

Liên Khê

ANH VĂN PHẬT PHÁP
Quyển 2: Trung Cấp
ENGLISH FOR BUDDHISM
Book 2: Intermediate



BAN GIÁO DỤC PHẬT GIÁO TRUNG ƯƠNG

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GIÁO TRÌNH TRUNG CẤP PHẬT HỌC

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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, Tăng đoàn và một số bài pháp thoại ngắn. Bên cạnh ấy, 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 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 cao hơn.

Bộ sách được biên soạn thành 3 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), 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 về 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, bộ giáo trình 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.

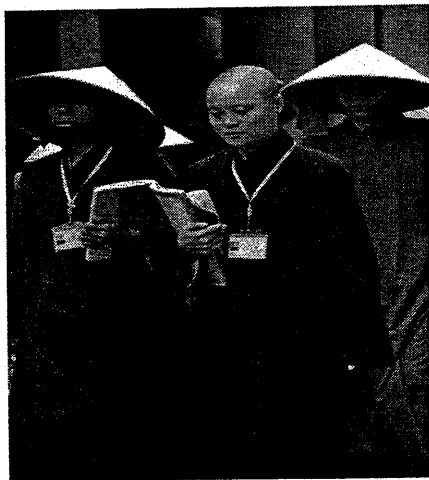
□ Cùng một số tài liệu bản ngữ khác được đề cập ở mục sách tham khảo.

Do đây là lần đầu tiên giáo trình Anh ngữ Phật pháp chuyên biệt dành cho các trường Trung cấp Phật học được biên soạn; vì vậy, sự 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

Part A
BUDDHIST READINGS
in ENGLISH

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



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A. 01 THE BUDDHA: THE GREAT RENUNCIATION



READING

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

Leaving the palace (Rời khỏi hoàng cung).

The king said to Siddhartha, "I am growing old and am no longer able to rule the kingdom alone. It is time for you to rule".

Đây là lúc vua
thay太子 vị...

Siddhartha said, "I shall ^{se' say say lan nhivay} gladly do so, if you can promise me three things — that I would never become old, that I would never get sick, and that I would never die. If you cannot fulfill these wishes, then let me go".

(v) thực hiện, hoàn thành

The king knew that he could not make such promises. ^{Nhưng} Still he could not bear to part with his son; ^(v) "Guard the gates ^{canh gác} day and night so the prince cannot ^{(v) trốn} escape," he ordered the guards. But this did not make the prince change his mind about seeking the truth. ^{chân lý}

biên giới
góc cửa

One night, Siddhartha ^{(adv) lặng lẽ (v) bí} quietly entered ^{buồng} the chamber where Yasodhara and Rahula were sleeping. He wanted to have one last look at his wife and son. He did not wake them up for fear that Yasodhara would try to persuade him to stay. With ^{cum adj - n} great sadness, he left the room. His decision ⁽ⁿ⁾ to leave the palace did not mean that he did not love his wife and son; it meant that his love for the beings in the world was greater. ^{lời hứa} ^{ty of Ngai đv c/s trên TG}

^{Trong màn đêm tĩnh lặng} In the still of night, Siddhartha and Channa quietly slipped away from the palace, riding ^{Nghĩa kiến trúc} Kanthaka. The palace guards had fallen asleep. Kanthaka jumped over the city wall, carrying Siddhartha and Channa on his back. Once out of the city, Siddhartha stopped ^(v) for a last look at Kapilavatthu, the place he had spent so many happy years, now bathed in moonlight. His decision had been made.

Sau khi
ra khỏi thành

thần minh

OKHT

WORDS TO LEARN

renunciation (n) [rinˈʌnsi'eɪʃn]: sự từ bỏ, xuất thế, sự xuất gia

great renunciation: đại sự xuất thế

renounce (v) [ri'naʊns]: bỏ; từ bỏ

renounce the world: xuất gia

rule (v) [ru:l]: cai trị, trị vì, thống trị

rule (n) phép tắc, quy tắc, nguyên tắc

glad (a) [glæd] gladly (adv) : vui lòng, sung sướng, vui mừng

promise (v) ['prɒmɪs]: hứa với ai, đảm bảo với ai, hẹn ước

promise (n): lời hứa, điều hứa, điều hẹn ước

fulfill (v) [ful'fɪl]: thực hiện, hoàn thành

wish (n) [wɪʃ]: sự ước mong, sự mong mỏi

wish (v): muốn, mong, hy vọng, ước gì

QUESTIONS

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

1. What did the king say to the prince Siddhartha?
2. What did the prince answer to the king then?
3. Did the king make promises about the prince's requests?

4. What did the king order the guards to do?
5. Did the prince change his mind about seeking the truth?
6. What did the prince decide to do finally?
7. How did he feel when he left the room?
8. Who left the palace with the prince?

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

PRACTICE

□ *Translate the following sentences into Vietnamese.*


1. I am growing old and am no longer able to rule the kingdom alone.
2. It is time for the prince to rule the country.
3. The king could not make the prince change his mind about seeking the truth.

□ *Translate the following sentences into English.*

1. Cuối cùng, thái tử quyết định xuất gia, đi tìm chân lý.
2. Quyết định rời bỏ vương thành đi tìm chân lý cho thấy tình thương của thái tử dành cho nhân loại lớn hơn tình thương đối với vợ và con của ngài.
3. Vua cha không thể hoàn thành những ước vọng của thái tử nên ngài quyết tâm xuất gia tìm đạo.

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A. 02 THE BUDDHA: THE QUEST**READING**

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

Searching for teachers (Tìm Thầy học đạo)
 Thầy Hằng

Gautama wandered along the Ganges River looking for spiritual teachers. Alara Kalama and Uddaka were considered to be the best teachers in meditation at that time

so Gautama went to study with them. First, he studied under Uddaka, then under Alara Kalama. Very soon he had learnt all they had to teach, but he had not learnt to end suffering. He said to himself, "*I must find the truth on my own*".

Six years of hardship

With his five companions, Gautama went to a forest near the village of Uruvela. Here, several holy men were living in extreme poverty and tormenting themselves with severe exercises. They believed that if they put their bodies through torment they would understand the truth. Some slept on beds of nails. Some stood on their heads. They all ate so little they were just skin and bones. Gautama found a quiet spot on the banks of a near by river. There he practised the most severe hardship. He slept on a bed of thorns. He ate only one grain of wheat and one sesame seed a day. At times, he would eat nothing at all. His body wasted away until there was only a layer of thin skin covering his bones. Birds made nests in his matted hair and layers of dust covered his dried-up body. Gautama sat completely still, not even brushing away insects.

WORDS TO LEARN

search (v,n) [sɜ:tʃ]: tìm kiếm, sự tìm kiếm

search for s.t = look for: tìm kiếm cái gì

search for Truths: tìm chân lý

- teach (v): dạy, dạy học, dạy bảo, dạy dỗ
- spiritual(a) ['spɪrɪtʃʊəl]: thuộc về tâm linh
- spiritual* (n): tâm linh
- spiritual teacher: thầy giáo dạy tâm linh, bậc đạo sư
- wander (v) ['wʌndə(r) /'wɒn-]: đi lang thang
- learn (ir.v) [lɜ:n], learnt, learnt: học, học tập, nghiên cứu
- truth (n) [tru:θ]: sự thật, lẽ phải, chân lý
- find (ir.v,n) [faɪnd], found, found: tìm thấy, tìm ra cái gì, sự tìm thấy
- find the truth: tìm ra chân lý
- suffer (v) ['sʌfə(r)]: đau đớn, đau khổ
- suffering (a,n) ['sʌfərɪŋ]: đau đớn, sự đau khổ
- companion (n) [kəm'pænjən]: bạn, bạn đồng tu (những người đi chung đường hay có chung chí hướng)
- hardship (n) ['hɑ:dʃɪp /'hɑ:ɪ-]: sự gian khổ, khổ hạnh
- poverty (n) ['pɒvə(r)tɪ /'pɒ-]: cảnh nghèo nàn, cảnh bần cùng
- live in extreme poverty: sống khổ hạnh
- torment (v,n) [tɔr'ment /tɔ:ɪ-]: làm đau khổ, giày vò
- torment oneself with s.t: tự làm tôn thương hoặc tự hành xác bằng / với cái gì

QUESTIONS

Answer the following questions with information from the text.

1. What did Gautama look for when he wandered along the Ganges River?
2. Who did he meet?
3. Who were Alara Kalama and Uddaka?
4. Did Gautama learn meditation from these two men?
5. Did Gautama learn how to end suffering from the new teachers?
6. Where did Gautama and five companions go to?
7. How did they live there?
8. What did they believe?
9. What did Gautama practise at that time?
10. How did he look like?

Practice answering those questions with a partner, book closed.

PRACTICE

- Translate the following sentences into Vietnamese.*
1. Alara Kalama and Uddaka were considered to be the best teachers in meditation at that time.

2. Gautama searched for spiritual teachers in areas along the Ganges River.

3. He looked for the ways to end suffering.

□ *Translate* the following sentences into English:

1. Sau khi rời khỏi hoàng cung, thái tử đi tìm thầy học đạo.

2. Sa môn Gautama quyết định tự mình tìm ra chân lý.

3. Ngài cùng các người bạn đồng tu thực hành lối sống khổ hạnh và ép xác.

(111)

A. 03 THE BUDDHA: ENLIGHTENMENT (I)



READING

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

The song of the lute

One evening, a group of young girls on their way home passed by Gautama who was sitting in meditation. They were playing the lute, a musical instrument, and singing. He thought, *“When the string of the lute is loose, its sound won’t carry. When the string is too tight, it breaks. When the strings are neither too loose nor too*

tight, the music is beautiful. A loose string means a life of pleasure. A tight string means a life of self-torture. I'm pulling my strings too tightly. I cannot find the Way of Truth living a life of luxury or with my body so weak".

Thus, he decided to give up self-torture.

khô hơh

Sujata

Soon after, while bathing in the river, Gautama was so weak that he fainted and fell. Sujata, a young village girl who lived by the river, saw him and brought him a bowl of rice and milk. "Eat this," she said. "It will give you strength." Gautama smiled, "If you had not given me food, I would have died without finding the true way to happiness." After the meal, he immediately felt stronger and continued his meditation.

When his five companions saw him eat, they were disgusted and said, "Gautama has gone back to an easy life." With that, they left him.

Gautama remembered meditating under the rose apple tree when he was a child: "I shall meditate as I did before. Perhaps that is the way to become enlightened." From then on, he began to eat daily. Once again, his golden skin glowed with health.

The long struggle

Still seeking a way to understand the truth of life, Gautama set out for Buddhagaya (near Gaya in modern

Bihar). Near a grove, he found a huge tree. A young grass cutter walked by and offered him a bundle of grass. He made a seat of the grass at the foot of the Bodhi tree. Then he walked around the tree three times and sat down facing east.

Silently Gautama vowed, “*Even if my flesh and blood were to dry up, leaving only skin and bones, I will not leave this place until I find a way to end all sorrow.*” He sat under the Bodhi tree. He was determined to discover the source of all pain and suffering in the world.

WORDS TO LEARN

lute (n) [lu:t]: đàn luyt, đàn tỳ bà

string (n) [strɪŋ]: dây đàn

loose (a) [lu:s]: lỏng, không chặt, chùng

tight (a) [taɪt]: căng, căng thẳng

tightly (adv)

break (ir.v) [breɪk], broke [brəʊk], broken ['brəʊkən]:
gãy, đứt, vỡ

break (n)

torture (v) ['tɔ:rtʃə(r) /'tɔ:-]: tra tấn, tra khảo, sự tra
tấn, sự tra khảo

self-torture: tự hành xác

decide (v) [dɪ'saɪd]: quyết định

to decide to do something: quyết định làm cái gì

to decide against doing something: quyết định không làm cái gì

decision (n) [dɪ'sɪʒn]: sự quyết định

give up (v): từ bỏ

immediate (a) [ɪ'mɪːdɪət]: lập tức, tức thì

immediately (adv)

sit (ir.v) [sɪt], sat, sat [sæt]: ngồi

seat (n) [si:t]: ghế; vé chỗ ngồi, chỗ ngồi

bodhi tree (n): cây bồ đề

offer (v) ['ɔfər, 'ɑ- /'ɒ-]: biếu, tặng, dâng, hiến, cúng dường

discover (v) [dɪ'skʌvə]: khám phá ra, tìm ra

discovery (n) [dɪ'skʌvərɪ]: sự khám phá ra, sự tìm ra, sự phát hiện ra

struggle (v,n) ['strʌɡl]: đấu tranh, sự đấu tranh, cuộc đấu tranh

vow (v,n) [vaʊ]: thề, nguyện, lời thề, lời nguyện

QUESTIONS

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

1. What were the young girls doing when passing by Gautama on their way home?

2. What did Gautama think when he heard the song of the lute?

3. What did he realize?

4. What did he decide to do then?

5. What did he do after giving up self-torture?

6. Who gave him a bowl of rice and milk?

7. What did he do immediately after the meal?

8. Where did Gautama sit for meditation?

9. What did he vow?

10. What happens if he can't find a way to end all sorrow?

Practice answering those questions with a partner, book closed.

PRACTICE

Translate the following sentences into Vietnamese

1. People cannot find the Way of Truth when they live a life of luxury.

2. When the strings of the lute are neither too loose nor too tight, the music is beautiful.

3. Gautama walked around the Bodhi three times and sat down facing east.

Translate the following sentences into English.

1. Nàng thôn nữ Sujata đã cúng dường Sa môn Gautama bát cháo sữa.

2. Nếu ta không tìm ra con đường chấm dứt khổ đau thì ta sẽ không rời khỏi nơi này.

3. Ngài quyết định từ bỏ đời sống khổ hạnh và thực tập thiền định để tìm ra chân lý.

A. 04 THE BUDDHA: ENLIGHTENMENT (II)

Victory at last

During this struggle that happened in his mind, Gautama was able to see things as they truly were. Now he had finally found the answer to suffering: *“The cause of suffering is greed, selfishness and stupidity. If people get rid of these, they will be happy.”*

Mara visited Gautama one last time, still trying to confuse him. He asked Gautama, *“How can you prove that you are worthy to become an enlightened one? What are your virtuous deeds? Who is your witness?”*

Calmly the seated Gautama touched the earth with his right hand. The Earth thundered, *“I am his witness!”* Defeated, Mara fled.

During a full-moon night in May, Gautama went into deep meditation. As the morning star appeared in the eastern sky, he became an enlightened one, a Buddha. He was no longer Siddhartha Gautama the prince. He looked the same, yet one could see about him the signs of a Perfect One. His body glowed with golden light and emitted the

colours of the rainbow. The heavens rained down perfumed blossoms and the earth trembled.

He was thirty-five years old. From now on, he would be known as the Buddha, the Enlightened One. He realized that all beings could do what he had done. He exclaimed, "How wonderful! All beings can become Buddhas".



Under the Bodhi Tree

The Buddha remained in deep meditation below the tree because he was free at last. Then he stood up and gazed at the tree in gratitude, to thank it for having given him shelter. From then on the tree was known as the Bodhi tree, the tree of Enlightenment.

WORDS TO LEARN

victory (n) ['vɪktərɪ]: sự chiến thắng, thắng lợi

victorious (a) [vɪk'tɔ:riəs]

cause (n) [kɔ:z]: nguyên nhân, nguyên do, căn nguyên

cause and effect: nguyên nhân và kết quả

Buddhist theory of cause and effect: lý nhân quả của Phật giáo

greed = lust (n) [grɪ:d]: tính tham lam, tham lam

greedy (a)

selfishness (n) ['selfɪʃnɪs]: tính ích kỷ, sự ích kỷ

selfish (a)

stupidity (n) [stu:'pɪdətɪ/-tju-] = ignorance
 ['ɪgnərəns]: (n) sự ngu dại, sự ngu dốt, si

stupid (a) = ignorant (a)

greed, hatred, ignorance: tam độc, tham sân si

get rid of (v) = terminate (v) ['tɜ:mɪneɪt /tɜ:m-]: chấm dứt, từ bỏ

enlighten (v) [ɪn'laɪtn]: giác ngộ

enlightened (a), enlightening (a)

enlightenment (n) [ɪn'laɪtnmənt]: sự giác ngộ

perfect (a) ['pɜ:rfɪkt /'pɜ:-]: hoàn hảo

a perfect one = an enlightened one: bậc giác ngộ, bậc thanh tịnh

virtuous (a) ['vɜrtʃʊəs /'vɜ:-]: có đức, có đạo đức

deed (n) [di:d]: việc làm, hành động, hành vi, nghiệp

a good deed: hành động tốt, việc làm tốt, nghiệp thiện, nghiệp lành

a bad deed: nghiệp bất thiện, nghiệp ác

exclaim (v) [ɪk'skleɪm]: kêu lên, la lên

QUESTIONS

• Answer the following questions with information from the text.

1. What did Gautama see when he was meditating?
2. What is the cause of suffering?
3. What do people have to get rid of if they want to have true happiness?
4. What did Mara try to do when visiting Gautama?
5. Who is the witness for enlightenment of the Buddha?
6. When did Gautama become enlightened?
7. What does "Buddha" mean?
8. What did he realize when he enlightened?

9. How old was he when he became Buddha?

10. What is the name of the tree under which the Buddha sat for meditation?

Practice answering those questions with a partner, book closed.

PRACTICE

Translate the following sentences into Vietnamese.


1. The Buddhas see things as they truly are.
2. If people remove lust, hatred and ignorance, they will be happy.
3. He realizes that all beings have Buddha nature.

Translate the following sentences into English.

1. Tham sân si là nguồn gốc của khổ đau.
2. Lúc sao Mai vừa mọc, Ngài chứng đạo và trở thành bậc giác ngộ.
3. Tất cả chúng sanh đều có khả năng thành Phật.

A. 05 THE FIRST NOBLE TRUTH: Suffering (Dukkha)

READING

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

The Buddha's discovery of the solution to the problem of suffering began with the recognition that life is suffering. This is the first of the Four Noble Truths. If people examine their own experiences or look at the world around them, they will see that life is full of suffering or unhappiness. Suffering may be physical or mental.

Physical suffering

Physical suffering takes many forms. People must have observed at one time or another, how their aged relatives suffer. Most of them suffer aches and pains in their joints and many find it hard to move about by themselves. With advancing age, the elderly find life difficult because they cannot see, hear or eat properly. The pain of disease, which strikes young and old alike, can be unbearable. The pain of death brings much

suffering. Even the moment of birth gives pain, both to the mother and the child who is born.

The truth is that the suffering of birth, old age, sickness and death are unavoidable. Some fortunate people may now be enjoying happy and carefree lives, but it is only a matter of time before they too will experience suffering. What is worse, nobody else can share this suffering with the one that suffers. For example, a man may be very concerned that his mother is growing old. Yet he cannot take her place and suffer the pains of aging on her behalf. Also, if a boy falls very ill, his mother cannot experience the discomfort of his illness for him. Finally, neither mother nor son can help each other when the moment of death comes.

Mental suffering

Besides physical suffering, there are also various forms of mental suffering. People feel sad, lonely or depressed when they lose someone they love through separation or death. They become irritated or uncomfortable when they are forced to be in the company of those whom they dislike or those who are unpleasant. People also suffer when they are unable to satisfy their needs and wants. Teenagers, for example, feel frustrated and angry if their parents refuse to let them go to a late-night party or spend large sums of money on expensive fashionable clothing or

toys. Adults, on the other hand, may be unhappy if they are unable to gain wealth, power or fame.

Other types of suffering

Natural disasters, such as earthquakes, floods or famine, can cause a lot of suffering to people. People also have to face hardship caused by war and social injustice.

These problems are unwanted. People try their best to avoid them and to be free from them.

WORDS TO LEARN

suffer (v) ['sʌfə(r)]: chịu đựng, đau, đau đớn, đau khổ

suffering (a,n) ['sʌfərɪŋ]: đau đớn, đau khổ, sự đau đớn, sự đau khổ, Khổ Đế

physical (a) ['fɪzɪkəl]: (thuộc) vật chất, (thuộc) thân thể, (thuộc) cơ thể, của thân thể

physical suffering (n): nỗi đau thể chất

mental (a) ['mentl]: (thuộc) tâm thần, (thuộc) tinh thần

mental suffering (n): nỗi đau thuộc về tinh thần

noble (a) ['nəʊbl]: cao quý, cao thượng, thánh thiện

The First Noble Truth: Thánh Đế Thứ Nhất

The Four Noble Truths: Tứ Thánh Đế, Tứ Diệu Đế

solution (n) [sə'lu:ʃn]: giải pháp, cách giải quyết

solution to s.t: giải pháp cho cái gì

recognize (v) ['rekəgnaɪz]: công nhận, thừa nhận, chấp nhận

recognition (n) [rekəg'nɪʃn]: sự công nhận, sự thừa nhận, sự nhận ra

carefree (a) ['keəfri:]: vô tư, thanh thoi

relative (n) ['relətɪv]: bà con thân thuộc

a remote relative: người bà con xa

earthquake (n) ['ə:θkweɪk]: sự động đất, trận động đất

injustice (n) [ɪn'dʒʌstɪs]: sự bất công, việc bất công

frustrate (v) ['frʌstreɪt /frʌ'streɪt]: làm thất vọng, làm vỡ mộng

frustrated (a) ['frʌstreɪtɪd /frʌ'streɪtɪd]: nản lòng, nản chí

avoid (v) [ə'vɔɪd]: tránh, tránh xa

avoidable (a) [ə'vɔɪdəbl]: có thể tránh được

unavoidable (a) [ʌnə'vɔɪdəbl]: không thể tránh được

QUESTIONS

• Answer the following questions with information from the text.

1. What does the Buddha recognize about the life of human beings?
2. What is the first of the Four Noble Truths?
3. What do old people suffer?

4. Does the elderly find life difficult?
5. Does the child suffer when he / she is born?
6. How do people feel when they lose someone they love through separation or death?
7. What do people feel when they are forced to be in the company of those whom they dislike?
8. Can the suffering of birth, old age, sickness and death be avoidable?
9. Can people share their suffering with other?
10. What do people do when they have problems which are unwanted?

Practice answering those questions with a partner, book closed.

PRACTICE

- Translate the following sentences into Vietnamese.*
1. People have to suffer from natural disasters.
 2. People often feel frustrated and angry when they face unwanted problems.
 3. At the moment of death, no one can share fear and pains with you.

Translate the following sentences into English.

1. Sanh, lão, bệnh, tử là điều không ai có thể tránh khỏi.
2. Khổ Đế là chân lý đầu tiên trong Tứ Diệu Đế.
3. Tứ Thánh Đế là một trong những bài pháp quan trọng trong Phật giáo.

A.06 THE SECOND NOBLE TRUTH AND THE THIRD NOBLE TRUTH

READING

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

The Second Noble Truth: The cause of suffering

The cause of suffering is thirst which leads to rebirth, accompanied by passionate greed.

The Buddha said: *“now this, bhikkhus, is noble truth of origin of suffering: it is this craving which leads to renewed existence, accompanied by delight and lust, seeking delight here and there; that is craving for sensual pleasures, craving for existence, craving for extermination.”*¹

People want all kinds of things and want to keep them forever. However, greed is endless, like a bottomless pit that can never be filled. The more you want, the more unhappy life is. Thus, our limitless wants and desires are the cause of our suffering.

¹ Bhikkhu Bodhi (Tr.), *The Connected Discourse of the Buddha, Samyutta Nikaya*, V. 420

Many children who have had a taste for chocolate will keep asking for more. When they do not get it, they will feel upset or even angry. Although they know that eating too much chocolate may cause them to have a bad stomach or toothache, they still want more.

The things we want most can cause us the most suffering.

The Third Noble Truth: The end of suffering

To end suffering, selfish desire must be removed. Just as a fire dies when no fuel is added, so unhappiness will end when the fuel of selfish desire is removed. When selfish desire is completely removed, there will be no more suffering. Our mind will be in a state of perfect peace. We shall be happy always. Buddhists call the state in which all suffering is ended Nirvana. It is an everlasting state of great joy and peace. It is the greatest happiness in life.

WORDS TO LEARN

taste (v,n) [teɪst]: nếm, vị giác sự thưởng thức

to have a taste for s.t: thích cái gì

to get a taste of s.t: nếm trải cái gì

upset (v) [ʌp'set]: làm rối tung, làm xáo trộn

upset (a,n): buồn bực, bức bối, buồn bã

crave for s.t (v) [kreɪv]: tham dục, khát vọng dục lạc

craving (n) = thirst: khát ái, ái dục, tham ái (khát khao xuất phát từ sự tham lam và sự ích kỷ muốn chiếm giữ cho riêng mình).

desire (v,n) [dɪ'zaɪə]: thèm muốn, mong muốn, sự thèm muốn, sự mong muốn, sự ao ước, sự khát khao, ái dục

to desire to do something: mong muốn làm việc gì

end (v,n) [end]: kết thúc, chấm dứt, sự kết thúc

endless (a) ['endlɪs]: vô tận, vĩnh viễn, không bao giờ hết

accompany (v) [ə'kʌmpəni]: đi kèm với, đi cùng với, câu hữu với

bottom (n) ['bɒtəm]: đáy

bottomless (a) ['bɒtəmlɪs]: không có đáy

want (v,n) [wʌnt / wɒnt]: cần, muốn, sự cần, sự cần thiết

limit (v, n) ['lɪmɪt]: giới hạn, hạn độ

limitless (a) ['lɪmɪtlɪs]: vô hạn

toothache (n) ['tu:θeɪk]: đau răng

cause (v,n) [kɔ:z]: gây ra, gây nên, nguyên nhân, nguyên do, căn nguyên

joy (v, n) [dʒɔɪ]: vui sướng, sự vui mừng, sự hân hoan, hỷ lạc

joyful (a) ['dʒɔɪfʊl]: vui sướng

a joyful mind: tâm hỷ lạc, hỷ tâm (trạng thái an lạc của tâm thức do không còn tham ái ràng buộc)

peace (n) [pi:ʃs]: hoà bình, thái bình, sự an bình

peaceful (a) ['pi:ʃfʊl]: an bình

a peaceful mind: tâm an bình

QUESTIONS

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

1. What is the cause of suffering?
2. What do people normally want?
3. What does the greed look like?
4. How do people feel when they want too many things?
5. What happens when children have had a taste for chocolate?
6. What do people have to do when they want to end suffering?
7. What happens when selfish desire is completely removed?
8. When shall we be always happy?
9. What do Buddhists call the state in which all sufferings are removed?
10. What is Nirvana?

Practice answering those questions with a partner, book closed.

PRACTICE

Translate the following sentences into Vietnamese

2. The Buddha saw that craving is the cause of suffering.

3. Nirvana is an everlasting state of great joy and peace.

4. When selfish desire is completely removed, our mind will be in a state of perfect peace.

Translate the following sentences into English.

1. Tham ái là nguồn gốc của khổ đau.

2. Khi tham ái bị đoạn tận hoàn toàn, chúng sanh sẽ không còn đau khổ.

3. Niết Bàn là trạng thái hỷ lạc, vắng lặng, an bình thường hằng của tâm khi chúng sanh trừ sạch hết tất cả tham ái.

A.07 THE FOURTH NOBLE TRUTH:

B. Path Leading To The End Of Suffering (I)

READING

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

The way to end sufferings is to follow the ‘Noble Eightfold Path:’

1. Right Understanding means to have a correct understanding of oneself and the world. Although we may have our own view of the world, it may not always be right. If we understand things as they really are, we would be able to live a happier and more meaningful life. For example, students who understand that it is to their own benefit to learn would work hard to learn more and do better. When they do well, everyone will be *happy, including their parents and teachers*. The Buddha said: "*What is right view? Knowledge with regard to sufferings, knowledge with regard to the origination of sufferings, knowledge with*

regard to the cessation of sufferings, knowledge with regard to the way of practice leading to the cessation of sufferings. This is called right view".²

2. Right Thought means to think in the right way. Those who harbour thoughts of greed and anger will easily get into trouble. However, if we think correctly, we would end up doing the right things. For example, if students harbour the right thoughts, they will know that being lazy may make them fail in exams. This would mean spending another year doing the same things. So they would decide to work hard rather than be grumpy about school work. The Buddha defined this term as: "*And what is right resolve? Aspiring to renunciation, to freedom from ill will, to harmlessness. This is called right resolve.*"³

WORDS TO LEARN

right (a,n) [raɪt]: chơn chánh, tốt, đúng, phải, có lý, điều phải, điều thiện

correct (a,v) [kə'rekt]: chơn chánh, đúng, chính xác, sửa chữa đúng, hiệu chỉnh

view (v, n) [vjuː]: thấy, nhìn, xem, quan sát, sự thấy, quan điểm

² Bhikkhu Thanissaro (Tr)., *The Great Frames of Reference*, Digha Nikaya (N. 22).

³ Bhikkhu Thanissaro (Tr)., *The Great Frames of Reference*, Digha Nikaya (N. 22).

right understanding (n) = right view: chánh kiến

benefit (v,n) ['benɪfɪt]: giúp ích cho, làm lợi cho, lợi, lợi ích

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

thought (n) [θɔ:t]: sự suy nghĩ, sự ngẫm nghĩ

Right thought (n) = right resolve (n): chánh tư duy

harbour (v,n) ['hɑ:bə(r) /'hɑ:b-]: chứa chấp, che giấu, nuôi dưỡng (ý nghĩ xấu..), nơi ẩn náu

trouble (v,n) ['trʌbl]: lo nghĩ, lo lắng, điều lo lắng, điều phiền muộn

to get into trouble: gặp chuyện không hay phải lo nghĩ

grumpy (a) ['grʌmpi]: gắt gỏng; cộc cằn

end (v): chấm dứt, kết thúc

end (n): sự chấm dứt, sự kết thúc

at the end of s.th: hết, không còn cái gì

end up (v) [end]: đạt đến, dẫn đến, đưa đến một hành động, một trạng thái hay một nơi

QUESTIONS

- Answer the following questions with information from the text.

1. What is the way to end suffering?
2. What does right understanding mean?
3. *Is our own view of the world always correct?*
4. What happens if we understand things as they really are?
5. What happens if students understand that learning is for their own benefit?
6. What did the Buddha say about right view?
7. What does right thought mean?
8. What happens for those who harbour thoughts of greed and anger?
9. How did the Buddha define the term “right thought”?
10. Does the term “right resolve” mean “right thought”?

Practice answering those questions with a partner, book closed.

PRACTICE

Translate the following sentences into Vietnamese.

1. Practising the ‘Noble Eightfold Path’ is the way to end sufferings.

2. Right view is the first factor of method leading to enlightenment.

3. Those who harbour right thoughts will get less trouble in their lives.

□ *Translate the following sentences into English.*


1. Thực tập Bát Chánh Đạo là cách để chấm dứt đau khổ.

2. Tỳ-kheo nên có chánh tư duy về ly dục và ly sân.

3. Chánh kiến giúp chúng ta hiểu đúng về chính mình và về các vấn đề xảy ra trong cuộc sống.

A. 08 THE FOURTH NOBLE TRUTH: The Path Leading To The End Of Suffering (II)

READING

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

3. Right Speech means to avoid lying, tale telling, gossiping, backbiting, idle talk and harsh words. Harsh words can wound more deeply than weapons, while gentle words can change the heart of a hardened criminal. This shows the effect on others in the way we speak. The Buddha said: *“Pleasant speech is as sweet as honey; truthful speech is beautiful like a flower; and wrong speech is unwholesome like filth”*. Therefore, we should speak words that are truthful, meaningful and with good will.

4. Right Action means not to harm or destroy any life, not to steal and not to use sex in a harmful way.

5. Right Livelihood means not to live on work that would in any way bring harm to living beings. Buddhists are discouraged from engaging in the following five kinds of livelihood: trading people, weapons, animals for

slaughter, intoxicating drinks and drugs. The Buddha said:
“Do not earn your living by harming others. Do not seek happiness by making others unhappy.”

WORDS TO LEARN

Right Speech (n): chánh ngữ

tale (n) [teɪl]: chuyện bịa đặt

to tell tales: mách lẻo

backbite (ir.v) [bækbaɪt], backbit, backbitten: nói
 vụng, nói xấu sau lưng

idle (v,n) [ˈaɪdl]: vô ích, ăn không ngồi rồi, không làm
 việc gì

idle talk (n): nói chuyện phiếm, nói chuyện vô bổ

gentle [ˈdʒentl]: hiền lành, dịu dàng, hòa nhã, nhẹ nhàng

harsh words (n): lời nói khắc nghiệt

gentle words (n): lời nói hòa nhã, lời ái ngữ

truthful speech (n): lời nói chân thật

act (v) [ækt]: hành động, cư xử, đối xử

action (n) [ˈækʃn] = deed (n): hành động, hành vi, hoạt
 động, nghiệp

harm (v,n) [hɑ:m /hɑ:m]: làm hại, gây tai hại, làm tổn
 hại, tai hại, tổn hao, thiệt hại

harmful (a) ['hɑ:mfʊl]: gây tai hại, có hại

Right Action: Chánh nghiệp, làm lành

live (v) [lɪv]: sống, ở, trú tại

livelihood (n) ['laɪvliːhʊd]: cách sinh nhai, sinh kế,
phương kế sinh nhai

Right Livelihood: Chánh Mạng

discourage (v) [dɪ'skʌrɪdʒ]: làm mất hết can đảm,
làm chán nản

discourage from: can ngăn (ai làm việc gì)

slaughter (v,n) ['slɔ:tə(r) /'slɔ:-]: giết thịt, mổ thịt, tàn
sát, chém giết, sự giết thịt, sự mổ thịt (bò, lợn..).

intoxicate (v) [ɪn'tɒksɪkeɪt /-tɒk-]: làm say sưa

intoxicating (a) [ɪn'tɒksɪkeɪtɪŋ]: làm say

QUESTIONS

• Answer the following questions with information from the text.

1. What does right speech mean?
2. Can harsh words harm people?
3. What did the Buddha talk about the effect of speech?
4. Which words should we speak according to the Buddha?

5. What is the right action according to Buddhism?
6. Does Buddhism encourage people to do business on weapons?
7. What does right livelihood mean?
8. Are Buddhists encouraged to engage in trading people, and animals for slaughter?
9. What did the Buddha say about right livelihood?
10. Is it right for Buddhists to do business on intoxicating drinks and drugs?

□ *Practice answering those questions with a partner, book closed.*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. Harsh words can wound people deeply.
2. We should speak truthful, meaningful words.
3. Trading people, weapons, animals for slaughter, intoxicating drinks and drugs are not right livelihood.

□ *Translate the following sentences into English*

1. Đức Phật dạy chúng ta nên nói lời ái ngữ hằng ngày.
2. Chánh Nghiệp là một trong tám ngành của Bát Chánh Đạo.
3. Phật tử nên kiếm sống chơn chánh, không tổn hại những chúng sanh khác.

