

ANH VĂN PHẬT PHÁP
Quyển 1: Sơ cấp
ENGLISH FOR BUDDHISM
Book 1: Elementary

Liên kết xuất bản

CHÙA GIÁC NGỘ

92 Nguyễn Chí Thanh, P.3, Q.10, TP.Hồ Chí Minh

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GIÁO TRÌNH TRUNG CẤP PHẬT HỌC

ANH VĂN PHẬT PHÁP
Quyển 1: Sơ cấp

ENGLISH FOR BUDDHISM

Book 1: Elementary

NHÀ XUẤT BẢN PHƯƠNG ĐÔNG

BAN CỐ VẤN VÀ CHỈ ĐẠO
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LỜI NÓI ĐẦU

“*English for Buddhism*” là một bộ giáo trình Anh ngữ Phật pháp được biên soạn dành riêng cho Tăng Ni của các trường Trung cấp Phật học, với mục đích giúp các học viên bước đầu làm quen với các thuật ngữ Phật pháp qua các mẫu chuyện ngắn bằng tiếng Anh đơn giản về cuộc đời Đức Phật Thích Ca, về Tăng đoàn, và một số bài Pháp thoại ngắn. Ngoài ra, bộ sách cũng giới thiệu và giúp các học viên luyện tập các kỹ năng nghe, nói, đọc, viết tiếng Anh căn bản qua những tình huống và ngữ cảnh phù hợp với nhu cầu và sinh hoạt của Tăng Ni trong các học viện. Đây cũng là bước chuẩn bị để Tăng Ni tự tin hơn trong giao tiếp và đọc các giáo trình Phật pháp nâng cao ở các bậc học cao hơn.

Bộ sách được biên soạn thành ba quyển với cấp độ từ Sơ cấp (*Elementary*), Trung cấp (*Intermediate*) đến Cao trung cấp (*Upper-intermediate*), tương ứng với ba năm học (6 học kỳ) của chương trình Trung cấp Phật học. Mỗi quyển gồm ba phần riêng biệt: Phần A – Đọc hiểu Phật pháp bằng Anh ngữ (*Buddhist readings in English*), Phần B – Đàm thoại Anh ngữ (*Conversations in English*), và Phần C – Ôn tập Ngữ pháp tiếng Anh (*English Grammar review*). Phần A và B có ghi âm bằng giọng bản ngữ để thuận tiện cho việc luyện phát âm. Với thời lượng 44 tiết/học kỳ, 4 tiết/2

buổi/tuần, giảng viên có thể dành 2 tiết/buổi cho phần A (Đọc hiểu Phật pháp) kèm theo bài tập luyện dịch, và 2 tiết/buổi cho phần B (Đàm thoại) kèm theo ôn tập văn phạm. Thời gian còn lại dành cho việc sửa bài tập và ôn thi.

Do những hạn chế từ nguồn tài liệu tiếng Anh dành riêng cho Tăng Ni, ngoài phần chú giải, câu hỏi và bài luyện dịch của phần A, bài ôn tập ngữ pháp tiếng Anh của phần C và một số bài luyện tập khác của phần B do Ban Biên soạn biên tập, cuốn Sơ cấp này được trích dẫn và biên soạn chủ yếu từ những cuốn sách của các tác giả bản ngữ như:

- Yin, J., & Hudson, K (2000). *Buddhism – Key Stage One*. UK: Buddhist Education Foundation.

- Dellar, H. & Walkey, A. (2011). *Outcomes – Elementary Student’s book*. Singapore: Cengage Learning

- Magg, P. & Smith, C. (2012). *Outcomes – Elementary Workbook*. Singapore: Cengage Learning.

- Clanfield, L. (2006). *Straightforward – Elementary Student’s Book*. Spain: Macmillan.

- Cùng một số tài liệu bản ngữ khác được đề cập ở mục sách tham khảo.

Do đây là lần đầu tiên giáo trình Anh ngữ Phật pháp chuyên biệt dành cho các trường Trung cấp Phật học tại Việt Nam được biên soạn, thiếu sót là điều không thể tránh khỏi. Rất mong nhận được sự đóng góp ý kiến của các học giả chuyên môn giúp Ban Biên soạn bổ túc và chỉnh lý để bộ giáo trình được hoàn thiện hơn trong những lần tái bản.

Ban Biên soạn

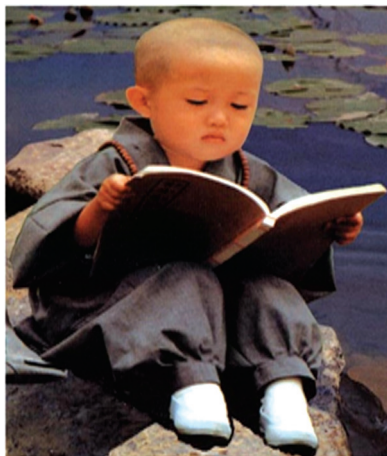
Giáo trình Phật pháp Anh ngữ

Part A

BUDDHIST READINGS

in ENGLISH

**Translated and Composed from “Buddhism: Key Stage I”
by Jing Yin, Ken Hudson and W. Y. Ho.**



A.01 TRIPLE GEM

What, O Ananda, is the Mirror of the Dharma? Herein a noble disciple has absolute confidence in the Buddha, Dharma and Sangha. Because of his confidence, these results will help him attain the first stage of sainthood, *sotapanna*. Possessing this Mirror of Dharma, a noble disciple shall be able to predict for himself that he shall not fall back to lower states like hell, the animal world, the ghost world and other sorrowful and unhappy states.



READING

∪ Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.

The Buddha, the Dharma and the Sangha are called the Triple Gem in Buddhism. The Triple Gem is very special to Buddhists. Buddhists pay respect to the Buddha, learn the Dharma, and follow the advice of the Sangha. By doing this, Buddhists believe they can become wise and happy.

The Buddha is the first gem for Buddhists. He is the founder of Buddhism. He realized the Truth. He is the most honoured person in Buddhism. The Buddha represents

wisdom. He taught us how to find happiness through wisdom and love.

The Dharma is the second gem for Buddhists. It is the teachings of the Buddha. It shows the Truth. It helps us to gain happiness.

The Sangha is the third gem for Buddhists. It is a group of monks or nuns. The Sangha represents purity. It sets a good example for Buddhists to follow.

WORDS TO LEARN

(The) Buddha (n) [ˈbudə]: Phật

(The) Dharma (n) [ˈda:mə]: Pháp

(The) Sangha (n) [ˈsʌŋgə]: Tăng

Advice (n) [ədˈvaɪs]: lời khuyên

advise (v) [ədˈvaɪz]: khuyên răn

buddhism (n) [ˈbudɪzəm]: Phật giáo

buddhist (a) (n) [ˈbudɪst]: thuộc Phật giáo, Phật tử

founder (n) [ˈfaʊndə]: người sáng lập

gem (n) [dʒem]: ngọc, châu bảo

happiness (n) [ˈhæpɪnɪs]: an lạc

happy (a) [ˈhæpi]: hạnh phúc

honour (v) (n) [ˈɔ:nə]: (sự) tôn kính

love (n) [lʌv]: sự yêu thương

monk (n) [mʌŋk]: thầy tu, tăng

nun (n) [nʌn]: ni cô, nữ tu sĩ

pure (a) [pjʊə]: trong sạch, tịnh

- purity (n) [ˈpjʊərəti]: sự thanh tịnh
 purify one's mind (v) [ˈpjʊərɪfaɪ]: thanh lọc tâm, thanh tịnh hóa tâm
 realize (v) [ˈriəlaɪz]: giác ngộ, thấu triệt, nhận ra
 represent (v) [reprɪˈzent]: biểu trưng
 respect (v) (n) [rɪˈspekt]: (sự) tôn trọng
 pay respect to sb: tôn kính, kính ngưỡng ai
 teachings (pl.n) [ˈti:tʃɪŋz]: lời dạy
 triple Gem (n) [ˈtripl - dʒem]: Tam bảo, Ba Ngôi báu
 truth (n) [tru:θ]: sự chân thật, Chân lý, Diệu đế
 true (a) [tru:]: đúng, thật
 wisdom (n) [ˈwɪzdəm]: trí tuệ
 wise (a) [waɪz]: thông thái, có trí tuệ

QUESTIONS

• *Answer the following questions with information from the text.*

1. What is the Triple Gem in Buddhism?
2. What do Buddhists do with the Triple Gem?
3. How do Buddhist become when they respect the Triple Gem?
4. What is the Buddha?
5. What is the Dharma?
6. What is the Sangha?
7. What does the Buddha represent?
8. What did the Buddha teach us?

9. What does the Dharma show?

10. What does the Sangha represent?

• *Practice answering those questions with a partner; book closed; and please keep the book closed.*

TRANSLATION

TAM BẢO



Trong đạo Phật, Phật-Pháp-Tăng được gọi là Tam bảo. Tam bảo có ý nghĩa rất đặc biệt đối với Phật tử. Phật tử quy kính Đức Phật, học Giáo pháp và nương theo lời giáo huấn của chư Tăng. Với việc làm này, Phật tử tin rằng họ sẽ có trí tuệ và được an lạc.

Đức Phật là ngôi báu đầu tiên đối với Phật tử. Ngài là người khai sáng đạo Phật. Ngài đã chứng ngộ Chân lý. Ngài là bậc đáng tôn kính nhất. Đức Phật tượng trưng cho trí tuệ. Ngài dạy chúng ta phương pháp để tìm thấy sự an lạc thông qua trí tuệ và lòng yêu thương.

Pháp là ngôi báu thứ hai đối với Phật tử. Pháp là lời dạy của Đức Phật. Pháp chỉ cho chúng ta thấy lẽ thật. Pháp giúp chúng ta đạt được an lạc.

Tăng là ngôi báu thứ ba đối với Phật tử. Tăng chúng là tập hợp của chư tăng hay chư ni. Tăng tượng trưng cho sự thanh tịnh. Tăng chúng là tấm gương tốt cho Phật tử noi theo.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Buddhists respect the Buddha and learn the Dharma with the Sangha.

2. The Buddha realized the Truth. He taught us how to become wise and happy.

3. The Dharma is the teachings of the Buddha about the Truth.

4. The Sangha sets a good example of wisdom and purity.

• *Translate the following sentences into English.*

1. Tôn kính Tam bảo là niềm hạnh phúc của Phật tử.

2. Phật tử nương theo lời dạy của Đức Phật để có trí tuệ và sự an lạc.

3. Phật pháp giúp mọi người sống an lạc với lòng yêu thương và trí tuệ.

A.02 THE BUDDHA

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



About 2,600 years ago, there was a great king named Siddhodana. He had a pretty wife called Maya. They lived at the bottom of the Himalayan Mountains in northern India.



The legend goes that one night, Queen Maya had a wonderful dream. She saw a huge white elephant come into her room. It was holding a lotus flower. The elephant blew its trunk as it was walking round her bed three times.



In the morning, the King asked his wise men about the Queen's dream. They said, "Oh King! A great son will be born". The King and Queen were very happy with this news.



Queen Maya gave birth to Prince Siddhartha in a pretty royal park. It was the full-moon day of May. All the trees were in flower. The bees were humming around the fresh flowers. The birds were singing sweetly. Everyone was happy because

a prince had been born. The prince was very kind. He never hurt anything, not even the smallest animals.

WORDS TO LEARN

bear (v) [beə], bore, born (động từ bất quy tắc): sinh, sinh sản

be born (v): được sinh ra

give birth to (v): sinh ra

full-moon day (n) [ful-mu:n-dei]: ngày rằm

king Suddhodana (n): vua Tịnh Phạn

legend (n) [ˈledʒənd]: truyền thuyết

legendary (a) [ˈledʒəndəri]: mang tính huyền thoại

lotus flower (n) [ˈləʊtəs-ˈflaʊə]: hoa sen

prince Siddhartha (n): thái tử Tất Đạt Đa

queen Maya (n): hoàng hậu Ma-gia

royal (a) [ˈrɔɪəl]: thuộc hoàng tộc, huy hoàng

QUESTIONS

• *Answer the following questions with information from the text.*

1. Who were the father and the mother of Prince Siddhartha?

2. What did Queen Maya see in her dream? What was the animal doing?

3. What did the King's wise men say about the Queen's dream?

4. When and where was Prince Siddhartha born?

5. What was the Prince like?

• Practice answering those questions with a partner, and please keep the book closed.



TRANSLATION

ĐỨC PHẬT

Khoảng 2.600 năm trước, có một đức vua vĩ đại tên là Suddhodana. Đức vua có một hoàng hậu xinh đẹp tên là Maya. Họ sống ở chân dãy núi Himalaya vùng Bắc Ấn.

Truyền thuyết kể rằng một đêm nọ, hoàng hậu Maya có một giấc mơ diệu kỳ. Bà thấy một con voi trắng đi vào phòng. Voi voi ngậm một cành sen. Chú tung voi đi quanh giường hoàng hậu nằm ba lần.

Sáng hôm sau, đức vua hỏi ý các nhà thông thái về giấc mơ của hoàng hậu. Họ đều nói: “*Thưa đức vua, hoàng hậu Maya sẽ sinh ra một người con trai vĩ đại*”. Đức vua và hoàng hậu đều rất vui mừng trước tin này.

Hoàng hậu Maya sinh hạ thái tử Siddhartha trong một khu vườn hoàng gia đẹp đẽ. Đó là ngày rằm tháng Năm (theo lịch Ấn Độ). Cây cối trổ hoa. Ong vo ve quanh những đóa hoa tươi thắm. Chim hót du dương. Mọi người đều hân hoan khi thái tử hạ sanh. Thái tử rất có từ tâm. Ngài không làm tổn hại bất cứ sinh vật nào, dù nhỏ bé nhất.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. The royal family of King Suddhodana lived at the foot of the Himalayan Mountains about 2,600 years ago.

2. Queen Maya had a wonderful dream right before she carried the baby prince.

3. White elephant and lotus flower represented the greatness and purity of the prince.

4. Everyone was happy as a great and kind little prince was born.

• *Translate the following sentences into English.*

1. Thái tử Siddharta là con vua Suddhodana và hoàng hậu Maya.

2. Thái tử Siddharta được hạ sanh vào ngày rằm tháng Năm (theo lịch Ấn Độ) khoảng 2.600 năm trước.

3. Thái tử Siddharta là một người vĩ đại, và rất có từ tâm.

A.03 THE BUDDHA

READING

🕒 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



In the palace, the prince had many teachers. He was a very good student. His father wished the Prince to become a great King one day.



The Prince grew up to be a strong, handsome, young man. He married a beautiful girl. They lived happily together.



One day, when the Prince visited a village, he saw four people: one sick, one old, one dead and a holy man. The

first three made him very sad. The holy man made him think about what it meant to be happy.



At the age of twenty-nine, the Prince gave up his palace life. He left his family to find a way to make everyone happy.

WORDS TO LEARN

give up (phr.v) [gɪv ʌp]: từ bỏ

grow (v) [grou], grew; grown (irr.v): lớn lên

grow up (v): trưởng thành

holy (a) [ˈhouli]: thánh thiện

make, made, made (ir. v) [meɪk]: làm, chế tạo

make (v) sb/sth + adjective): khiến (ai/vật gì) trở nên

make (v) (sb/sth + do sth): khiến (ai/vật gì) làm điều gì

marry (sb) (v) [ˈmæri]: cưới

palace (n) [ˈpælɪs]: cung điện

wish (sb to do sth) (v) [wɪʃ]: ước muốn

QUESTIONS

• *Answer the following questions with information from the text.*

1. What did the King wish the Prince to become?
2. What was the Prince like when he grew up?
3. What made the Prince feel sad on his village trip?
4. What made the Prince think about true happiness?
5. What did the Prince do when he was twenty-nine?

• *Practice answering those questions with a partner, and please keep the book closed.*

TRANSLATION

ĐỨC PHẬT



Trong cung điện, thái tử có nhiều thầy dạy. Thái tử học hành rất giỏi. Vua cha ước muốn một ngày nào đó thái tử sẽ trở thành một vị vua vĩ đại.

Thái tử trưởng thành là một thanh niên khỏe mạnh, tuần tú. Thái tử cưới một thiếu nữ xinh đẹp. Họ cùng nhau sống thật hạnh phúc.

Một ngày nọ, khi thái tử du ngoạn đến một ngôi làng, Ngài thấy bốn người: một người bệnh, một người già, một người chết, và một thầy tu. Ba người đầu tiên khiến thái tử rất buồn bã. Vị tu sĩ khiến Thái tử băn khoăn về việc sống an lạc là như thế nào.

Khi thái tử 29 tuổi, Ngài từ bỏ đời sống nơi cung điện. Ngài từ bỏ gia đình ra đi tìm một con đường nhằm đem đến an lạc cho mọi người.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Prince Siddhartha was taught by many great teachers and he was expected to become a great King one day.

2. Prince Siddhartha got married with a beautiful and gentle girl and they lived happily in a palace.

3. The Prince felt very sad when he saw a sick, an old, and a dead man.

4. The Prince left his happy life at the age of twenty-nine to find a path to make everyone happy.

• *Translate the following sentences into English.*

1. Thái tử là một thiếu niên rất thông minh. Lớn lên, Ngài là một Thái tử tuấn tú và dũng mãnh.

2. Cảnh già, bệnh, chết khiến Thái tử nhận ra cuộc đời thật đau khổ.

3. Thái tử từ bỏ đời sống sung túc để vương để tìm chân hạnh phúc.

A.04 THE DHARMA

READING

🔊 *Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.*



Dharma is the teachings of the Buddha. The main teachings of the Buddha are: do not do evil, do good, keep your mind clean.

Dharma teaches us how to live wisely and happily. It tells us how to face and solve problems. Dharma brings much happiness and peace when we follow it.



Do not do evil.

Killing animals and being cruel to them are bad. Like us, animals do not want to get hurt. We should not harm them, not even just for fun.

Stealing is bad. People who have their money or things stolen will be very sad. Those who steal will be punished for it.

Telling lies is bad. Telling lies even for fun may get people into trouble. We should always tell the truth.

WORDS TO LEARN

cruel (a): tàn ác, nhẫn tâm

mind (n) [maɪnd]: tâm, tâm trí

good (a) [gʊd]: tốt, thiện, lành

do good: làm điều thiện

- evil (a) [ˈi:vɪl] : xấu xa, ác
do not do evil: đừng làm điều ác
face (v) [feɪs]: đối mặt
harm (v) [hɑ:m]: làm hại
harmful (a) [ˈhɑ:mful]: gây tai hại, có hại
harmfully (adv) [ˈhɑ:mfuli]
hurt (a) [hɜ:t]: bị thương
hurt (v): gây tổn thương
keep your mind clean: giữ tâm thanh tịnh
happy (a) [ˈhæpi]: hạnh phúc, an lành
happiness (n) [ˈhæpinɪs]
happily (adv) [ˈhæpɪli]
wisely (adv) [waɪzli]: có trí tuệ, một cách trí tuệ
wise (a) [waɪz]: thông thái, có trí tuệ
wisdom (n) [ˈwɪzdəm]: trí tuệ
live wisely and happily: sống hạnh phúc và có trí tuệ
kill (v) [kɪl]: giết
peace (n) [pi:s]: sự bình an
peaceful (a) [ˈpi:sfʊl]: bình an
peacefully (adv) [ˈpi:sfʊli]: một cách bình an
peaceful mind: tâm bình an
punish (v) [ˈpʌnɪʃ] : xử phạt, be punished: bị xử phạt
punishment (n) [ˈpʌnɪʃmənt]: hình phạt
solution (n) [səˈlu:ʃn]: cách giải quyết, giải pháp
solve (v) [sɒlv]: giải quyết, xử lý
steal (ir.v) [sti:l], stole, stolen: trộm cắp

lie (v, n) [lai]: nói dối, lời nói dối

tell lies: nói dối

trouble (n) [ˈtrʌbl]: phiền phức

QUESTIONS

• *Answer the following questions with information from the text.*

1. What are the basic teachings of the Buddha?
2. What can we do if we follow the Dharma?
3. Why should we not kill or harm animals?
4. Why should we not steal other people's things?
5. Why should we not tell lies?
6. What does Dharma bring us?

• *Practice answering those questions with a partner, and please keep the book closed.*

TRANSLATION

PHÁP BẢO

Pháp là lời dạy của đức Phật. Lời Phật dạy chính yếu là: Đừng làm điều ác, hãy làm điều tốt lành, giữ tâm ý thanh tịnh.

Pháp dạy chúng ta sống sao cho an lành và có trí tuệ. Pháp dạy chúng ta cách đối mặt và giải quyết các vấn nạn. Pháp đem lại nhiều hạnh phúc và an lạc khi chúng ta thực hành theo.



Chớ làm điều ác.

Sát sanh hại vật là xấu. Cũng như chúng ta, mọi sinh vật đều không muốn bị hại. Chúng ta không nên hại chúng, dù chỉ để đùa vui.

Trộm cắp là xấu. Những người bị lấy mất tiền bạc hay của cải sẽ rất buồn khổ. Những kẻ trộm cắp sẽ bị trừng phạt.

Nói dối là xấu. Nói dối cho dù chỉ để đùa chơi cũng có thể gây rắc rối cho người. Chúng ta nên luôn nói sự thật.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. If people follow the Buddha's teachings, they will be happy in the present and future life.

2. Buddhism teaches people how to face and solve daily problems wisely and peacefully.

3. It is cruel to harm or kill living beings just for one's own benefits or pleasure.

4. You definitely feel sad when your things are stolen, so don't steal others'.

• *Translate the following sentences into English.*

1. Tránh ác, hành thiện, giữ tâm thanh tịnh – Ấy là lời chư Phật dạy.

2. Mọi người vẫn thường giết hại, trộm cắp, nói dối. Đó là nguyên do của mọi rắc rối và đau khổ.

3. Những ai làm hại người khác thì rồi cũng bị người làm hại, hoặc bị trừng phạt.

4. Lời nói dối tưởng chừng vô hại, cũng có thể đem đến rắc rối.

5. Sự thật đau lòng vẫn là sự thật.

A.05 WILD DEER PARK

READING

👂 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



A long time ago, there was a beautiful forest. Many deer lived there. One day, a King took his men there to hunt. The King shot an arrow and it hit a mother deer. She ran away in pain. Later the King found her hiding in some bushes with her baby deer. Even though she was bleeding and had tears in her eyes, she still fed her baby with milk. She soon died.

The king felt very sorry. He picked up the baby deer and said to it, “I will now care for you”. He then broke his bow in two. He said, “I’ll never hunt again”.

To remember that day, he named the forest Wild Deer Park.



Like people, animals also have feelings. We should not kill them for fun or sport. It is unkind and selfish.

WORDS TO LEARN

arrow (n) [ˈærou]: mũi tên

bleed (ir.v) [bli:d], bled, bled: chảy máu

bush (n) [buʃ]: bụi rậm

care (n) [keə]: sự chăm sóc

care (v) (for sb/sth): chăm sóc

deer (n) [diə]: hươu, nai

feed (n): sự cho ăn, thức ăn gia súc

feed (ir.v) [fi:d], fed, fed: cho ăn

hunt (v, n) [hʌnt]: săn, sự đi săn, cuộc đi săn

pain (n) [peɪn]: sự đau đớn

painful (a) [ˈpeɪnfl]: đau đớn

painfully (adv) [ˈpeɪnfəli]

pick up (v) [pɪk ʌp]: bắ lên, nhắ lên

run away (v) [rʌn əˈweɪ]: chạy mắ

shoot (ir.v) [ʃu:t] shot, shot: bắ, phỏng (tên)

selfish (a) [ˈselfɪʃ]: ích kỷ

tear (n) [tɪə]: nước mắ

have tears in one's eyes: khóc, chảy nước mắ

unkind (a) /ʌnˈkaɪnd/: thắu lòng nhắn hậu

kind (a) [kaɪnd]: nhắn hậu, có lòng tắ

kindness (n) [ˈkaɪndnis]: sự tử tắ, sự nhắn hậu

QUESTIONS

• *Answer the following questions with information from the text.*

1. What did the King want to do one day? Where?
2. What animal did the King's arrow hit?
3. Did it die or run away?
4. Where was the deer hiding?
5. What was the bleeding deer doing?
6. Did the King feel happy or sorry when the mother deer died?
7. What did the King promise?
8. What lesson should we learn from this story?

• *Practice answering those questions with a partner, and please keep book closed.*

TRANSLATION

VƯỜN NAI



Ngày xưa có một khu rừng rất đẹp, có nhiều nai sinh sống. Một hôm, nhà vua cùng tùy tùng vào rừng săn bắn. Nhà vua bắn tên trúng một con nai mẹ. Con nai đau đớn chạy mất. Ít lâu sau nhà vua thấy con nai trốn trong bụi rậm cùng chú nai con. Dù bị chảy máu, nước mắt lưng tròng, nai mẹ vẫn cho nai con bú. Ít lâu sau, nai mẹ chết.

Nhà vua rất hối hận. Nhà vua bồng nai con lên và nói: “Ta sẽ chăm sóc cho ngươi”. Nhà vua bèn bẻ đôi cung tên, và nói: “Ta sẽ không bao giờ đi săn nữa”.

Để ghi nhớ ngày này, nhà vua đặt tên khu rừng là Vườn Nai.

Cũng như con người, sinh vật cũng có cảm xúc. Chúng ta không nên giết hại chúng để vui chơi hay luyện tập. Điều đó thật ích kỷ và thiếu từ tâm.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. The King went hunting and killed a deer with his arrow.
2. The mother deer was still feeding her baby deer although she was bleeding.

3. The King felt sorry for killing the mother deer and promised not to hunt again.

4. The King named the beautiful forest Deer Park to remember that day.

• *Translate the following sentences into English.*

1. Bị trúng tên, nai mẹ cho con bú trong đau đớn.

2. Nhà vua nước mắt lưng tròng khi thấy nai con mất mẹ.

3. Nhà vua hối hận khôn xiết, lập thệ sẽ không giết hại động vật nữa.

4. Thật nhẫn tâm khi sát hại động vật, vì chúng cũng có cảm xúc như con người.

A.06 THE MOON IS LOOKING AT US

READING

🌀 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



Once there was a very poor family. They often went to their neighbour's garden to steal some vegetables. One night, the father took along his little son into their

neighbour's garden to steal some carrots. While the father was pulling out some carrots, his little boy stood beside him. Suddenly, his son whispered: "Daddy, someone is looking at us".

The father became afraid. He quickly looked around but he could not see anyone. "Where? Who?" he asked. The son pointed at the sky, "There, Daddy. It's the moon. The moon is looking at us". The father was shocked by what his son said. He thought that nobody could see what he was doing at night. His son's words made him feel ashamed.

He threw the carrots down and took his son by the hand. They both walked back home in the moonlight. After that he never stole anything again.

If we steal, people will know.

WORDS TO LEARN

afraid (a) [ə'freɪd]: e ngại, lo sợ

ashamed (a) [ə'ʃeɪmd]: thẹn, xấu hổ

ashamedly (adv):

beside (adv) [bi'saɪd]: bên cạnh

carrot (n) ['kærət]: cây cà rốt; củ cà rốt

look around (v) [lʊk- ə'raʊnd]: nhìn quanh

look at (v): nhìn vào

moon (n) ['mu:n]: trăng

moonlight (n) [ˈmuːnlaɪt]: ánh trăng
 neighbour (n) [ˈneɪbə]: hàng xóm
 once (adv) [wʌns]: một thuở nọ
 point at (phr.v) [pɔɪnt - æt]: chỉ, trỏ, nhắm
 sudden (a) [ˈsʌdn]: bất thành lình
 suddenly (adv) [ˈsʌdnli]
 steal (ir.v) [sti:l] stole; stolen: ăn cắp, lấy trộm
 sky (n) [skai]: trời, bầu trời
 take along (v) [teɪk əˈlɒŋ]: mang theo
 vegetable (n) [ˈvedʒtəbl̩]: rau củ
 whisper (v) [ˈwɪspə]: thì thầm

QUESTIONS

• *Answer the following questions with information from the text.*

1. Was the family in this story poor or rich?
2. What did the father do one night?
3. What did the son do?
4. Who or what did the son say was looking at his father?
5. What made the father feel ashamed?
6. What did the father never do again?

