**UNIT 7. RECIPES AND EATING HABITS**

**A. REVIEW**

**I. Vocabulary.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Words** | **Transcription** | **Meaning** | **Examples** |
| chop (v) | / tʃɒp/ | chặt | *Feel the cucumber and chop it into small cubes.* |
| cube (n) | /kju:b/ | miếng hình lập  phương | *A cube is a solid or hollow figure with six equal square sides.* |
| deep- fry (v) | /ˌdiːp ˈfraɪ/ | rán ngập mỡ | *Today my mother is teaching me how to deep-fry fish.* |
| dip (v) | /dɪp/ | nhúng | *She dipped her toe into the pool to see how cold it was.* |
| drain (v) | /dreɪn/ | làm ráo nước | *Leave the dishes to drain.* |
| garnish (v) | /ˈɡɑːnɪʃ/ | trang trí (thức ăn) | *Garnish the dish with almonds before serving.* |
| grate (v) | /greɪt/ | mài, xát (thành bột); nạo (thức ăn) | *As you grate your potatoes, let them drop into a large bowl of ice water.* |
| grill (v) | /grɪl/ | nướng | *I'll grill the bacon rather than fry it.* |
| marinate (v) | /ˈmærɪneɪt/ | ướp | *I allways marinate the chicken in white wine for a couple of hours before frying.* |
| peel(v) | /pi:l/ | gọt vỏ, bóc vỏ | *We should peel potatoes before cooking.* |
| puree (v) | /ˈpjʊərei/ | xay nhuyễn | *The first solid food she gave her baby was puréed carrot.* |
| roast(v) | /rəʊst/ | quay | *I roasted the vegetables with some olive oil* |
| shallot (n) | /ʃəˈlɒt/ | hành khô | *Cooking with shallots means adding their delicate flavour to many dishes in your kitchen.* |
| simmer (v) | /ˈsɪmə(r)/ | om | *Leave the soup to simmer for 10 minutes before serving it.* |
| spread (v) | /spred/ | phết (bơ) | *She spread her toast with a thick layer of butter.* |
| sprinkle (v) | /ˈsprɪŋkl/ | rắc (hương liệu) | *I sprinkled some sugar on top of the cake.* |
| slice (v) | /slaɪs/ | cắt lát | *Could you slice me a very thin piece of cake?* |
| staple (n) | /'steɪpl/ | lương thực chính | *The staple crop is rice.* |
| starter (n) | /ˈstɑːtə[r]/ | món khai vị | *This dish can be served as a starter or a main course.* |

**II. Word formation.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Related words** | **Transcription** | **Meaning** |
| combine (v) | combination (n) | /ˌkɒmbɪˈneɪʃn/ | sự kết hợp |
| tradition (n) | traditional (a) | /trəˈdɪʃənl/ | truyền thống |
| succeed (v) | success (n) | /səkˈses/ | sự thành công |
| successful (a) | /səkˈsesfl / | thành công |
| successfully  (adv) | / səkˈsesfəli/ | một cách thành công |
| important (a) | importance (n) | / ɪmˈpɔːtns/ | tầm quan trọng |
| signify (v) | significant (a) | /sɪɡˈnɪfɪkənt/ | quan trọng |
| significance (n) | / sɪɡˈnɪfɪkəns / | ý nghĩa |
| signification (n) | /ˌsɪɡnɪfɪˈkeɪʃn / | sự báo hiệu |
| nutrition (n) | nutritious (a) | /njuˈtrɪʃəs/ | bổ dưỡng |
| mix (v) | mixture (n) | /ˈmɪkstʃə(r)/ | sự pha trộn |
| cook (v) | overcook (n) | /ˌəʊvəˈkʊk/ | nấu quá lửa |
| undercook (n) | /ˌʌndəˈkʊk/ | Nấu thiếu lửa |
| arrange (v) | arrangement (n) | /əˈreɪndʒmənt/ | sự sắp xếp |
| add (v) | addition (n) | /əˈdɪʃn/ | sự thêm vào |
| additional (a) | /əˈdɪʃənl/ | cộng thêm, thêm |
| character  (n) | characteristic (n) | /ˌkærəktəˈrɪstɪk/ | đặc tính |
| characterise (v) | /ˈkærəktəraɪz/ | mô tả |

**III. Grammar**

**1. Some/any**

- Both some and any are used to say unidentified amount of something when it is impossible or not necessary to say the exact amount.

**1.1. *Some: Một ít, một vài***

*-* Some is often used in affirmative sentences before countable nouns in plural forms or uncountable nouns.

***Examples:***

*I want some milk.*

*I need some eggs.*

- Sometimes some is used in interrogative sentences when expecting the answer is Yes, or is used in sentences for requesting, inviting and offering

***Examples:***

*Did you buy some oranges?*

*Would you like some more coffee?*

*May I go out for some drink?*

**1.2. *Any: Một ít, một vài***

- Any is often used before countable nouns in plural form or uncountable nouns in negative or interrogative sentences.

***Examples:***

*Do you want any sugar?*

*She didn't see any boys in her class.*

- Any is used before uncountable nouns and countable nouns in singular form in affirmative clauses with negative meaning or after words having negative meaning like never, hardly, scarcely, without...

***Examples:***

*I'm free all day. Come and see me any time you like.*

*He's lazy. He never does any work*

*If there are any letters for me, can you send them on to this address?*

*If you need any more money, please let me know.*

**Notes:**

- We can use some and any without any nouns when those nouns are identified.

***Examples:***

*Tim wanted some milk, but he couldn't find any.*

*(Or) If you have no stamps, I will give you some.*

*-* Pronouns like ***something, anything, someone, anyone, somebody, anybody,*** ***somewhere, anywhere...*** can be used in a similar way with some and any.

***Examples:***

*I don't see anything on the table.*

*(Or) Is there anybody in your house now?*

*(Or) I want to do something to help you.*

**2. A cup of tea, a loaf of bread**

* Tea and bread are uncountable nouns, so we cannot use article ‘a’ or numbers before them, but we can say a cup of tea và a loaf of bread.
* Some other examples of expression of uncountable nouns: a carton of apple juice, a tin of paint, a bottle of milk, a box of cereal, a tube of toothpaste, a glass of coffee, a piece of wood, a slice of bread, a sheet of paper, half a pound of butter, two littres of petrol, a bar of chocolate...
* This way of expression can also be used for plural nouns after of: a box of matches, two kilos of tomatoes, a collection of stamps

**3. Modal verbs in Conditional Sentences Type 1.**

|  |  |
| --- | --- |
| **If** - **clause** | **Main clause** |
| If + S + V (present simple) | S + will/ can/ may/ might/ should/ must + V (bare infinitive)... |

***Examples:***

*I will buy a big house if I have enough money.*

*I will be late for school if you don't drive faster.*

*If he wants to pass the exam, he must study harder.*

*If you finish your homework, you can watch TV. (permission)*

**B. PRACTICE EXERCISES**

**I. Choose the best answer to complete each of the following sentences.**

1. Food in Northern Vietnam is not as \_\_\_\_\_\_\_\_\_as that in Central and Southern Vietnam, as black pepper is often used rather than chilies.

A. strong B. flavour C. spicy D. exciting

2. Despite the differences in cuisine of each region, there are similarities, such as the \_\_\_\_\_\_\_\_\_ for main meals - rice, ways of adding fish sauce, herbs and other flavours.

A. basic B. staple C. foundation D. necessity

3. A meal of Hue people has a natural combination between flavours and colours of dishes, which creates the unique \_\_\_\_\_\_\_\_\_ in the regional cuisine.

A. feature B. part C. description D. list

4. \_\_\_\_\_\_\_\_\_ of famous dishes in Southern Vietnam are Hu Tieu Nam Vang, Bun Mam, fried rice, flour cake, and many kinds of puddings.

A. Any B. A C. One D. Some

5. If I feel hungry in the afternoon, I \_\_\_\_\_\_\_\_\_ snacks like fresh carrots, a bottle of milk or a slice of bread.

A. would have B. had C. might have D. had had

6. My father \_\_\_\_\_\_\_\_\_ hot pot, in which there is a combination of seasoned broth, vegetables and meats if my mother goes home late this evening.

A. will cook B. would cook C. cooks D. cooked

7. If people work so much, they \_\_\_\_\_\_\_\_\_ depressed and eat more food containing a lot of fat and sugar rather than minerals and vitamins.

A. may feel B. could feel C. felt D. may have felt

8. Beet greens are the most \_\_\_\_\_\_\_\_\_ part of the vegetable and can be cooked like any other dark leafy green.

A. careful B. nutritious C. traditional D. colourful

9. You \_\_\_\_\_\_\_\_\_ chicken. It means that you cook it in an oven or over a fire without liquid.

A. roast B. steam C. fry D. boil

10. Such ingredients as sugar, sugarcane, and coconut water are mostly used in Southern Vietnamese food than in \_\_\_\_\_\_\_\_\_places in Northern and Central Vietnam.

A. an B. any C. some D. a

**II. Complete the following sentences with a, an, some or any.**

1. I here arean’t \_\_\_\_\_\_\_\_\_ good restaurants in this town.

2. Don’t worry about lunch. I've bought \_\_\_\_\_\_\_\_\_ pizzas.

3. We’d like to stay longer, but we don't have \_\_\_\_\_\_\_\_\_ time.

4. Could you give me \_\_\_\_\_\_\_\_\_ information please?

5. I’m really hungry now. Can you give me \_\_\_\_\_\_\_\_\_ apple?

**III. Give the correct term of the word in brackets to complete the following text.**

Good cooking is always a strange (1. MIX) \_\_\_\_\_\_\_\_\_ of science and art. Certainly, you also have to be fairly creative if you want to come up with your own recipes. All cooking also demands a fair amount of (2. PREPARE) \_\_\_\_\_\_\_\_\_, and tlais is doubly true when you're producing orginal dishes. You also have to be thick - skinned. You'll be (3. SURPRISE) \_\_\_\_\_\_\_\_\_ by how honest people can be when it comes to food. I've had people tell me my latest dish is (4. DISGUST) \_\_\_\_\_\_\_\_\_ and thoroughly incredible! Sometimes, they were right! But don't get upset. Just smile sweetly and thank them for their valuable opinion. And never forget that when you're waiting (5. ANXIOUS) \_\_\_\_\_\_\_\_\_to hear whether or not your 'masterpiece' is a success and they suddenly show their appreciation you'll realize it was all worth it.

**IV. Read the text below and write one word in each blank to complete it.**

In a modem dairy, tire milking of cows is carried out by machines. Cows are usually milked twice a (1) \_\_\_\_\_\_\_\_\_ by a milking machine. The warm milk from cow is collected in a large vat where it is cooled. The milk is then (2) \_\_\_\_\_\_\_\_\_ to another part of the dairy for processing.

Fresh milk is converted to pasteurized milk and cream in the processing section of the dairy. A number of machines are used to process the milk. Three of the most (3) \_\_\_\_\_\_\_\_\_ machines used to process milk are the separator, the pasteurizer and the homogenizer.