A.09 THE FOURTH NOBLE TRUTH:

The Path Leading To The End Of Suffering (III)

READING

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

6. Right Effort means to do our best to purify our minds or to change our own bad habits to become better, more honest, more mindful and wiser persons. Examples of this are to work hard at school and to drop bad habits such as laziness, quick temper, smoking and drugs. *Maha-Satipatthana Sutta* gives a definition for the meaning of this term:

“What is right effort? There is the case where a monk generates desire, endeavors, arouses persistence, upholds and exerts his intent for the sake of the non-arising of evil, unskillful qualities that have not yet arisen... for the sake of the abandoning of evil, unskillful qualities that have arisen... for the sake of the arising of skillful qualities that have not yet arisen... (and) for the maintenance, non-

confusion, increase, plenitude, development, and culmination of skillful qualities that have arisen. This is called right effort"⁴.

7. Right Mindfulness means to be always aware and attentive. We should always be aware of what we think, say and do. The Buddha said:

*"What is right mindfulness? There is the case where a monk remains focused on the body in and of itself - ardent, alert, and mindful - putting aside greed and distress with reference to the world. He remains focused on feelings in and of themselves... the mind in and of itself... mental qualities in and of themselves - ardent, alert, and mindful - putting aside greed and distress with reference to the world. This is called right mindfulness"*⁵.

WORDS TO LEARN

effort (n) ['efət]: sự cố gắng, sự ráng sức, tinh tấn

Right Effort: chánh tinh tấn

purify (v) ['pjʊrɪfaɪ /'pjʊər-]: làm sạch, lọc trong, làm cho thanh tịnh, thanh lọc

purification (n)

⁴ Bhikkhu Thanissaro (Tr.), *The Great Frames of Reference*, Digha Nikaya (N. 22).

⁵ Bhikkhu Thanissaro (Tr.), *The Great Frames of Reference*, Digha Nikaya (N. 22).

to purify the mind: thanh tịnh tâm, thanh lọc tâm, chuyên hóa tâm

generate (v) ['dʒenəreɪt]: phát, phát ra, khởi lên, sanh ra

endeavour (v,n) [ɪn'devə]: cố gắng, gắng sức, nỗ lực

persistence (n) [pər'sɪstəns /pə-]: tính kiên gan, tính bền bỉ, kiên trì

to arouse persistence: tinh tấn

uphold (v) [ʌp'həʊld]: giữ, giữ gìn, duy trì, giữ vững tinh thần, quyết tâm

exert (v) [ɪg'zɜ:t]: dùng, sử dụng (sức mạnh, ảnh hưởng..).

intent (n) [ɪn'tent]: ý định, mục đích

intention (n): tư

arise (ir.v) [ə'raɪz], arose, arisen: phát sinh do, sinh khởi

skillful (a) khéo léo, thiện xảo, tinh xảo

unskillful (a): không thiện xảo

skillful qualities : thiện pháp

unskillful qualities (n): bất thiện pháp

confusion (n) [-u:ʒn]: sự lộn xộn, sự hỗn độn, sự rối loạn

non-confusion (n): không hỗn độn, không băng hoại

plenitude (n) ['plɛnɪtuːd /-tjuːd]: sự đầy đủ, sự sung túc, viên mãn

increase (v,n) [ɪn'krɪːs]: tăng trưởng, sự tăng, sự tăng thêm

abandon (v) [ə'bændən]: từ bỏ, bỏ rơi, ruồng bỏ, trừ diệt

aware (a) [ə'weə]: biết, nhận thấy, nhận thức thấy

to be aware of s.t: nhận biết rõ ràng

attentive (a) [ə'tentɪv]: chăm chú, chú ý, lưu tâm

always aware and attentive: tỉnh giác

ardent (a) ['ɑːdənt]: hăng hái, sôi nổi, nhiệt tâm

alert (a,n) [ə'lɜːt]: tỉnh táo, cảnh giác, tỉnh giác

mindful (a) ['maɪndfʊl]: chánh niệm

mindfulness (n)

right mindfulness (n): chánh niệm

QUESTIONS

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

1. What does right effort mean?
2. What is the purpose to practise right effort?
3. What should a monk do with unskillful qualities that have not yet arisen?

4. What should a monk do with unskillful qualities that have arisen?

5. *What should a monk do with skillful qualities that have not yet arisen?*

6. What should a monk do with skillful qualities that have arisen?

7. What is the meaning of the term “Right Mindfulness”?

8. Should a nun always be aware of what she thinks, says and does?

9. What should a monk do with greed and distress with reference to the world?

10. How does a monk remain focused on the body in and of itself?

Practice answering those questions with a partner, book closed

PRACTICE

Translate the following sentences into Vietnamese.

1. Right Effort is one of important factor on the process leading to the final goal of liberation.

2. Practising mindfulness helps us to have a happier and more peacefull life.

3. As a monk and a nun, they should maintain and develop the skillful qualities that have arisen.

□ *Translate the following sentences into English*

1. Vị Tỳ-kheo nên sống chánh niệm, tinh giác để chế ngự tham ưu ở đời.

2. Người xuất gia nên an trú và phát triển các thiện pháp đã sanh khởi.

3. Đối với các bất thiện pháp đã sanh khởi, đệ tử Phật nên nỗ lực, tinh tấn, quyết tâm trừ diệt chúng.

A. 10 THE FOURTH NOBLE TRUTH: The Path Leading To The End Of Suffering (IV)

8. Right Concentration means to keep the mind steady and calm in order to see clearly the true nature of things. This type of mental practice can make us become more understanding, more mindful, calmer and happier persons. The Buddha said:

"And what is right concentration? There is the case where a monk - quite withdrawn from sensuality, withdrawn from unskillful (mental) qualities - enters and remains in the first jhana: rapture and pleasure born from withdrawal, accompanied by directed thought and evaluation. With the stilling of directed thought and evaluation, he enters and remains in the second jhana: rapture and pleasure born of composure, unification of awareness free from directed thought and evaluation -internal assurance. With the fading of rapture, he remains in equanimity, mindful and alert, physically sensitive of pleasure. He enters and remains in the third jhana, of which the Noble Ones declare, "Equanimous and mindful, he has a pleasurable abiding". With the abandoning of pleasure and pain - as with the

earlier disappearance of elation and distress - he enters and remains in the fourth jhana: purity of equanimity and mindfulness, neither pleasure nor pain. This is called right concentration."⁶

The Noble Eightfold Path can help us prevent problems or deal with any problems we may come across in our daily life in a more effective and correct way. If we follow it, we are on the way to less suffering and more happiness.

WORDS TO LEARN

distress (n) [dɪ'stɪs]: nỗi đau buồn, nỗi đau khổ, nỗi đau đớn

withdrawn from s.t (v,a) [wɪð'drɔːn / wɪθ-]: rút, rút khỏi, thoát ly, thoát khỏi

withdrawal (n) [wɪð'drɔːl / wɪθ-]

directed thought (n): sự tìm cầu, suy lường, tầm (tư duy thô đối với sự lý)

evaluation (n) [ɪ,væljʊ'eɪʃn] = investigation (n)
[ɪnvestɪ'geɪʃn]: tứ (tâm sát hạch)

directed thought and evaluation (n) tâm và tứ

rapture (n) ['ræptʃə(r)]: sự sung sướng vô ngần, trạng thái mê ly

⁶ Bhikkhu Thanissaro (Tr)., *The Great Frames of Reference*, Digha Nikaya (N. 22).

rapture and pleasure: hỷ lạc

composure (n) [kəm'poudʒə]: sự bình tĩnh, sự điềm tĩnh

equanimity (n) [ekwə'nɪməti]: tâm bình thân, tâm tĩnh lặng, tâm xả, trạng thái hạnh phúc và bình thân của tâm do ly dục sanh (một trong tứ vô lượng tâm)

equanimous (a): bình thân, tĩnh lặng

QUESTIONS

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

1. What is the purpose when a monk keeps his mind steady and calm?
2. How does the right concentration help us when we practice it?
3. What happens when a monk enters and remains in the first jhana?
4. Is rapture and pleasure accompanied by directed thought and evaluation in the first jhana?
5. What is the second jhana?
6. What happens when a monk enters and remains in the third jhana?
7. Is a monk free from directed thought and evaluation when he enters in the third jhana?
8. What is the name of which the Noble Ones declare for the third jhana?

9. Is there pleasure and pain when a monk enters the fourth jhana?

10. How does “The Noble Eightfold Path” help us in our daily life if we practice it?

□ *Practice answering those questions with a partner, book closed.*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. If we practise “The Noble Eightfold Path”, we will have a life with less suffering and more happiness.

2. When a monk enters and remains in the first jhana, rapture and pleasure are born from withdrawal, accompanied by directed thought and evaluation.

3. There is no more pleasure or pain when a monk enters the fourth jhana.

□ *Translate the following sentences into English.*

1. Thực tập Bát Chánh Đạo rất lợi ích trong cuộc sống hằng ngày của chúng ta.

2. Chánh Niệm rất quan trọng đối với Tỳ-kheo và Tỳ-kheo ni.

3. Khi Tỳ-kheo chứng và an trú vào Thiên thứ hai, vị ấy có được hỷ lạc do định sanh, không Tầm, không Tứ.

A. 11 THE SANGHA: APPEARANCE (I)

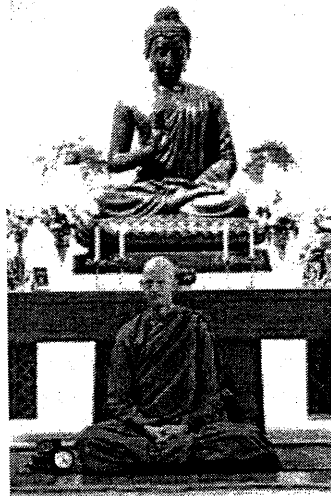
READING

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

Buddhist monks and nuns have left the family life to practise the Buddha's teachings. They usually own only a few things, such as robes, an alms bowl and a razor to shave their heads. They aim to give up the need for material possessions. They concentrate on their inner development and gain much understanding into the nature of things by leading a pure and simple life.

Shaven head

While most people want to have beautiful hair and spend lots of time and money on hairstyles, Buddhist monks and nuns shave their heads. They are no longer concerned with outward beauty, but with developing their inner beauty. Monks and nuns are easy to recognize with their shaven



heads. The time they would have spent on caring for their hair is spent on more important activities like meditating or chanting.

Alms bowl

Offering food to monks and nuns is a part of Buddhist practice. In Asia, it is not unusual to see monks walking towards the villages early in the morning carrying their alms bowls. They go from house to house until someone offers them food.



Since monks and nuns do not choose their food, they learn to be grateful for whatever they are given. This practice helps them not to be greedy. It also gives the laity an opportunity to practise giving. Going out to collect food is less common in some countries so the laity goes to the monastery to make offerings of food.

WORDS TO LEARN

appearance (n) [ə'pɪərəns]: bề ngoài, thể diện, dung mạo

alms bowl: bình bát khất thực

chant (v) [tʃɑ:nt]: cầu kinh, tụng kinh

meditate (v) ['medɪteɪt]: thiền định, hành thiền

meditative (a)

meditation (n)

offer (v) ['ɔfər /'ɑ- /'o-]: biếu, tặng, cúng dường

offering (n): sự cúng dường

grateful (a) ['greɪtʃʊl]: biết ơn

to be grateful to somebody for something: biết ơn ai về cái gì?

QUESTIONS

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

1. Have Buddhist monks and nuns left the family life?
2. What do they usually own?
3. What is the aim when monks and nuns own only a few things?
4. What do they concentrate on?
5. How do monks and nuns live?
6. Do Buddhist monks and nuns have to shave their heads?
7. Are monks and nuns easy to recognize?
8. Why do monks and nuns not allow choosing their food?
9. Is it unusual to see monks walking towards the villages early in the morning carrying their alms bowls in Asia?

10. How does the practice of getting foods from people help monks and nuns?

□ *Practice answering those questions with a partner, book closed.*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. With a pure and simple life, Buddhist nuns have more time to develop their inner peace and wisdom.

2. Going out to collect food from people is a part of daily activities of monks and nuns.

3. Buddhist nuns are no longer concerned with outward beauty but they develop their inner beauty.

□ *Translate the following sentences into English*

1. Người xuất gia có cuộc sống rất thanh tịnh và đạm bạc.

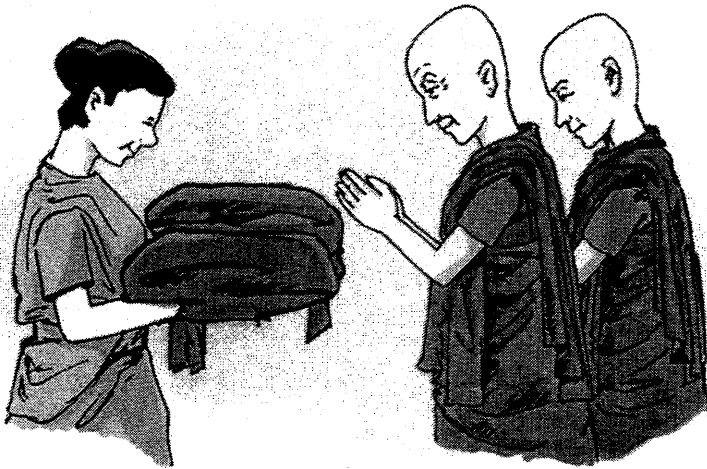
2. Tỳ-kheo và Tỳ-kheo ni là những người đã từ bỏ cuộc sống gia đình, tu tập theo lời Phật dạy.

4. Tu sĩ Phật giáo thường đi khất thực vào mỗi buổi sáng

A.12 THE SANGHA: APPEARANCE (II)

Sangha Uniform

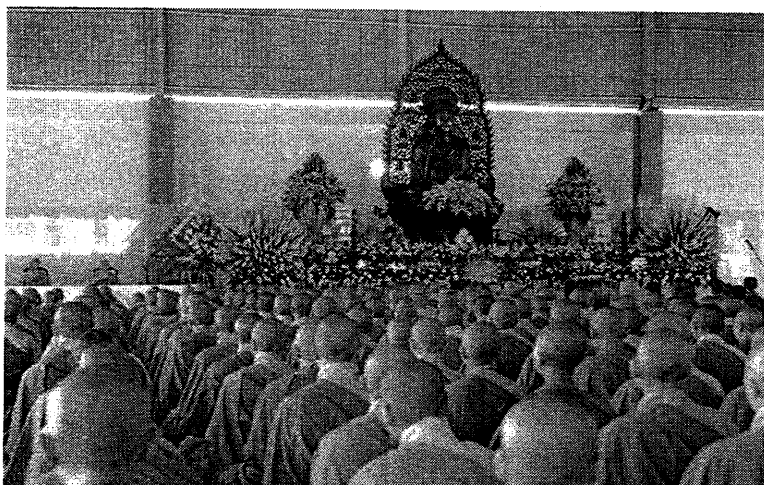
In the beginning, monks and nuns had only three robes. When Buddhism spreaded to colder countries like China and Japan, they needed to wear more layers of clothes to keep warm. Their robes are simple and made from cotton or linen.



The colour of the robe normally depends on the country and the Buddhist tradition that is followed there. For instance, in Sri Lanka and Thailand, yellow or brown robes are worn mostly, while black is worn in Japan. In China and Korea, grey and brown robes are worn for work.

More elaborate robes are used for ceremonies. Dark red robes are worn in Tibet.

In Vietnam, monks and nuns often wear yellow, brown or gray robes depending on their traditions: Mahayana or



Theravada Buddhism. Mahayana monks and nuns normally wear brown or gray robes for daily life and wear yellow robes for chanting, meditating or official ceremonies at monasteries.

Robes and alms bowls are very important for monks and nuns. The Buddha said, *“Just as a bird takes its wings with it wherever it flies, so the monks and nuns take their robes and bowls with them wherever they go. They are content with robes to cover their body and an alms bowl to hold their food”*.

WORDS TO LEARN

clothing (n): trang phục

Buddhist clothing: pháp phục Phật giáo

robe (n) [rəʊb]: áo choàng, y áo

yellow robe (n) = Buddhist robe: y áo tu sĩ Phật giáo

Theravada Buddhism: Phật giáo Nguyên Thủy

Mahayana Buddhism: Đại thừa Phật giáo, Phật giáo
phát triển

ceremony (n) ['serɪməni]: nghi thức, nghi lễ

official (a) [ə'fi:ʃl]: trình trọng, theo nghi thức

monastery (n) ['mɒnəstəri /'mʌnəstri]: tu viện, tự viện

spread (v,n) [spred]: truyền đi, lan đi, bay đi

wear (v,n) [wer /weə]: mang, đeo; mặc, sự mang; sự
dùng; sự mặc

depend on (v) [dɪ'pend]: phụ thuộc, tùy thuộc

tradition (n) [trə'di:ʃn]: truyền thống

Buddhist tradition (n): truyền thống Phật giáo

follow (v) ['fɒləʊ /'fɒl-]: đi theo, đi theo sau

follower (n) ['fɒləʊə(r) /'fɒl-]: môn đệ, môn đồ

Buddhist follower (n): tín đồ Phật giáo

content (a) ['kɒntent]: bằng lòng, vừa lòng, hài lòng

to be content with something: vừa lòng cái gì

QUESTIONS

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

1. How many robes do monks and nuns own at the beginning?
2. Where did they need to wear more layers of clothes to keep warm?
3. Are their robes simple?
4. Which colour of robes do monks mostly wear in Sri Lanka and Thailand?
5. Which colour of robes do they mostly wear for work in China?
6. Which colour of robes do they often wear in Tibet?
7. Are robes and alms bowls important for monks and nuns?
8. Which colour of uniform do Mahayana monks and nuns wear in their daily life?
9. Which colour of uniform do Mahayana monks wear for chanting and ceremonies?
10. *What did the Buddha talk about robes and alms bowl for the Sangha?*

Practice answering those questions with a partner, book closed.

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. *Three Robes and an alms bowl are important things for Buddhist monks and nuns.*

2. *Meditation and chanting are very important for monks and nuns.*

3. *Monks and nuns are content with simple robes to cover their body.*

□ *Translate the following sentences into English.*

1. Pháp phục của tu sĩ Phật giáo rất giản dị.

2. Lúc đầu, 1 vị Tỳ-kheo chỉ có 3 y áo, 1 bình bát và dao cạo râu.

3. Ở Việt Nam, quý thầy cô thường mặc pháp phục màu nâu hoặc lam trong sinh hoạt hằng ngày.

A. 13 THE DAILY LIFE OF MONKS AND NUNS IN MONASTERIES

READING

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

A day in a monastery

In the daily life of work and religious practice, the monks and nuns conduct themselves properly and with discipline. Each day begins early for monks and nuns. Long before the sun rises, they attend morning ceremonies and recite parts of the Buddha's teachings. Later on, there may be a period of meditation and study.





Members of the Sangha have many responsibilities to fulfill, despite leading simple lives. They work very hard and are happy with the work they do. During the day, they go about teaching the Dharma, practice meditation, chanting, study the Sutras. They also write Buddhist books and make Buddhist magazines. They take care of the temple and gardens. They prepare for ceremonies. They give advice to the laity. They help with community projects and care for the elderly and the sick.

There are more chanting and meditation sessions in the evenings. Monks and nuns may give talks on the teachings of the Buddha. They choose not to take evening meals, but use the time instead for study or meditation.

Miss. Dieu Van, from Quang Tri province, lives in a monastery in Dalat city. She is sixteen years old and a novice nun who has taken the first ten precepts of the Sangha. She is training to become a bhikkhuni. She talks about her daily life:

“At first it was hard to get up early and sit in meditation, but now I am used to it. I am much healthier than I was before! We have a school right here at our monastery. We study the same subjects as other schools do. We are also taught how to be a good and mindful person as the Buddha and his noble disciples. I am a novice, which means that I am in training to become a nun. I don’t need to decide until I am twenty. There are several novices here. We’re not expected to do everything that the nuns do, but we do our best. After school, we help with the temple duties. I really like gardening! Many people ask me if we novices ever have any fun. Yes, we do! We are very good friends and enjoy sharing Dharma talks and studying together. We go on walks and picnics and sing Buddhist songs. The nuns are always thinking of fun things for us to do. We also get to see our families who can live here or just come to visit.”

WORDS TO LEARN

novice (n) [ˈnɒvɪs /ˈnɒ-]: tín đồ mới, người mới tu, người tập sự, chú tiểu

- nun (n) [nʌn]: Tỳ-kheo ni
- monk (n) [mʌŋk]: Tỳ-kheo
- a novice monk (Sramanera): Sa-di
- a novice nun (Sramanerika): Sa-di ni
- discipline (n) ['dɪsɪplɪn]: kỷ luật, luật lệ
- monastic discipline (n): quy củ thiền môn
- conduct (v,n) [kən'dʌkt]: quản lý, thực hiện
- precept (n) ['prɪːsept]: giới luật, giới cấm
- to take bhikkhuni precepts: lãnh thọ giới Tỳ-kheo ni
- to take ten precepts: lãnh thọ 10 giới Sa-di hoặc Sa-di ni
- expect (v) [ɪk'spekt]: hy vọng, kỳ vọng, mong chờ
- expectation (n) [ekspek'teɪʃn]: sự mong chờ, sự chờ đợi, sự ngóng chờ, sự trông mong
- duty (n) ['djuːtɪ]: nghĩa vụ, nhiệm vụ
- temple duties = monastic duties (n): trách nhiệm, nghĩa vụ trong thiền môn
- dharma talks (n): pháp đàm, pháp thoại
- to share Dharma talks: chia sẻ pháp đàm
- disciple (n) [dɪ'saɪplɪ]: môn đồ, môn đệ, đệ tử
- a noble disciple: vị thánh đệ tử

QUESTIONS

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

1. How does a day begin for monks and nuns?
2. What do they do after morning chanting?
3. Do members of the Sangha have many responsibilities to fulfill?
4. How do they work and feel with the work they do?
5. Are there chanting and meditation sessions in the evening?
6. Do nuns choose to take evening meals?
7. Who is Dieu Van?
8. Who are novice nuns and monks?
9. Do novices have to do everything that the nuns do?
10. Do novices have any fun in monastic life?

□ *Practice answering those questions with a partner, book closed.*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. Although nuns have a simple life, they gain greater happiness from their practice.
2. Chanting and practicing meditation are the most important duties in monastic life.
3. Last year, I left the family life and became a novice nun.

□ *Translate the following sentences into English.*

1. Pháp An là một Sa-di, chú đã lãnh thọ 10 giới cấm năm ngoái.

2. Chúng tôi thường chia sẻ pháp đàm vào mỗi buổi chiều.

3. Chùa tôi có 7 vị Tỳ-kheo ni và 4 Sa-di-ni.

A.14 The First Five Disciples And The Founding Of Sangha

READING

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

The Buddha then went searching for the five companions who had abandoned him. He found them in the Deer Park near Benares. They thought the Buddha had given up the quest for Enlightenment when he accepted Sujata's offering of food. Therefore, when they saw him coming towards them now, they said: "*Here comes Gautama. Let's not talk to him*".

However, as the Buddha came near, a radiant light shone around him. His presence was so impressive that the five holy men forgot what they had agreed upon. All of them got up to meet him. One took his bowl while another prepared a seat for him. A basin of water was fetched for him to wash his feet. Then the Buddha told them: "*I have attained enlightenment and have come to tell you what I have found. Don't call me Gautama anymore. I am now the Buddha – The Awaken One.*" They felt sorry that they left

him and begged his forgiveness. Then they listened to the Buddha speak his first teachings. He said:

*“It is this craving which leads to re-becoming, accompanied by delight and lust, seeking delight here and there; that is, craving for sensual pleasures, craving for becoming, craving for disbecoming. This is origin of suffering.”*⁷ As he spoke, they began to understand.

After they had fully understood the teachings, they asked the Buddha to ordain them. The Buddha agreed and ordained them by saying: *“Come monks! Lead a religious life to make a complete end to suffering.”* They shaved their heads and put on dark yellow robes. Thus, the Sangha was formed.

WORDS TO LEARN

quest (v,n) [kwɛst]: đi tìm, sự truy tìm

the quest for s.t = in quest of s.t: tìm kiếm, truy lùng cái gì

shine (ir.v) [ʃaɪn]: shone, shone: chiếu sáng, tỏa sáng, soi sáng

shine (n): ánh sáng, ánh nắng

light (n) [laɪt]: ánh sáng, ánh sáng mặt trời

to light up (v): đốt đèn, châm lửa

radiant (a) [ˈreɪdɪənt]: sáng chói, sáng rực, nắng chói

⁷ *Dhammacakkappavattana sutta*, Samyutta Nikaya, V-420

radiant light (n): hào quang

impressive (a) [Im'presɪv]: gây ấn tượng sâu sắc, gây xúc động, gợi cảm

get (ir.v) [get], got, got: nhận được, xin được

get up: đứng dậy

ordain (v) [ɔr'deɪn /ɔɪ'd-]: phong chức, tấn phong

ordain s.t/s.o: truyền giới/ nhận ai vào Tăng đoàn (Tỳ-kheo/ Tỳ-kheo ni)

be ordained: thọ giới/ được chính thức nhận vào Tăng đoàn

ordination (n) [ɔ:di'neɪʃn]: lễ truyền giới, sự truyền giới

to ask for ordination: xin thọ giới

a newly-ordained monk: vị tân Tỳ-kheo

a newly-ordained nun: vị tân Tỳ-kheo ni

form (v) [fɔrm /fɔɪ]: thành hình, được tạo thành

expand (v) [ɪk'spænd]: mở rộng

expansion (n) [ɪks'pænsən]

QUESTIONS

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

1. Whom did the Buddha go searching for after his enlightenment?

2. Where did he find them?

3. What did they think about the Buddha?

4. How did the Buddha look like when he saw his old companions?

5. What happened to the five holy men when the Buddha came nearer?

6. What did the Buddha tell them?

7. How did they feel after that?

8. What did the Buddha say in his first teaching?

9. What did the five holy men do after understanding his teaching?

10. Did the Buddha agree with their asking for ordination?

Practice answering those questions with a partner, book closed.

PRACTICE

Translate the following sentences into Vietnamese.

1. The five holy men asked the Buddha to ordain them.

2. The craving accompanies with delight and lust, seeks delight here and there and leads to re-becoming.

3. The Sangha was formed when the five companions of the Buddha became monks.

□ *Translate the following sentences into English.*

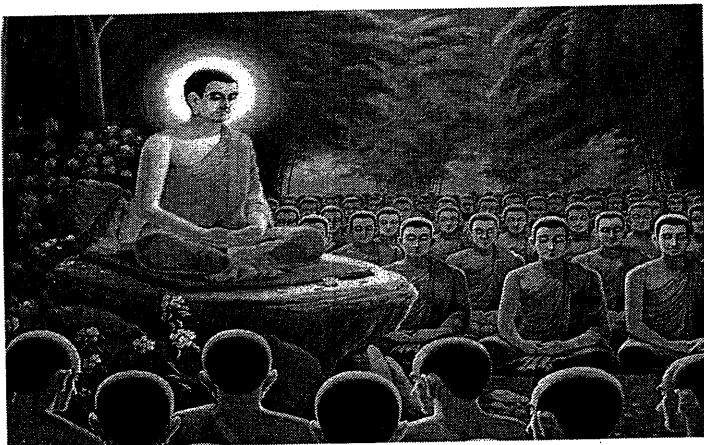
1. Đức Phật là bậc giác ngộ, bậc tinh thức vẹn toàn.
2. Diệu Âm là một tân Tỳ-kheo ni.
3. Tham ái là nguồn gốc của mọi đau khổ.

A. 15 The First Sixty Monks And The Spread Of Buddhism

READING

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

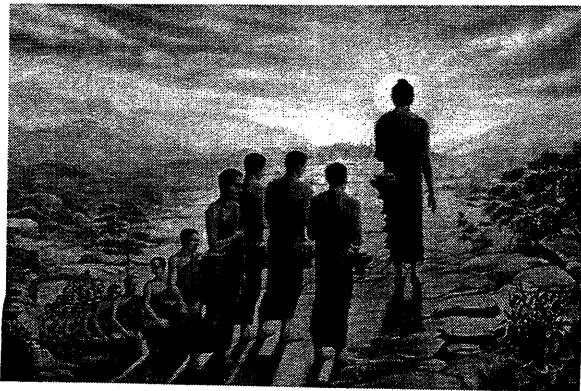
The expansion of the Sangha began with the ordination of Yasa, the son of a rice merchant who lived in Varanasi. He led a life of luxury, but found it boring and meaningless. After hearing the Four Noble Truths from the Buddha, it was like being awakened from a dream. He realized that life is about suffering and that beauty and enjoyment do not last. Yasa decided to stay with the Buddha and become his disciple. He asked, “*O Lord, may I be ordained?*” In reply the Buddha said, “*Come monk. Lead the holy life.*”



Fifty-four of Yasa's friends followed his example and they sought out the Buddha. They too were impressed by his teachings and asked to be accepted as monks. The Sangha then numbered sixty members in all.

When the first sixty disciples had become Arhats, that is, people who have overcome desire, ill will and ignorance, the Buddha decided that it was time for them to go out and spread his teachings to the world. He said to them:

*"I am freed from all fetters, both human and divine, you are also freed from all fetters. Go forth, O Bhikkhus, for the welfare of many, for the happiness of many, out of compassion for the world, for the good and welfare, and happiness of gods and men. Preach the Dhamma, perfect in the beginning, perfect in the middle, perfect in the end, both in the spirit and in the letter. Proclaim the holy life in all its fullness and purity."*⁸



⁸ *Mahā vagga*

The sixty disciples were instructed to go to sixty different places to spread his teachings. They brought to the Buddha many people who wished to be admitted into the Sangha. During that period, everyone had to be ordained by the Buddha himself. Thinking that such an arrangement would be inconvenient for his disciples, he made a rule that allowed all monks to ordain new comers or novices. This rule is still followed by Buddhist monks today.

WORDS TO LEARN

holy (a) ['həʊli]: thánh thiện, trong sạch

live a holy life: sống trong sạch, sống phạm hạnh

a holy man: bậc thánh, bậc phạm hạnh

lead a holy life: hãy tiên phong trong đời sống phạm hạnh, hãy đi đầu trong đời sống phạm hạnh

Arhat (S). = Arahant (P). = a saint who has fully awakened to selflessness, who has eradicated all passions and desires: Bậc Ứng Cúng, người đã thoát ly khỏi vòng sanh tử luân hồi, đã đoạn tận hết các kiết sử và tham ái.

spread (v,n) [spred]: rải, truyền bá, sự truyền bá

fetter (v) ['fetə]: trói buộc; ràng buộc, kiềm chế, câu thúc

fetter (n): gông cùm, xiềng xích, sự giam cầm, sự kiềm chế, sự câu thúc, kiết sử

be freed from all fetters: thoát ly mọi kiết sử

spirit (n) ['spɪrɪt]: tinh thần, nghĩa đúng

the spirit: ý nghĩa, chân nghĩa

the letter: ngôn từ, cách diễn đạt ngôn từ

QUESTIONS

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

1. Where did the Buddha see his companions?
2. What did they think about the Buddha?
3. How was the Buddha's presence?
4. What did they do when they saw the Buddha?
5. What did they ask the Buddha after fully understanding his teachings?
6. What did he feel about the life?
7. What did he realize after hearing the Four Noble Truths from the Buddha?
8. What did he decide to do then?
9. What did the Buddha do when the first sixty disciples had become Arhats?
10. What were the sixty disciples instructed to do?

□ *Practice answering those questions with a partner, book closed.*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. Venerable Yasa who eradicated all fetters became an Arhat.

2. The Sangha began to expand with the ordination of Yasa.

3. Monks and nuns are allowed to ordain new comers or novices.

□ *Translate the following sentences into English.*

1. Pháp Hiền là một Sa-di, chú ấy sẽ thọ cụ túc giới năm tới.

2. Cuộc đời là giấc mộng, sắc và tiền tài đều không tồn tại mãi.

3. Truyền bá chánh pháp là nhiệm vụ của tăng già.

A.16 Buddhist Stories: Kisa Gautami



READING

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

The First Noble Truth - Suffering (Dukkha)

Kisa Gautami was a young woman from a rich family who was married to a wealthy merchant. When her only son was about a year old, he suddenly fell ill and died.

Overcome with grief, Kisa Gautami took the dead child in her arms and went from house to house asking people if they knew of a medicine that could restore her child's life. Of course nobody was able to help her. Finally, she met a follower of the Buddha, who advised her to see the Buddha.

When she carried the dead child to the Buddha and told him her sad story, he listened with patience and compassion. He said to her, *"There is only one way to solve your problem. Go and get me five mustard seeds from any family in which there has never been a death."*

Kisa Gautami set off to look for such a household but without success. Every family she visited had experienced the death of one person or another. At last, she understood what the Buddha had wanted her to find out for herself that death comes to all. Accepting the fact that death is inevitable, she no longer grieved. She took the child's body away and later returned to the Buddha to become one of his followers.

"The Buddha taught us to recognize that suffering is a fact of life and that nobody can avoid it, as stated in the First Noble Truth".

WORDS TO LEARN

wealthy (a) ['welθɪ] = rich (a) [rɪtʃ]: giàu, giàu có

patience (n) ['peɪʃns]: tính kiên nhẫn, tính nhẫn nại, sự bền chí, sự nhẫn nại

compassion (n) [kəm'pæʃn]: lòng thương, lòng trắc ẩn, lòng từ bi, lòng bi mẫn

follow (v) ['fɒləʊ /'fɒl-]: đi theo, đi theo sau

follower (n) ['fɒləʊə(r) /'fɒl-]: môn đệ, môn đồ

advise (v) [əd'vaɪz]: khuyên, khuyên bảo, răn bảo

advise s.o to do s.t: khuyên ai làm cái gì

adviser (n) [əd'vaɪzə]: người khuyên bảo, người chỉ bảo, cố vấn

advice (n) [əd'vaɪs]: lời khuyên, lời chỉ bảo

mustard (n) ['mʌstə(r)d]: mù tạt

mustard seeds: hạt mù tạt

recognize (v) ['rekəɡnaɪz]: công nhận, thừa nhận, chấp nhận

fact (n) [fækt]: thực tế, sự thật

QUESTIONS

• Answer the following questions with information from the text.

1. Who was Kisa Gautami?
1. What happened to her child?
2. How did she feel when her child died?
3. What did Kisa Gautami do with the dead child?
4. Was there any one who was able to help her?

2. Whom did she ask for an advice?
3. What did the Buddha advise her to do?
4. *What did she find out then?*
5. Did she feel grieved after accepting the fact that death is inevitable?
6. What did the Buddha teach us about sufferings?
 - Practice answering those questions with a partner, book closed.*

PRACTICE

- Translate the following sentences into Vietnamese.*
 1. Phap Uyen is a son of rich family; he became a newly-ordained monk last year.
 2. Buddha is a wise adviser who shows a right method to end sufferings.
 3. Suffering is a fact of our life and that no one can avoid it.
- Translate the following sentences into English.*
 5. Đức Phật dạy rằng cuộc đời là đau khổ.
 6. Thấu hiểu Tứ Diệu Đế làm chúng ta bớt khổ đau.
 7. Diệu Tâm là một Phật tử, cô ấy đến chùa tụng kinh mỗi ngày.

A. 17 Buddhist Stories: The Monkey Trap



READING

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

The Second Noble Truth - The cause of suffering

Monkeys are often caught in a very special way. The trapper first takes a coconut. He then makes a hole on its side just big enough for a hand to go through when it is not clenched into a fist. He then places some peanuts in the coconut and puts it in a spot where monkeys usually visit. Before leaving the coconut behind, he would scatter some peanuts around the coconut.