• *Practice answering those questions with a partner, and please keep the book closed.*

TRANSLATION

TRĂNG ĐANG NHÌN CHÚNG TA



Một thuở nọ có một gia đình nghèo khó. Họ thường sang nhà hàng xóm đào trộm rau củ. Một đêm nọ người cha mang theo đứa con trai nhỏ sang vườn nhà hàng xóm đào trộm cà rốt (củ cải đỏ). Khi người cha đang nhổ cà rốt, cậu bé đứng cạnh cha. Bất chợt nó thì thầm: ‘Cha, có người đang nhìn mình kia!’.

Người cha lo sợ. Ông tức tốc nhìn quanh nhưng chẳng thấy ai. ‘Ai? Ở đâu?’, người cha hỏi. Đứa bé chỉ lên trời, ‘Kìa, Cha, mặt trăng đó. Mặt trăng đang nhìn mình kia’.

Người cha bất ngờ với điều cậu bé nói. Ông nghĩ chẳng ai thấy ông đang làm gì trong đêm. Lời con trẻ khiến ông thấy xấu hổ.

Ông bỏ lại đám cà rốt, dắt tay cậu con trai. Cả hai về nhà dưới ánh trăng. Sau đó, ông không lấy trộm bất cứ thứ gì nữa.

Nếu chúng ta trộm cắp, rồi người ta cũng sẽ biết.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Wrongdoers often feel afraid of being caught.
2. Nobody could see clearly what one does, but him- or herself.

3. Everybody was shocked by the bold robbery.

4. Eating vegetables is good for health.

• *Translate the following sentences into English.*

1. Người ta phải nên biết xấu hổ về những điều sai trái đã làm.

2. Đừng tưởng trong đêm không có ai nhìn mình. Mặt trăng vẫn ở trên cao đó.

3. Cậu bé nhìn khu vườn dưới ánh trăng. Khu vườn thật rục rĩ.

A.07 THE BUDDHA AND RAHULA

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.

No Lying



Rahula, the only son of the Buddha, became a monk. He was the youngest in the Sangha. All the monks loved and spoiled him. Rahula did whatever he liked. Sometimes he told lies just for the fun of it.

One day, the Buddha said to Rahula, “Please bring me a basin of water. I want to wash my feet”. He washed his

feet in the basin of water and asked Rahula, “Would you drink this water?”

“No, it’s dirty!”. Rahula replied.

Then the Buddha asked Rahula to throw the water away.



The Buddha told Rahula, “When water gets dirty, no one wants it. It is the same for those who tell lies; no one cares for them anymore”.

Tears of shame come to Rahula’s eyes. He never told another lie.

We should always tell the truth.

WORDS TO LEARN

only (a) [‘ounli]: duy nhất

spoil (v) [spɔɪl]: chiều chuộng làm cho hư hỏng

whatever (pron) [wət’evə]: bất cứ điều gì

basin (n) [‘beɪsn]: chậu, thau

dirty (a) [ˈdɜːti]: dơ bẩn

dirt (n) [dɜːt]: đồ dơ bẩn

reply (v) (n) [riˈplai]: (lời) đáp

wash (v) (n) [wɒʃ]: rửa

throw away [θrou-əˈwei] (v): bỏ đi

care for (v) [keə-fɔː]: quan tâm, chăm sóc

shame (n) [ʃeɪm]: sự xấu hổ, sự tủi thẹn

want (v) (n) [wɒnt]: muốn, muốn có, ước ao

water (n) [ˈwɔːtə]: nước

QUESTIONS

• *Answer the following questions with information from the text.*

1. Who was the youngest in the Sangha?
2. How did other monks treat him?
3. What did Rahula sometimes do?
4. Why did the Buddha ask Rahula to bring him water?
5. What did Rahula do with the dirty water?
6. What did dirty water represent in this story?
7. What may happen to people who tell lies?
8. What lesson should we remember from this story?

• *Practice answering those questions with a partner, and please keep the book closed.*

TRANSLATION

ĐỨC PHẬT VÀ NGÀI LA-HẬU-LA



Người con duy nhất của Phật, ngài Rahula, xuất gia. Ngài là vị trẻ nhất trong Tăng đoàn. Tất cả các vị Tăng đều cung chịu Ngài. Rahula thích làm gì thì làm. Đôi khi Ngài nói dối chỉ để đùa vui.

Một hôm đức Phật bảo Rahula: “Hãy đem cho ta một thau nước. Ta muốn rửa chân”. Đức Phật rửa chân trong thau nước rồi hỏi Rahula: “Con có muốn uống nước này không?”. “Không. Nước đã bẩn rồi” – Rahula đáp.

Đức Phật bảo Rahula đổ nước ấy đi. Đức Phật bảo Rahula: “Khi nước bị bẩn, chẳng ai muốn dùng nó. Cũng thế, với những kẻ nói dối, chẳng ai muốn bận tâm đến họ nữa”.

Rahula nước mắt lưng tròng đầy hối lỗi. Ngài không bao giờ nói dối nữa.

Chúng ta chỉ nên nói lời chân thật.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Rahula, the only son of Prince Sidharta, became a monk at an early age.
2. Dirty water is of no use but thrown away
3. No one cares for those who usually tell lies.

4. With tears of shame around his eyes, the son promises he will always tell the truth.

• *Translate the following sentences into English.*

1. Con út thường được nuông chiều đến hư hỏng.
2. Nước dơ không thể uống. Cũng vậy, kẻ nói dối không đáng tin.
3. Không nên nói dối, dù chỉ để đùa vui.

A.08 BUDDHIST SHRINES AND IMAGES

READING

🌀 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



People often need to remember what they love and respect in a visual form. In this way shrines of Buddha are usually arranged at monasteries or at Buddhist home. At the centre of the shrine, there is an image of the Buddha. This image may be made of a variety of materials such as marble, gold, wood or clay. The image is a symbol that helps people to remember the qualities of the Buddha.



The shrine may also have a volume of Buddhist scripture to represent the Dharma. Some shrines may display images or photographs of Buddhist monks and masters to represent the Sangha.

When Buddhists stand before a shrine, those objects help to remind them of the qualities of the Buddha and the Sangha. This inspires them to work toward cultivating these qualities in themselves.

WORDS TO LEARN

be made of (v): làm bằng (vật liệu)

clay (n) [klei]: đất sét

cultivate (v) [ˈkʌltiveit]: tu dưỡng, nuôi dưỡng

cultivation (n) [kʌltiˈveɪʃn]: sự tu dưỡng, sự nuôi dưỡng

display (v) (n) [disˈplei]: trưng, bày

gold (n) [gould]: vàng

inspire (v) sb to do st [in'spaɪə]: tạo cảm hứng cho ai làm cái gì

inspiration (n)[ɪnspə'reɪʃn]: sự cảm hứng, nguồn cảm hứng

marble (n) [ˈmɑ:bl]: đá hoa cương

master (n) [ˈmɑ:stə]: thầy, sư phụ

material (n) [mə'tɪəriəl]: chất liệu, vật chất

arrange (v) [ə'reɪndʒ]: sắp xếp, sắp đặt, sửa soạn

monastery (n) [ˈmɒnəstəri]: tăng viện

nunnery (n) [ˈnʌnəri]: ni viện

quality (n) [ˈkwɒlɪti]: phẩm chất

remind sb of st (v) [rɪ'maɪnd]: nhắc nhở ai nhớ về (đến) cái gì

respect (v) [rɪ'spekt]: tôn trọng

scripture (n) [ˈskriptʃə]: kinh

shrine (n) [ʃraɪn]: gian thờ, miếu

symbol (n) [ˈsɪmbəl]: biểu tượng

symbolize (v) [ˈsɪmbəlaɪz]: tượng trưng

variety (n) [və'reɪəti]: sự đa dạng

vary (v) [ˈveəri]: khác nhau

visual (a) [ˈvɪʃuəl]: có thể nhìn thấy bằng mắt

wood (n) [wʊd]: gỗ

image (n) [ˈɪmɪdʒ]: tượng, hình tượng, hình ảnh

represent (v) [reprɪ'zent]: tượng trưng cho; biểu trưng

QUESTIONS

• *Answer the following questions with information from the text.*

1. Why are altars of Buddha arranged at monasteries or at home?
2. What can be found in the center of the altar?
3. What does Buddha images symbolize?
4. What else do people arrange in an altar?
5. What do these objects represent?
6. Why is an altar of Triple Gem important to Buddhists?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

HÌNH TƯỢNG VÀ ĐIỆN THỜ PHẬT GIÁO



Mọi người thường cần tưởng nhớ đến những gì họ yêu mến và tôn kính thông qua hình tượng trực quan. Cũng vậy gian thờ Phật thường được thiết lập tại chùa chiền hay tại tư gia của Phật tử.

Chính giữa gian thờ, có hình tượng Phật. Hình tượng Phật có thể làm bằng nhiều chất liệu khác nhau như đá, vàng, gỗ hay thạch cao. Hình tượng Phật là biểu tượng giúp

mọi người nhớ đến phẩm hạnh của đức Phật.

Gian thờ còn có thể có một bộ kinh tượng trưng cho Pháp. Vài gian thờ còn để tranh ảnh chư tăng hay thầy tổ tượng trưng cho Tăng.

Khi Phật tử đứng trước gian thờ, những hình tượng này nhắc họ nhớ đến những phẩm hạnh của đức Phật và chư Tăng. Điều này thúc đẩy họ hướng đến tu tập những phẩm hạnh này nơi tự thân họ.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. The image or statue of the Buddha could be made in various materials and it makes people remember the qualities of the Enlightenment.

2. This pagoda preserves a rare volume of Buddhist scriptures which are written on palm leaves.

3. Practising the Buddha's teachings is the right way to respect the Enlightenment.

4. My mother always reminds me to pay respects to monks and nuns as they are a symbol of simple and pure life.

• *Translate the following sentences into English.*

1. Chính giữa Phật điện là tượng Đức Bổn sư Thích Ca Mâu Ni. Đức Phật là hiện thân của từ bi và trí tuệ.

2. Mọi người phải giữ trang nghiêm và tôn trọng nội quy khi vào tự viện.

3. Họ đang trưng bày một bộ kinh Phật cổ đã có từ cách đây mấy trăm năm.

A.09 THE DHARMA

READING

∞ Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.

Do Good



We should respect our parents and teachers. They are ready to help us and give us good advice. They deserve our respect.

We should help one another. Everyone needs help at times. Helping each other will make everybody happy.

Do Good



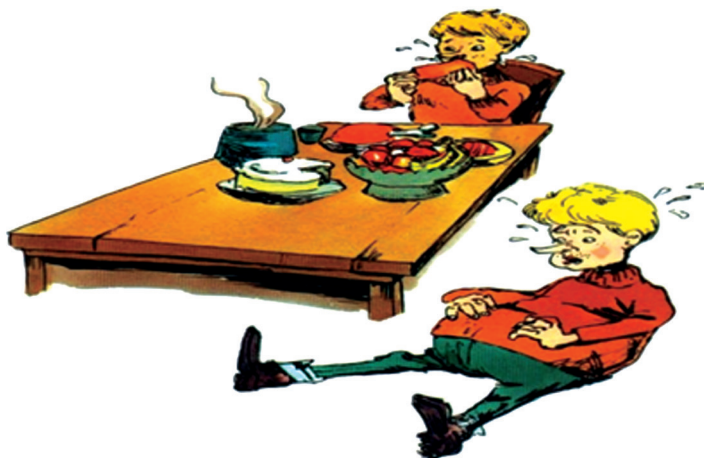
We should make friends with good people. They will help us to become better people. It is best to keep away from people who do evils.

Keep your mind clean



Selfish thoughts make your mind unclean. When people are selfish, they only think about themselves. No one likes selfish people. We should not have selfish thoughts.

Keep your mind clean



Don't be greedy as it makes your mind unclean. When a greedy boy eats too much, he gets ill and feels terrible. In the same way, wanting too much of anything, such as toys and games, is not good for us. We should not have greedy thoughts.

Angry thoughts make your mind unclean. When we lose our temper easily, we upset other people. Then no one wants to be our friend and we will be sad. So we should not have angry thoughts.

WORDS TO LEARN

angry (a) [ˈæŋɡri]: tức giận

anger (n) [ˈæŋɡə]: sự tức giận, sự giận dữ

at times (phr); thỉnh thoảng
 deserve (v) [di'zə:v]: đáng được
 advice (n) [əd'vaɪs]: lời khuyên, lời chỉ bảo
 advise (v) [əd'vaɪz]: cho ai lời khuyên; khuyên bảo
 give sb. advice: khuyên ai
 greedy (a) ['ɡri:di]: tham lam
 thought (n) [θɔ:t]: ý nghĩ, tư duy, tư tưởng
 greed (n) [ɡri:d]: tính tham lam; sự ham danh lợi
 lose temper (phr): mất bình tĩnh, nổi nóng
 make friends with sb.: kết bạn
 make sb./sth. + adjective: khiến ai/ điều gì trở nên ...
 respect (v) (n) [ri'spekt]: tôn trọng
 selfish (a) ['selfɪ]: ích kỷ
 unclean (a) [ʌn'kli:n]: bất tịnh
 upset (v) [ʌp'set]: làm bực mình

QUESTIONS

• *Answer the following questions with information from the text.*

1. What are three good things we should do?
2. Why do parents and teachers deserves our respect?
3. What is good about helping each other?
4. Who should we keep away from? Why?

5. What makes our mind unclean?
6. What may happen to selfish people?
7. Why should we not want too much of anything?
8. What if we easily get angry with someone?

• *Practice asking and answering those questions with a partner, book closed.*

TRANSLATION

PHÁP BẢO

Hãy làm điều thiện.

Chúng ta nên tôn kính bậc sinh thành và tôn sư. Họ luôn sẵn lòng giúp đỡ và khuyên bảo chúng ta. Họ xứng đáng được chúng ta tôn trọng.

Chúng ta nên giúp đỡ nhau. Ai cũng đôi lúc cần giúp đỡ. Giúp nhau khiến ai cũng vui vẻ.

Chúng ta nên kết bạn với người tốt. Họ sẽ giúp chúng ta trở thành người tốt. Tốt hơn cả là nên tránh xa kẻ ác.

Giữ tâm thanh tịnh

Những tư tưởng ích kỷ làm tâm ta bất tịnh. Khi người ta ích kỷ, người ta chỉ nghĩ cho bản thân. Không ai ưa người ích kỷ. Chúng ta không nên có tư tưởng ích kỷ.

Chớ tham lam vì tham lam khiến tâm ta bất tịnh. Khi đưa trẻ tham lam ăn uống vô độ, nó sẽ bị bệnh và cảm thấy rất tệ. Cũng thế, ham muốn vô độ, chẳng hạn như đồ chơi hay những trò giải trí, thì không tốt cho chúng ta. Chúng ta không nên có ý tham lam.

Sân hận khiến tâm ta bất tịnh. Khi chúng ta mất bình tĩnh, chúng ta làm phiền người khác. Và rồi không ai muốn làm bạn với ta và ta sẽ buồn bã. Vì thế chúng ta không nên sân hận.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. These men deserve strict punishment as they are very cruel to the old and vulnerable in this nursing house.

2. Westerners normally don't like to be given advice unless they ask for it.

3. Be ready to help those who are in need. Such help is invaluable and will make people happy and friendly.

4. Selfish, greedy and angry thoughts make our mind unwholesome.

• *Translate the following sentences into English.*

1. Thật khó khuyên anh ta từ bỏ thói quen ăn uống vô độ.

2. Không ai muốn làm bạn với kẻ ích kỷ, tham lam và hay giận dữ; vì vậy, hãy vui vẻ, đừng tham lam và ích kỷ.

3. Tính ích kỷ và dễ nổi nóng khiến ai cũng xa lánh cô ấy.

A.10 THE SANGHA

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



The Sangha is a group of monks or nuns. They practise the Dharma. They hope that the Buddha's teachings can help to make people become happier and wiser. They want everyone to live a good and happy life. The Sangha represents purity. It sets a good example for Buddhists to follow.



Men can become monks. Monks usually get up at 4 o'clock in the morning. They study the Buddha's teachings after breakfast. Sometimes, they teach Dharma to people in the afternoon. In the evening, they meditate. They keep their minds clean and have kind hearts.

Women can become nuns. They also shave their heads. They usually wear robes of brown, yellow or grey. They live simple lives and work hard for the happiness of people. They are wise and cheerful, just like the monks.

WORDS TO LEARN

buddha's teachings: lời Phật dạy, kinh

meditate (v) ['mediteit]: thiền

meditation (n) [medi'teiʃn]: sự thiền

monk (n) [mɒŋk]: tăng, tỳ kheo

nun (n) [nʌn]: ni, tỳ kheo ni

robe (n) [roub]: áo choàng, y áo

brown (n) [braun]: màu nâu

yellow (n) ['jelou]: màu vàng

yellow robe: y áo của tu sĩ

wear a yellow robe: mặc áo hoàng bào, đi xuất gia (ngụ ý)

grey (n) [grei]: màu xám

shave (v) [ʃeiv]: cạo (râu, mặt, đầu)

practice (n) [ˈpræktɪs]: việc thực hành

practise (v) [ˈpræktɪs]: thực hành, tu tập

clean mind: tâm thanh tịnh

unclean mind: tâm bất tịnh

keep someone's mind clean: giữ tâm thanh tịnh

cheerful (a) [ˈtʃɛfʊl] vui vẻ, an lạc

QUESTIONS

• *Answer the following questions with information from the text.*

1. What is a group of monks and nuns collectively called?
2. What do monks and nuns practise and want?
3. How can Dharma help people?
4. What time do monks and nuns usually get up?
5. What do monks and nuns normally do during a day?
6. What colours are the monks and nuns' robes?
7. How do monks and nuns keep their mind and heart?
8. What do monks and nuns work for?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

TĂNG ĐOÀN

Tăng đoàn là một cộng đồng gồm chư tăng hoặc chư ni. Họ thực hành Phật pháp. Họ mong là những lời Phật dạy có thể giúp mọi người sống có trí tuệ và an lạc hơn. Họ mong

mọi người có cuộc sống tốt đẹp và hạnh phúc. Tăng đoàn đại diện cho sự tinh khiết. Tăng đoàn là một tấm gương tốt để cho các Phật tử noi theo.

Nam giới có thể xuất gia (thành Tỳ kheo - thường được gọi là Thầy theo truyền thống Bắc tông và được gọi là Sư theo truyền thống Nam tông). Quý Thầy thường dậy lúc 4 giờ sáng. Họ học kinh Phật sau bữa điệ̉m tâm. Thỉnh thoảng, quý Thầy giảng dạy Phật pháp cho mọi người vào buổi chiều. Khi trời tối, họ thiền định. Họ giữ tâm thanh tịnh và từ bi.

Nữ giới có thể xuất gia (thành Tỳ kheo ni - thường được gọi là Cô). Quý Cô cũng cạo đầu. Họ thường khoác y nâu, vàng hay xám. Họ sống đời đạ̣m bạc và nỗ lực phụng sự cho an lạc của chúng sanh. Quý Cô cũng thông thái và hòa nhã như quý Thầy.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Meditation is a core practice in Buddhism, no matter what schools Buddhists follow.

2. Monks and nuns lead a simple life. They spend time practising Dharma and working for the public well-being.

3. Lay Buddhists can learn Dharma from the Sangha. By this way, the Buddha's teachings will forever survive in this world.

4. It is not the robe that makes a monk; it is his pure mind, kind heart and virtuous conducts that make one.

• *Translate the following sentences into English.*

1. Nếu muốn sống có trí tuệ và an lạc, hãy thực hành Phật pháp.

2. Thiền định giúp thanh niên bình tĩnh hơn khi đối mặt với những rắc rối thường ngày.

3. Dù nam hay nữ thì đều có thể xuất gia. Chỉ cần họ kiên định trên con đường dẫn đến Giác ngộ và An lạc.

A.11 THE SANGHA

READING

🕒 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



People who are not monks or nuns can also study the Buddha's teachings. They are called lay people. They respect the Buddha, the Dharma and the Sangha. They are friendly and peaceful to everybody.



When lay people have problems, they go to monks and nuns for advice. Lay people offer monks and nuns food and clothing as a sign of respect. They treat monks and nuns as special people.

WORDS TO LEARN

lay people, lay Buddhist: Phật tử tại gia

friendly (a) [ˈfrendli]: thân thiện

peaceful (a) [ˈpi:sfl]: không ưa tranh đấu, điềm tĩnh, hòa nhã

sign (n) [sain]: biểu hiện, dấu hiệu

treat (v) [tri:t]: cư xử, đối đãi

treatment (n) [ˈtri:tmənt]: sự cư xử, sự đối đãi

special (a) [ˈspeʃl]: đặc biệt

offer (v) [ˈɔfə]: biếu, tặng, cúng dường

QUESTIONS

• *Answer the following questions with information from the text.*

1. What are lay people?
2. What do lay Buddhists respect?
3. What are lay people like?
4. How do monks and nuns help lay people?
5. Why do lay people offer food and clothing to the Sangha?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

TẶNG ĐOÀN

Những người không xuất gia cũng có thể học tập theo lời Phật dạy. Họ là phật tử tại gia. Họ tôn kính Phật, Pháp, và Tăng. Họ điềm tĩnh và thân thiện với mọi người.

Khi Phật tử gặp khó khăn, họ thường đến gặp quý Thầy và quý Sư Cô để được khuyên bảo. Phật tử cúng dường thực phẩm, y phục để biếu thị lòng tôn kính. Họ đặc biệt tôn kính chư Tăng Ni.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Taking refuge in Tripple Gem is the first step to become a lay Buddhist.

2. Lay Buddhists don't have to live in monasteries, but they also have to keep some basic rules.

3. Lay people restrain themselves from killing, stealing, misbehaving, telling lies, or using intoxicants.

4. Monks and nuns are going on alms-round to give lay people an opportunity to make merit.

• *Translate the following sentences into English.*

1. Cúng dường thuốc men, y phục, vật thực đến chư Tăng Ni là cách người Phật tử tại gia hộ trì Tam bảo và tạo phước.

2. Quy y Tam bảo, giữ gìn năm cấm giới là nghĩa vụ của người Phật tử tại gia.

3. Phật tử không ưa tranh đấu và phải cư xử với mọi người một cách thân thiện.

A.12 RESPECTING TEACHERS

READING

∩ Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.

A wise deer taught all the young deer how to escape from the hunters. One of them was a very good pupil. He was never bad in class. He also thanked the teacher after every lesson.

One day, this young deer was caught in a trap. The others ran away in fright. They ran to tell his mother. She cried when she heard about this.

The teacher comforted her, “Don’t worry. Your son is such a good pupil, he will come back safely”.



As he was caught in the trap, the young deer remembered what the teacher had taught him. He pretended to be dead by sticking out his tongue and lying still. This made the hunter believe that the deer was really dead. When the hunter was preparing to cook the deer, it jumped up and ran away like the wind. His friends were so happy to see him back. They thanked the wise teacher for teaching him so well.

Being a good pupil brings great rewards.

WORDS TO LEARN

escape from (phr.v) [is'keip]: trốn thoát

hunt (v, n) [hʌnt]: săn, cuộc đi săn

hunter (n) ['hʌntə]: thợ săn

thank (v) [θæŋk]: cảm ơn

catch (v) [kætʃ]: bắt

trap (n) [træp]: bẫy

fright (n) [fraɪt]: hoảng sợ

frighten (v) ['fraɪtn] làm hoảng sợ

frightened (a) ['fraɪnd]: bị hoảng sợ

comfort (v) ['kʌmfət]: an ủi

as (conj.): khi

remember (v) [ri'membə]: ghi nhớ

pretend to do s.t (v) [pri'tend]: giả vờ, giả bộ

prepare (v): chuẩn bị

preparation (n) [prepə'reiʃn]: sự chuẩn bị

reward (n) [ri'wɔ:d]: phần thưởng

stick out (v): ló ra

QUESTIONS

• *Answer the following questions with information from the text.*

1. What did the wise deer teach his pupils?
2. What happened to a young deer one day?
3. How was the mother deer when she heard the news?
4. What did the teacher deer do to comfort the mother?
5. Was the teacher deer right? Why?
6. How did the young deer escape from the hunter?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION**TÔN TRỌNG ÂN SƯ**

Một bác hươu thông thái dạy các chú hươu tơ làm sao để thoát khỏi kẻ săn. Một chú hươu tơ học hành rất chăm chỉ. Chú không bao giờ lơ là trên lớp. Chú cũng thường cảm ơn vị thầy sau mỗi buổi học.

Một ngày nọ, chú hươu tơ bị mắc bẫy. Những chú hươu khác chạy tán loạn. Chúng về báo với hươu mẹ. Hươu mẹ khóc thảm khi nghe tin.

Bác hươu thông thái an ủi hươu mẹ: “Đừng lo. Con của chị là học trò ngoan, cháu sẽ quay về an toàn thôi.”

Khi bị mắc bẫy, chú hươu tơ ghi nhớ lời thầy dạy. Chú giả chết bằng cách thè lưỡi ra và nằm bất động. Điều này

khiến người thợ săn tưởng rằng con vật đã chết thật. Khi người thợ săn chuẩn bị nấu chín con vật, chú hươu bật dậy và chạy thoát nhanh như gió.

Các chú hươu tơ mừng rỡ gặp lại bạn. Chúng cảm ơn bác hươu thông thái đã dạy thật hay.

Là học trò ngoan luôn nhận được phần thưởng.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Some people may be caught in a trap of fame or money; others in a trap of beauty or comfort. Above all, we are all trapped inside greed, hatred and ignorance.

2. It is not easy to escape from what we hate. It is even harder to run away from what we love.

3. A wise trick helps a young deer survive the hunting; a path of Wisdom helps us jump out of the circle of sufferings.

4. In difficult or dangerous circumstances, fright doesn't help. Remember what we have learned from our masters and find ways to escape.

• *Translate the following sentences into English.*

1. Thật đáng thương khi hươu tơ bị mắc bẫy của thợ săn. Thật đáng thương khi con người bị mắc bẫy tham lam của chính mình.

2. Hãy biết an ủi người khác khi họ gặp đau khổ.

3. Hãy nhớ rằng không ai có thể giả vờ là một người khác suốt cuộc đời.

A.13 THE BUDDHA THREADING THE NEEDLE

READING

🕒 *Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.*



Anuruddha was a very good pupil, although he was blind. He did not feel sorry for his blindness, and kept up with his practice.

One day, he felt a hole in his robe. He tried to mend it, but found it very difficult. He could not even thread the needle. The Buddha came to his room to thread the needle for him.



“Who is threading the needle for me?”. Anuruddha asked.

“It is the Buddha”, the Buddha replied while he was mending the robe.

Anuruddha felt really happy and was moved to tears.

Always help those who need it.

WORDS TO LEARN

although [ɔ:l'ðou](conj.): mặc dù

be moved to tears: cảm động đến rơi nước mắt

feel sorry for sth: thấy hối tiếc về điều gì

keep up with sth: tiếp tục làm điều gì

mend (v) [mend]: mạp, vá

needle ['ni:dl] (n): cây kim khâu

robe (n): y áo

thread [θred] (n): sợi chỉ

thread (v): xỏ chỉ

QUESTIONS

• *Answer the following questions with information from the text.*

1. What was Anuruddha like?
2. What did he feel for his disability? What did he do?

3. What did he want to do with his robe?
4. What was his problem?
5. Who helped him?
6. Why did Anuruddha cry?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

CÂU CHUYỆN VỀ ĐỨC PHẬT GIÚP ĐỆ TỬ XỎ KIM

Mặc dù bị mù, Anuruddha là một Tỳ kheo rất chăm chỉ. Ngài không than vãn cho việc mình bị mù, mà vẫn chuyên tâm thực hành giáo pháp.

