensive	most expensive

● MỘT SỐ TRƯỜNG HỢP NGOẠI LỆ

Những tính từ rất phổ biến này có dạng so sánh hơn và so sánh hơn nhất ngoại lệ.

Tính từ	So sánh hơn	So sánh hơn nhất
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

IV. ORDER OF ADJECTIVES (THỨ TỰ CÁC TÍNH TỪ)

Khi có nhiều hơn 1 tính từ đứng trước danh từ, các tính từ được sắp xếp theo một thứ tự cố định. Thông thường, các tính từ thể hiện cảm xúc, ý kiến cá nhân (amazing, good...) sẽ đứng đầu tiên, sau đó là các ý kiến trung lập, khách quan hơn (red, plastic...).

1	2	3	4	5	6	7	8	9
O p	S	Ph	S	A	C	O	M	P
Opinion	Size	Physical	Shape	Age	Color	Origin	Material	Purpose

<i>unusual</i>	<i>big</i>	<i>thin</i>	<i>round</i>	<i>young</i>	<i>pink</i>	<i>Dutch</i>	<i>metal</i>	<i>cleaning</i>
<i>lovely</i>	<i>small</i>	<i>rough</i>	<i>square</i>	<i>old</i>	<i>blue</i>	<i>Chinese</i>	<i>wood</i>	<i>cooking</i>
<i>beautiful</i>	<i>tall</i>	<i>untidy</i>	<i>triangular</i>	<i>youthful</i>	<i>green</i>	<i>Korean</i>	<i>plastic</i>	<i>cutting</i>

e.g. :

It was made of a strange, green, metallic material.

1 6 8

It's a long, narrow, plastic brush.

2 4 8

She was a beautiful, tall, thin, young, black-haired, Vietnamese woman.

1 2 3 5 6 7

V. LUYỆN TẬP

Exercise 1. Viết tính từ ở dạng só sánh hơn và so sánh nhất vào các cột sau đây.

STT	Word	Comparative form	Superlative form
1	pretty		
2	incredible		
3	healthy		
4	stupid		
5	narrow		
6	pleased		
7	quiet		
8	handsome		
9	natural		
10	catchy		

Exercise 2. Cho dạng đúng của từ trong ngoặc

1. Among a lot of tourist attractions across the globe, I would like to go to Eiffel Tower, one of the most (icon) places in the world.
2. It was very (care) of you to leave the key on the taxi.
3. I would like to talk about my favorite leisure time activity, which is reading (history) novels.
4. Eating a moderate amount of chocolate is good for our health; however, if we overuse it, it can be extremely (harm)
5. Although my mom is a simply dressed person, she always looks (attract)
6. Among the people I have ever met, I am really impressed with Mrs. Lan, who is a (succeed) business woman and a dedicated mother.
7. The (picture) scenery in Denmark really took my breath away.
8. Effort to reduce the consequences that are caused by rising temperature should be done in a (globe) scale.
9. My former teacher is a (motivate) person, who always gives me encouragement to have further understanding of Literature.
10. Well, I would like to work in a (compete) environment where I can boost my energy and creativity.

Exercise 3. Chọn đáp án đúng

The blue whale is the largest living animal to have ever lived on the planet Earth. Blue Whales are way larger than the largest dinosaur that ever lived. The largest Blue Whales can grow as large as 100 feet long, which is longer than three school buses put together!

Even though blue whales are huge, they eat tiny creatures known as krill. Krill are tiny shrimp-like animals. The whale simply opens its mouth, fills it with krill and salt water, and filters the water out of plates in its mouth called baleen. The blue whale may eat over 8,000 pounds of krill in a single day!

1. The Blue Whale is...

- A. large, but smaller than some dinosaurs
- B. large, but smaller than a school bus
- C. larger than any animal that has ever lived on Earth.

2. A blue whale eats.....

- A. big fish
- B. small creatures called krill
- C. sharks

3. A Blue Whale can grow as long as.....feet.

- A. 100
- B. 1000
- C. 8000

4. Which is NOT true?

- A. A blue whale can eat over 8,000 pounds of krill in a day
- B. A blue whale is larger than the largest dinosaurs
- C. The blue whale is smaller than some elephants

5. What happens to the salt water that the blue whale gulps?

- A. It swallows the water
- B. It filters the water out
- C. It turns it to fresh water

Day 14. Subject – verb agreement (Modal verb) (1)

Sự hoà hợp chủ ngữ - động từ là điểm mấu chốt trong ngữ pháp để tạo thành câu có nghĩa. Khi xem xét sự hoà hợp chủ ngữ - động từ, ta sẽ nhìn vào chủ ngữ và chia động từ số ít/nhiều phù hợp.

	Countable N <i>Singular</i>	Countable N <i>Plural</i>	Uncountable N <i>Singular</i>	Uncountable N <i>Plural (special)</i>
Verb <i>Singular</i>	I am a student.		Early <u>education</u> plays an important role.-	<u>Maths</u> is the subject that I hate the most.
Verb <i>Plural</i>		Cats are very lazy in general.		

I. MODAL VERBS (ĐỘNG TỪ KHUYẾT THIẾU)

● KHÁI NIỆM

Động từ khuyết thiếu thường đứng trước động từ chính trong câu để diễn đạt khả năng, xác suất, sự chắc chắn, hoặc xin phép, đề nghị... Trong một số trường hợp, động từ khuyết thiếu sẽ đứng trước ‘have + PII’ để diễn đạt một khả năng có thể xảy ra trong quá khứ. Các động từ khuyết thiêu chính bao gồm:

can	could
may	might
shall	should
will	would
must	

ĐẶC ĐIỂM

- Luôn phải có một động từ nguyên mẫu theo sau

e.g. : I **must** be at home before curfew. (*Tôi phải có mặt ở nhà trước giờ giới nghiêm*)

- Không bao giờ thay đổi hình thức theo chủ ngữ

Các động từ bình thường phải thêm -s hay -es nếu chủ ngữ là danh từ số ít, nhưng động từ khiêm khuyết thì không thay đổi hình thức.

e.g. : My brother **can** drive the car. (*Anh trai tôi có thể lái xe*)

Như ta có thể thấy ở ví dụ trên, động từ khiêm khuyết **can** không thay đổi hình thức, cho dù chủ ngữ có là số ít hay số nhiều đi nữa.

- Khi phủ định thì không cần trợ động từ mà chỉ cần thêm "not" trực tiếp vào phía sau

Ta có thể so sánh 2 ví dụ sau:

e.g.1 : He **lies** to his friends. → He **does not lie** to his friends. (mượn trợ động từ **to do**)

e.g.2 : He **should** lie to his friends. → He **should not** lie to his friends. (không cần trợ động từ)

- Khi đặt câu hỏi thì không cần trợ động từ mà chỉ cần đảo động từ khiêm khuyết ra trước chủ ngữ

Ta có thể so sánh 2 ví dụ sau:

e.g.1 : He **speaks** English. → **Does he speak** English?

e.g.2 : He **can speak** English → **Can he speak** English?

- Không có các dạng V-ing, V-ed, to Verb

Khác với những động từ bình thường, động từ khiêm khuyết chỉ có một dạng duy nhất là dạng nguyên mẫu.

Ví dụ: động từ khiêm khuyết **must** không có dạng **musting, musted** hay **to must**.

CHÚC NĂNG

	Cách dùng	Ví dụ
can	<ul style="list-style-type: none"> dự đoán khả năng một việc xảy ra ở hiện tại nói về khả năng, năng lực ở hiện tại cho phép hoặc xin phép làm gì đó dùng trong yêu cầu hay lời mời lịch sự 	<ul style="list-style-type: none"> English can be hard to her. I can speak some French. They can go home now. I'm sorry, can you repeat the question?
could	<ul style="list-style-type: none"> nói về khả năng, năng lực trong quá khứ cho phép hoặc xin phép một cách lịch sự dùng trong yêu cầu hay lời mời lịch sự 	<ul style="list-style-type: none"> I couldn't drive the car. Could I open the window? Could you turn on the lights, please?
may	<ul style="list-style-type: none"> dự đoán khả năng một việc xảy ra ở hiện tại cho phép hoặc xin phép 	<ul style="list-style-type: none"> It may take two hours. She may not leave until he says so.
might	<ul style="list-style-type: none"> dự đoán khả năng một việc xảy ra ở hiện tại 	<ul style="list-style-type: none"> It might rain.
must	<ul style="list-style-type: none"> diễn đạt khả năng một việc xảy ra ở hiện tại là gần như chắc chắn. bắt buộc phải làm gì đó must not = bắt buộc không được làm gì đó 	<ul style="list-style-type: none"> It must be hot outside, I can feel it. I must write the final report in order to graduate.
shall	<ul style="list-style-type: none"> dùng trong yêu cầu hay lời mời lịch sự Lưu ý: chỉ dùng cho ngôi I và we 	<ul style="list-style-type: none"> Shall we dance?
should	<ul style="list-style-type: none"> nên/không nên làm gì đó 	<ul style="list-style-type: none"> People should not litter.
will	<ul style="list-style-type: none"> sự việc sẽ xảy ra sau thời điểm hiện tại will always: thói quen ở hiện tại dùng trong yêu cầu hay lời mời lịch sự thể hiện ý muốn, đưa ra một lời hứa 	<ul style="list-style-type: none"> I will graduate soon. Tim will always be late! Will you marry me? I will never leave Hanoi.
would	<ul style="list-style-type: none"> sự việc sẽ xảy ra sau một thời điểm trong quá khứ thói quen trong quá khứ 	<ul style="list-style-type: none"> She said she would send me a letter soon. When I was little, I would

	<ul style="list-style-type: none"> • dùng trong yêu cầu hay lời mời lịch sự 	<ul style="list-style-type: none"> play outside all day. • Would you go and wait outside for a bit?
--	--	---

Trên thực tế, trong bài thi IELTS ta không cần sử dụng nhiều đến các công dụng cho phép, xin phép, yêu cầu, hay mời lịch sự của động từ khuyết thiếu.

II. MODAL VERBS + HAVE + PII

(could have, would have, should have, might have, must have)

	Cách dùng	Ví dụ
could have	đã có khả năng làm được trong quá khứ, nhưng vì một lí do nào đó mà lúc đó đã không làm vậy	<ul style="list-style-type: none"> • I could run faster. → Lúc trước tôi có thể chạy nhanh hơn, còn bây giờ thì tôi không chạy nhanh hơn được) • I could have run faster. → Tôi (đang lẽ ra) đã có thể chạy nhanh hơn, nhưng vì một lý do nào đó mà lúc đó tôi đã không chạy nhanh hơn
should have	đáng lẽ ra đã phải làm gì đó	<ul style="list-style-type: none"> • I should study harder. → Tôi nên học chăm chỉ hơn) • I should have studied harder. → Đáng lẽ ra tôi đã phải học chăm chỉ hơn thì đã không bị điểm kém như bây giờ)
might have	phỏng đoán một việc đã có thể xảy ra rồi	The bus might have left. → Xe buýt hình như đã rời đi rồi
must have	phỏng đoán một việc gần như chắc chắn đã xảy ra	It must have been hard for her. → Cô ấy hẳn là đã rất khổ tâm.
would have	rất muốn làm một điều gì đó nhưng lại không làm Lưu ý: có thể gặp trong câu điều kiện loại 3	I would have studied abroad, but I couldn't afford it. → Tôi đã rất muốn đi du học nhưng điều kiện kinh tế không cho phép. Nếu tôi có tiền thì tôi đã đi du học rồi.

III. LUYỆN TẬP

Exercise 1. Chọn từ thích hợp để điền vào chỗ trống

must (not) have might (not) have should (not) have could (not) have

1. John (go) on holiday. I saw him this morning downtown.
2. Nobody answered the phone at the clinic. It (close) early.
3. I (revise) more for my exams. I think I'll fail!
4. Sarah looks really pleased with herself. She (pass) her driving test this morning.
5. I didn't know you were going to Phil's party yesterday. You (tell) me!
6. I can't believe Jim hasn't arrived yet. He (catch) the wrong train.
7. Don't lie to me that you were ill yesterday. You (be) ill - John said you were at the ice hockey match last night.
8. I don't know where they went on holiday but they bought Euros before they left so they (go) to France or Germany.
9. His number was busy all night - he (be) on the phone continuously for hours.
10. It (be) Mickey I saw at the party. He didn't recognise me at all.

Exercise 2. Hoàn thành mẫu câu trả lời sau đây

1. What kinds of possessions give status to people in your country?

That's a good question. Let me think... I'd say it (depend) on where you are and who you are with. If you (be) out in public, it (be) things like the car you are driving. If you have the latest Mercedes Benz model, then in my country that (be) a sign of status, as most people can't even (afford) a car at all, whatever the make. Property, or the house you (own), and the possessions you (have) in it (be) also a sign of status. If you have a nice house in a nice area, then this (show) you have money and are someone important.

2. Has it always been the same or were different possessions thought of as valuable in the past?

I (be) too young to remember exactly what it (be) like a long time ago, but yes, I think it (be) different. For example, cars as I mentioned before only really (come) to our country in the last ten years or so. That kind of consumerism (be) a fairly recent thing so this couldn't have (be) used as a representation of something valuable. I think it was things like gold and jewelry that (be) seen as valuable. Of course these (be) still seen as valuable today, but previously it was these things over anything else as a lot of the modern day possessions (be) not available.

3. Why do you think people need to show their status in society?

I believe that this is because it's important in society to show you (have) money or (be) successful – it is nature, or the way we are brought up, that (make) us feel like this, but also the pressure that society (put) on everyone to be successful. And showing status (be) basically showing that you have money and you have success, so this is what people (want) to do. Going back to the example of the car, driving around in a Mercedes (be) a very conspicuous show of status – it basically (say) to people, “Look, I am successful and I have money.” Another reason is possibly for respect. In many cultures, if someone (have) high status, then they will be respected by others and they may (receive) preferential treatment.

Exercise 3. Chọn đáp án đúng

1. My grandmother is eighty-five, but she still read and write without glasses.
(Ability)
 - A. can
 - B. could
 - C. may

2. I come with you?
 - A. Can
 - B. Will
 - C. Would

3. you help me with the housework, please? (Polite request)

- A. Could
- B. Will
- C. Should

4. There was a time when I stay up very late. (Past ability)

- A. would
- B. could
- C. can

5. You not lose any more weight. You are already slim. (Necessity)

- A. may
- B. need
- C. should

6. We make the first move. (Prohibition)

- A. must not
- B. will not
- C. cannot

7. It is snowing outside so I stay at home. (Intention)

- A. may
- B. will
- C. can

8. I get you a shawl from Kashmir. (Promise)

- A. will
- B. would
- C. can
- D. may

9. you mind if I borrowed your car? (Permission)

- A. Will
- B. Would
- C. Should

10. you take care of my dog for a day? (Polite request)

- A. Will
- B. Shall
- C. Should

11. Our country become a super power by 2025. (possibility)

- A. may
- B. might
- C. will
- D. should

12. She sell her home because she needs money. (weak possibility)

- A. may
- B. might
- C. could

Day 15. Subject- Verb Agreement (2)

I. LÝ THUYẾT

● THERE IS / THERE ARE

There is/are luôn đứng trước một danh từ/cụm danh từ là chủ thể của câu.

There is + singular nouns (danh từ số ít)

There are + plural nouns (danh từ số nhiều)

e.g.: **There is one important reason** why we must tackle the problem of global warming.

(Chúng ta phải giải quyết hiện tượng nóng lên toàn cầu vì **một lí do rất quan trọng**)

There are several reasons why we must tackle the problem of global warming.

(Chúng ta phải giải quyết hiện tượng nóng lên toàn cầu vì **một số lí do**)

● EITHER A OR B / NEITHER A NOR B

Câu trúc ‘either A or B’ (hoặc A hoặc B), ‘neither A nor B’ (không A cũng không B) có thể đóng 3 kiểu vai trò trong câu:

- chủ ngữ

e.g. : **Either** Italy **or** France made it to the final round.

- tân ngữ

e.g. : I can drink **neither** beer **nor** wine.

- mệnh đề

e.g. : **Either** I find a well-paying job, **or** my parents will send me abroad.

Tuy nhiên, trong nội dung kiến thức S-V agreement, chúng ta sẽ học cấu trúc này với vai trò là chủ ngữ. Công thức như sau:

Either/Neither	danh từ cụm danh từ	or/nor	danh từ số ít cụm danh từ số ít	động từ số ít
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	đại từ		đại từ số ít	
Either/Neither	danh từ cụm danh từ đại từ	or/nor	danh từ số nhiều cụm danh từ số nhiều đại từ số nhiều	động từ số nhiều

Ở vai trò này, động từ được chia dựa vào danh từ đứng cạnh nó.

e.g. : **Neither** Apple **nor** Samsung *wants* to settle the disagreement peacefully.

Either you **or** them *take* out the trash!

● BOTH A AND B

Câu trúc ‘both A and B’ có thể là chủ ngữ, cũng có thể là tân ngữ trong câu. Tuy nhiên, trong nội dung kiến thức S-V agreement, chúng ta sẽ học câu trúc này với vai trò là chủ ngữ. Khi đó, động từ LUÔN chia số nhiều.

Both	danh từ	and	danh từ	động từ số nhiều
	cụm danh từ		cụm danh từ	
	đại từ		đại từ	

e.g. :

Both Japanese **and** Korean *are* difficult for me to study.

Both the local authority **and** the local people *have made* continuous attempts to stop street littering.

● A AS WELL AS B

Câu trúc ‘A as well as B’ có thể là chủ ngữ, cũng có thể là tân ngữ trong câu. Tuy nhiên, trong nội dung kiến thức S-V agreement, chúng ta sẽ học câu trúc này với vai trò là chủ ngữ. Khi đó, động từ LUÔN chia số ít.

as well as	danh từ	động từ số ít
	cụm danh từ	
	đại từ	

e.g. :

The local authority **as well as** the local people *has made* continuous attempts to stop street littering.

My family can't adopt a cat because my dad **as well as** my sister *is* allergic to cats' fur.

● INDEFINITE PRONOUNS (ĐẠI TỪ BẤT ĐỊNH)

Formula (Công thức)

Đại từ bất định là những từ không chỉ cụ thể đến người hay vật nào đó mà chỉ nói một cách chung chung. Dưới đây là một số đại từ bất định phổ biến được hình thành từ 4 nhóm:

every-	some-	any-	no-
everyone	someone	anyone	no one
everybody	somebody	anybody	nobody
everything	something	anything	nothing

Verb tense (Chia động từ)

Tất cả các động từ chỉ hành động của đại từ bất định đều phải được chia **số ít**.

e.g. :

Something *needs* to be done about the increasing rate of crime.

According to the news, **no one** *is* directly responsible for the problems.



LUU Y

Khi không muốn lặp lại các đại từ bất định chỉ người (*everyone, everybody, someone, somebody, anyone, anybody, no one, nobody*) ta sử dụng đại từ số nhiều *they, them, their, themselves* để thay thế.

e.g. : **No one** *wants* to admit *their* own faults.

Somebody *doesn't* want to sacrifice *themselves* for the greater good.