The separator removes the cream from the milk. Milk without cream is known as skimmed milk. Skimmed milk is drunk by people who want to (4) \_\_\_\_\_\_\_\_\_ the fat content in their diet. The pasteurizer serves to heat the milk to a certain temperature so as to destroy any bacteria that it may contain. It is not safe to drink milk that has not been pasteurized. Cream and milk are blended in the homogenized to produce full-cream milk. The milk is then cooked and (5) \_\_\_\_\_\_\_\_\_ . The bottles are stored in a cool place before they are delivered to shops and homes.

**V. Read the text and decide whether the following statements are True (T) or False (F).**

A cacao tree is about seven meters high and is covered with large leaves. Up to 6,000 small pink or white flowers appear on a tree every year. Only a few of these flowers produce a pod. Each pod is about 15 to 20 centimetres long and contains from 20 to 50 beans. A tree produces only about 20 to 40 pods a year.

People gather these pods, break them open with large knives, take out the beans, and dry them. After a few days, the beans are cleaned, roasted, and ground into tiny pieces. The natural fat in the beans becomes a liquid. Chocolate is made from this liquid.

Today the largest suppliers of chocolate are Ghana, the Ivory Coast, Nigeria, and Brazil. Ghana got its first cacao tree from Fernando Po, a Spanish colony off the coast of Africa. A Ghanaian who was working on Fernando Po in 1879 took a cacao pod home and planted it. It grew into a tree. Other people slowly started growing cacao trees. Before this, there were wars in the region for decades. When people started growing cacao trees, they stopped fighting. In this way, chocolate brought peace to the Africans there.

A tropical tree with an Indian name brought peace to West Africa. Chocolate brings pleasure to all of us when we eat and drink this delicious food.

1. \_\_\_\_\_\_\_\_\_ A cacao tree is about seven meters high and covered with large pink and white leaves.

2. \_\_\_\_\_\_\_\_\_ Each year, a cacao tree has 6,000 flowers which produce a pod of about 15 to 20 centimetres long and contains from 20 to 50 beans.

3. \_\_\_\_\_\_\_\_\_ Chocolate is made from the liquid which are the natural fat in the beans taken out from the cacao's flower pods.

4. \_\_\_\_\_\_\_\_\_ People in Ghana started planting cacao in 1879 and cacao trees helped them stop fighting.

5. \_\_\_\_\_\_\_\_\_ We can feel happy and comfortable when we eat and drink chocolate.

**VI. Read the following text and answer the questions below.**

Isn't it amazing how much time we spend talking about food? “Have you ever eaten ...?” “What did you have for lunch?” and so on. And when you travel from one country to another, you find that people have quite different feelings about food. People often feel that what they eat is normal, and that what other people eat is strange or silly.

In most parts of Asia, for example, no meal is complete without rice. In England, people eat potatoes every day. In the Middle East, bread is the main part of every meal. Eating, like so many things we do, becomes a habit which is difficult to change. Americans like to drink a lot of orange juice and coffee. The English drink tea four or five times every day. Australians drink large amount of beer and the French drink wine every day.

The sort of meat people like to eat also differs from one country to another. Horse meat is thought to be delicious in France. In Hong Kong, some people enjoy eating snakes. New Zealanders eat sheep, but they never eat goat meat. The Japanese don't like to eat sheep meat because of its smell, but they enjoy raw fish.

So it seems that although eating is a topic that we can talk about for hours, there is very little common sense in what we say about it. People everywhere enjoy eating what they have always been eating, and there is very little we can do to change our eating habits.

1. What does the writer think of people's opinions about food?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What do people in many Asian countries almost always have in their meals?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Where do people prefer tea to other drinks?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Why don't people in Japan like to eat sheep meat?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What is the text mainly about?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. Use the given words to write the complete sentences.**

1. There/ nothing more appetizing/ smell of meat sizzling over an open fire.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Some people/ eat barbecue/ because/ it/ let/ together with friends or family/ make/ feel more sociable.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. People often/ barbecue/ national holidays/ special occasions/ birthday/ family gathering.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. In the United States, it/ tradition/ have a barbecue/ hamburgers and hot dogs/ Independence Day, July 4th.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. If you/ chance to visit/ different places/ world, you/ try/ local specialities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. There/ any good restaurants/ that town/ we/ decide/ take/ sandwiches for the trip.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. We'd like/ stay longer/ try local dishes, but we/ not have/ time.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. He/ learn to become/ good cook/ big restaurants and hotels/ if/ he/ try/ hard.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. We/ have/ fish? This restaurant/ most famous for it/ this town.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. If she/ like/ eat spicy food/ she/ add chilli.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VIII. Finish each of the following sentences so that its meaning stays the same.**

1. Follow these safety instructions or you may get burnt.

🡪 If you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. I suggest having some spaghetti and pizza tonight.

🡪 Why don't \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. My aunt has never tasted sushi before.

🡪 This is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Eating healthy food is very important.

🡪 It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do more exercise or you can't lose any weight.

🡪 If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT 8: TOURISM**

**A. REVIEW**

**I. Vocabulary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Words** | **Transcription** | | **Meaning** | **Examples** |
| affordable (a) | /əˈfɔːdəbl/ | | Có thể chi trả, (giá cả) phải chăng | *They try to make their plans more affordable for all consumers.* |
| air (v) | /eə(r)/ | | Phát sóng | *The ad was submitted to CBS which accepted and aired it.* |
| breathtaking (a) | /ˈbreθteɪkɪŋ/ | | ấn tượng | *The scene was breathtaking in its beauty.* |
| check-in (n) | /'tʃek ɪn/ | | Quầy đăng kí lên máy bay | *The airline apologizes for long delays at check-in today.* |
| confusion (n) | /kənˈfjuːʒn/ | | Bối rối | *His expression was one of pure confusion.* |
| erode away (v) | /ɪ'rəʊd a'weɪ/ | | Mòn đi | *The rocks have eroded away over time.* |
| exotic (a) | / ɪɡˈzɒtɪk / | | Kỳ lạ | *The fruits look exotic. Do they taste good?* |
| hyphen (n) | /ˈhaɪfn/ | | Gạch nối | *There is a hyphen between the two names.* |
| imperial (a) | | /ɪmˈpɪəriəl/ | (thuộc) hoàng đế,  như hoàng đế | *The imperial guards stormed the palace.* |
| inaccessible (a) | | /ˌɪnækˈsesəbl/ | không thể  tiếp cận | *The hall is inaccessible to wheelchair users.* |
| lush (a) | | /lʌʃ/ | Tươi tốt | *The lush peaks and valleys of Rwanda unfold in the distance.* |
| magnificence  (n) | | /mæɡˈnɪfɪsns/ | nguy nga,  tráng lệ | *I love the magnificence of snow- covered mountains.* |
| not break the bank (idiom) | | / nɒt breɪk  ðə bæŋk / | không tốn  nhiều tiền | *We can just get a sandwich if you want—that won't break the bank.* |
| orchid (n) | | / ˈɔːkɪd / | hoa lan | *I had no idea there -were orchids growing wild in Florida.* |
| package tour  (n) | | /ˈpækɪdʒ tʊə(r)/ | du lịch trọn gói | *The package tour industry declined during the 1970s.* |
| pile-up (n) | | / paɪl -ʌp/ | tai nạn liên hoàn | *Three people died in a multiple pile-up in freezing fog.* |
| promote (v) | | /prəˈməʊt/ | quảng bá | *Basketball stars have helped promote the sport overseas.* |

**II. Worf formation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Related words** | **Transcription** | **Meaning** |
| afford (v) | affordable (a) | /əˈfɔːdəbl/ | *(giá cả) phải chăng* |
| affordably (adv) | /əˈfɔːdəbli/ | *Phải chăng* |
| affordability (a) | /əˌfɔːrdəˈbɪləti/ | *Tính vừa phải (về giá cả)* |
| unaffordable (a) | /ˌʌnəˈfɔːdəbl/ | *Quá đắt, không thể chi trả* |
| unaffordability (n) | /ʌnəˌfo: dəbɪləti/  i | *Sự không thể chi trả* |
| confuse (v) | confusion (n) | /kənˈfjuːʒn/ | *Lộn xộn, sự bối rối* |
| confused (a) | /kənˈfjuːzd/ | *Làm bối rối* |
| confusing (a) | /kənˈfjuːzɪŋ/ | *Lộn xộn* |
| erode (v) | erosion (n) | /ɪˈrəʊʒn/ | *Xói mòn* |
| exotic (a) | exotica (n) | /ɪɡˈzɒtɪkə / | *Vật lạ, vật ngoại lai* |
| exotically (adv) | /ɪɡˈzɒtɪkli/ | *Ngoại lai, kì lạ* |
| exoticness (n) | /ɪɡˈzɒtɪknəs/ | *Tính ngoại lai* |
| explore (v) | exploration (n) | /ˌekspləˈreɪʃn/ | *Sự thăm dò, thám hiểm* |
| explorer (n) | /ɪkˈsplɔːrə(r)/ | *Nhà thám hiểm* |
| imperial (a) | imperialism (n) | / ɪmˈpɪəriəlɪzəm / | *Chủ nghĩa đế quốc* |
| imperialist (a.n) | /ɪmˈpɪəriəlɪst/ | *Đế quốc* |
| imperialise (v) | /ɪmˈpɪəriəˌlaɪz/ | *Đế quốc hóa* |
| access (v) | accessible (a) | /əkˈsesəbl/ | *Có thể tiếp cận* |
| accessibility (n) | /əkˌsesəˈbɪləti / | *Tính dễ tiếp cận* |
| inaccessible (a) | /ˌɪnækˈsesəbl/ | *Không thể tiếp cận* |
| inaccessibility (n) | /ˌɪnækˌsesəˈbɪləti/ | *Tính không thể tiếp cận* |
| magnify (v) | magnification (n) | /ˌmæɡnɪfɪˈkeɪʃn/ | *Sự phóng đại* |
| magnificent (a) | /mæɡˈnɪfɪsnt/ | *nguy nga, tráng lệ* |
| magnificence (n) | /mæɡˈnɪfɪsns / | *Sự nguy nga, tráng lệ* |
| magnifier (n) | /ˈmæɡnɪfaɪə(r)/ | *Kính lúp* |
| promote (v) | promoter (n) | /prəˈməʊtə(r)/ | *người tài trợ, người ủng hộ* |
| promotion (n) | /prəˈməʊʃn / | *Sự khuyến khích, thăng chức, hoạt động quảng cáo* |
| promotional (a) | /prəˈməʊʃənl / | *(thuộc về) quảng cáo* |

**III. Grammar**

**1. Compound nouns**

***1.1. What are compound nouns?***

- Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words.

e.g. water + bottle 🡪 water bottle; dining + room 🡪 dining room.

***1.2. Forming compound nouns***

- Noun + noun: backpack, bathroom, bedroom, bus stop, fish tank, football, wallpaper, website

- Adjective + noun: blackberry, blackbird, blackboard, mobile phone, hardware, highway, software.