Một ngày nọ, vị Tỳ kheo sờ thấy y của mình bị thủng. Ngài cố gắng vá y, nhưng thấy rất khó. Ngài thậm chí còn không thể xỏ kim. Đức Phật đã đến phòng của vị Tỳ kheo và xỏ kim cho vị ấy.

“*Ai đang giúp tôi xỏ kim đấy ạ?*” – Anuruddha hỏi.

“*Là Đức Thế Tôn đây*”, – Đức Phật trả lời trong khi vá y.

Anuruddha cảm thấy vô cùng hoan hỷ, xúc động rơi nước mắt.

Hãy luôn giúp người cần giúp.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. No one blames you for your disability.
2. Anuruddha was blind but found the enlightened path

to go. Many of us are sighted yet see no way out of greed, hatred and delusion.

3. A simple helpful action can contribute great personality.

4. Let's mend the hole of sufferings with the thread of compassion and kindness.

• *Translate the following sentences into English.*

1. Ngài Anuruddha đã bật khóc vì cảm động khi được Đức Phật vá y cho mình.

2. Người mù xỏ kim thật không dễ. Tìm được bạn hiền lại còn khó khăn hơn.

3. Hãy không ngừng sửa chữa những khiếm khuyết trong tâm hồn mình.

A.14 THE CRIPPLED MAN AND THE BLIND MAN

READING

🕒 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



A crippled man and a blind man were left alone in a house. A fire broke out. Both were very scared. The blind man could not see the way out. The crippled man could not walk to it.

They decided to help each other. The blind man carried

the crippled man on his back. The crippled man told the blind man where to go. Together, they got out of the burning house.

If we help each other, we will all win.

WORDS TO LEARN

blind (a) [blaɪnd]: mù

break out (v) [breɪk aʊt]: xảy ra (đột ngột)

carry sb on one's back: cõng

crippled ['krɪpld](a) (từ dùng khiếm nhã): què, bị tàn tật

decide to do st.(v) [dɪ'saɪd]: quyết định làm cái gì

decision (n) [dɪ'sɪʒn]: sự quyết định

decisive (a) [dɪ'saɪsɪv]: tính quyết định

leave [li:v] sb alone: Để ai ở lại một mình

scare (v) [skeə]: làm ai sợ

scared (a) ['skeəd]: cảm thấy sợ hãi

scaring (a): đáng sợ

win (v, n) [wɪn]: thắng, bàn thắng

QUESTIONS

• *Answer the following questions with information from the text.*

1. Who were living in a house when a fire broke out?
2. Were they scared? Why?
3. How did they run out of the burning house?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

ANH QUÈ VÀ ANH MÙ

Một anh què và một anh mù không người trông nom đang ở trong nhà, bất ngờ xảy ra cháy. Cả hai đều rất sợ hãi. Anh mù không thấy lối ra. Anh què thì lại không thể đi đến gần lối thoát được.

Họ quyết định giúp nhau. Anh mù cõng anh què, còn anh què nói to chỉ lối cho anh mù. Cả hai cùng nhau chạy thoát khỏi căn nhà đang cháy.

Nếu giúp nhau, tất cả chúng ta đều đạt lợi ích.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. A friend in need is a friend indeed.
2. You have seen the way out of sufferings. Why don't you walk on it?
3. Like a blind walking towards the jungle, the farther he goes, the further he gets lost.
4. Like a blind and a cripple helping each other to survive, we also need good friends to rely on in order to walk through this life.

• *Translate the following sentences into English.*

1. Như người lữ hành mệt mỏi không biết đi đâu, đến đâu, chúng ta lạc bước trong si mê của chính mình.
2. Cõng người một đoạn đã mệt. Sao không thấy ai than

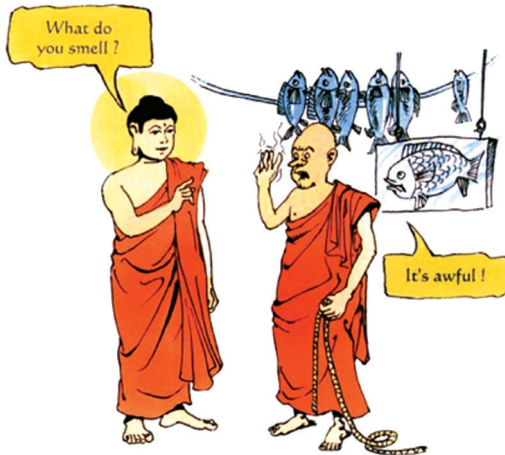
khi phải cõng từ ngày này qua ngày khác biết bao nhiêu tham lam, giận hờn?

3. Người trí thấy thế gian này là ngôi nhà lửa cần thoát ra ngay.

A.15 THE FISHMONGER'S

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



The Buddha and Ananda were going on alms round in a city. They passed a fishmonger's. The Buddha said, "Ananda, touch the rope where the fish are hanging and smell your fingers".

Ananda did this and said, "It smells awful!"

The Buddha said, "This is the same with making friends.

If you mix with bad people, you will become bad. This is like the smell from the rope in the fishmonger's”.

Next, they passed a spice shop. The Buddha said, “Ananda, touch the spice wrapper and then smell your fingers”.

Ananda did this and said, “My fingers smell very nice”.

The Buddha said, “This is the same with making friends. If you mix with good people, you will be a good person. This is like the nice smell you got from the spice wrappers”.



If you mix with good and honest people, you will be a good person.

If you mix with lazy and bad people, you will be a bad person.

WORDS TO LEARN

fishmonger (n) [ˈfɪʃ,mɑŋgə] : người bán cá, người buôn cá

alms (n) [ɑ:mz]: của bố thí (thức ăn, áo quần...)

alms bowl (n) [ɑ:mz bəʊl] : bình bát của chư tăng

alms giving (n) [ɑ:mz ˈgɪvɪŋ]: cúng dường vật thực

awful (a) [ˈɔ:ful] : xấu, ghê, tệ

beg for food: xin ăn

go on alms round: đi khất thực

hang (v) [hæŋ]: treo

honest (a) [ˈɒnɪst]: trung thực
 lazy (a) [ˈleɪzi]: lười biếng
 merit (n) [ˈmerɪt]: phước đức, công đức
 make merit: tạo phước
 mix with sb (v): giao du, thân cận
 smell (n) [smel]: mùi
 smell (v): ngửi, ngửi thấy, có mùi
 spice (n) [spais]: hương liệu
 wrap (v) [ræp]: gói
 wrapper (n) [ˈræpə]: giấy gói

QUESTIONS

• *Answer the following questions with information from the text.*

1. What were the Buddha and Ananda doing when they passed the fishmonger's?
2. What did the Buddha tell Ananda to do?
3. How was the smell from the rope?
4. In the Buddha's words, what is like the terrible smell?
5. What did the Buddha tell Ananda to do when they passed the spice shop?
6. How was the smell from the spice wrapper?
7. According to the Buddha, what is like the nice smell?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

NHÀ NGƯỜI BÁN CÁ

Đức Phật và Ananda đang đi khát thực trong làng, ngang qua một nhà bán cá. Đức Phật bảo, “*Này Ananda, hãy chạm tay vào dây phơi cá rồi ngửi tay ông*”.

Ananda làm theo và nói – “*Mùi thật kinh khủng!*”.

Đức Phật bảo, “*Cũng giống như khi kết bạn vậy. Nếu ông giao du cùng kẻ bất thiện, ông cũng sẽ thành kẻ bất thiện. Cũng giống như mùi trên dây phơi cá vậy*”.

Sau đó, Đức Phật và Ananda đi ngang cửa hàng bán hương liệu. Đức Phật bảo, “*Này Ananda, hãy chạm tay vào giấy gói hương liệu rồi ngửi tay ông*”.

Ananda làm theo và nói – “*Mùi thật dễ chịu!*”.

Đức Phật bảo, “*Cũng giống như khi kết bạn vậy. Nếu ông giao du cùng người thiện, ông cũng sẽ thành người thiện. Cũng giống như mùi thơm ông có được từ giấy gói hương liệu vậy*”.

Giao du với người tốt và chân thật sẽ thành người tốt.

Giao du với kẻ xấu và lừa dối sẽ thành kẻ xấu.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. It's painful to live with fools, like being always with an enemy.

2. Not the sweet smell of flowers blows against the wind, but the fragrance of the virtuous.

3. There is only a thin line between the good and the bad.

4. Associate with good companions. Seek the fellowship of wise men.

• *Translate the following sentences into English.*

1. Như giấy không thể gói được lửa, một ngày nào đó sự lừa dối rồi sẽ bị phát hiện.

2. Nếu không thể tìm bạn đồng hành ngang hoặc hơn mình, tốt hơn nên đi một mình.

3. Chớ giao du với kẻ xấu, bạn có thể rước họa vào thân.

A.16 THE FOX AND THE OTTERS

READING

∩ Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.

Do not be selfish



A fox's wife wanted to eat some fresh fish. The fox tried to find some for her near the river. He saw two otters at the river dragging along a big fish. Both wanted the best parts of the fish. The fox watched them for a short time. Then he went up to ask if he could divide the fish for them. The otters were delighted.



The fox divided the fish into three pieces. He gave the head to one otter and the tail to the other. While the otters were thinking how the fox would divide the best part of the fish, the fox ran away with it. The otters had only

themselves to blame for being so selfish.

Do not be selfish, share with others.

WORDS TO LEARN

fox (n) [fɒks]: con cáo

otter (n) [ˈɒtə]: con hải ly, con rái cá

blame [bleim] sb. for sth. (v): trách ai về điều gì

delighted (a) [diˈlaɪtɪd]: rất vui mừng

delight (v, n) [diˈlaɪt]: thích thú, ham thích

divide (v, n) [diˈvaɪd]: chia phần, phân chia

division (n) [diˈvɪʒn]: sự chia, sự phân chia

drag along (v) [dræg əˈlɒŋ]: lê, rê, kéo

fresh (a) [freʃ]: tươi

have only (got) oneself to blame: chỉ nên trách bản thân

run away (v) [rʌn əˈwei]: bỏ chạy mất

share (v) [ʃeə]: chia sẻ

QUESTIONS

• *Answer the following questions with information from the text.*

1. Where did the fox see two otters?
2. Why did the fox get there?
3. What were the two otters dragging?
4. What was the otters' problem?
5. How did the fox help them?
6. Who finally ran away with the best part of the fish?
7. Who should be blamed in this story? Why?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

CHUYỆN VỀ CON CÁO VÀ CON HẢI LY

Cáo vợ đòi ăn cá tươi. Cáo chồng cố tìm vài con cá ở gần sông. Chú thấy hai con hải ly đang rê một con cá to. Cả hai đều muốn lấy phần tốt nhất của con cá. Con cáo nhìn hai con hải ly một chốc rồi tiến tới ngỏ lời chia cá giùm cho chúng. Hai con hải ly đều rất vui mừng.

Con cáo chia cá thành ba khúc. Nó chia khúc đầu cho một con hải ly, và khúc đuôi cho con kia. Trong khi cả hai con hải ly mãi suy nghĩ xem con cáo sẽ chia phần còn lại thế nào thì con cáo đã nhanh chân chạy mất với khúc cá ngon nhất. Hai con hải ly chỉ còn biết tự trách bản thân vì đã quá ích kỷ.

Đừng ích kỷ, hãy biết san sẻ.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Do not let greed and hatred drag you to misery.
2. Selfishness brings loss rather than gain.
3. The good doers are delighted here and hereafter.
4. He is as cunning as a fox.

• *Translate the following sentences into English.*

1. Ai cũng muốn giành phần tốt nhất cho mình. Vậy ai sẽ là người chịu thua đây?

2. Khi thất bại, người ta thường đổ lỗi cho hoàn cảnh hoặc người khác hơn là tự trách mình.

3. Hãy chia một việc lớn khó làm thành những phần việc nhỏ và hoàn tất từng phần một.

A.17 THE SNAKE'S HEAD AND TAIL

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



The snake's tail had a fight with its head. The tail said, *"You have led me for so long. Now it's time for me to lead you"*.

The head said, *"I should be the leader. I have eyes and a mouth"*.

The tail said, *"You need me to move. Without me, you can't go anywhere"*.

Then the tail grabbed a tree branch and would not

let go. The snake's head gave up and let the tail be the leader. The head did not want to help the tail. The tail could not see where it was going. Then, it fell into a fire pit. The snake was burnt to death.

It hurts both sides when you quarrel.

WORDS TO LEARN

be burnt to death: bị thiêu đến chết

snake (n) [sneik]: con rắn

fight (n) [fait] : cãi nhau

fight (v): cãi cọ, đánh nhau

give up (v) [gɪv ʌp]: chịu thua, từ bỏ

grab (v) [græb]: tóm, nắm

head (n) [hed]: đầu

quarrel (v)(n) [ˈkwɔrəl]: cãi nhau

let go: buông bỏ

tail (n) [teɪl]: đuôi

lead (v) (n) [li:d]: lãnh đạo, dẫn đường, hướng dẫn, dẫn dắt

leader (n) [ˈli:də] : người hoặc vật dẫn đầu; người lãnh đạo; người chỉ huy

want (v) [wɒnt] to do st.: mong muốn làm cái gì

fire pit (n): hố lửa

QUESTIONS

• *Answer the following questions with information from the text.*

1. Who or what had a fight?
2. What did the tail want?
3. What was the head's reason?
4. Did the tail agree with the head? What did the tail do then?
5. Did the head win or give up?
6. Where did the snake fall into?
7. How was the snake in the end?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

CÂU CHUYỆN VỀ ĐẦU RẮN VÀ ĐUÔI RẮN

Đuôi rắn cãi nhau với đầu rắn. Đuôi bảo: “*Anh cứ mãi dẫn dắt tôi lâu quá rồi. Giờ đến lượt tôi dẫn anh*”.

Đầu bảo: “*Tôi nên là người dẫn dắt. Tôi có mắt và miệng*”.

Đuôi bảo: “*Anh cần tôi để trườn đi. Không có tôi, anh chẳng đi đâu được cả*”.

Rồi đuôi quán lấy cành cây chẳng buông. Đầu rắn chịu thua, đành để đuôi dẫn đi. Đầu chẳng muốn giúp đuôi. Đuôi chẳng thấy đường đi. Và rồi, nó rơi ngay vào hố lửa. Con rắn bị thiêu chết.

Khi hai bên cãi nhau, cả hai đều bị tổn thương.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Many do not realize that we here must die. For those who realize this, quarrels end.

2. It is a deadly tragedy that a blind would be a leader.

3. Day after day many fools of us are burnt by dislike and jealousy.

4. Quarrels are to be avoided by patience and forgiveness.

• *Translate the following sentences into English.*

1. Cô ấy cứ bám lấy ý tưởng viển vông của mình chẳng chịu buông.

2. Không có tôi, anh chẳng làm được gì. Người có tư tưởng đó luôn cho mình hơn người và ngày càng trở nên ngạo mạn.

3. Không dễ từ bỏ một thói quen xấu. Không dễ buông những chuyện đã qua.

A.18 THE CLEANING WOMAN

READING

🔊 Listen to the recording of the following text. Practice reading aloud sentence by sentence after the recording.



A woman worked very hard cleaning the streets. As her clothes were dirty and smelly, all the people ran away from her when they saw her. When the Buddha talked to her nicely, the people were surprised.

They asked the Buddha, “You always ask us to be clean. Why are you talking to this smelly woman?”

The Buddha replied, “Although this woman is smelly, her mind is clean. She is polite and she works hard for others. Some people look clean and tidy, but their mind is full of bad thoughts!”

Having a clean mind is more important than wearing clean clothes.

WORDS TO LEARN

dirty (a) [ˈdɜːti]: dơ bẩn

clean (v) [kli:n]: lau chùi, rửa sạch, quét sạch

clean (a): sạch, sạch sẽ

mind (n) [maɪnd]: tâm ý

clean mind = pure mind: tâm trong sạch, tâm thanh tịnh

polite (a) [pəˈlaɪt]: lịch sự, lễ phép

politeness (n) [pəˈlaɪtnɪs]: phẩm chất lễ độ; cử chỉ lễ phép

politely (adv)

reply (v) (n) [riˈplaɪ]: đáp, sự trả lời, sự hồi âm

run away from sb.: tránh xa ai

smelly (a) [ˈsmeli]: bốc mùi hôi

surprised [səˈpraɪzɪd] (a): ngạc nhiên

think (ir.v) [θɪŋk], thought, thought: suy nghĩ

thought (n) [θɔ:t]: tư tưởng, suy nghĩ

bad (a) [bæd]: xấu, tồi, dở

bad thought (n): tư tưởng bất thiện, tư tưởng ô nhiễm

tidy (a) [ˈtaɪdi]: ngăn nắp, nề nếp

QUESTIONS

• *Answer the following questions with information from the text.*

1. What did the woman do?
2. Why did people run away from her?

3. What did people ask the Buddha?

4. What did the Buddha reply?

5. What is more important, a clean outfit or a pure mind?

• *Practice asking and answering those questions with a partner, and please keep the book closed.*

TRANSLATION

CÂU CHUYỆN VỀ NGƯỜI PHỤ NỮ QUÉT ĐƯỜNG

Một phụ nữ chăm chỉ quét đường. Vì áo bà vậy bẩn và bốc mùi, mọi người đều tránh xa khi thấy bà. Khi thấy Đức Phật ân cần nói chuyện với bà, mọi người đều thấy lạ.

Họ hỏi Đức Phật: “Ngài luôn dạy chúng tôi phải sạch sẽ. Tại sao Ngài lại nói chuyện với người phụ nữ hôi hám này?”

Đức Phật trả lời: “Bà hôi hám, nhưng tâm bà trong sạch. Bà nhã nhặn và chăm chỉ làm việc vì mọi người. Nhiều người trông sạch sẽ tinh tươm, nhưng tâm họ lại chứa đầy những ý tưởng bất tịnh!”

Giữ tâm trong sạch quan trọng hơn là mặc quần áo tinh tươm.

PRACTICE

• *Translate the following sentences into Vietnamese.*

1. Never judge someone on his or her appearance.

2. Tidy clothes do not make a noble man; it is his qualities that make one.

3. If with a pure mind a person speaks or acts, happiness follows him like his inseparable shadow.

• *Translate the following sentences into English.*

1. Dù quần áo lấm lem và bốc mùi, các thanh niên vẫn chăm chỉ làm sạch đường phố.

2. Một người chăm chỉ làm việc ích lợi cho cộng đồng, người ấy đáng được tôn trọng

3. Có những người trông không được tươm tất, nhưng ý tưởng trong sạch. Ngược lại, cũng có những kẻ trông rất sạch sẽ, nhưng tâm đầy dẫy ý tưởng nhiễm ô.

Part B
CONVERSATIONS
in ENGLISH

B.01 BASICS

VOCABULARY *Alphabet*

∩ 1.1. Read and listen to the alphabet.

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

SPEAKING *Introduction*

a. Put the dialogue below in the correct order.

- Hi. My name's Katy. What's your name?
- L-I-N-D-S-A-Y
- How do you spell that?
- My name's Lindsay.
- Hello

∩ 1.2 b. Listen and check. Work in groups. Practice the dialogue with other students, using your own names.

VOCABULARY *Numbers*

∩ 1.3. Write the numbers. Listen and say the number.

0	.....	10	.....
1	.....	11	.....
2	.....	12	.....

3	.....	20	.....
4	.....	30	.....
5	.....	50	.....
6	.....	100	.....
7	.....	
8	.....	
9	.....	

၀၁ 1.4. Listen and write down the age of these people.

Rose is Hardeep is

Carla is Madison is

Sam is Akiko is

၀၁ 1.5. Write down the words in each gap. Listen and check your answers.

1. There are months in a year.
2. There are weeks in a month.
3. There are days in December.
4. There are days in a week.
5. There are seconds in an hour.
6. There are minutes in an hour.
7. There are hours in a day.
8. There are days in a year.

၀၁ 1.6. Write down the number you hear.

1. I have children.

2. My grandfather is
3. Thank you. That's €.....
4. I work days a month.
5. thousand people live in this town.
6. I go to the cinema about times a year.
7. This jacket costs \$.....
8. Number, please.

SPEAKING

Family

⌚ 1.7 a. Listen and write the numbers you hear.

A Do you have any brothers or sisters?

B Yes. One brother and ⁽¹⁾..... sisters.

A How old is your brother?

B ⁽²⁾.....

A Are you married?

B Yes.

A Do you have any children?

B Yes. One boy and ⁽³⁾..... girl.

A How old are they?

B The boy's ⁽⁴⁾..... and the girl is ⁽⁵⁾..... Do you have any brothers and sisters?

A No.

B How old are you?

A ⁽⁶⁾.....

b. Practice the conversations with another student, using your own information.

VOCABULARY

Family

a. Complete the table.

Male	Female
Grandfather	
	Wife
Father / Dad	
Son	
	Aunt
Brother	
Cousin	

b. Complete the sentences with words from the table.

1. Pat is my uncle. He's my mum's
2. Clare is my She's my aunt Stella's daughter.
3. Larry is my cousin. He's my uncle Mathew's
4. Tina's my younger I'm two years older than her.
5. Granny P is my and my mum's

GRAMMAR *Plurals*

Regular		Irregular	
brother	→ brothers	child	→ children
sister	→ sisters	person	→ people
boy	→ boys	man	→ men
baby	→ babies	woman	→ women

GRAMMAR *Parts of speech*

Some types of words carry meaning.

Verb: I **want** an ice cream.

Noun: My **brother** wants coffee.

Adjective: A **small** coffee, please.

Adverb: Handle it **carefully**, please.

Some types of words only play grammatical functions.

Pronoun: I don't like **him** much.

Conjunction: Pat **and** Pete are best friends.

Would you like tea **or** coffee?

Although I am busy, I'll come.

Preposition: I don't go **to** school today.

What are you going to do **after** class?

VOCABULARY *Time and days of the week*

Weekdays	Weekend
Monday	Saturday
Tuesday	Sunday

Wednesday	
Thursday	
Friday	

Complete these sentences with a day or time.

1. Today is
2. Tomorrow is
3. The day after tomorrow is
4. Yesterday was
5. The day before yesterday was
6. The weekend is
7. The morning is between o'clock and
8. The afternoon is between o'clock and
9. The evening is between o'clock and
10. Night is between o'clock and

SPEAKING

Question words

Match the questions 1–10 with the answers A–J.

Questions	Answers
1. Who?	A. By bus.
2. When?	B. A coffee, please.
3. Where?	C. Yesterday.
4. What?	D. Poland.

5. How?	E. My mum.
6. How much?	F. Nineteen.
7. How old?	G. 9:35
8. What time?	H. That big one.
9. How long?	I. Two minutes
10. Which one?	J. £13.50

⌚ 1.8. *Complete the conversation, then practice with a friend.*

A ⁽¹⁾..... do you do?

B I'm a teacher.

A ⁽²⁾..... do you work?

B In a school near here.

A ⁽³⁾..... one?

B Northpark High.

A I know it. ⁽⁴⁾..... do you get there?

B I walk.

A ⁽⁵⁾..... does it take?

B 35 minutes.

A That's good. ⁽⁶⁾..... do you leave home?

B Seven. We start at 8:30.

A ⁽⁷⁾..... are the children you teach?

B 14 to 18.

GRAMMAR *Subject and object personal pronouns*

Sentences are usually **subject + verb + object**

Subject: **John** plays football.

Object: John plays **football**.

Subject pronouns		Object pronouns	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
I	We	Me	Us
You	You	You	You
He	They	Him	Them
She		Her	
It		It	

Complete the sentences with an object pronoun of the words in bold.

- Where are the **boys**? Can you see
- Your cat** is on the table. Can you take..... down, please?
- Can you help please? **We** don't understand.
- I don't know **Ben**. Do you know
- I** like you. Do you like
- Layla** lives in Los Angeles and Sam lives with
- Can you say **your name** again, please? I can't hear

GRAMMAR *Possessive*

Use 's to show possession.

Only use ' if the word ends in s

My father's house

My parents' house

Possessive adjective					
I	→	my	we	→	our
you	→	your	you	→	your
he	→	his	they	→	their
she	→	her			
it	→	its			

GRAMMAR *Adjectives*

Adjectives go before noun	Adjectives go after BE
A big car	My car is big

Put the words into the correct order to make sentences.

1 tired I am

2 have my I car new

3 good my is teacher

4 This book is an easy

5 small flat is my

6 expensive mobile her phone is

B.02 PEOPLE AND PLACES

<p>In this unit, you will learn how to: Introduce yourself Say where you are from Ask common questions Describe your hometown</p>	<p>Grammar The verb BE There is/ there are Present simple questions and negatives</p>	<p>Reading My hometown Good job or bad job?</p>
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SPEAKING *Greeting, asking and telling name*

2.1 a. Listen to the conversation; then repeat in pairs.

Hello. My name's Miguel.
 What's your names?

Dasha. Hi. Nice to meet you.

b. Have similar conversations with students in your class. Use your names.

c. Work in pairs. Try to say the names of everyone in your class. For example:

That's Yuki

That's Carla.

What's his name?

Marco.

What's her name?

I don't know.

GRAMMAR

the verb BE

Write the full forms.

I'm = I am

You're =

He's =

She's =

That's =

We're =

They're =

LISTENING

⌚2.2. *A medical student has an interview for internship at a volunteer organization. Listen to the conversation. Complete the conversation with the correct short forms of the verb **Be**.*

I: Hi. Come in. Sit down. My nameIvy. I a teacher here. What your name?

M: Miguel.

I: Right. Hi. Nice to meet you. And what your surname, Miguel?

M: Sorry?

I: Your surname. Your family name.

M: Oh, sorry. It Hernandez. That H-E-R-N-A-N-D-E-Z.

I: OK. And where you from, Miguel? Spain?

M: No, I not. I from Mexico.

I: Oh, OK. Which part?

M: Chihuahua. It in the north.

SPEAKING

Practice a conversation with other students, using these questions:

- What's your name?
- And where are you from?
- Oh, OK. Which part?

VOCABULARY

Describing places

A palace

Traffic

A park

A beach

A restaurant

A factory

A river

An art gallery

A pagoda

Say the plurals of those words. Which word has no plural?

Say the names of three things in your town.

READING *Talking about oneself*

Read the text below. Answer these questions.

- Where is each person from?
- Is the place nice? Why? / Why not?

Jeff: ‘I’m from New Romney, in the south of England. It’s near the sea, so there’s a nice beach, and there’s some lovely countryside near there, but there’s not much to do. There aren’t any cinemas or shopping centers or museums. It’s a small town.’

Alicia: ‘I’m from Pinedale, in the middle of California. It’s not very nice. There’s a lot of crime. It’s not very safe – and there aren’t many jobs now, but it is cheap.’

Rolando: ‘I’m from Seville, in the south-west of Spain. It’s a great place to live. There are lots of nice cafés and restaurants and there’s a great cathedral as well. There’s a river in the city and there are lots of beautiful parks as well.’

Yu Tsan: ‘I’m from Shenyang. It’s in the north-east of China. It’s not a bad place to live. There are lots of factories and lots of people, and there’s a lot of traffic too. But there are also lots of places to go shopping as well, so that’s nice – and there are some great old buildings as well. They’re very famous.’

GRAMMAR *There is / There are*

Use *there is /there’s* with singular nouns.

Use *there are* with plural nouns.

Complete the sentences with *There’s* or *There are*

1. a cinema in the town.
2. It’s nice. lots of trees and parks.
3.lots of hotels near the station.

4. It's not very safe. a lot of crime.
5. It's not a bad place, but too many people!
6. It's a nice city, but a lot of traffic!
7. some nice shops and restaurants near here.
8. It's OK. a nice beach and a few cafés.