● EXPRESSIONS OF QUANTITY

Với các phân số, phần trăm và các định lượng từ bất định (*all, few, many, much, some*), động từ chia tương ứng với danh từ đứng ngay trước đó.

- Với danh từ đếm được số ít và danh từ không đếm được, động từ được chia số ít.

e.g. :

One-third of *the article* is taken up with statistical analysis.

Much of *the book* seems relevant to this study.

Half of *what he writes* is undocumented.

Fifty percent of *the job* is routine.

All *the information* is current

- Với danh từ đếm được số nhiều, động từ cũng được chia số nhiều

e.g. :

One-third of *the students* have graduate degrees.

Many *researchers* depend on grants from industry.

Half of *his articles* are peer-reviewed.

Fifty percent of *the computers* have CD-ROM drives.

All *the studies* are current.

- Với danh từ tập hợp (family, class, group...), động từ có thể chia số ít hoặc số nhiều, phụ thuộc vào việc chủ thể thực hiện hành động đó đang được nhắc đến dưới góc độ từng cá nhân hay cả tập thể.

e.g. :

Half of *my family* lives in Canada. (Một nửa gia đình tôi sống ở Canada trong cùng một căn nhà nên được coi là một chủ thể thực hiện hành động.)

Half of *my family* live in Canada. (Một nửa gia đình tôi sống ở Canada nhưng mỗi người ở một nơi khác nhau trong Canada nên được coi là nhiều người thực hiện hành động.)

All of *the class* is/are here.

Ten percent of *the population* is/are bilingual.

Với các từ *majority* và *minority*

Khi *majority/minority* diễn đạt một con số không cụ thể lớn hơn hoặc nhỏ hơn 50%, động từ được chia số ít.

The *majority* holds no strong views.

A *small minority* indicates it supports the proposal.

Khi *majority/minority* nói đến một nhóm người cụ thể, động từ được chia số nhiều.

A majority of *Canadians* have voted for change.

A minority of *the students* are willing to pay more.

Với cụm từ diễn tả khoảng cách, khoảng thời gian, lượng tiền, động từ thường chia số ít:

Ten dollars is a great deal of money to a child.

Ten kilometres is too far to walk.

Six weeks is not long enough.

Với cụm danh từ ‘the + adj’ mang ý nghĩa số nhiều, động từ cũng được chia số nhiều.

The rich get richer.

The poor face many hardships.

Với cụm từ ‘number of’, động từ được chia phụ thuộc vào ngữ nghĩa của cụm từ đó:

Khi diễn tả một chủ thể thống nhất, động từ được chia số ít, sử dụng mạo từ ‘the’ trước ‘number of’:

The number of *students registered in the class* is 20.

Khi đóng vai trò định lượng từ bất định, động từ được chia số nhiều, sử dụng mạo từ ‘a’ trước ‘number of’:

A number of *students* were late.

II. LUYỆN TẬP

Exercise 1. Choose the best answer for each question.

1. Apple as well as grape her favorite fruits.
a. has b. have c. is d. are
2. Neither Jane nor her sister exercise each morning.
a. do b. is doing c. does d. did
3. Drinking fruit juice wonders for our health.
a. do b. is c. does d. have
4. John, along with twenty friends, planning a party.
a. are b. were c. is d. will
5. Reasons for this matter....., but the most outstanding one is that people don't like to travel a long way to pick up children afterschool.
a. has varied b. has been varied c. varies d. vary
6. Both Jane and Mary going to Jimmy's birthday party next Sunday.
a. has b. have c. are d. is
7. Physics a difficult subject to some people.
a. was b. are c. is d. were
8. There 100 people at the wedding yesterday.
a. was b. were c. are d. am
9. There an apple, 2 oranges and some bottles of milk on the table.
a. is b. are c. were d. being
10. There several people at the convention hall now.
a. were b. are c. was d. is

Exercise 2. Chọn đáp án đúng

1. A large number of students in this school..... English quite fluently.
 a. speaks b. is speaking c. has spoken d. speak
2. A series of lectures.....being presented at the Central Hall this week.
 a. are b. will be c. has become d. is
3. Beauty as well as health failed her this term.
 a. has b. have c. is d. are
4. Bread and butter what she asks for.
 a. is b. are c. will be d. have been
5. Each student..... answered the first three questions.
 a. has b. have c. have to d. must
6. Either John or his wifebreakfast each morning.
 a. make b. is making c. makes d. made
7. Everybody who a fever must go home at once.
 a. has b. have c. is having d. are having
8. Five dollarsall I have on me.
 a. are b. is c. will be d. have
9. John, along with twenty friends, planning a party.
 a. are b. is c. has been d. have been
10. Mathematics..... the science of quantity.
 a. was b. are c. is d. were

Exercise 3. Cho dạng đúng của từ trong ngoặc

1. The English (be) famous for their calmness.
2. The money that (spend) on education every year (be)not enough.
3. The number of employees who (not, finish) their work yet (have) to work on the weekend.

4. The office (close)on the weekend.
5. The office (try)a lot to win the boss's heart recently.
6. Five kilos of gold (steal)from the bank yesterday.
7. Physics (cause)you any trouble at school.
8. Yesterday, neither you nor I (choose)to deliver the speech. So who (choose)?- Daisy and Ann (be)
9. That you enjoy the food I cook (encourage)me a lot.
10. When I (see)you yesterday, the boy in black trousers (try)to steal your wallet.
11. The contracts signed by the company (have)been voided because some stipulations were not met.
12. Ten miles (be)a very long distance for us to walk.
13. Each package that is not properly wrapped (have)to be returned to the sender.
14. The keys of the house (have)been lost.

Day 16. Passive Voices (Bị động)

I. CÔNG THỨC

Công thức tổng quát

Câu bị động có thể được chuyển đổi từ câu chủ động có chứa ngoại động từ, tức là phải có một đối tượng bị chủ thể tác động lên. Khi đó, ta đổi vật thể bị tác động lên làm chủ ngữ, còn chủ thể thực hiện hành động có thể được nhắc đến hoặc không.

$$S + (aux) + \mathbf{be} + \mathbf{V3} + (by + n)$$

Câu bị động được dùng trong trường hợp người nói muốn nhấn mạnh vật thể bị tác động.

Công thức cụ thể

Thì	Cấu trúc
Present simple (Hiện tại đơn)	<p>S + am/is/are (not) + V3</p> <p>e.g. :</p> <p><u>Active</u>: The documentary doesn't properly address global warming.</p> <p><u>Passive</u>: Global warming isn't properly addressed in the documentary.</p>
Present continuous (Hiện tại tiếp diễn)	<p>S + am/is/are (not) + being + V3</p> <p>e.g. :</p> <p><u>Active</u>: Paper bags are replacing plastic bags.</p> <p><u>Passive</u>: Plastic bags are being replaced by paper bags.</p>

Present perfect (Hiện tại hoàn thành)	S + has/have (not) + been + V3 <i>e.g. :</i> <u>Active</u> : Some countries have replaced teachers by robots in the classrooms <u>Passive</u> : Robots have been used in some countries to replace teachers in the classroom.
Past simple (Quá khứ đơn)	S + were/ was (not) + V3
Past continuous (Quá khứ tiếp diễn)	S + were/ was (not) + being + V3
Past perfect (Quá khứ hoàn thành)	S + had (not) + been + V3
Future simple (Tương lai đơn)	S + will (not) be + V3 <i>e.g. :</i> <u>Active</u> : The Congress will review the new policy. <u>Passive</u> : The new policy will be reviewed by the Congress.
“be going to”	S + is/are (not) + going to be + V3 <i>e.g. :</i> <u>Active</u> : Santa Claus is going to give nice children Christmas presents tonight. <u>Passive</u> : Nice children are going to be given Christmas presents by Santa Claus tonight.
Modal verbs (must, may, might, can, could, will, would, should, used)	S + modals + be + V3 <i>e.g. :</i> <u>Active</u> : The authority should practice the new law immediately.

to, have to, need to)	<u>Passive:</u> The new law should be practiced immediately.
Reporting verbs (tường thuật) (agree, announce, argue, believe, claim, disclose, expect, hope, know, predict, report, say, suggest, think, understand)	It is + V3 + that + clause <i>e.g. :</i> <u>Active:</u> Many people expect that Hillary will become the new president. <u>Passive:</u> It is expected that Hillary will become the new president.

II. LUYỆN TẬP

Exercise 1. Chuyển các câu sau sang thể bị động.

1. The waiter brings me this dish.

.....

2. Our friends send these postcards to us.

.....

3. Their grandmother told them this story when they visited her last week.

.....

4. Tim ordered this train ticket for his mother.

.....

5. She showed her ticket to the airline agent.

.....

6. Jim baked this cake yesterday.

.....

7. They are going to buy a new apartment next year.

.....

8. The shop assistant handed these boxes to the customer.

.....

9. The board awarded the first prize to the reporter.

.....

10. Have you sent the Christmas cards to your family?

.....

11. The committee appointed Alice secretary for the meeting.

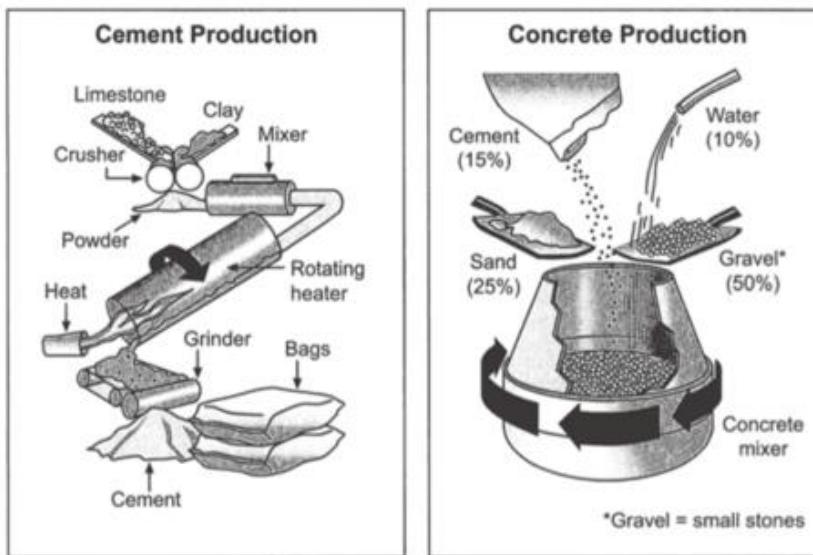
12. Tom will give Anna a ride to school tomorrow.

13. They keep this room tidy all the time.

14. We gave Ann some bananas and some flowers.

15. They moved the fridge into the living room.

Exercise 2. Cho dạng đúng của các động từ sau đây (có thể là chủ động hoặc bị động) để tạo thành một bài IELTS Writing Task 1 hoàn chỉnh.



The first diagram (1-illustrate) the process of cement manufacture, and the second diagram (2-show) the materials that go into the production of concrete.

It is clear that there are five stages in the production of cement, beginning with the input of raw materials and ending with bags of the finished product. To produce concrete, four different materials (3-mix) together.

At the first stage in the production of cement, limestone and clay (4-crush) to form a powder. This powder then (5-mix) before it passes into a rotating heater. After heating, the resulting mixture (6-grind) , and cement (7-produce) Finally, the cement (8-package) in large bags.

Cement is one of the four raw materials that (9-use) in the production of concrete, along with gravel, sand and water. To be exact, concrete (10-consist) of 50% gravel, 25% sand, 15% cement and 10% water. All four materials are blended together in a rotating machine called a concrete mixer.

Exercise 3. Cho dạng đúng cửa từ trong ngoặc

1. The war next week (**DECLARE**).
2. Your homework by tomorrow afternoon. (**MUST FINISH**)
3. That house since I was a child. (**NOT PAINT**)
4. Smoking in this hotel (**NOT ALLOW**)
5. After all the flights the tourists checked in at the airport hotel. (**CANCEL**)
6. The car for over a week (**NOT WASH**).
7. He a new contract last year (**GIVE**)
8. This song by the Beatles in 1967. (**WRITE**)
9. The earth if we try hard enough to do something (**CAN SAVE**)
10. The new bridge at the moment. (**BUILD**)

Day 17. Relative clause (Mệnh đề quan hệ)

Mệnh đề quan hệ dùng để bổ trợ, giải thích rõ hơn về danh từ đứng trước nó. Mệnh đề quan hệ bắt đầu bằng các đại từ quan hệ hoặc các trạng từ quan hệ.

I. RELATIVE PRONOUNS (ĐẠI TỪ QUAN HỆ)

TỔNG QUAN

who	N (person) + who + V + O	thay thế cho danh từ chỉ người
whom	N (person) + who + S + V	thay thế cho danh từ chỉ người
whose	N (person, thing) + whose + N + V	thay thế cho các đại từ sở hữu <i>her, his, their, one's</i>
which	N (thing) + which + V + O N (thing) + which + S + V	thay thế cho danh từ chỉ vật
that	N (person, thing) + that + V + O N (person, thing) + that + S + V	thay thế cho các đại từ quan hệ trên trong mệnh đề quan hệ xác định

CHI TIẾT

1. Thay thế cho danh từ chỉ người làm chủ ngữ - who

Ví dụ 1	Phân tích
<p>I have a boyfriend. He is handsome. → câu trên sẽ là: I have a boyfriend who is handsome.</p> <p>Chú ý: Nhiều học viên phát âm từ</p>	Câu trên đã sử dụng đại từ quan hệ “who” để thay thế cho chủ ngữ “He” trong câu thứ 2 để kết hợp thành câu sử dụng mệnh đề quan hệ

“handsome” là /'hæn.səm/ chưa chính xác.
 → “handsome /'hæn.səm/'”.

who + Vs/es (V chia) → who là đại từ quan hệ, thay cho chức năng Subject – chủ ngữ

2. Thay thế cho danh từ chỉ người làm tân ngữ - whom

Ví dụ 2

I have a **boyfriend**. I love **him** so much.
 → từ lặp là ‘boyfriend’ và ‘him’
 → Câu trên sẽ là: I have a boyfriend whom I love so much.

Phân tích

Câu trên đã sử dụng đại từ quan hệ “whom” để thay thế cho tân ngữ “him” trong câu thứ 2 để kết hợp thành câu sử dụng mệnh đề quan hệ

Whom + S +Vs/es (V chia) → whom là đại từ quan hệ, thay thế cho chức năng Object – tân ngữ

3. Thay thế cho danh từ chỉ vật - which

Ví dụ 3.1

I have a **big dream**. It is becoming a famous inspiration.
 → từ lặp là ‘big dream’ và ‘It’
 → Câu trên sẽ là: I have a big dream which is becoming a famous inspiration.

Phân tích

Câu trên đã sử dụng đại từ quan hệ “which” để thay thế cho tân ngữ “it” trong câu thứ 2 để kết hợp thành câu sử dụng mệnh đề quan hệ.

Ví dụ 3.2

I have a **big dream**. I will make **it** come true.
 → Câu trên sẽ là: I have a big dream which

I will make come true.	
------------------------	--

Which + Vs/es (V chia) → Which là đại từ quan hệ, thay cho chức năng Subject – chủ ngữ

Which + Subject+Vs/es (Vchia) → which là đại từ quan hệ, thay thế cho chức năng Object –
tân ngữ (dùng cho vật)

4. Thay thế cho chức năng Possessive – sở hữu cách - whose

Ví dụ 4

I have a **boyfriend**. **His** car is expensive.

→ từ lặp ‘boyfriend’ và ‘his’

→ câu trên sẽ là: I have a boyfriend whose car is expensive.

Phân tích

Đại từ quan hệ “whose” thay thế cho “his”

Whose+ Noun + Vs/es (V chia) → Whose là đại từ quan hệ, thay thế cho chức năng Possessive – sở hữu cách

5. Đại từ quan hệ “That”

Đại từ “that” thay thế cho các đại từ “who”, “whom” và “which” trong mệnh đề quan hệ xác định (tức là “that” **không đứng sau dấu phẩy**)

II. RELATIVE ADVERBS (TRẠNG TỪ QUAN HỆ)

why	N (reason) + why + S + V	thay thế cho cụm <i>for the/that reason</i> để giải thích lý do
where (on/in/at which)	N (place) + where + S + V	thay thế cho từ chỉ nơi chốn như <i>there, that place</i>

when (on/in/at which)	N (time) + when + S + V	thay thế cho từ chỉ thời gian như <i>then</i>
--	-------------------------	---

III. RELATIVE CLAUSES

Defining relative clauses (Mệnh đề quan hệ xác định)

Mệnh đề quan hệ xác định là mệnh đề được dùng để xác định danh từ đứng trước nó. Mệnh đề xác định là mệnh đề cần thiết cho ý nghĩa của câu, không có nó câu sẽ không đủ nghĩa. Nó được sử dụng khi danh từ là danh từ không xác định và không dùng dấu phẩy ngăn cách nó với mệnh đề chính.

e.g.: *Tet is the occasion when people often come back to their hometown to enjoy the special atmosphere with their family.*

Non-defining relative clauses (Mệnh đề quan hệ không xác định)

Mệnh đề quan hệ không xác định là mệnh đề cung cấp thêm thông tin về một người, một vật hoặc một sự việc đã được xác định. Mệnh đề không xác định là mệnh đề không nhất thiết phải có trong câu, không có nó câu vẫn đủ nghĩa. Nó được sử dụng khi danh từ là danh từ xác định và được ngăn cách với mệnh đề chính bằng một hoặc hai dấu phẩy (,) hay dấu gạch ngang (-).

e.g.:

Da Lat city, which I visited last summer, is absolutely stunning.

→ Da Lat city is absolutely stunning. (việc loại bỏ mệnh đề *which I visited last summer* không ảnh hưởng đến ý nghĩa của câu)

IV. LUYỆN TẬP

Exercise 1. Viết lại câu sử dụng mệnh đề quan hệ

1. My sister works as shop manager. The shop sells woman clothing.
-

2. The bridge connects two islands. The bridge was constructed five years ago.
-

3. I studied Korean at a training center. Its equipment was innovative and modern.
-

4. My best friend loves to go to Seoul. The street food here is very delicious.
.....
5. Stephen Hawking's scientific research has contributed a lot to humankind. Stephen Hawking is an English physicist.
.....
6. My most favorite item of clothing is the blue T-shirt. My mother bought it for me.
.....
7. Sydney is located by the sea. Sydney is a city in Australia.
.....
8. The 10-storey building is on Lavender Street. It is for rent.
.....
9. Greenhouse effect is on the rise. It has caused many consequences for the environment.
.....
10. Traffic congestion is still the concern of many authorities. It happens in many large cities in the world.
.....