Sooner or later, a curious monkey would come along. It would first eat the peanuts on the ground. Then, it would find the coconut and see that it is full of peanuts. When it puts its hand into the hole to help itself to the peanuts, it would be unable to withdraw its hand, which is now a fist full of peanuts.

No matter how hard it struggles and pulls, it would not get free. It would cry out loud and become very anxious. All the monkeys have to do is to let go of the peanuts to get free, but it would not want to do that. In this situation, the monkey is easily caught by the trapper.

“We are like the monkey. We want to be free from suffering, but we are not willing to let go of our desires, which so often get us into trouble. This is the Second Noble Truth”.

WORDS TO LEARN

Monkey (n) ['mʌŋkɪ]: con khi

coconut (n) ['kəʊkənʌt]: quả dừa

coconut milk: nước dừa

coconut oil: dầu dừa

clench (v,n) [klentʃ]: bị đóng gập đầu lại, siết chặt, sự gò chặt, sự siết chặt

scatter (v,n) ['skætə(r)]: tung, rải, rắc, gieo, sự tung rải, sự rải ra, sự phân tán

fist (v,n) [fɪst]: nắm, thụi, nắm tay, quả nắm

to clench one's fist: nắm chặt tay lại

curious (a) ['kjʊəriəs]: tò mò, hiếu kỳ

struggle (v,n) ['strʌɡl]: vùng vẫy, vật lộn, sự đấu tranh, cuộc đấu tranh, cuộc chiến đấu

pull (v,n) [pʊl]: sự lôi, sự kéo, lôi, kéo, giật

trapper (n) ['træpə(r)]: người đánh bẫy

trap (v,n) [træp]: bẫy, cạm bẫy

peanut (n) ['pi:nʌt]: cây lạc, đậu phộng

let go of s.t: buông xả, buông bỏ cái gì

catch (ir.v) [kætʃ], caught, caught: nắm lấy cái gì, tóm được cái gì

catch (n): sự bắt, sự nắm lấy, cái bắt

willing (a) ['wɪlɪŋ]: bằng lòng, vui lòng; muốn, sẵn sàng

to be willing to do s.t: muốn làm cái gì, sẵn sàng làm cái gì

QUESTIONS

□ Answer the following questions with information from the text.

1. How do people usually catch monkeys?
2. What does trapper take at first?
3. What does he place inside the coconuts?
4. Which kind of monkeys would come along when people put trap with coconut and peanuts?

5. What happens when the monkeys see the coconut that is full of peanuts?

6. Why would the monkey be unable to withdraw its hand from the coconut?

7. Would it get free after struggling and pulling hard?

8. How does it feel after that?

9. What do all the monkeys have to do if they want to get free?

10. What do we have to do in order to be free from suffering?

Practice answering those questions with a partner, book closed

PRACTICE

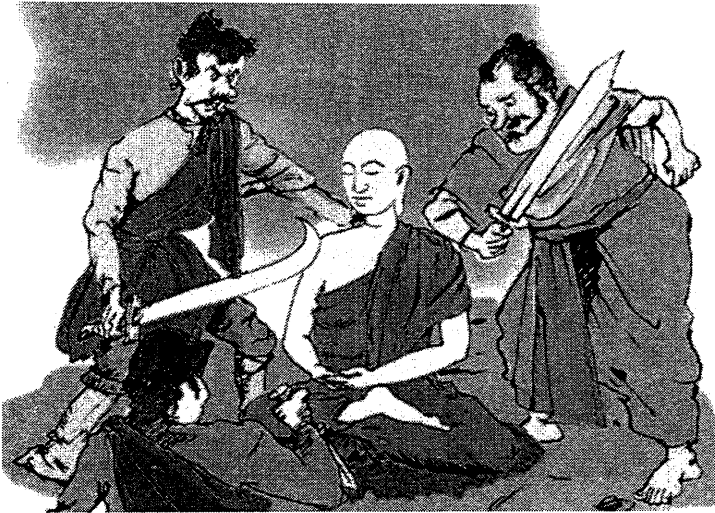
Translate the following sentences into Vietnamese.

1. Craving is the root of all sufferings.
2. Greed causes people in many troubles.
3. Giving up our desires is the way to happy life.

Translate the following sentences into English

1. Tham ái làm cho chúng sanh khổ đau.
2. Càng tham lam, chúng ta càng có nhiều điều phiền muộn trong cuộc sống.
3. Thực tập hạnh buông xả, cuộc sống của chúng sẽ bình an hơn.

A.18 Buddhist Stories: A Happy Monk



READING

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

The Third Noble Truth - The end of suffering

There was once a man of wealth and high position who realized that suffering was the same for rich and poor alike. So he became a monk to practise meditation in order

to develop his mind. Soon, this old monk had a following of 500 monks. One of these monks always wore a smile, unlike the others who usually looked serious. The old monk was the only one who knew his source of happiness, and this happy monk was soon made his chief assistant. A year later, while they were spending the rainy season in the royal garden at the king's invitation, the old monk was asked to stay in residence at the palace. The happy monk became the new leader of the group. One day, this happy monk went to pay the old monk a visit at the palace. All he would say to the old monk on seeing him was, "What happiness! What happiness!"

The king, who happened to visit the old monk at that time, felt insulted when he was not greeted by this happy monk, who was not even aware of the king's entrance.

Seeing the king's displeasure, the old monk said to him:

"Have patience, my king, and I will tell you the source of this monk's happiness. Not many people know of it. He was once a king like you. But having given up his kingly life for that of a monk, he had found his present joy! Sitting alone in the forest, he had nothing to fear and no need for armed guards to surround him. Free from the worry over wealth and power, his wisdom now protects himself and others. He has found such inner peace in meditation that he can not help saying: "What happiness! What happiness!"

The king finally understood what true happiness was. He honoured the two monks before returning to his palace.

“Unattached to wealth and power, happiness increases. This is the Third Noble Truth”.

WORDS TO LEARN

spend (v) [spend]: qua, sống qua, trải qua

the rainy retreat: mùa an cư (của tu sĩ Phật giáo)

the winter retreat: kiết đông, an cư mùa đông, khóa tu mùa đông

spend the rainy season = spend the rainy retreat: an cư mùa mưa

assist (v) [ə'sɪst]: giúp, giúp đỡ

to assist someone in doing something = giúp ai làm việc gì

assistant (n) [ə'sɪstənt]: người giúp đỡ, người phụ tá, thị giả

a devoted assistant: vi thị giả tận tụy

a chief assistant: người trợ tá quan trọng, vị thị giả đặc lực

invite (v) [ɪn'vaɪt]: mời, đưa ra lời mời

invitation (n) [ɪnvɪ'teɪʃn]: sự mời, lời mời, giấy mời

honour (v,n) ['ɒnə(r) /'ɒn-]: tôn kính, kính trọng, danh dự, danh giá, thanh danh

wear (v) [wer /weə], wore, worn: mang, đeo, mặc

serious ['sɪrɪəs /'sɪər-]: đứng đắn, nghiêm trang,
nghiêm nghị

QUESTIONS

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

1. What did the man of wealth and high position realize?
2. What did he do then?
3. Who became the leader for 500 monks?
4. Who was the happy monk?
5. Who was the chief assistant of the old monk?
6. Who became the new leader of the group of monks after the rainy season?
7. What did the happy monk say to the old monk when seeing him?
8. What did the happy monk use to protect himself and others?
9. What did he find when practising meditation?
10. What is the third noble truth according to this story?

□ *Practice answering those questions with a partner, book closed*

PRACTICE

□ *Translate the following sentences into Vietnamese.*

1. Bao An has found the inner peace after practising meditation for a long time.

2. Meditation is one of the important methods to get inner peace.

3. Monks and nuns should use wisdom from practise to protect themselves and others.

□ *Translate the following sentences into English*

4. Ngài Ananda là một vị thị giả tận tụy của đức Phật

5. Thầy Pháp Hải thường an cư mùa mưa tại Tu viện Tường Vân

6. An Cư mùa mưa là thời gian tu tập quan trọng đối với tu sĩ Phật giáo.

TRANSLATION

A. 01: XUẤT GIA: RỜI KHỎI HOÀNG CUNG

Vua cha nói với thái tử: “Ta đang già đi và không còn đủ sức để cai trị vương quốc này nữa. Bây giờ là lúc con thay ta trị vì.”

Tất Đạt Đa thưa với vua cha: "Con sẽ sẵn sàng làm như vậy nếu phụ vương có thể hứa cho con ba điều – đó là con sẽ không bao giờ già, con sẽ không bao giờ bị bệnh và con sẽ không bao giờ chết. Nếu phụ vương không thể hoàn thành được những mong muốn này của con thì hãy để cho con đi”.

Nhà vua biết rằng ông không thể thực hiện lời hứa đó nhưng Ngài cũng không thể chịu đựng nổi nếu Thái tử ra đi. Ông ra lệnh cho binh lính: "Hãy canh gác cửa thành ngày và đêm để thái tử không thể trốn ra ngoài". Tuy nhiên, điều này cũng không làm cho thái tử thay đổi ý định đi tìm chân lý.

Một đêm nọ, Tất Đạt Đa lặng lẽ bước vào buồng nơi Yasodhara và Rahula đang ngủ. Ngài muốn nhìn vợ con một lần cuối. Ngài đã không đánh thức họ dậy vì sợ rằng

Yasodhara sẽ cố gắng thuyết phục Ngài ở lại. Ngài rời khỏi phòng, mang theo mình một nỗi buồn lớn. Quyết định rời khỏi cung điện của Ngài không có nghĩa là Ngài không yêu thương vợ con; mà nó có nghĩa là tình yêu của Ngài đối với chúng sinh trên thế giới lớn hơn những tình yêu khác.

Trong màn đêm tĩnh lặng, Tất Đạt Đa và Channa lặng lẽ cưỡi Kiền Trắc (Kanthaka), rời xa hoàng cung. Khi các binh lính canh giữ cung điện đã chìm vào giấc ngủ, Kiền Trắc đã vượt thành, mang theo Tất Đạt Đa và Channa trên lưng. Sau khi ra khỏi thành, Tất Đạt Đa dừng lại, nhìn thành Ca-tỳ-la-vệ (Kapilavatthu) một lần cuối, nơi Ngài đã sống những năm tháng hạnh phúc. Cả thành đang trầm mình trong ánh trăng vàng vạc. Và rồi, Ngài đã quyết định ra đi để tìm chân lý.

A.02: ĐỨC PHẬT: HÀNH TRÌNH ĐI TÌM CHÂN LÝ

Tìm thầy học đạo

Gautama đi dọc theo bờ sông Hằng để tìm thầy học đạo. Alara Kama và Uddaka được xem là những vị thầy thông thái nhất về thiền định lúc bấy giờ. Vì vậy Ngài tìm đến họ để học đạo. Lúc đầu, Ngài theo học với thầy Uddaka, rồi sau đó học với thầy Alara. Chẳng bao lâu sau, Ngài đã học và thực hành hết tất cả những gì hai vị thầy này dạy, nhưng Ngài vẫn không được dạy về cách chấm dứt khổ đau. Gautama tự nhủ: “Ta phải tự mình tìm ra chân lý.”

Sáu năm khổ hạnh

Cùng với năm người bạn, Gautama đi vào khu rừng gần ngôi làng Uruvela (Ưu-lâu-tần-loa). Nơi đây, có một vài đạo sĩ tu theo lối sống khổ hạnh và đang tự hành xác với những bài tập rất khắc khe. Họ tin rằng nếu trải qua sự hành xác đối với cơ thể, họ sẽ hiểu được chân lý. Một số người ngủ trên giường có đầy gai. Một số người thực hành kiểu đứng lộn ngược. Tất cả đạo sĩ đều ăn rất ít, vì vậy họ chỉ còn có da bọc xương. Gautama tìm thấy một nơi yên tĩnh bên bờ sông gần đó, Ngài thực tập những phương pháp

khô hạnh nhất. Ngài ngủ trên giường gai. Ngài ăn một hạt gạo và một hạt mè mỗi ngày. Có lúc, Ngài không ăn uống gì. Thân thể Ngài trở nên tiều tụy đến nỗi chỉ còn lớp da bọc xương. Những con chim làm tổ trên mái tóc rối, bụi phủ đầy người nhưng Ngài vẫn ngồi tĩnh lặng hoàn toàn, thậm chí Ngài còn không bận tâm xua đuổi côn trùng đang bay quanh Ngài.

A. 03: GIÁC NGỘ (I)

Tiếng Đàn Tỳ Bà

Một buổi tối, một nhóm thiếu nữ trên đường về nhà đi ngang nơi Ngài Guatama đang ngồi thiền. Họ vừa đánh đàn tỳ bà, vừa hát. Guatama nghĩ, “Khi sợi dây đàn chùng xuống, âm thanh không vang xa được. Khi sợi dây đàn kéo căng quá, nó sẽ bị đứt. Khi dây đàn không quá căng cũng không quá chùng, âm thanh nó sẽ rất hay. Cuộc sống quá sung túc, nó giống như sợi dây đàn quá chùng. Dây đàn quá căng đồng nghĩa, ta đã tự khổ hạnh cuộc sống của ta. Ta đang lên dây đàn quá căng. Ta không thể tìm ra chân lý khi sống trong nhung lụa hay khi cơ thân của ta quá gầy yếu.” Vì vậy, Ngài quyết định từ bỏ cuộc sống khổ hạnh quá mức.

Nàng Sujata

Ngay sau đó, khi đang tắm ở dòng sông, Gautama đã quá yếu đến nỗi Ngài bị ngã xiêu và té ngã. Một cô thôn nữ sống gần bờ sông, tên là Sujata, nhìn thấy Ngài và mang cho Ngài một bát cháo sữa, “Ngài hãy ăn bát cháo này”. Cô ấy nói, “Nó sẽ làm cho Ngài khỏe mạnh”. Gautama mỉm cười, “Nếu cô không dâng thức ăn cho ta, ta có thể đã chết mà không tìm ra con đường đưa đến hạnh phúc thật sự”.

Sau bữa ăn, Ngài lập tức cảm thấy khỏe mạnh hơn và tiếp tục thiền định.

Khi năm người bạn của Ngài thấy Ngài thọ nhận thức ăn, họ chán ghét, lánh xa Ngài. Họ nói: “Gautama đã trở về lại cuộc sống dễ dãi, tầm thường”.

Gautama nhớ lại những lúc Ngài thiền định dưới cây táo đỏ khi Ngài còn nhỏ. Ngài nghĩ: “Ta sẽ thiền định như ta đã làm trước đây. Có lẽ đó là cách đưa ta đến giác ngộ”. Từ đó, Ngài bắt đầu ăn hàng ngày, thân thể Ngài khỏe mạnh trở lại.

Cuộc đấu tranh gian khổ

Để hiểu chân lý của cuộc sống, Gautama tìm kiếm nơi tu hành tại Buddhagaya (hiện nay là Gaya thuộc Bang Bihar, Ấn Độ). Ngài tìm một cây cao to, gần một khu rừng. Một người cắt cỏ đi ngang qua và cúng dường Ngài một búi cỏ lớn. Ngài dùng cỏ làm đệm để ngồi thiền dưới gốc cây Bồ Đề. Ngài đi quanh cây Bồ Đề ba lần và ngồi quay mặt về hướng Đông.

Ngài thệ nguyện: “Dù cho xương thịt của ta có tan nát, thân thể ta chỉ còn da bọc xương, ta sẽ không rời khỏi chỗ này cho đến khi ta tìm ra con đường chấm dứt khổ đau”. Và rồi, Ngài bắt đầu ngồi thiền dưới cây Bồ Đề. Ngài thiền định để tìm nguồn gốc của mọi khổ đau.

A. 04: GIÁC NGỘ (II)

Chiến thắng cuối cùng

Nhờ sự quán chiếu và những đấu tranh không ngừng để chống lại những bất thiện diễn ra trong nội tâm của Ngài trong suốt quá trình thiền định, cuối cùng, Ngài thấy rõ bản chất thực sự của vạn pháp. Bảy giờ, Ngài đã tìm ra nguyên nhân vì sao chúng sanh đau khổ:

“Nguồn gốc của mọi khổ đau là do tham ái và si mê. Nếu mọi người từ bỏ được tham ái và si mê, họ sẽ có được hạnh phúc thực sự.”

Với ý định làm tâm Ngài dao động, ma vương đã đến gặp Gautama lần cuối. Ma vương hỏi Ngài: “Làm thế nào Ngài có thể chứng minh rằng mình đã giác ngộ? Những đức hạnh nào của Ngài chứng minh điều đó? Ai là nhân chứng?”

Ngài ngòì xuống thật bình thản, tay phải chạm vào đất. Trái đất vang ra tiếng sấm: “*Ta là chứng nhân của Ngài ấy*”. Bị đánh bại, ma vương sợ hãi bỏ đi.

Vào đêm trăng tròn tháng năm, khi Ngài đã đi sâu vào đại định, lúc sao Mai vừa mọc, Ngài đã giác ngộ, trở thành Đức Phật. Ngài không còn là thái tử Tất Đạt Đa Cồ Đàm

(Siddhartha Gautama) nữa. Ngài nhìn vẫn giống như trước đây tuy nhiên người ta có thể nhận ra những dấu hiệu của bậc thanh tịnh giải thoát nơi Ngài. Thân thể Ngài phát ra hào quang rực rỡ với nhiều màu sắc. Lúc này, trên thiên giới trút xuống những cơn mưa hoa thơm lừng và trái đất rung chuyển.

Bây giờ, Ngài 35 tuổi. Từ đó, người ta gọi Ngài là Phật, một bậc giác ngộ hoàn toàn. Ngài nhận ra rằng chúng sanh đều có khả năng làm được tất cả những gì Ngài đã làm. Ngài thốt lên:

“Thật kỳ diệu thay, tất cả chúng sanh đều có thể thành Phật”.

Dưới cây Bồ đề

Đức Phật vẫn tiếp tục thiền định dưới gốc cây cho đến khi Ngài đã giải thoát hoàn toàn. Rồi Ngài đứng dậy, ngắm nhìn cây nơi Ngài ngồi thiền với lòng biết ơn sâu sắc. Ngài cảm ơn cây đã che chở cho Ngài. Từ đó, cây này được gọi là cây Bồ Đề (Bodhi Tree), cây Giác Ngộ.

A. 05: CHÂN LÝ THỨ NHẤT: KHỔ ĐAU (KHỔ ĐỂ)

Sự khám phá của đức Phật về giải pháp cho vấn đề đau khổ khởi điểm từ sự công nhận rằng cuộc đời là đau khổ. Đây là Thánh Đế thứ nhất trong Bốn Thánh Đế. Nếu mọi người quán sát kỹ những gì họ trải qua và những gì diễn ra xung quanh, họ sẽ thấy rằng cuộc sống đầy khổ đau và bất hạnh. Khổ đau có thể là về tinh thần hoặc thể xác.

Đau khổ thể xác

Sự đau khổ thể xác có nhiều hình thức. Nếu chúng ta quan sát kỹ, chúng ta có lẽ sẽ thấy được những người họ hàng lớn tuổi của chúng ta đau khổ như thế nào.

Hầu hết họ đều chịu đau đớn. Cảm thấy đau nhức trong xương khớp. Nhiều người cảm thấy khó có thể di chuyển một mình. Khi tuổi tác càng cao, cuộc sống càng khó khăn hơn bởi vì người già không thể nhìn, nghe hay ăn uống tốt như trước được. Bệnh tật gây đau đớn cho người trẻ lẫn người già và có thể làm họ không chịu đựng nổi những cơn đau. Cái chết mang đến nhiều đau khổ. Thậm chí trong thời khắc sinh nở, cả người mẹ và đứa bé được sinh ra đều phải chịu đau đớn.

Sự thật là không ai có thể tránh khỏi những khổ đau do sanh, lão, bệnh, tử đem đến. Một số người may mắn đang tận hưởng cuộc sống sung sướng hạnh phúc, thanh thoi. Tuy nhiên, không có gì có thể bảo đảm rằng họ sẽ không trải qua khổ đau trong tương lai.

Tôi tệ hơn, không ai có thể chia sẻ nỗi đau với người khác. Chẳng hạn, một người đàn ông có thể lo lắng người mẹ của mình đang ngày càng già yếu. Tuy nhiên, anh ấy không thể chịu nỗi đau của tuổi tác thay cho mẹ mình. Cũng vậy nếu một bé trai bị ốm, người mẹ không thể thay cho đứa con của mình trải qua những cảm giác khó chịu vì bệnh tật. Cuối cùng, cả người mẹ và người con trai không thể giúp đỡ lẫn nhau khi cái chết đến.

Khổ đau về tinh thần

Bên cạnh nỗi khổ về mặt thể chất, còn có những nỗi khổ về tinh thần. Con người cảm thấy buồn, cô đơn hay chán nản khi người họ thương yêu xa cách hoặc qua đời. Họ trở nên buồn bực, khó chịu khi đối mặt với những điều họ không thích hoặc những ai mà họ không hài lòng.

Người ta cũng sẽ khổ đau khi những nhu cầu và ước muốn không được thỏa mãn. Chẳng hạn, những thiếu niên, cảm thấy khó chịu và giận dữ khi cha mẹ không cho phép chúng đi chơi quá khuya hoặc phung phí một khoản tiền lớn cho quần áo hoặc đồ chơi thời trang đắt tiền. Ngay cả những

vị trưởng thành cũng không hạnh phúc nếu họ không thể đạt được sự giàu sang, quyền lực hoặc danh vọng.

Các hình thức khổ đau khác

Thiên tai, như động đất, lũ lụt hoặc nạn đói, có thể gây ra rất nhiều đau khổ cho con người. Con người cũng phải đối mặt với những khó khăn do chiến tranh và bất công xã hội gây ra.

Những phiền toái này không có ai mong đợi cả. Người ta thường cố gắng hết sức để tránh xa hay thoát khỏi những gì mà họ không mong muốn.

A.06: CHÂN LÝ THỨ HAI: NGUYÊN NHÂN CỦA KHỔ ĐAU (Tập Đệ)

Nguyên nhân của khổ đau là do khát ái đưa đến sự tái sinh, đi kèm với tham dục.

Đức Phật dạy: “Này các thầy Tỳ-kheo, đây là thánh đế về nguyên nhân của khổ. Chính tham ái đưa đến sự tái sinh, đi kèm với tham dục. Nó tìm thấy lạc thú có lúc ở chỗ này, có lúc ở chỗ kia. Đó là khát ái đối với dục (dục ái), khát ái đối với hữu (sự tồn tại) và khát ái đối với phi hữu (sự không tồn tại)”.

Con người muốn tất cả mọi thứ và muốn giữ chúng bên mình mãi mãi. Tuy nhiên, lòng tham là vô tận, nó giống như cái hồ không đáy vì thế nó không bao giờ có thể lấp đầy được. Nếu chúng ta càng ham muốn nhiều, thì chúng ta càng gặp nhiều khổ đau trong cuộc sống. Vì thế, những ước muốn vô hạn của chúng ta là nguyên nhân gây ra khổ đau.

Những đứa trẻ yêu thích sôcôla sẽ tiếp tục xin nhiều sôcôla hơn nữa. Khi chúng không có được, chúng cảm thấy buồn bực và thậm chí giận dữ. Cho dù chúng biết rằng ăn quá nhiều sôcôla có thể khiến chúng bị đau bụng hoặc đau răng, chúng vẫn muốn nhiều hơn.

Phần lớn những điều chúng ta ham muốn đều có thể là nguyên nhân gây ra khổ đau cho chúng ta.

A. 07: CHÂN LÝ THỨ BA: SỰ DIỆT TẬN CỦA KHỔ ĐAU (Diệt Đế)

Để chấm dứt khổ đau, các ham muốn ích kỷ phải được loại bỏ. Giống như ngọn lửa được dập tắt khi mà chúng ta không cung cấp thêm nhiên liệu cho chúng. Bất hạnh sẽ chấm dứt khi năng lượng dành cho tham ái đã được đoạn trừ. Khi tham ái đã hoàn toàn bị đoạn tận thì không còn đau khổ nào nữa. Tâm thức của chúng ta sẽ ở trạng thái hoàn toàn an bình, tĩnh lặng. Chúng ta sẽ luôn luôn an lạc. Phật giáo gọi trạng thái khi tắt cả khổ đau không còn nữa do tham ái đã được diệt trừ là Niết Bàn. Đây là trạng thái hỷ lạc, vắng lặng, an bình thường hằng của tâm. Đây chính là niềm hạnh phúc lớn nhất của cuộc đời.

A. 08: CHÂN LÝ THỨ TƯ: CON ĐƯỜNG ĐƯA ĐẾN SỰ DIỆT TẬN KHỔ ĐAU (ĐẠO ĐỂ I)

Con đường chấm dứt khổ đau là sống và tu tập theo Bát Chánh Đạo:

1. Chánh Tri Kiến (cách hiểu chơn chánh) có nghĩa là hiểu đúng về chính mình, về bản chất của sự vật hoặc hiện tượng theo đúng quy luật tự nhiên và bản chất thật của chúng. Mặc dù chúng ta có thể có quan điểm riêng về sự vật hoặc hiện tượng, nhưng những quan điểm ấy không phải lúc nào cũng đúng. Nếu hiểu mọi vật đúng bản chất thực của chúng, chúng ta sẽ sống hạnh phúc hơn và cuộc sống có ý nghĩa hơn. Chẳng hạn, nếu học sinh hiểu rằng việc học tập là vì lợi ích riêng của bản thân thì họ sẽ chăm chỉ và cố gắng học tốt hơn. Khi họ làm tốt, mọi người sẽ hạnh phúc, bao gồm cả cha mẹ và thầy cô. Đức Phật dạy:

“Này các Tỳ-kheo, thế nào là Chánh tri kiến? Này các Tỳ-kheo, tri kiến về Khổ, tri kiến về Khổ tập, tri kiến về Khổ diệt, tri kiến về Khổ diệt đạo. Này các Tỳ-kheo, như vậy gọi là Chánh tri kiến”⁹.

⁹ HT. Thích Minh Châu (dịch), *Kinh Đại Niệm Xứ*, Trường Bộ Kinh (Kinh số 22).

2. Chánh Tư Duy (suy nghĩ chơn chánh) có nghĩa là suy nghĩ theo cách chơn chánh. Những ai chưa chấp những ý nghĩ tham lam hoặc sân hận, dễ dàng đổi mặt những chuyện phiền muộn, không hay khiến họ phải lo lắng và suy nghĩ nhiều. Nhưng nếu chúng ta nghĩ chơn chánh, chúng ta sẽ nỗ lực làm việc đến cùng cho những việc đúng đắn. Chẳng hạn, nếu học sinh luôn suy nghĩ đúng đắn, họ sẽ biết lười biếng có thể làm cho họ thất bại trong các kỳ thi. Điều này có nghĩa sẽ tốn thêm một năm học nữa để học lại những nội dung đã học. Vì vậy họ quyết định học hành chăm chỉ, hơn là gắt gỏng, không bằng lòng với các bài tập ở trường. Đức Phật định nghĩa chánh tư duy như sau:

“Này các Tỳ-kheo, thế nào là chánh tư duy? Tư duy về ly dục, tư duy về vô sân, tư duy về bất hại. Này các Tỳ-kheo, như vậy gọi là chánh tư duy”.

A. 09: CHÂN LÝ THỨ TƯ: CON ĐƯỜNG ĐƯA ĐẾN SỰ DIỆT TẬN KHỔ ĐAU (ĐẠO ĐẾ II)

3. Chánh Ngữ (nói lời chơn chánh) có nghĩa là tránh nói dối, không mách lẻo, không nói nói xấu sau lưng, không nói lời vô ích hay nói những lời khắc nghiệt. Những lời khắc nghiệt có thể làm tổn thương hơn bất kỳ vũ khí nào. Một câu nói hòa nhã có thể làm thay đổi trái tim của một tên tội phạm nhẫn tâm. Điều này cho thấy, cách chúng ta nói chuyện có ảnh hưởng rất lớn đối với người khác. Đức Phật dạy: *“Nói lời làm hài lòng người dịu ngọt như mật ong, nói lời chân thật đẹp tựa như hoa và nói lời thô bạo là một thứ rác rưởi. Bởi vậy, chúng ta nên nói lời chân thật, nói lời có thiện chí và lợi ích”*.

4. Chánh Nghiệp (hành động chơn chánh) có nghĩa là không làm tổn thương hay hủy hoại cuộc sống của bất kỳ sinh vật nào. Không ăn cắp hoặc không lạm dụng tình dục làm tổn hại người khác.

5. Chánh Mạng (Phương kế sinh nhai chơn chánh) có nghĩa là không sống nhờ vào công việc mà có thể gây hại cho chúng sinh. Phật tử không được tham gia vào năm loại

sinh kế sau đây: buôn người, sản xuất hay buôn bán vũ khí, giết mổ động vật, cung cấp đồ uống có chất gây nghiện và ma túy. Đức Phật dạy:

“Đừng kiếm sống bằng cách làm hại chúng sanh khác. Đừng tìm kiếm hạnh phúc cho mình bằng việc khiến người khác bất hạnh”.

A. 10: CHÂN LÝ THỨ TƯ: CON ĐƯỜNG ĐƯA ĐẾN SỰ DIỆT TẬN KHỔ ĐAU (ĐẠO ĐẾ III)

6. **Chánh Tinh Tấn** (nỗ lực chơn chánh) có nghĩa là chúng ta cố gắng hết sức trong việc chuyển hóa tâm hay sửa đổi những tính khí không tốt của chính mình để trở thành người tốt hơn, lương thiện hơn, tinh thức hơn, có trí tuệ hơn. Chẳng hạn, học tập chăm chỉ ở trường và từ bỏ những thói quen xấu như là lười biếng, nóng nảy, hút thuốc lá và sử dụng ma túy. Kinh Đại Niệm Xứ định nghĩa chánh tinh tấn như sau:

“Này các Tỳ-kheo, và thế nào là Chánh tinh tấn? Này các Tỳ-kheo, ở đây Tỳ-kheo, đối với các ác, bất thiện pháp chưa sanh, khởi lên ý muốn không cho sanh khởi; vị này nỗ lực, tinh tấn, quyết tâm, trì chí. Đối với các ác, bất thiện pháp đã sanh, khởi lên ý muốn trừ diệt, vị này nỗ lực, tinh tấn, quyết tâm, trì chí. Đối với các thiện pháp chưa sanh, khởi lên ý muốn khiến cho sanh khởi; vị này nỗ lực, tinh tấn, quyết tâm, trì chí. Đối với các thiện pháp đã sanh, khởi lên ý muốn khiến cho an trú, không cho băng hoại, khiến

cho tăng trưởng, phát triển, viên mãn. Vị này nỗ lực, tinh tấn, quyết tâm, trì chí. Nay các Tỳ-kheo, như vậy gọi là Chánh tinh tấn”¹⁰.

7. Chánh Niệm (nhớ nghĩ chơn chánh) có nghĩa là chúng ta luôn luôn tỉnh giác. Chúng ta luôn nhận thức rõ ràng về điều chúng ta suy nghĩ, điều chúng ta nói và điều chúng ta làm. Đức Phật dạy:

“Này các Tỳ-kheo, thế nào là chánh niệm? Nay các Tỳ-kheo, ở đây vị Tỳ-kheo sống quán thân trên thân, nhiệt tâm, tỉnh giác, chánh niệm, để chế ngự tham ưu ở đời; quán cảm thọ trên các cảm thọ...quán tâm trên các tâm... quán pháp trên các pháp, tỉnh cần tỉnh giác, chánh niệm để chế ngự tham ưu ở đời. Nay các Tỳ-kheo, như vậy gọi là chánh niệm”¹¹.

¹⁰ HT. Thích Minh Châu (dịch), *Kinh Đại Niệm Xứ*, Trường Bộ Kinh (Kinh số 22).

¹¹ HT. Thích Minh Châu (dịch), *Kinh Đại Niệm Xứ*, Trường Bộ Kinh (Kinh số 22).

A. 11: CHÂN LÝ THỨ TƯ: CON ĐƯỜNG ĐƯA ĐẾN SỰ DIỆT TẬN KHỔ ĐAU (ĐẠO ĐẾ IV)

8. **Chánh Định** có nghĩa là chúng ta giữ cho tâm vững chãi và bình thản để thấy rõ về bản chất đích thực của vạn pháp. Phương pháp tu tập này làm cho chúng ta trở nên hiểu biết hơn, chánh niệm hơn, sống an bình và hạnh phúc hơn. Đức Phật dạy:

“Này các Tỳ-kheo, thế nào là chánh định? Này các Tỳ-kheo, ở đây Tỳ-kheo ly dục, ly ác bất thiện pháp, chứng và trú Thiền thứ nhất, một trạng thái hỷ lạc do ly dục sanh, với tâm, với tứ. Tỳ-kheo ấy diệt tầm, diệt tứ, chứng và trú Thiền thứ hai, một trạng thái hỷ lạc do định sanh, không tầm, không tứ, nội tĩnh nhất tâm. Tỳ-kheo ấy ly hỷ trú xả, chánh niệm tỉnh giác, thân cảm sự lạc thọ mà các bậc Thánh gọi là xả niệm lạc trú, chứng và trú Thiền thứ ba. Tỳ-kheo ấy xả lạc, xả khổ, diệt hỷ ưu đã cảm thọ trước, chứng và trú Thiền thứ tư, không khổ, không lạc, xả niệm thanh tịnh. Này các Tỳ-kheo, như vậy gọi là chánh định.”

Thực hành Bát Chánh Đạo giúp ngăn ngừa những khó khăn hoặc giải quyết bất kỳ vấn đề nào mà chúng ta gặp phải trong cuộc sống hàng ngày theo cách hiệu quả và chơn chánh hơn. Nếu tu tập và thực hành Bát Chánh Đạo, chúng ta luôn đi trên đường ít đau khổ và nhiều hạnh phúc.

A. 12: TĂNG GIÀ: DÁNG VẼ BÊN NGOÀI CỦA TĂNG GIÀ (I)

Tỳ-kheo và Tỳ-kheo ni của Đạo Phật đã từ bỏ cuộc sống gia đình để thực hành lời dạy của Đức Phật. Họ chỉ sở hữu vài vật dụng cần thiết như là y áo, bình bát khất thực, và dao cạo tóc. Họ hướng đến việc từ bỏ nhu cầu về tài sản, vật chất. Với cuộc sống đơn giản và thanh tịnh, chư Tăng và chư Ni tập trung nhiều hơn vào việc tu tập, phát triển nội tâm. Nhờ đó, họ thấu triệt và liễu ngộ được bản chất thực sự của vạn pháp.