∪ 2.3. Listen and check your answers. Remember some words have no plural form because they are uncountable nouns. Identify uncountable nouns in the text.

SPEAKING *Talking about your hometown*

Work in pairs. Talk about three things in your town, using There's... and There are...

VOCABULARY *Jobs*

Match the jobs 1–8 to the places people work A–H.

- | | |
|------------------|---|
| 1. Receptionist | A. in a school / in a public library |
| 2. Teacher | B. in a clinic / in a hospital |
| 3. Librarian | C. in a tax office / in a local government office |
| 4. Nurse | D. at home / in a studio |
| 5. Social worker | E. in a hotel / in a company |
| 6. Designer | F. in a school / in a university |
| 7. Civil servant | G. in a community center / in a charity |
| 8. Cook | H. in a school canteen / in a restaurant |

Choose one of the jobs above. Work in pair and practice the conversation like this:

A: What do you do?

B: I'm a [the job you choose]

A: Oh, yes? Where do you work?

B: [the place where you work]

And you, what do you do?

A: I'm a [the job you choose]

B: Where do you work?

A: [the place where you work]

READING *Talking about job*

Read the three texts. Decide who is:

- A journalist
- A designer
- An engineer

Which is the best job? Why?

① I'm

I work at home and **do** jobs for different companies and magazines. I don't get much money **because** I don't have much work, but I enjoy it because it's **interesting**.

② I'm

I work for a local newspaper. I work strange hours – sometimes I **get up** really early, sometimes I work all night.

Sometimes, it's **boring** because I have nothing to do. I meet lots of interesting people, but sometimes people get **angry** and shout at me.

③ I'm

I work for a construction company. I'm a **manager** now, so it's very important job. I like my job, but I work very long hours. I **start** work at eight in the morning and finish at eight or nine at night. I often work at the weekends and I don't see my wife or **kids** very much.

Complete the sentences with the words in bold italics in the text.

1. I work at nine and finish at six.
2. My boss isn't very nice. He sometimes gets really with us. I don't know why.
3. I don't like my job it's boring.
4. My is good. She helps me and she doesn't shout at me.
5. My town is because there isn't much to do.
6. I usually at six and leave the house at seven.
7. I have three – two girls and a boy.
8. I an important job in the company.
9. I love my job. It's really

GRAMMAR *Present Simple: Questions and Negatives*

To make questions, use *do / does*.

Do + I / you / we / they + verb?

Does + he / she / it + verb?

To make negatives, use *don't / doesn't*.

I / you / we / they + **don't** + verb

he / she / it + **doesn't** + verb

Put the words into the correct order to make questions.

1. You get time do what up?
2. Travel do here how you?
3. Bed you go do to when?
4. Live do you where?
5. With you do who live?
6. Your what free do time do in you?
7. How languages you speak many do?

Match the answers A-G to the questions above.

- A. I go swimming, I play football, I read.
- B. In Belvaros, near the river.
- C. I live on my own.
- D. At about 12 o'clock most days.
- E. I take the bus.
- F. Two – French and Spanish
- G. At half past seven

SPEAKING

Talking about daily activities

Choose five questions from above to ask another student. Write two more questions then ask them.

WRITING

Completing forms

Complete the form with your own answers.

SURNAME:

FIRST NAME:

MIDDLE NAME(S):

GENDER: Male

 Female

NATIONALITY:

DATE OF BIRTH:

ADDRESS:

TELEPHONE NUMBER:

B.03 FREE TIME

<p>In this unit, you will learn how to: Ask about common daily activities Arrange to meet Talk about free time</p>	<p>Grammar Verb forms Adverbs of frequency</p>	<p>Reading Do you have any free time?</p>
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VOCABULARY *Daily life*

a. *Read the following activities. When do people normally do these activities?*

Have a shower	Go to a concert	Have breakfast
Go out for dinner	Watch the news	Go to bed
Get home from work	Do homework	Have lunch
Go out swimming	Get up	Drink tea
Have a coffee	Sleep	Finish school
	Leave work	

In the morning	In the afternoon	In the evening

b. What else do you normally do during the day?

READING *A day of Will Cotton*

a. Read the paragraphs and answer the questions that follow.

Will Cotton works in an office in New York. He goes to work at 7:30. He starts work at 8:15. He usually finishes work at 6:00, but he has meeting after work. After his meetings he goes to the gym, or has a drink with friends in the café. He gets home at 9:00 and has dinner. He goes to bed at 12:15 am. It's a very busy day. How does he do it?

‘Easy,’ says Will., ‘At 7:30 I go to my company.’ At my company you get into a machine call “Napping Pod”. You listen to quiet, relaxing music and then go to sleep. After twenty minutes, the pod moves with music and light and you wake up.

My company also has a café, and there are sandwiches and drinks for you after your nap’.

Will likes his company. ‘I get my best ideas in bed, not at a desk,’ says Will. ‘When I go to work after a nap, I’m relaxed. I’m not stressed in meetings after work. I do more with my day.’

Will’s company opens from 10:00 to 6:00. It’s a very quiet place.

b. Answer the following questions.

1. Where does Will Cotton work?
2. What time does his company open and close?

3. What time does Will go to his company?
4. What does he do after he arrives at his company?
5. What do you think the word 'nap' means?
6. What time does Will start and finish work?
7. What does he do after his meetings?
8. Why does Will like his company?

SPEAKING *Asking and telling the time*

What time is it?	[4:00] four o'clock.
What's the time	[4:15] four fifteen a quarter <i>past</i> four
It's ...	[4:30] four thirty
... [hour + minutes]	half <i>past</i> four
... [minutes + past/to + hour]	[4:20] four twenty twenty past four
15' = a quarter	[4:40] four forty
30' = half	twenty <i>to five</i>

What time do you ...?	What time do you get up?
What time do they ...?	At 4:00
What time does he/she...?	What time do they finish school?
At ... [time]	At 5:30

SPEAKING *Talking about daily routines and habits*

Practice asking and telling each other about daily activities, using the suggested conversation below.

Student A	Student B
What do you usually do in the morning, B?	I usually ... [activities]
What time do you ...[do something]?	At ... And you? Do you ... at ...?
[Yes/No]	

GRAMMAR *Adverbs of frequency*

We use some adverbs to show how often we do something. Notice their position in the sentence.

I	always	have a coffee after lunch
You	usually / normally	
We	often	
They	sometimes	
He	occasionally	has a coffee after lunch
She	hardly ever	
	never	

VOCABULARY *Free time activities*

a. These are common activities people usually do. Add two more activities of your own.

- | | |
|----------|---------------------|
| Shopping | Going to the cinema |
| Reading | Meeting new people |
| Swimming | Listening to music |

- | | |
|-------------|--------------------------|
| Walking | Chatting on the Internet |
| Studying | Playing computer games |
| Doing sport | Going out for dinner |
| Watching TV | |

b. Complete the sentences below with above activities. Add more adjectives you know.

1. is boring.
2. is good fun.
3. is interesting.
4. is expensive.
5. is great.
6. I'm bad at / not very good at
7. I'm good at

SPEAKING

3.1. Listen and complete the dialogue below. Practice the dialogue with another student once the dialogue is complete.

A. Do you like doing ⁽¹⁾.....?

B. No. I'm very bad at sport. What about you?

A. Yeah, it's great. I ⁽²⁾.....
 playing tennis and basket ball. Do you ⁽³⁾.....
 walking?

B. No – it's ⁽⁴⁾..... What
 about you?

A. It's OK. I like going to the park.

B. Do you like ⁽⁵⁾..... computer games?

A. No, not ⁽⁶⁾..... What about you?

B. I ⁽⁷⁾.....
it. It's really good fun. Do you like going to the ⁽⁸⁾.....?

A. Yes. It's ⁽⁹⁾.....

B. I love it too. Do you want to see Love Train?

A. No. I ⁽¹⁰⁾..... 'love films'. I like horror films.

B. Oh.

GRAMMAR *Verb forms*

Look at these sentences with –ING forms.

- I **like** watching TV.
- I **love** teaching English.
- I **hate** living in the city.
- I **enjoy** working on my own.

Look at these sentences with TO + VERB.

- I **don't want** to live in an old building.
- I **need** to go now.
- **Try** to use the words you learn.

READING

Do you have any free time?

a. Read about how three different young people spend their free time.

Birgit from Germany

I do something most nights. On Mondays and Wednesdays, I go to an English class, and on Tuesdays, I usually go to the cinema with friends, because the tickets are cheap then. On Thursdays, I always go to the gym. I usually go out dancing on Saturday nights. I often get home at four or five in the morning, so on Sundays, I sleep! I sometimes get up at three in the afternoon.

Frankie from the UK

Free time? I don't have any free time because I have my own business. I occasionally go to a rock concert – about once or twice a year – and I sometimes go shopping at the weekend. I like buying expensive things with the money I earn. I have a really big TV and I have a very nice car.

Svetlana from Russia

I don't go out much during the week. I usually study for two hours in the evening. I never watch TV, really. I usually play the piano every day. It helps me to relax. Then I go to bed at nine or ten and read. At the weekend, I go out with my family to a park or the countryside, and we go for a walk. I sometimes go to a shopping centre with friends, but I hardly ever buy anything!

b. Complete the sentences below with correct prepositions you find in the reading text.

1. I sometimes have a short sleep the afternoon.

2. I go a gym near my house to keep fit.

3. I often go a walk with my father after dinner.

4. I'm always very busy Mondays.

5. We don't usually do very much the weekend – just relax

6. I listen to English radio an hour or two every night.

7. Our school day finishes four.

8. the week, I stay at home in the evening.

SPEAKING *Arrangements*

a. You can make simple arrangements using the present simple:

A. Do you want to go shopping on Saturday?

B. OK. Where do you want to meet?

A. Outside the Co-opmart – the big department store.

B. OK. What time?

A. Is ten OK?

B. Yeah. Fine.

b. Match the questions on the left to the pairs of answer on the right.

- | | |
|--|---|
| A. Do you like going to the cinema? | 1. Is 4:00 good? |
| B. Do you want to see Monster 6 on Sunday? | Is 7:00 OK? The film starts at 8:00. |
| C. What time do you want to meet? | 2. I don't know. Around 7:00. |
| D. Where? | About 11:30. It's a long film. |
| E. What time does the film finish? | 3. OK. That sounds nice. Sorry, I'm busy then. |
| | 4. Yes, it's OK. Not really. |
| | 5. Outside the train station Outside the cinema |

c. In pairs, write three different short conversations using the questions and answer above. Then practice them.

WRITING *A description of yourself*

a. First, answer the following questions.

1. What's your name?
2. Where do you live?
3. Who do you live with?
4. What do you do?
5. What do you like doing in your free time?
6. What do you usually do at the weekend?

b. Then, write a profile of yourself, using the following model text.

Hi, I'm Jack Jenkins. I live in Sheffield, in the UK. I live with my two friends, Dave and Any, in a small flat.

I'm a student at the university here. I'm studying Spanish. I want to be a teacher.

In my free time, I like swimming, playing computer games and chatting with my friends on the Internet. But I don't have a lot of free time because I study in the evenings. At the weekend, I usually go to the cinema or watch football on TV. I sometimes play football with friends.

B.04 TRAVEL

<p>In this unit, you will learn how to:</p> <p>Talk about what you did Talk about dates, months Express feelings Explain where things are</p>	<p>Grammar</p> <p>Past simple Prepositions of places</p>	<p>Reading</p> <p>Holidays</p>
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VOCABLULARY *Months, seasons, dates*

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

Spring	Summer	Autumn Fall	Winter
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01 May = May the first / the first of May

02 September = September the second/ the second of September

03 February = February the third / the third of February

04 July = July the fourth / the fourth of July

Cardinal number	Ordinal number	Say
01	1 st	first
02	2 nd	second
03	3 rd	third
04	4 th	fourth
05	5 th	fifth
09	9 th	ninth
10	10 th	tenth
15	15 th	fifteenth
30	30 th	thirtieth
31	31 st	thirty-first

LISTENING *Holidays*

Ω 4.1. Listen and complete the description below. Write only ONE word in each gap.

In March, I was in London for work so I missed the
 (1)..... They don't have this holiday in the
 UK. It was (2)..... On Women's Day, men
 usually treat us very well. They do nice things and give us
 (3)..... But I didn't go out for dinner. I didn't
 get any (4)..... Nobody said nice things to
 me. I sat in my hotel room and watched TV! It wasn't very
 (5).....

On the holiday, we went to Snowshoe Mountain in
 West Virginia. The snow's good in (6).....
 We left on Saturday at 3:00 in the morning and we
 drove to the (7)..... We got there at 8:00
 and spent the (8)..... skiing. It was very

clear and sunny. There wasn't a cloud in the sky. We had
 (9) views. We left on Monday afternoon,
 but the (10) was bad. We didn't get back
 home to Washington till 2:00 in the morning.

SPEAKING *Holidays*

⌚4.2. *Listen and practice the dialogues below.*

Conversation 1

A. Hello

B. Hi, how are you? Did you have a nice weekend?

A. Yes, it was OK.

B. What did you do?

A. Nothing much really. I did some shopping on Saturday morning. I played tennis, watched TV, the usual things.

B. It sounds OK.

A. Yeah, I needed to relax.

Conversation 2

C. Did you have a good weekend?

D. Not really.

C. Oh! That sounds bad. What did you do?

D. Nothing! I was ill. I had a bad cough. I stayed in bed all weekend.

C. Oh, no! Are you OK now?

D. Yes, but I have to work now!

Conversation 3

E. Detlev! Hi! How are you?

F. Good.

E. Did you have a nice weekend?

F. Yes, it was great.

E. What did you do?

F. Well, some friends came to visit, so I showed them the city.

E. That sounds nice. Where did you go?

F. Well, on Saturday, we went to the cathedral and for a picnic in the park, and in the evening we went into the old town. Then on Sunday, we went to the market in the morning, and then I cooked lunch for everyone.

E. That sounds great.

F. It was. It was lovely.

GRAMMAR***The past simple***

	Present Simple	Past Simple		
		Affirmative	Negative	Question
I	am	was	wasn't	Was I...?
He	is	was	wasn't	Was he/she/it...?
She	is			
It	it			
We				
You	are	were	weren't	Were we/you/they...?
They				

	Present Simple	Past Simple		
		Affirmative	Negative	Question
He She It	plays goes has	played went had	didn't play didn't go didn't have	Did ... play? Did ... go? Did ... have?
I We You They	play go have			

READING*A friend's mail*

a. Read the mail below.

Hi Mauro,

How are you? I hope you and your family are well. How was your trip to Korea? I'm sure it was great.

Helena and I spent three fantastic weeks in Ireland and had a really great time. We flew to Dublin, the capital, and spent a week there. It's a beautiful city. We went sightseeing every day and saw all the old buildings. Then in the evenings, we went out and enjoyed the nightlife. It's a fun city! You'd love it.

Next, we rented a car and spent two weeks driving round the country. It's really beautiful! I was worried about the weather, but it didn't rain once. We stayed in little hostels and met some really lovely people.

My favourite place was the west of the country. We went walking in the mountains in County Mayo for a few

days. It was lovely and quiet. We didn't see anyone on the first day!

Anyway, now we're back in Copenhagen and back at work! How was your summer? Did you go on holiday anywhere? Did you have a good time?

Please write and tell me everything!

Your friend,

Nicklas

b. Answer these questions, using information from the mail.

1. How long did the author stay in Ireland?
2. Did he have a good time or bad time there?
3. How did he get to Dublin?
4. What is Dublin like?
5. How long did he stay in Dublin?
6. What did he do in Dublin?
7. Where did he go the next two weeks?
8. What was the weather like?
9. Did he stay in luxury hotels?
10. Who did he meet?
11. What was his favourite place?
12. What was it like?

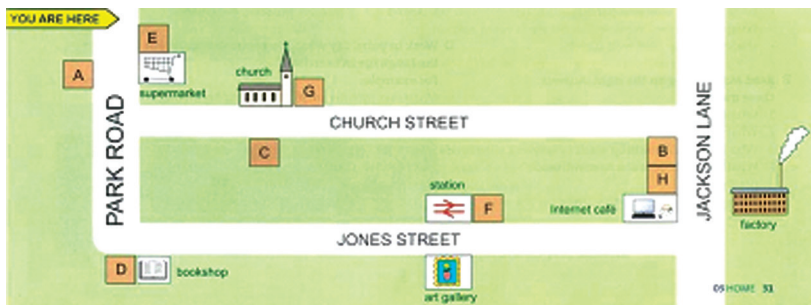
WRITING *A personal mail*

Write an email telling your friend about your recent holidays. Use the reading and the questions above as guidance.

GRAMMAR *Prepositions of place*

Look at the map below. Name the places A–H described in the sentences below.

1. There's a post office **opposite** the church.
2. There's a bank **down** this road – **next to** the supermarket.
3. There's a great museum down here – **on the right**.
4. There's a hotel **in the next street** – **on the left**.
5. There's a café on Jones Street – **next to** the station.
6. There's a cinema **at the end of** this road.
7. There's a big department store **on the corner of** Church Street **and** Jackson Lane.
8. There's a clothes shop **between** the Internet café **and** the department store.



SPEAKING

Tate Modern

Tate Modern is Britain's new museum of modern art. It is in an old power station next to the Millennium Bridge in London. It opened in May 2000 and is very popular with British people and tourists.

⦿4.3. a. *Listen to the conversations at the information desk. Practice it with other students.*

I. Can I help you?

A. Yes. Where is the café?

I. It's on the second floor. Go up the stairs and turn right.

A. Is there a lift?

I. Yes, there is. It's behind you.

A. Oh, yes. Thank you.

B. Excuse me. Where are the toilets?

I. Sorry?

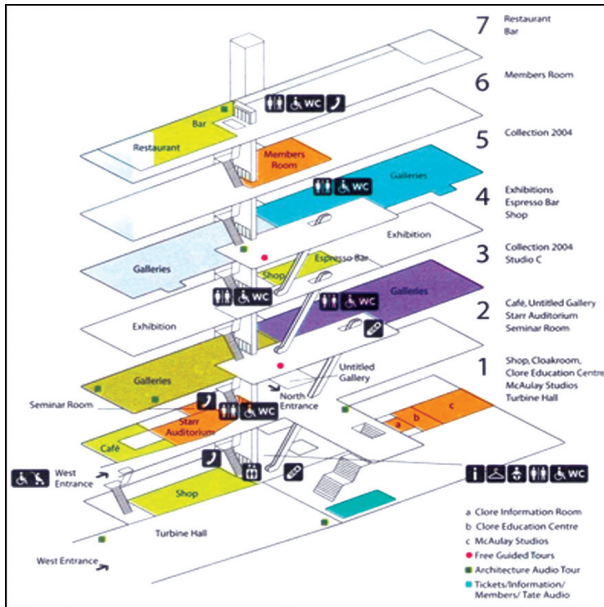
B. The men's toilets.

I. The toilets? They're over there. They're on the left, next to the lift.

B. Where?

I. Look, the brown doors.

B. Great.



C. Is there a public telephone here?

I. Yes, there is. It's next to the stairs. It's on the right.

C. Thank you.

I. You need a card.

C. What?

I. You need a card. It doesn't accept coins.

D. Is there a baby changing room?

I. Sorry?

D. A baby changing room. I need to change a diaper for my baby.

I. Yes, go down these stairs here. Then turn left and go along the hall. It's next to the women's toilets.

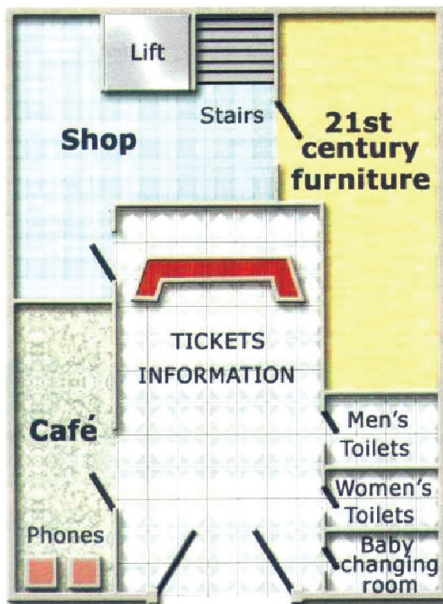
D. Thank you.

b. Look at the diagram below. Practice asking and telling the places with other students. You can use some sentences below.

I need to ...

Is there a ... near here?

Excuse me, where is/are ... ?



B.05 FOOD AND HEALTH

<p>In this unit, you will learn how to: Talk about health problems Explain how to cook things Make offers and invitations</p>	<p>Grammar Quantifiers</p>	<p>Reading Vegetarians live longer</p>
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VOCABULARY

Kinds of food

meat

vegetables

nuts

fish

fruit

seafood

dairy products

beans

drinks

Decide which word does not go in each group 1–8 below. Use the sentences below to explain why.

For example: They're all things you add for flavor, except water.

1. salt / sugar / pepper / spices / water
2. potatoes / pasta / cream / rice / bread
3. wine / milk / cheese / butter / cream
4. apples / oranges / eggs / kiwis / bananas

5. juice / coffee / carrots / tea / beer
6. lemons / onions / garlic / potatoes / spinach
7. tomatoes / beef / lamb / pork / steak
8. red beans / peas / soya / chicken / broad beans

They're all basic foods except ...

They're all vegetables except ...

They're all things you add for flavour except ...

They're all drinks except ...

They're all kinds of meat except ...

They're all kinds of beans except ...

They're all dairy products except ...

They're all kinds of fruit except ...

READING

Vegetarians live longer

a. Before you read, look at these quotes from famous people.

‘A human can be healthy without killing animals.’ – Leo Tolstoy, writer.

‘Animals are my friends and I don't eat my friends.’ – George Bernard Shaw, writer and Nobel Prize winner.

‘Being vegetarian is the way to go. One of the leading causes of global warming is factory farming.’ – Pamela Anderson, actress.

‘By continuing to eat a vegetarian diet, my weight is under control. I like the way I look.’ – Carl Lewis, winner of nine Olympic gold medals.

b. Read the article below and decide if the sentences are true or false.

1. Vegetarians have less risk of dying from some cancers than meat eaters.
2. Gandhi was a vegetarian.
3. Most people become vegetarians because it's healthier.
4. The WHO recommends becoming vegetarians.
5. Most Britons eat more than 400 g of fruit and vegetables a day.
6. Some British people eat no fruit or vegetables.

VEGETARIANS LIVE LONGER

A report has shown that a vegetarian diet reduces the risks of dying from heart disease and some cancers by up to 20%. The writer of the report, Andy Bond, looked at a hundred articles in scientific publications such *The British Medical Journal* and *Cancer*.

The Vegetarian Society of Great Britain, which paid Mr Bond to write the report, started in 1847. The society has had Gandhi and Nobel Prize winners as members. It says that the majority of people become vegetarians for moral reasons: they don't like the way farms keep animals, or they don't approve of killing animals, or they are worried about how eating meat affects the environment. However, the society says it is important to prove that a vegetarian diet is good for your health.

Since 1991, the World Health Organization (WHO) has recommended that people should eat a minimum of five portions (400 g) of fruit and vegetables every day to improve health. The WHO also recommends controlling how much red meat we eat and having good levels of fish oils in our diet.

In Britain, only around 30% of people eat the recommended amounts of fruit and vegetables and a few don't eat any.

GRAMMAR *A lot of, a few / a little, some / any, much / many*

	Countable nouns	Uncountable nouns
Do you eat	a lot of cakes? many cakes? any vegetables?	a lot of salt? much salt? any fruit?
I eat	(quite) a lot of sweets. some spices. a few spices.	(quite) a lot of sugar. some sugar. a little sugar.
I don't eat	a lot of chips. many chips. any vegetables.	a lot of rice. much rice. any meat.

Complete the sentences below with ONE word in each gap.

1. I'm vegetarian. I don't eat meat or fish.

2. I don't read books – maybe two novels a year.

3. A: Did you add salt to this? I can't taste it.

B: Oh, no! I forgot.

4. I've had a biscuits so I'm not very hungry.

5. I put sugar in it, so it wasn't too bitter.

6. A: do you eat a of rice?

B: a lot, but I sometimes have pasta instead.

SPEAKING

How to cook things

⌚5.1. Listen to three friends talking about what they have had for dinner. Practice the conversation with two other students.

N: Nicoletta; D: Domi; F: Frank

N: Do you like any more, Domi? Frank?

D: No, thanks. I'm really full.

F: Me too, but it was lovely, Nicoletta. Really delicious. Would you like me to put the plates in the kitchen?

N: Thanks. Just put them in the sink. I can do the washing-up later.

D: So, how did you cook the potatoes? They were really, really good.

N: They're very easy to do. You just wash them, and

then slice each one into five or six pieces. Put them on a plate and put some olive oil and some salt and pepper on them. Chop some garlic and add that, and then roast everything in the oven for about 45 minutes.

F: And how about the lamb?

N: Well, you chop some onions and fry them for 10 or 15 minutes – in butter. Then chop the lamb and some tomatoes and fry them for 5 more minutes. Add some salt and pepper – and it's ready to eat.

F: You make it sound easy.

N: It is easy. Would you like me to email you the recipe?

F: Please.

N. Oh, by the way, I'm going to have a little party next Saturday for my birthday. Would you two like to come?

D: It depends. Are you going to cook?

VOCABULARY

Ways of Cooking

fry	roast	slice
crill	stuff	stir
boil	chop	marinate

SPEAKING

Invitations and Offer

Invite someone to do something: **Would you like to ...?**

Would you like to come to my birthday party next week?

*Offer to do something for someone: **Would you like me to ...?***

Would you like me to put the plates in the kitchen?

Would you like me to help with that?

*Offer food / drink: **Would you like ...?***

Would you like some more?

Would you like any bread?

Would you like a drink?

a. Complete the questions with *Would you like...*, *Would you like to...*, or *Would you like me to...*

1. try a piece of this cake?

2. do the washing-up?

3. go out for dinner sometime?

4. a starter?

5. cook for you one evening?

6. a cup of coffee?

b. Match the answer A–F to the question 1–6 above.

A. Oh, yes, please. I've never tried Iranian food before.

B. No, thank you. It stops me sleeping!

C. No, thanks. I'm just going to have a main course.

D. Yes, OK. Where do you want to go?

E. No, it's OK. Don't worry. I can do it later.

F. Yes, please. It looks delicious. Did you make it yourself?

၈ 5.2. c. Listen and check your answer. Practice asking and answering with your friend.

VOCABULARY *Health problems*

Complete the sentences with the words in the box.

burnt	stiff	cut	infection	sick
cough	hurts	cold	headache	hungry

1. Do you have any aspirin? I've got a
2. I my arm frying an egg.
3. My legs are after my run yesterday.
4. That's a bad You should stop smoking.
5. I'm going to take the day off. I have a I don't want anyone else to get it.
6. You shouldn't carry that if your back
7. The doctor said I have a chest
8. I my foot on a piece of glass.
9. I haven't eaten all day. I'm really
10. I feel really ill. I think I'm going to be

SPEAKING

Advice

Give an advice: You should / shouldn't ... (do something)

You should stop smoking.

You shouldn't carry that.

Reject advice and offers: give reason

Honestly, I'm fine.

Really, I'm full. / I've had enough.

I'm sure it's nothing. / it's no problem.

it's just a cold / a small cut.

I just need to sit down. / to get some sleep / to take an aspirin / to rest it.

I'll be fine in a moment.

I'll be OK in a few days.

I'll be fine on my own.

Ω5.3. Listen and practice two conversations below.