- Noun + verb: haircut, rainfall, sunrise, sunset

- Noun + preposition (+ noun): hanger-on, passerby, brother-in-law, mother­ – in – law

- Verb + noun: breakfast, runway, pickpocket

- Prepsoition + noun: bystander, influx, onlooker, underpants, upstairs

- Verb + preposition: check-in, checkout/check-out, drawback, lookout, makeup

- Adjective + verb: dry cleaning, public speaking

- preposition + verb: input, output, overthrow, upturn

- Gerund + noun: living-room, driving licence, dancing-shoes, smoking - room.

- Noun + gerund: weight-lifting, coal-mining, fruit-picking

- Particle + verb: outbreak

- Verb+ particle: breakdown

- Exceptions: forget-me-not, merry-go-round

***1.3. Spelling***

- Many compoundnouns are written as one word: rainfall, drawback, toothpaste

- Some are written with hyphens: check-in, hanger-on, mother-in-law

- Some are written with spaces: washing machine, swimming pool, water bottle

***1.4. Plural of compound nouns***

- Usually, we form the plural of most compounds by adding a plural ending to the last part of the compound:

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| Bedroom | bedrooms |
| Football | Footballs |
| water bottle | water bottles |
| full moon | full moons |
| check-in | check-ins |
| checkout / check-out | checkouts / check-outs |
| Upturn | Upturns |

- Exception: In some cases, the compounds form their plurals on the first noun:

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| secretary general | secretaries general |
| niother-in-law | mothers-in-law |
| passerby / passer-by | passersby / passers-by |

**2. Articles**

***2.1. The indefinite article ‘A’ – ‘An’***

|  |  |  |
| --- | --- | --- |
| Use | A+ consonant sound | An + vowel sound (a, e, i, o, u) |
| ***Example*** | *A book, a ruler* | *An eraser, an atlas* |

*2.1.1. We use ‘a/an’:*

- with singular countable nouns when we are talking about them in general

***Example:*** *An elephant is a big animal.*

- After the verb ‘to be’ to talk about jobs

***Example:*** *He's an astronaut.*

*2.1.2. We don't use ‘a/an’:*

- With uncountable or plural nouns. We can use some instead.

***Examples:***

*I don't like apples.*

*I want some sugar and some strawberries.*

***2.2. The definite article 'the'***

- ‘The’ can be used with both singular and plural nouns

*2.2.1. We use 'the'*

- With singular or plural nouns when we are talking about something specific which we either already know about or it is mentioned for a second time.

***Example:*** *The car in front of the house is Ted's.*

- With nouns which are unique: the sun, the earth, the moon

- With musical instruments: the piano, the guitar

- With an adjective when speaking of a group of people: the rich, the poor

- Before the names of rivers (the Amazon) and countries when they include words such as state, kingdom, etc. (the United Kingdom)

*2.2.2. We don't use 'the':*

- With plural nouns and uncountable nouns when we are talking about things and people in general

***Example:*** *Passwords protect our personal information.*

- With proper nouns or possessive adjectives

***Examples:***

*Emma is from London.*

*Her friend is from Leeds.*

**B. PRACTICE EXERCISES**

**I. Choose the word whose underlined part is pronounced differently from that of the others in each group.**

1. A. exotic B. explain C. explore D. excuse

2. A. bank B. travel C. delay D. magnificent

3. A. lag B. safari C. package D. stalagmite

4. A. decision B. erode C. checkout D. exotic

5. A. resort B. season C. excursion D. reasonable

**II. Use the words given in the box to complete the following sentences.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **low season** | **jet lag** | **stopover** | **luggage** | **reasonable** |
| **expedition** | **package tour** | **check-in** | **boarding pass** | **inaccessible** |

1. Beijing works best as a \_\_\_\_\_\_\_\_\_ on journeys to Sydney and Melbourne.

2. At this time, it may not be easy to find accommodation with \_\_\_\_\_\_\_\_\_ prices.

3. We bought a cheap \_\_\_\_\_\_\_\_\_ to Spain and stayed in a big hotel by the sea.

4. We should arrive at the airport before \_\_\_\_\_\_\_\_\_ time.

5. She must have a \_\_\_\_\_\_\_\_\_to be allowed to get on an aircraft or a ship.

6. They live in a remote area which is \_\_\_\_\_\_\_\_\_ except by horse.

7. I'm still suffering from \_\_\_\_\_\_\_\_\_ after my trip to Australia.

8. Each passenger was allowed two 30-kg pieces of \_\_\_\_\_\_\_\_\_.

9. It is \_\_\_\_\_\_\_\_\_ in Cornwall, and hotels have dropped their prices.

10. We are not very forward with our preparations for our Arctic \_\_\_\_\_\_\_\_\_next year.

**III. Complete the following sentences with a/ an/ the or o (no article).**

1. A: Where are you going this summer?

B: Well, we want to go to \_\_\_\_\_\_\_\_\_ island in \_\_\_\_\_\_\_\_\_Greece.

A: That's fantastic. Which one?

B: We want to go to \_\_\_\_\_\_\_\_\_ island of Corfu.

A: It's beautiful island.

2. A: I eat \_\_\_\_\_\_\_\_\_apple and \_\_\_\_\_\_\_\_\_ banana every day.

B: Why do you do that?

A: Don't you know that \_\_\_\_\_\_\_\_apple a day keeps \_\_\_\_\_\_\_\_\_doctor away.

B: What about \_\_\_\_\_\_\_\_\_banana then?

A: Well, I don't know but I love \_\_\_\_\_\_\_\_\_bananas.

**IV. Give the correct form of the word in brackets to complete the following sentences.**

1. British cavers have made some important \_\_\_\_\_\_\_\_\_ about Son Doong Cave. (DISCOVER)

2. Passengers should arrive at check-in at least two hours before \_\_\_\_\_\_\_\_\_. (DEPART)

3. They were the first \_\_\_\_\_\_\_\_\_ to cross the country from south to north. (EXPLORE)

4. The island offers such a wide \_\_\_\_\_\_\_\_\_ of scenery and wildlife. (VARY)

5. He had always wanted an \_\_\_\_\_\_\_\_\_ life in the tropics. (ADVENTURE)

6. During 1984, Remington spent a lot of money on advertising and \_\_\_\_\_\_\_\_\_ (PROMOTE)

7. Upon \_\_\_\_\_\_\_\_\_, our driver will pick you up at the airport then driving to Son Tra Peninsula and enjoy the whole beach city. (ARRIVE)

8. A survey showed people were \_\_\_\_\_\_\_\_\_ about what they should eat to stay healthy. (CONFUSE)

9. It's a \_\_\_\_\_\_\_\_\_ job but I'm sure you'll prove equal to it. (CHALLENGE)

10. More and more foreigners like travelling to Vietnam for holiday because things are \_\_\_\_\_\_\_\_\_ here. (AFFORD)

**UNIT 9. ENGLISH IN THE WORLD**

**A. REVIEW**

**I. Vocabulary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Words** | **Transcription** | **Meaning** | **Examples** | |
| accent (n) | /’æksent/ | giọng điệu | *Although he has been learning English for 15 years, he speaks English with Vietnamese accent.* | |
| bilingual  (a) | /ˌbaɪˈlɪŋɡwəl/ | sử dụng được  hai thứ tiếng | *Ed like to have a bilingual dictionary so that it's easy for me to look up new words.* | |
| dialect (n) | /ˈdaɪəlekt/ | tiếng địa phương | *Her using dialect confused me much, and I didn't really understand what she meant.* | |
| dominance  (n) | /ˈdɒmɪnəns/ | chiếm ưu thế | *With this victory, the team has maintained its dominance of European football.* | |
| establishment  (n) | /ɪˈstæblɪʃmənt/ | thành lập, thiết lập | *The establishment of the international school in our city enables students to have better opportunities to study.* | |
| factor (n) | /ˈfæktə(r)/ | yếu tố | *Heavy snow was a contributing factor in the accident.* | |
| get by in (v)  (a language) | /get baɪɪn/ | Cố gắng sử dụng được một ngôn ngữ với những gì mình có | *I don't know much English hut I can get by in everyday conversations.* | |
| global (a) | /ˈɡləʊbl/ | Toàn cầu | *Changes like this will impact on the global economy.* | |
| flexibility (n) | /ˌfleksəˈbɪləti/ | tính linh hoạt | *Computer-based learning gives students more flexibility in completing a course.* | |
| fluent (a) | /ˈfluːənt/ | Trôi chảy | *She's fluent in Polish.* | |
| imitate (v) | /ˈɪmɪteɪt/ | Bắt chước | *Some of the younger pop bandstryto imitate their musical heroes from the past.* | |
| Immersionschool  (n) | /i’m ɜ: ʃn sku:l/ | Trường học nơi tiếng mẹ đẻ được dùng hoàn toàn | *In some countries, English immersion schools have been built to create all­English environment for learners.* | |
| massive (a) | /ˈmæsɪv/ | To lớn | *She died after taking a massive overdose of drugs.* | |
| mother tongue  (n) | /ˈmʌðə tʌŋ/ / | Tiếng mẹ đẻ | *Using mother tongue in a foreign language lesson may help students understand the lesson better.* | |
| multinational  (a) | /ˌmʌltiˈnæʃnəl/ | Đa quốc gia | *My brother studies in ci multinationalschool, whose students come from many different countries.* | |
| official (a) | /əˈfɪʃl/ | hành chính,  chính thức | *He made an official visit to Tokyo in March.* |
| openness  (n) | /ˈəʊpənnəs/ | độ mở | *He demonstrated an openness to change.* |
| operate (v) | /ˈɒpəreɪt/ | đóng vai trò | *In English*, *the same word can operate as many parts of speech.* |
| pickup (v) | /ˈpɪkʌp/ | học ngôn ngữ một cách tụ’ nhiên | *I picked up some Chinese when I was on holiday last year.* |

**II. Word formation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Words** | **Related words** | **Transcription** | **Meanings** |
| dominate (v) | domination (n) | /ˌdɒmɪˈneɪʃn/ | *sự thống trị* |
| dominance (n) | /ˈdɒmɪnəns/ | *ưu thế* |
| establish (v) | establishment (n) | /ɪˈstæblɪʃmənt/ | *sự thành lập* |
| established (a) | /ɪˈstæblɪʃt/ | *đã thiết lập* |
| globe (n) | global (a) | /ˈɡləʊbl/ | *toàn cầu* |
| globally (adv) | /ˈɡləʊbəli/ | *môt cách toàn cầu* |
| globalise(v) | / ɡləʊbəlaɪz/ | *toàn cầu hóa* |
| flexible (a) | flexibly (adv) | /ˈfleksəbli/ | *một cách linh hoạt* |
| flexibility (n) | /ˌfleksəˈbɪləti/ | *tính linh hoạt* |
| imitate (v) | imitation (n) | /ˌɪmɪˈteɪʃn/ | *Sự bắt chước* |
| imitative (a) | /ˌɪmɪˈteɪʃn/ | *Hay bắt chước* |
| fluent (a) | fluently (adv) | /ˈfluːəntli/ | *Thành thạo* |
| fluency (n) | /ˈfluːənsi/ | *Sự thành thạo* |
| punctual (a) | punctually (adv) | /ˈpʌŋktʃuəli/ | *Đúng giờ* |
| punctuality (n) | /ˌpʌŋktʃuˈæləti/ | *Sự đúng giờ* |
| simple (a) | simplicity (n) | /sɪmˈplɪsəti/ | *Sự đơn giản* |
| simply (adv) | /ˈsɪmpli/ | *Một cách đơn giản* |
| simplify (v) | /ˈsɪmplɪfaɪ/ | *Đơn giản hóa* |
| simplification (n) | /ˌsɪmplɪfɪˈkeɪʃn/ | *Sự đơn giản hóa* |
| vary (v) | variation (n) | /ˌveəriˈeɪʃn/ | *Sự biến đổi* |
| variety (n) | /vəˈraɪəti/ | *Sự đa dạng* |
| various (a) | / ˈveəriəs/ | *Khác nhau* |

**III. Grammar**

**1. Conditional sentences type 2**

***1.1. Uses***

The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which don't or won't happen.