Cạo tóc

Trong khi hầu hết mọi người muốn có mái tóc đẹp và dành nhiều thời gian và tiền bạc cho các kiểu tóc, Tỳ-kheo và Tỳ-kheo ni cạo sạch mái tóc của họ. Họ không còn quan tâm đến vẻ đẹp bên ngoài mà tập trung phát triển vẻ đẹp nội tâm. Các thành viên của Tăng già rất dễ nhận ra với đầu cạo của họ. *Thay vì chăm sóc đầu tóc, họ dành thời gian đó cho những hoạt động quan trọng và ý nghĩa hơn như là hành thiền hoặc tụng kinh. (Họ không mất thời gian cho việc chăm sóc đầu tóc, mà dành thời gian cho...).*

Bình Bát Khất Thực

Cúng dường thức ăn cho Tỳ-kheo và Tỳ-kheo ni là hạnh thực tập của Phật tử. Ở châu Á, không có gì ngạc nhiên khi nhìn thấy một Tỳ-kheo đi vào làng vào buổi sáng sớm với bình bát khất thực. Họ đi từ nhà này đến nhà khác cho đến khi ai đó cúng dường thức ăn.

Các Tỳ-kheo và Tỳ-kheo ni không được phép chọn thực phẩm cúng dường, họ biết ơn bất cứ cái gì họ nhận được. Đây là pháp thực tập giúp họ loại bỏ tính tham lam. Nó cũng giúp cư sĩ cơ hội thực tập cúng dường. Ở một vài quốc gia việc khất thực không phổ biến, vì vậy các Phật tử vào chùa, thiền viện, tịnh xá để cúng dường thực phẩm.



A. 13: TĂNG GIÀ: DÁNG VẼ BÊN NGOÀI CỦA TĂNG GIÀ (II)

Pháp Phục Của Tăng Già

Theo giới luật ban đầu, Tỳ-kheo và Tỳ-kheo ni chỉ sở hữu ba bộ y áo. Khi Đạo Phật được truyền đến các xứ lạ, như Trung Quốc, Nhật Bản, họ cần phải mặc nhiều lớp áo quần để giữ ấm cơ thể. Pháp phục của chư Tăng và chư Ni được may rất đơn giản, bằng chất liệu cô-tông hoặc lanh.

Màu sắc y áo của Tăng đoàn phụ thuộc vào quốc gia và truyền thống Phật giáo ở đó. Chẳng hạn, ở Srilanka và Thái Lan, y áo màu vàng và màu nâu được mặc phổ biến. Màu trắng được mặc ở Nhật Bản. Ở Trung Quốc và Hàn Quốc, màu xám và màu nâu được mặc để làm việc. Những pháp phục trang nghiêm hơn được sử dụng cho các buổi lễ. Các nhà sư ở Tây Tạng mặc pháp phục màu đỏ đậm.

Ở Việt Nam, Tỳ-kheo và Tỳ-kheo ni thường mặc pháp phục màu vàng, nâu hoặc lam tùy theo truyền thống Nguyên Thủy hay Đại Thừa Phật giáo. Tỳ-kheo và Tỳ-kheo ni Đại thừa Phật giáo thường mặc pháp phục màu lam hoặc nâu trong sinh hoạt hàng ngày và mặc pháp phục màu vàng khi

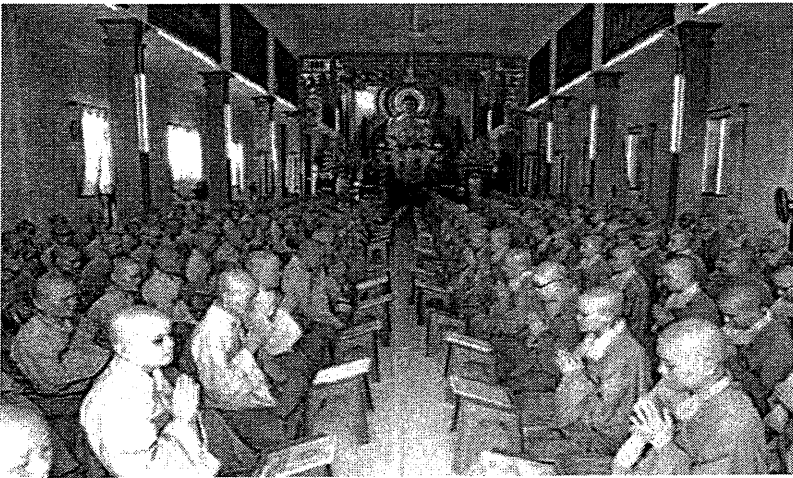
tụng kinh, hành thiền hay khi tham gia các buổi lễ trang trọng ở chốn thiền môn.

Y áo và bình bát khất thực là những vật dụng quan trọng đối với Tỳ-kheo và Tỳ-kheo ni. Đức Phật dạy: *“Như con chim luôn mang trên mình đôi cánh để bay, vậy các Tỳ-kheo và Tỳ-kheo ni luôn mang y áo và bình bát theo mình bất cứ lúc nào”*. Họ giữ y áo để che thân thể và bình bát khất thực để đựng thực phẩm cúng dường.

A.14: CUỘC SỐNG HÀNG NGÀY CỦA TĂNG GIÀ Ở CHỐN THIỀN MÔN

Một ngày trong tự viện

Việc chấp tác và tu tập hàng ngày được Tỳ-kheo và Tỳ-kheo ni thực hiện nghiêm túc đúng theo quy củ thiền môn. Từ giữa khuya, họ đã bắt đầu thời khóa tụng kinh và cầu nguyện. Sau đó, có thể hành thiền hoặc học tập.



Mặc dù sống cuộc đời đạm bạc, thành viên của tăng già có nhiều trách nhiệm phải thực hiện. Chư tăng làm việc rất tinh cần và hài lòng với công việc của mình. Trong một ngày, họ giảng pháp, hành thiền, tụng kinh, nghiên cứu kinh

điền. Họ cũng viết sách về Phật giáo và phát hành tạp chí Đạo Phật. Họ chăm lo chùa chiền và vườn tược, chuẩn bị các buổi lễ cầu nguyện, đưa ra lời khuyên răn cho hàng cư sĩ. *Họ cũng tham gia thực hiện các dự án cộng đồng, chăm sóc người già và người bị bệnh.*

Có nhiều buổi tụng kinh và hành thiền vào buổi tối. Tỳ-kheo và Tỳ-kheo ni có thể tổ chức những buổi pháp đàm. Họ không ăn buổi tối, dành thời gian đó cho việc học và hành thiền.

Diệu Vân, đến từ Quảng Trị, đang tu tập tại một ngôi chùa ở thành phố Đà Lạt. Cô ấy 16 tuổi, là một Sa-di ni, người đã lãnh thọ 10 giới cấm trong Tăng già. Cô đang được đào tạo để trở thành một Tỳ-kheo ni. Cô nói về cuộc sống hàng ngày của mình:

“Ban đầu, việc thức dậy sớm và ngồi thiền rất khó đối với tôi nhưng bây giờ tôi đã quen rồi. Tôi khỏe hơn trước đây rất nhiều. Chúng tôi đi học ở trường ngay trong tự viện. Chúng tôi học các môn như ở các trường khác. Chúng tôi cũng được dạy làm thế nào để trở thành một người sống chơn chánh và tinh thức như đức Phật và các vị thánh đệ tử của Ngài. Tôi là một Sa-di ni, có nghĩa tôi đang tập sự để trở thành Tỳ-kheo ni. Tôi phải quyết định mình có trở thành Tỳ-kheo ni hay không, khi tôi đủ 20 tuổi. Ở đây, còn có một vài Sa-di ni. Chúng tôi không phải làm hết tất cả những việc

mà Tỳ-kheo ni đã làm nhưng chúng tôi luôn nỗ lực hết mình để làm tốt công việc của mình. Sau giờ học, chúng tôi làm một ít việc trong chùa. Tôi rất thích chăm sóc vườn. Nhiều người quan tâm không biết đời sống tu hành có gì vui không. Tất nhiên là có. Chúng tôi có nhiều cơ hội để vui chơi. Chúng tôi có nhiều huynh đệ tốt và thường sum vầy chia sẻ pháp đàm và học tập cùng nhau. Chúng tôi cùng đi bộ, đi cắm trại, và hát các bài hát Phật giáo. Các vị Tỳ-kheo ni cũng cũng tạo nhiều công việc thú vị để chúng tôi làm. Chúng tôi và gia đình chúng tôi thường xuyên thăm viếng lẫn nhau”.

A. 15: NĂM VỊ THÁNH ĐỆ TỬ ĐẦU TIÊN VÀ SỰ HÌNH THÀNH TĂNG ĐOÀN

Đức Phật đi tìm năm người bạn đồng tu đã xa lánh Ngài trước đây. Ngài tìm thấy họ ở vườn Lộc Uyển gần Benares. Lúc này, họ nghĩ đức Phật đã từ bỏ quyết tâm tìm chân lý cho sự giác ngộ khi Ngài nhận thực phẩm do nàng Sujata cúng dường. Vì vậy, khi thấy Ngài đến gần, họ nói với nhau: “*Đấy, Guatama đến đấy. Chúng ta đừng nói chuyện với ông ta*”.

Tuy nhiên, khi đức Phật đến gần, một luồng hào quang tỏa sáng quanh Ngài. Vẻ uy nghi của Ngài đã làm năm vị đạo sĩ chần động đến nỗi họ quên những điều đã bàn bạc với nhau là không chào đón Ngài. Tất cả đều đứng lên chào đón Ngài. Người thì đến cầm giúp bình bát cho Ngài, người thì chuẩn bị sàng tọa để Ngài ngồi, người thì đem chậu, người khác lại xối nước để rửa chân cho Ngài. Rồi đức Phật nói với năm vị đồng tu rằng: “*Ta đã đạt được sự giác ngộ và ta đến để nói với các ông chân lý ta đã chứng đắc. Đừng gọi ta là Guatama nữa. Ta bây giờ ta đã là Phật – Bạc tinh thức vẹn toàn*”. Họ cảm thấy hối tiếc vì đã xa lánh Ngài trước đây và cầu xin Ngài tha thứ. Rồi họ lắng nghe đức Phật giảng bài pháp đầu tiên. Ngài dạy:

“Chính ái dục là nguyên nhân của sự tái sanh. Ái hợp với tâm thiết tha khao khát, bám víu cái này hay cái kia. Chính là ái, đeo níu theo nhục dục ngũ trần, ái, đeo níu theo sự sinh tồn (khởi sanh luyến ái trong ý tưởng cho rằng vạn vật là trường tồn vĩnh cửu), và ái, đeo níu theo ý tưởng không sinh tồn. Đây chính là nguồn gốc của khổ đau”¹².

Sau khi liễu ngộ những lời dạy của đức Phật, họ xin đức Phật truyền giới. Đức Phật đồng ý truyền giới và nói rằng: *“Hãy là Tỳ-kheo, sống cuộc đời phạm hạnh để chấm dứt khổ đau”*. Họ cạo đầu và mặc y áo màu vàng sẫm. Như vậy, tăng đoàn được thành lập.

¹² Kinh Chuyển Pháp Luân, Tương Ưng Bộ, V-420

A. 16: SÁU MƯƠI VỊ TỖ-KHEO ĐẦU TIÊN

Sau lễ truyền giới Tỳ-kheo cho Da Xá (Yasa), con trai của một người buôn gạo sống ở Varanasi, Tăng đoàn bắt đầu lớn dần. Da Xá có cuộc sống trưởng giả, nhưng cảm thấy cuộc sống chán nản và vô nghĩa. Sau khi nghe Đức Phật giảng giải về Tứ diệu đế (Bốn chân lý cao quý), thầy như bừng tỉnh khỏi cơn mê. Thầy nhận ra rằng cuộc sống toàn khổ đau; sắc đẹp và sự sung sướng không tồn tại mãi mãi. Da Xá quyết định ở lại bên đức Phật và trở thành đệ tử của Ngài. Thầy thưa với đức Phật, *“Bạch Đức Thế Tôn, con có thể lãnh thọ Tỳ-kheo giới?”* Đức Phật trả lời, *“Hãy là Tỳ-kheo, sống cuộc đời phạm hạnh.”*

Năm mươi tư người bạn của Da Xá (Yasa) cũng theo gương Thầy. Họ tìm đến diện kiến đức Thế Tôn và họ bị giáo pháp của Ngài thu phục hoàn toàn. Họ xin Ngài cho phép họ được làm Tỳ-kheo. Bây giờ, tăng đoàn đã lên 60 người.

Khi 60 đệ tử đầu tiên trở thành các vị A-la-hán – Bạc thanh tịnh đã đoạn tận tham ái, sân hận, si mê. Đức Phật quyết định đã đến lúc nên để các đệ tử đi khắp nơi và truyền bá giáo pháp của Ngài cho chúng sanh. Ngài nói với các đệ tử:

“Ta đã thoát ly tất cả kiết sử ở nhân giới và thiên giới, chư vị cũng đã thoát ly khỏi mọi kiết sử. Hãy ra đi, này các Tỳ-kheo, vì lợi ích cho số đông, vì hạnh phúc cho số đông, vì lòng bi mẫn cho thế gian, vì lợi ích, an lạc và hạnh phúc của chư Thiên và loài người. Hãy thuyết pháp hoàn thiện ở phần đầu, hoàn thiện ở phần giữa, hoàn thiện ở phần cuối, (sơ thiện, trung thiện, hậu thiện), hoàn thiện về ý nghĩa lẫn ngôn từ. Hãy tuyên bố đời sống phạm hạnh hoàn toàn đầy đủ và thanh tịnh”¹³.

Sáu mươi đệ tử đã được Phật hướng dẫn đi đến sáu mươi nơi khác nhau để truyền bá giáo pháp của Ngài. Các vị ấy đưa những người có nguyện vọng gia nhập tăng đoàn về gặp đức Phật. Trong giai đoạn này, các đệ tử được đức Phật trực tiếp truyền giới. Nhận thấy việc truyền giới như vậy sẽ không thuận tiện cho các hàng đệ tử, Ngài đã lập ra quy tắc trong Tăng đoàn là cho phép các Tỳ-kheo được truyền giới cho những người mới đến hoặc những Sa-di. Giới luật này vẫn được Tăng già gìn giữ và áp dụng cho đến ngày hôm nay.

¹³ Đại Phẩm (một trong sáu phẩm của luật tạng)

A. 17: TRUYỆN PHẬT GIÁO: CÂU CHUYỆN CỦA NÀNG KISA GAUTAMI

Chân Lý Thứ Nhất - Khổ đau

Kisa Gautami là một phụ nữ trẻ, con gái của một phú hộ. Cô kết hôn với một thương nhân giàu có. Khi người con trai duy nhất của cô được một tuổi, đứa bé đột nhiên đau nặng và chết. Nỗi đau thương quá lớn khiến cô không còn minh mẫn, Kisa mang xác của con mình trên tay và đi từ nhà này sang nhà khác để hỏi mọi người xem liệu có phương thuốc nào có thể giúp con cô sống lại. Dĩ nhiên không một người nào có thể giúp cô làm điều đó. Cuối cùng, cô gặp một vị đệ tử của Phật, vị này khuyên cô đến gặp đức Phật.

Khi Kisa bế đứa con đã chết đến gặp đức Phật và thưa với Ngài về câu chuyện đau thương của mình, đức Phật nhẫn nại lắng nghe cô kể, lòng Ngài tràn đầy bi mẫn. Ngài nói với cô:

“Chỉ còn một cách có thể cứu được cháu bé. Hãy đi tìm và đem về cho ta năm hạt mù-tạt từ gia đình nào chưa từng có người chết”.

Kisa đi từ nhà này sang nhà khác nhưng không tìm được. Mỗi nhà cô viếng thăm đều có một hoặc nhiều người đã chết. Cuối cùng, cô hiểu rằng đức Phật muốn cô nhận biết rằng cái chết đến với tất cả mọi người. Nhận ra cái chết là điều không tránh khỏi, Kisa không đau khổ nữa. Kisa mang xác của đứa con đi chôn và sau đó trở lại xin đức Phật truyền giới để làm đệ tử của Ngài.

“Đức Phật dạy chúng ta nên chấp nhận khổ đau là một thực tại của cuộc sống và không một người nào có thể tránh khỏi. Đây là Chân lý cao quý thứ nhất.”

A. 18: TRUYỆN PHẬT GIÁO: VỊ TỖ KHEO AN LẠC

Chân Lý Cao Quý Thứ Ba - Chấm Dứt Khổ Đau

Thuở nọ, có một người rất giàu và có địa vị cao trong xã hội, vị ấy nhận ra rằng cả người giàu lẫn người nghèo đều chịu đau khổ như nhau. Vì vậy, vị ấy đã xuất gia làm Tỳ-kheo tu tập thiền định với mục đích phát triển nội tâm. Không bao lâu sau, vị ấy trở thành trưởng lão sa môn, thu nhận 500 vị đệ tử. Trong số các vị đệ tử đó, có một vị Tỳ-kheo luôn mỉm cười, không giống như những Tỳ-kheo khác luôn luôn nghiêm nghị, trầm mặc. Trưởng lão là người duy nhất biết rõ ngọn nguồn vì sao vị Tỳ-kheo này luôn an lạc. Vị Tỳ-kheo an lạc này nhanh chóng trở thành thị giả đắc lực bên cạnh trưởng lão sa môn. Một năm sau, trong khi Tăng chúng đang an cư mùa mưa trong vườn hoàng gia theo lời mời của nhà vua. Trưởng lão sa môn đã được mời ở lại hẳn trong cung điện. Vị Tỳ-kheo an lạc đã trở thành người lãnh đạo mới của Tăng chúng lúc bấy giờ. Một ngày kia, Vị Tỳ-kheo an lạc đến thăm trưởng lão sa môn tại cung điện. Tất cả những gì thầy nói với sa môn trưởng lão khi gặp Ngài là “Thật là hạnh phúc! Thật là an lạc!”

Lúc đó, nhà vua cũng tình cờ đến thăm trưởng lão, vua cảm thấy bị xúc phạm khi không được vị Tỳ-kheo an lạc chào đón, vị ấy thậm chí còn không biết nhà vua đang đi vào.

Thấy nhà vua không hài lòng, trưởng lão nói với vua, “Xin Ngài hãy bình tĩnh. Tôi sẽ nói cho Ngài nghe vì sao vị Tỳ-kheo này an lạc như vậy. Rất ít người biết, trước đây thầy ấy cũng từng làm vua giống như Ngài. Những thầy ấy đã từ bỏ cuộc sống ngai vàng để trở thành một tu sĩ. Thầy đã tìm thấy niềm hỷ lạc trong hiện tại. An trú một mình trong rừng, nhưng thầy ấy không còn sợ hãi và cũng không cần phải có lính canh gác bảo vệ xung quanh. Thoát khỏi những lo lắng về tiền tài và quyền lực, thầy ấy đã dùng trí tuệ để bảo vệ chính mình và người khác. Thầy ấy đã tìm thấy sự bình an nội tại trong thiền định đến nỗi thầy phải thốt lên “Thật là an lạc! Thật là hạnh phúc!” Nhà vua cuối cùng hiểu ra được hạnh phúc thực sự là gì. Nhà vua kính lễ hai vị sa môn trước khi về lại cung điện của mình.

“Không bị ràng buộc bởi tiền tài và quyền lực, hạnh phúc sẽ tăng lên. Đây là chân lý cao quý thứ ba”.

Part B
CONVERSATIONS
in ENGLISH

B.01 PERSONAL PROFILE

Objectives

- Talk about present life
- Talk about past life and habit
- Talk about future hopes and ambitions
- Review different tenses when talking about one's life
- Review pattern Verb + infinitive

SPEAKING *Warm-up*

Match the questions and the answers.

- | | |
|---|----------------------------------|
| 1. Where were you born? | a. A year ago. |
| 2. What do you do? | b. Three times a week. |
| 3. How long have you been here? | c. In Thailand. |
| 4. Why are you studying English? | d. Because I need it for my job. |
| 5. When did you start learning English? | e. I'm a teacher. |
| 6. How often do you have English classes? | f. For two years. |

VOCABULARY *Ages*

Arrange the following words in the correct age range.

child	baby	teenager	(be) old/elderly
adult	toddler	pensioner	(be) middle-aged

Match the words above with different ages.

Age	Stage
0 – 1 approximately
1 – 2
2 – 12 approximatelyThis period is childhood (14: early teens)
13 – 17 approximately in your twenties (24-26: mid- twenties; 28-29 late twenties)
18+
20 – 29; people are retired.
40+
60 or 65	
75+	

READING *Milestones in Sam's life*

Sam *was born* in Scotland but when he was two, his father got a new job in Los Angeles, and he *grew up* in California. He *went to university* at 19 where he *met* Anthea.



He *went out with* her for three years, but towards the end

they had lots of rows and finally they *split up*. In his mid-twenties, he met Marie. They *fell in love* and *got married* within six months.

One year later she got pregnant and they *had* their first child, a boy. But the marriage was not a success. Sam *left* two years afterwards and they *got divorced*. Four years later, Marie *remarried*, and she is now expecting a second baby.



READING *From adolescent to adult*

Work with your partner. Read the text and tick (v) the subject mentioned.

Student A: read about Wong Fei

Student B: read about Isabel

	Wong Fei	Isabel
Education		
Free time		
Career		
Money		
Family		

Take turns to tell your partner about your text.

FEI

Fei is an only child and lives with her family in Shanghai. She is studying law at Jiaotong University and she will turn eighteen in a few weeks.

My goals are to get my degree, to go to England to study marketing and then to come back and find a good job. China is changing, and you can get rich now in China.

When I'm earning a good salary, I'd like to do more traveling, but I have to take care of my parents too. They are going to retire soon. They've given me a good life and I have to do the same for them. This is the way things are in China and it should be the same everywhere.

Normally, when you get married, you're only allowed to have one child. However, because I'm an only child, I can have two children if I marry another only child. Anyway, at the moment it's all a dream because I'm single.

I like reading stories on the Internet. I also like reading fashion magazines like Vogue. Perhaps my favorite thing is to go shopping with friends. We don't have much money but it's fun to look in the windows and think about what we are going to buy when we are rich!

ISABEL

Isabel is in her last year at an inner-city Madrid secondary school. If she goes to university she will have at least five more years at home.

I live with my parents and my brother. My sister, who is nearly twenty-seven, left home a month ago. This means I don't have to share my bedroom anymore.

Our mother cooks and irons for us – *she shouldn't do this but she enjoys it!* She also works. We're all a bit spoiled, I suppose.

I'm in the last of my two years of baccalaureate. I want to study medicine at university because I want to become a doctor. I have to get very high marks to get a place on that course at a public university. You can get into a private university with lower marks, but my parents can't afford that – especially as there are three of us.

I'd like to travel, but I think I'll always live in Spain. I'd love to get married and have children too. People in Spain don't have so many children now because of the cost, and everybody wants an easy, comfortable life.

SPEAKING *Making conversation*

When people learn English, they're usually shy and quiet. Here are some tips that help shy learners make a conversation.

- Ask questions
- Show that you're interested
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Match a line in A with a reply in B and a further comment in C.

A

1. What a nice day it is today!
2. How are you today?
3. Did you have a nice weekend?
4. How do you like living in here?
5. Did you have a good flight?
6. Did you watch the football game yesterday?
7. What a beautiful watch you're wearing!

B

- a. I'm enjoying it.
- b. Yes, no problems.
- c. Fine, thanks.
- d. No, I missed it.
- e. Thank you.
- f. Yes.
- g. Yes, we had a great time.

C

- i. What was the score?
- ii. *We went to the beach and did some shopping.*
- iii. The plane was a little late, but it didn't matter.
- iv. I got it in San Francisco last year.
- v. How about you?

vi. It was kind of strange at first, but I'm getting used to it.

vii. It's beautiful, isn't it?

👉 *Listen and check. Practice the conversations with a partner.*

Think of three questions to ask someone about each of these subjects. Invent the conversation with your partner, using the tips above.

study	home	free time	last weekend
-------	------	-----------	--------------

LISTENING *A student profile*

👉 *Listen to Mauricio talking about himself. Then complete the text using the verbs in the box.*

'm enjoying	'm studying	live	started
'm going to work	can speak	come	went

My name's Mauricio Nesta. I ⁽¹⁾ _____ from Brasilia, the capital of Brazil. I'm a student at the University of Brasilia. I ⁽²⁾ _____ modern languages – English and French. I also know a little Spanish, so I ⁽³⁾ _____ four languages. I ⁽⁴⁾ _____ the program a lot, but it's really hard work. I ⁽⁵⁾ _____ college three years ago.

I ⁽⁶⁾ _____ at home with my parents and my sister. My brother ⁽⁷⁾ _____ to work in the United States last year.

After I graduate, I ⁽⁸⁾ _____ as a translator. I hope so, anyway.

GRAMMAR *Present Simple, Present Continuous*

We use the Present Simple to talk about facts, our hobbies, timetables and things we do regularly in the present life. Those facts or activities are true for a long time (long-term).

We use the Present Continuous for things that are happening now or around now. These things are only true for a shorter time (temporary), and may change.

E.g.

We **learn** English two times a week and *(regular)*

this week we **are learning** grammar. *(now)*

John **lives** in London and **works** for *The Times*.

Every week, he **writes** about football. *(long-term)*

At the moment, he's **writing** a book on *'Great American Golfers, too.* *(long-term)*

In fact, John often **plays** golf with his *(temporary)*
son, Luke, on Sundays.

But this week Luke is on vacation with *(regular)*
his friends, so John **is working** at home

in his garden instead.

(temporary)

WRITING *Your present life*

Write a short description about your present life. Your writing should be within 80 words. Try to include the following points:

- What's your name?
- What do you do (for a living)? What are you doing now?
- *Where do you live? With whom? How much are you enjoying your place?*
- Are you doing any learning courses now? What is it?
- How often is your class? How many people are there in your class? Where do they come from?
- What would you like to do after you complete the course?

When you write, try to use both the Present Simple and Present Continuous.

Telling your partner about your present life and ask about his or her life.

LISTENING *When I was young, I used to ...*

- 🔊 *Listen to Jim talking about his childhood and his life now. Complete the chart. Write one sentence with **used to** for each question.*

	<i>Life as a child</i>
1 What/ do on weekends?	
2 What/ do in the evening?	
3 Where/ go on vacation?	
4 What sports/ play?	
5 What TV programs/ like?	
6 What food/ like?	

GRAMMAR Past Simple and Present Perfect

We use both the Past Simple and Present Perfect to talk about the things we did in the past.

However, while the Past Simple indicates these things are totally completed and have no influence on the present life, the Present Perfect gives more focus on present impact of these past actions.

We, therefore, usually use the Present Perfect to talk about general experience, and the Past Simple to talk about a finished single event.

E.g.

My parents **lived** in Australia for ten years, but then we **moved** here two years ago, and I've **learned** in this school since then.

(completed past)

(completed past)

(present focus)

Have you ever **been** to India?

Yes, I have.

I **visited** Goa last November.

*(general
experience)*

(single event)

James **has passed** his *E.g.* am.

(present focus)

He **got** 80%

(completed past)

GRAMMAR Past Simple and 'Used to'

Formation

Affirmative My cousin *used to* be a boy scout.

Negative I *didn't use to* like chocolate.

Question *Did* Sara *use to* take piano lesson?

Remember Used to + bare infinitive verb

Usage

We use *used to* for past habits and situations when we want to emphasize that things are different now.

We use the *Past Simple*, not *used to*, with exact dates, times, number of times, and periods of time.

But we can use either the *Past Simple* or *used to* when we don't give an exact time reference.

E.g.

I used to believe / ~~believed~~ in love at first sight. Now I'm more cynical.

This building was / ~~used to be~~ a cinema from 1940 to 1992.

That tall building was / used to be a fire station in the past.

Remember Used to + Verb (bare infinitive) → past habit

Be careful Be/Get used to + Verb-ING / Noun → get accustomed to something new.

E.g. I *used to* go swimming twice a week. (but I no longer go swimming).

I come from a tropical country but now I *am used to this cold weather / living* in this Antarctica.

PRACTICE

With a partner, ask and answer the questions above about your life now and your life as a child.

- What do you do on weekends?
- → I usually go shopping and ...
- What did you do when you were a child?
- I used to play with my friends and ...

LISTENING *Hopes and ambitions*

🎧 *Listen to three people talking about what they want in the future. Fill in the blanks with words you hear. Write no more than three words in each blank.*

Duane

When I grow up, I want to be a ⁽¹⁾ _____ and play for the Los Angeles Lakers, because I want to ⁽²⁾ _____ of money. After that, I'm going to be an astronaut, and fly in a rocket to Mars and Jupiter. And I'd like all the people in the world and all the animals in the world ⁽³⁾ _____.

Maria

I just finished my second year of college, and now I'm going to take ⁽⁴⁾ _____. My friend and I are going around the world. We hope to ⁽⁵⁾ _____ as we go. I really want to meet people

from all over the world and see how different people ⁽⁶⁾

_____.

Helen

Well, I ⁽⁷⁾ _____ recently, so what I really want to do is to go back to the ⁽⁸⁾ _____ as soon as possible. I really enjoy swimming. At my age, it's important to be in shape, and I want to be able to travel without ⁽⁹⁾ _____. I'm going to retire in a couple of years, and I'm looking forward to ⁽¹⁰⁾ _____ to do the things I want to do.

GRAMMAR

Verb + Infinitive

We use the *to-infinitive* after various verbs, saying that we will or will not do something.

E.g. She refused *to go* to bed.

I promise *not to shout* at you again.

We use the *to-infinitive* after various verbs, telling what we want or plan to do in time to come.

E.g. I hope *to become* a teacher one day.

I want *to be able* to travel around the world.

SPEAKING

Talk about people in the photo

🎧 *Listen and practice a conversation between two friends, Laura (L), Maya (M) and Anna (A)*

L: Maya

M: Hi Laura. Sorry I'm a bit late.

L: That's OK.

M: How long have you been here?

L: Oh, not long. Ten minutes.

M: Sorry. The traffic was bad.

L: Are you looking for something?

M: Another chair. Oh ... there's one.

L: So who else is coming?

M: My friend Anna from Poland.

L: Oh yeah? How do you know her?

M: I met her on an exchange trip.

L: When did you do that?

M: Year 10 at school. Here. I've got a picture of her on my mobile. She's the girl in the middle.

L: Oh, wow! She's very pretty.

M: Yeah.

L: So is she just visiting?

M: No, she's studying here. She's really clever as well as being pretty and she's good at sport! Some people are so lucky!

L: Yeah. So who's the guy? Is that her boyfriend?

M: No! That's my brother!

L: Really? You don't look very similar.

M: I know. He's quite dark - but look at the nose and mouth.

L: Let me see. Yeah, I guess. So what does he do?

M: He's a nurse. He lives in the States.

L: Really? Why did he go there?

M: *He's married and his wife's from there.*

L: Really? How old is he?

M: 24

L: OK. That's quite young.

M: I guess.

L: Do you get on well?

M: Yes, we're quite close. He's very caring - and generous too. Obviously, I don't see him very often now. Actually, the last time I saw him was when I took this photo. It was over a year ago, but we email and talk on the phone quite a lot.

L: Do you have any other brothers or sisters?

M: Yeah - a younger sister.

L: Is that the other girl in the picture?

M: No, she's a friend from my Spanish class.

A: Maya!

M: Anna! How are you? We saved you a seat. Anna - I don't think you know my friend Laura. She's a friend from work. Laura, this is Anna.

A: Nice to meet you.

L: Hi - I've heard a lot about you.

B.02 ILLNESS

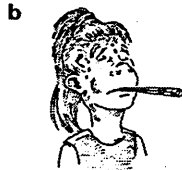
Objectives

- Talk about illness and physical problems
- Give medical advice
- Review imperatives
- Review modals of possibilities
- Review Infinitive to express purpose

VOCABULARY *Illness*

Match the words from the box (1 – 8) with each label (a – h)

1 headache	2 cold	3 dizzy	4 broken arm
5 backache	6 fever	7 sore throat	8 stomach ache



Fill in the blank with a word showing body part in the box. Use each word once only.

a. cheek	b. knees	c. neck	d. throat	e. waist
f. chin	g. lips	h. nose	i. thumb	j. wrist

- 1 After speaking for two hours, the lecturer had a sore
- 2 Terry was on his hands and, looking for the fallen coin.
- 3 Paul gave his aunt an affectionate kiss on the
- 4 There was such a terrible smell that I had to hold my
- 5 Stan is deaf, but he can understand people by reading their
- 6 I never wear a watch because I don't like the weight on my
- 7 One of the boxers punched the other on the and knocked him out.
- 8 When Diane was a baby, she used to suck her
- 9 I've lost a lot of weight, especially around the
- 10 Norma wears a heart on a gold chain around her

Decide whether the words in bold are adjectives, verbs or nouns. Then translate them into your language.

1 It happens every spring. It's horrible. My eyes **water** and I **sneeze** all the time.

2 I think it's because of something I ate. I was **sick** three times last night - and I still feel awful today.

3 If I eat any kind of chocolate, I get a horrible red **rash** all over my body.

4 I get out of breath very easily and I **cough** a lot at night.

5 I sometimes just suddenly get them. I don't know why. On bad days, they can **last** for up to 20 minutes!

6 I feel dreadful. I've got a temperature, my whole body **aches**, I've got a horrible cough and I've lost my **appetite**.

7 It hurts when I **swallow** - and I'm losing my voice as well.

8 It was 38 degrees the last time I checked. I feel hot and cold and I'm **sweating** a lot as well.

9 I've had it all morning. I can't **concentrate** on anything. I took some painkillers earlier, but they didn't work.

LISTENING

🎧 *Listen to two conversations. In both, people are talking about how they're feeling.*

Fill in the blanks with the words you hear.

Conversation 1

A: Hi, how're you?

B: Not very well, actually. I think I'm getting the
(1) _____.

A: Oh no! Your poor thing! Are you sure it's not
just a (2) _____?

B: It might be, I suppose, but it doesn't feel like it.
I've had it for a few days now. I just feel really (3) _____
and (4) _____ all the time and my muscles (5) _____ a lot.

A: That sounds horrible. Maybe you should go home
and get some (6) _____.

B: Yes, maybe you're right.

A: No-one will thank you if you stay and spread it!

B: That's true. Could you tell Mr. Einhoff I'm
(7) _____?

A: Yes, of course.

B: Oh, and would you mind giving him my
homework? Thank you.

A: That's OK. You take it easy and get (8) _____
soon.

B: I'll try! Bye.

A: Bye. See you.

Conversation 2

C: Bless you!

D: Oh! I am sorry! That's the fifth time in as many
minutes!

C: That's OK.

D: I always get like this at this time of year! It's awful, because I hate winter, but then as soon as the sun comes out I can't stop ⁽⁹⁾ _____! And my eyes really ⁽¹⁰⁾ _____ as well. I really want to rub them, but that just makes them worse!

C: Oh, that sounds horrible. Are you taking anything for it?

D: Yes, I went to the chemist's last year and they recommended these ⁽¹¹⁾ _____, so I take four of these every day, and they do help, but they don't stop it completely.

C: Why don't you get some ⁽¹²⁾ _____ to protect your eyes a bit?

D: That's not a bad idea, actually, but I think I'd feel a bit funny walking round in sunglasses all day!

C: Yeah, I know what you mean, but maybe you ought to try it. You never know. It might work for you.

PRACTICE *Common questions about illness*

Match each of the questions to two possible answers.

- 1 Are you OK?
- 2 Have you been to the doctor's about it?
- 3 Are you taking anything for it?

a Yes. The doctor gave me some tablets the other day.