Conversation 1

A. Hi, it's Johnny.

B. Johnny! How are you?

A. Basically, I'm OK, but I fell off my bike and I've broken my arm!

B. Oh, dear. Maybe we should cancel the meeting for tomorrow.

A. No, it's OK. It's my left arm, so I can write.

B. Are you sure?

A. Yeah, honestly, it's fine. It doesn't really hurt.

Conversation 2

C. [coughs]

D. Are you OK?

C. Yeah, yeah.

D. Have you been to a doctor?

C. No. It's just a cold.

D. Are you sure? You have a very bad cough. I really think you should see someone. Maybe it's a chest infection.

C. Honestly, it'll be fine in a couple of days.

B.06 NATURE

<p>In this unit, you will learn how to: Talk about weather Talk about life in cities or countrysides Make a suggestion</p>	<p>Grammar Might, Be going to Comparatives</p>	<p>Reading Six reasons not to</p>
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VOCABULARY

Weather

hot

rain

windy

wet

cold

cloudy

snow

ice













storm

warm

dry

sunny

a. Match the words above with correct picture.

1		5		9	
	*****		*****		*****
2		6		10	
	*****		*****		*****
3		7		11	
	*****		*****		*****
4		8		12	
	*****		*****		*****

b. Complete the blanks with words from a.

1. The sky is clear and it's very **s** _____ and **w** _____.
2. We've had a lot of **d** ____ weather. I like it but the vegetables and flowers don't.
3. It's very **h** __ __ in here. Can you open a window, please?
4. It's **w** __ __ outside, so we should take the umbrella. I think there's going to be more **r** _____.
5. What a pity! We wanted to go to the beach but it's very **c** _____ today.
6. What a terrible **s** _____. It broke two windows.
7. I love playing in the **s** _____ but I'm **c** _____ now.

c. Complete the sentences with the words below.

autumn winter spring summer

- My favorite season is (1) _____, when the flowers are starting to come out.
- I like (2) _____, too. I like sitting warm in front of a fire and looking outside at the snow.
- The only season in my country is (3) _____. We can go to the beach every day of the year.
- (4) _____ is beautiful, but it makes me sad when it starts to feel colder.

LISTENING

Weather forecast

⌚ 6.1. Read these words aloud: **North, South, East, West**. What do these words mean?

Complete the blanks with the four words above and other words from the vocabulary section.

Gregg: We have Dan Goodman with the weather news for the region.

Dan: Thanks. Gregg. Good morning. We had some heavy (1) _____ over the entire region last night with some big (2) _____ in the (3) _____. These are now in the east of the region – it's still pretty bad over there. In the (4) _____ it's raining right now. But the rain is going to move out of the region in the next two hours.

Gregg: Oh boy, Dan. Those storms last night were bad! It was (5) _____ and very (6) _____. The wind blew down a tree in our street!

Dan: Yes, those storms were bad all right, Gregg. But the ⁽⁷⁾ _____ is sunny now and it's going to stay good. The south is ⁽⁸⁾ _____ at the moment but the clouds are clearing away and it's going to be sunny by the end of the afternoon. It's same for the ⁽⁹⁾ _____ – it's going to be dry, ⁽¹⁰⁾ _____ and warm later, Gregg.

Gregg: Thanks, Dan. Good news. So, are we going to have any more storms?

Dan: Not this week. That's for sure. We might see some next week but it's too early to say.

Gregg: Many thanks, Dan Goodman. Sport now...

GRAMMAR ***MIGHT and BE GOING TO***

We can make predictions with

Might + verb (infinitive) to show possibility

or

Be going to + verb (infinitive) to show certainty

We often see these expressions with *might*:

Possibly	I'm not sure	I haven't decided
It depends	I don't know	

Complete the sentences with might or the correct form of be going to.

1. A: What are you doing later?

B: I go shopping, but I'm not sure.

2. A: What are they doing to that church?

B: They're knocking it down. They
build some flats there.

3. A: What are you going to do when you leave school?

B: I'd like to continue studying, but I
have to get a job. Our family needs the money.

4. A: What's the weather forecast for tomorrow?

B: They said it
possibly snow! It definitely
be cold, though.

5. It said on the news it
continue to rain for the next two days. There
possibly be some flooding.

SPEAKING

6.2. *Listen and practice the following conversation.*

A. What do you want to do today?

B. I don't know. What's the forecast? It looks a bit cloudy.

A. It said it might rain this morning, but it's going to be
dry this afternoon

B. OK. Well, why don't we relax this morning and then
go for a walk this afternoon?

A. Could do. Where?

B. How about taking the car and going to the hills?

A. OK. Let's do that. We haven't been to the hills recently.

SPEAKING

Making suggestions

To suggest an activity, we say:

Why don't we ... (do something)?

Let's ... (do something)

How about ... (doing something)

READING

Six reasons not to...

Cities are man's greatest invention. They are creative places; they are places where you can be who you want to be; they are even good for the environment. So why do people want to live in the countryside? Here are six reasons why you shouldn't.

The smell

People say the country has fresh air, but don't breathe too deeply! The country is full of animals: pigs, cows, horses. They all smell bad and none of them use a toilet or wash their hands. And farmers put chemicals in the fields. The country's not fresh – it's horrible!

The cows

I once walked across a field, and a group of cows started following me. It made me nervous – their big eyes looking at me, following me. There was a wall at the end of the field and the cows were following me – and their eyes! I couldn't escape. I started running. I jumped onto the wall. And they were still there – those huge eyes: the cows, looking at me. I still have nightmares about it. I don't like cows.

The shops

The country may be full of cows, but can you buy milk at eight o'clock in the evening? Not a hope! And if you want to buy anything during the day, you have to travel half an hour by car to get it!

The people

You often live quite a long way from other people and your choice of friends is limited, so living in the country means spending a lot of time with your family. I love my family, I really do, but I don't want my best friends to be my mum and my dog!

The dirt

The countryside is covered in soil and grass, and it rains a lot – not a good combination if you want to wear white clothes or nice shoes.

The scenery

OK, I like mountains. I wouldn't like to climb one, but they're nice to look at. They're impressive. The problem is, the countryside doesn't have enough mountains. Travelling by train, you look out of the window, what you see is a field, another field, another field, a few trees, a field, another field, a farmer in a field, field, field, cows, field, field. It's just very, very boring!

Decide if the sentences are true or false, according to the blog.

1. Everything in the country is natural.

2. The author is scared of cows.
3. All the shops close early.
4. It's easy to make good friends in the countryside.
5. It's difficult to keep your clothes clean.
6. The scenery isn't varied enough in the country.

Work in pairs. Say which reasons you think are:

Funny Stupid True Wrong Interesting Strange

VOCABULARY *Country and City*

Work in pairs. Put the words below into two groups – country and city. There should be 12 in each group.

agriculture	a shopping center	slow	a horse
traffic lights	entertainment	soil	grass
a block of flats	fields	crops	traffic
crime	a factory	a park	crowded
convenient	a cottage	noisy	polluted
a farm	hunting	hills	peaceful

There's also a huge choice of ⁽³⁾ _____: live sport and music, theatres, cinemas, shopping centres, bars, restaurants – everything.

We live in a little ⁽⁴⁾ _____ in a village in the north. City life is too fast for me. I prefer a more ⁽⁵⁾ _____ life. It's a big ⁽⁶⁾ _____ area. The soil's very good. The main ⁽⁷⁾ _____ they grow are potatoes and other kinds of vegetables. There are also some dairy farms. It's usually nice and quiet, but occasionally people go ⁽⁸⁾ _____ in the fields near here. They shoot birds and rabbits.

GRAMMAR *Comparatives*

People use comparative form of the adjective to compare two people or things.

Short adjective – ER + than ...

MORE + long adjective + than ...

Irregular: Good – Better

Bad – Worse

E.g.: Life in small cities is *more romantic* and *calmer than* life in the capital.

Complete the text below. Put the adjectives in brackets into the comparative form.

Many people think that Toronto is the capital of Canada. Actually, Ottawa is the capital. Ottawa is ⁽¹⁾ _____ (*small*) than Toronto. It's also ⁽²⁾ _____ (*cold*) in

winter. Lots of people say that Toronto is ⁽³⁾ _____ (*interesting*), because it's ⁽⁴⁾ _____ (*big*) and ⁽⁵⁾ _____ (*cosmopolitan*). I think that Ottawa has more historical buildings than Toronto. Canadians also say that people from other cities are ⁽⁶⁾ _____ (*friendly*) than Torontonians. Traffic in Toronto is ⁽⁷⁾ _____ (*bad*) than traffic in Ottawa. There are too many cars. Toronto and Ottawa are both safe cities. They are ⁽⁸⁾ _____ (*safe*) than many other North American cities.

LISTENING***Life in the capital city***

⦿6.3. *Listen and complete the following paragraph with correct form of adjective.*

Life in the capital city, Athens, is ⁽¹⁾ _____ than in other cities of Greece. I was born in Athens, I live in Athens, and it's true – life is very fast! Athens is ⁽²⁾ _____ and ⁽³⁾ _____ – but it has more of everything: more money, opportunities, jobs, noise, pollution, entertainment, ⁽⁴⁾ _____ and ⁽⁵⁾ _____ stadiums and sport activities. Many Greeks say that people in Athens aren't very ⁽⁶⁾ _____, they don't have time for you. This isn't true. I know lots of very friendly people here in Athens.

B.07 EXPERIENCE

In this unit, you will learn how to: Talk and write about personal experience	Grammar Present Perfect	Reading Put it down to experience
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VOCABULARY *Good and bad experience*

a. Match the verbs 1–7 to their opposite meanings a–g.

1 lose	a repair
2 fall off	b be born
3 die	c win
4 forget	d pass
5 fail	e climb on to
6 break	f get married
7 get divorced	g remember

b. Complete the questions and answers with a correct form of the verb from exercise a.

1. You look happy. Did your team w_____ their match on Saturday?

No, they didn't. They _____.

2. Did you r_____ to buy Lily a birthday present?

Yes, I did. But Jack _____, so she didn't speak to him at all.

3. Oh, dear. Did Henry b_____ your window?

No, his brother did. But it's Okay – his father's going to _____ it.

4. Did you p_____ your exam? I hope so.

No, I didn't. I _____ it.

5. Jana and Sam are so in love. Are they going to g_____ soon?

They did – two years ago. Then they _____ last month!

6. When did the actor Heath Ledger d_____?

In 2008. He was only 28 – he _____ in 1979.

c. Work in pairs. Decide which adjectives below describe good experience and which describe bad experience.

1. It was really relaxing.
2. It was really annoying.
3. It was really boring.
4. It was really sad.
5. It was really embarrassing.
6. It was really exciting.
7. It was really scary!
8. It was really stressful.

d. Which adjectives in exercise c. can you use to describe these experiences?

- a. I've met her a few times, but last night I forgot her name!
- b. I had a nice, long bath last night.
- c. I nearly fell off my motorbike.
- d. Someone broke one of my car windows.
- e. Our dog died last month.
- f. I had five exams in three days.
- g. My football team won a really important match.
- h. I had a four-hour class this morning – without a break.

READING

Put it down to experience

When I was young and something bad happened to me – I failed an exam, I lost a football match, my cat died, someone stole my bicycle – my dad never criticized me or said I was stupid if I cried. He didn't say, 'It doesn't matter' or 'Forget about it'. He said, 'Put it down to experience'. It was a good expression and I thank my dad for it. 'Put it down to experience' means 'think about everything that happens – both good and bad – as a useful experience'. Negative experiences matter and it is not stupid to feel bad or sad. You need to remember them so you don't repeat mistakes, but you also need to continue to enjoy life and be open to new experiences.

Unfortunately, in our society, many people think that only good experiences and success are important: passing

exams; winning a match; earning lots of money. We only talk about the good things that we have done. At the same time, we criticize every mistake that other people make and try to limit every possibility of bad experiences; parents don't let their children play outside and climb trees, or walk to school on their own; and we stay with what we know, living in flats with locked doors and bars on the windows, behind walls with guards.

It's not good. Our politicians, our managers are better when they have had a range of experience, good and bad, in different jobs, with different people. Society is better if people criticize less, worry less and feel OK about making mistakes.

a. Work in pairs. Did you like what the writer said? Which of his opinions below do you agree with? Why?

- If people 'forget about it', they repeat their mistakes.
- All experiences are useful.
- In our society, only good experiences and success are important.
- It's not a good idea to try to limit every possibility of bad things happening.
- Politicians and managers do a better job when they have had lots of different experiences.
- Society is better if people feel OK about making mistakes.

GRAMMAR *Present Perfect*

To find out if someone has a particular experience or not, use the present perfect: **have + past participle**.

We sometimes add **ever** to mean ‘once in your life.’

Past participles (**verb-ED**) are usually the same as the past simple form, except for the irregular verbs.

Have	you/ they	(ever)	been to Japan?
Has	he/ she		watched that film?

I/ you/ we/ they	have	(not/ never)	been there. watched it.
He / She	has		

The Present Perfect is never used with past time expressions.

~~Have you seen~~ / Did you see the film *yesterday*?

~~I've gone~~ / I went to the supermarket *a few days ago*.

SPEAKING *Travelling experience*

၇.၁. Listen and practice the following conversation

A. Have you been to Istanbul before?

B. Well, it's my first time, but Harry's been here before.

C. Yeah, once – but I didn't see much then.

A. When did you arrive?

B. Friday. We're really enjoying it.

A. Where have you been?

- B. Well, today we went round the Bazaar. That was great. Then we went over to Galata and walked round there.
- A. Did you go up the Galata Tower?
- C. No. There was a long line of people and we didn't want to wait.
- A. Really? You get a great view from the top.
- C. Yeah, I heard. Another time maybe.
- A. Have you been to Topaki Palace?
- B. Yes, we went there at the weekend. It's amazing, and it's so big!
- A. I know. How long did you spend there?
- B. All day! We were tired at the end.
- C. Yeah, really tired!
- A. I'm sure.
- B. We also went to the Hagia Sophia.
- A. Did you? I've never been in there.
- B. But you live here!
- A. I know, but sometimes you don't think about visiting places when they're near.
- B. That's true. We live in London and I've never been to Buckingham Palace.
- A. So, what are you doing later?
- C. We want to do something that's not sightseeing. Are there any films in English here?

- A. Sure. Have you seen that film Berlin?
- B. No, we haven't, but we'd like to.
- A. Me too. They say it's good.

WRITING *Describing an experience*

Read the following text. Number the paragraphs in the correct order.

- [] a The writer's feelings about the experience.
- [] b An introduction to the experience
- [] c A more detailed description of the experience

The best festival of my life

(1) Have you ever celebrated Diwali, India's annual Festival of Lights? It honors the victory of light over darkness and good over evil. Last year I enjoyed this five-day festival with a friend's family in Delhi.

(2) On the first day, I bought a small gold ring to celebrate wealth as most Indians traditionally do. The next two days we burned Demon effigies, placed and lit candles in houses to welcome light. Fireworks are let off everywhere. It was really colourful and exciting, but there was also a lot of loud noise and smoke. On the fourth and final day of the festival we offered prayers at Hindu temples, and brothers and sisters shared food to honour their bonds.

(3) The festival was fantastic. It was like 'a dream comes true' because I've always wanted to enjoy a rich culture of India. I was so happy I couldn't speak. It was my 'once in a lifetime' experience.

You are going to write three paragraphs about a good and bad experience you have had. First, plan your paragraphs by answering these questions:

- (1) An introduction to the experience
 - What was the experience?
 - Who were you with?
- (2) A more detailed description of the experience
 - Where was it?
 - What happened before and during the experience?
 - What did you do?
- (3) Your feelings about the experience

B.08 APPEARANCE

<p>In this unit, you will learn how to: Describe appearance Give instructions</p>	<p>Grammar Should/ Shouldn't Imperatives</p>	<p>Reading A good impression Are you sitting comfortably?</p>
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VOCABULARY

Clothes

Match the pictures A – M with the words in the box.

8.1. Listen and check your answers.



- ___ shoes
- ___ trainers
- ___ jacket
- ___ dress
- ___ jeans
- ___ boots
- ___ shirt
- ___ jumper
- ___ T-shirt
- ___ skirt
- ___ tie
- ___ trousers
- ___ sock

Which clothing items are always in plural form?

READING***A good impression***

Every personal or business relationship starts with a first impression. Psychologists say that when you meet someone for the first time; they make an impression on you in less than thirty seconds.

We evaluate another person using three Vs: visual (how you look, your clothes), vocal (your voice) and verbal (what you say). When you meet someone for the first time, your body language and your clothes make 93% of the first impression. Only 7% are the words you say.

There is an expression in English: you never get a second chance to make a first impression. But what makes a good impression on you? Below are some personal opinions:

a. For me, eye contact. You should look at the other person when you meet them. I don't trust a person if he or she doesn't make eye contact.

b. You should wear clean and neat clothes. A dirty shirt makes a very bad impression, and so do dirty shoes.

c. Your physical appearance and body language say a lot about you. Sit up straight. Your body should say 'I am a friendly and confident person'.

d. In Canada, you should shake a person's hand, man or woman. You shouldn't kiss them for the first meeting. It's also a good idea to use the other person's first name quickly. It's more friendly.

e. I think you shouldn't wear a very short skirt for a first meeting, or an interview. It can give the wrong first

impression. For a man, I think a shirt and tie make a good impression at an interview.

f. You should smile when you meet someone for the first time. A smile is the best introduction. It's friendly. A smile is universal.

GRAMMAR *Should: giving advice*

We use *should/shouldn't* + *verb* to give advice about something.

I/You/He/We...	should	smoke
I/You/He/We...	shouldn't	
Should	I/You/He/We...	smoke?
Yes, / No,	I/You/He/We...	should./ shouldn't.

Complete these sentences with should/ shouldn't.

1. You _____ wear formal clothes.
2. You _____ talk loudly.
3. He _____ listen to other people.
4. They _____ do something right now to save him.
5. She _____ wear smart clothes to that interview.
6. I _____ ask the teacher about this.
7. We _____ talk in English in class.

SPEAKING *Should/ Shouldn't*

a 8.2. *Listen and complete the conversation. Then practice it in pairs.*

A. ⁽¹⁾..... of
this jacket?

B. It's very nice, but I don't think it's big enough.

A. Hmm. Yes.

B. ⁽²⁾.....
look for a larger one.

A. That's a good idea.

And ⁽³⁾.....pants.....buy?

B. ⁽⁴⁾..... buy
those? They look good.

A. They're not too long?

B. I don't think so.

b. *Tim is going to a temple. He wants to make a good impression. Answer Tim's questions with your own ideas. Practice in pairs.*

1. What should I wear?

2. What time should I arrive?

3. Should I bring something to drink?

4. Should I buy a gift?

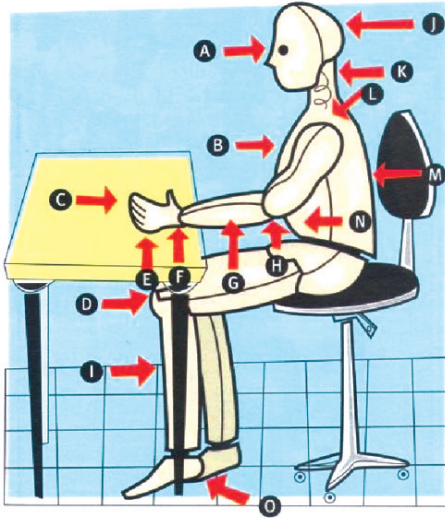
5. What should I talk about with people there?

VOCABULARY

Body

Match the body part A–O with the words in the box.

∞ 8.3. *Listen and check your answers.*



- ___ leg
- ___ foot/ feet
- ___ knee
- ___ chest
- ___ back
- ___ hand
- ___ arm
- ___ wrist
- ___ shoulder
- ___ elbow
- ___ neck
- ___ head
- ___ stomach
- ___ eyes
- ___ fingers

READING *Health: Are you sitting comfortably*

- Are you sitting comfortably?
- Do you spend a lot of your day sitting down?
- Do you work in an office?
- Do you work in front of a computer?
- Do you play computer games?
- Are you in a classroom for many hours a day?
- Do you travel on long plane journeys frequently?
- Do you spend a long time in a car, or on a bus every day?

If you answer 'yes' to more than two of these questions, then read on...

It is not normal for the human body to sit for a long time. Sitting for a long time is new in human history. Now, sitting for many hours every day is common. It is also dangerous for your health.

You can hurt your back, your arms, your neck and your wrists if you sit for a long time every day. People who work in offices often have health problems because they sit too long in front of a computer. People who travel many hours on planes often say they feel bad at the end of a long trip. Experts say you should do the following if you don't want any problems:

(1) _____

Keep your back straight and your feet on the floor. You should have a good, comfortable chair.

(2) _____

Don't sit for more than thirty minutes. Stand up and walk around. Several studies showed that people who take frequent 'microbreaks' do more work in the day.

(3) _____

Water cleans your body and keeps you healthy. It's good for you and gives you energy. Don't drink lots of coffee or tea.

(4) _____

Stretching is a simple and quick way of doing some ex-

ercise while you are sitting down. Stretch your arms, your hands and your shoulders. Don't stretch a lot if it hurts.

Read the article and put the phrases below in the right place.

- a. Take breaks often
- b. Drink water
- c. Move your body
- d. Sit correctly

LISTENING *Microbreak' exercise*

၀၈.၄. *Listen and follow the instruction.*

GRAMMAR *Imperatives*

The imperative form of the verb is the same as the infinitive without to.

We use the imperative to give orders and instructions.

Ex: **Drink** water **Sit** straight

We use don't + verb to make negative imperatives.

Ex: **Don't sit** for a long time.

Don't move.

VOCABULARY *Face*

၀၈.၅. *Listen and touch the part of the face you hear.*

Nose Chin Eye Ear Hair Mouth Cheek Tooth

WRITING *Instructions*

a. *Read the instruction below. Fill in the gaps with: shorts, feet, shoes, shoulders, knees and head (x2).*

Do and don't when visiting a Buddhist temple

- Bow your ⁽¹⁾ _____ and pay respect to the Buddha statues.

- Remove hat and ⁽²⁾ _____. Shoes should be left outside of the main worship area.

- Do not point at any items with your ⁽³⁾ _____.

- Cover yourself ladies. Always bring a large scarf to cover your ⁽⁴⁾ _____ and upper body.

- Do not wear ⁽⁵⁾ _____ or skirt. You should be covered down at least below your ⁽⁶⁾ _____.

- Keep quiet. When taking a picture, kneel down so that your ⁽⁷⁾ _____ is below Buddha statue.

b. *Work in groups. Add other instructions which you think are necessary when being in or around the temple ground.*

B.09 PEOPLE BESIDE US

<p>In this unit, you will learn how to: Describe people Talk about relationship Ask and answer to a favor</p>	<p>Grammar</p>	<p>Reading A little help from your friends</p>
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VOCABULARY *Describing people*

clever	confident	fit	funny
loud	quiet	reliable	strict

Complete the sentences with those adjectives.

1. She's a very _____ woman. She always makes me laugh.
2. He's really _____. He goes running every day and plays basketball twice a week as well.
3. He's quite _____. He doesn't say very much.
4. She's very _____. She's an engineer. She speaks five languages and she's very good with computer.
5. He's so _____! When he's talking, it's difficult for anyone else to say anything!

6. My dad's quite _____. If I come home late or don't do well at school, he gets angry.

7. She's very _____. She always does what she says. You can trust her.

8. She's really _____. She knows what she's good at and she knows what she can do.

READING *A little help from your friends*

Some friends last a lifetime, but often we make friends for particular reasons at particular times. Here, we look at a few of the different kinds of friends we make during our lives.

The old friend

Old friends are friends you met a long time ago and that you are still close to. You have a shared history. You enjoy talking about the past and always stay in contact.

The friend of the family

These friends can be useful. People that our parents or brothers or sisters know can often teach us things or help us to find a job.

The online friend

Many people make 'friends' through the Internet. Sometimes, these friendships move into the real world, but usually they don't.

The 'friend' you don't really like very much

Perhaps it's a friend from your past who is different now. Maybe it's a friend of your friend, wife, or husband.

The problem is you don't get on with them, but you have to see them and be nice to them.

LISTENING *Talking about friends*

9.1. Listen and decide what kind of friends each person is describing.

Listen again and complete the descriptions below.

John and I ⁽¹⁾ _____ together. We first met at school and later we ⁽²⁾ _____ together in Malmo. He's very creative. He's a photographer and he lives in New York now, but we're still ⁽³⁾ _____. We talk all the time. We're ⁽⁴⁾ _____, I'm sure.

Liu Bing – or Auntie Liu as I call her – isn't really my aunt. She's ⁽⁵⁾ _____ of my mum's. They went to school together and she came to ⁽⁶⁾ _____ a lot when I was a kid. She's a strong and confident woman, and she made me feel ⁽⁷⁾ _____. When I moved to Shanghai, she helped me find a place to live and a job, so now she's not only ⁽⁸⁾ _____, she's mine as well.

SPEAKING *Talking about friends*

a. Think of four people you know – not family members. Write their names and think about the answers to the questions below for each person.

• **How did you meet each other?**

→ Ex: We were in the same class at secondary school.

• **What kind of person is he/she?**

→ Ex: He's great. He's very funny and very clever.

- **How often do you talk?**

→ Ex: Two or three times a week, we talked on the phone.

- **How often do you go out together?**

→ Ex: Maybe once or twice a month, we go out for dinner or for a drink.

b. *Work in groups. Start talking about the people you know.*

SPEAKING *Favors*

∩9.2. *a Listen and practice the dialogue below.*

Joe: Hey, Patrick, could you do me a favor?

Patrick: Sure. What do you need?

Joe: Would you mind giving me a ride home later? My car's in the shop

Patrick: Not at all.

Joe: Thanks. I'd appreciate it.

Asking for favor

Could you do me a favor?

Would you mind ... (doing something)

Saying 'yes'

Of course / Sure

Not at all. [answering to 'would you mind ...']

Thanking

Thank you (very much).

Thanks (a lot).

I'd appreciate it.

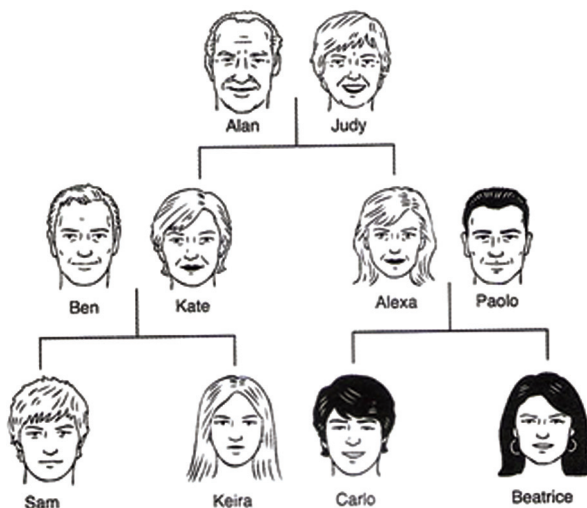
b. *Work in pairs. Practice the conversation, using your own ideas.*

VOCABULARY ***Relationships***

a. *Complete the words for family names with **a, e, i, o,** or **u.***

1. grandfather
2. gr _ ndm _ th _ r
3. h _ sb _ nd
4. w _ f _
5. s _ n
6. d _ _ ght _ r
7. _ ncl _
8. _ _ nt 9 br _ th _ r
10. s _ st _ r
11. c _ _ s _ n

b. Look at the family tree. Complete the sentences.



1. Alan is Keira's _____
2. Alexa is Judy's _____
3. Ben is Carlo's _____
4. Paolo is Alexa's _____
5. Kate is Ben's _____
6. Alexa is Kate's _____
7. Beatrice is Sam's _____
8. Judy is Carlo's _____

c. Look at the family tree. Who is saying each of the sentences?

1. Sam is brother. → **Keira**
2. Carlo is my son and Alan is my dad → _____

3. Kate is our aunt → _____ and _____
4. Keira is my daughter and Kate is my wife. →

5. Paolo is our daughter's husband. → _____ and

6. Keira is my sister → _____
7. Paolo is my sister's husband → _____
8. Beatrice is my daughter and Alexa is my wife. →

LISTENING

Relationships

9.3. Listen and practice the dialogue below.

A. Do you have any brothers or sisters, Zoe?

B. Yes, I do. I have two brothers.

A. How old are they?

B. My older brother's 28 and my younger one is 19.

A. What do they do?

B. Neil's a teacher and my younger brother Tim is at university.

A. What's he studying?

B. Chemistry.

WRITING

Special people

This is a photo of me with my sister, Amalia. She's a year older than me and she's at Copenhagen University now.