***1.2. Forms***

|  |
| --- |
| If + S + V (past simple), S + would (could, might...) + V (infinitive).  S +would (could, might) + V (infinitive) + if +S +V (past simple).  \* Inversion: Were + S + (to V), S + would (could, might...) + V (infinitive) |

**Note:**

We can use ‘were’ instead of ‘was’ with ‘I’ and ‘he/she/it’. This is mostly done in formal writing.

|  |  |
| --- | --- |
| **Example** | **Explanation** |
| If I were you, I would drive more carefully in the rain. | I am not you - this is unreal. |
| Paula would be sad if Jan left. | Jan will not leave - that's not going to happen. |
| If dogs had wings, they would be able to fly. | Dogs don't have wings - that's impossible. |

**2. Relative clauses**

***1.1. Definition***

A relative clause is a clause that usually modifies a noun or noun phrase and is introduced by a relative pronoun (which, that, who, whom, whose), a relative adverb (where, when, why). It is also known as an adjective clause.

***2.2. Relative pronouns* / *adverbs***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **person** | **thing** | **place** | **time** | **reason** |
| **subject** | who/that | which/ that |  |  |  |
| **object** | who/whom/that | which/that |  |  |  |
| **adverb** |  |  | where | when | why  (for which) |
| **possession** | whose | whose  (of which) |  |  |  |

*2.2.1. Who*

- We use who in relative clauses to refer to people, and sometimes to pet animals.

***Examples:***

*I need to meet the boy who is my friend's son.*

*That's the dog who doesn't like me.*

*We don't know the person who donated this money*

*2.2.2. Whom*

- We use whom in formal styles or in writing to refer to people when the person is the object of the verb. Whom can be used with prepositions in formal writing.

***Examples:***

*I know the girl whom I spoke to.*

*The girl whom you saw at the concert is John's sister.*

*She smiled as she remembered the quiet scholar with whom she had shared a love of books.*

*2.2.3. Which*

- We use which in relative clauses to refer to animals and to things.

***Examples:***

*She works for a company which makes cars.*

*The accident which Daniel saw wasn't very serious.*

*You need to tick the box which says yes.*

- We always use which to introduce relative clauses when they refer to a whole sentence or clause:

***Examples:***

*He passed his exam, which pleased his parents.*

*She had to get up and walk all the way to the other side of the room, which isn't easy with a bad back.*

**Notes: Which + prepositions**

- We can use which as the complement of a preposition:

*Early in the Autumn Term there is a reception at which you can meet current staff and students.*

*Close by, in the churchyard, is the famous Rudston stone, from which the village takes its name.*

*John found a cat, the leg of which was broken.*

*2.2.4. That*

- We use that instead of who, whom or which in relative clauses to refer to people, animals and things. We use it to introduce defining clauses only.

***Examples:***

*I need to meet the boy that! who is my friend's son.*

*I know the girl that/ who/ whom I spoke to.*

*She works for a company that*/ *which makes cars.*

**\* We can use That:**

- after: something, anyone, nobody...or “all, much, none, little...”

*I'll tell you something that is very interesting.*

- after superlatives or ordinal numbers: only, first, last, second, next...

*This is the most beautiful dress that I've ever had.*

**\* We can't use That:**

- in non-defining relative clauses.

*Mr Brown, that we studied English with, is a very nice teacher (wrong).*

- after prepositions.

*The house in that I was horn is for sale. (wrong)*

**\* We must use That:**

- after phrases indicating both people and things.

*He told me the places and people that he had seen in London.*

*2.2.5. Whose*

- We usually use whose as a relative pronoun to indicate possession by people and animals. In more formal styles we can also use it for things.

***Examples:***

*John found a cat whose leg was broken.*

*This is the student whose book I borrowed.*

*He's marrying a girl whose family don't seem to like him.*

2.2.6. *Relative pronouns: when, where and why*

In informal language, we often use where, when or why to introduce defining relative clauses instead of at which, on which or for which.

|  |  |  |
| --- | --- | --- |
| **where** | **place** | *I know a restaurant where the food is excellent, (...a restaurant at which the food is excellent)* |
| **when** | **time** | *There isn't a day when I don't feel rushed off my feet, (...a day on which I don't feel rushed ...)* |
| **why** | **reason** | *Do you know the reason why the shop is closed today? (... the reason for which the shop is closed ...)* |

**B. PRACTICE EXERCISES**

**I. Give the correct form of the word in brackets to complete the following sentences.**

1. English is such an \_\_\_\_\_\_\_\_\_ language that learning it well birings students great advantages. (NATION)

2. In the first place, because English is often included in learning programs, a good of \_\_\_\_\_\_\_\_it helps to meet a compulsory requirement in many schools and universities. (KNOW)

3. Another benefit of learning English lies in exploring more subjects and \_\_\_\_\_\_\_\_\_ . (INFORM)

4. There are a huge number of materials written in English, so this language \_\_\_\_\_\_\_\_\_ me to gain further knowledge about all aspects of life. (ABLE)

5. English guarantees a high-paid job since most companies prefer employees with English ability to \_\_\_\_\_\_\_\_\_ with foreigners when necessary. (COMMUNICATION)

6. I like learning English because it is very necessary for my study, my knowledge and\_\_\_\_\_\_\_\_\_ opportunity. (EMPLOY)

7. \_\_\_\_\_\_\_\_\_ in French and German is required for this job. (FLUENT)

8. Please \_\_\_\_\_\_\_\_\_ the instructions so that the children can understand them. (SIMPLE)

9. The house was built in \_\_\_\_\_\_\_\_\_ of a Roman villa. (IMITATE)

10. He resigned his job for a \_\_\_\_\_\_\_\_\_ of reasons. (VARY)

**II. Complete the Conditional Sentences (Type 2) by putting the verbs into the correct form.**

1. If we (have) \_\_\_\_\_\_\_\_\_ a yacht, we (sail) \_\_\_\_\_\_\_\_\_the seven seas.

2. If he (have) \_\_\_\_\_\_\_\_\_ more time, he (learn) \_\_\_\_\_\_\_\_\_ karate.

3. If they (tell) \_\_\_\_\_\_\_\_\_ their father, he (be) \_\_\_\_\_\_\_\_\_ very angry.

4. She (spend) \_\_\_\_\_\_\_ a year in the USA if it (be) \_\_\_\_\_\_\_\_ easier to get a green card.

5. If I (live) \_\_\_\_\_\_\_\_\_ on a lonely island, I (run) \_\_\_\_\_\_\_\_\_ around naked all day.

6. We (help) \_\_\_\_\_\_\_\_\_ you if we (know) \_\_\_\_\_\_\_\_\_ how.

7. My brother (buy) \_\_\_\_\_\_\_\_\_ a sports car if he (have) \_\_\_\_\_\_\_\_\_ the money.

8. If I (feel) \_\_\_\_\_\_\_\_\_ better, I (go) \_\_\_\_\_\_\_\_\_to the cinema with you.

9. If you (go) \_\_\_\_\_\_\_\_\_ by bike more often, you (be/not) \_\_\_\_\_\_\_\_\_ so flabby.

10. She (not/talk) \_\_\_\_\_\_\_\_\_ to you if she (be) \_\_\_\_\_\_\_\_\_ mad at you.

**III. Rewrite the following sentences using the second conditional.**

1. I can't swim so I'm not going scuba diving with Jack.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. We're not going to order a pizza because we don't have enough money.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. We're not staying in the same hotel, so we can't share a room.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. I'm not you, but I think you should call Antony right now!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. I can't come because I have to help my dad with something.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. I don't go to bed as late as you so I'm able to get up early in the morning.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. I don't live alone so I don't get lonely.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. John's got such a lot of homework that he's not going to play football tonight.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. She can't buy the dictionary because she doesn't have enough money.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. I don't speak English, so I can't communicate with some tourists from England.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Decide which is the correct relative pronoun for the following sentences.**

1. The Minister, (**which/ who**) \_\_\_\_\_\_\_\_\_was appointed just last week, made no comment on the situation.

2. Isn't that the spot **(which/ where)** \_\_\_\_\_\_\_\_\_ the accident happened last night?

3. The human brain, **(which/ who)** \_\_\_\_\_\_\_\_\_ weighs about 1400 grams, is ten times the size of a balloon's.

4. There are several reasons **(which/ why)** \_\_\_\_\_\_\_ I don't want to see Michael tonight.

5. The new girl in our class, **(who's/ whose)** \_\_\_\_\_\_\_\_\_ name is Alexandra, seems really nice.

6. The Titanic, **(which/ that)** \_\_\_\_\_\_\_\_\_people said was unsinkable, sank on her maiden voyage.

7. April 1st, **(which/ when)** \_\_\_\_\_\_\_\_\_ we play tricks on people, is known as April Fools' Day.

8. Harry Hill, **(who/ whose)** \_\_\_\_\_\_\_\_\_ new series starts next week, is one of my favourite comedians.

9. All people to **(whom/ who)** \_\_\_\_\_\_\_\_\_ the e-mail was sent replied.

10. Blackpool Tower, **(which/ that)** \_\_\_\_\_\_\_\_\_ was modelled on the Eiffel Tower, is a very well-known.

**V. Use relative clauses to combine the following pairs of sentences.**

1. My father lives in a small house full of ornaments. This makes it really difficult to learn.

🡪 My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Some students take a year out before university. This allows them to work or travel.

🡪 Some students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The Guggenheim Museum is in Bilbao. It only displays contemporary art.

🡪 The Guggenheim Museum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. My English teacher is leaving. His lectures are very interesting.

🡪 My English teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The lecture was about current economic policy. It was not easy to understand.

🡪 The lecture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In 1990 my parents arrived in New York. They stayed there for the rest of their lives.