- b No, not really. I've got a terrible headache.
- c No, not yet, but I've got an appointment this afternoon.
- d No, not really. I'm just drinking lots of water. That's all.
- e Yes, I went yesterday. He just told me to go home and take it easy.
- f No, not really. I've got a bit of a cold.

Practice two conversations above with your partner.

READING What to do if you catch the flu

We all know what it feels like to wake up sick. It's no fun. But if you run a temperature, it might not just be a cold. You might have the flu!

The flu or influenza is a contagious illness. Influenza viruses like to attack the nose, throat and lungs. Luckily, getting the flu shot every year is the best way to protect yourself from the flu.

Signs and Symptoms

If you come down with the flu, you will probably feel some unpleasant symptoms. You might run a high temperature, have a cough or a sore throat. Your nose might run or feel stuffy, or your muscles and body might ache. You might have a headache and could also feel very tired. Some people have diarrhea or throw up. This is more common in young children.

How the Flu Spreads

Flu viruses are much too small to see. They are spread by tiny droplets in the air when people with flu cough, sneeze or talk. They can land in your mouth or nose, and you can breathe them in, too.

These aren't the only ways to get the flu. You can catch it by touching something that a sick person has also touched. Say someone with the flu blows their nose into a tissue. Their viruses would be all over that tissue. If you touch the tissue and don't wash your hands, you could get sick.

The Cold Versus The Flu

Knowing if you have a cold or the flu can be tricky. The flu is usually worse. People with colds are more likely to have a runny or stuffy nose. Colds don't usually make you sick enough to go to the hospital.

How to Deal With the Flu

If you are sick with the flu, it is best to stay home and rest. You should not go back to school until your fever has gone down.

Cover your nose and mouth with a tissue when you cough or sneeze. Try not to touch your eyes, nose and mouth. Wash your hands often. Be sure to use soap and water.

Having the flu feels terrible. Don't worry too much, though. Most people get through it just fine.

GRAMMAR Possibilities: Can/Could/May/Might

□ We use *Can, Could, May or Might* to talk about present possibilities and future possibilities.

□ We use *Can/Could* to say that something is possible because the subject is able to do it or has the opportunity to do it. *May/Might* just express possibilities.

E.g. Your blue shirt may be in the top drawer.

She might come and see you tomorrow.

Viruses can land in the tissue and you could get sick if you touch it.

I could be late because the traffic might be bad.

Read the text again. Underline all the modals that are used.

GRAMMAR Imperatives

▪ Imperatives are used to give orders, instructions, advice, encouragement, offers, etc. Use a verb with no subject.

▪ For negative imperatives, use *don't*.

▪ We often use imperatives with conditional if-clauses

E.g. Swallow the water slowly.

Don't take more than four tablets in a day.

If they don't solve the problem, talk to your doctor.

Using the verbs in the box, write the imperatives people might say based on the warnings given with medication in 1-8.

Drink	Let	Have	Eat
Put	Stop	Wash	Leave

- 1 Don't exceed three doses in 24 hours.
any more today! That's the third one you've had.
- 2 Don't take on an empty stomach.
something first and then take them.
- 3 Keep refrigerated. the bottle back in
the fridge.
- 4 Complete the full course. taking them.
You have to finish the prescription.
- 5 For external use only. it or eat it!
- 6 Avoid contact with eyes. your hands
after using it.
- 7 Store in a cool dry place. it there in
the sun. Put it in the cupboard.
- 8 May cause tiredness and drowsiness.
me drive in case you fall asleep!

SPEAKING

🎧 Listen to three conversations and practice with a partner.

Conversation 1

A: Are you OK?

B: Hic! Yeah, I've just got hiccups. Oh, gosh! Hic! It's really annoying.

A: Here. I know a cure. It never fails.

B: Hic

A: *Take some water in your mouth, but don't drink it.*

B: Mmm

A: Now put your fingers in your ears. Bend down and put your head between your knees and swallow the water slowly.

B: Mmm?

A: Swallow the water (said louder!)

B: Mmm

A: OK. You can breathe now. Have you still got them?

B: Um, no. No, I don't think so.

A: You see. It works every time.

B: Maybe, but I wouldn't want to do it in the public! People would think I was mad.

Conversation 2

C: Yes. Can I help you?

D: Yes, I would like something for a bad stomach, please.

C: Does it hurt or have you been sick?

D: Not sick. It's more gas. It's uncomfortable.

C: OK. It sounds like indigestion. It's after you eat, right?

D: Yes.

C: And you're going to the toilet normally? No diarrhea?

D: Diarrhea? No.

C: OK, so I think these are what you need. They're indigestion tablets. You mix them with water and drink them after your meals. They're the most effective, I think.

D: OK

C: What flavor would you like? Orange or blackcurrant?

D: Oh, orange.

C: That'll be four twenty-five. Don't take more than four tablets a day – and if they don't deal with the problem, consult your doctor.

D: OK. Thanks. I will.

Conversation 3

E: The burn's not too bad. We'll give you some cream for it, but you need some stitches in that cut. It's quite deep. What happened?

F: Well, I cut my head dancing with my son.

E: I'm sorry?

F: I was dancing with my five-year-old son and I stepped on one of his toys and I fell and hit my head on the side of the table.

E: Oh dear. What about the burn, then?

F: Well, my wife came in when she heard me shout and while she was helping me stand up, she knocked a cup of coffee off the table and it went all over my leg.

E: Oh dear. I'm sorry. I shouldn't laugh!

F: Don't worry. It was very stupid.

E: Nurse, could you dress the burn after I've done these stitches?

G: Of course.

VOCABULARY

Common injuries



<i>Problems</i>	<i>Results</i>	<i>Solution</i>
1 She cut her finger	It's bleeding	Put a plaster on it
2 He twisted his ankle	He can't walk	Put a bandage on it
3 She's got a bruise	It's swollen black and blue	Put an ice pack on it
4 He broke his arm	He can't use it	Wear a sling
5 She burnt her hand	It's very painful	Put cream on it

Notes:

We use **ache** for tooth, stomach, back, ear, and head. For other parts of the body we use **pain**. With both nouns, we often use the verb **get**.

- Ache is also a verb, describing a pain which continues for a long time but is not strong.
- **Hurt** is common as a verb, often used to describe the pain from injuries, which is stronger or more sudden.
- **Wound** and **injury** describe damage to the body, but a wound is usually caused by a weapon and happens in fights.

GRAMMAR Infinitive of purpose

- We use an infinitive to explain the purpose of an action. It often answers the questions *Why?*
- We can use the longer form, *in order to*, but *to*-infinitive is more common. In spoken English, we can answer the question *Why* with a *to*-infinitive only.
- We use '*in order not to*' to express a negative purpose.
- We can also use the infinitive after a noun or pronoun to express the purpose of an object.

E.g. I went to the dentist's *to have* a dental check.

Why do you get here? → *To meet* you before I leave.

I walk slowly *in order not to* twist my ankle.

Give me a cream *to put* on my burn.

Complete each sentence (1–10) with suitable ending (a–j)

1. I think we should send for an ambulance ...
2. Some people go jogging every morning ...

3. It would be a good idea for you to go to the dentist's ...
4. The doctor gave Andy an injection ...
5. I'm going into hospital tomorrow ...
6. We took the cat to the vet ...
7. Susan took two aspirins ...
8. Nobody could find a stretcher ...
9. The doctor gave Helen a prescription ...
10. I bought some special cream ...
 - a. to have that bad tooth of yours taken out.
 - b. to check whether it had recovered from its accident.
 - c. to take old Mrs. Jones to hospital.
 - d. to put on my sunburnt arms and legs.
 - e. to get rid of her headache.
 - f. to reduce the pain and help him sleep.
 - g. to take to the chemist's.
 - h. to keep fit, or to lose some weight.
 - i. to carry the injured man out of the building.
 - j. to have an operation on my foot.

B.03 FEELINGS AND OPINIONS

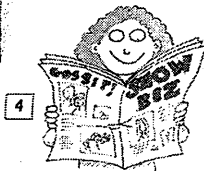
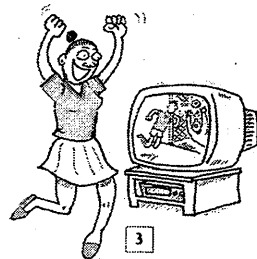
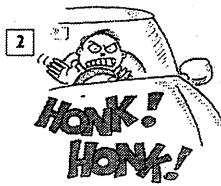
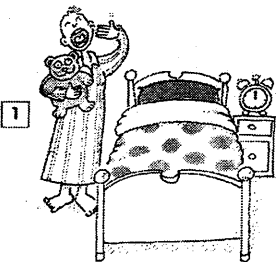
Objectives

- Express feelings
- Agree and disagree, give opinions
- Use -ing and -ed adjectives

VOCABULARY Describing Feelings

Match the feelings to the pictures

bored tired worried excited annoyed interested



Match the feelings and reasons to make sentences.

Feelings		Reasons
	bored	I'm going on vacation tomorrow.
	tired	we have a good teacher.
I am	worried	I worked very hard today.
	excited	I can't find my keys.
	annoyed	I don't have anything to do.
	interested	I want go to the party but I can't.

SPEAKING

How do you feel?

Match a line in A with a line in B. Choose a reply for each set of sentences (A+B) in C.

A
1. I feel nervous.
2. I don't feel very well.
3. I'm feeling a lot better, thanks.
4. I'm really excited.
5. I'm sick of this weather.
6. I'm really tired.
7. I'm kind of worried.
8. I feel really depressed right now.
B
a. It's so wet and miserable.

- b. I'm going on vacation to Bangkok tomorrow.
- c. My grandfather's going into the hospital for tests.
- d. I think I'm getting the flu.
- e. Nothing's going right in my life.
- f. I have a test today.
- g. I have a lot more energy.
- h. I didn't sleep very well last night.

C

- i. Cheer up! Things can't be that bad!
- ii. Why don't you go home and go to bed?
- iii. I'm sorry to hear that, but I'm sure he'll be all right.
- iv. I know. We really need some sun.
- v. That happens to me sometimes. I just read in bed.
- vi. Good luck! Do your best.
- vii. That's good. I'm glad to hear it.
- viii. That's great. Have a good time.

👂 *Listen and check your answer. Then practice them with a partner.*

GRAMMAR *-ED / -ING Adjectives*

- We use *-ing* adjectives to describe a situation, person, or thing.

E.g. An **interesting** teacher

A **boring** movie

An exciting life

- We use *-ed* adjectives to describe how we feel.

E.g. I'm very **interested** in modern art.

We were **bored** at the end of the lesson.

She's **excited** about going on vacation
tomorrow

Complete the sentences. Use one of these adjectives.

<i>excit-</i>	<i>frighten-</i>	<i>bor-</i>	<i>interest-</i>
<i>confus-</i>	<i>disappoint-</i>	<i>worry/worri-</i>	<i>surpris-</i>

-ED

-ING

- A: I met a famous actor today.
B: Really? How _____!
- A: I spent four hours walking around a museum today.
B: Was it _____?
A: No, it was _____.
- A: I haven't heard from my parents for two months.
B: You must be _____.
- A: Ann! I can't believe you're here!
B: Why are you so _____ to see me?
- A: I failed the exam. I studied really hard for it. I'm so _____.
- A: A man started to follow me home last night.
B: Weren't you _____?

7. My computer's broken, and I don't understand the manual. It's so _____.

READING

- i. *Read the article quickly. Choose the best summary.*
- a. People often use facial Expressions, but never facial shape, to try to learn about people.
- b. People often use facial Expressions and facial shape to try to learn about people

Reading faces

An old proverb says, 'You can't judge a book by its cover.' This means that you can't tell what people are like just by looking at them. But, most people feel they can learn some things from reading someone's face. If nothing else, they try to read people's faces to tell how they are feeling at a given moment.

Consider the smile. It is one of the most easily recognizable human facial expressions. We can see a smile on someone's face from hundreds of feet away. But, there is a subtle difference between a genuine smile and a false one. For example, when two old friends meet, they smile with their eyes as well as with their lips. *The muscles of the face contract and pull the lips up, while the muscles around the eyes wrinkle the skin around the corners of the eyes.* On the other hand, when a clerk in a grocery store smiles politely, the lips move but the smile doesn't necessarily reach the eyes.

We may be able to read common emotions like joy, sadness, and anger from facial expressions, but that's not all. Research suggests that we also tend to judge character, and even stereotype people, based on the shape of their faces. In her book *Reading Faces*, Professor Leslie Zebrowitz documents her research showing that baby-faced adults (people with big eyes and round cheeks) make the rest of us feel protective, as we do towards children. In one study of cases in a Boston courtroom, Zebrowitz found that people with 'baby-faces' were more likely to be successful than people with more mature-looking faces.

So, it might be a good idea to think twice the next time you have a quick impression of someone. Your assumptions may or may not be true!

ii. *Read the article again. Mark the following statements T (true), F (false) or N (not given).*

1. _____ People often try to look at faces to learn how someone feels.
2. _____ A smile is one of the easiest *Expressions* for people to see.
3. _____ A false smile uses muscles near the eyes, but a real smile does not.
4. _____ Adults and children are equally good at reading faces.
5. _____ Professor Zebrowitz found that people react in a specific way to 'baby-faced' people.

6. _____ In the study of court cases, people with mature-looking faces were more successful.
7. _____ There are many books on the subject of face reading.

iii. Match the words in the box with its definition.

1. proverb	2. subtle	3. genuine	4. contract
5. wrinkle	6. stereotype	7. protective	8. assumptions

- a cause something to have thin folds or lines in it
- b things you accept as true even though you have no proof
- c make or become shorter or smaller
- d wanting to keep someone safe
- e real
- f not very noticeable
- g a short saying stating a general truth or piece of advice
- h have a fixed idea about something which is often not true in reality

LISTENING *Mistaken First Impression*

🎧 Listen to a person talking about mistaken first impressions. Complete the script with words you hear.

It was years ago. My sister and I took a drive out in the country. We were way out in the country, miles from anything when we got a ⁽¹⁾ _____. We pulled over and got out of the car. We were young and neither one of us had any idea how to ⁽²⁾ _____. As we

were standing there, wondering what to do, a gang of
 (3) _____ men on motorcycles roared over the hill
 and stopped right in front of us. We were
 (4) _____. We were thinking of all the TV
 shows and movies where men on motorcycles were bad
 guys! The leader of the group got off his bike and came
 over, followed by three (5) _____ men. He
 didn't smile or anything, he just looked at us and said,
 "Give me your keys." We were (6) _____, but my
 sister handed over the keys. Then we watched as the four
 men (7) _____ for us. When they finished, the
 leader gave us back the keys and said, "Now go home,"
 and they got on their motorcycles and roared off. Ever
 since then, I have tried (8) _____ people by
 how they look.

SPEAKING *Believe it or not*

🎧 *Listen to the conversation. Then practice with a partner.*

Harry Oh, no. It's going to be hard to find a parking space today.

Michelle Don't worry. I've got the parking tiger*.

Harry The what?

Michelle The parking tiger. Look, the head moves when you press the button. Now we'll find a parking space in a few minutes.

Harry Oh, come on, Michelle! That's too much.

Michelle No, I really believe it works.

Harry That's silly.

Michelle Do you mean you don't have any little superstitions like this ... You never carry a lucky charm or anything?

Harry Well. If I hear a certain song on the radio, then I always think it will be a good day. And, I have a lucky tie that I always wear for important meetings.

Michelle So, you're a little superstitious then, aren't you?

Harry Well, only a little. Hey! There's a parking spot!

Michelle See, I told you – It really works!

* *parking tiger* = a small decorative item in a car in shape of a toy tiger

SPEAKING

Saying you...

believe something

don't believe something

I really believe (that)...

That can't be true.

I'm positive (that)...

Oh, come on!

I always think (that)...

Do you expect me to believe that?

I have no doubt (that)...

That's too much.

It's really true.

I don't believe it.

It really works.

LISTENING

Neighbors

👂 You will listen to Mrs. Snell and her new neighbor, Steve, talking about each other.

Work with a partner. One listens to Mrs. Snell; the other listens to Steve. Compare their stories by answering the following questions.

1. What industry does Steve work in?
2. Does Steve have a good job?
3. Who is staying with Steve at the moment?
4. How many people came to Steve's party?
5. What time did Steve's party end?
6. Did Steve and his friends make a lot of noise?
7. Where is Steve doing this evening?

Mrs. Snell's story

Steve's story

- | | |
|---------|---------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |

Discuss with your partner.

1. Why do you think Mrs. Snell think wrongly about Steve?
2. Write down three things that young people think about older people and three things that older people think about young people. Compare ideas.

SPEAKING*Opinions**Asking for Opinions**Giving Opinions*

What do you think?

I think / don't think ...

Do you think ...?

In my opinion ...

Don't you think ...?

If you ask me ...

*Agreeing**Disagreeing*

I agree.

I disagree / don't agree.

Maybe...

I (still) don't think ...

I guess so.

I'm not sure.

I suppose you're right.

🎧 *Complete the conversation below with expressions in the table above. Listen and check your answer.*

Eddie That movie was really good!

Maxine Hmm. ⁽¹⁾ _____ so?

Eddie What? didn't you like it?

Maxine Well, it was OK. But
⁽²⁾ _____, it was a little
unrealistic.

Eddie ⁽³⁾ _____ it was... OK,
⁽⁴⁾ _____ a little, but I think the acting was
good.

Maxine ⁽⁵⁾ _____. I just don't think they
make thrillers like they used to. I always like

the old-fashioned thriller, you know, the classics.

Eddie I like them, too. ⁽⁶⁾ _____, but I still don't think this movie was too bad.

Maxine OK, let's agree to disagree on this one.

Practice the conversation with a partner.

SPEAKING *Responding to news and comments*

Commenting on news we haven't heard about

Really?

That's bad news/ nice/ great/ awful/ interesting, etc.

Agreeing with a comment or opinion

(Yes) I know.


It's good news / really good/ fantastic/ terrible, etc.

Agreeing to a suggestion

Good idea.

Absolutely.

Definitely.

 *Listen and complete the two conversations below. Then practice with a partner.*

Conversation 1

A Did you read this article about bees?

B No.

A They're all dying for some unknown reason.

B Really? ⁽¹⁾ _____

A ⁽²⁾ _____. It's really bad news because we really depend on bees. If bees become extinct, we won't have any fruit or vegetables.

B I hadn't thought about that. They should do something – fund research or something.

A ⁽³⁾ _____

Conversation 2

C Did you hear what they want to do in Morovia?

D ⁽⁴⁾ _____

C It said on the news that they're going to pull down a lot of the horrible houses they've built along the coast and create a national park instead.

D ⁽⁵⁾ _____

C I know. ⁽⁶⁾ _____

D They should do more to protect the countryside here too.

C ⁽⁷⁾ _____. We need more green spaces.

B.04 CHORES & LEISURES

Objectives

- Talk about daily chores
- Talk about likes and dislikes
- Talk about leisure activities
- Review verbs used with gerunds and infinitives

VOCABULARY *Chores*

A chore is a duty or task you're obligated to perform, often one that is unpleasant but necessary. Washing the dishes is a chore, and so is completing a homework assignment you aren't excited about. Sometimes a thing that you wanted to do can become a chore if it ceases to be fun or interesting.

Match 1–7 with a–g to describe chores.

- | | | |
|------------------|----------------|--|
| 1 wash | 1 <u> d </u> | a. bills |
| 2 do | 2 <u> </u> | b. the garbage |
| 3 take out | 3 <u> </u> | c. the rug or the carpet |
| 4 mop /
sweep | 4 <u> </u> | d. windows or the car |
| 5 pay | 5 <u> </u> | e. laundry or the dish or yard
work |

6 iron 6 ___ f. the floor

7 vacuum 7 ___ g. clothes

Which chores do you do regularly? Which do you never do? Add more chores you often do.

SPEAKING Chores

👂 *Listen to a group of friends talking about the chores they like or dislike.*

Holly: That was delicious, Scott

All: Yes, it was. Really good.

Scott: Thank you.

Rob: You really enjoyed cooking, don't you?

Scott: Yes, I do. It's not a chore for me at all. In fact, I enjoy it! But I hate doing the dishes. I never want to do the dishes.

Marie: I'm the opposite. I can't stand cooking, but I don't mind doing the dishes.

Rob: The chore I really hate this ironing. Ugh!

Holly: Oh, I don't mind ironing at all. I usually plan to watch TV at the same time. It's not so bad.

Scott: It's funny how different people feel about different chores.

Holly: Yes, but no one lives taking out the garbage, right?

All: Not me! I don't!

Practice the conversation with a partner.

GRAMMAR *Gerunds and Infinitives***Verb + gerund (-ing)**

I enjoy cooking. *enjoy, don't mind, can't stand*
 I don't mind doing the dishes.

Verb + infinitive (to + base form)

I don't want to do the dishes. *want, plan, need, would like, hope*
 I don't need to wash the car.

Note: You can use the infinitive or the gerund with *like, love, and hate* with slight difference in meaning.

I like doing chores, OR I like to do chores.

Use *like* to say that you enjoy (doing) something good.

I *like* cooking.

Use *would like* as a polite way of saying that you want (to do) something.

I'd *like* to cook dinner tonight.

Fill in the blanks with the correct form of the verb in brackets. More than one answer is possible in two sentences.

- 1 Alan enjoys (wash) the car.
- 2 Do you mind (do) chores?
- 3 We hope (finish) our work this afternoon.
- 4 Kyoko doesn't like (take) out the garbage.

5 It's a nice day, so they want
(wash) the windows.

6 What are they planning (do)
tomorrow?

7 The children love (play) in the park.

8 Would you like (go) out for
dinner tonight?

*Write sentences about yourself. Then compare
sentences with a partner.*

1 I enjoy

2 I don't mind

3 I can't stand.....

4 I love

5 Next weekend, I plan

6 Someday, I'd like

7 Next year, I want

8 After class, I need

READING *Benefits of Chores*

(adapted from *The Center for Parenting Education*)

"Just wait a minute. I promise – I'll do it later."

"Oh no, do I have to?"

How many times have you heard these refrains or something similar when you request your children to do a chore around the house? Chances are it has been often.

Children can be pros at procrastination, excuses, resistance and refusal when it comes to chores. Even though it is more difficult at the time to persist in having children do chores, kids benefit from the experience.

Research indicates that children who do chores have higher self-esteem, are more responsible, and are better able to deal with frustration and delay gratification. That contributes to greater success in school and can have a positive impact later in life.

Doing chores gives children the opportunity to give back to their parents for their parental love and care. Kids begin to see themselves as important contributors to the family. They feel a connection to the family. Holding them accountable for their chores can increase their sense of responsibility. Children will feel more capable for having met their obligations and completed their tasks.

One of the most frequent causes of over-indulgence stems from parents doing too much for their children and not expecting enough of them. By expecting children to complete self-care tasks and to help with household chores, parents equip children with the skills to function independently in the outside world.

By completing household tasks, children will know that they can contribute to the family, begin to take care of themselves, and learn skills that they will need as an adult.

i. Match the words on the left with its definition on the right.

1	refrain	1 ___	a. act of delaying something that must be done because it is boring or unpleasant
2	procrastination	2 ___	b. continue to do or say something in a determined way
3	resistance	3 ___	c. a repeated phrase
4	persist (in)	4 ___	d. act of refusing to accept something
5	self-esteem	5 ___	e. pleasure or satisfaction
6	frustration	6 ___	f. belief and confidence in one's ability and value
7	gratification	7 ___	g. behaviour in which you allow yourself or someone to have too much of something enjoyable
8	accountable (for)	8 ___	h. an annoyed or impatient feeling
9	over-indulgence	9 ___	i. start or develop from something
10	stem (from)	10 ___	j. responsible (for)

ii. Read the first three paragraphs and mark the following statements True (T) or False (F).

1. _____ Children usually refuse to do chores.
2. _____ Children are very good at refusing to do chores.

3. _____ Children who do chores are less confident in themselves than others.

4. _____ Children who do chores get angry easily.

5. _____ Chores may help children succeed in their study.

iii. Read the rest of the article. Answer the following questions to your partner.

6. What could the children feel when they actually help their parents to do chores?

7. What could be the cause of over-indulgent children?

8. What do parents equip their children with when asking them to do chores?

LISTENING

Weekend plan

🔊 Listen to a dialogue between Richard and Molly and complete the chart below with what you hear.

<i>Saturday</i>	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
Richard	go ⁽¹⁾ _____	go to a ⁽²⁾ _____	
Molly	go swimming	go to the ⁽³⁾ _____	go to the ⁽⁴⁾ _____
Molly's Mum	do ⁽⁵⁾ _____		
<i>Sunday</i>	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
Richard		play ⁽⁶⁾ _____	play ⁽⁷⁾ _____
Molly	go ⁽⁸⁾ _____	do ⁽⁹⁾ _____	
Molly's sister			do yoga

Molly's parents

go to a
(10) _____

🗣️ *Read the transcript at the end of this section and practice the dialogue with a partner.*

READING *How do you relax? What do you do to unwind?*

Work with two other partners. Each one will read about one person below.

Andrew: I love to sit on my steps with a cup of coffee and watch the world go by. It's so relaxing at the end of a long day or after doing chores. I watch the neighborhood children play and it helps me unwind and forget my worries.

Charlotte: Playing the guitar is always relaxing for me. Most days I sit down and play a little after work. I also get together with friends who play instruments a few times a week. We play together and chat about things.

Nathan: after work on Friday evenings, a lot of people get together to make "slushies" from the cleanest on earth. We put fresh snow in a glass and add our favorite drink flavors to the snow. The slushies are great, but really it's just an excuse for people to socialize and discuss the week. It's a great way to take it easy and socialize at the same time.

Exchange information with your partners. Ask and answer the question: "What does ... (Andrew / Charlotte / Nathan) do to relax?"

PRACTICE

Talk about yourself. What do you do to relax?

SPEAKING *Why don't you come with us?*

🎧 *Listen and practice a conversation with a partner.*

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart: Hey, listen. I'm getting together with Sara and Paul tonight, and a few of our other friends are going to join us. [Oh.] And, we're . . . well, we're going out to eat and then catch a movie. *Why don't you come with us?*

Amy: Hey, I'd love to, but I have to cram for a test tomorrow.

Stuart: Ah, *come on*. We're planning on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the latest. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. *Come on!*

Amy: I . . . *I don't think I'd better*. I haven't been feeling well lately.

Stuart: Yeah, because you study too much. Well, we'll have a blast. *Come on! Relax.* [Well . . .] And it's Sara's birthday, too. And we're throwing her a small birthday party after the movie. *Come on. Best friends always stick together.*

Amy: Oh. Okay.

Stuart: Great. I'll pick you up at 6:00.

Amy: Okay. See you then, but I have to be back by 10:30.

Stuart: Ah, 10:30 . . . Midnight. It's all the same. See you at 6:00.

SPEAKING *Inviting, Accepting, Refusing*

<i>Inviting</i>	<i>Accepting</i>	<i>Refusing</i>
Would you like to...?	I'd love to. (Sounds) Great!	Sorry, I can't. Maybe next time.
Do you want to...?	Good idea!	I don't think I can.
Why don't you ...?	Sure. Why not?	I'm afraid I have to...
Let's ...		Sorry, I don't like...
How about...(verb-ing)?		Sorry, but ...
Come on!*		
(*insisting: nài ni)		

Practice with your partners. Ask and answer an invitation with a positive and negative response. Give an explanation of your refusal.

READING *Watching TV*

A study in 2017 revealed that an average American spent nearly three hours a day to watch TV. That is equal to one full year for every eight years of living.

Evidence shows that watching TV improves the mood for a short time only. Instead, people should engage in volunteering activities or spend time with family and friends. *Watching TV is an indoor activity while spending time in nature is more beneficial practice for well-being.*

Very happy people spend less time watching TV and more time socializing than unhappy ones. Happy people are more likely to look for new and interesting activities. Unhappy people usually find comfort in familiar TV shows where celebrities appear.

Research also found that being older, female, single, and unemployed as well as having lower income and poorer health would cause longer duration of TV watching.

If people want to improve their moods, they should take a walk in the nature. They can discuss an interesting book with a friend over the phone or read informative articles on certain websites. All are far more effective distractions than passively watching TV.

Read the article and answer the following questions with a partner.

- 1 How much time does an average American spend on watching TV a day?
- 2 Does viewing TV programs improve the mood for long?
- 3 What is the difference between happy and unhappy people in spending leisure time?

4 Who, according to some research, tend to watch TV longer?

5 What are better leisure activities people should do instead of watching TV?

WRITING

Write a short paragraph between 100 – 150 words, answering the following questions.

- What are your daily or weekly chores?
- How much do you like/dislike those chores?
- What do you do in your leisure time?
- What is good about those leisure activities?

B.05 LEAVING HOME

Objectives

- Describe a place
- Talk about living away from home
- Review adjectives in comparison forms

VOCABULARY

Countries – Nationality

🔊 *Complete the chart below. Listen and check your answers.*

<i>Group</i>	<i>Country</i>	<i>Nationality</i>
	Spain	Spanish
1	Britain	_____
	Poland	Polish
	Italy	Italian
	Brazil	Brazilian
2	Canada	_____
	Egypt	_____
	Australia	_____
	The U.S.	American

	Kenya	_____
	Mexico	_____
	Japan	_____
3	Portugal	Portuguese
	China	_____
4	France	French
	Germany	German

PRACTICE

Ask and answer the following questions with a partner.

- 1 What is your nationality?
- 2 What are the nationalities of people who come from Laos, Thailand, India, Nepal, Bhutan and Sri Lanka?

LISTENING***Home cities***

🎧 *You are going to listen to two conversations about two places: Treviso and Muscat.*

Mark the following statements True (T) or False (F).

- 1 Treviso is in the north-east of Italy.
- 2 Treviso is about 4 kilometers from Venice.
- 3 Treviso is a very old city.
- 4 Muscat is the capital of Oman.
- 5 Muscat is a quiet city.

SPEAKING***Describing where places are***

To describe *where the city/ town/ village is*, we can say, for example:

- It's in the north / south / east / west of the country.
- It's in the south-west of the country.
- It's in the centre of the country.
- It's on the coast / by the sea
- It's not far from Berlin.
- It borders France and Luxembourg.

To describe *more about the main features of a place*, we can say, for example:

- A place with a warm climate.
- An industrial city with a big steel factory or car plant.
- A city with a good transport system.
- A rural area with a lot of farms and agriculture.
- A town with a fishing industry.
- A historic city with lots of mausoleums.
- A quite dangerous place with a lot of crime.
- A town with a river going through it.
- A city surrounded by nice countryside.

We can combine both, for example:

- It's a small town by the sea with a warm climate and a fishing industry.

- It's a historic city in the centre of the country with lots of mausoleums.

- It's a quite dangerous place not far from Berlin with a lot of crime.

Practice asking and answering the following questions with a partner.

- 1 Where are you from? → tell the name of the place
- 2 Where's that? → tell the location of the place
- 3 What's it/ the city/ town/ village like? → describe shortly the main features of the place

SPEAKING *What is /What are ... like?*

Complete the questions below with words in the box.

the restaurants the people the weather the buildings

- 1 What _____ like?

Well, Chicago's called "the windy city," and it really can be windy!

- 2 What _____ like?

They're very interesting. You meet people from all over the world.

- 3 What _____ like?

A lot of them are very, very tall. The Sears Tower is 110 stories high.

- 4 What _____ like?

They're very good. You can find food from every country in the world.

🎧 *Listen and check.*

READING *Big, bigger, biggest!*

Melbourne was interesting, but for me, Paris was _____ interesting _____ Melbourne, and in some ways Dubai was the _____ interesting of all because it was so *different from any other place I know*. It was also the _____, driest, and _____ modern. It was hot in Melbourne but not _____ hot _____ in Dubai. Dubai was _____ hotter! Melbourne is _____ older _____ Dubai but not _____ old _____ Paris. Paris was the _____ city I visited, but it has some great modern buildings, too. It was the _____ romantic place. I loved it.

🔊 *Listen and check your answers.*

PRACTICE. *Work with a partner and continue these conversations.*

1 A: I moved to a new apartment last week.

B: Really? What's it like?

A: Well, it's _____ than my old one but it isn't as modern, and ...

2 A: We have a new teacher.

B: Really? What's he/she like?

A: Well, I think he/she's the _____ teacher we've ever had ...

3 A: Did you get the new motorbike?

B: Well, it's secondhand, but it's new to me.

A: What's it like?

B: Well, it's _____ than my old one ...

GRAMMAR Comparison of adjectives

□ *as + adjective + as*: to say that things or people are the same or not the same in a way.

E.g. I am not as strong as him.

□ *as + much/many + noun + as*: to say that amounts or numbers are the same or not the same.

E.g. Dubai has as many activities as Melbourne.

□ *Comparative adjective (adj-er/ more adj) + than*: to compare two things or people with each other.

E.g. Melbourne is older than Dubai.

Paris is more interesting than Melbourne.

□ *Superlative adjective (the adj-est / the most adj)*: to express the meaning 'more ... than all others'.

E.g. Dubai is the driest but the most interesting city of the three cities we compare.

LISTENING *Living away from home*

🎧 *You are going to hear a Chinese man, Guo, talking about leaving home.*

Listen and decide what kind of place he's living in.

Listen again and complete these sentences that Guo said.

- 1 I speak English all the time.
- 2 I share the bathroom and kitchen.
- 3 I do whatever I want.

4 I come home late if I want to.

5 I..... answer questions about where I've been.

GRAMMAR *Have to, Don't have to, Can*

Have to + verb (infinitive): is used to talk about things you feel are essential or necessary to do. It's also used to talk about rules.

E.g. I have to share a room with other two students.

She has to pay about \$100 a week rent.

Do you have to travel far to school?

Don't have to + verb (infinitive): is used to talk about things that are NOT necessary, but that you are free to do if you really

want to.

E.g. You don't have to tell me if you don't want to.

He's so lucky! He doesn't have to work at all!

Can + verb: is used to show something is possible.

E.g. I can always talk to my flat mates if I have a problem.

Can you have friends to stay in your flat?

PRACTICE. *Complete the sentences with the correct form of have to, don't have to or can.*

1 My flat's quite close. We _____ walk there in ten minutes.

2 Do you _____ pay extra for the bills or are they included?

3 I _____ pay my parents rent, but I do sometimes give them some money if I have some.

4 My parents are quite liberal. For example, friends _____ stay at my house if they want to.

5 You _____ cook for everyone in the flat, but if you want to sometimes, please do.

6 I'm close to my sister. I _____ talk to her about anything.

7 My grandmother is ill and wants to live with my parents, so they _____ find a bigger place.

WRITING

Good and bad things

Make a list of good things (using 'can', 'don't have to') and bad things (using 'have to') about where you live.

READING *Five things you should know before leaving home*

1 *Money doesn't grow on trees*

One of the most depressing things you learn after leaving home is that everything costs money. You move out with a healthy bank balance, you buy a few bits of furniture and some new jeans and before you know it, the cash machine has eaten your card! Of course, banks will lend you as much money as you want, but remember -you don't have to borrow! Learning to manage a budget may be boring, but it's essential.