Exercise 2. Chọn đáp án đúng

1. I give my children everything they want.
A. that B. who C. whom D. what
2. The place we spent our summer vacation was really beautiful.
A. what B. who C. where D. which
3. What was the name of the woman car was stolen yesterday afternoon?
A. whose B. who C. which D. when
4. The couch we slept in was too soft.
A. whose B. which C. what D. who
5. Jack is the only person understands what I said.
A. which B. that C. what D. whose
6. That is a horrible film. It is the worst film I have ever watched.
A. who B. that C. what D. whom
7. The hotel we stayed was very comfortable.
A. who B. that C. where D. when

8. The last timeI met him, he looked very handsome.
A. who B. that C. where D. when
9. What was the name of the girlbicycle had been stolen.
A. which B. who C. whom D. whose
10. Recently, we went back to the town.....we was born.
A. what B. where C. who D. which
11. The reasonI phoned him was to invite him to my birthday party.
A. what B. whose C. why D. which
12. They told us their addresswe wrote on a piece of paper.
A. what B. which C. when D. where
13. Do you know the manager.....Alice is talking to?
A. whom B. what C. which D. whose
14. I gave my husband all the money I had.
A. that B. what C. when D. whose
15. The storiesMinh tells are always very funny.
A. when B. that C. where D. who
16. Yesterday, I met the man can speak 7 languages.
A. who B. whose C. which D. whom
17. Have you seen the money was on the table?
A. which B. who C. where D. Whom
18. Where is the picture was on the wall?
A. when B. where C. which D. who
19. We don't like people are talkative.
A. who B. which C. whom D. whose
20. Why does Giang usually wear clothes are too big for her?
A. which B. who C. whose D. where
21. The factory..... my father works in is the biggest in town.
A. when B. where C. which D. how
22. Have you ever seen the photosI took yesterday?
A. that B. where C. when D. who

23. Mr. John, went to the party last night, enjoyed it very much.

- A. that B. whose C. which D. who

24. 1945 was the year the second world war ended.

- A. which B. why C. when D. where

25. Is there a market near here I can buy some rice?

- A. when B. which C. where D. who

Exercise 3. Hoàn thành các câu sau với “WHO/ WHICH/ WHOSE”

1. That is the bank was robbed yesterday evening.
2. A girl brother is in our class was is very beautiful.
3. The man bought this car is a famer.
4. She wore a dress made her look like a princess.
5. They came with a friend waited outside in the car for a long time.
6. The teacher gave her a book taught us yesterday.
7. The bag I like is very expensive.
8. The people live here are very friendly.
9. A man car was stolen did not know what to do.
10. A woman daughter is crying overthere is a doctor.

Day 18. Conjunctions (Liên từ)

Liên từ là từ dùng để nối các từ, các nhóm từ, các cụm từ hay các câu mệnh đề với nhau. Dựa vào mục đích sử dụng, liên từ được phân làm 3 loại: Liên từ đẳng lập, Liên từ tương hợp và Liên từ phụ thuộc.

I. COORDINATING CONJUNCTIONS (LIÊN TỪ ĐẲNG LẬP)

Liên từ đẳng lập dùng để nối các từ, nhóm từ, cụm từ cùng loại, nối các mệnh đề ngang hàng nhau.

Những liên từ kết hợp được dùng phổ biến gồm: **for, and, nor, but, or, yet, so** (hay còn gọi là nhóm FANBOYS – được ghép từ các chữ cái đầu tiên của các liên từ).

e.g.: *The new building near the residential area is very modern and innovative, yet unwelcomed by the local people.*

For	giải thích lý do hoặc mục đích (dùng giống <i>because</i>)	<i>I don't believe in his words; for he used to lie to me in the past.</i>
And	thêm / bổ sung một thứ vào một thứ khác	<i>I can read and write very well in English.</i>
Nor	dùng để bổ sung một ý phủ định vào ý phủ định đã được nêu trước đó	<i>No, I won't be there on Monday nor Tuesday.</i>
But	dùng để diễn tả sự đối lập, ngược nghĩa	<i>I tried to explain everything to him but he just didn't listen to me.</i>
Or	dùng để trình bày thêm một lựa chọn khác.	<i>You can study hard for this exam or you can fail</i>
Yet	dùng để giới thiệu một ý ngược lại so với ý trước đó (tương tự <i>but</i>)	<i>John plays basketball well, yet his favorite sport is badminton.</i>
So	dùng để nói về một kết quả hoặc một	<i>I prepared well in advance so I am</i>

	ánh hưởng của hành động/sự việc được nhắc đến trước đó.	<i>confident that I will win this game.</i>
--	---	---

II. CORRELATIVE CONJUNCTIONS (LIÊN TỪ TƯƠNG QUAN)

ĐỊNH NGHĨA

Ví dụ 2	Phân tích
<p><i>Not only I but also my husband spends much time bringing our children up.</i></p>	<p>Trong ví dụ này, chúng ta có cụm liên từ “not onlybut also....”(không nhữngmà còn) đã nối kết hai chủ ngữ “I” và “my husband”</p> <p>- bring sb up: nuôi nấng ai.</p> <p>“not onlybut also....” là cụm Liên từ tương quan.</p>

Liên từ tương quan (Correlative conjunctions): là liên từ luôn luôn xuất hiện theo cặp, nhằm mô tả mối quan hệ giữa những ý tưởng được thể hiện trong những thành phần câu khác nhau.

MỘT SỐ LIÊN TỪ TƯƠNG QUAN

Liên từ	Cách chia động từ	Ví dụ
Both A and B (cả A và B)	+ V _{số} nhiều	Both his mother and his father will visit my grandparents in this summer.
Either A or B (Hoặc A hoặc B)		<i>I want either the noodle or the rice.</i>
Neither A nor B (Cả A và B đều không)	+ V _{chủ} ngữ B	Neither Jack nor Mary agrees to give me a hand.
Not only A but also B		<i>She not only wrote the text but</i>

(Không những A mà còn B)		<i>also drew the illustrations.</i>
A as well as B (A cũng như B)	+ Vchủ ngữ A	<i>His book as well as his pens is on the table.</i>

III. SUBORDINATING CONJUNCTIONS (LIÊN TỪ PHỤ THUỘC)

● ĐỊNH NGHĨA

Ví dụ 3	Phân tích
<i>Although</i> I taught them how to think independently about solving a problem, they couldn't practice it in a right way.	<p>Trong ví dụ này, chúng ta có “although” (mặc dù) là một liên từ nối kết nghĩa của hai mệnh đề đã cho. Liên từ này thuộc nhóm liên từ thứ 3 của cô là Liên từ <u>đảng lập</u>.</p> <ul style="list-style-type: none"> - teach sb how to Vinf: dạy cho ai cách làm gì đó - independently (adv) >< dependently <p>Independent (a) >< dependent</p> <p>Depend (v)</p> <p>Dependence(n)</p>

GHI NHÓ

Liên từ phụ thuộc (Subordinating conjunctions): được dùng để nối mệnh đề phụ thuộc với mệnh đề chính của câu.

● MỘT SỐ LIÊN TỪ PHỤ THUỘC

Chức năng	Liên từ	Nghĩa	Ví dụ
Điển tả thời gian	While	Trong khi	<i>He was reading newspaper while his wife was cooking dinner.</i>

	When	Khi	<i>When spring comes, flowers blossom.</i>
	Since	Kể từ khi	<i>I haven't seen him since he left his hometown to pursue his dream.</i>
	Before	Trước khi	<i>I tried to finish my homework before my father came home.</i>
	After	Sau khi	<i>After I had finished my homework, my father came home.</i>
	As soon as	Ngay khi	<i>As soon as the teacher arrived, they started their lesson.</i>
Diễn tả lý do	Because = Since = As	Bởi vì	<i>Because he loved acting, he refused to give up his dream of being in the movies.</i>
Diễn tả sự nhượng bộ	Although = Though = even if/though	Mặc dù	<i>Although he's very famous he is still nice.</i>
Diễn tả điều kiện	If = Once	Nếu	<i>If you stay up late at night, you will not be able to get up early.</i>
	Unless	Trừ khi	<i>Her baby cannot fall asleep unless she stays in the room.</i>
	As long as	Miễn là	<i>I will lend you my car as long as you promise to drive carefully.</i>

	Provided that = Providing	Với điều kiện là	
Điển tả mục đích	So that = In order that	Vì vậy	We left early so that we wouldn't be caught in the traffic jam.
Điển tả sự đối lập	While = Whereas	Trong khi	While he is very good at science, his brother really hates it.

IV. LUYỆN TẬP

Exercise 1. Chọn và điền liên từ thích hợp vào chỗ trống

because	since	and	therefore	in order to
for	if	after	because	despite

1. Mark's classmates threw a surprise party for him, tomorrow is his birthday.
2. Jimmy is admired by a lot of girls in his school because he is tall plays basketball very well.
3. you need my help, feel free to call me.
4. My mom often travels to work by scooter (*xe tay ga*) but today she is cycling to work her scooter is out of order.
5. There was heavy rain for 4 days consecutively; we had to delay our trip.
6. I have played the piano I was a little girl.
7. being collected, the strawberries will be washed to remove all the dirt.
8. I were a billionaire, I would buy some mansions for my family to live for the rest of their life.

9. Huong still managed to pass the test being ill for the whole week.

10. I went to the supermarket buy some necessary groceries for my family.

Exercise 2. Chọn đáp án đúng

1. ... Phong ... Nam will be the one who is awarded with the scholarship. That's why both of them have to try very hard.

- A. Neither...nor B. Either...or C. Both...and D. Not only...but also

2. Could I have the red pens the blue ones, please?

- A. over B. and C. instead of D. despite

3. Sarah's dad was so happy she has excellent overall results in the final test.

- A. although B. in spite of C. instead of D. because

4. My mom likes travelling, so does my little brother.

- A. and B. neither C. therefore D. either

5. Mrs. Hai is not only a successful businesswoman but she is also a good mom in the family., she is also loved for being very kind to other people.

- A. So B. Moreover C. In addition D. Though

6. She decided to close the shop moved to another city to live.

- A. such as B. but C. as well D. and

7. Gold silver is the most precious metals now.

- A. despite B. as well C. as well as D. or

8. Nam's most favorite food is durian, his elder brother Bin never has one bite of this fruit.

- A. over B. whereas C. instead of D. despite

9. Mr. Long is a good and helpful neighbor;, he is respected by most of the residents in the area.

- A. that B. so that C. nevertheless D. as a result

10. Some types of vegetables carrots, potatoes or cabbage provide our body with a lot of nutrition.

- A. such as B. example C. and D. alike

Exercise 3. Viết lại câu sử dụng liên từ thích hợp

1. My husband is coming to dinner tonight. My relatives are coming to dinner tonight.

=>

2. I like learning English. It helps boost my confidence in communications.

=>

3. My sister was taller than me and our little brother when we were young. I am the tallest now.

=>

4. No one in the class could solve the math question. Kathy was the only one who can solve it.

=>

5. Minh had a broken leg. He went to school.

=>

Day 19. Conditional sentence (Câu điều kiện)

I. CONDITIONAL SENTENCE | TYPE 1

Definition

Câu điều kiện loại 1 còn được gọi là câu điều kiện có thực ở hiện tại. Điều kiện có thể xảy ra ở hiện tại hoặc tương lai.

Formula

If clause	Main clause
If + S + V-s(es),	S + will/can/may (not) + V

Trong câu điều kiện loại 1, mệnh đề IF dùng thì hiện tại đơn, mệnh đề chính dùng thì tương lai đơn.

If + S₁ + V(s/es) + O, S₂ + will + V + O.

- Chủ ngữ 1 và chủ ngữ 2 có thể trùng nhau. Bỏ ngữ có thể không có, tùy ý nghĩa của câu. Mệnh đề IF và mệnh đề chính có thể đứng trước hay sau điều được.
- Trong câu điều kiện loại 1, động từ của mệnh đề điều kiện chia ở thì hiện tại đơn, còn động từ trong mệnh đề chính chia ở thì tương lai đơn.

e.g.: **If I have the money, I will buy a Ferrari.**

II. CONDITIONAL SENTENCE | TYPE 2

Definition

Câu điều kiện loại 2 là câu điều kiện trái với thực tế ở hiện tại.

Formula

If clause	Main clause
If + S + V-ed,	S + would/could/should (not) + V1

Trong câu điều kiện loại 2, động từ của mệnh đề điều kiện chia ở thì quá khứ, động từ của mệnh đề chính chia ở thì hiện tại đơn.

e.g.: *If I had a million dollars, I would buy a Ferrari.*



LUU Y

Trong câu điều kiện loại 2, nếu động từ của mệnh đề điều kiện là “to be” thì luôn chia quá khứ số nhiều “were”, không cần biết chủ ngữ là số ít hay số nhiều.

III. CONDITIONAL SENTENCE | TYPE 3

Definition

Câu điều kiện loại 3 là câu điều kiện không có thực trong quá khứ.

Formula

If clause	Main clause
If + S + had + V _{p2} ,	S + would/could/should (not) + have + V _{p2}

Trong câu điều kiện loại III, động từ của mệnh đề điều kiện chia ở quá khứ phân từ, còn động từ của mệnh đề chính chia ở điều kiện hoàn thành (perfect conditional).

e.g.: *If I had had a million dollars, I would have bought a Ferrari.*

IV. MỎ RỘNG

Cách nhớ công thức 3 câu điều kiện

Chúng ta nhận thấy có sự lùi thà giữa các dạng điều kiện trên.

Mệnh đề “If” - Động từ hiện tại đơn → quá khứ đơn → quá khứ hoàn thành

Mệnh đề chính - Will → would → would have

Vậy chỉ cần nhớ công thức câu điều kiện loại I, sau đó các em tiến hành lùi thì sẽ được công thức của 2 câu điều kiện còn lại

Câu điều kiện khác

Ngoài 3 loại câu điều kiện trên, cô còn có 2 dạng điều kiện nữa

1. Câu điều kiện loại 0

“Zero conditional – Câu điều kiện Loại 0” - câu điều kiện luôn có thật ở Hiện tại

Ví dụ: *If I have much time, I spend a day talking with you about what love is.*

2. Mixed conditional – Câu điều kiện hỗn hợp

Điều kiện hỗn hợp dùng để nói đến 1 điều kiện ngược với quá khứ. Quá khứ này tác động vẫn còn lưu giữ đến hiện tại nên chúng ta sẽ ước ngược với hiện tại.

Công thức: If + S + had + PII, S+ would (could/ should/ might) + V + now.

Ví dụ: If I hadn't loved him, I wouldn't be in trouble now.

Vé đẹp từ vựng: trouble (v) làm phiền muộn, lo lắng

(n) điều phiền muộn, rắc rối

be in trouble: gặp chuyện rắc rối.

V. ĐẢO NGỮ CÂU ĐIỀU KIỆN

1. Đảo ngữ câu điều kiện loại I

<u>Ví dụ 1</u>	<u>Phân tích</u>
If you experience hardships, you will be more mature. → Should you experience hardships, you will be more mature.	Loại bỏ “If” Đảo “Should” lên trước chủ ngữ (S) trong vế điều kiện) Vẻ đẹp từ vựng: Experience hardships: nếm mùi gian khổ

➔ GHI NHỚ

Cấu trúc: **Đảo ngữ câu điều kiện loại I**

Should + S + V_{inf}, S + Will +V_{inf}

2. Đảo ngữ câu điều kiện loại 2.

<u>Ví dụ 1</u>	<u>Phân tích</u>
If I were you, I would propose to her. → Were I you, I would propose to her.	Loại bỏ “If” Sử dụng “Were” đảo lên trước chủ ngữ (S) Vẻ đẹp ngôn ngữ: <i>Propose to sb: cầu hôn ai đó = win one's hand</i> (win là “chiến thắng”, hand là “bàn tay”, trong cấu trúc này, “chiến thắng bàn tay của ai đó” nghĩa là chính phục được đôi bàn tay của bạn gái và đeo chiếc nhẫn vào tay của bạn gái đó. Chính là hành động cầu hôn đúng không nào các em. Các bạn nữ có đồng ý với lời cầu hôn từ bạn trai của mình trong một khung cảnh vô cùng lãng mạn không?

➔ GHI NHỚ

Cấu trúc: **Đảo ngữ câu điều kiện loại II**

Were + S + to + V_{inf}, S + would + V_{inf}

Were + S + N/ Adj, S + would + V_{inf}

3. Đảo ngữ câu điều kiện loại 3

Ví dụ 3	Phân tích
If he had proposed to me, I would have said “Yes”. → Had he proposed to me, I would have said “Yes”.	Loại bỏ “If” Đảo “had” lên trước chủ ngữ (S) trong về điều kiện)

→ GHI NHỚ

Cấu trúc: **Đảo ngữ câu điều kiện loại III**

Had + S + PII, S + would have + PII.

V. LUYỆN TẬP

Exercise 1. Tìm lỗi sai và sửa

11. If there was a ban on cigarette, less people would smoke cigarette.

.....

12. If the tax rate on junk food had increased, people would likely to prefer making food at home.

.....

13. If schools administered with any teachers, disorder would arise.

.....

14. If uncensored commercials had been banned, the crime rate would be seized from rising.

.....

15. If computers replaced teachers in the classroom, learning would have been less effective.

.....

Exercise 2. Chọn đáp án đúng

1. If they had gone for a walk, they the lights off.

- | | |
|----------------------|--------------------|
| A. had turned | B. would have turn |
| C. would have turned | D. would turn |

2. Would you mind if I the window?
A. closed B. closing C. had closed D. would close
3. If you had tried your best, you disappointed about the result now.
A. won't be B. wouldn't be
C. wouldn't have D. wouldn't have been
4. If I had enough money,
A. I will buy that house B. I'd have bought that house
C. I could buy that house D. I can buy that house
5. I didn't listen to him and I didn't succeed.
A. If I listened to him, I would have succeeded.
B. If I had listened to him, I'd have succeeded.
C. If I had listened to him, I would succeed.
D. If I listened to him, I would succeed.

Exercise 3. Chọn đáp án đúng

1. , he would not have had the accident yesterday.
A. If Peter driven more carefully B. If had Peter driven more carefully
C. Had Peter driven more carefully D. If Peter not had driven more carefully
2. I rich, I would help you.
A. Were B. Was C. Am D. Been
3. you run into Peter, tell him to call me.
A. Are B. Should C. Been D. Will
4. Had I known her, I friend with her.
A. would have made B. would make C. will make D. make
5. Were I learn Russian, I would read a Russian book.
A. to B. for C. in D. with

Exercise 4. Chọn đáp án đúng

1. I'll help you if
 - A. you told me the truth
 - B. you tell me the truth
 - C. you will tell me the truth
 - D. you have told me the truth
2. I have to work tomorrow morning, so I can't meet you.
 - A. If I don't have to work tomorrow morning, I can meet you.
 - B. If I didn't have to work tomorrow morning, I could meet you.
 - C. I could meet you if I don't have to work tomorrow morning.
 - D. I can meet you if I didn't have to work tomorrow morning.
3. You drink too much coffee, that's why you can't sleep.
 - A. If you drank less coffee, you would be able to sleep.
 - B. You drink much coffee and you can sleep.
 - C. You wouldn't sleep well if you hadn't drink any coffee.
 - D. You can sleep better without coffee.
4. If I had time, I shopping with you.
 - A. went
 - B. will go
 - C. would go
 - D. would have gone
5. If my father me up, I'll take the bus home.
 - A. doesn't pick
 - B. don't pick
 - C. not pick
 - D. picks

Exercise 5. Viết lại các câu sau sử dụng câu điều kiện

1. I didn't know that you were in hospital yesterday, so I didn't visit you.

→ If

2. Hurry up or you will be late for school.

→ If

3. My mother is very busy, so she can't help me now.

→ If

4. Lan didn't call me because she didn't know my phone number.

→ If

5. You're unhealthy because you don't take exercise.

→ If

6. He didn't study his lessons very carefully, so he gets bad marks now.

→ If

7. Mr. Leon often causes accidents because he drives carelessly.

→ If

8. I can't apply for that job because I don't know English.

→ If

9. Ms. Lien is overweight because she eats too much chocolate.

→ If

10. His father often punishes him for his laziness.

→ If

Day 20. Prepositions (Giới từ)

Giới từ (Preposition) là những từ (in, on, at,...) thường đứng trước danh từ, cụm danh từ hoặc danh động từ.

e.g.: *My family always go to church on Sunday mornings.*

Trong ví dụ trên, “church” là tân ngữ của giới từ “to”, “Sunday mornings” là tân ngữ của giới từ “on”.