She's very clever and she's studying Medicine. Amalia's very confident and friendly. She's sometimes a bit loud but she really understands me too. She's really funny and she always makes me laugh.

We see each other once a month. She visits me at home. We like to go shopping and go to the cinema. We talk about our lives and our friends. I tell her everything! Amalia is my sister but she's also my best friend.

Now write about a special person, using the questions below.

1. Who is he/she?
2. Where does he/she live?
3. What does he/she do?
4. What adjectives describe his/her character?
5. What do you like about him/her?
6. How often do you see him/her?
7. What do you do together?

B.10 STUDYING

<p>In this unit, you will learn how to: Talk about education Talk about English learning Make a presentation</p>	<p>Grammar Purposes/ Reasons Tenses review</p>	<p>Reading Learning English Why learn English with us</p>
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VOCABULARY *Subjects*

a. Cross out the word which doesn't belong in each group

<i>Arts subjects</i>	Literature	History	IT
<i>School subjects</i>	Maths	Geography	Medicine
<i>Science subjects</i>	Literature	Chemistry	Biology

b. Match the subjects in the box with the definitions.

Engineering	Physical Education (PE)	Information Technology (IT)
Literature	Marketing	History

- 1 _____ : You study how to sell things
- 2 _____ : You read books and talk about them
- 3 _____ : You learn about computers
- 4 _____ : You do sports

5 _____: You learn about making machines, roads and bridges

6 _____: You study about life in the past

c. Which subject(s) you think:

... are interesting

... are boring

... is most/ least important

... are easy/ difficult

... you are good at

LISTENING *Courses*

∩ 10.1. Listen and complete the conversations below.

A. So what do you do, Imke?

B. I'm a ⁽¹⁾.....

A. Oh, OK. What are you studying?

B. I'm doing a degree in ⁽²⁾.....

A. Right. And ⁽³⁾..... are you in?

B. ⁽⁴⁾..... I only started this year.

A. How's the course going?

B. Really well. ⁽⁵⁾..... I'm really enjoying it.

SPEAKING *How's the course going?*

*Below are nine answers to the question 'How's the course going?' Add **Really well, OK, or Not very well.***

1. , but it's quite difficult.
2. It's quite boring.
3. It's really interesting.
4., but it's a lot of work.
5. I really don't like my teacher.
6. The other students are really nice and friendly.
7. I did very well in my exams. I found them easy.
8. I think I chose the wrong subject!
9., I suppose, but I'm not sure it's what I really want to do.

Work in pairs. Develop a conversation of your own, using the sample conversation in Listening and some answers above.

LISTENING **Schooling**

∩ 10.2. a. *Listen the conversation.*

- A. What age do you start school?
- B. Seven, but most children attend some kind of pre-school classes for a year before that.
- A. And when can you leave school?
- B. At 16 if you want to. You can then get a job or go

to a special college to learn a trade, but lots of people stay until 18.

A. And when does the school day begin?

B. We start at half past eight in the morning.

A. And how long each day do you study at school?

B. We usually have six – sometimes seven – lessons a day. Each class lasts 45 minutes.

A. How many breaks do you get?

B. Five – between the six lessons. They last between 15 and 25 minutes.

A. How much homework do you get?

B. Quite a lot! It depends on the age of the student, but usually between an hour and a half and three hours – and possibly more! We do a lot of writing and a lot of preparation for class.

A. What kind of subjects do you study?

B. We do lots of different things – ten or more. We do Russian language, of course, as well as Russian Literature. We do English and maybe one other foreign language as well – usually French or German. Then there's History, and plenty of science subjects too: Biology, Chemistry and Physics as well as Geography and lots of Maths. We do IT and, finally, we do PE as well.

A. What's your favorite subject?

B. I like foreign languages because I find them easy and I like my teachers! I'm doing two – English and French.

Ex: I'm studying English because I like it.

because it's an international language.

Work in pairs. Tell your classmate why you are learning English.

READING

Why learn English with us?

Read what our students say.

I came to your school because I wanted to learn English. I thought English was difficult and boring work, only grammar, lots of vocabulary to memorize, etc. But then I saw that here you can also learn English with films, or songs. We also had computer classes on the internet. I didn't know any English when I started at your school, but one year later I knew a lot of English.

~Doris~

I have been at the International School of English for two years. I'm studying now for an important exam. I like this school because there are not many students in the class and the teacher gives us a lot of personal attention.

~Kanda~

I'm student at your school. I speak a lot of English, but I don't practice outside of class, so I come here to the conversation classes. I'm learning lots of English expressions. The teachers at your school have helped me a lot. The classes are good, and they are cheaper than other schools. That's why I'm with the International School.

~Monica~

I haven't studied English before. When I was a child, we didn't study English at school. Now all the children in my country are learning English when they are very young. I'm studying English because I need it for my work. In the future, everybody in my country will speak English.

~Constantine~

When I had my first lesson at the International School of English, I was very nervous because I could not speak English very well. But I liked studying English because all the teachers were very friendly, and they always made students relax so we could understand the lessons. I'm going to come back next year.

~Renata~

If you want English for school, English for work, English for fun, Come to us!

GRAMMAR

Verb tenses (review)

Time	Tenses	Usage
Past	Past Simple	An action happening at a specific time in the past and having been already completed.
	Present Perfect	An action happening at unknown time in the past, yet still somehow affecting the present situation
Present	Present Simple	A regular, repeated action or permanent state in the present

	Present Continuous	A temporary action happening during the time of speaking
Future	Be going to	A definite future with clear clues in the present
	Future Simple	A plain future with no clues in the present

a. Complete the questionnaire below with correct form of the verb.

English in your life

1. Why _____ (you learn) English now?
2. How often _____ (you have) English classes?
3. How often _____ (you do) English homework?
4. Who _____ (be) your first English teacher?
5. When _____ (you start) studying English?
6. _____ (you ever see) a film in English?
7. _____ (you ever speak) on the phone in English?
8. _____ (you study) English next year?
9. _____ (you visit) an English-speaking country in the future?

b. *Work in pairs. Ask and answer the questions in a above.*

SPEAKING *One-minute presentation in English*

⊕ 10.3 a *Listen to a one-minute presentation in English. Complete the script.*

In my country, English is an ⁽¹⁾ _____. It wasn't always important, but it is now. In the past, people learned ⁽²⁾ _____ or German at school. Now, everybody is learning English. For learning a language, I think it's important to learn ⁽³⁾ _____ and grammar, but it's also very important to ⁽⁴⁾ _____. For me, learning English is difficult, and I think speaking is the ⁽⁵⁾ _____. I can understand English in ⁽⁶⁾ _____, and in ⁽⁷⁾ _____, but when I listen to English or American people I ⁽⁸⁾ _____. In my classes, we practice speaking a lot. When I started the year, it was ⁽⁹⁾ _____. I couldn't pronounce any sentences in English. Now it's ⁽¹⁰⁾ _____.

b. *Prepare a one-minute presentation in English. Choose your own topic. Make notes of what you want to say.*

c. *Work in groups. One person presents his/her topic.*

- You can look at your notes, but you mustn't read them
- If you're not talking, you must listen to the speaker and think of one question to ask him/her after the presentation. Use the question words: **Why? When? What happen(ed)? Where? How often? What do you think...?**
- Swap roles

Answer keys

UNIT B.01

Listening 1.4: Age

Rose: 1
 Carla: 9
 Madison: 50
 Sam: 12
 Hardeep: 30
 Akiko: 100

Listening 1.5: Time

1. twelve
 2. four
 3. thirty-one
 4. seven
 5. three thousand six hundred
 6. sixty
 7. twenty-four
 8. three hundred and sixty-five

Listening 1.6: Numbers

1. Five
 2. fifty-two
 3. €19
 4. twenty-three
 5. Fifteen
 6. twenty
 7. \$700
 8. 30

Listening 1.7 Family

1. two
 2. thirty-nine
 3. one
 4. twelve
 5. eight

Vocabulary: Family

1. brother
 2. cousin
 3. son
 4. sister
 5. grandmother - mother

Speaking: Question word

1. what
 2. where
 3. which
 4. how
 5. how long
 6. what time
 7. how old

Grammar: pronouns

1. them
2. it
3. us
4. him
5. me
6. her
7. it

Grammar: adjectives

1. I am tired
2. I have my new car
3. my teacher is good
4. this is an easy book
5. my flat is small
6. her mobile phone is expensive

UNIT B.02

Grammar: There is/are

1. There is
2. There are
3. There are
4. There is
5. There are
6. There is
7. There are
8. There is - there are

Vocabulary: jobs

- 1 E 2 F 3 A 4 B
5 G 6 D 7 C 8 H

Reading: talking about job

1. designer
2. journalist
3. engineer

Grammar: Present Simple

1. What time do you get up?
G. At half past seven
2. How do you travel here?
E. I take the bus
3. When do you go to bed?
D. At about 12:00 most days
4. Where do you live?
B. In Belvaros, near the river
5. Who do you live with?
C. I live on my own
6. What do you do in your free time?
A. I go swimming, I play football, I read

Complete sentences

1. start
2. angry
3. because
4. manager
5. boring
6. get up
7. kids
8. do
9. interesting

7. How many languages do you speak?

F. Two - French and Spanish

UNIT B.03

Reading: A day of Will Cotton

1. In an office in New York
2. from 10:00 to 6:00
3. at 7:30
4. takes a nap
5. a short sleep
6. starts at 8:15, finishes at 6:00
7. goes to gym or has a drink with friends
8. He gets the best ideas in bed; He's relaxed, not stressed.

Speaking: 3.1 Likes/ Dislikes

1. sport
2. love
3. like
4. boring
5. playing
6. really
7. love
8. cinema
9. great
10. don't like

Reading: Do you have any free time

Speaking: arrangements

A3 B4 C1 D5 E2

1 in 2 to 3 for 4 on
5 at 6 for 7 at 8
during

UNIT B.04

Listening 4.1

1. holiday
2. sad
3. presents
4. flowers
5. nice
6. January
7. mountains
8. weekend
9. great
10. traffic

Reading: A friend's mail

1. Three weeks
2. He had a really great time
3. He flew there
4. It's a beautiful city
5. A week
6. He went sightseeing, saw old buildings, and enjoyed nightlife.
7. He went to the country
8. It didn't rain
9. No, he stayed in little hostels
10. Lovely people
11. County Mayo, west of the country
12. Lovely and quiet

UNIT B.05

Vocabulary: Kinds of food

1. things you add for flavor except water
2. basic foods except cream
3. dairy products except wine
4. kinds of fruit except eggs
5. drinks except carrots
6. vegetables except lemons

Speaking: Invitations/ Offers

- 1F would you like to
- 2E would you like me to
- 3D would you like to
- 4C would you like
- 5A would you like me to
- 6B would you like

7. kinds of meat except tomatoes
8. kinds of beans except chicken

Reading: Vegetarians live longer

- 1 T 2 T 3 F 4 F
5 F 6 T

Grammar: quantifiers

1. any
2. many
3. any
4. few
5. some
6. lot ~ quite

UNIT B.06

Vocabulary: Weather

1. snow
2. dry
3. rain
4. storm
5. ice
6. windy
7. cloudy
8. wet
9. sunny

Vocabulary: Health problems

1. headache
2. burnt
3. stiff
4. cough
5. cold
6. hurt
7. infection (chest infection: đau thắt ngực)
8. cut
9. hungry
10. sick

Grammar: Might / Be going to

1. might
2. are going to
3. might
4. might // is ... going to
5. is going to // might

10. hot
11. cold
12. warm

1. sunny // warm
2. dry
3. hot
4. wet // rain
5. cloudy
6. storm
7. snow // cold

Listening: weather forecast

1. rain
2. storms
3. south
4. north
5. cold
6. windy
7. west
8. cloudy
9. east
10. sunny

UNIT B.07

Vocabulary: Good/Bad experience

- a. 1C 2E 3B 4G 5D
6A 7F
- b. 1. win / lost
2. remember / forgot

Reading: six reasons not to...

1 T 2 T 3 T 4 F 5 T 6 T

Vocabulary: country and city

1. block of flats
2. convenient
3. entertainment
4. cottage
5. peaceful
6. agriculture
7. crops
8. hunting

Listening: life in the capital city

1. faster
2. noisier
3. dirtier
4. bigger
5. better
6. friendly

Reading: describe an experience

1b 2c 3a

3. break / repair
 4. pass / failed
 5. get married / got divorced
 6. die / was born
- d. a5 b1 c7 d2 e4 f8
g6 h3

UNIT B.08

Grammar: Should

1. should
2. shouldn't
3. should
4. should
5. should
6. should
7. should

**Speaking: should/
shouldn't**

1. What do you think ...
2. Maybe you should...
3. Which ... should I ...
4. Why don't you...

Reading: Health

- 1d. Sit correctly
- 2a. Take breaks often
- 3b. Drink water
- 4c. Move your body

Listening: Microbreak

Standup. Move your fingers. At the same time you're moving your fingers, move your arms. Now move your shoulders and arms. Stop moving your arms. Move one leg and then the other leg. Sit down again.

Writing: instructions

1. head 2. shoes 3. feet
4. shoulder 5. shorts
6. knees 7. head

UNIT B.09

Vocabulary: describing people

1. funny
2. fit
3. quiet
4. clever
5. loud
6. strict
7. reliable
8. confident

Listening: talking about friends

1. grew up
2. shared a house
3. very close
4. friends for life
5. an old friend
6. our house
7. good about myself
8. my mother's friend

UNIT B.10

Vocabulary: Subjects

- a. IT Medicine Literature
- b. 1 Marketing
2 Literature
3 IT

Vocabulary: Relationships

- b 1. grandfather
2. daughter
3. uncle
4. son
5. wife
6. sister
7. cousin
8. grandmother

- c 1. grandpa
2. Alexa
3. Carlo and Beatrice
4. Ben
5. Alan and Judy
6. Sam
7. Kate
8. Paolo

Grammar: English in your life

1. Why... are you learning
2. How often ... do you have

4 PE

5 Engineering

6 History

Listening: Courses

1. student

2. Marketing

3. What year

4. My first

5. It's great.

Speaking: How's the course going?

1. OK

2. Not very well

3. Really well

4. OK

5. Not very well

6. Really well

7. Really well

8. Not very well

9. OK

3. How often ... do you do

4. Who ... was

5. When... did you start

6. Have you ever seen

7. Have you ever spoken

8. Are you going to study

9. Will you visit

Speaking: Presentation

10.3

1. important language

2. French

3. new vocabulary

4. practice speaking

5. most difficult

6. books

7. magazines

8. don't understand

9. impossible

10. better

Part C
GRAMMAR

GRAMMATICAL UNITS

Các Đơn Vị Ngữ Pháp

The grammatical units of English are words, phrases, clauses and sentences.

Đơn vị ngữ pháp trong tiếng Anh bao gồm từ, cụm từ, mệnh đề, và câu.

A. WORDS (TỪ LOẠI)

There are eight main word classes in English, sometimes called ‘parts of speech’; most word classes can be divided into sub-classes as below.

Có 8 loại từ trong tiếng Anh. Hầu hết các loại từ lại có thể được chia thành các phân nhóm như dưới đây.

1. Verbs (*động từ*):

Two sub-classes of verbs are Ordinary Verb and Auxiliary Verb

Hai phân nhóm của động từ là Động từ thường, và Trợ động từ.

Ordinary verbs are used to (i) express the existence of a state or the doing of an action, and (ii) express distinctions in time (past, present, future) through tense.

Động từ được dùng để (i) diễn đạt sự tồn tại của một

trạng thái hay việc thực thi một hành động, và (ii) biểu thị phân định thời gian (quá khứ, hiện tại, tương lai) thông qua ‘Thì’ trong tiếng Anh.

Auxiliary verbs are used with ordinary verbs to add other information about actions and states, e.g. a planned action, an action in progress, or a completed action.

Trợ động từ được dùng với các động từ thường để cung cấp thêm thông tin về trạng thái hay hành động; chẳng hạn, một hành động đang được dự tính, một hành động đang diễn ra, hay một hành động đã hoàn tất.

Some verbs can either be a ‘state’ verb or an ‘action’ verb depending on the meaning.

Một số động từ có thể hoặc chỉ trạng thái, hoặc chỉ hành động, tùy thuộc vào nghĩa của chúng.

Examples (thí dụ): Verbs showing a state <i>Động từ thường chỉ trạng thái</i>	be (<i>thì, là</i>) look (<i>trông có vẻ</i>)
Verbs showing an action <i>Động từ thường chỉ hành động</i>	bring (<i>mang</i>) decide (<i>quyết định</i>) look at (<i>nhìn</i>)
Auxiliary verbs <i>Trợ động từ</i>	must (<i>phải: chỉ sự bắt buộc</i>) be (+ <i>present participle: dùng với hiện tại phân từ để chỉ hành động đang diễn tiến</i>) have (+ <i>past participle: dùng với quá khứ phân từ để chỉ mức độ hoàn thành</i>)

2. Nouns (*danh từ*)

Nouns are used to identify people or things. Nouns tell us what someone or something is called.

Danh từ được dùng để định danh người hay sự vật. Danh từ cho ta biết một người hay một sự vật được gọi là gì.

Nouns can be classified into Countable/Uncountable nouns, Collective nouns, Proper nouns, etc.

Danh từ có thể phân nhóm thành Danh từ đếm được hay không đếm được, Danh từ chỉ một tập hợp, Danh từ tên riêng, v.v...

Examples (<i>thí dụ</i>): Countable nouns <i>Danh từ đếm được</i>	A car – cars (xe hơi) A dog – dogs (con chó) An idea – ideas (ý tưởng)
Uncountable nouns <i>Danh từ không đếm được</i>	Sadness (nỗi buồn) Time (thời gian)
Collective nouns <i>Danh từ chỉ tập hợp</i>	the public (quần chúng) the police (lực lượng công an)
Proper nouns <i>Danh từ tên riêng</i>	New York (Nữ Ước) Hanoi (Hà nội)

3. Adjectives (*tính từ*)

Adjectives describe people, things, etc. Adjectives can be classified according to what structure it is in – before a noun or after to be or other linking verbs.

Tính từ mô tả người, sự vật, v.v... Tính từ có thể được phân nhóm dựa trên vị trí tính từ - dùng trước danh từ hay sau động từ to be hay các động từ kết nối khác.

An adjective can belong to different sub-class, sometimes with different meanings.

Một tính từ có thể thuộc các phân nhóm khác nhau, đôi khi có nghĩa khác nhau.

Examples (*thí dụ*):

Attributive <i>Tính từ dùng trước danh từ</i>	A tall man (<i>người đàn ông cao lớn</i>) A certain time (<i>một lúc nào đó</i>)
Predicative <i>Tính từ dùng sau to be</i>	He is <i>tall</i> (<i>anh ấy cao</i>) Are you <i>certain</i> (=sure)? (<i>bạn có chắc không?</i>)

Adjectives can give us information about:

Tính từ định tính có thể cho ta thông tin về:

Quality <i>Phẩm chất</i>	nice (<i>đẹp</i>),
Size <i>Kích cỡ</i>	big (<i>to lớn</i>), tall (<i>cao</i>)
Age <i>Tuổi tác, Mới/cũ</i>	new (<i>mới</i>), young (<i>trẻ</i>)
Temperature <i>Nóng/lạnh</i>	hot (<i>nóng</i>), cool (<i>mát</i>)
Shape <i>Hình dạng</i>	round (<i>tròn</i>), square (<i>vuông</i>)
Colour <i>Màu sắc</i>	blue (<i>xanh trời</i>), white (<i>trắng</i>)
Origin <i>Xuất xứ</i>	Japanese (<i>từ Nhật Bản</i>)

4. Adverbs (*trạng từ*)

Adverbs modify verbs by telling us how, when, where, etc. something happens. However, adverbs also modify adjectives, other adverbs, or even a complete sentence. Adverbs can thus be classified into several sub-classes.

Trạng từ bổ nghĩa cho động từ, cho ta biết thêm một việc diễn ra khi nào, ở đâu, ra sao. Tuy nhiên, trạng từ còn bổ nghĩa cho tính từ, các trạng từ khác, hay thậm chí bổ nghĩa cho cả câu. Do vậy, trạng từ có thể chia thành nhiều phân nhóm khác nhau.

Examples (*thí dụ*):

Manner <i>Đặc điểm, tính chất</i>	suddenly (<i>bất thình lình</i>) quickly (<i>nhANH</i>)
Frequency <i>Mức độ thường xuyên</i>	often (<i>thường</i>) always (<i>luôn luôn</i>)
Place <i>Địa điểm</i>	there (<i>ở đó</i>) nearby (<i>gần đó</i>)
Time <i>Thời gian</i>	tomorrow (<i>ngày mai</i>) just (<i>vừa mới</i>) already (<i>đã qua rồi</i>)
Degree <i>Cấp độ</i>	quite (<i>khá</i>) very (<i>rất</i>)
Viewpoint <i>Quan điểm, thái độ</i>	ridiculously (<i>mức cười là...</i>)
Probability <i>Khả năng xảy ra</i>	perhaps (<i>có lẽ</i>) allegedly (<i>nghe đồn là</i>)

Verbs, nouns, adjectives, and adverbs are ‘vocabulary’ words – words that carry meaning. Learning vocabulary means learning words in these four major classes.

Động từ, danh từ, tính từ và trạng từ là từ ‘mang nghĩa’. Học từ vựng nghĩa là học từ thuộc bốn nhóm từ chính nêu trên.

Prepositions, determiners, pronouns, and conjunctions belong to much smaller classes. These words are sometimes called ‘grammatical words’.

Giới từ, chỉ định từ, đại từ, và liên từ thuộc các nhóm nhỏ hơn. Những từ này đôi khi được biết đến như là những từ ‘giữ chức năng ngữ pháp’ mà thôi.

5. Determiner (chỉ định từ)

a (*một*), every (*mỗi*), my (*của tôi*), the (*ấy, này: mạo từ xác định*), this (*này*)

6. Pronoun (đại từ)

him (*anh ta*), myself (*chính tôi*), something (*điều gì đó*), you (*bạn*)

7. Conjunction (liên từ)

and (*và*), because (*bởi vì*), but (*nhưng*), if (*nếu*)

8. Preposition (giới từ)

at (*tại*), by (*bởi*), to (*đến*), with (*với*)

Some words belong to more than one word class.

Một số từ tiếng Anh có thể thuộc nhiều từ loại khác nhau.

Examples (*Thí dụ*)

Promise (<i>verb</i>)	I won't be late. I promise. <i>Tôi sẽ không đến trễ. Tôi hứa đấy.</i>
Promise (<i>noun</i>)	I won't be late. It's my promise. <i>Tôi sẽ không đến trễ. Lời hứa của tôi đấy.</i>

Human (<i>noun</i>)	When did humans first land on the moon? <i>Con người lần đầu đặt chân lên mặt trăng khi nào?</i>
Human (<i>adjective</i>)	To err is human. <i>Phạm lỗi là bản chất của người đời mà.</i>

B. PHRASES (CỤM TỪ)

There are five kinds of phrase.

Có 5 loại cụm từ.

1. Verb phrases (*Cụm động từ*)

A verb phrase has an ordinary verb, and may also have auxiliary verb(s) in front of the verb.

Một cụm động từ có một động từ thường, và có thể có một hay nhiều trợ động từ đứng trước nó.

Examples: was (*thì, là*), arrives (*đến*), can see (*có thể thấy*), don't know (*không biết*)

2. Noun phrases (*Cụm danh từ*)

A noun phrase has a noun, which usually has a determiner, and/or adjective(s) in front of it.

Một cụm danh từ có một danh từ, thường kèm theo chỉ định từ, hoặc tính từ đứng trước nó.

Examples: music (*âm nhạc*), some money (*một ít tiền*), a good game (*một trận đấu đẹp*)

3. Adjectives phrases (Cụm tính từ)

An adjective phrase has an adjective, sometimes with an adverb of degree in front of it.

Một cụm tính từ phải có một tính từ, đôi khi kèm theo trạng từ chỉ cấp độ đặt ngay trước nó.

Examples: great (*tuyệt vời*), very old (*rất già*), most ridiculous (*rất lố bịch*)

4. Adverb phrases (Cụm trạng từ)

An adverb phrase has an adverb, sometimes with an adverb of degree in front of it.

Một cụm trạng từ phải có một trạng từ, đôi khi kèm theo trạng từ chỉ mức độ đứng ngay trước nó.

Examples: sometimes (*đôi khi*), very carefully (*rất cẩn trọng*)

5. Prepositional phrases (cụm giới từ)

A preposition phrase is a combination of a preposition plus noun phrase.

Một cụm giới từ là một tổ hợp gồm một giới từ và một cụm danh từ theo sau.

Examples: on the road (*trên đường đi*), by Friday (*vào ngày thứ sáu*), for a long time (*đã lâu*).

EXERCISE

Analyzing parts of speech in the following sentences

1. Look at that poster.
2. This is the car that I'd like.

3. I just know that it's true.
4. I can see the sea from my window.
5. He has some money.
6. He is very rich.
7. She drives very carefully.
8. I saw him on the road.
9. It is a beautiful girl.
10. He can see a lot of things on the road.

C. CLAUSES (MỆNH ĐỀ)

A clause is a group of words consisting of a subject, a finite verb, and/or a complement or an object if necessary.

Một mệnh đề là một tổ hợp từ gồm chủ từ, động từ được chia theo thì và tương thích với chủ từ, theo sau là bổ ngữ hay túc từ nếu cần.

A finite clause is an independent clause; while a non-finite clause – which has verb in infinitive, gerund, or participle form – is a dependent clause.

Một mệnh đề với động từ được chia là một mệnh đề độc lập, trong khi đó mệnh đề có động từ dưới dạng nguyên mẫu, danh động từ hay phân từ lại là mệnh đề phụ thuộc.

D. SENTENCES (CÂU)

A sentence can contain one or more clauses. A sentence which has only one clause is called a simple sentence.

Câu có thể gồm một hay nhiều mệnh đề. Câu chỉ có 1 mệnh đề gọi là câu đơn.

Examples (*Thí dụ*):

One of our group members is missing.

Một thành viên trong nhóm chúng tôi đã mất tích.

The old building opposite our school will be pulled down.

Tòa nhà cũ kỹ đối diện trường chúng tôi sẽ bị phá sập.

When two or more clauses linked together using (i) a semi-colon, (ii) a semi-colon followed by a connecting adverb, or (iii) a co-ordinating conjunction, we have a **compound sentence**.

Khi kết hợp hai mệnh đề trở lên bằng (i) dấu chấm phẩy, (ii) dấu chấm phẩy theo sau là trạng từ liên kết, hoặc (iii) liên từ đồng đẳng, chúng ta có câu ghép.

Examples (*Thí dụ*):

He waited all day; nobody called.

He waited all day; however, nobody called.

He waited all day, but nobody called.

Anh ấy đợi cả ngày (mà, nhưng) chẳng có ai gọi điện.

A **complex sentence** also has a combination of two or more clauses. However, unlike a compound sentence, there is only one main clause (independent clause) in a complex sentence, which can stand on its own. Other clauses are only subordinate, or of less importance, joining to the main clause by (i) a subordinate conjunction, or (ii) a non-finite phrase/clause

Một câu phức cũng kết hợp hai hay nhiều mệnh đề. Tuy nhiên, khác với câu ghép, câu phức chỉ có một mệnh đề chính,

có thể đứng độc lập. Các mệnh đề khác chỉ là phụ thuộc, hay kém quan trọng hơn, nối với mệnh đề chính bằng (i) liên từ chính phụ, hay (ii) cụm từ/mệnh đề phụ thuộc.