2 You cannot live on bread alone

Although you may not miss your parents very much *when you first leave home*, you can bet you'll miss their cooking! Learning to cook well takes time, so start learning now. If you don't, you'll end up living on frozen meals and takeaway pizzas, and that'll add kilos to your weight and take pounds from your pocket!

3 Machines are your friends

While you are still living at home, life is easy. You don't have to do the washing, iron your clothes, cook, shop, or fix things. Once you're on your own, though, knowing how to do simple things like setting a washing machine to the correct temperature or using basic tools can make a huge difference to your quality of life!

4 Flat-sharing is the easiest way to lose friends

Living with your best friends might sound like a really great idea, but trust me - it isn't! You'll argue about everything and nothing. You'll shout at each other about whose turn it is to clean the toilet and about who paid for the last pint of milk and before you know it, you'll be enemies rather than friends!

5 Living on your own can be lonely

Living away from home can be incredibly exciting. You can come and go whenever you want; you can eat whatever you want and wear what you want, but spending

time on your own can be hard. You may want to fill your time with a social life, meeting people and going to parties, but sooner or later you have to learn how to enjoy your own company. You might just become the best friend you'll ever have!

SPEAKING *Living with a host family*

🎧 *You are going to hear a student from Uzbekistan arriving at the home of his host family in London.*

Listen and decide if sentences 1–10 are True (T) or False (F).

- 1 Maksim hangs his coat on the back of a chair.
- 2 He asks for a cup of tea.
- 3 His host family really like the present he's brought.
- 4 He's going to get a spare key from the family.
- 5 He has to be home by midnight.
- 6 Anyone who visits him has to leave before a certain time.
- 7 He's shocked to hear his host family are vegetarians.
- 8 He needs to borrow an alarm clock.
- 9 His host father offers to drive him to school in the morning.
- 10 He's not allowed to smoke in his room.

Turn to the transcript at the end of this unit. Practice the conversation with two partners.

GRAMMAR *Asking for permission*

Do you mind if I + verb is one way of asking for permission to do something. It means the same thing as **Is it OK if I + verb**.

Look at the positive and negative ways to respond.

A: Do you mind if I smoke?

B1 (*approve*): No, of course not. Go ahead.

B2 (*disapprove*): Well, actually, I'd rather you didn't.

A: Is it OK if I smoke?

B1 (*approve*): Yes, of course. Go ahead.

B2 (*disapprove*): Well, actually, I'd rather you didn't.

PRACTICE

Match the questions 1-6 to the responses a-f.

- 1 Do you mind if I open the window?
- 2 Do you mind if I use your computer?
- 3 Do you mind if I borrow your phone for a minute?
- 4 Is it OK if I leave class early today?
- 5 Is it OK if I close the window?
- 6 Is it OK if I stay a few more days?

- a No, of course not. It is quite hot, isn't it?
- b I'd rather you didn't. My mother is visiting tomorrow, you see.
- c No, of course not. One minute. I'll just log off.
- d Yes, of course. It is quite cold, isn't it?
- e Yes, of course. Just make sure you remember to do your homework,
- f Well, actually, I'd rather you didn't. I don't have much credit.

👂 *Listen to check your answers. Then practice asking and responding to the questions in exercise A with a partner.*

Work in pairs. Write three questions people might ask when

*staying in someone else's house. Use **Do you mind if I...(do something) / Is it OK if I...(do something).***

GRAMMAR **Will / Won't**

Use *will/ won't + verb* for immediate responses to things – or to say decisions you make at the same time you're speaking.

E.g. I'll just go and get some water for you.

I'll just have a quick coffee. / won't stay long

To offer to do things for people, we often use *I'll + verb* (instead of *Do you want me to...?*)

E.g. I'll help you with the cleaning, if you want / like.

To promise to do things - or to not do them - use *will* / *won't*.

E.g. I'll call you later tonight, OK?

I won't forget, I promise. (= I will not forget)

PRACTICE

Complete the sentences with 'll / won't and a suitable verb.

1 I'm not really sure what I'm doing tonight. I probably just at home and relax.

2 It's quite hard to explain where it is. I you a map, OK?

3 I can't talk now. I'm at work. I you later when I'm not as busy.

4 A: Have you got my laptop with you?

B: I'm really sorry, but I totally forgot. It's still at home. I it tomorrow, I promise.

5 I'm just going to the shop. I out for long.

6 A: It's a secret. You're the only person that knows!

B: Don't worry. I anyone!

Work in pairs. Decide what to say in response to each of the sentences below. Use I'll + if you like / want.

- 1 These bags are really heavy.
- 2 I'm catching the eight-thirty flight tomorrow morning.
- 3 I don't have any money with me!
- 4 I'm really thirsty.
- 5 I'm completely lost. I'm looking for the station.
- 6 I've left my books upstairs – and I'm in a terrible rush.
- 7 Are you ready to order?
- 8 There's someone at the door.

B.06 TRAVELING

Objectives

- Ask and give information about travelling
- Talk about Dos and Don'ts
- Review Imperatives

VOCABULARY *Travel Expressions*

Mark A, B, or C for each of the following words and Expressions.

A. Travelling in general

B. Hotels and Accommodation

C. Transportation

- | | |
|---------------------|--------------------------------------|
| ___ to get lost | ___ to pack a suitcase |
| ___ passport | ___ to go on a (business) trip |
| ___ visa | ___ to make a booking/ a reservation |
| ___ reception desk | ___ to take off / to land |
| ___ ticket counter | ___ to go sightseeing |
| ___ lobby | ___ to check in and out |
| ___ to take photos | ___ window or aisle seat |
| ___ to read a map | ___ one-way or round-trip ticket |
| ___ to buy a ticket | ___ hand luggage/carry-on bag |
| | ___ single or double room |

LISTENING *Good and bad travel experience*

🎧 Listen to four people talking about their best and worst travel experiences.

	Good	Bad	Where did it happen
1 Sanjay P., Canada	<input type="checkbox"/>	<input type="checkbox"/>	<i>At home (before the trip)</i>
2 Liz K., US	<input type="checkbox"/>	<input type="checkbox"/>	
3 Marcello F., Italy	<input type="checkbox"/>	<input type="checkbox"/>	
4 Carmela B., US	<input type="checkbox"/>	<input type="checkbox"/>	

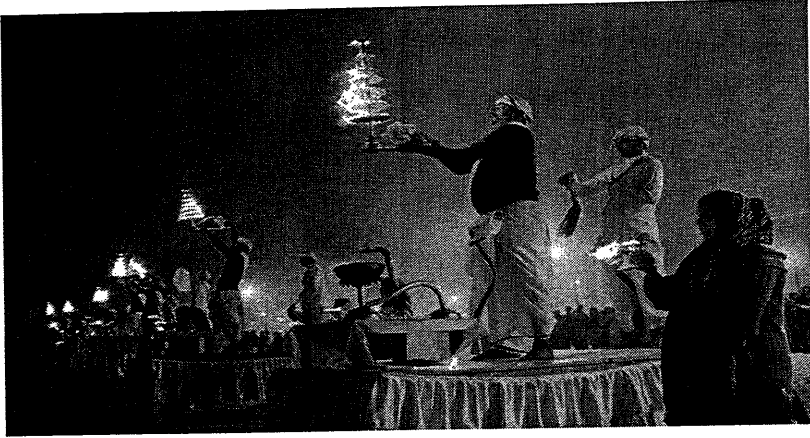
Listen again. Which story is each phrase below related to?

- 1 Not understanding the language.
- 2 Hitchhiking on a very cold day.
- 3 A stolen passport.
- 4 Meeting a poet.
- 5 Canceling a business trip.
- 6 A delicious hot meal.
- 7 A very long train trip.

READING *Varanasi, India – by Jackie Snow*

Varanasi is on the bank of the Ganges River in India. Varanasi attracts thousands of visitors with its ancient sites and rich cultures of Hindu and Buddhist communities.

For Hindus, Varanasi is one of the seven sacred cities. For Buddhists, the deer park in Sarnath is ten kilometers from Varanasi. The Gautama Buddha gave his *first teaching here*.



The aarti ritual

Varanasi's embankment is where locals and pilgrims have ritual bath. In the evenings, tourists often hire boats to watch Hindu priests to perform the *aarti* – a worship ritual, while devotees put floating candles on the river.

When to go: the weather in October through March is pleasant. Special festivals include the Hindu holiday in September or October, the festival of lights in October or November, and the Ganga Festival in November.

Cultural tips: Don't take photos of funeral ceremonies, even from the river. Don't show your back towards sacred items. Dress modestly. In some Hindu temples, security can be tight.

(Adapted from

<https://www.nationalgeographic.com/travel/destinations/asia/india/holy-city-of-varanasi/>)

Read the text and answer the questions below.

- 1 Where is Varanasi? Why is it attractive to tourists?
- 2 Why is Varanasi important to Hindus?
- 3 When and where do Hindus perform the *aarti*?
What do they do in the ritual?
- 4 What should tourists do and not do when visiting temples in Varanasi?
- 5 What area near Varanasi is important to Buddhist? Why?

LISTENING

Vacation in January

You will listen to Ali giving advice about visiting Egypt in the month of January.

Listen and complete the chart below. Write only ONE word in each blank.

Weather and clothes	mild in winter; ⁽³⁾ _____ in the evening; don't bring ⁽¹⁾ _____ clothes, bring ⁽²⁾ _____ _____ or sweater
Places to go	⁽⁴⁾ _____, mosques, and the ⁽⁵⁾ _____
Time to go	⁽⁶⁾ _____ in the morning or ⁽⁷⁾ _____ in the afternoon cruise down the Nile.

Food and drink	<i>Koftas and Kebabs</i> made of lamb. <i>Faladel</i> made of beans mixed with herbs. <i>drink</i> ⁽⁸⁾ _____ tea.
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Check your answers with the transcript at the end of this unit.

PRACTICE

Ask and answer the questions below with a partner.

- 1 What are the tourist attractions in your region?
- 2 Why is it attractive to tourists?
- 3 When is the best time to visit there?
- 4 What do tourists do there?
- 5 What should tourists do or not do when visiting those places?

SPEAKING

Travel arrangements

🎧 Conversation 1: Hotel check-in

C = Customer; S = Hotel Staff

C Hi, I have a reservation. The name is Santos, Charles Santos.

S Oh, yes, Mr Santos. How many nights are you staying?

C Three.

S And you wanted a single room?

C No, I asked for a double room.

S Oh, sorry. We can change that. Can you fill out this form, please?

C Yes, here it is.

S Here are your keys.

C Thank you.

📞 Conversation 2: Airline Ticket Counter

C = Customer; S = Airline clerk

S Good morning. Can I help you?

C Yes, I have a ticker for a flight from Seattle to San Diego on Sunday, May 11th. Is it possible to change my flight to another day?

S Let's see. There's a \$75 charge to change this ticket. Is that OK?

C Yes, that's fine. Here's my credit card.

S Thank you. When would you like to fly?

C On Sunday, June 1st.

S Hmm, there's a flight at 9:00 a.m. on June 1st. And there one at 1:30 p.m. Which would you like?

C The one at 1:30, please.

S ...OK... *here's your new ticket. It's a good idea to call and confirm the flight the day before.*

C OK, thank you.

S You're welcome.

READING *Etiquette for Visiting Buddhist Temples*

By Gregory Rodgers

Many Southeast Asia's Buddhist temples are simultaneously sacred places of worship and major tourist attractions. Full of history, intrigue, impressive architecture and carved reliefs, many temples are wonders to explore. Usually peaceful and hushed, wandering the grounds of a temple while lost in your own thoughts is a memorable experience no matter your religious preference.

But tourists need to follow these simple, easy-to-remember rules to avoid offence and enjoy the experience even more.

Show respect: Turn off mobile phones, remove headphones, lower your voice, avoid inappropriate conversation, remove hats, and no smoking or chewing gum. You are likely entering an actual consecrated area; any hint of irreverence might cause deep offense.

Remove your hat and shoes: Shoes should always be removed and left outside of the main worship area. The pile of shoes is an obvious indication of where to leave them.

This isn't just good sense; in countries like Myanmar, this is the law. For example, in Bagan if tourists insist on climbing a pagoda with their shoes on, they will face arrests.

Cover yourself: This is the rule most ignored by tourists who dress for the heat in countries around Southeast Asia. Shoulders should be covered, and long pants worn rather than shorts. Some temples in tourist

places may be more lenient, but your modesty will be appreciated.

Some (not all) temples may provide a sarong or other cover-up for a small fee if the gatekeeper thinks you're not covered up enough.

Respect the Buddha Statues: Never touch, sit near, or climb on a Buddha statue or the raised platform. Get permission before taking photographs and never do so during worship. When exiting, back away from the Buddha before turning your back.

Don't point: Pointing at things or people around the temple is considered extremely rude. To indicate something, use your right hand with the palm facing upwards. When sitting, never point your feet at a person or image of Buddha.

Stand up: If you happen to be sitting in the worship area when monks or nuns enter, stand to show respect; wait until they have finished their prostrations before sitting again.

The greeting: The traditional greeting for a monastic is to place the hands together in a prayer-like gesture and give a slight bow. The hands are held higher than usual (near the forehead) to show more respect.

Give freely: *Nearly every temple has a small metal box for receiving donations from the public. These donations keep the temple running, usually on a very thin budget. If you enjoyed your visit, giving a small amount would mean a lot.*

Those gestures will show that you took the time to research Buddhist customs before your visit.

(adapted from <https://www.tripsavvy.com/visiting-buddhist-temples-dos-and-donts-1629907>)

GRAMMAR *Imperatives*

Review Imperatives in Unit B.02

WRITING

Write sentences about the Dos and Don'ts at a pagoda, using the information in the reading text above.

E.g. Put off your shoes here, please.

Dress properly when entering a pagoda.

Don't talk and laugh noisily in here.

Don't eat and drink in the hall.

SPEAKING *Do you have any idea...*

🔊 *Listen and practice the conversation below with a partner.*

V = Vincent; L = Linda

V I'm going to a dinner party this evening. Do you have any idea what I should take as a gift?

L Let's see... flowers or some chocolates would be nice.

V Great. Do you know what time I should arrive?

L What do you mean?

V Well, the party is at 8:00. It is typical to arrive right on time, or should I arrive a little later?

L Oh, you should probably arrive on time.

V OK... Can you tell me where I can buy chocolates near here?

L Yes, there's a shop near the train station.

V Oh, OK. Thanks for your help.

GRAMMAR *Indirect questions*

Use indirect questions to be polite or if you're not sure the person will know the answer.

Making indirect questions

<i>Direct questions</i>	<i>Indirect questions</i>
Where can I buy chocolates?	Can you tell me <u>where</u> I can buy chocolates?
What should I take as a gift?	Do you have any idea <u>what</u> I should take as a gift?
What time does the meeting start?	Could you tell me <u>what time</u> the meeting starts?
Did the meeting end at 5:00?	Do you know <u>if</u> the meeting ended at 5:00?

Make indirect questions from the direct questions below. Use the beginnings from the table above.

- 1 Is there a Buddhist temple near here?
- 2 Is there a bus station near here?
- 3 What bus should I take to go to the museum?
- 4 When does the next train leave?

- 5 Where should I put these shoes?
- 6 What time does the restaurant open?
- 7 *Why will we leave so early?*
- 8 How do I greet a monk or nun?

PRACTICE

🎧 *Listen and practice the dialogue below. Pay attention to the intonation.*

1

A Excuse me. Do you know where the conference room is?

B No, I'm afraid I don't. Try asking at the front desk.

2

A Can you tell me if there's a nice restaurant near here?

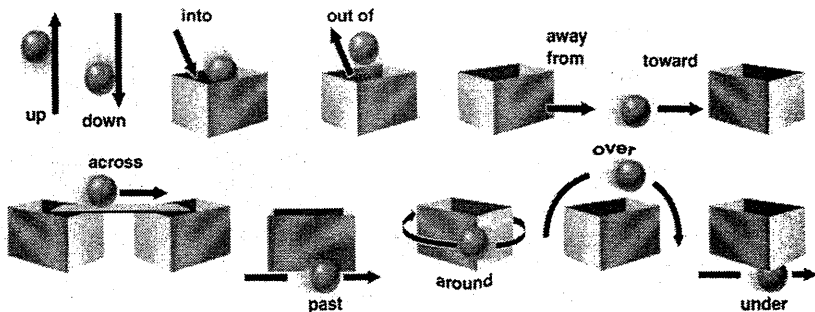
B Yes, there's an Italian restaurant on the next block.

A OK. Thank you.

Practice the dialogue with the questions in the previous section. Give the answers on your own.

VOCABULARY

Prepositions of Movement



SPEAKING *Directions*

🎧 *Listen and complete a conversation with expressions in the box. There are more expressions than needed; so you don't need to use them all.*

- | | |
|-------------------------|--------------------------------|
| a. We're lost. | f. Turn around and go back. |
| b. You missed the turn. | g. Stay on (this trail / road) |
| c. It's straight ahead. | h. Follow (the trail / road) |
| d. Keep going. | i. Go past (the lake / road) |
| e. It's back that way. | j. Go toward (the lake / road) |

Hiker 1 Hi!

Hiker 2 Hi. Can you help us? We wanted to go to the Windy Lake Trail, but I think
(1) _____

Hiker 1 You (2) _____. It's
(3) _____

Hiker 2 Oh, no! Another hiker told us to come up this trail.

Hiker 1 It happens a lot. It's a little confusing.

Hiker 2 Can we get to the trail from here?

Hiker 1 Well, you could (4) _____. Or, you can just (5) _____. This trail crosses the Windy Lake Trail.

Hiker 2 So we can just (6) _____ this trail?

Hiker 1 Yes, (7) _____ the trail for about a mile. (8) _____ the lake. You'll see a

sign for the Windy Lake Trail just before the lake.

Hiker 3 Thank you very much.

Hiker 1 No problem. Enjoy your hike.

PRACTICE

a. Practice the conversation with a partner.

b. Practice showing direction for someone who is at the gate of your pagoda to some places inside the pagoda.

~ END OF SECTION B ~

TRANSCRIPT PART B

UNIT 1

When I was young, I used to ...

1. Nowadays I usually go shopping on Saturday, and on Sunday morning I do yard work or play tennis. When I was a child, I used to play sports on Saturday morning. On Sunday the whole family used to get together for Sunday dinner.

2. I used to watch TV and do my homework in the evening. Now I read, or I go out with friends.

3. We go to a hotel somewhere hot and just do nothing. When I was young, we used to go caning. We went to lots of national parks_ Josemite, Yellowstone, the Grand Canyon.

4. I was very athletic. I used to play everything – baseball, basketball, tennis, swimming, ice skating. Now I just play tennis. Oh, and walk the dog!

5. I like documentaries and sports. When I was a kid, I used to like cartoons, action movies, and Westerns, you know, like Clint Eastwood and John Wayne.

6. I liked all the usual things that most kids like: ice cream, pizza, candy, soda. I used to love French fries. Still do. Now I eat everything except peppers. Really don't like peppers.

UNIT 2

Richard: Hey Molly, do you want to meet up this weekend and do something?

Molly: Er yeah, okay, what do you want to do?

Richard: You know, play some computer games, watch a DVD, maybe...

Molly: I don't want to watch a DVD, but we can play some computer games. But I'm a bit busy. I can't do Saturday evening. I'm going to the cinema with my sister.

Richard: I can't do Saturday evening. I'm going to a football match. I'll be home late. Are you free in the morning?

Molly: No, sorry. I'm going swimming first of all. Then I need to go to the library in the afternoon. I want to get some more books to read.

Richard: Yes, I really need to go shopping. I need some more shirts. I really hate it. But I have to do it. Sunday then?

Molly: I'm going running with the running club in the morning. And I promised to help my dad with the gardening in the afternoon. But maybe after four o'clock?

Richard: I usually play squash with my flat mate about then, how about in the evening - about six thirty?

Molly: Sounds good. Do you want to come to my place? My parents won't be home. They're going to a concert. And my sister goes to the sports centre on Sundays.

Richard: Aerobics?

Molly: No, she does aerobics on Wednesdays. She does yoga on Sundays ... and Karate on Mondays.

Richard: That's far too much exercise!

Molly: Well, she likes to keep fit. So Sunday evening then?

Richard: Yeah, sure. Sounds good! I'll bring some computer games round.

Molly: My mum is going to do some baking tomorrow, so there'll be some cakes in the house.

Richard: Brilliant. See you on Sunday then.

UNIT 3

Living away from home

I'm from Harbin, in the north-east of China, but I moved to Wales last year to do a Master's. It's the first time I've lived away from home, it hasn't been easy. The culture is different and I have to speak English all the time as well, which is tiring. The place I'm living in is nice, though. I have my own room with a basin to wash in, but I have to share the bathroom and kitchen with five other students.

The best thing for me now is the freedom. I can do whatever I want - whenever I want. I can come home late if I want to and I don't have to answer questions about where I've been. The hardest things are learning how to live on my own - I have to do everything for myself now - and living in a block with so many other students. It can be very noisy sometimes!

Living with a host family

H1 = host father, M = Maksim, H2 = host mother

H1: Hello there. Come in, come in.

M: Hello. I am Maksim.

H2: Hi. I'm Isabel and this is Oliver. How was your journey?

M: OK, but very long.

H1: I can imagine. Anyway, you're here now. Do you want me to take your coat?

M: Oh. Yes. Thank you.

H1: And you can just leave your bag and things over there for now.

H2: Would you like a cup of tea or something to eat, Maksim?

M: No, thank you. I'm fine. Maybe just some water.

H2: Yes, of course. I'll just go and get some for you ... There you are.

M: Thank you. Oh, I almost forgot. I brought you this. It's traditional. It's from my country.

H2: Oh thank you. That's very thoughtful of you. It's ... um ... very ... um ... interesting. I'll go and put it... um ... somewhere.

H1: I'll show you around the house in a minute, Maksim, but first I'll just tell you a bit about the house rules.

M: OK.

H1: We'll give you your own key, so you can come and go when you want. If you come home late, though, please try to be quiet. And make sure you lock the front door.

M: From inside?

H1: *Yes. Here, look. Like this.*

M: Ah, I see. OK.

H1: And no overnight guests are allowed in the house.

M: Guests?

H1: Yes. Um ... no-one can sleep in your room apart from you, so no friends or...

M: Oh, OK. yes. Don't worry. No problem. No problem.

H1: And breakfast is served between seven and eight. You know we're vegetarian, don't you?

M: Veg...?

H1: Vegetarian. We don't eat any meat.

M: No meat?

H1: No. Didn't they tell you? Oh well. Anyway, that's more or less everything, I think. I'll show you to your room. I'm sure you're very tired.

M: Yes. And I have to get up early tomorrow. Do you have a watch I can borrow?

H1: An alarm clock, you mean? Yes, I'm sure we can lend you one.

M: Thank you.

H2: And then tomorrow morning, we'll show you how to get to your school.

M: OK. One question. Do you mind if I smoke in my room?

H2: Smoke? Well, actually, I'd rather you didn't, if you don't mind. I'm sorry.

UNIT 4

Vacations in January

It's usually mild in winter, and it doesn't often rain, so you don't have to bring warm clothes. But you'll need a light coat or a sweater because it can get cool in the evenings.

There is so much to see and do. We have some wonderful museums, especially the mosques are beautiful, but of course what everyone wants to see is the Pyramids. You must visit the Pyramids. Go either early in the morning or late in the afternoon. The light is much better then. And if you have time, you should take a cruise down the Nile. That's really interesting. You can visit all kinds of places that are difficult to get to by land.

The best place to try local food is in the city center. You should try *koftas* or *kebabs*, which is made of meat, usually lamb. You should also try *faladel*, which is a kind of ball made of beans mixed with herbs, it's fried until it's crispy. It's delicious. One of the nicest things to drink is tea, mint tea. It's especially good if the weather is very hot, *it's really refreshing*.

ANSWER KEYS PART B

UNIT 1

VOCABULARY *Ages*

Baby – toddler – child – teenager – adult – middle-aged – pensioner – old/elderly

SPEAKING *Making conversations*

- | | | | |
|---------|-------|--------|--------|
| 1 f vii | 2 c v | 3 g ii | 4 a vi |
| 5 b iii | 6 d i | 7 e iv | |

LISTENING *When I was young, I used to ...*

Life as a child

- 1 Play sports on Saturday morning; have family dinner on Sunday
- 2 Watch TV and do homework
- 3 Go camping at national parks
- 4 Play baseball, basketball, tennis, swimming, ice-skating
- 5 Like cartoons, action movies, and Westerns
- 6 Like ice-cream, pizza, candy, soda, french fries

LISTENING *Hopes and Ambitions*

- | | |
|-----------------------|-----------------------|
| (1) basketball player | (6) Live their lives |
| (2) make a lot | (7) broke my arms |
| (3) to be happy | (8) health club |
| (4) a year off | (9) feeling sick |
| (5) find work | (10) having more time |

UNIT 2

VOCABULARY

Illness

1d	2b	3a	4h	5g	6j	7f	8i	9e	10c
1	water		verb				chảy nước mắt		
	sneeze		verb				hắt hơi		
2	sick		adjective				bị bệnh		
3	rash		noun				mề đay, ban đỏ		
4	cough		verb				ho		
5	lask		verb				kéo dài		
6	ache		verb				đau nhức		
	appetite		noun				sự thèm ăn		
7	swallow		verb				nuốt		
8	sweat		verb				đổ mồ hôi		
9	concentrate		verb				tập trung tư tưởng		

LISTENING

- (1) flu (2) cold (3) weak (4) tired
 (5) ache (6) rest (7) sick (8) well
 (9) sneezing (10) water (11) tablets (12) sunglasses

PRACTICE Common questions about illness

1B / F 2C / E 3A / D

GRAMMAR

Imperatives

1 Don't have

5 Don't drink

2 *Eat*

6 Wash

3 Put

7 Don't leave

4 Stop

8 Let

GRAMMAR

Infinitive of purpose

1c 2h 3a 4f 5j 6b 7e 8i 9g 10d

UNIT 3

SPEAKING How do you feel?

- | | | | |
|--------|--------|---------|----------|
| 1-f-vi | 2-d-ii | 3-g-vii | 4-b-viii |
| 5-a-iv | 6-h-v | 7-c-iii | 8-e-i |

GRAMMAR -ed / -ing adjectives

- | | |
|-------------------------|-----------------|
| 1. exciting | 5. disappointed |
| 2. boring – interesting | 6. frightened |
| 3. worried | 7. confusing |
| 4. surprised | |

READING *Reading faces*

- i. b
- ii. 1. T 2. T 3. F 4. N 5. T 6. F 7. N
- iii. 1.g 2.f 3.e 4.c 5.a 6.h 7.d 8.b

LISTENING *Mistaken First Impression*

- | | |
|---------------------|------------------------|
| (1) flat tire | (5) big, rough-looking |
| (2) fix a flat | (6) terrified |
| (3) eight or ten | (7) changed our tire |
| (4) scared to death | (8) not to judge |

LISTENING *Neighbors*

<i>Mrs. Snell's story</i>	<i>Steve's story</i>
1. construction	1. advertising
2. no (it can't be a good job)	2. yes (it pays well)

3. his girlfriend
4. 40
5. 2:00 a.m.
6. yes
7. go to club

3. his sister
4. about 10
5. 11:00 p.m.
6. not much
7. go to hospital /
restaurant

SPEAKING

- (1) Do you think
- (2) If you ask me
- (3) I don't think

Opinions

- (4) maybe
- (5) I guess so
- (6) I suppose you're right

SPEAKING

- (1) That's terrible.
- (2) I know.
- (3) Absolutely.
- (4) No. What?

Responding to news and comments

- (5) Really? That's great.
- (6) It's good news.
- (7) Definitely.

UNIT 4

VOCABULARY *Chores*

1d – 2e – 3b – 4f – 5a – 6g – 7c

GRAMMAR *Infinitive / Gerund*

- | | |
|--------------------|---------------------|
| 1 washing | 5 to wash |
| 2 doing | 6 to do |
| 3 to finish | 7 to play / playing |
| 4 to take / taking | 8 to go |

READING: *Benefits of chores*

i. 1c – 2a – 3d – 4b – 5f – 6h – 7e – 8j – 9g – 10i

ii. 1 T 2 T 3 F 4 F 5 T

iii.

- 6 Any ideas in paragraph 4 and 5
- 7 Parents do too much for their children and not expect enough of them.
- 8 Skills to function independently in the outside world / skills that children will need as an adult

LISTENING *Weekend plan*

- | | |
|----------------------------|-------------------------|
| (1) go shopping | (6) play squash |
| (2) go to a football match | (7) play computer games |
| (3) go to the library | (8) go running |
| (4) go to the cinema | (9) do gardening |
| (5) do some baking | (10) go to a concert |

READING: *Watching TV*

- 1 Three hours a day
- 2 *No, it doesn't. Its effects are just temporary.*
- 3 People can volunteer, spend time with family and friends, and pursue hobbies.
- 4 Happy people spend less time watching TV and more time socializing or doing new interesting activities.
- 5 People who are older, female, single, and unemployed as well as having lower income and poorer health.
- 6 People should take a nature walk and try to identify plant life, insects, or birds; discuss an interesting book with a friend over the phone; or maybe read informative articles on a certain website.

UNIT 5

LISTENING *Home Cities*

1 T – 2 F – 3 F – 4 T – 5 F

SPEAKING *What is /What are ... like?*

1 is the weather

3 are the buildings

2 are the people

4 are the restaurants

LISTENING *Living away from home*

1 have to

4 can

2 have to

5 don't have to

3 can

GRAMMAR *Have to, Don't have to, Can*

1 can

5 don't have to

2 have to

6 can

3 don't have to

7 have to

4 can

SPEAKING *Living with a host family*

1 F – 2 F – 3 F – 4 T – 5 F – 6 T – 7 T – 8 T – 9 F – 10 T

GRAMMAR *Asking for permission*

1 a – 2 c – 3 f – 4 e – 5 d – 6 b

GRAMMAR *Will / Won't*

1 I'll ... stay

4 I'll bring ...

2 I'll give ...

5 I won't be ...

3 I'll call ...

6 I won't tell ...

UNIT 6

LISTENING

	Good	Bad	Where did it happen
1 Sanjay P., Canada		<input checked="" type="checkbox"/>	At home (before the trip)
2 Liz K., US	<input checked="" type="checkbox"/>		At a restaurant (during the trip)
3 Marcello F., Italy	<input checked="" type="checkbox"/>		Along the road (during the trip)
4 Carmela B., US		<input checked="" type="checkbox"/>	On the train (during the trip)

1 story 4

2 story 3

3 story 1

4 story 2

5 story 1

6 story 3

7 story 4

READING

1 Varanasi is in the left bank of Ganges River in India. Varanasi attracts tourists because it has rich cultures of India's Hindu and Buddhists communities.

2 Varanasi is important to Hindus as it is the holiest of the seven sacred cities.

3 Hindus perform the aarti at Dashashwamedh Ghat in the evenings. They put thousands of floating candles on the river in dedication to Lord Shiva.

4 When visiting temples in Varanasi, tourists should dress modestly; they should not show their back toward sacred items nor take photos of funeral ceremonies even from the river.

5 The deer park in Sarnath near Varanasi is important to Buddhists as it is where Gautama Buddha taught his first sermon, "Turning the Dhamma Wheel".

PART C
GRAMMAR

THE PRESENT SIMPLE

Study these examples

*I'm nineteen years old. They **play** football every weekend.*

*He **promises** he'll write to you. Light **travels** at almost 300,000 kilometres per second.*

I'm, play, promises, travels are the present simple tense.

FORM

Affirmative

I/You/We/They + Verb (a base form of verb)

He/She/It + Verb-s/-es

In the present simple we use the verb without an ending (the **base form** of the verb).

Examples

*I **get** the lunch ready at one o'clock, usually.*

*We always **do** our shopping at Greenway.*

*Most children **like** ice-cream.*

(Đối với chủ ngữ *I/you/we/they* hay danh từ đếm được ở hình thức số nhiều thì động từ sẽ là dạng nguyên mẫu, không chia).

But in the third person singular (after *he, she, it, your friend*, etc), the verb ends in **-s** or **-es**.

Examples

*It **gets** busy at weekends. She **faxes** messages all over the world.*

*My husband **thinks** so, too. Sarah **catches** the early train.*

(Chủ ngữ ở ngôi thứ ba số ít như **she/he/it** hay danh từ đếm được ở hình thức số ít/danh từ không đếm được thì chia động từ bằng cách thêm đuôi **-s** hoặc **-es** ở cuối động từ).

The **spelling** for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-o**, **-ch**, **-sh**, **-ss**, **-x**, or **-z** we add **-es**.

Examples

go – goes catch – catches wash – washes

kiss – kisses fix – fixes buzz – buzzes

2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.

Examples

marry – marries study – studies

carry – carries worry – worries

(Động từ tận cùng y mà trước là một phụ âm thì bỏ y rồi mới thêm đuôi **-ies**).

Note: For verbs that end in a **vowel + y**, we just add **-s**.

play – plays enjoy – enjoys say – says

(Động từ tận cùng y mà trước là một nguyên âm thì thêm -s).

Negative

I/You/We/They + Do Not/ Don't + Verb (a base form of verb)

He/She/It + Does Not/ Doesn't + Verb (a base form of verb)

With the present tense we use *do* and *does* to make negatives. We use *does not (doesn't)* for the third person (*she/he/it*) and we use *do not (don't)* for the others.

Examples

We don't live far away.

He doesn't want to go shopping.

Question

(Wh-Question Word +) Do + I/We/You/They + Verb (a base form of verb)?

(Wh-Question Word +) Does + He/She/It + Verb (a base form of verb)?

With the present tense, we also use *do* and *does* to make questions. We use *does* for the third person (*she/he/it*) and we use *do* for the others.

Examples

Do you live here? ~ Yes, I do.

What does he want? ~ Money.

Note: We do not add -s/-es to the verb in negatives and questions, e.g. *He doesn't gets* and *Does he gets?*

USE

1. We normally use the present simple to talk about **thoughts** and **feelings** in the present.

(Diễn tả cảm xúc/suy nghĩ/quan điểm tức thời hay trong hiện tại).

Examples

*I **think** it's a good programme.*

*Kitty **likes** her job.*

2. We use the present simple to talk about things in general. We use it to talk about **permanent states** and **facts** (something that is **always/generally true**).

(Sự thật hiển nhiên/chân lý)

Examples

*The earth **goes** round the sun. Paper **burns** easily.*

*The adult human body **contains** 206 bones. Nurses **look** after patients in hospitals.*

3. We also use the present simple to talk about **states, facts** and **things** that are **true** in the present.

(Sự việc/hành động đang hiện hữu/đúng ở thời điểm hiện tại).

Examples

*The cafe **opens** at 7.30 in the morning.*

*She's **twenty** years old. My brother's a student.*

4. We use the present simple to say **how often we do things** (something that happens again and again in the

present). We use adverbs of frequency like *sometimes*, *often*, *always*, and *never* etc. with the present tense.

(*Thói quen trong sinh hoạt hay sự việc/hành động lặp đi lặp lại/điễn ra thường xuyên trong hiện tại*).

Examples

I get up at 8 o'clock every morning. I usually go away at weekends.

How often do you go to the dentist? Julie doesn't drink tea very often.

We come here every week. Robert usually goes away two or three times a year.