🡪 My parents arrived in New York \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. gave my assignment to the faculty secretary. She was not very friendly.

🡪 I gave my assignment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. English has become a global language. I am going to major in it.

🡪 I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. My nephew's English is fluent. He is studying in an English immersion school.

🡪 My nephew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. I have never been to Apollo English Centre. Many other students learn English there.

🡪 I have never \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT 10. SPACE TRAVEL**

**A. REVIEW**

**I. Vocabulary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Words** | **Transcription** | **Meanings** | | **Examples** | |
| astronaut (n) | /ˈæstrənɔːt/ | Phi hành gia | | *Pham Tuan is the first Vietnamese astronaut.* | |
| astronomy (n) | /əˈstrɒnəmi/ | Thiên văn học | | *Astronomy is a natural science that studies celestial objects and phenomena.* | |
| attach (v) | / əˈtætʃ/ | Gắn, gài | | *Please attach the cheque to the front of your letter.* | |
| float (v) | / fləʊt / | Trôi, nổi | | *In science we learned about density, and why oil floats on water.* | |
| habitable(a) | /ˈhæbɪtəbl/ | Có đủ điều kiện cho sự sống | | *Some areas of the country are just too cold to be habitable.* | |
| International Space Station (ISS) (n) | / ˌɪntəˈnæʃnəl speɪs ˈsteɪʃn/ | Trạm vũ trụ quốc tế ISS | | *The InternationalSpaceStation is a space station***,** *or a habitable artificial satellite, in low Earth orbit.* | |
| galaxy (n) | /ˈɡæləksi/ | Thiên hà | | *There are reckoned to be about 400 billion stars in our galaxy, the Milky Way.* | |
| land (v) | /lænd/ | Hạ cánh | | *They were the first men to land on the moon.* | |
| launch (v) | /lɔːntʃ/ | phóng | A *spokesman for the dockyard said they hoped to launch the first submarine within two years.* | |
| meteorite (n) | /ˈmiːtiəraɪt/ | thiên thạch | *A meteorite is like an ordinary piece of rock.* | |
| microgravity  (n) | /ˈmaɪkrəʊˈɡrævəti/ | tình trạng không trọng lực | *The microgravity made them weightless.* | |
| mission (n) | /ˈmɪʃn/ | nhiệm vụ | *My mission in life is to educate the rich about the suffering of the poor.* | |
| operate(v) | / ˈɒpəreɪt / | vận hành | *The video provides instruction on how to operate the computer.* | |
| orbit(n,v) | /ˈɔːbɪt/ | Quỹ đạo, xoay quanh quỹ đạo | *The satellite is now in a stable orbit.* | |
| parabolic flight (n) | / ˌpærəˈbɒlɪk flaɪt / | chuyến bay tạo môi trường không trọng lực | *Do you actually achieve weightlessness during a parabolic flight?* | |
| rocket (n) | /ˈrɒkɪt/ | tên lửa | *The rocket was launched in 2007.* | |

**II. Word formation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Words** | **Related words** | **Transcription** | **Meanings** |
|  | astronomic (a) | /ˌæstrəˈnɒmɪkl/ | (thuộc) thiên văn học |
| astronomy (n) | astronomical (a) | /ˌæstrəˈnɒmɪkl/ | (thuộc) thiên văn học |
|  | astronomer (n) | /əˈstrɒnəmə(r)/ | nhà thiên văn học |
| attach (v) | attachment(n) | /əˈtætʃmənt/ | sự gắn |
| attached (a) | /əˈtætʃt/ | gắn bó |
| Operate (v) | Operation (n) | /ˌɒpəˈreɪʃn/ | hoạt động |
| operational (a) | /ˌɒpəˈreɪʃənl/ | sẵn sàng hoạt động |
| habitable (a) | habitat(n) | / ˈhæbɪtæt / | môi trường sống |
| inhabitant(n) | /ɪnˈhæbɪtənt/ | người dân cư trú |
| inhabit (v) | / ɪnˈhæbɪt / | sống, ở |
| universe (n) | universal (a) | /ˌjuːnɪˈvɜːsl/ | (thuộc) thế giới, vũ trụ |

**III. Grammar**

**1. Fast simple tense and past perfect tense**

|  |  |  |
| --- | --- | --- |
|  | **Past simple** | **Past perfect** |
| **form** | (+) S + V-ed/irr  (-) S + didn't + V  (?) (WH+) did + S + V? | (+) S + had+ V-p2  (-) S + hadn’t + V-p2  (?) (WH+) had + S + V-p2? |
| **Use** | Past simple tense generally refers to:   * Completed actions at a specific time in the past.   *Ex: Yesterday, I played football with my fiends.*   * *Habits in the past.*   *Ex: I often went fishing when I lived in the countryside.*   * A series of actions occurring successively in the past.   *Ex: When I saw the spaceship, I locked the door and ran out of the room to see.* | Past perfect tense refers to:   * One past action hap­pens before another past action.   *Ex: When I arrived at the station, the train had left for* *15 minutes.*   * Completed actions before a moment in the past.   *Ex: By 2005, 1 had taken 50 photos.* |
| **Signals** | ago, yesterday, last, ... | before, as soon as, after, when, by the time, by, just, already, ... |
| **Structures of past simple and past perfect** | * By the time +clause (past simple) + clause (past perfect)   *Ex: By the time we arrived, the train had left.*   * As soon as + clause (past perfect) + clause (past simple). * Past Perfect + before + Past Simple * Past Simple + after + Past Perfect * *Ex: I had finished my work before 1 went home.*   *Or: I went home after I had finished my work* |  |

**2. Defining relative clauses.**

***2.1. Relative pronouns***

- Relative pronoun is used to replace a noun. They always stand behind the replaced nouns.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **For people** | **For things** | **place** | **time** | **reason** |
| **subject** | Who/that + V | Which/that + V |  |  |  |
| **Object** | Who/whom/that + Clause | Which/that + Clause |  |  |  |
| **Possessive** | Whose + N | Whose +N |  |  |  |
| **adverb** |  |  | Where | when | why |

**2. Defining ealative clause**

- A defining relative clause gives essential information which tell us exactly what is being referred to. Without this clause, the sentence might be difficult to understand the meaning.

- Defining relative clause is used for indefinite nouns and comma is not used in this clause.

Notes: In a defining relative clause we can leave out the relative pronoun if it is the object of the clause.

*Example: The book (that) I wrote is being published in January.*

**B. PRACTICE EXERCISES**

**I. Choose the word whose main stressed syllable is placed differently from that of the others in each group.**

1. A. profession B. altitude C. impressive D. extremely

2. A. orbit B. mission C. spacewalk D. trainee

3. A. astronomic B. emergency C. experiment D. collaborate

4. A. activity B. parabolic C. observatory D. historical

5. A. surface B. approach C. descend D. explore

**II. Choose the word whose underlined part is pronounced differently from that of the others in each group.**

1. A. astronomer B. astrology C. astronaut D. astronomy

2. A. cooperate B. rocket C. telescope D. microgravity

3. A. universe B. mission C. rinseless D. space

4. A. stuff B. scuba C. include D. blue

5. A. emergency B. together C. galaxy D. gravity

**III. Choose the best answer to complete each of the following sentences.**

1. The first \_\_\_\_\_\_\_\_\_ was done by Alexei Leonov, a Russia cosmonaut on March 18th, 1965. It was 10 minutes long.

A. spaceward B. spacesuit C. spacewalk D. spaceship

2. Pham Tuan said everything \_\_\_\_\_\_\_\_\_ quite strange although he when he was on the ground.

A. was - had prepared B. had been - prepared

C. was - prepared D. was - has prepared

3. At night, the ISS can easily be seen from the Earth, as it flies at the \_\_\_\_\_\_\_\_\_ of 320 kilometres above us.

A. attitude B. height C. level D. altitude

4. The Milky Way is just a \_\_\_\_\_\_\_\_\_ in the universe and it contains our Solar System.

A. galaxy B. planet C. comet D. meteorite

5. Virgin Galactic is the world's first commercial \_\_\_\_\_\_\_\_\_.

A. spaceship B. exploration C. space D. space line

6. Mukai Chiaki, the first female Japanese astronaut, \_\_\_\_\_\_\_\_\_15 days aboard the space shuttle Columbia in space before it \_\_\_\_\_\_\_\_\_ to the Earth on July 23,1994.

A. was spending - was returning B. spent - was returning

C. spent - had returned D. had spent - returned

7. NASA uses a variety of facilities to \_\_\_\_\_\_\_\_\_ microgravity conditions.

A. invent B. perform C. do D. create

8. Joan was \_\_\_\_\_\_\_\_\_ the moon when she found out she was going to be a I grandmother.

A. in B. over C. up D. into

9. Today, the menu on the ISS includes more than 100 items \_\_\_\_\_\_\_\_\_astronauts can choose their daily meals before they fly into space.

A. in which B. where C. which D. from which

10. “ \_\_\_\_\_\_\_\_\_I go to the cinema, only when there's a film I really, really want to see”.

A. The sky s the limit B. Out of this world

C. Over the moon D. Once in a blue moon

11. "Did you see the new 3D film at Megastars Theatre?" - "Yes. It was better than good. It was \_\_\_\_\_\_\_\_\_.”

A. out of this world B. the sky's the limit

C. over the moon D. once in a blue moon

12. The closest potentially \_\_\_\_\_\_\_\_\_planet ever found has been spotted by Australian scientists, ant it's just 14 light years away.

A. transferable B. workable C. foreseeable D. habitable

13. Do you know the reason \_\_\_\_\_\_\_\_\_ humans are interested in Mars and other planets in the solar system?

A. which B. that C. why D. whose

14. She wasn't listening to me at all. Sometimes I think she's living \_\_\_\_\_\_\_\_\_another planet.

A. in B. on C. at D. down

15. In 1998 at the age of 77, John Glenn \_\_\_\_\_\_\_\_\_ with six other astronauts on the space shuttle after he \_\_\_\_\_\_\_\_\_ three orbits around the Earth a long time.

A. flew - had made B. had flown - made

C. flew – made D. was flying - made

**IV. Give the correct form of the word in brackets to complete the following sentences.**

1. On the ISS \_\_\_\_\_\_\_\_\_ have to attach themselves so they don't float around. (ASTRONOMY)

2. An unmanned Chinese \_\_\_\_\_\_\_\_\_ has returned safely to Earth. (SPACE)

3. In 2015, NASA discovered an Earth-like planet which might be \_\_\_\_\_\_\_\_\_because it has 'just the right' conditions to support liquid water and possibly even life. (HABITAT)

4. One of the largest \_\_\_\_\_\_\_\_\_ found on Earth is the Hoba from southwest Africa, which weighs about 54,000 kg. (METEORIC)

5. The training often takes place in a water tank laboratory so that trainees become familiar with crew activities in simulated \_\_\_\_\_\_\_\_\_ in order to perform spacewalks. (GRAVITY)

**V. Read the text below and write one word in each blank to complete it.**

The space tourism industry is officially open for business, and tickets are going for 20 million US dollars (1) \_\_\_\_\_\_\_\_\_ a one-week stay in space. Despite reluctance from NASA, Russian made American businessman Dennis Tito the world's first space tourist. Tito flew into (2) \_\_\_\_\_\_\_\_\_ aboard a Russian Soyuz spaceship that arrived at the International Space (3) \_\_\_\_\_\_\_\_\_ (ISS) on April 30, 2001. The second tourist, South American businessman Mark Shuttleworth, took off abroad the Russian Soyuz on April 25, 2002, also bound for the ISS. Greg Olsen, an American businessman, became tourist number three to the ISS on October 1, 2005.