I. CÁC LOẠI GIỚI TỪ

Chúng ta xét ví dụ sau:

Ví dụ	Phân tích
Ms Hoa had a blind date with her husband in 1999.	Nhìn vào ví dụ đã cho, chúng ta thấy các giới từ: with, in, at, by.
I was proposed marriage at a luxury restaurant. That was an unforgettable moment.	In + năm: vào năm nào đó(chỉ thời gian) At + địa điểm: ở địa điểm nào đó (chỉ nơi chốn)
The books written by Ms Hoa are very useful.	With/ by: với/ bởi ai đó

➔ GHI NHỚ

Giới từ được chia làm 3 nhóm chính:

- **Giới từ chỉ thời gian**
- **Giới từ chỉ nơi chốn**
- **Một số giới từ quan trọng khác**

GIỚI TỪ CHỈ THỜI GIAN

Giới từ	Cách sử dụng	Ví dụ
on	• ngày trong tuần	• on Thursday
in	• tháng / mùa • thời gian trong ngày • năm • sau một khoảng thời gian nhất định	• in August / in winter • in the morning • in 2006 • in an hour
at	• cho <i>night</i> • cho <i>weekend</i> • một mốc thời gian nhất định	• at night • at the weekend • at half past nine
since	• từ khoảng thời gian nhất định trong quá khứ đến hiện tại	• since 1980
for	• một khoảng thời gian nhất định tính từ quá khứ đến hiện tại	• for 2 years
ago	• khoảng thời gian trong quá khứ	• 2 years ago
before	• trước khoảng thời gian	• before 2004
to	• nói về thời gian	• ten to six (5:50)
past	• nói về thời gian	• ten past six (6:10)
to / till / until	• đánh dấu bắt đầu và kết thúc của khoảng thời gian	• from Monday to/till Friday
till / until	• cho đến khi	• He is on holiday until Friday.
by	• giống <i>at the latest</i> • đến một mốc thời gian nào đó	• I will be back by 6 o'clock. • By 11 o'clock, I had read five pages.

GIỚI TỪ CHỈ VỊ TRÍ

Giới từ	Cách sử dụng	Ví dụ
in	<ul style="list-style-type: none"> • phòng, tòa nhà, đường, phố, thành phố, đất nước • sách, báo, tạp chí • xe ô tô, xe taxi • bức tranh, thế giới 	<ul style="list-style-type: none"> • in the kitchen, in London • in the book • in the car, in a taxi • in the picture, in the world
at	<ul style="list-style-type: none"> • có nghĩa <i>next to, by an object</i> • dung cho <i>table</i> • dung cho các sự kiện • vị trí mà bạn làm gì đó (watch a film, study, work) 	<ul style="list-style-type: none"> • at the door, at the station • at the table • at a concert, at the party • at the cinema, at school, at work
on	<ul style="list-style-type: none"> • gắn vào chỗ nào đó • song • trên bề mặt • bên trái, bên phải • trên tầng của 1 tòa nhà • cho phương tiện công cộng • cho <i>television, radio</i> 	<ul style="list-style-type: none"> • the picture on the wall • London lies on the Thames. • on the table • on the left • on the first floor • on the bus, on a plane • on TV, on the radio
by, next to, beside	<ul style="list-style-type: none"> • bên phải của ai đó hoặc cái gì đó 	<ul style="list-style-type: none"> • Jane is standing by / next to / beside the car.
under	<ul style="list-style-type: none"> • trên bề mặt thấp hơn (hoặc bị bao phủ bởi) cái khác 	<ul style="list-style-type: none"> • the bag is under the table
below	<ul style="list-style-type: none"> • thấp hơn cái khác nhưng cao hơn mặt đất 	<ul style="list-style-type: none"> • the fish are below the surface

over	<ul style="list-style-type: none"> • bị bao phủ bởi cái khác • nhiều hơn • vượt qua một cái gì đó 	<ul style="list-style-type: none"> • put a jacket over your shirt • over 16 years of age • walk over the bridge • climb over the wall
above	<ul style="list-style-type: none"> • vị trí cao hơn một cái gì đó 	<ul style="list-style-type: none"> • a path above the lake
across	<ul style="list-style-type: none"> • vượt qua • băng qua về phía bên kia 	<ul style="list-style-type: none"> • walk across the bridge • swim across the lake
to	<ul style="list-style-type: none"> • đến một nơi nào đó • dùng cho <i>bed</i> 	<ul style="list-style-type: none"> • go to the cinema/London • go to bed
into	<ul style="list-style-type: none"> • đi vào một phòng/toà nhà 	<ul style="list-style-type: none"> • go into the kitchen / the house
towards	<ul style="list-style-type: none"> • di chuyển theo hướng nào đó nhưng không trực tiếp đến chỗ đó 	<ul style="list-style-type: none"> • go 5 steps towards the house
onto	<ul style="list-style-type: none"> • di chuyển lên trên một vật gì đó 	<ul style="list-style-type: none"> • jump onto the table
from	<ul style="list-style-type: none"> • đến từ đâu đó 	<ul style="list-style-type: none"> • a flower from the garden

MỘT SỐ GIÓI TỪ QUAN TRỌNG KHÁC

Giới từ	Cách sử dụng	Ví dụ
from	<ul style="list-style-type: none"> • who gave it 	<ul style="list-style-type: none"> • a present from Jane
of	<ul style="list-style-type: none"> • who/what does it belong to • what does it show 	<ul style="list-style-type: none"> • a page of the book • the picture of a palace
by	<ul style="list-style-type: none"> • who made it 	<ul style="list-style-type: none"> • a book by Mark Twain
on	<ul style="list-style-type: none"> • walking or riding on horseback 	<ul style="list-style-type: none"> • on foot, on horseback

	<ul style="list-style-type: none"> • entering a public transport vehicle 	<ul style="list-style-type: none"> • get on the bus
in	<ul style="list-style-type: none"> • entering a car / Taxi 	<ul style="list-style-type: none"> • get in the car
off	<ul style="list-style-type: none"> • leaving a public transport vehicle 	<ul style="list-style-type: none"> • get off the train
out of	<ul style="list-style-type: none"> • leaving a car / Taxi 	<ul style="list-style-type: none"> • get out of the taxi
by	<ul style="list-style-type: none"> • rise or fall of something • travelling (other than walking or horseriding) 	<ul style="list-style-type: none"> • prices have risen by 10 percent • by car, by bus
at	<ul style="list-style-type: none"> • for age 	<ul style="list-style-type: none"> • she learned Russian at 45
about	<ul style="list-style-type: none"> • for topics, meaning <i>what about</i> 	<ul style="list-style-type: none"> • we were talking about you

II. LUYỆN TẬP

Exercise 1. Hoàn thành các câu sau với giới từ thích hợp

1. Henry Ford was born the 30th July 1863.
2. He made his first car, the Quadricycle, June 1896.
3.1903, he founded the Ford Motor Company.
4. Modern mass production cars was developed him 1913.
5. Ford's Model T could then be assembled just 93 minutes.
6. 1927, 15 million Model T cars had been manufactured the Ford Motor Company.
7. Henry Ford became one the richest and best-known people the world.

Exercise 2. Nhìn vào bức tranh và hoàn thành những chỗ trống sau.



1. the picture, there are four people: two women and two men.
2. A man and a woman are sitting the table.
3. They are sitting chairs.
4. The drinks are the table.
5. One woman is standing the table and saying something.
6. A man is barbecuing her.

Exercise 3. Hoàn thành các câu sau bằng 3 giới từ in, on, at

1. Jedy was born.....the twentieth century.
2. It is said that Fruit trees bloom.....April or May.
3. Gettysburg took place.....July 1863.
4. I like to take a bath.....the morning, but my roommate likes to take a bath.....night.
5. The President lives.....the White House, which is located.....1600 Pennsylvania Avenue.....Washington, D.C.
6. It is located.....Madison Avenu.....New York City.
7. Mozart died.....Vienna.....1791.....the age of 35.
8. I saw several people I know.....the meeting.....Saturday afternoon.
9. Leaves turn gold.....the autumn.
10. Most college volleyball games are played.....Saturdays.

11. You should countme.
12. Sam's birthday is.....the end of May,May 29.
13. There will be lots of interesting events.....the coming weeks.
14. His office is...the third floor.
15. Their fans..... red T-shirts were coming with red lightsticks in their hands.
16. Did you hear the news.....television or read it.....the newspaper?
17. Smartphones are not practical.....present, but they may be.....the near future.
18. The members of the government will be chosen.....random from a list of voters.
19. He is.....the park with his children now.
20. I'm sure he gave me this book.....purpose.

Day 21. People

Exercise 1. Answer these IELTS Speaking Part 1 questions

1. *How would you describe yourself?*

Answer:	laid-back
Reason:	take after my mom
Example:	take things seriously
Alternative:	good company

⇒ Everyone tells me I 1..... as I'm quite 2..... I'm not the type of person who 3..... I think I'm 4..... but you should ask my friends if they agree.

2. *In which ways are you similar to your friends?*

Answer:	introverted but not painfully shy
Reason:	reserved

⇒ I seem to be attracted to 5..... not people who are 6..... but most of my friends are a little 7..... I think that's what I'm like.

3. *Are you similar or different to your brother(s)/sister(s)?*

Answer:	similar in some ways
Reason:	fun-loving, extroverted
Example:	my brother is the life and soul of the party
Alternative:	not the speaker

⇒ I think my brother and I are similar in some ways. I'd say we're 8 and tend to be a bit 9..... My brother is certainly 10..... I'm not sure that applies to me.

VOCABULARY	PHONETIC	DEFINITION
laid-back		
good company		
introverted		
extroverted		
reserved		
painfully shy		
fun-loving		
(the) life and soul of the party		

Exercise 2. Answer the following questions

Questions 1-8

Match the following words with their respective IPA phonetics.

- | | |
|-------------------|------------------------|
| 1. fair-minded | a. /kwɪk 'tempərd/ |
| 2. narrow-minded | b. /'fer mīndəd/ |
| 3. quick-tempered | c. /,self 'ka:nfɪdənt/ |
| 4. self-assured | d. /θɪk 'skɪnd/ |
| 5. self-centred | e. /nerō'mīndəd/ |
| 6. self-confident | f. /,self 'sentərd/ |
| 7. thick-skinned | g. /tu: 'feɪst/ |
| 8. two-faced | h. /,self ə'sfɔ:d/ |

Questions 9-16

Now answer the following questions using the words in the box.

Which personal qualities do you think we most want to pass on to our children?

I certainly would want my children to be (9)_____ and (10)_____. I really believe that people who feel good about themselves are in a good position to face what life has to offer them, and I'd hope they wouldn't be (11)_____ but remembered to think about others.

Which characteristics do you think are the least appealing in a person?

Well, people who are very (12)_____ are difficult to get on with. It's nice when someone is open to other people's opinion and willing to think about their own views. And people who are (13)_____ can be a little irritating. Relationships are built on trust and without honesty there's not much left.

Which personality types do you think are less likely to suffer from stress or anxiety?

Probably people who are (14)_____ who don't let people or problems affect them too much. And if you are (15)_____ you'll be less likely to overreact to situations or be (16)_____.

VOCABULARY	PHONETIC	DEFINITION
fair-minded		
narrow-minded		
quick-tempered		
self-assured		
self-centred		
self-confident		
thick skinned		
two-faced		

Exercise 3. Read the following passage and answer questions 1-15

The Cancer-Prone Personality

Paragraph A

One of the reasons scientists think that there is a link between stress and cancer is the idea that there may be a cancer-prone personality. The cancer-prone personality consists of a set of personality traits that are found more frequently in people who have cancer than in those who do not.

Paragraph B

What personality traits make up the cancer-prone personality? Most often, people who are polite, unaggressive, and agreeable are said to have this type of personality. They seem to

have trouble showing when they are angry. Even in situations in which they should be angry, they appear to be calm and happy.

Paragraph C

When faced with a stressful event, people with the cancer-prone personality do not show stress outwardly. Instead, they keep their emotions bottled inside. They repress, or hide, their emotions, even from themselves.

Paragraph D

The cancer-prone personality is linked to the likelihood of getting cancer, and the same personality traits seem to help affect a cancer victim's recovery. For example, some studies have looked at cancer patients who accept the cancer without getting angry. These patients get sick faster and they die sooner than people who became angry at their cancer and fight the disease.

Paragraph E

However, it is important to keep in mind that some scientists interpret these research findings differently. First of all, not everyone who has a cancer-prone personality gets cancer. And not everyone who has cancer has a cancer-prone personality. Even more important, there is no proof that having a cancer-prone personality causes cancer. In fact, it may be the other way around: getting cancer may cause people to develop a cancer-prone personality.

Questions 1-10

Match the following words with the correct definitions

- | | |
|------------------------|---|
| 1. trait (n.) | a. likely to get cancer |
| 2. cancer-prone (adj.) | b. restrain, prevent from showing emotion or action |
| 3. polite (adj.) | c. on or from the outside, on the surface |
| 4. aggressive (adj.) | d. respectful, well-mannered |
| 5. agreeable (adj.) | e. understand something as a particular meaning |
| 6. outwardly (adv.) | f. a quality, a characteristic |
| 7. repress (v.) | g. return to normal health from sickness |
| 8. victim (n.) | h. enjoyable and pleasant |
| | i. a person harmed, injured or killed |
| | j. likely to attack verbally or physically |

9. recovery (n.)
10. interpret (v.)

Questions 11-15

The reading passage *The Cancer-Prone Personality* has 5 paragraphs A-E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-VII). There are more headings than you can use.

- I. Get angry, live longer
- II. Nothing to see on the surface
- III. Try to overcome anger
- IV. Which one causes which?
- V. Who is likely to get cancer?
- VI. Why join stress and cancer?
- VII. Scientists agree

11. Paragraph A

12. Paragraph B

13. Paragraph C

14. Paragraph D

15. Paragraph E

VOCABULARY	PHONETIC	DEFINITION
trait		
polite		
aggressive		
agreeable		
outwardly		
repress		
victim		
recovery		

Day 22. Lifestyle

Exercise 1. Answer these IELTS Speaking Part 1 questions

1. *Have you got any hobbies or interests?*

I/really/keen on/sports.

.....

I/do judo/once a week/play tennis/summer.

.....

I/think/important/keep fit.

.....

It/make/you/feel/good and energized/work/studies.

.....

2. *Do you do any sports?*

Not really... no

I/always/say/I/going/take up exercise/get into shape/but/I/never/seem/get started.

.....

I/sometimes/wonder/whether/I/get/personal trainer/who/sort out/fitness programme/me/make/me/train/hard.

.....

3. *How do you spend a typical weekend?*

I/big/football fan/and/weekends/always/centre/football match.

.....

I/support/FC Utrecht/have/season ticket/so/I/go/most/home games/a few/away games/too

.....

I/look forward/new/football season/start/soon.

.....

VOCABULARY	PHONETIC	DEFINITION
(to) do judo		
(to) take up		
(to) get into shape		
personal trainer		
fitness programme		
season ticket		
home game		
away game		
football season		

Exercise 2. Read the following passage and answer questions 1-15

Changing our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and

social well-being and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

"The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements." (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the

conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of "enabling people to increase control over and to improve their health" (WHO, 1986).

Questions 1-10

Choose the answer which has the **CLOSEST** meaning to the words below

1. evident

- A. clue B. obvious C. notice D. dull

2. notion

- A. message B. notification C. word D. belief

3. emphasis

- A. stress B. strength C. light D. sympathy

4. sanitation

- A. sanity B. sensitive C. hygiene D. pollution

5. holistic

- A. spiritual B. partial C. comprehensive D. mental

6. endorse

- A. support B. advertise C. believe D. oppose

7. fundamental

- | | | | |
|-----------------------|---------------------|--------------|----------------|
| A. secondary | B. minor | C. trivial | D. basic |
| 8. viable | | | |
| A. large | B. major | C. important | D. practical |
| 9. sustainable | | | |
| A. probable | B. endurable | C. practical | D. responsible |
| 10. alienation | | | |
| A. participation | B. extraterrestrial | C. isolation | D. combination |

Questions 11-13

Underline the key words in the questions below.

11. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?
12. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.
13. During which decade were lifestyle risks seen as the major contributors to poor health?

VOCABULARY	PHONETIC	DEFINITION
evident		
notion		
emphasis		
sanitation		
holistic		
socio-ecological		
endorse		
fundamental		
viable		
sustainable		
equity		
alienation		

Day 23. Communication

Exercise 1. Choose the correct answer for the questions below.

The sheer number of people in a group affects the amount of communication. Consider the difference between communication between two friends and communication in a group of five people. When friends talk, there are two people sending and receiving messages. In a group of five, there are five people doing the same thing. Each idea that is expressed must be understood by four others, who may also choose to respond. Consequently, the greater number of people in a group, the fewer contributions an individual may make.

Because there are disadvantages to large groups, you might assume that small groups would be the most effective. However, groups can be too small as well as 100 people large. With too few members, a group has limited resources, which eliminates a primary advantage of groups for decision making. Also, members may be unwilling to disagree or criticize each other's ideas. I believe that five to seven members is the ideal size for a small group to achieve communication efficiency.

- 1. We can conclude from the reading that in large groups**
 - A. there is always a chaos at the end of each discussion
 - B. no one criticizes each other's ideas
 - C. before a decision is made everyone has to express their ideas individually
 - D. everyone is free to express their ideas as much as they want
 - E. there is less opportunity for each person to speak
- 2. According to the passage, small groups**
 - A. are always more successful than large groups in terms of decision making
 - B. can have some disadvantages as well
 - C. express their criticism more freely than large groups
 - D. have always infinite resources
 - E. are unable to make a decision at the end of discussions
- 3. The author of the article suggests that**
 - A. the number of people in a small group must not be more than five

- B. large groups are always superior to small groups
- C. the ideal size for a small group should be five to seven
- D. small groups are better as members of them have a chance to criticize each other
- E. everyone should listen to each other's ideas no matter how large the group is

4. The title that best fits the passage is

- A. Communication in groups
- B. How to communicate effectively
- C. Decision making in large groups
- D. How an individual contributes to groups
- E. The disadvantages of limited resources

Exercise 2. Read the following passage and answer questions 1-15

Ever since humans have inhabited the earth, they have made use of various forms of communication. Generally, this expression of thoughts and feelings has been in the form of oral speech. When there is a language barrier, communication is accomplished through sign language in which motions stand for letters, words and ideas. Tourists, the deaf, and the mute have had to resort to this form of expression. Many of **these** symbols of the whole words are very picturesque and exact and can be used internationally: spelling, however, cannot.