Examples (Thí dụ):

- The alarm was raised (main clause) as soon as the fire was discovered (sub-clause).

Chuông báo động được rung lên (mệnh đề chính) ngay khi đám cháy được phát hiện (mệnh đề phụ).

- Seeing the door open, the stranger entered the house.

Thấy cửa để mở, kẻ lạ liền vào nhà.

E. FIVE SIMPLE SENTENCE PATTERNS (NĂM MẪU CẤU TRÚC CÂU ĐƠN)

Five elements of a simple sentence could be: subject, verb, object, complement, and adverbial.

Năm thành tố của một câu đơn gồm: chủ từ, động từ, túc từ, thành phần bổ ngữ, và trạng ngữ.*

*Lưu ý: *Trong tài liệu này chúng tôi tạm dùng thuật ngữ ‘trạng ngữ’ để chỉ ‘adverbial phrases’ và ‘cụm trạng từ’ để chỉ adverb phrase. Với phân biệt như sau:*

An adverb phrase contains an adverb, while an adverbials phrase can be an adverb phrase, a noun phrase, or a prepositional phrase which functions as an adverb (modifying an entire clause).

Cụm trạng từ có chứa một trạng từ, trong khi trạng ngữ có thể là cụm trạng từ, cụm danh từ, hay cụm giới từ đóng vai trò tương đương một trạng từ (bổ nghĩa cho cả mệnh đề).

Five simple sentence structures are:

Năm mẫu cấu trúc câu đơn là:

1. Subject + Verb [intransitive] (+ Adverbials)

Chủ từ + [Nội] Động từ (+ trạng ngữ)

My head aches. *Đầu tôi đau quá.*

Birds fly. *Bầy chim tung cánh.*

The flight is leaving shortly. *Chuyến bay sẽ sớm cất cánh.*

2. Subject + Verb [linking] + Complement

Chủ từ + Động từ (nói) + Bổ ngữ

Frank is clever. *Frank (thật) thông minh.*

Frank is an architect. *Frank là kiến trúc sư.*

3. Subject + Verb [transitive] + [direct] Object

Chủ từ + [Ngoại] Động từ + Túc từ [trực tiếp]

I was reading a newspaper. *Tôi đang đọc báo.*

My friends enjoyed the party. *Đám bạn tôi rất thích bữa tiệc.*

4. Subject + Verb [transitive] + [direct] Object + Complement

Chủ từ + [Ngoại] Động từ + Túc từ (trực tiếp) + Bổ ngữ

They made Sam redundant. *Họ cho Sam nghỉ việc.*

We all elect Mary a president. *Tất cả chúng tôi đều bầu Mary làm chủ tịch.*

5. Subject + Verb [*transitive*] + [*indirect*] Object + [*direct*] Object

Chủ từ + [Ngoại] Động từ + Túc từ (gián tiếp) +
Túc từ (trực tiếp)

The pupils gave their teacher a firm hug. *Đám học sinh ôm thầy/cô chúng thật chặt.*

John bought her a new dress. *John mua cho cô ấy chiếc đầm mới.*

EXERCISE

A. Underline the subject (S), verbs (V), and object of the verb (O) in each of the sentences.

1. The politician supported new taxes.

(S) (V) (O)

2. The mechanic repaired the engine.

3. Those boxes contain old photographs.

4. The teacher cancelled the test.

5. An earthquake destroyed the village.

6. All birds have feathers.

List all of nouns in the above sentences.

B. Underline each verb in the sentences. Write Vt if it is transitive, write Vi if it is intransitive.

1. Mr. West repeated his question.

(Vt)

2. Smoke rises

(Vi)

3. The children divided the candy.
4. I sneezed.
5. A strange things happened.
6. The customer bought some butter.
7. Our team won the game.
8. Our team won yesterday.
9. The fog disappeared and the sun shone.
10. Omar boiled some water. We made tea and drank it.

NOUNS

Singular and Plural

Danh từ số ít và Danh từ số nhiều

1. Formation of plural form *Cách thành lập dạng thức số nhiều của danh từ*

A countable noun has both a singular and a plural form.

Một danh từ đếm được có cả 2 dạng thức số ít và số nhiều.

The plural of most nouns is formed by adding final –s.

Thêm đuôi -s vào phần lớn các danh từ để làm danh từ số nhiều.

song - songs (*những bài ca*),

book - books (*những quyển sách*)

Final –es is added to nouns that end in: **-sh, -ch, -s, -z, -x.**

Thêm đuôi -es vào các danh từ tận cùng -sh, -ch, -s, -z, -x.

box - boxes (*những cái hộp*),
 watch - watches (*những chiếc đồng hồ*)

The plural of words that ends in consonant **-y** is spelled **-ies**. *Dạng số nhiều của các danh từ tận cùng là một phụ âm -y được viết là -ies.*

baby - babies (*những đứa bé*)

The nouns have irregular plural forms that do not end in **-s**. *Các danh từ có dạng số nhiều bất qui tắc không có tận cùng là -s.*

man - men (*đàn ông*), woman - women (*đàn bà*),
 child - children (*trẻ em*), ox - oxen (*con bò*),
 tooth - teeth (*răng*), foot - feet (*bàn chân*),
 mouse - mice (*con chuột*), goose - geese (*con ngỗng*)

Some nouns that end in **-o** add **-es** to form the plural.

Thêm -es vào một số danh từ tận cùng là -o để làm danh từ số nhiều.

echo - echoes (*tiếng vang*),
 potato - potatoes (*khoai tây*)
 hero - heroes (*anh hùng*),
 tomato - tomatoes (*cà chua*)

Some nouns that end in **f**, **fe** are changed to **-ves**.

Một số danh từ tận cùng f, fe được đổi thành -ves để làm danh từ số nhiều.

calf - calves (*con bê*),
 life - lives (*đời sống*),

thief – thieves (*tên trộm*),

knife – knives (*con dao*)

2. Use of Singular/Plural form *Cách dùng dạng thức số ít/ số nhiều*

We use some nouns only in the plural.

Chúng ta sử dụng một vài danh từ chỉ ở số nhiều.

trousers (*quần tây*), jeans (*quần jean*), shorts (*quần soọc*) pyjamas (*đồ ngủ*), tights (*quần thun bó*), scissors (*kéo*), glasses (*mắt kính*)

These nouns end in –s, but they are not usually plural, so they are used with singular verb. These nouns are about some academic disciplines, sports or diseases

Những danh từ sau đây kết thúc bằng –s, nhưng thường không phải số nhiều, nên được dùng với động từ số ít. Những danh từ này nói về môn học, môn thể thao, hay loại bệnh.

mathematics (*toán học*), physics (*vật lý học*), economics (*kinh tế học*), athletics (*môn điền kinh*), gymnastics (*thể dục*), diabetes (*tiểu đường*), news (*tin tức*)

Some singular nouns are often used with a plural verb. They are normally collective nouns.

Một số danh từ số ít thường được dùng với động từ số nhiều. Thường chúng là những danh từ ‘tập hợp’

police (*cảnh sát*), staff (*nhân sự*), team (*đội*), family (*gia đình*), audience (*khán giả*), committee (*ủy ban*)

The police stop his car. *Cảnh sát chặn xe anh ta lại.*

The staff aren't happy with their new working condition.

Nhân viên không cảm thấy vui với điều kiện làm việc mới của họ.

EXERCISE

In this exercise you have to choose the correct form of the verb, singular or plural. Sometimes either a singular or a plural verb is possible.

Ex: Gymnastics is/are my favorite sport.

1. The trousers you bought for me (doesn't/don't) fit me.
2. Physics (was/were) my best subject on/at school.
3. Fortunately the news (wasn't/weren't) as bad as we had expected.
4. The police (wants/want) to interview Fred about a robbery.
5. Three days (isn't/aren't) long enough for a good holiday.
6. Where (do/does) your family live?
7. England (has/have) lost all their football matches this season.
8. (Does/Do) the police know about the stolen money?
9. Can I borrow your scissors? Mine (isn't/aren't) sharp enough.
10. I am going to take a taxi. Six miles (is/are) too far for me to walk.

3. Countable and Uncountable Nouns with Some and Any *Dùng Some và Any với Danh từ đếm được và không đếm được*

Nouns can be countable or uncountable. Below are some of the examples of the countable nouns.

Danh từ có thể là đếm được và không đếm được. Dưới đây là một số ví dụ về danh từ đếm được.

dog (*con chó*), umbrella (*cây dù*), job (*việc làm*), girl (*cô gái*), boy (*cậu bé*)

Countable nouns are things we can count. We can make them plural.

Danh từ đếm được là những gì chúng ta có thể đếm. Chúng ta có thể biến chúng thành số nhiều.

two dogs (*hai con chó*), six jobs (*sáu việc làm*), some girls (*vài cô gái*)

Before singular countable nouns, you can use **a, an**.

Trước danh từ đếm được số ít, bạn có thể dùng a, an.

He has an umbrella. *Anh ấy có một cây dù.*

A dog is an animal. *Chó là một loài vật.*

Uncountable nouns are things we can not count. They have no plural.

Danh từ không đếm được là những danh từ chúng ta không thể nào đếm. Chúng không có số nhiều.

gold (*vàng*), music (*âm nhạc*), blood (*máu*), excitement (*sự kích động*)

Before uncountable nouns, you can say **the, some, any, much, this, his etc.**

Trước danh từ không đếm được, bạn có thể sử dụng the, some, any, much, this, his v.v...

the music, **some** gold, **much** excitement, **his** blood

We also use **some** with plural countable nouns. (some = a number of, a few of)

Chúng ta cũng dùng some (với nghĩa là có một số, có một vài) với danh từ đếm được số nhiều.

Some friends of mine are coming to stay at the weekend.
Vài người bạn của tôi sẽ đến và ở lại vào cuối tuần.

We use **any** with countable and uncountable nouns.

Chúng ta dùng any với cả danh từ đếm được và không đếm được.

Do you have **any** money? *Bạn có tiền không?*

Do you have **any** friend? *Bạn có người bạn nào không?*

In general we use **some** in positive sentences and **any** in negative sentences.

Nói chung, chúng ta sử dụng some (một vài) trong các câu xác định và any (bất cứ, nào) cho/trong các câu phủ định.

Ann has bought some new shoes.

Ann vừa mua đôi giày mới.

They don't have any children.

Họ không có con cái gì cả.

In question we usually use **any** (not **some**).

Trong câu hỏi chúng ta thường dùng any (không dùng some).

Do you have *any* money? *Bạn có tiền không?*

We use **some** in question especially when we offer or ask for things.

Chúng ta dùng some trong những câu hỏi đặc biệt là khi chúng ta đề nghị hoặc đòi hỏi việc gì.

Would you like some tea? *Anh/Chị dùng trà nhé?*

Can I have some of those apples? *Tôi có thể mua vài quả táo đó không?*

Below is the summary table. *Dưới đây là bảng tóm tắt.*

	Countable (Đếm được)		Uncountable Không đếm được
	Singular Số ít	Plural Số nhiều	
Affirmative <i>Thể khẳng định</i>	a/an (<i>một</i>)	Some (<i>vài</i>)	Ø, Some (<i>l chút, l ít</i>)
Negative <i>Thể phủ định</i>		Any	Any
Questions <i>Thể hỏi</i>		Some (<i>vài</i>)	Ø, Some (<i>l chút, l ít</i>)

EXERCISE

Now you have to put in **a/an, some/any**, or leave a space (without a word).

Ex: I've seen some good films recently I have a headache.

Are most your friends ----- students?

1. Would you like to be _____ actor?
2. They don't have _____ children.
3. Do you collect _____ stamps?
4. Tom always gives Ann _____ flowers on her birthday.
5. Those are _____ really nice trousers.
6. What _____ beautiful garden!
7. What _____ lovely children.
8. He never does _____ work.
9. You need _____ visa to visit _____ foreign countries, but not all of them.
10. He left home without _____ money.

ADVERBS

Adverbials/Adverbs of Frequency

Trạng từ/ Trạng ngữ chỉ thói quen

An adverb of frequency says how often something happens. It usually goes in mid position.

Trạng từ chỉ thói quen diễn tả sự việc gì đó thường xảy ra như thế nào. Nó thường đứng giữa câu.

We **sometimes** eat out.

Thỉnh thoảng chúng tôi đi ăn tiệm.

The bus doesn't **usually** stop here.

Xe buýt không thường đỗ ở đây.

These adverbs include:

Những trạng từ này bao gồm:

Always (*luôn luôn*), normally (*thông thường*), usually (*thường lệ*), often (*thường thường*), frequently (*thường xuyên*), sometimes (*thỉnh thoảng*), occasionally (*đôi khi*), seldom (*hiếm khi*), rarely (*ít khi*), never (*không bao giờ*), and ever (*có bao giờ*).

In a mid-position **sometimes**, **occasionally**, and **frequently** go before a negative auxiliary.

Ở vị trí giữa câu sometimes, occasionally, và frequently đứng trước trợ động từ phủ định.

I sometimes don't have any lunch.

Thỉnh thoảng tôi không ăn cơm trưa.

As a general rule, **always**, **often**, **normally**, and **usually** go after the negative auxiliary.

Thông thường, always, often, normally và usually đứng sau trợ động từ chỉ sự phủ định.

You can't always get a seat on a bus.

Bạn không thể luôn luôn có chỗ ngồi trên xe buýt.

I don't normally come this way.

Tôi không thường đi đường này.

Some adverbs of frequency can go in a front or end/final position. These adverbs are: **normally**, **usually**, **generally**, **frequently**, **sometimes**, and **occasionally**.

Một vài trạng từ chỉ thói quen có thể đứng trước hoặc

đứng cuối câu. Những trạng từ này là *normally* (thông thường), *usually* (rất thường), *generally* (nói chung), *frequently* (thường xuyên), *sometimes* (đôi khi), and *occasionally* (thỉnh thoảng).

Normally, I tip my hairdresser.

Thường thì tôi hay cho tiền người làm tóc cho tôi.

We all make mistakes sometimes.

Chúng ta ai cũng đôi khi phạm lỗi.

In question, a mid-sentence adverb comes directly after the subject.

Trong câu hỏi, trạng từ đặt giữa câu đứng ngay sau chủ từ.

Does she *always* comes/come on time?

Có phải cô ấy luôn luôn đúng giờ?

Often can go in an end/final position, especially with *very* or *quite*. *A lot* takes an end/final position.

Often có thể đứng ở vị trí cuối câu, đặc biệt là khi dùng với *very* hoặc *quite*. *A lot* dùng ở cuối câu.

Do you come here often/a lot?

Bạn có thường đến đây không?

I see Laura quite often/quite a lot. *Tôi gặp Laura hoài.*

EXERCISE

Put each adverb in parentheses in its usual mid-sentence position.

1. (never) I can open these packets.

- | | |
|-------------------|--|
| 2. (often) | Ted studies at the library in the evening. |
| 3. (seldom) | Jack is at home. |
| 4. (always) | Does she stay there? |
| 5. (usually) | He goes to the movie on Sundays. |
| 6. (ever) | We don't ask for your password. |
| 7. (sometimes) | We go out at night. |
| 8. (occasionally) | We visit my grand-parents at weekends. |
| 9. (normally) | We don't go the the beach on holiday. |
| 10. (a lot) | Do you see your friends? |

PREPOSITIONS

Giới Từ

Preposition of time: at, on, in

Giới từ chỉ thời gian: at, on, in

We use **at** with times. Besides, we use **at** in these expressions: at night, at weekends/ at the weekend, at present, at the moment, at the same time, at the age of/ at + age

Chúng ta sử dụng at với giờ giấc. Ngoài ra, chúng ta thường dùng at với các thành ngữ sau: vào buổi tối, vào cuối tuần, ngay lúc này, cùng lúc, ở tuổi ...

Examples (*Thí dụ*):

- At 5 o'clock (*lúc 5 giờ*), at midnight (*lúc nửa đêm*), at lunchtime (*vào giờ cơm trưa*).

- Tom usually leaves from work *at* five o'clock.

Tom thường rời sở làm vào lúc 5 giờ.

- I don't like going out *at night*.
Tôi không thích ra ngoài vào buổi tối.
- Will you be here *at the week*?
Bạn ở đây cuối tuần này chứ?
- Mr White is busy *at the moment/at present*.
Ông White hiện đang bận.
- Ann and I arrive *at the same*.
Ann và tôi đến cùng một lúc.
- Tom left school *at the age of 16/at 16*.
Tom đã rời trường lúc 16 tuổi.

We use **on** with dates and days.

Chúng ta dùng on cho ngày tháng (mùng) và thứ.

on 12th March (vào ngày 12 tháng 3), on Fridays (vào các ngày thứ sáu)

on Friday morning (vào buổi sáng thứ sáu), on Saturday nights (vào các đêm thứ bảy)

We use **in** for period of the day (morning, afternoon, evening) or for longer periods of time (months, years, seasons).

Chúng ta sử dụng in cho các buổi trong ngày (buổi sáng, buổi trưa, buổi chiều tối) và cho những khoảng thời gian dài hơn (tháng, năm, mùa).

in the morning (vào buổi sáng), in the afternoon (vào buổi trưa), in the evening (vào buổi tối).

in April (vào tháng 4), in 2015 (vào năm 2015), in (the) winter (vào mùa đông).

in the 21th century (*vào thế kỷ 21*), in the 70s (*vào thập niên 70*)

Notice: **in** + a period of time = time in the future.

Lưu ý: in + khoảng thời gian = thời gian trong tương lai.

The train will be leaving in a few minutes.

Xe lửa sẽ chạy trong ít phút nữa.

Jack has gone. He'll be back in a week.

Jack đi rồi. Một tuần nữa anh ấy về.

We do not use **at/on/in** before **last** and **next**.

Chúng ta không dùng at/on/in trước last và next.

I'll see next Friday. *Tôi sẽ gặp bạn thứ sáu tới.*

They had examination last Tuesday. *Họ đã thi hồi thứ 3 vừa rồi.*

EXERCISE

Put in the correct prepositions: **in**, **at**, and **on**

Example: The concert starts at 7:45.

I learnt to drive in four weeks.

1. The course begins _____ 7 January and ends _____ 10th March.

2. I went to bed _____ midnight and got up _____ 6:30 the next morning.

3. We travelled overnight to Paris and arrived _____ 5 o'clock _____ the morning.

4. Mozart was born in Salzburg _____ 1756.

5. Are you doing anything special _____ the week-end?
6. Hurry up! We're got to go _____ few minutes.
7. I haven't seen Ann for a few days. I last saw her _____ Tuesday.
8. I'll phone you _____ Tuesday morning _____ about 10 o'clock, okay?
9. I might not be at home _____ the morning. Can you phone _____ the afternoon instead?
10. Tom's grandmother died _____ 2014 _____ the age of 79.

VERBS

Động Từ

A. TRANSITIVE/ INTRANSITIVE VERBS (*Ngoại động từ/ Nội động từ*)

Most English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). Verbs that are not followed by an object are called “intransitive verbs”. Verbs that are followed by an object are called “transitive verbs”.

Hầu hết các câu trong tiếng Anh đều có chủ từ (S) và động từ (V). Động từ có thể có hoặc không có túc từ (O). Các động từ không có túc từ theo sau gọi là ‘nội động từ’. Các động từ có túc từ theo sau gọi là ‘ngoại động từ’.

Examples (*thí dụ*):

<i>Intransitive</i>	<i>Transitive</i>
Birds fly <i>Chim bay.</i>	The student needs a pen <i>Sinh viên này cần 1 cây viết.</i>
The baby cried <i>Đứa bé khóc.</i>	My friends enjoyed the party. <i>Bạn tôi rất thích bữa tiệc.</i>

Common intransitive verbs (*Các nội động từ thông dụng*): agree (*đồng ý*), arrive (*đến*), come (*đến*), cry (*la, khóc*), exist (*hiện hữu*), go (*đi*), happen (*xảy ra*), live (*sống*), occur (*xảy ra*), rain (*mưa rơi*), rise (*mọc lên*), sleep (*ngủ*), stay (*ở, lưu lại*), walk (*đi bộ*).

Common transitive verbs (*Các ngoại động từ thông dụng*): build (*xây dựng*), cut (*cắt*), find (*tìm thấy*), like (*thích*), make (*làm, sản xuất*), need (*cần*), send (*gửi*), use (*dùng, sử dụng*), want (*cần, muốn*)

Some verbs can be used transitively or intransitively sometimes with different meaning.

Một số động từ có thể dùng như một nội động từ hay một ngoại động từ, đôi khi với nghĩa khác biệt.

Examples (*thí dụ*):

I am studying. (*Tôi đang học.*)

They are studying this issue. (*Họ đang nghiên cứu vấn đề này.*)

B. YES/NO AND INFORMATION QUESTIONS (*Câu hỏi Có/Không và Câu hỏi tìm thông tin*)

1. Yes/No question is a question that may be answered by yes or no.

Câu hỏi Có/Không là câu hỏi được trả lời là ‘Phải’ hoặc ‘Không phải’.

- Does he live in Chicago?

Yes, he does. / No, he doesn't.

Có phải anh ta sống ở Chicago không?

Vâng, phải. / Không, không phải.

2. An information question is a question that asks for information by using a question word (WH).

Câu hỏi lấy thông tin = là câu hỏi để hỏi thông tin bằng cách dùng từ để hỏi (WH).

- Where does he live? (*Anh ta sống ở đâu?*)

In Chicago (*Ở Chicago*)

- When are you travelling? (*Chừng nào bạn đi du lịch?*)

Tomorrow (*ngày mai*)

- What should we do? (*Chúng ta nên làm gì đây?*)

I don't know. (*Tôi không biết.*)

3. Inversion in questions (*Đảo ngữ trong câu hỏi*)

In most questions, there is the inversion of the subject and auxiliary verb.

Trong hầu hết các câu hỏi đều có sự đảo ngữ của chủ từ và trợ động từ.

- Are you doing a course here? (*Bạn đang học ở đây hả?*)

- Where can we sit? (*Chúng tôi có thể ngồi ở đâu?*)

If there is more than one auxiliary verb, then only the first one comes before the subject.

Nếu có hơn một trợ động từ, thì chỉ có một trợ động từ đứng trước chủ từ.

- Could I reserve a seat? *Tôi có thể đặt chỗ trước không?*

In the simple tenses we use **do** as the auxiliary.

Trong các thì đơn chúng ta dùng do như một trợ động từ.

- Do you like walking? *(Bạn có thích đi bộ không?)*
- Where did everyone stay? *(Mọi người ở đâu?)*

Be on its own an ordinary verb also comes before the subject. *Be được dùng chính nó làm trợ động từ đứng trước chủ từ.*

- Is this cotton? *(Đây là vải cotton à?)*
Yes, it is. *(Vâng)*
- Where were you yesterday? *(Hôm qua bạn đi đâu?)*
- I went to library. *(Tôi đi thư viện.)*
- Are you going to the movie? *(Bạn sẽ đi xem phim à?)*
- Yes, I am. *(Vâng)*

EXERCISE

For each of the following, first make a **yes/no** question. Then make an information question using **where**.

Ex: They can stay there.

Yes/no question: Can they stay there?

Information question: Where can they stay?

1. She stays there.
2. He is staying there.

3. She will stay there.
4. She is going to stay there.
5. They stayed there.
6. They will be staying there.
7. They should stay there.
8. He has stayed there.
9. John is there.
10. Tom and Mary are at home.

TENSES IN ENGLISH

Các Thì Trong Tiếng Anh

A. PRESENT SIMPLE TENSE (*THÌ HIỆN TẠI ĐƠN*)

1. **Formation: Verb + s/es in the singular third person**

Cách chia thì: Động từ thêm s/es ở ngôi thứ 3 số ít

2. **Usage (Cách dùng)**

The simple present tense says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths.

Thì hiện tại đơn được dùng để diễn tả một sự thật trong quá khứ, trong hiện tại và cả trong tương lai. Nó mô tả sự việc một cách tổng quát và những chân lý vượt thời gian.

- Water consists of hydrogen and oxygen.

Nước bao gồm hydro và oxy.

- The average person breathes 21,600 times a day.

Một người nhịp thở trung bình là 21.600 lần trong một ngày.

- The globe is round.

Trái đất tròn.

The simple present is used to express habitual or everyday activities. It also refers to general likes and dislikes, and timetable.

Thì hiện tại đơn được dùng để diễn tả những hoạt động theo thói quen hay những sinh hoạt hàng ngày. Nó cũng được dùng để nói về sở thích nói chung và thời gian biểu.

- I study for two hours every night.

Tôi học mỗi đêm 2 tiếng đồng hồ.

- I like fruit juice and I don't like coffee.

Tôi thích nước ép trái cây và tôi không thích cà phê.

- The train arrives at 7:00 p.m.

(Theo lịch,) Xe lửa đến lúc 7 giờ tối.

- The plane starts at 6:00 a.m tomorrow.

(Theo lịch,) Máy bay sẽ cất cánh lúc 6 giờ sáng mai.

3. Present Simple Tense with to be (*Thì hiện tại đơn với động từ to be*)

Positive form (*Thể xác định*)

I am ... = I'm (Tôi là ...)

You are ... = you're (Anh là...)

He is ... = he's (Ông ấy là... Anh ấy là...)

She is ... = she's (Bà ấy là ... Cô ấy là... Chị ấy là...)

It is ... = it's (Nó là... Điều ấy là... Đó là...)

We are... = we're (Chúng tôi là...)

You are... = you're (Các anh là...)

They are... = they're (Họ là... Chúng nó là...)

Negative form (Thể phủ định)

We form the negative of **to be** by placing **not** after the verb.

*Chúng ta đặt **not** vào sau động từ ở câu phủ định.*

I am a student. (Tôi là một học sinh.)

I am not a teacher. (Tôi không phải là thầy giáo.)

Question form (Thể nghi vấn)

We reverse the subject and the verb in the question sentence of **to be**.

*Chúng ta đảo ngược chủ ngữ và động từ trong câu hỏi ở động từ **to be**.*

Are you a monk? (Bạn là một tu sĩ phải không?)

Yes, I am. (Vâng, tôi là một tu sĩ.)

Is he a doctor? (Anh ấy là bác sĩ phải không?)

No, he isn't. (Không anh ấy không phải là một bác sĩ.)

4. Present Simple Tense with Regular/Irregular verbs (Thể hiện tại đơn với động từ quy tắc và bất quy tắc)

Positive form (*Thể xác định*)

In the singular third person, we plus **S/ES**.

Chúng ta thêm -s hoặc -es ở động từ ngôi thứ ba số ít.

The class begins at 8:00 a.m. (*Lớp học này bắt đầu vào lúc 8 giờ.*)

She washes the clothes twice a week. (*Cô ấy giặt đồ một tuần hai lần.*)

We *plus* add **-es** with to verbs ending in verbs: *ss, s, x, sh, ch, o* (*y – ies*).

Chúng ta thêm -es vào sau những động từ có tận cùng bằng: ss, s, x, sh, ch, o. (*riêng y chúng ta đổi y – i trước khi thêm -es*)

- He *studies* hard during his period.

Anh ấy học hành chăm chỉ suốt học kỳ.

- She *goes* to school everyday.

Cô ấy đi học mỗi ngày.

Negative form (*Thể phủ định*)

We use **don't** and **doesn't** before the verb in the negative sentences.

*Chúng ta dùng trợ động từ do not (**don't**) và does not (**doesn't**) đi trước động từ trong câu phủ định.*

- She *doesn't* go to class on Sundays.

Cô ấy không đi học vào những ngày chủ nhật.

- They *don't* like coffee.

Họ không thích cà phê.

Question form (*Thể nghi vấn*)

We use **do/does** (in the singular third person) before the subject and verb in the question sentences.

Chúng ta dùng trợ động từ do và does (cho ngôi thứ 3 số ít) đứng trước chủ ngữ và động từ trong câu hỏi.