On September 18, 2006, Anousheh Ansari, a telecommunications businesswoman (4) \_\_\_\_\_\_\_\_\_ the first female space tourist and the fourth space tourist overall. She (5) \_\_\_\_\_\_\_\_\_ also the first person of Iranian descent to make it into space. Charles Simonyi, a software architect, became the fifth space tourist on April 7, 2007.

**VI. Read the following passage and answer the questions by choosing the option A, B, C or D.**

People have always gazed up at the stars in wonder. Their imaginations are filled with possibility as they think carefully how large the universe is and whether or not we are alone in it. Of all the stars out there, are there intelligent beings on a planet circling one of the stars looking back at us and wondering the same thing?

It is difficult to comprehend how many stars there are, or even to guess the possibilities of their being intelligent life. Yet our interest in finding out is so strong that the search has been going on for over a century. What we consider the modern Search for Extraterrestrial Intelligence (SETI) began around 1960.

The SETI project is not what many people think it is. A simple explanation is that scientists study electromagnetic waves that are being emitted throughout the universe. When they are looking at these waves, they have a good idea of what are considered natural, random patterns the waves take. Therefore, they are searching for anything that does not appear to be randomly generated. If they were able to find something non-random, they would believe that an intelligent source of some kind must be creating it. In other words, intelligent life would have to exist somewhere else in the universe.

While the SETI project will continue to listen for signals from an intelligent source, other programmes hope to find any source of life. The Mars rovers will continue to search for dry lake beds and other areas on the Red Planet that may have once held life. If any life can be found outside the earth, then we are probably on our way to finding life that could be similar to our own.

1. When did the modem search for intelligent life begin?

A. There is no record of when it began.

B. It has not actually begun yet.

C. I began around 1960.

D. It has been going on since the beginning of time.

2. How long has the search for life in outer space been going on?

A. Since 1960 B. More than a hundred years

C. For a few years D. Not over two decades

3. Which of the following sentences is NOT true?

A. Signals from intelligent sources will most likely be random.

B. The rovers on Mars are looking for signs of life.

C. People have long wondered if we are alone in the universe.

D. Scientists are searching for any form of life that is found elsewhere than the earth.

4. Why are people searching for intelligent life in space?

A. Because it is the reason for people's existence.

B. Because life must exist somewhere else.

C. Because they want to meet aliens.

D. Because they have a strong interest in it.

5. What are the people in the SETI project listening for?

A. Patterns that are not random B. Special time signals

C. Random waves D. Specific voices in the universe

**VII. Use relative clauses to combine the following pairs of sentences.**

1. The class watched a film yesterday. The film was about the Apollo 13 space mission.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. We are meeting an astronomer tonight. This astronomer has discovered three Earth-like planets.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. We read about an astronaut. The astronaut travelled into space in 1961.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Can you talk more about the parabolic flights? You took them for your training?

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. This is the year. The first human walked on the moon on that day.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT 11. CHANGING ROLES IN SOCIETY**

**A. REVIEW**

**I. Vocabulary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Words** | **Transcription** | **Meaning** | **Examples** | |
| application (n) | /ˌæplɪˈkeɪʃn/ | việc áp dụng, ứng dụng | *The application of new technology to teaching is very necessary.* | |
| attendance (n) | /əˈtendəns/ | sự tham gia | *Teachers must keep a record of students' attendances.* | |
| breadwinner  **(n)** | /ˈbredwɪnə(r) | lao động chính trong nhà | *When I was born, my father became the sole breadwinner.* | |
| burden (n) | / ˈbɜːdn/ | gánh nặng | *I don't want to become a burden to my children when I'm old.* | |
| consequently  (adv) | /ˈkɒnsɪkwəntli/ | vì vậy | *She failed her exam and was consequently unable to start her studies at college.* | |
| content (a) | /ˈkɒntent/ | hài lòng | *I had to be content with third place.* | |
| externally (a) | /ɪkˈstɜːnəli/ | bên ngoài | *The building is being restored externally.* | |
| facilitate (v) | /fəˈsɪlɪteɪt/ | tạo điều kiện, điều phối | *We will facilitate your business.* | |
| financial (a) | /faɪˈnænʃl/ | (thuộc về) tài chính | *Tokyo and New York are major financial centres.* | |
| hands-on (a) | / ˌhændz ˈɒn/ | thực hànlì, thực tế, ngay tại chỗ | *Those workers have hands-on experience of industry.* |
| individually  - oriented (a) | /ˌɪndɪˈvɪdʒuəli ˈɔːrient/ | có xu hướng cá nhân | *Dozens of athletes are competing in the two individually-oriented sports of triathlon and bodybuilding* |

**II. Word infomation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Related words** | **Transcription** | **Meaning** |
| apply (v) | application (n) | / ˌæplɪˈkeɪʃn/ | Sự áp dụng |
| applicant (n) | /ˈæplɪkənt/ | ứng viên |
| appliance (n) | /əˈplaɪəns/ | Dụng cụ |
| attend (v) | attendance (n) | / əˈtendəns / | Sự có mặt |
| attendant (a) | /əˈtendənt/ | Có mặt |
| attender (n) | /əˈtendə(r)/ | Người tham dự |
| attendee (n) | /ˌætenˈdiː/ | Người tham dự |
| unattended (a) | /ˌʌnəˈtendɪd/ | Vô chủ |
| facilitate (v) | facilitation (n) | /fəˌsɪlɪˈteɪʃn/ | Sự tạo điều kiện |
| facilitator (n) | /fəˈsɪlɪteɪtə(r)/ | Người trợ giúp |
| finance (n) | financial (a) | /faɪˈnænʃl/ | Thuộc tài chính |
| financier (n) | faɪˈnænsiə(r) | chuyên gia tài chính |
| dominate (v) | domination (n) | /ˌdɒmɪˈneɪʃn/ | Sự thống trị |
| dominance (n) | /ˈdɒmɪnəns/ | Ưu thế |
| dominant (a) | /ˈdɒmɪnənt/ | Có ưu thế |
| respond (v) | responsive (a) | /rɪˈspɒnsɪv/ | Phản ứng nhanh nhạy |
| respondent (n) | /rɪˈspɒndənt/ | Bị đơn |
| vision (n) | visual(a) | /ˈvɪʒuəl/ | thuộc thị giác |
| visionary (a) | /ˈvɪʒənri/ | nhìn xa trông rộng |
| visible (a) | /ˈvɪzəbl/ | nhìn thấy được |
| visibility (n) | /ˌvɪzəˈbɪləti/ | tính hữu hình |
| invisible (a) | /ɪnˈvɪzəbl/ | vô hình |
| invisibility (n) | /ɪnˌvɪzəˈbɪləti/ | tính vô hình |

**III. Grammar**

**1. Non- defining relative clauses**

* We use non-defining relative clauses to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.
* We always use a relative pronoun (who, which, whose or whom) to introduce a non-defining relative clause (In the examples, the relative clause is in bold). In writing, we use commas around non-defining relative clauses.

***Example:***

*My car, which is very large, uses too much gasoline. (Sự việc chiếc xe của tôi rất lớn là thông tin bổ sung và không quan trọng cho phần còn lại của câu)*

*This is Tom whose brother is my best friend. (Sự việc anh của Tom là bạn thân nhất của tôi là thông tin bổ sung và không quan trọng cho phần còn lại của câu)*

**Note:**

* Non-defining relative clauses can use most relative pronouns (which, whose etc,) but they CAN'T use 'that' and the relative pronoun can never be omitted.

***Example:***

*Ms Brown, who(m) you met at our school, is going to get married next month.*

*David, who(m) everybody suspected, turned out to be innocent.*

*We stayed at Huong Giang Hotel, which Mary recommended to us.*

* The relative pronoun which at the beginning of a non-defining relative clause can refer to all the information contained in the previous part of the sentence, rather than to just one word..

***Example:*** *It rained all night, which was good for the garden. (Which means "the fact that it rained all night")*

**2. Future passive**

***2.1. Changing a sentence into the passive voice***

|  |  |
| --- | --- |
| **Active sentence** | S + V + O |
| **Pasive sentence** | S (O - active) + be + V(pp) + (by + S - active) |

To change a sentence from active to passive voice, do the following:

*a. Interchange the subject and object.*

*b. Take the main verb in its past participle form. Do not change the tense of the original sentence, so add an auxiliary verb.*

*c. The passive forms of a verb are created by combining a form of the "to be verb" with the past participle of the main verb.*

*d. Place the active sentence's subject into a phrase beginning with the preposition by.*

***2.2. The passive voice of future tenses***

|  |  |
| --- | --- |
| **Tenses** | **Passive structures** |
| Future simple  *I will tell you when the time comes.* | will be + V(pp)  *You will be told when the time comes.* |
| Future progressive  *We will be holding talks at this time*  *next month.* | will be being + V(pp)  *Talks will be being held at this time next month.* |
| Future perfect  *They will have finished this report by Thursday.* | will have been + V(pp)  *This report will have been finished by Thursday.* |
| be going to  *We are going to buy him a gift.* | am/is/are going to be + V(pp)  *He is going to be bought a gift.* |

***2.3. Note***

* Only transitive verbs (those that take objects) can be transformed into passive constructions. Furthermore, active sentences containing certain verbs cannot be transformed into passive structures.

***Example:*** *A serious accident happened on a railway bridge on Sunday.*

* Subjects such as: *I, you. he. she. it, we. they, one, people, some, somebody*can be omitted in passive form

***Example:***

*Someone left this purse in a classroom.*

*This purse was left in a classroom.*

* ***with*** is used in place of 'by' to talk about an instrument used by the agent/ subject.

***Example:***

*The room was filled ivith smoke.*

*This report was written with a fountain pen.*

* Adverbs of manner can be used between be and past participle

***Example:***

*My teacher has studied this issue carefully.*

*This issue has been carefully studied by my teacher.*

* Adverbs of places can be used before by + O (agent)

***Example:***

*The police found him in the forest.*

*He was found in the forest by the police.*

* Adverbs of time must be used after by + O (agent)

***Example:***

*Her friend typed the letter this morning.*

The letter was typed by her friend this morning.