5. Sometimes we **do things** by **saying something**. We use the present simple in phrases like *I promise*, *I agree*, *I refuse*, *I apologise*, *I advise*, *I insist* etc.

Examples

I promise I won't be late. (NOT I'm promising...)

I promise I'll pay you back.

It's all right. I forgive you.

PRACTICE

Look at each underlined verb and say what kind of meaning it expresses. Is it a **thought**, a **feeling**, a **fact** or a **repeated action**?

Matthew loves sport. ► *a feeling*

Sarah often works late at the office. ► a repeated action

- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.
- 9 The Queen of England lives in Buckingham Palace.
- 10 We come from Vietnam.

THE PRESENT CONTINUOUS

Study this example situation

Sarah is in her car. She is on her way to work. She is driving to work.

Is driving is the **present continuous tense**. The present continuous means that we are **in the middle of an action**. This means: she is driving **now**, at the time of speaking. The action is not finished.

(Thì hiện tại tiếp diễn dùng để diễn tả những sự việc/hành động đang diễn ra ở thời điểm hiện tại (ngay lúc chúng ta nói) hay xung quanh thời điểm hiện tại, và hành động vẫn chưa chấm dứt (còn tiếp tục diễn ra)).

FORM

The present continuous is the present tense of **be** + an **ing-form**.

Affirmative

I + Am + V-ing or **I'm + V-ing**

You/We/They + Are + V-ing or **You/We/They're + V-ing**

He/She/It + Is + V-ing or **He/She/It's + V-ing**

Negative

I'm Not + V-ing

You/We/They + Aren't + V-ing

He/She/It + Isn't + V-ing**Question****(Wh-Question Word +) Am + I + V-ing?****(Wh-Question Word +) Are + You/We/They + V-ing?****(Wh-Question Word +) Is + He/She/It + V-ing?****USE**

1. We use the present continuous to say that we are **in the middle of an action** at the time of speaking.

I am doing something = I'm in the middle of doing it; I've started doing it and I haven't finished.

(*Ngay tại thời điểm hiện tại (thời điểm nói) hành động đang diễn ra, hành động đã bắt đầu trước đó và vẫn chưa được hoàn tất*).

Examples

I'm waiting for the train. (I'm at the station now). *I'm waiting* means that I am in the

Middle of a period of waiting. The wait is not yet over.

I'm getting the lunch ready. (I'm in the kitchen now).

2. We can also use the present continuous when we are **in the middle of something** but **not actually doing it** at the moment of speaking.

(*Sự việc/hành động đang diễn ra quanh thời điểm hiện tại, nhưng không nhất thiết chúng ta đang thực hiện*

hành động đó vào thời điểm nói, và hành động vẫn chưa chấm dứt (còn tiếp tục diễn ra)).

Examples

Steve is talking to a friend on the phone. He says, *'I'm reading a really good book at the moment. It's about a man who ...'* (Steve is not reading the book at the time of speaking. He means that he has started it but has not finished it yet. He is in the middle of reading it).

I must get back to the office. We're working on a new project.

I'm quite busy these days. I'm doing a course at college.

3. We can use the present continuous when we talk about **changes/growths happening around now**, especially with these verbs: *get, change, become, increase, rise, fall, grow, improve*, etc.

(Những sự việc/hành động đang trong quá trình thay đổi/phát triển/tăng trưởng, v.v. diễn ra quanh thời điểm hiện tại).

Examples

Is your English getting better? (NOT Does your English get better?)

The population of the world is increasing very fast. (NOT increases)

At first I didn't like my job, but I'm beginning to enjoy it now. (NOT I begin)

The number of cars on the road is increasing.

The earth is slowly getting warmer.

4. We use the present continuous for a **routine or situation** that we see as **temporary** (for a short period).

(Sự việc/hành động có tính chất tạm thời (bình thường không diễn ra như vậy) diễn ra trong một khoảng thời gian nhất định).

Examples

I'm working at a sports shop for six weeks.

At the moment they're living in a very small flat.

We aren't going to school today because we have a picnic.

5. We can also use the present continuous with **today, this week, this year** etc. (periods around now).

Examples

You're working hard today. (NOT You work hard today) *Yes, I have a lot to do.*

The company I work for isn't doing so well this year.

6. We can use **always/constantly** with the present continuous to mean 'very often', usually with the added meaning of **negative emotion**.

(Chỉ thói quen hay sự việc/hành động xảy ra thường xuyên và gây khó chịu cho người khác. Được dùng với trạng từ **always, continually**).

Examples

Tom is always inviting friends here. (= He invites them very often).

I'm always making silly mistakes. (= I make silly mistakes too often).

PRACTICE

1. Present Continuous

What can you say in these situations? Add a sentence with the present continuous.

A friend rings you up in the middle of 'Neighbours', your favourite soap opera.

► *Is it important? I'm watching 'Neighbours'.*

1. A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now. Look

2. A friend rings you up at work.

Sorry, I can't talk now.....

.....

3. You want to get off the bus, but the man next to you is sitting on your coat.

Excuse me,

4. A friend wants to talk to you, but you have just started to write an important letter.

Can I talk to you later?

.....
 5. You have been ill, but you're better now than you were.

I'm OK now.....

2. Present Continuous or Simple?

At work Mark is talking to Alan in the corridor. Complete their conversation. Put in the present continuous or simple of the verbs.

Mark: (►) *Are you looking* (you / look) for someone?

Alan: Yes, (►) *I need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1) (he / talk) to the boss at the moment. (2) (I / think) (3) (they / discuss) money.

Alan: Oh, right. And what about you? (4) (you / look) for someone too?

Mark: Yes, Linda. (5) (you / know) where she is?

Alan: Oh, she isn't here today. She only (6)..... (work) four days a week.

(7) (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8) (you / know) a lot about Linda.

Alan: Well, most days (9)(I / give) her a lift, or (10) (she / give) me one. (11) (she / live) quite close to me. (12) (it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13) (I/ agree).

Well, (14) (I / waste) my time here then. I'll get back to my computer.

THE PAST SIMPLE

Study this example

Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He started composing at the age of five and wrote more than 600 pieces of music. He was only 35 years old when he died.

Lived, started, wrote, was, died are all the **past simple tense**.

FORM

Affirmative

Subject + V2 (the simple past of verb, e.g. was, lived, played, wrote, ran etc).

Regular verbs: Very often the past simple ends in **-ed**.

(Tạo thành thì quá khứ đơn của động từ có quy tắc bằng cách thêm **-ed** vào động từ).

Examples

I work in a travel agency now. Before that I worked in a department store.

We invited them to our party, but they decided not to come.

The police stopped me on my way home last night.

Laura passed her exam because she studied very hard.

Irregular verbs: The past simple **does not** end in **-ed**. There are a lot of irregular past tenses in English.

(Nhiều động từ có dạng quá khứ đơn bất quy tắc. Tra từ điển để có cách dùng chính xác của động từ).

Examples

write → **wrote**

Mozart wrote more than 600 pieces of music.

see → **saw**

We saw Tanya in town a few days ago.

go → **went**

I went to the cinema three times last week.

shut → **shut**

It was cold, so I shut the window.

Negative

Subject + Didn't + Verb (a base form of verb)

Question

(Wh-Question Word +) Did/Didn't + Subject + Verb (a base form of verb)?

USE

In general, we use the past simple tense to talk about **something** that **happened/started** and **finished** at a **definite time in the past**.

(Sự việc/hành động đã diễn ra (có thể đã xảy ra liên tục trong một khoảng thời gian nhất định) và hoàn tất tại một thời điểm cụ thể trong quá khứ).

Examples

Last night. I played my guitar loudly and the neighbors complained.

They got home very late yesterday.

I lived abroad for ten years.

She played a lot of tennis when she was younger.

We swam a lot while we were on holiday.

Tom went to university in 2010.

The letter came a few days ago.

PRACTICE

Put in the past simple of the verbs in brackets.

► The car *stopped* (stop) at the lights.

1 We (leave) the cinema before the end of the film.

2 The streets (be) crowded with people.

3 My grandmother (die) last year.

4 Everyone (have) a marvellous time.

5 We (not / like) the food they gave us.

- 6 Claire (go) to Egypt last month.
- 7 The accident (happen) last weekend.
- 8 It (not / be) a very comfortable journey.
- 9 I (know) that ages ago.
- 10 Where you (spend) your last holiday?

THE PAST CONTINUOUS

Study this example situation

Yesterday Karen and Jim played tennis. They started at 10 o'clock and finished at 11.30.

*So, at 10.30 they **were playing** tennis.*

***Were playing** is the past continuous tense.*

FORM

The past continuous is the past tense of **be + an ing-form**.

Affirmative

I/He/She/It + Was + V-ing

You/We/They + Were + V-ing

Negative

I/He/She/It + Wasn't + V-ing

You/We/They + Weren't + V-ing

Question

(Wh-Question Word +) Was + I/He/She/It + V-ing?

(Wh-Question Word +) Were + You/We/They + V-ing?

USE

1. The past continuous means that at a time in the past we were in the middle of an action.

I was doing something = I was in the middle of doing something at a certain time.

They were playing tennis = they were in the middle of playing. They had not finished playing.

(Sự việc/hành động đang diễn ra trong một khoảng thời gian nhất định và tại một thời điểm cụ thể trong quá khứ).

Examples

This time last year I was living in Brazil.

What were you doing at 10 o'clock last night?

Was Matthew already waiting for you when you got there?

Soft music was playing.

People were walking in the park.

Read this conversation

Melanie: *I rang at about three yesterday afternoon, but you weren't in. I didn't know where you were.*

David: *Oh, I was helping Mike. We were repairing his car. It took ages. We were working on it all afternoon.*

Melanie: *It was raining. I hope you weren't doing it outside.*

David: *No, we were in the garage. So I didn't get wet. But I'm afraid I got oil all over my new trousers.*

Melanie: *Why were you wearing your new trousers to repair a car?*

David: *I don't know. I forgot I had them on.*

It was raining at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three.

We were working all afternoon means that the action went on for the whole period. David is stressing the length of time that the work went on.

2. We can use the past continuous when we talk about **changes/growths happening in the past**, especially with these verbs: *get, change, become, increase, rise, fall, grow, improve*, etc.

(*Những sự vật/sự việc đang trong quá trình thay đổi/phát triển/ Tăng trưởng, v.v. diễn ra trong một khoảng thời gian quanh thời điểm cụ thể trong quá khứ.*)

Examples

The children were growing up quickly.

Her English was improving when I lived in London.

My hair was going grey.

The town was changing quickly in the 1990s.

3. **Past Continuous or Simple?**

We often use the past continuous and simple together when one (shorter) action comes in the middle of another (longer) one. We use the past continuous for the longer action and the simple past for the shorter action.

(*Past continuous* cho sự việc/hành động đang xảy ra và *simple past* cho sự việc hành động khác đột ngột xuất hiện/xen vào).

Examples

As we were driving down the hill, a strange object appeared in the sky.

While Laura was sitting in the garden, it suddenly began to rain.

You drove right past me when I was waiting for the bus.

The appearance of the strange object comes in the middle of the longer action, the drive down the hill.

In the three sentences above, the past continuous comes after *as*, *while* or *when* (*As we were driving ..*).. We can also use *when* before the past simple, e.g. *We were driving down the hill when a strange object appeared in the sky. David was making lunch when the phone rang.*

(*Past continuous* thường đứng sau các liên từ chỉ thời gian như *as*, *while*, *when* hay *past simple* thường đứng sau liên từ *when*).

But we use two or more past simple verbs for one action after another.

(Dùng **simple past** khi diễn tả các sự việc/hành động theo thứ tự xuất hiện trước sau (liệt kê theo trình tự thời gian)).

When we **saw** the spaceship, we **stopped** the car. (= We **saw** it and **then** we **stopped**).

4. We often use the past continuous to **describe the background** and the past simple for **actions** in a story.

(Khi kể/viết truyện: **past continuous** dẫn dắt vào câu truyện và **past simple** cho các sự việc/hành động xảy ra tiếp theo).

Examples

*The sun **was shining**. We **arrived** at the beach.*

*The stars **were twinkling**. The aliens **landed** quietly.*

PRACTICE

Past Continuous

What can you say in these situations? Add a sentence with the past continuous to say that an action lasted a long time.

You had to work yesterday. The work went on all day.

► *I **was working** all day.*

1 You had to make phone calls. The calls went on all evening.

2 You had to wait in the rain. The wait lasted for half an hour.

3 You had to make sandwiches. This went on all afternoon.

4 You had to sit in a traffic jam. You were there for two hours.

5 Your neighbour played loud music. This went on all night.

Past Continuous or Simple?

1. Put in the correct form of the verb.

Rita: I hear the lights (►) *went* (go) out in your flats last night.

Emma: Yes, (►) *I was watching* (I / watch) a documentary on TV when suddenly (1) (we / lose) all the power. But (2) (it / come) on again after about ten minutes.

Vicky: Rachel (3) (come) down the stairs when the lights (4) (go) out. She almost (5) (fall) over.

Daniel: Matthew and I (6) (play) table tennis at the time.

Andrew: (7) (I / work) on the computer. (8) (I / lose) a whole hour's work. But this morning (9) (I/get) up early and (10) (do) it again.

2. Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) *when* I started out on the last part of my walk around the coast of Britain.

The sun was (1), and a light wind (2) blowing from the south-west. I was pleased that it (3) raining. I knew by now that I (4) like rain. In fact I (5) it. I (6) along the cliff top and then down into the lovely little fishing village of Wellburn, past a cafe where people (7) having morning coffee. Three miles past Wellburn I (8) down for five minutes and (9) a drink. Now it (10) getting warmer, so I (11) off one of my sweaters. I (12) stop for long because I (13) to reach Seabury by lunch-time. (14) I finally got there, it (15) just after half past twelve.

THE PRESENT PERFECT

Study these examples

*She **has written** five letters.*

*The company employs around 400 staff and **has recently opened** an office in the UK.*

*We're going to Wagamama's for dinner tonight. I've **been** there a couple of times before.*

***Have you ever tried** to write your name and address with your left hand?*

***Has written, has recently opened, I've been,** etc. are the **present perfect simple**.*

The present perfect tells us about the **past** and the **present**.

*(**The present perfect** là câu nối giữa quá khứ và hiện tại. Sự việc/hành động đã xảy ra trong quá khứ (không nhân mạnh đến thời điểm xảy ra) và quan tâm đến tác động/kết quả/tính liên tục/số lần thực hiện của sự việc/hành động đó đối với hiện tại (và khả năng tiếp tục trong tương lai).).*

FORM

The present perfect is the present tense of **have** + a **past participle**.

Affirmative

I/You/We/They + Have/('ve) + V3 (a past participle)

He/She/It + Has/('s) + V3 (a past participle)

Regular past participles end in **-ed**, e.g. *washed, landed, finished* etc.

(*Quá khứ phân từ của động từ có quy tắc bằng cách thêm -ed vào động từ*).

Examples

We've washed the dishes. Have you opened your letter?

The aircraft has landed safely. How many points has Matthew scored?

The students haven't finished their exams.

Many **participles** are **irregular**, e.g. *seen, bought, lost, done, written* etc.

(*Nhiều động từ có dạng quá khứ phân từ bất quy tắc. Tra từ điển để có cách dùng chính xác của động từ*).

Examples

I've made a shopping list. We've sold our car.

Tom's thought about it a lot. She hasn't drunk her coffee.

Have you written the letter?

Negative

I/You/We/They + Have Not/Haven't + V3 (a past participle)

He/She/It + Has Not/Hasn't + V3 (a past participle)

Question

(Wh-Question Word +) Have + I/You/We/They + V3 (a past participle)?

(Wh-Question Word +) Has + He/She/It + V3 (a past participle)?

USE

1. When we use the present perfect, we see things as **happening in the past but having a result in the present**. There is a connection with **now**.

(Sự việc/hành động đã xảy ra trong quá khứ (không nhấn mạnh đến thời điểm diễn ra, có thể gần với hiện tại) và nhấn mạnh đến kết quả/tác động của sự việc/hành động ngay tại thời điểm hiện tại).

Examples

*The aircraft **has landed**.* (It's on the ground now).

*We've **washed** the dishes.* (They're clean now).

*We've **eaten** all the eggs.* (There aren't any left now).

*They've **learnt** the words.* (They know the words now).

*You've **broken** this watch.* (It isn't working now).

*'Where's your key?' 'I don't know. I've **lost** it.'* (I don't have it now).

*He told me his name, but I've **forgotten** it.* (I can't remember it now).

'Is Sally here?' 'No, she's **gone** out.' (She is out now).

I can't find my bag. **Have you seen** it? (Do you know where it is now?)

Note: The present perfect (something has happened) is a **present tense**. It always tells us about the situation **now**. The **past simple** (something happened) tells us only about the **past**. If somebody says 'Tom **lost** his key', this doesn't tell us whether he has the key now or not. It tells us only that he lost his key at some time in the past.

(Với **the past simple** chúng ta chỉ quan tâm đến sự việc/hành động đã xảy ra và hoàn tất ở thời điểm cụ thể trong quá khứ và **không** nhấn mạnh đến kết quả/tác động của sự việc/hành động đó ở thời điểm hiện tại).

2. When we say that **something has happened** this is usually **new information** for new or recent happenings.

(Cung cấp thông tin về sự việc/hành động vừa mới xảy ra, có tính tức thời).

Examples

Ow! I've **cut** my finger.

The road is closed. There's **been** (there **has been**) an accident.

I've **repaired** the washing machine. It's working OK now.' 'Oh, that's good.'

3. We use the present perfect for a **state/ change/ growth** in a period of time up to the present, which is unfinished.

(*Tính liên tục của một sự việc/hành động/tình trạng đã bắt đầu ở một thời điểm nào đó trong quá khứ và kéo dài đến thời điểm hiện tại và vẫn chưa hoàn tất (có khả năng tiếp tục trong tương lai)*).

Examples

We've lived here for ten years. (And we still live here).

I've worked for this company since 2010. (And I'm still working now).

Note: We use the **past simple** for a **state** in the past, in a period which is **finished**, e.g. *We lived there for ten years.* (We don't live there now).

(*Nếu một sự việc/hành động/tình trạng đã bắt đầu ở một thời điểm nào đó, diễn ra trong một khoảng thời gian và kết thúc trong quá khứ thì dùng the past simple*).

4. We use the present perfect for **actions** in a period of time up to the present, which is unfinished.

(*Số lần sự việc/hành động được thực hiện/xây ra cho tới thời điểm hiện tại và khả năng vẫn tiếp tục được thực hiện trong tương lai*).

Examples

This young director has made four films so far. *He has made films* means that it is possible he will make more films.

Have you ever been to America? ~ *Yes, twice.*

I've played table tennis before.

Note: We use the **past simple** for **actions in the past**, a period which is **finished**.

Examples

*The director **made** many films in his long career. He **made** films* means that his career in films is over. He won't make any more.

*I **played** table tennis at college.*

(Dùng **the past simple** cho sự việc/hành động đã được thực hiện nhiều lần trong quá khứ và không còn thực hiện/xảy ra ở hiện tại hay tương lai nữa).

Some typical time expressions with the present perfect are **just, recently, lately, already, before, so far, still, ever/never, today, this morning/evening, for weeks/years, since 1988**. (Some of these are also used with the past simple).

5. **Just, Already and Yet**

We can use the present perfect with **just, already** and **yet**.

Just means 'a short time ago'. **Just** comes before the past participle.

(Sự việc/hành động có tính tức thời/vừa mới xảy ra gần đây).

Examples

*We've **just** come back from our holiday.*

*I've **just** had an idea.*

Already means 'sooner than expected'. **Already** comes before the past participle.

(Sự việc/hành động đã được thực hiện/hoàn thành/kết thúc sớm hơn dự định).

Examples

*We're too late. They've **already** sold all the tickets.*
(= They sold the tickets very quickly).

*It isn't a very good party. Most people **have already** gone home.*

*My brother **has already** crashed his new car.*

We use **yet** when we are **expecting something to happen**. **Yet** comes at the end of a question or a negative sentence.

(**Yet** sử dụng trong câu phủ định hoặc nghi vấn, thể hiện hành động được kỳ vọng/mong đợi sẽ xảy ra).

Examples

***Have you bought the tickets yet?** (=Vicky expects that Rachel will buy a ticket).*

*It's eleven o'clock and you **haven't finished** breakfast **yet**.*

Has your course started yet?

6. Ever and Never

We can use **ever** and **never** with the present perfect. We use **ever** in statements and questions. In **Have you**

ever been to Brazil? the word *ever* means 'in your whole life up to the present time'. *Never* means 'not ever'.

(*Ever* sử dụng trong câu khẳng định/nghi vấn, cho đến thời điểm hiện tại chúng ta đã bao giờ, đã từng thực hiện sự việc/hành động. *Never*: chưa từng/chưa bao giờ).

Examples

Have you ever played cricket? ~ No, *never*.

Has Andrew ever had any fun? ~ I don't think so.

I've never ridden a motor bike in my life.

You've never given me flowers before. This is the most expensive hotel we've ever stayed in.

7. For and Since

We can use the present perfect with *for* and *since*. We use *for* to say how long a period is (e.g. *for three days*). We use *since* to say when the period began (e.g. *since Friday*).

(*For* chỉ sự việc/hành động xảy ra trong một khoảng thời gian và *since* chỉ thời điểm bắt đầu sự việc/hành động).

Examples

Vicky has only had that camera for three days.

I've felt really tired for a whole week now.

Those people have been at the hotel since Friday.

We've lived in Oxford since 1992.

Note: We can also use the present perfect with *for* and *since* when something has stopped happening.

Examples

I haven't seen Rachel for ages.

She hasn't visited us since July.

8. We use *how long* in questions.

Examples

How long has Vicky had that camera? ~ Since Thursday, I think.

How long have Trevor and Laura been married? ~ Oh, for about three years.

9. **Have gone to** vs. **Have been to**

Examples

Claire has gone to Australia. Have gone to means that we are still there.

Claire has been to Australia. Have been to means that the visit is over.

10. **First time, second time**, etc.

After *It's/This is the first/second time*, we use the present perfect.

Examples

This is the first time we've been to Scotland, so it's all new to us.

This is the second time Rachel has forgotten to give me a message.

I love this film. I think it's the fourth time I've seen it.

We use the present perfect with **today** and phrases with **this**, e.g. **this morning**, **this week**, **this year**.

Examples

We've done quite a lot of work today.

I haven't watched any television so far this week.

Have you had a holiday this year? ~ No, not yet

11. **I've done it. I did it yesterday.**

Study this example

Trevor: We've bought a new car.

Tom: Oh, have you? What sort?

Laura: An Adagio. We bought it last week.

Tom: Yeh, where did you buy it?

We often give a piece of news in the present perfect, e.g. *We've bought a new car.* (The car is ours now). We use the past simple, e.g. *We bought it last week*, to give details or to ask for details about things such as when and where it happened.

(Chúng ta thường bắt đầu cuộc hội thoại với **the present perfect** và tiếp sau đó là **the past simple** khi đi vào chi tiết của sự việc/hành động).

Examples

I've found my wallet. ~ Oh, good. Where did you find it?

*Your parcel **has arrived**. The postman **brought** it at eight o'clock.*

*They've **closed** the factory. ~ Really? When **did** they do that?*

PRACTICE

1. Put in the past participles of the verbs in brackets.

► We've **found** (find) all the answers.

1 Have you (wash) the car?

2 You haven't (eat) very much.

3 They've (open) a new supermarket.

4 You've (write) it in pencil.

5 I've (make) the sandwiches.

6 We've (have) our lunch.

7 United have (score) a goal.

8 The balloon has (land) in a field.

9 Who's (break) this glass?

10 It's warm because the heating has
(be) on.

11 Have you (sell) your flat yet?

12 I've (finish) that job at last.

2. Complete the second sentence so that it follows on from the first. Use the present perfect.

My hair is tidy now. ► I've **brushed** my hair.

1 The door is open. Someone
the door.

2 This is Oliver's drawing, look. Oliver a
picture.

3 The calculator is broken. Someone
the calculator.

4 United are the winners. United the game.

5 There's no more wine in the bottle. We
all the wine.

6 The floor is clean now. I the floor.

7 I know my number now. I
my number by heart.

8 The guests are here now. The guests

9 I'm still working on the computer. I
with the computer yet.

3. Trevor and Laura are decorating their house. Put
in the verbs. Use the present perfect.

Laura: How is the painting going? (►) *Have you
finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really
difficult, you know.

(1) (I / not / do) very much.
And it looks just the same as before. This new paint (2)
..... (not / make) any difference.

Laura: (3) (you / not / put) enough on.

Trevor: (4) (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) (you / have) enough of decorating. Well, I'll do it. Where (6) (you / put) the brush?

Trevor: I don't know. (7) (it / disappear).
(8) (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) (you / do) in here? Nothing! (10) (I / paint) two doors.

Trevor: (11) (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (12) (we / make) some progress, I suppose. Now, where (13) (that brush / go)? Oh, (14) (you / leave) it on the ladder, look.

4. Decide which word is correct.

► I'd like to borrow this book. Has Anna read it *yet*?

a) done b) for c) just d) yet

1 Ben writes very quickly. He's finished his essay,

a) already b) been c) for d) yet

2 What are you going to do? ~ I don't know. I haven't decided

a) just b) long c) since d) yet

3 I've to London. I went there in June.

a) been b) gone c) just d) yet

4 Have you done any skiing?

a) ever b) for c) just d) long

5 My boyfriend hasn't rung week,

a) for b) last c) since d) this

6 I haven't seen that coat before. How
..... have you had it?

a) already b) for c) long d) since

7 The girls have to the
cinema. They won't be back until ten o'clock.

a) already b) been c) gone d) just

8 I haven't seen my parents
last Christmas.

a) already b) before c) for d) since

9 This is the first I've ever
lived away from home.

a) already b) since c) that d) time

10 This programme must be new. I've
..... seen it before.

a) ever b) never c) since d) yet

5. Put in the correct verb form.

I've **done** (I / do) all the housework. The flat is really clean now.

A young couple **bought** (buy) the house next door. But they didn't live there long.

1 Our visitors (arrive). They're sitting in the garden.

2 There's still a problem with the television. Someone (repair) it,

but then it broke down again.

3 I (lose) my bank card. I can't find it anywhere.

4 The match (start). United are playing well.

5 My sister (run) away from home. But she came back two days later.

6 Daniel..... (earn) some money last week. But I'm afraid he's already spent it all.

7 We (plant) an apple tree in the garden. Unfortunately, it died.

8 Prices (go) up. Everything is more expensive this year.

9 Someone (turn) on the hi-fi. What's that song called?

10 I (phone) the office at eleven to speak to the manager, but he isn't there today.

11 I (make) a cake. Would you like a piece?

12 The runner Amos Temila.....
(break) the world record for the 1500 metres in Frankfurt.
Then two days later in Helsinki, Lee Williams ran it in an even faster time.

USED TO

Study this example

*Nicola doesn't travel much these days. She prefers to stay at home. But she **used to travel** a lot. She **used to go away** two or three times a year.*

*She **used to travel** a lot* = she travelled a lot often in the past, but she doesn't do this any more.

FORM

Affirmative

Subject + Used To + Verb (a base form of verb)

*I **used to travel** a lot.*

Negative

Subject + Didn't Use To (Used Not To ... is also possible) + Verb (a base form of verb)

*I **didn't use to like** him. (or *I used not to like him*).*

Question

(Wh-Question Word +) Did + Subject + Use To + Verb (a base form of verb)?

***Did you use to eat** a lot of sweets when you were a child?*

USE

1. Something **used to happen** or we **used to do** something = it happened often in the past or we often did

it in the past, but it no longer happens or we don't do it any more.

(Sự việc/hành động/thói quen đã từng thường xuyên diễn ra hay được thực hiện trong quá khứ nhưng hiện tại không còn diễn ra/thực hiện nữa).

Examples

I used to play tennis a lot, but I don't play very much now.

David used to spend a lot of money on clothes. These days he can't afford it.

'Do you go to the cinema much?' 'Not now, but I used to.' (= *I used to go*)

2. We also use **used to** ... for things that were true in the past, but are not true any more.

(Sự việc/sự vật trước đây đã từng hiện hữu nhưng hiện tại không còn đúng/giống như vậy nữa).

Examples

This building is now a furniture shop. It used to be a cinema.

I used to think Mark was unfriendly, but now I realise he's a very nice person.

I've started drinking tea recently. I never used to like it before.

Lisa used to have very long hair when she was a child.

PRACTICE

Mrs Bell is a hundred years old. She's the oldest person in the village. A radio reporter is interviewing her. Put in *used to* with the verb.

Mrs Bell: I've always lived in the village, but not always in this house.

Reporter: Where (►) *did you use to live* (you / live)?

Mrs Bell: When I was a girl, we lived at Apple Tree Farm. (1) (we / like) it there.

Reporter: But life was hard, wasn't it?

Mrs Bell: Oh, yes. Things (2)
(be) different from the way they are

now. In those days (3)
(we / not / have) electricity.

Reporter: And (4) (you / help)
with the farm work?

Mrs Bell: Yes, (5) (I / look)
after the hens.

INTRODUCTION TO THE FUTURE

Read this paragraph from Rachel's letter to her aunt and uncle.

This is my last year at college, so I'll be leaving in June. And I've already got a job! In September I'm starting work at a bank in London. So I'll be free for most of the summer. I'm going to spend six weeks travelling around the US. My friend Vicky is coming with me. She finishes college at the same time as me. We're really looking forward to the trip.

Here are some examples of verb forms used to express the future from the above text.

Will *I'll be free for most of the summer.*
(Neutral future)

Be going to *I'm going to spend six weeks in the US.* (An intention)

Present continuous *I'm starting work in September.* (An arrangement)

Present simple *She finishes college at the same time.* (A timetable)

Will be doing *I'll be leaving in June.* (In the course of events)

There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

(Có nhiều cách/hình thức khác nhau để diễn đạt tương lai nhý chúng ta có thể thấy từ bài đọc trýớc đó. Dùng cấu trúc nhý thế nào để diễn đạt tương lai tùy thuộc vào cách chúng ta nhìn nhận một sự việc/hành động sẽ xảy ra trong tương lai. Có thể là một sự việc/hành động khá chắc chắn sẽ xảy ra, nhưng mặt khác có thể chỉ là một kế hoạch hoặc một ý định nhất thời, hoặc có thể là một sự việc/hành động mà chúng ta nghĩ rằng sẽ xảy ra nhưng không có gì chắc chắn là sẽ xảy ra).

WILL and SHALL

1. Form

Affirmative

Subject + Will + Verb (a base from of verb)

Negative

Subject + Will Not/Won't + Verb (a base from of verb)

Question

(Wh-Question Word +) Will + Subject + Verb (a base from of verb)?

2. General facts in the future

We use **will** or **'ll** to say what general facts we know about the future based on some present situations.

(Dựa trên tình hình thực tế ở thời điểm hiện tại thì một số sự việc/hành động có khả năng xảy ra trong tương lai (đôi khi có thời điểm cụ thể) nếu sự việc/hành động đang tiến triển/điễn ra theo trình tự/điễn biến như vậy).

Examples

*Tom is 20 years old in 2018. He **will be** 22 in 2020.*

*There **will be** more cars on the street in Vietnam in 2025. (The latest figures show more and more Vietnamese people are buying cars).*

3. Predictions

We use **will** or **'ll** to say what we predict or think about the future. **Will** here has a neutral meaning. It does not express the idea that we have already decided to do something or that we are planning something.

(Will đơn giản là cách chúng ta đưa ra phỏng đoán/dự đoán (không có căn cứ gì ở hiện tại) hay ngay tại thời điểm giao tiếp chúng ta nghĩ đến những sự việc/hành động sẽ xảy ra trong tương lai. Những sự việc/hành động này không nằm trong kế hoạch hay ý định đã có sẵn).

Examples

*Vietnam **will win** the 2022 World Cup.*

*The west **will have** rain tomorrow.*

*The world **will end** in the year 2050.*

*You **'ll be** late if you don't hurry.*

Will you be at home this evening?

The cost will not be more than £50.

I won't have time for a meal.

4. Will for instant decisions

We also use *will* for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking.

(*Ngay tại thời điểm giao tiếp chúng ta đưa ra quyết định cụ thể/tức thời dựa trên tình huống thực tế/ngữ cảnh có sẵn*).

Examples

I'm thirsty. I think I'll make some tea.

You've left your computer on. ~ Oh, I'll go and switch it off.

We must celebrate. I know, we'll have a party.

I don't think I'll do any work tonight. I'm too tired.

5. We often use *I think/I don't think/I promise ... will ...*

Examples

I feel a bit hungry. I think I'll have something to eat.

I don't think I'll go out tonight. I'm too tired.

6. Will for order things, offers and invitations

We also use *will* to order things and in offers, promises, and invitations.

(*Chức năng giao tiếp: đưa ra lời yêu cầu, đề nghị, lời hứa, lời mời*).

Examples

Order things: *I'll have the ham salad, please.*

Offer: *I'll peel the potatoes. ~ Oh, thank you.*

Invitation: *Will you come to lunch? ~ Yes, thank you. I'd love to.*

Promise: *I'll pay you back next week.*

Note:

We can use *shall* for the future, but only in the first person, after *I* or *we*. *I will* and *I shall* (can be shortened to *I'll*, which is pronounced /ail/) have the same meaning here, but *shall* is a little formal, e.g. *I'll be on holiday in August. (= I will or I shall)*

(*Cách dùng shall thì lịch sự và trang trọng hơn*).

We can use *shall* in offers and suggestions.

(*Chức năng giao tiếp: đưa ra lời đề nghị, gợi ý*).

Examples

Offer: *Shall I pack up your shopping for you? ~ Oh, thank you.*

Suggestion: *Shall we all go out together? ~ Good idea.*

PRESENT TENSES FOR THE FUTURE

1. The present continuous for arrangements

Study the following text

Tom: *Are you **doing** anything **this evening**?*

Nick: *Yes, I'm **going to** an ice hockey match. The Tigers **are playing** the Kings. I bought my ticket yesterday.*

Here Nick has already decided and arranged to go to the match. (He has bought a ticket).

We use the present continuous for what someone **has arranged to do in the future**.

I'm doing something (tomorrow) = I have already decided and arranged to do it.

(Lên kế hoạch từ trước và sắp xếp cụ thể nhằm giúp sự việc/hành động sẽ diễn ra như mong muốn trong tương lai).

Examples

*I'm meeting Harriet at **six o'clock**.* (I have called Harriet to confirm the meeting and we both know the time).

Sarah *is going to Paris next week.* (She bought the train ticket and booked a hotel in Paris).

We're having a party tomorrow. (We sent the invitations to all friends).

2. The present simple for a timetable

Study the following text

Mark: *What time does your train leave tomorrow?*

Sarah: *Seven twenty-three in the morning. It gets into Paris at eleven twenty-three.*

We use the present simple for the future when we talk about **timetables**, **programmes** etc. (for public transport, cinemas etc)..

(Lịch trình, thời gian biểu cho sự kiện, chương trình, v.v).

Examples

My train leaves at 11.30, so I need to be at the station by 11.15.

What time does the film start this evening?

I've got the tour details here. We spend three days in Rome.