- Do you understand your lesson? *Bạn có hiểu bài không?*
- Yes, I do. (*Vâng, tôi hiểu.*)
- No, I don't. (*Không, tôi không hiểu.*)
- Does he understand what I mean? *Anh ấy có hiểu tôi muốn nói gì không?*
- Yes, he does. (*Vâng, anh ấy hiểu.*)
- No, he doesn't. (*Không, anh ấy không hiểu.*)

EXERCISE

In this exercise you have to put the verb into the correct form. (*Trong bài tập sau đây này bạn hãy đặt cho đúng hình thức của động từ.*)

Ex: Water (boil) boils at 100 degrees centigrade.

She (not/go) doesn't go to the cinema very often.

1. The boy (wake) _____ up at 7:00 o'clock, (wash) _____, (dress) _____ quickly and (run) _____ into the dining-room for breakfast. They (wait) _____ until they (hear) _____ the bell and then (go) _____ to school.
2. Diane (wash) _____ her hair every other day or so.
3. Every morning, the sun (shine) _____ in my bedroom window and (wake) _____ me up.

4. I (do/not know) Sam's teacher.

5. My roommate usually (watch) _____ television, (listen) _____ to music, or (go) _____ out in the evening.

6. The class (consist) _____ of students who want to learn English.

7. The children (draw) _____ some picture in school this morning.

8. When the sun (rise) _____, it (appear) _____ from below the horizon.

9. I can't afford that ring. It (cost) _____ too much.

10. As a rule, I (sleep) _____ until 6 o'clock in the morning, and then I (get) _____ up and (study) _____ for my classes.

B. PRESENT PROGRESSIVE TENSE (THÌ HIỆN TẠI TIẾP DIỄN)

The present progressive expresses an activity that is in progress at the moment of speaking. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

Thì hiện tại tiếp diễn diễn tả một hành động đang diễn ra lúc nói. Nó là hoạt động có tính tạm thời bắt đầu trong quá khứ, đang tiếp tục ở hiện tại, và có thể kết thúc tại một thời điểm nào đó trong tương lai.

• John is sleeping right now. *John đang ngủ ngay bây giờ.*

• I need an umbrella because it is raining. *Tôi cần cây dù vì trời đang mưa.*

Often the activity is of a general nature: something generally in progress this week, this month, this year.

- I *am taking* five courses this semester.

Tôi phải đang học năm học phần trong học kỳ này.

- Susan *is writing* another book this year.

Susan đang viết một cuốn sách khác trong năm nay.

Some verbs are used only in the simple tenses, i.e you cannot say “I am knowing”. You can only say **I know**. Here is a list of verbs which are not normally used in the *continuous tenses* (but there are exception).

Có một số động từ chỉ được dùng ở những thì đơn, ví dụ bạn không được nói “Tôi đang biết” (I am knowing) mà chỉ được nói “Tôi biết” (I know). Sau đây là bảng danh sách các động từ thường không được dùng ở các thì liên tiếp (tuy nhiên cũng có ngoại lệ).

• want (*muốn*), like (*thích*), belong (*thuộc về*), know (*biết*), suppose (*giả định*), remember (*nhớ*), need (*cần*), love (*yêu*), see (*trông thấy*), realize (*nhận ra*), mean (*có ý*), forget (*quên*), prefer (*thích hơn*), hate (*ghét*), hear (*nghe*), believe (*tin*), understand (*hiểu*), seem (*có vẻ*), and think (*khi có nghĩa là tin rằng*)

- Do you like London? (*Bạn có thích London không?*)
- He doesn't understand. (*Anh ta không hiểu.*)
- These shoes belong to me. (*Đôi giày này của tôi.*)
- What do you think Tom will do? (*Anh tin rằng Tom sẽ làm gì?*)

EXERCISE

Now you have to put the verb into the correct form, present continuous (**I am doing**) or present simple (**I do**).

Ex: Please don't make so much noise! I am studying.
(study)

How many languages does Tom speak? (Tom/speak)

This machine doesn't work (not/work). I haven't worked for years.

1. I (not/belong) to a political party.
2. Hurry! The bus (come). I (not/want) to miss it.
3. The river Nile (flow) into the Mediterranean.
4. The river (flow) very fast today – much faster than usual.
5. (it ever snow) in India?
6. We usually (grow) vegetables in our garden but this year we (not/grow) any.
7. A. Can you drive?
B. No, but I (learn). My father (teach) me.
8. You can borrow my umbrella. I (not/need) it at the moment.
9. (At a party) I usually (enjoy) parties but I (not/enjoy) this one very much.
10. George says he's 80 years old but I (not/believe) him.

C. SIMPLE PAST TENSE (THÌ QUÁ KHỨ ĐƠN)

The simple past indicates that an activity or a situation began and ended at a particular time in the past.

Thì quá khứ đơn chỉ một hoạt động hay tình huống bắt đầu và kết thúc tại một thời điểm cụ thể trong quá khứ.

- I walked to school yesterday.

Hôm qua tôi đã đi bộ đến trường.

- He lived Paris for 10 years, but now he lives in Rome.

Anh ấy đã sống ở Pháp được 10 năm, nhưng giờ anh sống ở Rome.

Very often the past simple ends in **-ed**.

Quá khứ đơn thường kết thúc bằng -ed.

- We *invited* them to our party but they *decided* not to come.

Chúng tôi đã mời họ đến dự bữa tiệc nhưng họ đã quyết định không tới.

But many important verbs are irregular. This means that the past simple does not end in **-ed**. (*Tuy nhiên rất nhiều động từ quan trọng lại bất qui tắc. Nghĩa là thì quá khứ đơn không có phần cuối -ed.*)

Leave - left

We all left the party at 11 o'clock.

Tất cả chúng tôi rời bữa tiệc lúc 11 giờ.

Go - went

Yesterday he went to Paris to see a friend of mine.

Hôm qua anh ấy đi Pháp để thăm một người bạn.

The past of the verb **be** (am/is/are) is (was/were).

Quá khứ của động từ be (am/is/are) là (was/were).

I/he/she/it **was**

We/you/they **were**

I *was* angry because Tom and Mary *were* late.

Tôi rất giận vì Tom và Mary đến trễ.

In the past simple questions and negatives are use **did/didn't** + the infinitive (do/open/rain etc.)

It rained. **Did** it rain? It **didn't** rain.

What *did* you do at the weekend?

Anh/Chị làm gì cuối tuần rồi?

Why *did* you phone me on Tuesday?

Sao anh gọi cho tôi vào thứ Ba?

Note that we normally use **did/didn't** with **have**.

Lưu ý rằng chúng ta thường sử dụng did/didn't kèm với have.

Did you *have* time to write the letter?

Bạn đã có thời giờ để viết lá thư đó không?

I *didn't* *have* enough money to buy anything to eat.

Tôi đã không có đủ tiền để mua chút gì đó bỏ bụng.

But we do not use **did** with the verb **be** (was/were).

Tuy nhiên chúng ta không dùng did với động từ be (was/were).

Why were you so angry?

Tại sao anh giận dữ quá như vậy?

They weren't able to come because they were very busy.

Họ đã không thể đến được vì họ quá bận rộn.

EXERCISE

In this exercise, you have to read the sentences about the present and then write a sentence about the past.

Ex: Tom usually gets up at 7:30. Yesterday he got up at 7:30.

1. Tom usually wakes up early. Yesterday morning

.....

2. Tom usually walks to work. Yesterday

.....

3. Tom is usually late for work. Yesterday

.....

4. Tom usually has a sandwich for lunch. Yesterday

.....

5. Tom usually goes out in the evening. Yesterday evening

.....

6. Tom usually sleep very well. Last night

.....

7. Tom usually goes to the movie on Sundays. Last Sunday

.....

8. Tom usually have/has breakfast before going to work.
Yesterday morning

.....

9. Tom usually goes to the library on Saturday. Last Saturday

.....

10. Tom usually visits his mother at the week-end. Last weekend

.....

Irregular verbs (bảng động từ bất qui tắc)

arise	arose	arisen	xuất hiện, nảy sinh
be	was/were	been	thì, là, ở
bear	bore	borne/born	chịu đựng
beat	beat	beaten/beat	đánh đập
become	became	become	trở thành
begin	began	begun	bắt đầu
bend	bent	bent	uốn cong, cúi, khom
bet	bet	bet	đánh cá, đánh cuộc
bid	bid	bid	đánh giá, ra lệnh
bind	bound	bound	trói buộc, bắt buộc
bite	bit	bitten	cắn
bleed	bled	bled	chảy máu
blow	blew	blown	thổi, chảy
break	broke	broken	làm vỡ, bể

breed	bred	bred	sinh sản
bring	brought	brought	mang
broadcast	broadcast	broadcast	truyền thanh, truyền hình
build	built	built	xây dựng
burn	burned /burnt	burned /burnt	đốt cháy
burst	burst	burst	nổ
buy	bought	bought	mua
cast	cast	cast	ném, quăng, đổ
catch	caught	caught	tóm, chụp, bắt
choose	chose	chosen	chọn
cling	clung	clung	bám, víu
come	came	come	đến
cost	cost	cost	trị giá
creep	crept	crept	trườn, lê, lết
cut	cut	cut	cắt
deal	dealt	dealt	chia bài
dig	dug	dug	đào
do	did	done	làm
draw	drew	drawn	vẽ, kéo
dream	dreamed/ dreamt	dreamed/ dreamt	mơ
eat	ate	eaten	ăn
fall	fell	fallen	roi, té

feed	fed	fed	cho ăn
feel	felt	felt	cảm thấy
fight	fought	fought	chiến đấu, đánh nhau
find	found	found	tìm thấy
fit	fit/fitted	fit/fitted	hợp, vừa
flee	fled	fled	bỏ trốn, chạy trốn
fling	flung	flung	ném, quăng
fly	flew	flown	bay, đáp máy bay
forbid	forbade	forbidden	cấm
forecast	forecast	forecast	dự báo, dự đoán
forget	forgot	forgot/forgotten	quên
forgive	forgave	forgiven	tha thứ
forsake	forsook	forsaken	bỏ rơi, từ bỏ
freeze	froze	frozen	đóng băng
get	got	got/gotten	nhận, lấy, có
give	gave	given	cho, đưa
go	went	gone	đi
grind	ground	ground	xay, tán nhuyễn
grow	grew	grown	mọc, trồng
hang	hung	hung	treo, treo cổ
have	had	had	có
hear	heard	heard	nghe
hide	hid	hidden	giấu, che
hit	hit	hit	đánh, đụng

hold	held	held	nắm giữ
hurt	hurt	hurt	làm đau, thương tổn
keep	kept	kept	giữ gìn
kneel	kneeled/ knelt	kneeled/ knelt	quỳ xuống
know	knew	known	biết, quen
lay	laid	laid	đặt, để
lead	led	led	dẫn đường, dắt
lean	leaned/ leant	leaned/ leant	nghiêng, cúi, dựa
leap	leaped/ leapt	leaped/ leapt	nhảy, lao lên
learn	learned learnt	learned learnt	học
leave	left	left	ra đi, rời, bỏ quên
lend	lent	lent	cho mượn
let	let	let	cho phép, để
lie	lay	lain	nằm nghỉ

D. CONDITIONAL TYPE I (CÁU ĐIỀU KIỆN LOẠI I)

Most conditional sentences have a clause starting with *if*. One thing always follows automatically from another.

Hầu hết các câu điều kiện đều có một mệnh đề bắt đầu bằng if. Một điều thường xảy ra một cách tự động sau một điều kiện đó.

Type 0: If ... + present... + present

- *If the doorbell rings, the dog barks.*

Nếu mà chuông cửa reo lên, thì con chó sủa.

- *If you don't have television, you can't watch it.*

Nếu bạn không có TV, bạn không thể xem được.

We can use many different verb forms in conditional sentences. In an open condition (when something may or may not happen), we use the present tense (If I phone ...).

Chúng ta có thể dùng nhiều hình thức động từ giống nhau trong những câu điều kiện. Trong câu điều kiện mở (khi có điều gì đó có thể có hoặc không thể xảy ra), chúng ta dùng ở thì hiện tại.

- *If I phone the news station. They might be able to give me the information.*

Nếu tôi gọi cho tổng đài. Họ có thể cho tôi biết thông tin.

There are some verb forms which often go together.

Có nhiều hình thức động từ thường đi với nhau.

Type 1: If ... + present... + will

- *If the company fails, we will lose all our money.*

Nếu công ty thất bại, chúng ta sẽ mất hết tiền.

- *If it rains, we'll get wet.*

Nếu trời mưa chúng ta sẽ bị ướt.

The **if** clause usually comes before the main clause, but it can come after it.

Mệnh đề **if** thường đứng trước mệnh đề chính, tuy nhiên nó cũng có thể đứng sau.

- *If you're in a hurry, you needn't wait.*

Nếu bạn đang vội, bạn không cần phải đợi.

- *You needn't wait if you're in a hurry.*

Bạn không cần đợi nếu bạn đang vội

We can use conditional sentences in different ways: not only to give information but also when we request, advise, suggest, and so on.

Chúng ta dùng câu điều kiện với nhiều cách khác nhau: không chỉ cho thông tin mà còn dùng khi ta muốn yêu cầu, khuyên bảo, đề nghị v. v...

Requesting (yêu cầu)

- *If you go to the town, could you post this letter for me, please?*

Nếu bạn xuống phố, vui lòng gửi giùm tôi lá thư?

Advising (khuyên bảo)

- *If the headache persists, you should consult a doctor.*

Nếu còn nhức đầu, bạn nên đi bác sĩ.

Suggesting (đề nghị)

- *You can go for a walk if you like.*

Bạn có thể đi dạo nếu bạn thích.

EXERCISE

Complete the sentences with the verb in parentheses.

1. If I (have) _____ enough time, I (write) _____ my parents a letter everyweek.
2. The batteries (take) _____ over if we (lose) _____ power.
3. If we (win) _____ the league, we (get) _____ promoted.
4. If it (rain) _____, we (get) _____ wet.
5. If we (not hurry), we (not be) in time.
6. The milk (go) _____ off if you (leave) it by the radiator.
7. If you (make) _____ a mistake, (correct) _____ it.
8. If you (think) _____ you can do the job, why not apply for it?
9. If you (not go) _____ away, I (cream) _____.
10. If we (take) a taxi, it (be) _____ quicker.

ADJECTIVES

Tính Từ

A. ADJECTIVES ENDING IN -ING AND -ED (*TÍNH TỪ TẠM CÙNG BẰNG -ING VÀ -ED*)

There are many pairs of adjectives ending in **-ing** and **-ed**.

Có nhiều cặp tính từ kết thúc bằng -ing và -ed.

If something is ...-ing, it makes you feel ...-ed.

Nếu một tác nhân gây ra ...-ing, nó sẽ khiến bạn cảm thấy ...-ed.

Examples:

- Jane is bored because her job is very boring.

Jane cảm thấy chán vì công việc của cô rất đáng chán.

- Tom is interested in ecology.

Tom quan tâm đến thần học.

- Tom finds ecology interesting.

Tom thấy thần học lý thú.

Other pairs of adjectives ending/end in **-ing** and **-ed**.

*Những cặp tính từ khác tận cùng bằng **-ing** và **-ed**.*

fascinating (*lôi cuốn, hấp dẫn*), fascinated (*bị lôi cuốn, bị thu hút*); exciting (*sôi động*), excited (*bị kích động*); amusing (*hay, vui*), amused (*thấy vui thích*); astonishing (*làm kinh ngạc*), astonished (*kinh ngạc*); amazing (*làm kinh ngạc*), amazed (*kinh ngạc, thấy lạ lùng*); shocking (*làm sững sốt*), shocked (*sững sốt*); disgusting (*làm kinh tởm*), disgusted (*kinh tởm*); embarrassing (*làm bối rối*), embarrassed (*cảm thấy bối rối*); confusing (*làm bối rối*), confused (*cảm thấy bối rối*); horrifying (*làm kinh hoàng*), horrified (*kinh hoàng*); terrifying (*kinh khiếp*), terrified (*khiếp sợ*); frightening (*làm sợ hãi*), frightened (*sợ hãi*);

depressing (*làm nản chí*), depressed (*nản chí*); worrying (*làm lo lắng*), worried (*lo lắng*); annoying (*làm khó chịu*), annoyed (*thấy khó chịu*); exhausting (*làm mệt mỏi*),

exhausted (*mệt mỏi*); and satisfying (*làm thỏa mãn*), satisfied (*thỏa mãn*)

EXERCISE

Choose the right adjective.

Ex: I was (disappointed/disappointing) with the film. I had expected it to be better.

1. We were all (horrifying/horrified) when we heard about the disaster.

2. It's sometimes (embarrassing/embarrassed) when you have to ask people for money.

3. Are you (interesting/interested) in football?

4. I enjoyed the football match. It was quite (exciting/excited).

5. It was a really (terrifying/terrified) experience. Afterwards everybody was very (shocking/ shocked).

6. I had never expected to be offered the job. I was really (amazing/amazed) when I was offered it.

7. The kitchen hadn't been cleaned for ages. I was really (disgusting/disgusted).

8. Do you easily get (embarrassing/embarrassed)?

9. Jane finds her job (boring/bored). She wants to do something different.

10. I seldom visit art galleries. I am not very in (exciting/excited) in art.

B. COMPARISON – COMPARATIVE – SUPERLATIVE (SO SÁNH – SO SÁNH HƠN – SO SÁNH HƠN NHẤT)

1. Comparison – Comparative

So sánh – So sánh hơn

We use **-er** for the comparative of short adjectives.

Chúng ta sử dụng -er cho so sánh những tính từ ngắn.

cheap/cheaper (*rẻ*); hard/harder (*chăm chỉ*); large/larger (*lớn, rộng*); thin/thinner (*ốm, mỏng*)

- This Jacket is too small. I need a larger size.

Cái áo khoác này quá nhỏ. Tôi cần một cái kích thước rộng hơn.

- Anne works harder than most of her friends.

Anne làm việc siêng năng hơn hầu hết các bạn của cô.

We use **-er** with some two syllables adjectives, especially adjectives ending in **-y**.

Chúng ta dùng -er đối với các tính từ có hai âm tiết, đặc biệt là những tính từ kết thúc bằng -y.

lucky/luckier (*may mắn*); funny/funnier (*buồn cười*); easy/easier (*dễ dàng*); pretty/prettier (*xinh đẹp*);

And also (cũng vậy)

Quiet/quieter (*yên tĩnh*); clever/cleverer (*khôn ngoan*); narrow/narrower (*chật hẹp*); and simple/simpler (*đơn giản*)

- The examination was easier than we expected.

Kỳ thi này đã dễ dàng hơn chúng tôi nghĩ.

- It's too noisy here. Can we go somewhere quieter?

Ở đây ồn ào quá. Chúng ta có thể nào đi chỗ khác yên tĩnh hơn không?

We use **more** for other two syllable adjectives and longer adjectives.

*Chúng ta sử dụng **more** cho các tính từ hai âm tiết và tính từ dài hơn khác.*

More expensive (*đắt hơn*), more comfortable (*tiện nghi hơn*), more modern (*hiện đại hơn*), more serious (*trầm trọng hơn*).

- *More expensive* hotels are usually *more comfortable* than cheaper ones.

Các khách sạn đắt tiền hơn thì thường tiện nghi hơn những khách sạn rẻ tiền hơn.

We also say **more often**.

*Chúng ta cũng dùng **more often** – thường xuyên hơn.*

- I don't play tennis much now. I used to play *more often*.

Before the comparative of adjectives. We can use (*Trước các hình thức so sánh của tính từ, chúng ta có thể dùng*)

A bit (*chút đỉnh*), a little (*một ít*), much (*nhiều*), a lot (*nhiều*) far/a lot (*nhiều*)

Let's go by car. It's much (= a lot) *cheaper*.

(Chúng ta hãy đi bằng xe hơi. Nó rẻ hơn nhiều.)

Don't go by train. It's much (=a lot) *more expensive*.

(Đừng có đi bằng tàu hỏa. Nó tốn kém hơn nhiều.)

EXERCISE

Complete the sentences. Each time use the comparative form of one of the following adjectives.

crowded - early - expensive - interested - large - near - often - quiet - thin - serious

1. This jacket is too small. I need a _____ size.
2. You look _____. Have you lost weight?
3. He's not so keen on his studies. He's _____ in having a good time.
4. You're making too much noise. Can you be a bit _____?
5. There were a lot of people on the bus. It was _____ than usual.
6. You're late. I expected you to be here _____.
7. You hardly ever write to me. Why don't you write a bit _____?
8. The hotel was surprisingly cheap. I expected it to be much _____.
9. It's a pity you live so far away. I wish you lived _____.
10. Her illness was far _____ than we at first thought.

2. Comparison – Superlative

Số sánh hơn nhất

We use **–est** or **most** ... to form the superlative of adjective. In general we use **–est** for short words and **most**

for longer words. The rules are the same as those for the comparative.

Chúng ta sử dụng –est hoặc most để tạo thành cấu trúc cao nhất của tính từ. Chung chung thì chúng ta sử dụng –est cho những tính từ ngắn hơn và most cho những tính từ dài hơn.

- Long/longest (*dài nhất*), hot/hottest (*nóng nhất*), easy/easiest (*dễ nhất*), hard/hardest (*siêng nhất*).

- What is the longest river in the world?

Con sông nào dài nhất thế giới?

- Yesterday was the hottest day of the year.

Hôm qua là ngày nóng nhất trong năm.

But (*nhưng*)

- Most famous (*nổi tiếng nhất*), most boring (*đáng chán nhất*), most difficult (*khó nhất*), most expensive (*đắt nhất*)

- What was the most enjoyable holiday you've ever had?

Kỳ nghỉ nào thích thú nhất bạn từng hưởng?

- That was the most boring film. I've ever seen.

Đó là bộ phim đáng chán nhất mà tôi từng xem.

Longest and **most enjoyable** are superlative form. (*Longest và most enjoyable là những hình thức so sánh cao nhất.*)

Note the irregular superlatives **best** – **worst**.

Lưu ý đến lối so sánh nhất bất qui tắc best và worst.

• That was a delicious meal. It's one of *the best* I've ever had.

Đó là một bữa ăn thật ngon. Nó là một bữa ăn ngon nhất tôi từng ăn.

Note (*lưu ý*)

Good	better	the best	(tốt nhất)
Bad	worse	the worst	(xấu nhất)
Little/few	less	the least	(ít nhất)
Much/many	more	the most	(nhiều nhất)

We sometimes use **most + adjective** (without 'the' to mean very.

*Chúng ta thường dùng **most + adjective** (không có the) để ngụ ý là 'rất'.*

• The book you lent me was most interesting. (= very interesting)

Cuốn sách anh cho tôi mượn rất là hay.

• Thank you for the money. It was most generous of you (= very generous).

Cám ơn anh về số tiền. Anh rất là hào phóng.

EXERCISE

Complete the sentences with comparative and superlative:

1. It's a very cheap restaurant. It's _____ restaurant in the town.

2. It was a very happy day. It was _____ day of my life.

3. She's a very intelligent student. She is _____ student in the school.

4. It's a very valuable painting. It's _____ painting in the gallery.

5. He's is a very rich man. He's one of _____ man in the world.

6. It's a very old castle. It's one of _____ castles in England.

7. He's a very good player. He's one of _____ players in the team.

8. It was a very bad experience. It was one of _____ experiences of my life.

9. He's a very dangerous criminal. He's one of _____ dangerous crimanals in the country.

10. I've never heard such a funny story. That's _____ story I've ever heard.

ANSWER KEY

I. PARTS OF SPEECH IN ENGLISH

1. Determiner
2. Pronoun
3. Conjunction
4. A verb phrase
5. A noun phrase
6. An adjective phrase
7. An adverb phrase
8. A preposition phrase
9. A noun phrase
10. A verb phrase

II. SIMPLE SENTENCE STRUCTURE: SUBJECTS, VERBS, AND OBJECTS

A. Underline Subject, verb, and object.

2. Mechanic (S) repaired (V) engine (O)
3. Boxes (S) contain (V) photographs (O)
4. Teacher (S) cancelled (V) test (O)
5. Earthquake (S) destroyed (V) village (O)
6. Birds (S) have (V) feathers (O)

List of nouns: politician, taxes, mechanic, engine, boxes, photograph, teacher, earthquake, village, birds, feathers.

B. Transitive vs intransitive verb

- | | |
|--|-----------------|
| 3. divided (Vt) | 4. sneezed (Vi) |
| 5. happened (Vi) | 6. bought (Vt) |
| 7. won (Vt) | 8. won (Vi) |
| 9. disappeared (Vi), shone (Vi) | |
| 10. boiled (Vt), made (Vt), drank (Vt) | |

III. SINGULAR AND PLURAL NOUNS

1. don't
2. was
3. wasn't
4. want
5. isn't
6. do or does
7. have
8. do
9. aren't
10. is

IV. COUNTABLE AND UNCOUNTABLE NOUNS WITH SOME AND AN

1. an
2. any
3. ---
4. some or ---
5. ---

6. a
7. ---
8. any
9. a and some
10. any

V. ADVERBIALS OF FREQUENCY

1. I can never open these packets.
2. Ted often studies at the library.
3. Jack is seldom at home.
4. Does he always stay there?
5. He usually goes to the movie.
6. We don't ever ask for your passport.
7. We sometimes go out at night.
8. We occasionally visit my grandparents at weekends.
9. We don't normally go to the beach on holiday.
10. Do you see your friends a lot?

VI. PREPOSITION OF POSITION OF MOVEMENT OF TIME AT - ON - IN

1. on --- on
2. at --- at
3. at --- in
4. in
5. at
6. in

7. on
8. on --- at
9. in --- in
10. in --- at

VII. FORMS OF YES/NO AND INFORMATION QUESTION

1. Does she stay there? Where does she stay?
2. Is she staying there? Where is she staying?
3. Will she stay there? Where will she stay?
4. Did they stay there? Where did she stay?
5. Did they stay there? Where did they stay?
6. Will they be staying there? Where will they be staying?
7. Should they stay there? Where should they stay?
8. Has he stayed there? Where has he stayed?
9. Is John there? Where is John?
10. Are Tom and Mary at home? Where are Tom and Mary?

VIII. THE SIMPLE PRESENT TENSE

1. wakes/washes/dresses/runs/wait/hear/go
2. washes
3. shines/wakes
4. don't know
5. watches/listens/goes
6. consists
7. draw

8. rises/appears
9. costs
10. sleep/get/study

IX. PRESENT PROGRESSIVE

1. don't belong
2. is coming don't want
3. flows
4. is flowing
5. does it ever snow
6. grow are growing
7. am learning is teaching
8. don't need
9. enjoy am not enjoying
10. don't believe him

X. SIMPLE PAST

1. Tom woke up early.
2. He walked to work.
3. He was late for work.
4. He had a sandwich for lunch.
5. He went out.
6. He slept very well.
7. He went to the movie.
8. He had breakfast
9. Tom went to the library.

10. Tom visited his mother.

XI. CONDITIONAL TYPE 1

1. have ... write
2. take ... lose
3. win ... get
4. rains... will get
5. don't hurry ... won't be
6. will go ... leave
7. make ... correct
8. think
9. don't go ... will scream
10. take... will be

XII. ADJECTIVES ENDING IN -ING AND ED

1. horrified
2. embarrassing
3. interested
4. exciting
5. terrifying
6. amazed
7. disgusting
8. embarrassed
9. boring
10. excited

XIII.COMPARISON – COMPARATIVE

1. larger
2. thinner
3. more interested
4. quieter/more quieter
5. more crowded
6. earlier
7. more often
- 8 .more expensive
9. nearer
10. more serious

XIV. COMPARISON – SUPERLATIVE

1. the cheapest
2. the happiest
3. the most intelligent
4. the most valuable
5. the richest
6. the oldest
7. the best
8. the worst
9. the most
10. the funniest

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