Body language transmits ideas or thoughts by certain actions, either intentionally or unintentionally. A **wink** can be a way of flirting or indicating that the party is only joking. A nod signifies approval, while shaking the head indicates a negative reaction.

Other forms of nonlinguistic language can be found in Braille (a system of raised dots read with the fingertips), signal flags, Morse code, and smoke signals. Road maps and picture signs also guide, warn and instruct people.

While verbalization is the most common form of language, other systems and techniques also express human thoughts and feelings.

1. Which of the following best summarizes this passage?

- A. When language is a barrier, people will find other forms of communication.
- B. Everybody uses only one form of communication.
- C. Nonlinguistic language is invaluable to foreigners.

D. Although other forms of communication exist, verbalization is the fastest.

2. The word “these” in line 5 refers to

- A. tourists
- B. the deaf and the mute
- C. thoughts and feelings
- D. sign language motions

3. All of the following statements are true except

- A. There are many forms of communication in existence today.
- B. Verbalization is the most common form of communication.
- C. The deaf and the mute use an oral form of communication.
- D. Ideas and thoughts can be transmitted by body language.

4. Which form other than oral speech would be most commonly used among the blind people?

- A. Picture signs
- B. Braille
- C. Body language
- D. Signal flags

5. How many different forms of communication are mentioned here?

- A. 5
- B. 7
- C. 9
- D. 11

6. The word “wink” in line 9 means most nearly the same as

- A. close one eye briefly
- B. close two eyes briefly
- C. bob the head up and down

D. shake the head from side to side

7. Sign language is said to be very picturesque and exact and can be used internationally except for?

- A. spelling
- B. ideas
- C. whole words
- D. expressions

8. People need to communicate in order to

- A. create language barriers
- B. keep from reading with their fingertips
- C. be picturesque and exact
- D. express thoughts and feelings

VOCABULARY	PHONETIC	DEFINITION
(to) inhabit		
oral speech		
language barrier		
motion		
(to) resort to		
picturesque		
(to) transmit		
verbalization		

Day 24. History, Art, Culture

Exercise 1: Complete the IELTS Speaking Part 2 answer with words from the box below.

There are 2 words you do not need.

<i>well-armed</i>	<i>defeat</i>	<i>tribute</i>
<i>independence</i>	<i>treaty</i>	<i>period of history</i>
<i>historical highlights</i>	<i>sacrificed</i>	<i>resistance</i>
<i>fighting spirit</i>	<i>colonisation</i>	<i>invaders</i>

Describe an important historical event you know about.

You should say:

- what event it is
- when it happened
- who or what was involved in it

and explain why you think it is an important historical event.

Honestly speaking, every time I am asked about history, I am always eager to talk about Vietnam war, which ends in 1975 and one of the (1)_____ of our country. Vietnam undergone hundreds of years under the (2)_____ of foreign (3)_____ and this is the last war before a new era of peace and (4)_____ is opened for us.

It is an unforgettable (5)_____ for some reasons. Firstly, it is the courageous (6)_____ of Vietnamese people. Our country was divided into Northern part and Southern part. Communication was almost impossible at that time and people across the country were living in poverty and destitute conditions. However, our soldiers still fought bravely with the support from ordinary people.

Secondly, this is remarkable because hardly anyone could think that we could win the war. When compared to such a (7)_____ country like America, it was hard to think that

we could (8)_____ them. However, with the determination of the whole nation, we have our own peace. April 30th, 1975 was the date that we gained independence from the invaders and from then on, we have held annual celebration to pay (9)_____ to those who (10)_____ for the country. I hope that Vietnamese people will never forget this important event of the nation.

VOCABULARY	PHONETIC	MEANING
well-armed		
independence		
historical highlights		
fighting spirit		
(to) defeat		
treaty		
(to) sacrifice		
colonisation		
tribute		
period of history		
resistance		
invader		

Exercise 2: Read the following passage and answer questions 1-12

Australia and the Great War, 1914 – 1918

Australia's role in the First World War, or the Great War as it was known until 1939, is central to the development of modern Australia's vision of itself in the world. In many ways, it has served to create what is in some ways a second founding of the nation in the Gallipoli campaign and on the battlefields of France and Belgium. The influence of the war

experience in the First, and Second, World War is evident in the way in which ANZAC day is, perhaps even more than Australia day, the country's national day.

When the war broke out in 1914, it was a certainty that, because of longstanding economic, family and defence ties, Australia, along with New Zealand, would stand alongside Britain. The then Prime Minister Andrew Fisher was quick to pledge the country's support to "the last man, the last shilling". This was no idle promise and Australia paid a high price for their loyalty to their colonizers. From a pre-war population of 5m, 417,000 enlisted in the armed forces, of which 324,000 served abroad. By the end of the war, Australia had lost 60,000 dead and 155,000 men had been wounded. The economic price was also high. The national debt, which had stood at £6m in 1914, was £325m by the end of the war.

It is possible that the first shot of the war was fired in Australia, when a shot was fired across the bow of the German merchant ship Pfalz as it tried to escape from Port Arthur only a few hours after the declaration of war. In late 1914 the light cruiser HMAS Sydney sank the German warship Emden off the west coast of the country. Also early in the war, Australian troops captured the German radio transmitters in Rabaul and Nauru and conquered all of German New Guinea.

At first the Australian forces were intended only to defend Australia, but in 1915 the Australia New Zealand Army Corps (ANZAC) departed for Europe. Their first stop was Egypt and it was because they were so close that they were chosen to take part in the campaign to capture the Gallipoli peninsula, the key to shipping into the Black Sea, from the Turks. The plan was for British, French and Anzac forces to land on the peninsula at night at weak points in the Turkish defence. However, strong winds blew the troops off course to better-defended spots and in the advantage was lost. What followed was months of bitter fighting in which 20,000 British and 7,000 ANZAC soldiers were killed and which ended in a successful withdrawal, but no gain for the Allies. It was at this moment of history that Australia was propelled onto the world stage. From this moment onward Australia began to think of itself as a country in its own right; as being separate to Britain and no longer a colony.

Most of the ANZAC force was sent to Europe, but the Australian Light Horse remained to fight Turkish forces in Palestine and Syria. They defended the Suez Canal and advanced through Palestine and Syria. They also took part in what was one of the world's last great cavalry charges at Beersheba.

The main ANZAC force arrived in Europe in 1916. The ANZAC experience was similar to that of the other participants in the war; a high death toll and little gain to be shown for it. Australian forces were present at all the major battles of the war and sustained some terrible casualties. For example, in 24 hours near Pozieres the 5th Division suffered 5,000 casualties. At the battle of Bullecourt, of the 3,000 men who advanced, 2339 were killed, wounded or captured.

By 1917 most of the officers were not professional soldiers. The most prominent example was General Sir John Monash, who was an engineer by training. He commanded the allied forces at the battle of Hamel so well that the general staff published the battle reports as a model. In August 1918, he commanded 200,000 troops on what way called “Ludendorff’s black day”, a turning point in the war. Monash was probably Australia’s greatest military figure.

Unlike in other armies in the war, the Australian soldiers were all volunteers. They were also more individualistic and showed less respect for the rulebook than other soldiers. The relationship between ranks was more democratic and officers had to win the respect of their troops. All in all, they paid a high price for fighting in the war. Of the 324,000 soldiers who served overseas in the war, 215,000 were killed or wounded. This was the highest proportion of any of the countries in the war and was probably due to the Australians fighting qualities, which meant that they were often used on the frontline of the fighting.

At home, the war had a significant effect on the economy. Negative effects included the end of British investment, the closure of many shipping lanes and the stockpiling of Australia’s main export, wool. However, the isolation that resulted from the war meant that Australia had to make some things that had previously been imported. This led to the development of new industries. In addition, the BHP smelting company, which is now a major Australian company, saw a great increase in demand for iron and steel. The needs of the war were a stimulus for the beginning of full industrialization in Australia.

At the signing of the treaty of Versailles, which marked the end of the war, Australia signed as a separate country. This reflected the fact that, at the cost of 60,000 dead, Australia had finally emerged from the shadow of Britain. The Great War was, perhaps, the beginning of modern Australian history.

Questions 1-5

Choose the answer in **OPPOSITE** meaning with the given word.

- a. colonize
 - A. occupy
 - B. free
 - C. capture
 - D. seize

- b. declaration
 - A. suppression
 - B. announcement
 - C. revelation
 - D. proclamation

- c. propel
 - A. move
 - B. push
 - C. drive
 - D. stay

- d. stockpile
 - A. divide
 - B. store
 - C. accumulate
 - D. collect

- e. stimulus
 - A. boost
 - B. incentive
 - C. discouragement
 - D. motivation

Questions 6-12

Complete the sentences below (**6-12**) with words taken from the passage.

Use **NO MORE THAN THREE WORDS** for each answer.

- 6. According to the passage, Australia's view of itself is directly related to its involvement in

- 7. Soon after the war had begun, Australia's Prime Minister offered

- 8. Australia had an early involvement in the war and it is even possible that they were responsible for

- 9. When combating the Turkish defence, the British, French and Anzac forces ended up attacking stronger points than they had originally intended because of

- 10. The outcome of the bitter fight with the Turks was significant for Australia because it enabled them to take their place on

- 11. John Monash commanded the battle of Hamel so well that reports of the battle were published in order to be used

12. The Great War marked the beginning of modern Australia. They had emerged as a separate country and would no longer have to live under the

Questions 8-12

Classify the following statements as representing

YES Opinions the writer would agree with

NO Statements the writer would disagree with

NOT GIVEN Facts not reported in the passage

13. Australia's national debt increased greatly as a result of the Great War.
14. Australia made a great contribution to the successful outcome of the First World War.
15. The British forces suffered a greater number of casualties than the Anzac forces during the months of fighting with the Turkish.
16. Overall, the British had a higher proportion of soldiers killed or injured than Australia.
17. Australian soldiers were disrespectful to their superiors.

Day 25. Entertainment, art, sports, the media

● **Exercise 1. Complete paragraphs A – H with words from the box below each one and decide what the speaker is talking about in each case. In some cases, more than one answer may be possible**

(A)

After a very successful year in which they had the country's highest (1) their (2) has dropped recently. This has come as a major surprise, as their (3) of major national and world (4) is excellent, their (5) and (6) are well-(7) and they approach (8) affairs in a way that is (9) but (10) and interesting. Did you know that the (11) and several (12) recently won a National (13) Club award?

articles	circulation	coverage	current	editor	events
features	journalists		lively	objective	
Press		readership		researched	

(B)

There was clearly a (1) problem in the (2) You could see the (3) but you couldn't hear her. However, you could hear the (4), who obviously didn't realise that even though he was (5) he was still (6) and was going out (7) across the entire (8) You wouldn't have believed the language he was using: I bet there were a few (9) from viewers to the (10) standards committee after that! It was so funny that I was really disappointed when they cut to a commercial (11)

anchor	break	broadcasting	complaints	live	network	off-screen
on air		reporter	studio	technical		

(C)

This is one of the most famous (1) by the American (2) Ernest Hemingway, and one for which he won the Nobel prize for (3) What I like about it is the simple (4) and the fact that the main (5) is a simple, everyday man fighting the forces of nature. It is (6) in Cuba, and the (7) takes place mainly at sea. It's semi-(8) as the man really existed. I would (9) it very much. It has recently been re-(10) in an (11) of the man's greatest works: I suggest you pick up a (12) as soon as you can..

action	anthology	writer	biographical	character	copy
issued	literature	plot	recommend	set	works

(D)

I'm not particularly keen on the (1)'s style, but his latest offering is excellent and is bound to be a (2) success. I wouldn't even be surprised if it picked up an Academy (3) or two (or three or four). Apart from the (4) who give an amazing (5) the special (6) are excellent, the (7) is stunning, the (8) is very impressive, and there is a lively (9) When it finished, even cynical (10) such as myself were applauding. You should go and see it as soon as it is on general (11)

actors	Award	box-office	cinematography	critics
director	effects	performance	release	scenery

(E)

This was the (1) night, and from what I could see, many in the (2) were probably hoping it would be the last: by the time the (3) had opened and the (4) had come up on the (5) for the second (6) of the (7) the (8) was half empty. The (9) clearly hadn't (10) enough and kept forgetting their (11) the (12) was as wooden as a tree, and the (13) looked like it had been put together by a five-year-old. The (14) were probably in tears at the money they would be losing, and if the (15) moved to Mars, I doubt anyone would be sorry.

audience	auditorium	backers	cast	curtain	dialog	half
			lights			
lines	opening	performance	rehearsed	scenery	scriptwriter	stage

(F)

There are over 30 (1) holding a total of over 50,000 (2) of which about 3000 come from (3) Egypt, and which were (4) from a private (5) in the 1950s. There is also an excellent section on modern (6) which has a permanent (7) of landscapes, (8) sculptures and still lifes by some of the 20th century's most (9) and significant (10) There are regular temporary (11) as well. (12) is free for everyone, although visitors are encouraged to make a voluntary (13) of \$5 to help pay for the upkeep.

accomplished	acquired	admission	ancient art	artists	collection
collector	contribution	exhibitions	exhibits	galleries	portraits

(G)

The (1) in the (2) cheered and clapped as the (3) came onto the (4) Who would (5) the event? Would the Denver Deadbeats (6) again? Or would it be the Washington Wasters' time to (7) their deadliest (8) at last? The (9) shook hands, the (10) tossed a coin, and it was game on! The (11) urged their (12) on with their well-practiced routine, the (13) sang and chanted slogans, and the (14) shouted advice and (15) from the sidelines. The final (16) : a (17) at 4 goals each.

beat	captains	cheerleaders	coaches	draw	encouragement
opponents	pitch	players	referee	score	spectators
stadium	supporters	teams	triumph	win	

Vocabulary

Word	Phonetic	Meaning
Articles		Bài viết
Circulation		
Coverage		Phủ sóng
Editor		Biên tập viên
Features		
Journalist		Nhà báo
Lively		
Readership		Độc giả
Press		
Researched		
Anchor		
Broadcasting		Phản nàn
Complaints		
Off-screen		
Reporter		
Technical		Kỹ thuật
Anthology		Tuyển tập
Biographical		Tiêu sử
Plot		
Issued		
Box-office		
Critics		Phê bình
Cinematography		Quay phim

Effects	Hiệu ứng
Soundtrack	
Release	
Scenery	
Auditorium	
Curtain	
Dialog	
Rehearsed	Tập duyệt
Cheerleaders	Hoạt náo viên
Opponent	Phản đối
Triumph	
Referee	Trọng tài
Spectator	Khán giả

Day 26. Travel

- Exercise 1. Read this extract from a magazine article about travel, and choose the correct words or expressions in bold. Some of the words / expressions are wrong, some have the wrong form, and some have been spelt incorrectly. Note that in some cases, both answers are possible.

More people are traveling (1) **abroad** / **aboard** in the 21st century than ever before. Going away for a week or two's (2) **vacating** / **vacation** has never been easier, and the age of (3) **mass** / **massive** tourism has truly arrived! If you prefer the comforts of home and have never been away before, here's how it works. If you enjoy the convenience of a (4) **packing** / **package** tour (where you pay for your flights, (5) **transfers** / **transits** to and from the airport, and (6) **acommodations** / **accomodations** / accommodations in advance), you simply go to the travel (7) **operator** / **agency**, pick up a (8) **brochure** / **catalog** or two, find a (9) **destiny** / **destination** and (10) **itinerary** / **itinerant** that suits you, and (11) **reserve** / **book** it. You then (12) **pay a deposit** / **make a down payment**, and pay the (13) **remainder** / **balance** closer to your travel date. Just before you (14) **leave** / **depart**, your tickets arrive and then you're away. If you are an (15) **independence** / **independent** traveler who prefers more freedom and (16) **flexibleness** / **flexibility**, log on to the Internet, find a website that sells cheap flights, choose your (17) **departure** / **departing** date and return date, then pay the (18) **airfee** / **airfare**. You will then automatically have an (19) **a-ticket** / **e-ticket** logged with the airline. If you choose a hotel at the same time, your chosen hotel will automatically be informed of your (20) **booking** / **reservation**. You should also receive (21) **consternation** / **confirmation** of everything by email. Closer to the date of your (22) **trip** / **excursion**, some airlines will even let you (23) **check in** / **check-in** online, to save you from waiting in line for ages at the airport (24) **terminus** / **terminal**. (25) **Ticketless** / **Ticketfree** travel has eliminated the need for piles of unnecessary paperwork. It's all so easy! Or is it? Here are just a few things that you ought to consider (and remember, this all has to be done before you even get to the airport!). First of all, you will need to check your passport: have you got one, for a start, and is it still (26) **validated** / **valid**? Most countries will not let you in if your passport (27) **runs out** / **expires** within six months. Secondly, what about a (28) **visa** / **visor**? More and more countries require

you to have one, and this will cost you money (and time and effort, too: in some cases, you have to present yourself in person at the country's (29) **emmbassy / embassy**). Thirdly, you will need to get (30) **traveler's checks / traveling checks** and / or foreign (31) **currancy / currency**: if you choose the latter, you need to check the (32) exchange / changing rate to make sure you are getting a favorable (33) deal / bargain, and then in most cases you will need to pay (34) **comission / commission / commision** to the bank who supplies it. Finally, have you got adequate (35) **insurence / insurance / insureance** cover, are your (36) **vaccinations / vaccinnations / vacinations** up to date, will your mobile phone work abroad, and have you made (37) **arrangments / arangements / arrangements** for someone to look after your cat and dog, and water your plants, while you are away? (continued on page...)

Exercise 2. Without looking back at Exercise 1, complete these definitions with words from that exercise.

1. A traveler who makes his / her own travel arrangements without needing help or advice from a travel agency is known as an _____ traveler.
2. A ticket for a journey that is stored on a computer and not given to the passenger is called an _____.
3. The money you pay for a flight is called an _____.
4. _____ is a word that means 'in another country'.
5. When large numbers of tourists visit a popular destination, this is called _____ tourism.
6. _____ is money that you pay a bank or exchange bureau for changing your currency into another currency.
7. The rate at which one currency can be exchanged for another currency is called the _____ rate.
8. A _____ is an injection or other form of medical treatment which protects you from dangerous or unpleasant illnesses and diseases.
9. A _____ is a building at an airport where planes arrive or depart.
10. A _____ vacation is a vacation where you pay for your flight, hotels, etc., in one go and before you leave.

11. When you _____, you show you are ready to get on a flight by giving your ticket to someone at the airport.

12. _____ is an adjective which means that a document is legal and can be used.

13. A _____ or _____ is an arrangement you make for a room in a hotel, a table in a restaurant, etc.

14. A _____ is a general word for a journey (usually for a short period of time).

15. When somebody tells you that something is certain (for example, they tell you that you definitely have a room in their hotel), we say that they send you _____

Exercise 3. Complete these sentences with the most appropriate word or expression in bold. In some cases, more than one answer is possible.