**B. PRACTICE EXERCISE**

**I. Choose the word whose main stressed syllable is placed differently from that of the others in each group.**

1. A. forum B. final C. responsive D. whiteboard

2. A. drastically B. advantage C. projector D. dependent

3. A. participate B. individual C. relationship D. participant

4. A. demolish B. syllabus C. principal D. masterpiece

5. A. competition B. technology C. theoretical D. university

**II. Give the correct form of the word in brackets to complete the following sentences.**

1. He used to be a \_\_\_\_\_\_\_\_\_ who quit 20 years ago. (SMOKE)

2. Scientific advances and other \_\_\_\_\_\_\_\_\_ constantly eliminate some jobs and create new ones. (DEVELOP)

3. You need to find a way to allow your customers to do some \_\_\_\_\_\_\_\_\_ to your product so that they can get what they want. (TAILOR)

4. The meeting went very smoothly because we had a very competent \_\_\_\_\_\_\_\_\_ who really understood the needs of all the people who attended. (FACILITATE)

5. He finds the way to a place easily. He has a very good sense of \_\_\_\_\_\_\_\_\_. (DIRECT)

**III. Choose the best answer to complete each of the following sentences.**

1. In our society, men are often expected to be the in a family.

A. burden B. breadwinner C. content D. sector

2. The Taj Mahal, \_\_\_\_\_\_\_\_\_is recognized as one of the wonders of the world, was built by an Indian King in the memory of his beloved wife.

A. which B. that C. where D. what

3. Louis Pasteur, \_\_\_\_\_\_\_\_\_ discovered a cure for rabies, was a French scientist.

A. he B. that C. who D. whom

4. Teachers in modern classrooms are \_\_\_\_\_\_\_\_\_ because their main task is to set goals and organise the learning process accordingly.

A. decision-makers B. facilitators

C. facilities D. directions

5. The people about \_\_\_\_\_\_\_\_\_ the novelist wrote were factory workers and about their families.

A. who B. whom C. that D. them

6. Some of the boys \_\_\_\_\_\_\_\_\_ didn’t come.

A. whom I invited them B. I invited them

C. I invited D. When I invited

7. Companies have to be \_\_\_\_\_\_\_\_\_ to customer demand.

A. responsible B. responsive

C. responding D. responsively

8. The living standards of people in remote areas \_\_\_\_\_\_\_\_\_.

A. will raise B. will be raised

C. will be risen D. will arise

9. The system of water pipes has broken. The supply \_\_\_\_\_\_\_\_\_.

A. will reduce B. will be reduced

C. will have reduced D. will be reducing

10. We went to many places \_\_\_\_\_\_\_\_\_ you find people \_\_\_\_\_\_\_\_\_ language was hard to understand.

A. where - which B. where - whose

C. that - whose D. which – whose

**IV. Use the words given in the box to complete the following sentences.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **endangered** | **guidance** | **facilitators** | **independent** | **necessarily** |
| **theoretically** | **applicants** | **involvement** | **participatation** | **responsive** |

1. Our school will participate in a big campaign to save \_\_\_\_\_\_\_\_\_ species.

2. The role of the modern teacher is to provide \_\_\_\_\_\_\_\_\_ to the student.

3. It is good news that all the schools in our city are \_\_\_\_\_\_\_\_\_ in to changes the curriculum.

4. Finishing high school at the age of 16 is \_\_\_\_\_\_\_\_\_ possible for many students.

5. It is announced that successful \_\_\_\_\_\_\_\_\_ will receive notification within the week.

6. A leg injury is preventing Peter from active \_\_\_\_\_\_\_\_\_ in the competition.

7. Her children are very \_\_\_\_\_\_\_\_\_. They do all the shopping and cooking by themselves.

8. In the future, students will not \_\_\_\_\_\_\_\_\_ go to school every day; they can stay at home and follow the lesson online.

9. The modern mother will decrease her \_\_\_\_\_\_\_\_\_ in household work as it will be shared by her husband.

10. Teachers should act as \_\_\_\_\_\_\_\_\_ , enabling their students to study in the way that suits them best.

**V. Read the following passage and choose the option A, B, C or D to complete the following statements.**

Men have played a significant role in American society as the main breadwinner, and protector of the family. But the traditional role of men has slowly been transferred to women. Society is changing with women going to college, and gaining jobs. It may even happen in several years' time when women are given sole earning responsibility in American society as the main breadwinner of the family. That is due in part to women gained working privileges equal to men in the 1970s.

Up until the 1970s, men were the traditional family breadwinners, while women stayed at home, raised the kids, made dinner every night, cleaned the house, and ran all of the errands. Men went to work every day, making enough money to buy a nice home, buy a new car every so often.

Once women were afforded the opportunity to work in the same jobs men once held, men's more traditional foothold in the workplace was loosened. Women were given bigger jobs with more responsibility, but women take jobs with major responsibly with less pay than men.

The role of men in American society is changing with more women going to college, and obtaining careers; men are playing more untraditional roles at home.

Women are still giving birth to the kids, running errands, cleaning, making dinner. Young children, boys as well as girls, are being raised with dad at home taking care of the kids.

Millions of families are also raising their young with mom and dad sharing all of the responsibilities. Today's role of men in American society is more of a shared role, with a more undefined role.

1. The shared role of men nowadays is \_\_\_\_\_\_\_\_\_.

A. going to work, and doing housework

B. sharing responsibilities with women at work

C. the same as their traditional role

D. cleaning the house, and raising the kids

2. The traditional role of men was \_\_\_\_\_\_\_\_\_.

A. the supporter of women

B. the main breadwinner of the family

C. the foothold in the family

D. raising the children when they were at home

3. The word "foothold" in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_\_.

A. achievements at work

B. a strong position at work

C. a hole in a rock to support your feet

D. supporting when climbing

4. Women used to stay at home doing housework because \_\_\_\_\_\_\_\_\_.

A. men went to work every day

B. men gained equal working privileges

C. men brought bread home every day

D. men offered a good life to the whole family

5. At work, women take \_\_\_\_\_\_\_\_\_.

A. all the jobs once held by men

B. the job of delivering bread

C. the jobs for college graduates

D. the same job as men but with less pay

**VI. Use a relative pronoun or a relative adverb to combine the following pairs of sentences.**

1. The river is not safe for swimming. It is polluted.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The doctor was very gentle. He examined the sick child.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The man is standing over there. I was telling you about him.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The meeting was interesting. I went to it.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. We don't like the stories. They don't have happy endings.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. Use a relative pronoun or a relative adverb to combine the following pairs of sentences.**

1. Neil Armstrong lived in USA. He first walked on the moon.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The Nile is the home of a great variety of fish. The Nile is in Egypt.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The movie Harry Potter is coming soon. I'm longing to see it.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. We are moving to Manchester. Manchester is in the North West of England.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. I’ll stay with Adrian. His brother is one of my closet friends.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VIII. Change the following sentences into the passive voice.**

1. Mr. Quang will take the higher scholarship level next term.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Some people will interview the new president on TV.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The State will assign our students to different jobs.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. When will you do the work?

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. He won't tell me the truth about the situation.

🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT 12. MY FUTURE CAREER**

**A. REVIEW**

**I. Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Words** | **Transcription** | **Meaning** | **Examples** |
| academic (a) | /ˌækəˈdemɪk/ | học thuật, thuộc nhà trường | *The academic year in Vietnam runs from September to late May.* |
| alternatively (adv) | /ɔːlˈtɜːnətɪvli/ | lựa chọn khác | *You could catch the 18.30 train* - *alternatively, you could wait for the 19.50 fasttrain.* |
| applied (a) | /əˈplaɪd/ | ứng dụng | *Huong is really interested in applied mathematics.* |
| approach  (n) | /əˈprəʊtʃ/ | phương pháp, cách tiếp cận | *Michael is always very logical in his approach.* |
| behind the scenes  (idiom) | / bɪˈhaɪnd ðə  siːnz/ | * hậu trường * một cách thầm lặng | *My mum, who works behind the scenes, helps me much in my project.* |
| burn the midnight oil (idiom) | / bɜːn ðə  ˈmɪdnaɪt ɔɪl/ | thức trắng đêm chong đèn(dầu) để làm việc hay để học bài | *Tonight I'm burning the midnight oil because I havean important exam tomorrow.* |
| career  (n) | / kəˈrɪə(r)/ | sự nghiệp | *She manages to successful combine family life and a career .* |
| career path  (n) | / kəˈrɪə(r) pɑːθ/ | con đưòng sự nghiệp | *Choosing a career path is one of the most significant decisions**you'll make in your life.* |
| chef (n) | /ʃef/ | đầu bếp trưởng | *He is one of the top chefs**in Hanoi.* |
| certificate  (n) | / səˈtɪfɪkət/ | chứng chỉ | *She has a certificate in Drama**Education***.** |
| cultivation  (n) | /ˌkʌltɪˈveɪʃn/ | trồng trọt, canh tác | *Most of the land there is not good for cultivation.* |
| customer  service  (n) | / ˈkʌstəmə(r)  ˈsɜːvɪs/ | phòng (dịch vụ) chăm sóc khách hàng | *I'm totally satisfied with the**customer service of your travel**agency.* |
| take into  account  (idiom) | / teɪk  ‘ɪntəə’kaʊnt/ | cân nhắc kĩ | *I'll try to take into account all the things that are important in a situation like this.* |
| sector  (n) | /’sektə/ | thành phần | *In the financial sector, banks andinsurance companies have both lost a lot of money.* |

**II. Word formation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Words** | **Related words** | **Transcription** | **Meaning** |
| academy  (n) | academic (a) | /ˌækəˈdemɪk/ | có tính học thuật |
| academically (adv) | / ˌækəˈdemɪkli / | về mặt học thuật |
| apply (v) | application (n) | / ˌæplɪˈkeɪʃn/ | sự ứng dụng |
| applied (a) | /əˈplaɪd/ | được áp dụng |
| applicable (adj) | /əˈplɪkəbl/ | có thể ứng dụng được |
| inapplicable | /ˌɪnəˈplɪkəbl/ | không thể áp dụng |
| certificate  (n) | certificated (a) | /səˈtɪfɪkeɪtɪd/ | có chứng chỉ, chứng nhận | |
| certification (n) | /ˌsɜːtɪfɪˈkeɪʃn/ | sự cấp giấy chứng nhận | |
| certify (v) | /ˈsɜːtɪfaɪ/ | chứng nhận | |
| cultivate  (V) | cultivation (n) | /ˌkʌltɪˈveɪʃn/ | sự trồng trọt | |
| cultivated (adj) | /ˈkʌltɪveɪtɪd/ | có trồng trọt | |
| cultivator (n) | / ˈkʌltɪveɪtə(r)/ | người trồng trọt | |
| enroll (v) | enrollee (n) | /ɪnˌrəʊˈliː/ | người đăng ký | |
| enrollment (n) | /ɪnˈrəʊlmənt/ | sự đăng ký | |
| profession  (n) | professor (n) | /prəˈfesə(r)/ | giáo sư (đại học) | |
| professional (a) | /prəˈfeʃənl/ | chyên nghiệp | |
| professionally (adv) | /prəˈfeʃənəli/ | chuyên nghiệp | |
| unprofessional (a) | /ˌʌnprəˈfeʃənl/ | không chuyên nghiệp | |
| unprofessionally  (adv) | /ˌʌnprəˈfeʃənəli/ | không chuyên nghiệp | |