1. (At the airport. A check-in assistant is talking to a passenger) I'm afraid your flight has been

canceled / delayed / crashed / bumped. It won't be leaving for another two hours.

2. (At the airport. An angry passenger is talking to her colleague) I don't believe it. The airline has **diverted / overbooked / rerouted / postponed** our flight and have told me there are no more seats available for us. We'll have to wait for the next one.

3. (A business executive is explaining why he prefers to fly business class) Flying business class is much more expensive than flying **tourist / coach / economy / club** class, but it's much more comfortable and the food is better.

4. (An announcement is being made at the port) The ship will soon be ready for **embarkation** /

disembarkation / boarding / climbing. Would passengers please ensure they have their tickets ready and proceed to the gate.

5. (At the airport, an announcement is being made to passengers arriving on a flight) Welcome to

Heathrow Airport. Could we remind **transition / transitive / transitory / transit** passengers to wait in the lounge until their next flight is ready.

6. (At the airport, an assistant is helping a passenger to find the right terminal for her flight from New York to Boston) Terminal 1 is the terminal for international flights. You need terminal 2 for

domesticated / domestic / domesticity / domicile flights.

7. (At the station, a clerk is explaining ticket prices to a passenger who wants to visit a town and return on the same day). A one-way ticket to Harrington costs \$27.50. A **triangle-trip / round-trip / circle-trip / square-trip** ticket will cost you \$42.

8. (At the bank, a clerk is telling a customer why he can't take out any more money with his American Express card). I'm really sorry, sir, but you have already exceeded your **profit margin / loyalty points / credit limit / commission rates**.

9. (On an aircraft, the captain is talking to his passengers) If you need anything during the flight, please do not hesitate to ask one of our cabin **staff / gang / team / crew**.

10. (A radio announcement is being made for people traveling to a city for their job) Bad news for **expatriates / commuters / immigrants / migrants**, I'm afraid. Traffic on the freeway is locked solid for 12 miles.

Vocabulary

Word	Phonetic	Meaning
expatriates		Người bị đày biệt xứ
immigrants		Người nhập cư
commuters		Người đi làm
credit limit		
commission rates.		Tỷ lệ hoa hồng
profit margin		Tỷ suất lợi nhuận
square-trip		
triangle-trip		
domicile		
domesticity		Nội địa
transitive		
disembarkation		Xuống tàu
embarkation		

postponed		
overbooked		Đặt trước quá nhiều
diverted		
canceled		
crashed		Bị rơi
exchange		Trao đổi
insurance		Bảo hiểm
arrangements		
confirmation		Xác nhận
accommodation		
travel agency		
delayed		Trì hoãn
bargain		
terminal		

Day 27. Shopping and consumerism

Exercise 1. Complete these sentence pairs with the most appropriate word or expression in bold. In several cases you will need to change the form of the word (for example, by making it plural or changing the tense).

1. chain / concession

- (A) We don't have our own stores, but we operate _____ in several major department stores across the state.
- (B) I. B. Conningyou is the most successful _____ store in the state, with almost 30 outlets in 12 cities.

2. consumer / customer

- (A) The store is very popular and is always full of _____.
- (B) Electronic _____ goods such as hi-fi's, televisions, computers and cameras can be bought very cheaply on the Internet.

3. cost / charge

- (A) Despite a fall in oil prices, some gas stations are still _____ drivers too much for their gas.
- (B) Many people are surprised to learn that it doesn't _____ a lot to set up your own website.

4. spend / pay

- (A) A lot of people _____ too much money on fast food when there are far healthier options available in the stores.
- (B) The company _____ a lot for its new computers, but believes it has been worth the investment.

5. credit / debit

- (A) The store is happy to offer regular customers instant _____ at an attractive APR of only 13.5%.

(B) Thank you for buying your camera from EasyCameras.com. The sum of \$220 will be _____ from your account within 5 working days.

6. offer / discount

(A) Prices in most stores are fixed, but it is often possible to ask for a / an _____.

(B) Would you like a brand-new laptop for only \$300? If you want to take advantage of this amazing _____, then hurry to PCPerfect now!

7. exchange / change

(A) Please check your _____ carefully before leaving the store, as mistakes cannot be rectified later.

(B) Jade Furnishings Ltd will only _____ damaged goods if they were damaged before they left the store.

8. price / cost

(A) It is usually cheaper to buy electronic goods on the Internet, where _____ are generally lower than in the stores.

(B) A lot of stores have been forced out of business because their _____ (including rent, electricity and staffing) is too high.

9. retail / wholesale

(A) The disks usually cost 50 cents each in the stores, but we buy them _____ direct from the manufacturers for 20 cents each.

(B) If you go to the store, the _____ price is \$250, but it can be up to 40% cheaper if you buy online.

10. for sale / on sale

(A) The building is _____ for \$600,000.

(B) For all your office equipment needs, come to Berkshire and Hunt, where you will find a large range of products _____.

11. receipt / bill

(A) When you pay, make sure that the shop gives you a _____: you will need this if you have to return goods at a later date.

(B) Customers are reminded that all _____ must be paid within 5 working days.

12. **check / bill**

(A) That meal was delicious! Shall we ask the waiter for the _____ now?

(B) Can I pay you with a \$50 _____? I'm sorry I don't have anything smaller.

13. **charge / check**

(A) You can pay by cash or _____.

(B) The advantage of paying with a _____ card is that you don't have to pay for your goods immediately.

14. **economic / economical**

(A) Buying something in large quantities direct from the manufacturer is much more _____ than buying from a store.

(B) Because of the ongoing _____ situation, we regret that we will cease trading on 15 March.

15. **supply / stock**

(A) The item you have requested is currently out of _____, and we do not expect any further deliveries for two weeks.

(B) Hanratty's Food Stores are a major chain who _____ the catering industry with the finest and freshest meat, fruit and vegetables.

16. **serve / service**

(A) The manager was unhappy when he learnt that some of his customers had to wait 15 minutes to be _____.

(B) Fordley and Mantle are very proud of the quality of _____ they offer their customers.

17. **demand / supply**

(A) Prices often go up when _____ for a product rises.

(B) Prices often come down when _____ of a product increases.

18. purchase / merchandise

- (A) The store has a large range of designer _____ available to the public at very low prices.
- (B) Although New York is a popular shopping destination, visitors tend to limit their _____ to one or two major items.

19. return / refund

- (A) We regret to announce that we can only _____ 75% of the original price of your goods if you are unhappy with them.
- (B) If you need to _____ anything to us, please make sure it is well-wrapped and you have paid sufficient postage.

20. team / staff

- (A) If you have a query, please ask a member of _____.
- (B) The store has done well because it has an excellent management _____.

21. make / do

- (A) Nowadays, most people _____ their shopping in large malls outside the city.
- (B) The company _____ so much money that it was able to set up a chain of stores across the country.

Vocabulary

Word	Phonetic	Meaning
concession		(cửa hàng) Nhượng quyền
chain		Chuỗi
return		Trả lại
refund		Hoàn tiền
merchandise		
purchase		
supply		
demand		
service		
serve		
economic		
economical		
charge		
check		Ngân phiếu
bill		Hóa đơn
receipt		Biên lai
on sale		Giảm giá
for sale		Rao bán
wholesale		Bán sỉ
retail		Bán lẻ
discount		Giảm giá
debit		Ghi nợ

Day 28. Environment

● Exercise 1. Complete the IELTS Speaking Part 3 answer with words from the box below.

<i>biodegradable</i>	<i>disposable</i>
<i>expect</i>	<i>craft</i>
<i>segregate</i>	<i>sustainable</i>
<i>enact</i>	<i>dispose</i>
<i>fuel-efficient</i>	<i>respects</i>

1. Do you think it is the responsibility of governments alone to protect the environment?

Of course not! I think it is everyone's responsibility to protect the environment. Sure, the government has the power to 1 _____ laws and 2 _____ policies but how good is the law if nobody 3 _____ it.

We simply could not go on with our lives throwing our wastes irresponsibly and 4 _____ the government to just clean it up. There is nothing left to clean up in the first place if only we 5 _____ things properly, it wastes both time and resources.

2. What measures can individuals take to protect the environment?

There are a lot of ways on how individuals can do to protect the environment some of them are:

- Turn off appliances when you are not using them.
- Recycle and 6 _____ your 7 _____ and non-biodegradable waste or better yet avoid creating trash by avoiding 8 _____ products.
- Minimize your water and electricity consumption.
- Use a 9 _____ car or if you are traveling in short distances, take a walk or ride a bicycle.

These are just small things we can do to change our lifestyles, imagine millions of other people doing the same thing. It can gradually make a difference.

3. Do you think large companies and business organizations should be more environmentally friendly? Why? How?

Development is good; sometimes it is a necessity to survive in today's world. Businesses need profit, but they should not do so at the expense of the environment. **10** _____ development is the key, the needs of the present has to be met without compromising the ability of future generations to sustain life in this planet.

VOCABULARY	PHONETIC	DEFINITION
biodegradable		
disposable		
segregate		
sustainable		
enact		
dispose		
fuel-efficient		

Exercise 2. Read the following passage and answer questions 1-28

PART 1

A

Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York to Singapore and Tokyo, new solutions to this old problem are being proposed, mailed and **implemented** with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of **urban growth**, air quality in many of the world's major cities will **deteriorate** beyond reason.

B

Action is being taken along several fronts: through new **legislation**, improved enforcement and innovative technology. In Los Angeles, state **regulations** are forcing manufacturers to

try to sell ever cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles", have to be available soon, since they are intended to make up 2 percent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C

When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 percent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as gross polluters, they were simply badly tuned. California has developed a **scheme** to get these gross polluters off the streets: they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most **decrepit** vehicles from the roads.

D

As part of a European Union environmental programme, a London council is testing an infra-red spectrometer from the University of Denver in Colorado. It **gauges** the pollution from a passing vehicle - more useful than the annual stationary test that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E

The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.0, has been falling steadily. Increasing it would be an effective way of reducing **emissions** as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F

Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to

visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced **vocal** and ultimately successful opposition.

PART 2

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a meter across, has been **implicated** in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A worldwide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power the old and ill; however, are the most **vulnerable** to the **acute** effects of heavily polluted **stagnant** air. It can actually **hasten** death, so it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four megacities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Questions 1-10

Match the words to the correct definitions.

- | | |
|-----------------|--|
| 1. implement | a. a plan or system for doing or organizing something |
| 2. urban growth | b. a law or a set of laws passed by a parliament |
| 3. deteriorate | c. to be responsible for something bad |
| 4. legislation | d. to put a plan or a decision into effect |
| 5. regulation | e. gas that is sent out into the air |
| 6. scheme | f. to make something happen sooner or more quickly |
| 7. gauge | g. the expansion of a metropolitan into the surrounding area |
| 8. emission | h. an official rule made by a government or other authority |
| 9. implicate | i. to become worse |
| 10. hasten | j. to measure something accurately using a special tool |

Questions 11-15

Choose the answer with the CLOSEST meaning to the words below.

11. decrepit

- A. firm B. sturdy C. run-down D. young

12. vocal

- A. low B. modest C. reserved D. outspoken

13. vulnerable

- A. defenseless B. safe C. healthy D. strong

14. acute

- A. violent B. severe C. stupid D. unimportant

15. stagnant

- A. polluted B. impure C. light D. still

Questions 16-20

Look at the following solutions (Questions 1-5) and locations. Match each solution with one location.

NB You may use any location more than once.

SOLUTIONS

16. Manufacturers must sell cleaner cars.
17. Authorities want to have the power to enforce anti-pollution laws.
18. Drivers will be charged according to the roads they use.
19. Moving vehicles will be monitored for their exhaust emissions.
20. Commuters are encouraged to share their vehicles with others.

LOCATIONS	
Singapore	Mexico City
Tokyo	Cambridge
London	Los Angeles
New York	

Questions 21-25

Do the following statements reflect the claims of the writer in the Reading Passage?

Write

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

21. 6 According to British research, a mere twelve percent of vehicles tested produced over fifty percent of total pollution produced by the sample group.
22. 7 It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.
23. 8 Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.
24. 9 Car-pooling has steadily become more popular in Los Angeles in recent years.

25. 10 Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 11-13

Choose the appropriate letters A—D.

26. How many pollutants currently exceed WHO guidelines in all mega cities studied?
- A. one
 - B. two
 - C. three
 - D. seven
27. Which pollutant is currently the subject of urgent research?
- A. nitrogen dioxide
 - B. ozone
 - C. lead
 - D. particulate matter
28. Which of the following groups of people are the most severely affected by intense air pollution?
- A. allergy sufferers
 - B. children
 - C. the old and ill
 - D. asthma sufferers

VOCABULARY	PHONETIC	DEFINITION
implement		
urban growth		
deteriorate		
legislation		
regulation		
scheme		
gauge		

emission		
implicate		
hasten		
decrepit		
vocal		
vulnerable		
acute		
stagnant		

Day 29. Law & Crime

- Exercise 1. There are 10 mistakes in each of the answers below. Identify and correct them. An example has been done for you.

Question 2: *What can be done to motivate people so that they abide by the rules and law?*

Most people 1..... (*not want*) to follow any rules or regulations in their daily life. It 2..... (*be*) natural that they will ignore the law. The state is responsible for making them follow the rules. But if the government 3..... (*follow*) the strict measures to make the citizens follow the state rules, that may 4..... (*result*) in negative effects; thus, some promotional or motivational positive measures should be 5..... (*take*). The government may start some initiatives like 6..... (*reward*) the law-abiding citizens with different titles like ‘Man of the Year’, or similar other events. On the other side, it appears to me that most of the times the rules 7..... (*be*) difficult for people to follow as those are complicated for them. So, during the rules-making process, the government should try to keep the rules as straight-forward as possible. If the rules are easier to follow and the government 8..... (*start*) promoting people, I think it will inspire people naturally to follow the rules.

VOCABULARY	PHONETIC	DEFINITION
regulation		
promotional		
initiative		
law-abiding		

Exercise 2. Read the following passage and answer questions 1-24

Is There Really a War on Drugs?

A

In our contemporary society, the media constantly bombards us with horror stories about drugs like crack-cocaine. From them, and probably from no other source, we learn that crack is immediately addictive in every case, we learn that it causes corruption, crazed violence, and almost always leads to death. The government tells us that we are busy fighting a war on drugs and so it gives us various iconic models to despise and detest: we learn to stereotype inner-city minorities as being of drug-infested wastelands and we learn to "witchhunt" drug users within our own communities under the belief that they represent moral sin and pure evil. I believe that these titles and ideals are preposterous and based entirely upon unnecessary and even detrimental ideals promoted by the government to achieve purposes other than those they claim.

B

In Craig Renarman's and Harry Levine's article entitled "The Crack Attack: Politics and Media in America's Latest Drug Scare," the authors attempt to expose and to deal with some of the societal problems that have resulted from the over-exaggeration of crack-cocaine as an "epidemic problem" in our country. Without detracting attention away from the serious health risks for those few individuals who do use the drug, Renarman and Levine demonstrate how minimally detrimental the current "epidemic" actually is.

C

Early in the article, the authors summarize crack-cocaine's evolutionary history in the U.S. They specifically discuss how the crack-related deaths of two star-athletes which first called wide-spread attention to the problem during the mid-1980's. Since then, the government has reportedly used crack-cocaine as a political scapegoat for many of the nation's larger inner-city problems. Thefts, violence, and even socioeconomic depression have been blamed on crack. They assert that the government has invested considerably in studies whose results could be used to wage the constant "war on drugs" while to politicians, that war has amounted to nothing more than a perceptual war on poverty and urban crime.

D

Since politicians have had little else of marketable interest to debate over the years, this aggressive attack on drugs has existed as one of their only colorful means by which to create debate, controversy, and campaign fuel. In other words, when balancing the budget and maintaining an effective foreign policy became too boring to handle, Reinarman and Levine assert that the "crack epidemic" became the focus of politicians with the intent of luring public interest to their flashy anti-drug campaigns.

E

Finally, in addition to the media's excess attention on the 'war against drugs', Reinarman and Levine make the point the constant coverage of crack in the news media has only been counterproductive to the alleged goals of any anti-drug program. With descriptions of the "crack high" that glorify it considerably- the politically-charged media campaigns to fight drugs have worked somewhat ironically as huge advertising campaigns for crack-increasing public awareness and stimulating the interests of venturesome junkies.

F

While Reinarman and Levine are rather adamant about their findings, they do maintain an overt respect for the reality that crack has had other causal factors and outcomes besides those described by them. Their main concern seems to be calling for a more realistic spotlight to be placed upon the problem- so that we can begin to deal with it as no more and no less than what should be.

G

The "war on drugs" is indeed based upon an exaggeration of facts. Although it is also evident that substances such as crack-cocaine may serve to pose great health risks to those that use them, there is not any widespread "epidemic" use of the drug nor any validity to the apparent myths that it causes such immediate devastation and is life-wrecking in every single case.

It is obvious that we do indeed need to maintain a greater and more focused emphasis on the important and more widespread problems in society. Important energies and well-needed monies are being diverted from them to fight in an almost-imaginary battle against a controlled substance. Conclusively, we should allow drugs like crack-cocaine receive their due attention as social problems, but let them receive no more than that!

Questions 1-10

Match the words to the correct definitions.

- | | |
|----------------------|--|
| 1. corruption | a. done or shown openly |
| 2. preposterous | b. the action of making something as better or worse than it really is |
| 3. detrimental | c. a person who is blamed for the mistakes or failure of others |
| 4. exaggeration | d. completely unreasonable in a shocking or annoying way |
| 5. epidemic | e. harmful |
| 6. scapegoat | f. the state of being logical and true |
| 7. perceptual | g. occurring more frequently in a particular community |
| 8. counterproductive | h. dishonest and illegal behaviour like bribery |
| 9. overt | i. having the opposite of the desired effect |
| 10. validity | j. relating to the ability to perceive things |

Questions 11-14

Choose the appropriate letter A-D

11. From the media we learn that crack-cocaine...

- A. gives us various iconic models to despise and detest.
- B. represents moral sin and pure evil.
- C. is addictive in every case, causes corruption and violence and almost always leads to death.
- D. bombards us with horror.

12. According to Craig Renarman and Harry Levine, ...

- A. crack-cocaine is an ‘epidemic problem’ in our country.
- B. crack-cocaine does not pose serious health risks for users.
- C. the current ‘epidemic’ is very serious.
- D. the current ‘epidemic’ is not so serious despite the serious health risks for the few individual users.

13. Based on Paragraph C, we know that...

- A. crack-cocaine became widely known as a problem since the mid-1980s.
- B. crack-cocaine has caused many problems – from thefts, violence to socioeconomic depression.

- C. the government has invested little fighting the ‘war on drugs’.
- D. drugs have led to political as well as social problems.

14. Politicians use the drug issue...

- A. to attack the drug dealers at the market.
- B. to lure the public interest to their flashy anti-drug campaign.
- C. to balance the budget and maintain an effective foreign policy.
- D. to attack drug users only.

Questions 15-16

Complete the table below describing the causes and effects.

CAUSES	EFFECTS
<i>Example</i>	<i>Answer</i>
crack-cocaine	<i>corruption, violence and deaths</i>
media’s excess attention on the ‘war against drugs’15.....
Politically-charged media campaigns to fight drugs16.....

Questions 17–23

Do the following statements agree with the views of the writer in the Reading Passage?

Write

YES if the statement agrees with the writer

NO if the statement does not agree with the writer.

NOT GIVEN if there is no information about this in the passage

17. In our contemporary society, people all over the world should launch a war on drugs.
18. Drug users within our own communities represent moral sin and pure evil.
19. The ‘war on drugs’ waged by the government is really a perceptual war on poverty and urban crimes.
20. Drug use may lead to poverty and divorce.

21. We should spend more money and maintain a more focused emphasis on the importance and more wide-spread problems in society rather than on an almost imaginary battle against drugs.
22. We should not pay too much attention to drug users, instead, we should fight against the drug dealers.
23. Drugs like crack-cocaine have received much more attention than is necessary.

VOCABULARY	PHONETIC	DEFINITION
corruption		
preposterous		
detrimental		
exaggeration		
epidemic		
scapegoat		
perceptual		
counterproductive		
overt		
validity		

Day 30. Media

- Exercise 1. Complete the following IELTS Writing Task 2 essay with words from the box below.

trustworthy	platform
enriched	excessive
virtual	objective
addicted	far-reaching
isolated	inferiority

Topic: Nowadays more people prefer to socialize online rather than face to face. Is this a positive or negative development?

Sample essay:

People are glued to their cellphones and tablets. They are constantly updating their status on social networks and checking out the photos and videos uploaded by their 1 friends. In fact, most of us now have more friends online than in the real world. In my opinion, this is a negative development that can have 2 consequences.

3 online socialization can lead to depression, isolation and behavioural problems. The internet is a great 4 to share views and opinions, but it also fuels unhealthy competition among people. Studies have shown that people develop an 5 complex when their friends get more comments or likes than them.

Social media has many negative sides. There is no guarantee that the people we meet online are actually real. Many of them create fake profiles with the 6 of cheating naïve users. There have been several instances of teenagers committing suicide after they got cheated by their online friends. Most people who are 7 to online socialisation have hardly any time for talking to their family members or neighbours. This

affects family relationships. Also, it can cause the individual to become **8** from his community.

Face to face communications, on the other hand, lead to the development of **9** relationships that last long. Meeting a friend or a dear one over a coffee or in a park is always a memorable experience. Social media friendships lack that warmth. Also, we cannot expect our online friends living in another part of the globe to help us when we are in trouble.

To conclude, it is not hard to see that excessive online socialization is bad. It affects our relationships. It is true that the internet has **10** our lives in many ways, but if we are addicted to it, we will develop many problems. After all, the virtual world cannot replace the real world; neither can virtual friends the real ones.

● **Exercise 2: Read the following passage and answer questions 1-24**

Social Media Privacy – A Contradiction in Terms?

This article is by Naomi Troni, global CMO of Euro RSCG Worldwide.

A

Never in the course of human interaction have so many shared so much about themselves with so many others – and with so little apparent concern for their privacy. Was it really just a generation ago that people kept all but their most basic information under virtual lock and key? Today, we happily share our date and place of birth, name of our first pet, mother's maiden name, favourite movie or book, favourite colour, first school teacher – and **myriad** other **snippets** of information required by online services as part of their security procedures.

B

The basic **premise** behind this information-sharing is nothing new. Consumers have long handed over a little personal information in exchange for services such as banking and finance, utilities and healthcare. The big difference now is that the information is digitized and accessible online – and we're handing it out to virtually anyone who asks, regardless of how briefly the business has been in existence. Of even greater concern to many is the amount and variety of information being gathered about us without our explicit permission.

Whereas retailers and others used to **tweeze out** information gleaned through loyalty cards, prize draws and catalogue mailing lists, now these old standbys have been massively **augmented** by customers researching and purchasing online, leaving in their wake a digital trail of cookie crumbs detailing their needs, tastes and desires.

C

And then there's social media. If this isn't the Holy Grail* for marketers, it's difficult to imagine what would be. In this thoroughly 21st century communications channel, old notions of privacy simply do not apply; sharing personal information, experiences and opinions is the whole point of the service. And, wonder of wonders, consumers don't only provide it willingly – they provide it for free! Sure, some people take the precaution of limiting access to their Facebook or Google+ pages, but even these people typically are eager to share their thoughts via comment sections on news sites, reviews on retail sites and in branded clubs and forums.

D

With all the time we spend online and all the forums we frequent, it's no wonder most of us have grown accustomed to **doling out** little snippets of personal information with barely a second thought. It helps that we rarely are asked to hand over a whole stack of personal information in one massive data transfer; that would be too much trouble and might **provoke** too much anxiety. Rather, we routinely hand it out a bit at a time.

E

Anybody over the age of 30 likely will remember that in the early days of mainstream Internet, 10 to 15 years ago, consumers were wary about handing over private information. A 2001 UCLA report, for instance, found high levels of consumer concern over online privacy in general and credit card security in particular.

F

Since then hundreds of millions of people have come online and become regular users of commerce sites and social media. Early concerns about online privacy have been **sidelined** by the desire for more speed, more convenience, more choice and more great deals. Familiarity has bred **complacency** and even **foolhardiness**; we've all heard about people uploading pretty much everything, including the most intimate words and images.

G

Now, after a decade of consumers feeling increasingly free-and-easy with their personal information online, we are seeing signs of a new wariness setting in. In a Euro RSCG global survey conducted among 7,213 adults in 19 countries, we found that 55% of respondents are worried that ‘technology is robbing us of our privacy’; the figure was above 60% in a number of countries, including the United States and China. Similarly, 61 % overall agreed ‘People share too much about their personal thoughts and experiences online; we need to go back to being more private.’

H

And it’s not just snooping companies and hackers that consumers fear. Nearly half the sample (47%) – and a majority of millennials – worry that friends or family will share inappropriate personal information about them online. Around one-third overall already regret posting personal information about themselves.

* *Holy Grail – a desired ambition or goal (in Christian tradition, the cup used by Jesus at the Last Supper with his followers)*

Questions 1-10

Match the words to the correct definitions.

- | | |
|--------------------|--|
| 1. myriad | a. share something to other people or groups. |
| 2. snippet | b. behaviour in which you take unnecessary risks |
| 3. premise | c. increase the amount, value, size, etc. of something |
| 4. (to) tweeze out | d. remove from the center of attention |
| 5. (to) augment | e. a small piece of information or news |
| 6. (to) dole out | f. a feeling of satisfaction with yourself or with a situation |
| 7. (to) provoke | g. a statement that forms the basis for a line of argument |
| 8. sideline | h. cause a reaction or have an effect |
| 9. complacency | i. extremely large in number |
| 10. foolhardiness | j. pick up very small things or information |

Questions 11-15

The Reading Passage has eight sections, A-H. Choose the correct heading for sections B, D, F and G from the list of headings below.

- i A reverse in trends
- ii Blogging
- iii Digital technology: a threat to privacy
- iv Privacy versus ease
- v Online social networks and consumer information
- vi Little by little
- vii Phone hacking and privacy
- viii Attitudes at the turn of the century

Example: Paragraph E viii

- 11. Paragraph B
- 12. Paragraph C
- 13. Paragraph D
- 14. Paragraph F
- 15. Paragraph G

Questions 16-20

Do the following statements agree with the information in the Reading Passage?

Write

TRUE if the statement is true.

FALSE if the statement contradicts the information in the text.

NOT GIVEN if there is no information about this.

- 16. In the past, people shared their personal details freely.
- 17. Nowadays, individuals give their personal information to online services because it makes them feel safe.
- 18. Traditionally, financial organizations have asked their clients to provide a limited amount of information.

19. The difference between the past and the present is that private information is available digitally to a much larger number of people.
20. New businesses are not allowed to request personal information.

Questions 21-24

Complete each sentence with the correct ending A-F from the list below.

21. It is worrying that
 22. Even people who protect their personal information on social networks
 23. Online services ask for a small amount of information
 24. Nearly 50% of people who responded to a survey about personal information
- A there are strict controls on who has access to our personal details.
 B did not trust people in their closest social networks to respect their privacy.
 C because their customers would be worried about giving away a lot of information at one time.
 D give away personal information on online forums and discussion boards.
 E a lot of private information is gathered without our knowledge.
 F to persuade users to provide them with details about their friends.

Vocabulary

VOCABULARY	PHONETIC	DEFINITION
myriad		
snippet		
premise		
tweeze out		
augment		
dole out		
provoke		
sideline		
complacency		
foolhardiness		

Đáp án

30 ngày phủ xanh IELTS

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Day 1. Present Simple Tense - Thị hiện tại đơn

Exercise 1.

Thể khẳng định	Thể phủ định	Thể nghi vấn
We go shopping every weekend.	We don't go shopping every weekend.	Do we go shopping every weekend?
It rains every afternoon in the hot season	It doesn't rain every afternoon in the hot season	Does it rain every afternoon in the hot season?
They like to hang out during weekday	They don't like to hang out during weekday	Do they like to hang out during weekday?
The Earth revolves around the Sun.	The Earth doesn't revolve around the Sun.	Does the Earth revolves around the Sun?
She only eats fish.	She doesn't eat fish only	Does she only eat fis?
They watch movie every weekend	They don't watch movie every weekend.	How often do they watch movie?
He drinks tea/ He drinks breakfast	He doesn't drink tea/ He doesn't drink breakfast	Does he drink tea for breakfast?
I know how to play piano	I don't know how to play piano	Do you know how to play piano?
Your exam starts at 09.00	Your exam doesn't start at 09.00	Does your exam start at 09.00?
London is a large city.	London isn't a large city.	Is London a large city?

Exercise 2.

- | | |
|----------------------|----------------------|
| 1. makes | 6. dogo |
| 2. doesn't eat/ make | 7. does work |
| 3. don't smoke | 8. doesn'thave |
| 4. Does go | 9. does |
| 5. Do like | 10. hang |

Exercise 3.

- | | |
|------------------|-----------------|
| 1. doesn't speak | 6. look |
| 2. walk | 7. doesn't work |
| 3. do ...look | 8. like |
| 4. love | 9. wins |
| 5. doesn't eat | 10. don't own |

Exercise 4.

- | | |
|----------------|-------------|
| 1. illustrate | 6. is |
| 2. pass | 7. has |
| 3. accounts | 8. consists |
| 4. uses 5. are | |

Day 2. Present Continuous - Thị hiện tại tiếp diễn

Exercise 1.

1. studied – am studying/ was planning – am 4. called – am calling/ have celebrated - are planning

2. have been working – am working/ was – 5. rose – is rising
is/ loved - love

3. learnt – am learning/ is forcing - forces

Exercise 2.

1. is increasing 4. is rising
2. is changing 5. is starting
3. is getting

Exercise 3.

1. is seeing 6. is falling
2. isn't studying / don't think 7. are playing
3. are taking 8. am not leaving
4. drive 9. are using or use
5. are travelling 10. is increasing

Exercise 4.

1. is going 6. are talking
2. is crying 7. am not staying
3. Is sitting 8. is lying
4. are trying 9. are travelling
5. are cooking 10. isn't working

Day 3. Present Perfect (Thì hiện tại hoàn thành)

Exercise 1.

- 1. have taken
- 2. have started
- 3. have been
- 4. have visited
- 5. have collected
- 6. have done

Exercise 2.

- 1. She hasn't come back home for 4 years.
- 2. He has worked as a bank clerk for 3 months.
- 3. We have not flown to Singapore for 5 years.
- 4. I haven't had my hair cut since November.
- 5. We haven't called each other for 5 months.
- 6. We haven't met each other for a long time.
- 7. How long have you had it?
- 8. I have never had such a delicious meal.
- 9. The last time I saw him was 8 days ago.
- 10. Today is Saturday. I haven't taken a bath since Wednesday.
(It is three days since I last took a bath.)

Exercise 3.

- 1. hasn't played
- 2. are attending
- 3. haven't had
- 4. haven't seen
- 5. is having
- 6. is happening
- 7. have just realized
- 8. are going
- 9. is composing
- 10. are having

Day 4. Past simple tense (Thì quá khứ đơn)

Exercise 1.

1. I moved to Hanoi when I was in high school.
2. My family used to eat out every weekend then go to the cinema to watch the latest blockbusters.
3. My sister spent \$500 for her birthday party last year because it was her 30th birthday.
4. I bought Sarah a farewell gift because she's leaving (for) Sydney next month.
5. There was a massive traffic jam on Melrose Avenue because a car accident happened an hour before I got there.
6. I guess Vietnamese people weren't used to celebrating Christmas.
7. I wasn't able to buy the bag at first because it was expensive, but it was on sale a few days later, so I decided to buy it.

Exercise 2.

- | | |
|------------|------------|
| 1. stayed | 6. were |
| 2. went | 7. bought |
| 3. had | 8. saw |
| 4. was | 9. ate |
| 5. visited | 10. talked |

Exercise 3.

- | | |
|--------------------|----------------------|
| 1. work => working | 4. came => will come |
| 2. are => is | 5. since => for |
| 3. was => is | |

Day 5. Past Continuous (Thì quá khứ tiếp diễn)

Exercise 1.

Gợi ý

1. I was having dinner.....
2. I was working.....
3. I was in bed asleep.....
4. I was getting ready to go out
5. I was watching TV at home.....

Exercise 2.

- | | |
|--|--|
| 1. were you doing | 6. was opening / blew |
| 2. were you driving / happened | 7. was opening / heard / put / crawled |
| 3. saw / was trying | 8. was crossing / stepped / fell |
| 4. was walking / heard / was following / started | 9. was wondering |
| 5. dropped / was doing / didn't break | |

Exercise 3.

- | | |
|-----------------|-----------|
| 1. went | 6. beat |
| 2. was swimming | 7. asked |
| 3. was drinking | 8. told |
| 4. saw | 9. stayed |
| 5. was | 10. had |

Day 6. Past Perfect (Thì quá khứ hoàn thành)

Exercise 1.

- | | |
|------------------------|------------------------|
| 1. came – had finished | 5. had started |
| 2. had met | 6. listened – had done |
| 3. went – had read | 7. had gone – went |
| 4. hadn't worn | |

Exercise 2. (Gợi ý)

1. She had went out before I came
2. It had changed a lot after many years
3. She had arranged to do something else
4. The film had already begun
5. I hadn't seen him for five years
6. She had just had breakfast

Exercise 2.

1. After David had gone home, we arrived
2. Before we took a look around the shops, we had lunch
3. When we got our of the office, the light had gone out
4. By the time we started our work, she had explained everything clearly.
5. Before my mother came home, my father had watered all the plants in the garden.

Day 7. Future simple tense (Thì tương lai đơn)

Exercise 1.

1. She hopes that Mary will come to the party tonight.
2. I will finish my report in two days.
3. If you don't study hard, you won't pass the final exam.
4. You look tired, so I will bring you something to eat.
5. Will you please give me a lift to the station?

Exercise 2.

- | | |
|--------------|-----------------|
| 1. will do | 3. will recover |
| 2. will call | 4. will return |

Exercise 3.

- | | |
|------|-------|
| 1. A | 7. A |
| 2. C | 8. A |
| 3. B | 9. A |
| 4. B | 10. B |
| 5. B | 11. A |
| 6. A | 12. B |

Exercise 4.

- | | |
|---------------|----------------|
| 1. will get | 9. will feel |
| 2. will win | 10. will be |
| 3. will come | 11. won't be |
| 4. will be | 12. won't take |
| 5. will be | 13. won't do |
| 6. will turn | 14. won't pass |
| 7. will come | 15. won't take |
| 8. won't take | |

Day 8. Near future simple (Thì tương lai gần)

Exercise 1.

- | | |
|----------|-----------|
| 1. go | 3. play |
| 2. watch | 4. listen |
| | 5. have |

Exercise 2.

- | | |
|--------------------------------|------------------------|
| 1. A. will | 6. A. will |
| 2. A. am going to | 7. B. is going to |
| 3. A. am going to be | 8. A. is going to |
| 4. A. will | 9. A. is going to |
| 5. A. am going to see a friend | 10. B. I'll have a tea |

Exercise 3.

1. She is going to watch TV tonight.
2. They are going to come to Hanoi with their parents next summer.
3. Minh is not going to play video games next Sunday
4. Is your mother going to read books tonight?
5. Her brother is going to walk in the park tomorrow evening

- | | |
|------|-------|
| 1. C | 6. C |
| 2. C | 7. C |
| 3. B | 8. B |
| 4. A | 9. A |
| 5. C | 10. A |

Day 9. Verbs (Động từ)

Exercise 1.

1. are getting
2. are falling
3. will suggest
4. is
5. are eating
6. submit
7. is
8. have become
9. causes
10. has
11. demonstrated
12. eats
13. is
14. lobbied
15. resulted

Exercise 2.

1. B
2. A
3. D
4. A
5. C

Exercise 3.

1. shouldn't
2. Mustn't
3. Don't have to
4. Can
5. Would

Exercise 4.

1. A
2. D
3. D
4. B
5. A
6. C
7. A
8. D
9. C
10. C
11. D
12. C
13. A
14. D

Day 10. Nouns (Danh từ)

Exercise 1.

- | | |
|-------------------|----------------|
| 1. production | 6. achievement |
| 2. impression | 7. possibility |
| 3. entrance | 8. disability |
| 4. knowledge | 9. products |
| 5. qualifications | 10. guidance |

Exercise 2.

- | | |
|-----------------|-----------------|
| 1. intelligence | 5. likelihood |
| 2. opposing | 6. unemployment |
| 3. accuracy | 7. redundancies |
| 4. precision | 8. decisions |

Exercise 3.

1. I have just bought a 500-page dictionary.
2. The three-hour flight from Vietnam to Singapore made her tired/ exhausted.
3. There is a nine-storey building at the corner of the street.
4. Five-star hotels are very luxurious.
5. Sarah has a three-year-old son.

Day 11. Articles (Mạo từ)

Exericise 1.

- | | |
|------|-------|
| 1. B | 9. D |
| 2. A | 10. A |
| 3. D | 11. B |
| 4. B | 12. C |
| 5. A | 13. D |
| 6. B | 14. A |
| 7. B | 15. C |
| 8. C | |

Exericise 2.

- | | |
|--------|---------|
| 1. The | 6. the |
| 2. x | 7. A |
| 3. the | 8. a |
| 4. a | 9. an |
| 5. A | 10. The |

Day 12. Pronouns, determiners (Động từ, từ hạn định)

Exercise 1.

- | | | | |
|---------|----------|---------|-----------|
| 1. Her | 10. my | 19. her | 29. his |
| 2. She | 11. me | 20. she | 30. her |
| 3. Your | 12. your | 21. her | 31. us |
| 4. Her | 13. she | 22. you | 32. them |
| 5. Our | 14. you | 23. her | 33. them |
| 6. Her | 15. her | 24. he | 34. he |
| 7. She | 16. his | 25. he | 35. his |
| 8. Him | 17. its | 26. he | 36. him |
| 9. You | 18. he | 27. him | 37. their |
| | | 28. he | 38. me |

Exercise 2.