**III. Grammar**

**1. In spite of/ Despite**

|  |
| --- |
| In spite of:/ Despite + N/NP/V-ing, Main clause  Main clause + in spite of/despite + N/NP/V-ing |

***Examples:***

*She walked to work despite the heavy rain.*

*Despite the heavy rain, she walked to work.*

*In spite of getting good marks, John didn't seem happy.*

*Tom got to school on time in spite of getting up late.*

**2. V-ing and the infinitive**

***2.1. Verbs + to infinitive***

|  |  |  |
| --- | --- | --- |
| **Verbs** | **Meaning** | **Examples** |
| agree | Đồng ý | *Finally, she agreed to go with us.* |
| aim | Có mục đích | *The campaign aims to raise people's awareness about wildlife protection.* |
| appear | Tỏ ra, có vẻ | *She appeared not to know what was happening.* |
| choose | Chọn | *In the most difficult situation, she chose to leave her children behind.* |
| decide | Quyết định | *I decided not to go out because I hadn't finished my homework.* |
| manage | Cố gắng | *We managed to get to the airport in time.* |
| fail | Thất bại | *My favourite football team failed to win the match.* |
| happen | Tình cờ | *I just happened to be walking past when he came out of the shop.* |
| intend | Có ý định | *She didn't intend to hurt him.* |
| offer | Đề nghị | *A young man offered to carry one of my bags at the airport.* |
| plan | Lên kế hoạch | *I plan to get married next year.* |
| pretend | Giả vờ | *When the tiger approached, the child pretended to die.* |
| promise | Hứa | *My pen friend promised to write letters to me every week.* |

***2.2. Verbs + Object + to infinitive***

|  |  |  |
| --- | --- | --- |
| **Động từ** | **Nghĩa** | **Ví dụ** |
| advise | khuyên | *My teacher always advises us to study hard.* |
| allow | cho phép | *Jane's mum doesn't allow her to go out late at night.* |
| beg | van xin | *She begged him to forgive her.* |
| enable | làm cho có thể | *The software enables you to access the Internet in seconds.* |
| encourage | khuyến khích | *My mum encouraged me to take part in the singing contest.* |
| invite | mời | *The king held a party and invited all the young misses to join.* |
| order | ra lệnh | *The policed ordered him to leave.* |
| persuade | thuyết phục | *Please try to persuade him to come.* |
| remind | nhắc nhở | *The teacher reminded her students to complete their homework on time.* |

**3. Verbs + V-ing**

|  |  |  |
| --- | --- | --- |
| **Động từ** | **Nghĩa** | **Ví dụ** |
| admit | thừa nhận | *Svhe admitted cheating in the exam.* |
| avoid | tránh | *The shy girl always avoids answering the teacher's questions.* |
| begin | bắt đầu | *I began learning English 8 years ago.* |
| consider | cân nhắc | *We consider inviting the teacher to join our party.* |
| deny | phủ nhận | *The boy denied breaking the window.* |
| enjoy | thích | *Daisy enjoys walking in the rain.* |

**4. Verbs + V-ing or to infinitive**

Some verbs can be followed by a to-infinitive or the -ing form, but with a change in meaning:

|  |  |  |
| --- | --- | --- |
| **Động từ** | **V-ing** | **To infinitive** |
| remember | I clearly remember meeting her at the party. (I met her and now I remember this.) | I always remember to finish my homework before going to school. (I remember I have to finish my homework...) |
| forget | Jane seems to forget borrowing some money from me. She hasn't returned it yet. (to do something but have no memory of it) | Don't forget to send the letter I gave you. (you intended to do something but didn't do it because you forgot) |
| regret | He regretted having mentioned it. (He did this and now he's sorry about this.) | I regret to inform you that you fail to get the job. (I'm sorry that I have to say...) |
| stop | When the teacher entered the class, the students stopped talking, (...the students didn't talk anymore.) | I am exhausted. I should stop to rest for a while, (...stop working and take a rest) |
| try | He isn't in the office. Try phoning him his home number, (...do other thing instead) | The firefighter tried as hard as possible to put out the fire. (...manage to do something...) |
| mean | Failure on the exam means having to learn one more year, (...have the meaning of...) | I didn't mean to say bad things about you. (...intend to do something.,.) |

\* Some verbs can be followed by a to-infinitive or the -ing form without changing in meaning: begin, start, continue, intend, bother.

***Examples:***

*It has started to rain/ raining.*

*John intends to buy/buying a house.*

*Don't bother to come***/** *coming***,** *just call me up.*

\* However**,** don't use V-ing after another V-ing.

***Example:*** It's starting to rain. (Don't use: It's starting raining)

**B. PRACTICE EXERCISES**

**I. Give the correct form of the word in brackets to complete the following sentences.**

1. Police \_\_\_\_\_\_\_\_\_support laws through the detection, prevention and investigation of crime. (OFFICE)

2. \_\_\_\_\_\_\_\_\_ help to advance an understanding of how diet affects the health and well-being of people and animals. (NUTRITIOUS)

3. \_\_\_\_\_\_\_\_\_school teachers educate children between the ages of 11 and 18 in a national curriculum subject area. (SECOND)

4. \_\_\_\_\_\_\_\_\_ provide financial advice to clients that range from multinational organisations and governmental bodies to small independent businesses. (ACCOUNT)

5. \_\_\_\_\_\_\_\_\_manage learning resources while keeping the library users' needs in mind. (LIBRARY)

6. \_\_\_\_\_\_\_\_\_ design buildings that are functional, safe, and beautiful. (ARCHITECTURE)

7. Multimedia \_\_\_\_\_\_\_\_\_are responsible for combining text with sounds, pictures, video clips, virtual reality and other forms. (PROGRAM)

8. Tour \_\_\_\_\_\_\_\_\_ are responsible for organising and preparing holiday tours. (OPERATE)

9. \_\_\_\_\_\_\_\_\_ study past human activities by excavating, dating and interpreting objects and sites of historical interest. (ARCHAEOLOGY)

10. \_\_\_\_\_\_\_\_\_ write news stories, and articles for use on television and radio or within magazines, journals and newspapers. (JOURNAL)

**II Choose the correct word to complete each sentence.**

1. **(Although/In spite of/Because of)** \_\_\_\_\_\_\_\_\_ she is beautiful, everybody hates her.

2. The children slept deeply **(although/in spite of/because of)** \_\_\_\_\_\_\_\_\_ the noise.

3. Kate did not do well in the exam **(although/despite/because of)** \_\_\_\_\_\_\_\_\_ working very hard.

4. I managed to sleep **(although/in spite of/despite)** \_\_\_\_\_\_\_\_\_ the hotel was noisy.

5. I went to work the next day **(although/in spite of/despite)** \_\_\_\_\_\_\_\_\_was still feeling ill.

6. **(Although/In spite of/Despite)** \_\_\_\_\_\_\_\_\_ the weather was bad, we had a good time.

7. She refused the job **(although/in spite of/because)** \_\_\_\_\_\_\_\_\_ the low salary.

8. I could not get to sleep **(although/in spite of/because)** \_\_\_\_\_\_\_\_\_ the noise.

9. Liza never talked to him **(although/in spite of/despite)** \_\_\_\_\_\_\_\_\_ she loved him.

10 . **(Although/in spite of/Because of)** \_\_\_\_\_\_\_\_\_ we had planned everything carefully, a lot of things went wrong.

**III. Complete the sentences using the correct form (ing-form or to-infinitive) of the verbs in brackets.**

1. The horses struggled **(pull)** \_\_\_\_\_\_\_\_\_ the wagon out of the mud.

2. Anita demanded **(know)** \_\_\_\_\_\_\_\_\_ why she had been fired.

3. My skin can't tolerate **(be)** \_\_\_\_\_\_\_\_\_ in the sun all day. I get sunburned easily.

4. I avoided **(tell)** \_\_\_\_\_\_\_\_\_ Mary the truth because I knew she would be angry.

5. Fred Washington claims **(be)** \_\_\_\_\_\_\_\_\_ a descendant of George Washington.

6. Mr. Kwan broke the antique vase. I'm sure he didn't mean **(do)** \_\_\_\_\_\_\_\_\_ it

7. I urged Omar **(return)** \_\_\_\_\_\_\_\_\_ to school and **(finish)** \_\_\_\_\_\_\_\_\_ his education.

8. Mrs. Freeman can't help **(worry)** \_\_\_\_\_\_\_\_\_ about her children.

9. Children, I forbid you **(play)** \_\_\_\_\_\_\_\_\_ in the street. There's too much traffic.

10. My little cousin is a blabbermouth! He can't resist **(tell)** \_\_\_\_\_\_\_\_\_everyone my secret.

11. He wore glasses **(avoid)** \_\_\_\_\_\_\_\_\_**(be)** \_\_\_\_\_\_\_\_\_ recognized.

12. Before **(give)** \_\_\_\_\_\_\_\_\_ evidence you must swear **(speak)** \_\_\_\_\_\_\_\_\_the truth.

13. I tried **(persuade)** \_\_\_\_\_\_\_\_\_ him **(agree)** \_\_\_\_\_\_\_\_\_ with your proposal.

14. Your windows need **(clean)** \_\_\_\_\_\_\_\_\_. Would you like me **(do) \_\_\_\_\_\_\_\_**them for you?

15. Would you mind **(shut)** \_\_\_\_\_\_\_\_\_the window? I hate **(sit)** \_\_\_\_\_\_\_\_\_in a draught.

16. I can t help **(sneeze)** \_\_\_\_\_\_\_\_\_; I caught a cold yesterday form **(sit) \_\_\_\_\_\_\_\_**in a draught.

17. Stop **(talk)** \_\_\_\_\_\_\_\_\_ ! I am trying **(finish)** \_\_\_\_\_\_\_\_\_ a letter.

18. His doctor advised him **(give up)** **\_\_\_\_\_\_\_\_\_ (jog)** \_\_\_\_\_\_\_\_\_.

19. My watch keeps **(stop)** \_\_\_\_\_\_\_\_\_.

20. People used **(make)** \_\_\_\_\_\_\_\_\_ fire by **(rub)** \_\_\_\_\_\_\_\_\_ two sticks together.

**IV. Finish each of the following sentences so that its meaning stays the same.**

1. Mr. Thuan was injured. He managed to finish the race.

🡪 Despite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Although he had no qualifications for it, he got the job.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. I didn't like the CD you have recommended me, but I bought it all the same.

🡪 Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Thuy went to school. She was ill.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. We couldn't win the match. We played well.

🡪 Despite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. It rained a lot. We enjoyed our holiday.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. I told her all the truth. However, she didn't believe me.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. They didn't play well, but they won the game.

🡪 Despite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. He didn't get the job. He had all the necessary qualifications.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Although the shirts are very expensive, people buy them because they are trendy.

🡪 In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_