- | | |
|----------------------------|-------------------------|
| 1. D. none | 6. B. each |
| 2. C. neither | 7. E. none of the / all |
| 3. B. each | 8. A. a few |
| 4. A. No / either | 9. A. Both / neither |
| 5. C. Both / and / neither | 10. C. every |

Exercise 3.

- | | |
|------|-------|
| 1. A | 6. A |
| 2. B | 7. B |
| 3. V | 8. B |
| 4. A | 9. B |
| 5. A | 10. B |

Day 13. Adjectives (Tính từ)

Exercise 1.

STT	Word	Comparative form	Superlative form
1	pretty	prettier	prettiest
2	incredible	more incredible	most incredible
3	healthy	healthier	healthiest
4	stupid	more stupid	most stupid
5	narrow	narrower	narrowest
6	pleased	more pleased	most pleased
7	quiet	quieter	quietest
8	handsome	more handsome	most handsome
9	natural	more natural	most natural
10	catchy	catchier	catchiest

Exercise 2.

- | | |
|---------------|-----------------|
| 1. iconic | 6. successful |
| 2. careless | 7. picturesque |
| 3. historical | 8. global |
| 4. harmful | 9. motivated |
| 5. attractive | 10. competitive |

Exercise 3.

- | | |
|------|------|
| 1. C | 4. C |
| 2. B | 5. B |
| 3. A | |

Day 14. Subject – verb agreement (sự hòa hợp giữa chủ ngữ - động từ) (1)

Exercise 1.

- | | |
|------------------------|----------------------------|
| 1. couldn't have gone | 6. must have/couldn't have |
| 2. must have closed | 7. couldn't have |
| 3. should have revised | 8. might have gone |
| 4. must have passed | 9. must have been |
| 5. should have told | 10. couldn't have been |

Exercise 2.

1. What kinds of possessions give status to people in your country?

That's a good question. Let me think...I'd say it **depends** on where you are and who you are with. If you **are** out in public, it **is** things like the car you are driving. If you have the latest Mercedes Benz model, then in my country that **is** a sign of status, as most people can't even **afford** a car at all, whatever the make. Property, or the house you **own**, and the possessions you **have** in it **are** also a sign of status. If you have a nice house in a nice area, then this **shows** you have money and are someone important.

2. Has it always been the same or were different possessions thought of as valuable in the past?

I'm too young to remember exactly what it **was** like a long time ago, but yes, I think it **was** different. For example, cars as I mentioned before only really **came** to our country in the last ten years or so. That kind of consumerism **is** a fairly recent thing so this couldn't have **been** used as a representation of something valuable. I think it was things like gold and jewelry that **were** seen as valuable. Of course these **are** still seen as valuable today, but previously it was these things over anything else as a lot of the modern day possessions **were** not available.

3. Why do you think people need to show their status in society?

I believe that this is because it's important in society to show you **have** money or **are** successful – it **is** nature, or the way we are brought up, that **makes** us feel like this, but also the pressure that society **puts** on everyone to be successful. And showing status **is** basically showing that you have money and you have success, so this is what people **want** to do. Going back to the example of the car, driving around in a Mercedes **is** a very conspicuous show of

status – it basically **says** to people, “Look, I am successful and I have money.” Another reason is possibly for respect. In many cultures, if someone **has** high status, then they will be respected by others and they may **receive** preferential treatment.

Exercise 3.

- | | |
|------|-------|
| 1. A | 7. B |
| 2. A | 8. A |
| 3. C | 9. B |
| 4. B | 10. B |
| 5. B | 11. A |
| 6. A | 12. C |

Day 15. Subject – Verb Agreement (2)

Exercise 1.

- | | |
|------|-------|
| 1. C | 6. C |
| 2. C | 7. C |
| 3. C | 8. B |
| 4. C | 9. A |
| 5. D | 10. B |

Exercise 2.

- | | |
|------|-------|
| 1. D | 6. C |
| 2. A | 7. A |
| 3. A | 8. B |
| 4. B | 9. B |
| 5. A | 10. C |

Exercise 3.

- | | |
|-------------------------|---------------------------------|
| 1. are | 8. was chosen/ was chosen/ were |
| 2. is spent/ is | 9. encourages |
| 3. hasn't finished/ has | 10. saw/ was trying |
| 4. is closed | 11. have |
| 5. have tried | 12. is |
| 6. was stolen | 13. has |
| 7. has caused | 14. have |

Day 16. Passive Voices

Exercise 1.

1. This dish is brought to me by the waiter.
2. These postcards are sent to us by our friends.
3. They were told this story by their grandmother when they visited her last week.
4. This train ticket was ordered for Tom's mother by him.
5. Her ticket was shown to the airline agent by her.
6. This cake was baked by Jim yesterday.
7. A new apartment is going to be bought next year.
8. The customer was handed these boxes by the shop assistant.
9. The first prize was awarded to the reporter by the board.
10. Have the Christmas cards be sent to your family?
11. Alice was appointed secretary for the meeting by the committee.
12. Anna will be given a ride to school by Tom tomorrow.
13. This room is kept tidy all the time.
14. Ann was given some bananas and some flowers by us.
15. The fridge was moved into the living room.

Exercise 2.

- | | |
|------------------|----------------|
| 1. illustrates | 6. is ground |
| 2. shows | 7. is produced |
| 3. are mixed | 8. is packaged |
| 4. are crushed | 9. are used |
| 5. is then mixed | 10. consists |

Exercise 3.

- | | |
|------------------------|-----------------------|
| 1. will be declared | 6. hasn't been washed |
| 2. must be finished | 7. was given |
| 3. hasn't been painted | 8. was written |
| 4. is not allowed | 9. can be saved |
| 5. had been canceled | 10. are being built |

Day 17. Relative clause (Mệnh đề quan hệ)

Exercise 1.

1. My sister works as manager at a shop that/which sells woman clothing.
2. The bridge that/which connects two islands was constructed five years ago.
3. I studied Korean at a training center of which the equipment was innovative and modern.
4. My best friend loves to go to Seoul where the street food is very delicious.
5. The scientific research of Stephen Hawking who is an English physicist has contributed a lot to humankind.
6. My most favorite item of clothing is the blue T-shirt that/which my mother bought for me.
7. Sydney, which is a city in Australia, is located by the sea.
8. The 10-storey building that/which is on Lavender Street is for rent.
9. Greenhouse effect is on the rise, which has caused many consequences for the environment.
10. Traffic congestion, which happens in many large cities in the world, is still the concern of many authorities.

Exercise 2.

- | | | |
|------|-------|-------|
| 1. A | 10. B | 18. C |
| 2. C | 11. C | 19. A |
| 3. A | 12. B | 20. A |
| 4. B | 13. A | 21. C |
| 5. B | 14. A | 22. A |
| 6. B | 15. B | 23. D |
| 7. C | 16. A | 24. C |
| 8. D | 17. A | 25. C |
| 9. D | | |

Exercise 3.

- | | | | |
|----------|----------|----------|-----------|
| 1. which | 4. which | 7. which | 10. whose |
| 2. whose | 5. who | 8. who | |
| 3. who | 6. who | 9. whose | |

Day 18. Conjunctions (Liên từ)

Exercise 1.

- | | |
|----------------|-----------------|
| 1. for/because | 6. since |
| 2. and | 7. after |
| 3. if | 8. if |
| 4. because/for | 9. despite |
| 5. therefore | 10. in order to |

Exercise 2.

- | | |
|------|-------|
| 1. B | 6. D |
| 2. C | 7. C |
| 3. D | 8. B |
| 4. A | 9. D |
| 5. B | 10. A |

Exercise 3.

1. My husband and my relatives are coming to dinner tonight.
2. I like learning English because it helps boost my confidence in communications.
3. My sister was taller than me and our little brother when we were young. However, I am the tallest now.
4. No one in the class could solve the math question but Kathy was the only one who can solve it.
5. Though/Although Minh had a broken leg, he still went to school.

Day 19. Conditional sentence (Câu điều kiện)

Exercise 1.

1. If there ~~was~~ were a ban on cigarette, less people would smoke cigarette.
2. If the tax rate on junk food ~~had~~ increased, people would likely to prefer making food at home.
3. If schools **were not** administered ~~with~~ by any teachers, disorder would arise.
4. If uncensored commercials had been banned, the crime rate would ~~be~~ have been seized from rising.
5. If computers replaced teachers in the classroom, learning would ~~have been~~ be less effective.

Exercise 2.

- | | |
|------|------|
| 1. C | 4. C |
| 2. A | 5. B |
| 3. B | |

Exercise 3.

- | | |
|------|------|
| 1. C | 4. A |
| 2. A | 5. A |
| 3. B | |

Exercise 4.

- | | |
|------|------|
| 1. B | 4. C |
| 2. B | 5. A |
| 3. A | |

Exercise 5.

1. If I had known that you were in hospital yesterday, I would have visited you
2. If you don't hurry up, you will be late for school
3. If my mother weren't busy, she could help me now.
4. If Lan had known my phone number, she would have called me.
5. If you took exercise, you would be healthy.

6. If he had studied his lessons very carefully, he would get good marks now.
7. If Mr. Leon drove carefully, he wouldn't cause accidents
8. If I knew English, I could apply for that job.
9. If Ms. Lien ate less chocolate, she wouldn't be overweight.
10. If he weren't lazy, his father wouldn't punish him.

Day 20. Prepositions (Giới từ)

Exercise 1.

- | | |
|---------------|-----------|
| 1. on/ of | 5. in |
| 2. in | 6. by/ in |
| 3. in | 7. of/ in |
| 4. of/ by/ in | |

Exercise 2.

1. In the picture, there are four people : 2 women and 2 men.
2. A man and a woman are sitting at the table.
3. They are sitting on chairs.
4. The drinks are on the table.
5. One woman is standing in front of the table and saying something.
6. A man is barbecuing behind her.

Exercise 3.

- | | | | | |
|-------------|-----------------|------------|------------|-----------------|
| 1. in | 2. in | 3. in | 4. in - at | 5. in - at - in |
| 6. on - in | 7. in - in - at | 8. at - on | 9. in | 10. on |
| 11. on | 12. at - on | 13. in | 14. on | 15. in |
| 16. on - in | 17. at - in | 18. at | 19. in | 20. on |

Day 21. People

Exercise 1.

- | | |
|--------------------------------|------------------------------------|
| 1. take after | 6. painfully shy |
| 2. laid-back | 7. reserved |
| 3. take things (too) seriously | 8. fun-loving |
| 4. good company | 9. extroverted |
| 5. introverts | 10. the life and soul of the party |

Exercise 2.

- | | |
|------|--------------------|
| 1. b | 9. self-confident |
| 2. e | 10. self-assured |
| 3. a | 11. self-centred |
| 4. h | 12. narrow-minded |
| 5. f | 13. two-faced |
| 6. c | 14. thick-skinned |
| 7. d | 15. fair-minded |
| 8. g | 16. quick-tempered |

Exercise 3.

- | | |
|------|--------|
| 1. f | 9. g |
| 2. a | 10. e |
| 3. d | 11. VI |
| 4. j | 12. V |
| 5. h | 13. II |
| 6. c | 14. I |
| 7. b | 15. IV |
| 8. i | |

Day 22. Lifestyle

Exercise 1.

1. I'm really keen on sports.

I do judo once a week and play tennis in the summer.

I think it's really important to keep fit. It makes you feel good and energized for work and (your) studies.

2. Not really.

I always say I'm going to take up exercise to get into shape but I never seem to get started.

I sometimes wonder whether I should get a personal trainer who will sort out a fitness programme for me and make me train hard.

3. I'm a big football fan and weekends always centre around a football match.

I support FC Utrecht and have a season ticket so I go to most of the home games and quite a few of the away games too.

I'm really looking forward to the new football season starting soon.

Exercise 2.

- | | |
|------|-------|
| 1. B | 6. A |
| 2. D | 7. D |
| 3. A | 8. D |
| 4. C | 9. B |
| 5. C | 10. C |

11. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?

12. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.

13. During which decade were lifestyle risks seen as the major contributors to poor health?

Day 23. Communication

Exercise 1.

- | | |
|------|------|
| 1. E | 3. C |
| 2. B | 4. A |

Exercise 2.

- | | |
|------|------|
| 1. A | 5. C |
| 2. D | 6. A |
| 3. C | 7. A |
| 4. B | 8. D |

Day 24. History, Art, Culture

Exercise 1.

- | | |
|--------------------------|--------------------|
| 1. historical highlights | 6. fighting spirit |
| 2. colonisation | 7. well-armed |
| 3. invaders | 8. defeat |
| 4. independence | 9. pay tribute to |
| 5. period of history | 10. sacrificed |

Exercise 2.

- | | |
|--------------------------|-----------------------|
| 1. B | 10. the world stage |
| 2. A | 11. as a model |
| 3. D | 12. shadow of Britain |
| 4. A | 13. YES |
| 5. C | 14. NOT GIVEN |
| 6. the Great War | 15. YES |
| 7. the country's support | 16. NO |
| 8. the first shot | 17. NO |
| 9. strong winds | |

Day 25. Entertainment, art, sports, the media

(A)

- | | |
|----------------------------|-----------------|
| 1. circulation/ readership | 8. current |
| 2. readership/ circulation | 9. objective |
| 3. coverage | 10. lively |
| 4. events | 11. editor |
| 5. features/ articles | 12. journalists |
| 6. articles/ features | 13. Press |
| 7. researched | |

(B)

- | | |
|---------------------|------------------|
| 1. technical | 7. live |
| 2. studio | 8. network |
| 3. anchor/ reporter | 9. complaints |
| 4. reporter/ anchor | 10. broadcasting |
| 5. off-screen | 11. break |
| 6. on air | |

(C)

- | | |
|---------------|-----------------|
| 1. works | 7. action |
| 2. writer | 8. biographical |
| 3. literature | 9. recommend |
| 4. plot | 10. issued |
| 5. character | 11. anthology |
| 6. set | 12. copy |

(D)

- | | |
|---------------|----------------------------|
| 1. director | 7. scenery/ cinematography |
| 2. box-office | 8. cinematography/ scenery |

3. Award

9. soundtrack

4. actors

10. critics

5. performance

11. release

6. effects

(E)

1. opening

9. cast

2. audience

10. rehearsed

3. curtain

11. lines

4. lights

12. dialog

5. stage

13. scenery

6. half

14. backers

7. performance

15. scriptwriter

8. auditorium

(F)

1. galleries

8. portraits

2. exhibits

9. accomplished

3. ancient

10. artists

4. acquired

11. exhibitions

5. collector

12. Admission

6. art

13. contribution

7. collection

(G)

1. supporters/ spectators

10. referee

2. stadium

11. cheerleaders

3. players/ teams

12. teams/ players

4. pitch

13. spectators/ supporters

- | | |
|-----------------|-------------------|
| 5. win | 14. coaches |
| 6. triumph/ win | 15. encouragement |
| 7. beat | 16. score |
| 8. opponents | 17. draw |
| 9. captains | |

Day 26. Travel

Exercise 1.

- | | |
|--|----------------------------|
| 1. abroad | 19. e-ticket |
| 2. vacation | 20. both words are correct |
| 3. mass | 21. confirmation |
| 4. package | 22. trip |
| 5. transfers | 23. check in |
| 6. accommodations | 24. terminal |
| 7. travel agency | 25. ticketless |
| 8. brochure | 26. valid |
| 9. destination | 27. both are correct |
| 10. itinerary | 28. visa |
| 11. both words can be used, but “look” is
more common | 29. embassy |
| 12. both expressions are correct | 30. traveler’s checks |
| 13. both words are correct | 31. currency |
| 14. both words are correct | 32. exchange |
| 15. independent | 33. deal |
| 16. flexibility | 34. commission |
| 17. departure | 35. insurance |
| 18. airfare | 36. vaccinations |
| | 37. arrangements |

Exercise 2.

- | | |
|----------------|------------------|
| 1. independent | 9. terminal |
| 2. e-ticket | 10. package |
| 3. airfare | 11. check in |
| 4. abroad | 12. valid |
| 5. mass | 13. booking |
| 6. commission | 14. trip |
| 7. exchange | 15. confirmation |
| 8. vaccination | |

Exercise 3.

- | | |
|--------------------------|----------------------|
| 1. delayed | 7. round-trip |
| 2. overbooked | 8. credit limit |
| 3. tourist/ coach | 9. crew |
| 4. embarkation/ boarding | 10. commuters |
| 5. transit | 11. carrier/ airline |
| 6. domestic | |

Day 27. Shopping and consumerism

Question	A	B
1	Concessions	Chain
2	Customers	Consumer
3	Charging	Cost
4	Spend	Paid
5	Credit	Debited
6	Discount	Offer
7	Change	Exchange
8	Prices	Costs
9	Wholesale	Retail
10	For sale	On sale
11	Receipt	Bills
12	Check	Bill
13	Check	Charge
14	Economical	Economic
15	Stock	Supply
16	Served	Service
17	Demand	Supply
18	Merchandise	Purchases
19	Refund	Return
20	Staff	Team
21	Do	Made

Day 28. Environment

Exercise 1.

- | | |
|-------------|-------------------|
| 1. enact | 6. segregate |
| 2. craft | 7. biodegradable |
| 3. respects | 8. disposable |
| 4. expect | 9. fuel-efficient |
| 5. dispose | 10. sustainable |

Exercise 2.

- | | |
|-------|-----------------|
| 1. d | 15. D |
| 2. g | 16. Los Angeles |
| 3. i | 17. London |
| 4. b | 18. Singapore |
| 5. h | 19. London |
| 6. a | 20. Los Angeles |
| 7. j | 21. YES |
| 8. e | 22. YES |
| 9. c | 23. NO |
| 10. f | 24. NO |
| 11. C | 25. NO |
| 12. D | 26. A |
| 13. A | 27. D |
| 14. B | 28. C |

Day 29. Law & Crime

Exercise 1.

- | | |
|----------------|--------------|
| 1. do not want | 5. taken |
| 2. is | 6. rewarding |
| 3. follows | 7. are |
| 4. result | 8. starts |

Exercise 2.

- | | |
|-------|--|
| 1. h | 14. B |
| 2. d | 15. counterproductive to the alleged goals
of any anti-drug program |
| 3. e | 16. increasing public awareness and
stimulating the interests of venturous
junkies |
| 4. b | 17. NO |
| 5. g | 18. NO |
| 6. c | 19. YES |
| 7. j | 20. NOT GIVEN |
| 8. i | 21. YES |
| 9. a | 22. NOT GIVEN |
| 10. f | 23. YES |
| 11. C | |
| 12. D | |
| 13. A | |

Day 30. Personnel

Exercise 1.

- | | |
|-----------------|----------------|
| 1. virtual | 6. objective |
| 2. far-reaching | 7. addicted |
| 3. excessive | 8. isolated |
| 4. platform | 9. trustworthy |
| 5. inferiority | 10. enriched |

Exercise 2.

- | | |
|---------|--------|
| 1. i | 13. vi |
| 2. e | 14. iv |
| 3. g | 15. i |
| 4. j | 16. F |
| 5. c | 17. F |
| 6. a | 18. T |
| 7. h | 19. T |
| 8. d | 20. NG |
| 9. f | 21. E |
| 10. b | 22. D |
| 11. iii | 23. C |
| 12. v | 24. B |

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