It's Wednesday tomorrow./Tomorrow is Wednesday.

We can use the present simple to talk about people if their plans are fixed like a timetable.

Examples

I start my new job on Monday.

What time do you finish work tomorrow?

3. Be to and be about to

We use the present tense of **be to** + a **base form of verb** for a future event that is officially arranged. It is often used in news reports.

(Văn phong báo chí: sự kiện/hành động có kế hoạch chính thức sẽ xảy ra trong tương lai).

Examples

The Queen is to visit Portugal in November.

The Student Games are to take place in Melbourne next year.

We could also use the present continuous here, e.g. *The Queen is visiting Portugal in November.*

We use the present tense of **be about to + a base form of verb** for the very near future.

(*Sự việc/hành động sẽ xảy ra tức thời/ngay sau ít phút*).

Examples

The plane is at the end of the runway. It is about to take off.

Do you want to say goodbye to our visitors? They're about to leave.

PRACTICE

Write the sentences using a future form of the verb. Use the word in brackets.

Express your instant decision to take a taxi. (I'll) ► *I'll take a taxi.*

- 1 Express your intention to have a rest, (going)
- 2 Express the idea that the timetable shows the start of term on 6 September, (starts)
- 3 Predict a world war in five years' time, (there)
- 4 Express the idea that you and Ludy have arranged a game of tennis for tomorrow, (*playing*)
- 5 Give your prediction of a probable fall in prices, (probably)
- 6 Warn your passenger about the car crashing, (going)

WILL BE DOING

Study the following text

Rachel: *Would you like to come to our party tomorrow, Andrew?*

Andrew: *Er, thanks for the invitation, but I've got lots of work at the moment. I'll be working all day tomorrow.*

Rachel: *You won't be working on Saturday evening, surely. Come on, Andrew, take a break. We'll be starting at about ten o'clock.*

I'll be working, won't be working, we'll be starting are the **future continuous tense**.

FORM

Affirmative

Subject + Will + Be + V-ing

Negative

Subject + Will Not/Won't + Be + V-ing

Question

(Wh-Question Word +) Will + Subject + Be + V-ing?

USE

We can use **will be + an ing-form** to talk about future actions. There are two different uses.

1. Will be doing for continuous actions

We use the future continuous for an action over a period of time. It means that at some time in the future we will be in the middle of an action.

I will be doing something = I will be in the middle of doing it.

(*Một sự việc/hành động sẽ đang diễn ra tại một thời điểm cụ thể trong tương lai và kéo dài trong một khoảng thời gian nhất định*).

Examples

This time next week I'll be on holiday. I'll be lying on the beach or swimming in the sea.

Don't phone between 7 and 8. We'll be having dinner.

Andrew can't go to the party. He'll be working all day tomorrow.

I'll be out at three o'clock. I'll be playing golf.

When the men leave the building, the police will be waiting for them.

What will we be doing in ten years' time, I wonder?

Note: Compare the past continuous, present continuous, and future continuous.

Past: *This time last week we were sitting on the beach.*

Present: *At the moment we're sitting on the beach.*

Future: *This time next week we'll be sitting on the beach.*

2. Will be doing for single actions

We use **will be + an ing-form** for an action which will happen in the course of events because it is part of a plan or part of a schedule of future events.

(*Từng sự việc/hành động cụ thể được sắp xếp theo kế hoạch/trình tự sẽ xảy ra trong một sự kiện/ngữ cảnh cụ thể trong tương lai*).

Examples

*The party **will be starting** at ten o'clock.* (Part of the evening's events)

*The ship **will be sailing** soon.* (Part of our journey)

3. We also often use the future continuous for something that will happen as **part of a routine**.

(*Một sự việc/hành động lặp đi lặp lại và nhấn mạnh sẽ xảy ra đều đặn/như thường lệ vào những thời điểm cụ thể trong tương lai*).

Examples

*I'll call in and see you tomorrow afternoon. I'll **be passing** your house. It's on my way home from work.*

*Trevor and Laura **will be cleaning** the house tomorrow. They always do it on Sunday.*

4. We can also use **will be + an ing-form** to ask about someone's plans.

(*Dùng hỏi về kế hoạch/ý định trong tương lai*).

Examples

Will you be going anywhere near a chemist's this morning? ~ Yes, why? ~ Could you get me some aspirin, please? ~ Yes, of course.

How long will you be using this computer? ~ You can have it in a minute.

PRACTICE

You want to ask a friend to do something for you or to let you do something. Find out if it is convenient for your friend. Use the verbs in brackets.

You want to have a look at your friend's magazine tonight, (read)

► *Will you be reading your magazine tonight?*

1 You want your friend to take your library book back today, (go to)

2 You want your friend to send your best wishes to Vicky soon, (write to)

3 You want to use your friend's calculator this afternoon, (use)

4 You want your friend to give a photo to Daniel tomorrow, (see)

5 You want your friend to give you a lift to the festival, (drive)

6 You want your friend to give a message to her sister soon, (phone)

BE GOING TO

Study these examples

Matthew is going to play squash.

Vicky isn't going to have any lunch.

We aren't going to complain.

Is Daniel going to apply for the job? ~ I think he is.

*When are you going to pay this bill? ~ I don't know.
I can't at the moment.*

FORM

Affirmative

Subject + Am/Is/Are + Going To + Verb (a base from of verb)

Negative

Subject + Am/Is/Are + Not + Going To + Verb (a base from of verb)

Question

(Wh-Question Word +) Am/Is/Are + Subject + Going To + Verb (a base from of verb)?

USE

1. Intentions

We use the present tense of **be + going to + a verb** to talk about something we have decided to do (an intention).

I am going to do something = I have already decided to do it, I intend to do it.

Example: *Your shoes are dirty. Yes, I know. I'm going to clean them.* (= I've decided to clean them, but I haven't arranged to clean them).

(Có ý định từ trước sẽ thực hiện một việc/hành động trong tương lai không xa, chỉ là đã có ý định nhưng chưa sắp xếp để sự việc/hành động sẽ diễn ra như ý định).

Examples

I'm going to watch the next programme.

Emma is going to do an experiment this afternoon.

Rachel and Vicky are going to spend six weeks in the States.

We can use **I'm not going to** for a refusal.

(Từ chối thực hiện một việc/hành động).

Example: *I'm sorry, but I'm not going to walk half a mile in the rain.* (= I don't want to/I'm not willing to walk).

Note: We can use **be going to** with the verb **go** (e.g. *We're going to go out this evening*), but the present continuous is more usual, e.g. *We're going out this evening*.

2. Predictions

We also use **be + going to + a verb** for a prediction when we see from the present situation what is going to happen in the future.

(Phỏng đoán dựa trên tình hình/hoàn cảnh hiện tại cho một sự việc/hành động sẽ sắp sửa xảy ra).

Examples

*Look at those black clouds! It's **going to rain**.* (The clouds are there now).

*There isn't a cloud in the sky. It's **going to be** a lovely day.* (The sky is blue and clear now).

*I feel terrible. I think I'm **going to be sick**.* (I feel terrible now).

*The economic situation is bad now and things **are going to get worse**.* (based on the bad economic situation now)

*David is climbing up the ladder and the ladder is moving, so David **is going to fall**.*

3. The past tense of **be + going to + a verb**

We use the past tense of **be + going to + a verb** to talk about something we decided to do in the past but not (a past intention).

(Có ý định thực hiện một sự việc/hành động trong quá khứ nhưng đã không thực hiện như ý định ban đầu).

I was going to do something = I intended to do it, but didn't do it:

Examples

*We **were going to travel** by train, but then we decided to go by car instead.*

*Peter **was going to do** the exam, but he changed his mind.*

I was just going to cross the road when somebody shouted ' Stop!'

Note: We can say that '**something was going to happen**' (but didn't happen), e.g. *I thought it was going to rain, but it didn't.*

(Một sự việc/hành động đã có khả năng xảy ra trong quá khứ nhưng thực tế lại không xảy ra).

PRACTICE

1. Intentions

Put in the verbs with **be going to**.

Laura: What are you doing with that camera?

Trevor: (►) ***I'm going to take*** (I / take) it to work.
 (1) (I / lend) it to Phil. (2)
 (he / take) a few photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly.
 (3) (it / be) a while before he
 can get it repaired.

Laura: Well, how long (4)
 (he / keep) ours? When

(5) (we / get) it back?

Trevor: (6) (he / have) it over the
 weekend. (7) (we / get) it back on Monday.

Laura: Well, I hope (8)
 (it / not / get) damaged.

2. Predictions

What would you say in these situations? Use these words: *be sick, crash, get wet, lose, not stop, rain*

The sky is full of dark clouds. ► *It's going to rain.*

1 Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

2 You feel awful. There's a terrible feeling in your stomach.

3 You are playing Scrabble. The game is nearly over and you are 100 points behind.

4 You can see a plane coming down. It's out of control and falling to the ground.

5 You are waiting for a train. There's one coming, but you don't know if it's the one you want.

It's travelling very fast.

CONDITIONALS TYPE 1

Study the conversation

*Vicky: Come on, Rachel. **If we hurry**, we'll catch the half-past-Nine bus.*

*Rachel: There's no rush, is there? **If we miss it**, there'll be another one in fifteen minutes.*

Vicky and Rachel are talking about possible future actions. They may catch the bus, or they may miss it.

FORM

IF-CLAUSE

MAIN CLAUSE

If	Present Simple	Will
<i>If we</i>	<i>hurry,</i>	<i>we'll catch the bus.</i>
<i>If we</i>	<i>miss it,</i>	<i>there'll be another one.</i>
<i>If it</i>	<i>doesn't rain,</i>	<i>we'll be having a picnic.</i>
<i>If I</i>	<i>don't practise my golf,</i>	<i>I won't get any better.</i>

USE

1. We use type 1 conditionals when we talk about **real and possible situations** and their **probable results**.

(Câu điều kiện loại 1: điều kiện có thực ở hiện tại/tương lai, diễn tả một sự việc/hành động có thể xảy ra ở hiện tại hoặc tương lai).

The verb in the **if-clause** (e.g. *hurry*) is in the present simple, not the future. NOT ***If we'll hurry**, we'll catch the bus.*

Examples

I'll go shopping on the way home if I have time.

If I pass the exam, I will organize a celebration party.

We can also use the present continuous (e.g. *are doing*) or the present perfect (e.g. *have done*) in the **if-clause**.

Examples

If we're expecting visitors, the flat will need a good clean.

If you've finished with the computer, I'll put it away.

We sometimes use the present simple in both clauses to talk about things that are always true.

(Mối tương quan giữa những sự việc/hành động: những sự thật tổng quan, những dữ kiện khoa học luôn luôn xảy ra với một điều kiện nhất định, khi một sự việc/hành động xảy ra thì chắc chắn sẽ dẫn đến sự việc/hành động khác).

Examples

If you heat water, it boils.

If Daniel has any money, he spends it.

If you press this switch, the computer comes on.

This means that one thing always follows automatically from another.

The **main clause** often has *will*. But we can use other modal verbs (e.g. *can*).

Examples

*If you haven't got a television, you **can't** watch it, can you?*

*If Henry jogs regularly, he **might** lose weight.*

*If Matthew is going to a job interview, he **should** wear a tie.*

The **if-clause** usually comes first, but it can come after the main clause.

Examples

*If I hear any news, I'll **phone** you.*

*I'll **phone** you if I hear any news.*

2. More uses of type 1

We can use **will/would** in the **if-clause** when we make a request.

Examples

*If you'll just **wait** a moment, I'll **find** someone to help you. (Please wait a moment..).*

*If you'd **like** to come this way, the doctor **will** see you now. (= Please come this way..).*

We can use type 1 conditionals in **offers** and **suggestions**.

Examples

*If you **need** a ticket, I **can** get you one.*

*If you **feel** like seeing the sights, we **can** take a bus tour.*

We can also use them in **warnings** and **threats**.

Examples

If you go on like this, you'll make yourself ill.

If you don't apologize, I'll never speak to you again.

PRACTICE

1. Comment on the situations. Use **if** + the present tense + **will/can**.

It might rain. If it does, everyone can eat inside.

► *If it rains, everyone can eat inside.*

The children mustn't go near Nick's dog. It'll bite them.

► *If the children go near Nick's dog, it'll bite them.*

1 Rachel might fail her driving test. But she can take it again.

2 United might lose. If they do, Tom will be upset.

3 The office may be closed. In that case Mark won't be able to get in.

4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.

5 The party might go on all night. If it does, no one will want to do any work tomorrow.

6 Emma may miss the train. But she can get the next one.

7 Is Matthew going to enter the race? He'll probably win it.

2. Present simple in both clauses

Match the sentences and join them with *if*

You lose your credit card.

► *If you lose your credit card, you have to ring the bank.*

1 You get promoted. You get a warning letter.

2 I drink coffee late at night. You have to ring the bank.

3 You don't pay the bill. Your salary goes up.

4 I try to run fast. The alarm goes off.

5 Someone enters the building. I get out of breath.
I can't sleep.

CONDITIONALS TYPE 2

Study the conversation

Rachel: Would you like some cake, Jessica?

*Jessica: It looks delicious. **If I had your figure, I'd eat the whole lot.***

If I had your figure is an imaginary or unreal situation. Jessica hasn't got a figure like Rachel's.

FORM

IF-CLAUSE

MAIN CLAUSE

If **Past Simple** **Would**

*If I **had** a million pounds, I'd probably **buy** a yacht.*

*If I **won** a lot of money, I'd **buy** a big house
in the country.*

*If we **didn't have** a car, we'd **find** it
difficult to get about.*

*If Rachel **got up** earlier, she **wouldn't**
always **be** late.*

USE

1. The type 2 conditional is used to talk about **unreal** or **impossible things**. The **past tense** refers to something unreal. *If I **had** a million pounds* means that I haven't really got a million pounds now, but I am imagiNing that I have.

(Câu điều kiện loại 2: câu điều kiện không có thực ở hiện tại. Điều kiện không thể xảy ra ở hiện tại hoặc tương lai, điều kiện chỉ là một giả thiết, một ước muốn trái ngược với thực trạng hiện tại).

As well as the past simple we can use the past continuous (e.g. *was doing*) in the **if-clause**.

If Rachel was playing her stereo, it wouldn't be so quiet in here.

In a type 2 if-clause we sometimes use **were** instead of **was**, especially in the clause *if I were you*.

Examples

If Rachel were playing her stereo, it wouldn't be so quiet in here.

If I were you, I'd ask a lawyer for some advice.

The **main clause** often has **would**. We can also use **could** or **might**.

Examples

If we had a calculator, we could work this out a lot quicker.

If Rachel worked harder, she might do even better at her studies.

The **if-clause** usually comes first, but it can come after the **main clause**.

Examples

If I knew, I'd tell you.

I'd tell you if I knew.

2. More uses of type 2

We can use type 2 conditionals in **offers** and **suggestions**.

Examples

If you needed a ticket, I could get you one.

If you felt like seeing the sights, we could take a bus tour.

Type 2 is less direct than type 1. The speaker is less sure that you want to see the sights.

PRACTICE

Comment on these situations. Use a type 2 conditional with *would* or *could*.

Andrew is such a boring person because he works all the time.

▶ You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*

You can't take a photo because you haven't got your camera.

▶ How annoying. *If I had my camera, I could take a photo.*

1 You can't look the word up because you haven't got a dictionary.

I'm sorry

2 You don't write to your friends because you're so busy.

I've got so much to do

3 You can't play tennis because your back is aching.

It's a nuisance.

4 Claire won't marry Henry because she doesn't love him.

Of course,

5 Nick can't find the way because he hasn't got a map.

Nick's lost, but

6 David has so many accidents because he's so clumsy.

You know,

CAUSATIVE STRUCTURE

Study these examples

*You should **have your car serviced** regularly.*

*Our neighbours **are having a new garage built**.*

*We must **get another key made**.*

*Do you **get your heating checked** every year?*

Have your car serviced and get your heating checked etc. are examples of **causative structures**.

Causative structures indicate that we can **cause one thing or person to do something or be something**. Three common causative verbs are: *let, have, make*. Other verbs similarly used as causative verbs are *cause, allow, help, enable, force, require, persuade*, etc.

(Causative structures (Cấu trúc cầu khiến) nhấn mạnh việc chúng ta có thể nhờ vả/sai khiến/cho phép/sắp xếp v.v. cho đối tượng nào đó thực hiện sự việc/hành động cho chúng ta hay muốn đối tượng đó phải như thế nào).

LET

Let + Somebody/Something + Verb (a base form of verb)

Let means to allow somebody to do something or something to happen without trying to stop it.

Examples

Let them splash around in the pool for a while.

Let her say what she wants.

Let your body relax.

HAVE

have something done: to cause something to be done for you by somebody else

Have + Something + Past Participle of Verb

Examples

You've had your hair cut!

She will have her phone repaired tomorrow.

They are having their car painted.

have somebody do something: to tell or arrange for somebody to do something for you

Have + Somebody + Verb (a base form of verb)

Examples

My computer broke down. My brother is a computer technician. I'll have him fix it.

He had the bouncers throw them out of the club.

I had my assistant type the report

GET

In informal spoken English, we use *get* in place of *have*.

Examples

She will get her phone repaired tomorrow.

They are getting their car painted.

I'll never get all this work finished.

Note: get somebody/something to do something,
e.g. *He got his sister to help him with his homework.*

MAKE

make somebody/something do something: to cause/force somebody/something to do something

Examples

She always makes me laugh. This dress makes me look fat.

They made me repeat the whole story. Nothing will make me change my mind.

CAUSE

cause something to do something: to make (something, typically something bad) happen.

Examples

The poor harvest caused prices to rise sharply.

The provocation done by North Korea caused the UN to give them sanctions.

ALLOW

allow somebody/something/yourself to do something: to let somebody/something do something; to let something happen or be done

Examples

His parents won't allow him to stay out late.

He allowed his mind to wander.

HELP

help somebody (to) do something: to make it easier or possible for somebody to do something by doing something for them or by giving them something that they need

Examples

The college's aim is to help students (to) achieve their aspirations.

This charity aims to help people (to) help themselves.

Come and help me (to) lift this box.

ENABLE

enable somebody to do something: to make it possible for somebody to do something

Examples

The software enables you to create your own DVDs.

a new programme to enable older people to study at college

enable something to do something: to make it possible for something to happen or exist by creating the necessary conditions

Example

Insulin enables the body to use and store sugar.

FORCE

force somebody/yourself to do something: to make somebody do something that they do not want to do

Examples

The lawyer will force the witness to tell the truth.

She forced herself to be polite to them. The President was forced to resign.

REQUIRE

require somebody/something to do something: [often passive] to make somebody do or have something, especially because it is necessary according to a particular law or set of rules

Examples

True marriage requires us to show trust and loyalty.

All candidates will be required to take a short test.

PERSUADE

persuade somebody to do something: to make people to do or believe something by giving explanations or good reasons for doing it

Examples

Try to persuade him to come.

My wife is planning to persuade her dad to go see a doctor.

VERB + TO - INFINITIVE

Study these examples

I expect to get my money back.

Sarah agreed to work late at the office.

We can't afford to go to Australia.

After some verbs we can use a **To-infinitive**, e.g. *expect to get*, *agreed to work*, etc. We can put **not** before the **To-infinitive**.

Examples

Are you hoping to get a job in London?

Melanie has offered to help us when we move house.

Some people just choose not to get married.

At least I managed not to lose my temper.

We can also use a **continuous** or a **perfect To-infinitive**.

Examples

Continuous: *Andrew seems to be studying* even harder these days.

Perfect: *David appeared to have hurt himself.*

These verbs are followed by a **To-infinitive**: *agree, aim, appear, arrange, ask, attempt, beg, can't afford, can't wait, choose, claim, decide, demand, desire, expect, fail, guarantee, happen, help, hope, manage, offer, plan, prepare, pretend, promise, prove, refuse, seem, tend, threaten, undertake, want, wish*, etc.

Examples

seem and **appear**

*Sarah **seemed** to be quite annoyed.*

*The person I spoke to **didn't seem** to know anything about the company's products.*

*The computer program **appears** to have a bug in it.*

tend, **manage** and **fail**

We use **tend to** for things that usually happen.

*We **tend to** get up later at weekends. (= We usually get up later at weekends).*

We use **manage to** for being able to do something.

*Luckily, I **managed to** find my way here all right. (= I was able to find my way).*

We use **fail to** for things that don't happen.

*David **failed to** pay his electricity bill. (= David didn't pay his electricity bill).*

Note: Some **nouns** can come before a To-infinitive. Compare these sentences.

Verb + To-infinitive: *Mark **promised to** go shopping. But then he **arranged to** play golf.*

Noun + To-infinitive: *Mark forgot about his **promise to** go shopping. Sarah found out about his **arrangement to** play golf.*

Here are some nouns we can use: **agreement, arrangement, decision, demand, desire, failure,**

offer, plan, promise, refusal, tendency, threat, etc.

After *would like, would love, would prefer and would hate*, we use a To-infinitive (but not usually an ing-form).

Examples

I'd like to do a parachute jump one day.

My sister would love to work as an artist.

Mark would prefer to drive rather than take the train.

They'd hate to cause a problem.

PRACTICE

1. Say what each speaker did. Use these verbs before a To-infinitive: *decide, demand, offer, promise, threaten*

Henry: I really must speak to the manager. ► *Henry demanded to speak to the manager.*

1 Trevor: I'll put the shelves up soon, I promise.

2 Claire: OK, I'll buy both the dresses.

3 Melanie: I'll cook the meal if you like.

4 Tom: If you don't control that dog, Nick, I'll shoot it.

2. Put in the To-infinitive form. (Some may be continuous or perfect).

Use these verbs: *come, find, hang, have, invite, leave, take*

Harriet: Hello, Nick. You managed (►) *to find* your way then?

Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: Well you're here now. Do you want (1)
..... your coat up?

Mick: Thank you.

Harriet: I'm glad you decided (2)
to our party. Everyone seems (3) a
good time. We tend (4) lots of people to
our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an
arrangement (5) somebody somewhere
in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (6)
..... early. I don't know where she's
gone. She was with someone.

VERB + ING-FORM

Study these examples

*I usually **avoid driving** in the rush hour.*

*We'll have to **practise throwing** the ball into the basket.*

*Have you **finished typing** that letter?*

After some verbs we can use an **ing-form**, e.g. **suggest going**, **enjoy putting**, etc. We can sometimes put **not** before an **ing-form**.

Examples

*Just **keep stirring** the mixture until it boils.*

*Nick says he's **given up smoking**.*

***Imagine not having** anywhere to live.*

These verbs are followed by an **ing-form**: **admit**, **avoid**, **consider**, **delay**, **deny**, **detest**, **dislike**, **enjoy**, **excuse**, **fancy**, **finish**, **imagine**, **involve**, **justify**, **keep (on)**, **mention**, **mind**, **postpone**, **practise**, **resent**, **risk**, **save**, **suggest**, **tolerate**, **can't face**, **can't help**, **can't resist**, **can't stand**, **carry on**, **give up**, **put off**, etc.

Examples

mind

We use **mind** + an **ing-form** mostly in negative statements and in questions.

Andrew doesn't mind having lots of work. He quite likes it. (= He doesn't dislike having lots of work).

Do you mind waiting a moment? ~ No, that's OK.

I wouldn't mind travelling around the world some time.

can't or couldn't with help, resist, face and stand

I think Tom is very amusing. I can't help laughing at his funny stories.

The dress was so beautiful that Claire couldn't resist buying it.

Let's eat out, shall we? I can't face cooking a meal today.

I never go in the bank if it's busy. I can't stand waiting in a queue.

keep (on) and carry on

We use *keep* or *keep on/carry on* + an ing-form to talk about something continuing, or when it happens again and again.

Nick keeps ringing Rita and asking her out.

The runners didn't mind the rain. They just kept on runNing.

Just carry on stirring the mixture until it boils.

Note: Two forms together

We can sometimes use more than one To-infinitive or ing-form together.

Examples

The government decided to refuse to give in to the terrorists.

I want to avoid hurting anyone's feelings. The man deNied threateNing to kill a policeman.

We **do not** usually have two ing-forms together, e.g. *It was **starting to get** dark, NOT It was ~~starting~~ ~~getting~~ dark.*

VERB + TO-INFINITIVE or VERB + ING - FORM

1. A few verbs take either a To-infinitive or an ing-form, e.g. *Laura started to paint/started painting a picture.*

After *begin, bother, continue, intend, propose* (= intend), *start, like, love, prefer* and *hate* etc., we can use either a to infinitive or an ing-form. The meaning is the same.

Examples

People began to leave/began leaving the theatre before the end of the play.

Rachel didn't bother to do/bother doing the washing-up.

Do you intend to make/intend making a complaint?

Mrs Miles likes to do/likes doing parachute jumps.

She loves to look/loves looking down at the fields below.

We always prefer to stay/prefer staying in small hotels.

I hate to stand/hate standing up while I'm eating.

Note: But compare these two meanings of the verb *like*.

Like takes a To-infinitive when it means that we prefer to do something even though we may not enjoy it, e.g. *I like to check my work carefully before I hand it in.*

Like usually takes an ing-form when we use it to talk about hobbies and interests, e.g. *Claire likes skiing. I don't like swimming much.*

2. With some verbs, the choice of a To-infinitive or an ing-form depends on the meaning.

REMEMBER and FORGET

We use **remember/forget to do** for necessary actions. The remembering is before the action.

(Ghi nhớ/quên sự việc/hành động cần được thực hiện trong thời gian tới).

Examples

I must remember to post this letter today. It's important.

The clothes are still dirty because I forgot to switch on the machine.

We use **remember/forget doing** for memories of the past. The action is before the remembering.

(Nhớ/quên sự việc/hành động đã được thực hiện trước đây).

Examples

I can remember posting the letter. I posted it on Friday morning.

I'll never forget flying over the Grand Canyon. It was wonderful.

REGRET

Regret to do something means to be sorry for something you are doing, e.g. giving bad news.

(Lấy làm tiếc phải nói, phải thực hiện một việc/hành động).

We regret to inform you that we are not taking on any new staff at present.

Regret doing something means to be sorry because of something that happened in the past.

(Cảm thấy nuối tiếc vì sự việc/hành động đã được thực hiện/xảy ra trước đây).

I regret spending all that money. I've got none left.

TRY

Try to do something means to attempt something, to do your best.

(Cố gắng/nỗ lực thực hiện một việc/hành động).

I'm trying to run this computer program.

Try doing something means to do something which might solve a problem.

(Thử thực hiện một việc/hành động xem có giải quyết được vấn đề hay ko).

I tried clicking on the box, but it doesn't work.

STOP

Stop to do something means to stop so that you can do it.

(Dừng một việc/hành động đang làm để thực hiện việc/hành động khác).

*An old man walking along the road **stopped to talk** to us.*

Stop doing something means to end an action, to finish doing it.

(Dừng hẳn một việc/hành động đang thực hiện).

*There's too much noise. Can you **all stop talking**, please?*

MEAN

Mean to do something is the same as to intend to do it.

(Dự định/cố tình thực hiện một việc/hành động).

*I think Nick **meant to break** that glass. It didn't look like an accident.*

Means doing something expresses the idea of one thing resulting in another.

(Một việc/hành động được thực hiện nhằm mang ý nghĩa (thể hiện 1 kết quả)).

*I'm applying for a visa. It **means filling** in this form.*

GO ON

Go on to do something means to do something else, to do the next thing.

(*Tiếp tục thực hiện một việc/hành động khác (chuyển sang làm công việc khác)*).

The teacher introduced herself and went on to explain about the course.

Go on doing something means to continue doing it.

(*Tiếp tục thực hiện một việc/hành động đang làm*).

The teacher told everyone to be quiet, but they just went on talking.

NEED

I need to clean my shoes. This means that I must clean my shoes, I have to clean them.

(*Chúng ta thấy cần thiết phải thực hiện sự việc/hành động*).

My shoes need cleaning. This means that my shoes need to be cleaned.

(*Cấu trúc bị động với need: sự việc/hành động cần phải được thực hiện*).

PRACTICE

1. Remember, regret, try, etc.

Write each pair of sentences as one. Use a To-infinitive or an ing-form.

Trevor didn't ring Laura. He forgot. ► *Trevor forgot to ring Laura.*

Tom and Nick had been playing cards for hours. But they went on with the game.

► *Tom and Nick went on playing cards.*

1 Harriet didn't think she could move the piano. She didn't even try.

2 Mike once saw a spaceship. He'll never forget it.

3 What about painting the walls? They need it.

4 Natasha was unkind to Jessica. But she didn't mean it.

5 Andrew was studying. He went on through the Night.

6 When Mark was driving, he needed to make a phone call. So he stopped.

2. Complete the conversations. Put in a To-infinitive or an ing-form.

A: I hear you sometimes sail to France in your boat.

B: That's right. I really enjoy *sailing*.

1A: Are you going to organize our trip?

B: Yes, of course. I've agreed it.

2 A: You wear a uniform at work, don't you?

B: Yes, I have to, although I dislike it.

3 A: Do you think they'll approve the plan?

B: Yes, I'm quite sure they'll decide it.

4 A: What time will you be back?

B: Oh, I expect back some time around Nine.

5 A: Did I remind you about the dinner tonight?

B: Yes, thank you. You keep me.

6 A: Was your decision the right one, do you think?

B: Yes, luckily. In the end it proved
..... the best thing for everyone.

7 A: *Do you still work at the post office?*

B: No, I gave up there last year.

8 A: Have ICM bought the company?

B: Well, they've offered it.

9 A: I'm sorry you had to wait all that time.

B: Oh, it's all right. I didn't mind

3. Make sentences from the notes.

Tessa / want / buy / a new coat / soon

► *Tessa wants to buy a new coat soon.*

1 we / must / avoid / waste / so much time

2 sometimes / a country / refuse / take part / in the

Olympics

3 I / like / see / the Rocky Mountains / some day

4 I / mean / give / Judy / a Nice welcome /
yesterday

5 I / always / like / see / my doctor / once a year

6 the buses / usually / stop / run / before midnight

7 I / can't face / get up / at five / tomorrow

8 last year / we / make / an agreement / work /
together

9 yesterday / you / promise / carry on / shoot / the film

10 my father / seem / get / better / now

VERB + OBJECT + TO - INFINITIVE or ING - FORM

Some verbs can take **an object** + a **To-infinitive**, and some take **an object** + an **ing-form**.

VERB OBJECT TO-INFINITIVE/ING-FORM

I expect the goods to arrive on time.

*I'm sorry we've kept you waiting
so long.*

Verb + Object + To-infinitive

Here are some verbs we can use in this structure:
advise, allow, ask, beg, cause, enable, encourage, expect, force, help, intend, invite, mean (= intend), *order, recommend, remind, take* (time), *teach, tell, warn, want, (would) like, (would) love, (would) prefer* and *(would) hate*, etc.

Examples

We asked the doorman to let us in.

Nick couldn't persuade Rita to go out with him.

The hot weather has caused ice-cream sales to increase.

It took ages to download the pictures from the Internet.

I didn't mean my suggestion to be taken seriously.

Tom wants United to win.

We'd hate the house to be left empty.

I'd like you to listen carefully.

Verb + Object + Ing-Form

Here are some verbs we can use in this structure:

dislike, imagine, involve, keep, mind,

prevent, remember, risk, stop, etc.

Examples

Andrew is so serious. I can't imagine him having a good time.

Do you remember Laura taking our photo?

A new law has stopped traffic going into the city centre.

ABILITY: CAN, COULD and BE ABLE TO

CAN and CAN'T

Study the conversation

Vicky: *How many instruments **can** you play, Natasha?*

Natasha: *Three - the violin, the clarinet and the piano.*

Vicky: *That's terrific. You haven't got a piano here, though.*

Natasha: *No, but I **can** go to the music room in college and play the one in there.*

Vicky: *I'm not musical at all. I **can't** even sing.*

We use **can** to say that something is **possible** in the present or future: that someone has an **ability** (e.g. *Natasha **can** play the piano*) or an **oppoRtuNity** (e.g. *She **can** go to the music room*).

Note: The negative is **cannot** or **can't**.

(Có khả năng/năng lực, cơ hội hay được phép làm điều gì ở hiện tại và tương lai).

CAN and BE ABLE TO

In the present tense, **be able to** is a little more formal and less usual than **can**. There is no difference in meaning.

(Không có sự khác nhau về ý nghĩa trong cách dùng của **can** và **be able to**).

Emma is good with computers. She can/is able to write programs.

But in some structures we always use *be able to*, not *can*.

(Lưu ý là *be able to* được dùng thay thế cho *can* trong một số cấu trúc câu).

Examples

To-infinitive: *It's Nice to be able to go to the opera,*
(NOT *It's Nice to can go*)

After a modal verb: *Melanie might be able to help us.* (NOT *Melanie might can help us*)

Present perfect: *It's been quiet today. I've been able to get some work done.* (NOT *I have can get*)

For the future we use *can* or *will be able to* but not *will can*.

Examples

If we earn some money, we can go/we'll be able to go on holiday next summer.

I'm afraid I can't come/I won't be able to come to the disco on Friday.

But to suggest a possible future action, we normally use *can*.

(Khi đưa ra một đề nghị cụ thể thực hiện một sự việc/hành động thì dùng *can*).

Let's have lunch together. We can go to that new restaurant.

COULD and WAS/WERE ABLE TO

For ability or opportunity in the past, we use *could* or *was/were able to*.

(*Đã từng có khả năng, cơ hội hay được phép làm điều gì trong quá khứ*).

Examples

Natasha could play (or was able to play) the piano when she was four.

In those days we had a car, so we could travel (or were able to travel) very easily.

To say that the ability or opportunity resulted in a particular action, something that really happened, we use *was/were able to* but not *could*.

(*Nhưng khi đang tìm cách xoay sở thực hiện một việc/hành động cụ thể trong một hoàn cảnh 'đặc biệt' hoặc 'nguy cấp' và việc đó có khả năng xảy ra thì phải dùng was/were able to (không dùng could)*).

Examples

The plane was able to take off at eleven o'clock, after the fog had lifted. (NOT ~~could take off~~)

Luckily Mark was able to get the work done in time.

The drivers were able to stop before they crashed into each other.

Compare these two sentences.

The children could swim when they were quite young. (A past ability)

(Khi còn nhỏ thì những đứa trẻ đã biết bơi, năng lực đã có trong quá khứ).

*The children **were able to** swim across the river. (A past action)*

(Trong một hoàn cảnh cụ thể trong quá khứ những đứa trẻ đã xoay sở/tìm cách để bơi qua dòng sông).

In negative sentences and questions, we can use either form.

(Câu phủ định và câu hỏi thì không phân biệt **couldn't** hay **wasn't/weren't able to**, được dùng cho tất cả trường hợp).

Examples

*It was foggy, so the plane **couldn't/wasn't able to** take off.*

*The pool was closed, so they **couldn't/weren't able to** have a swim.*

***Could you/Were you able to** describe the man to the police?*

We normally use **could** (NOT ~~was/were able to~~) with verbs of seeing and thinking etc.

Examples

*We **could** see the village in the distance.*

*As soon as Harriet opened the door, she **could** smell gas.*

*I **couldn't** understand what was happening.*

PRACTICE

1. Can and be able to

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) *been able to come* (come) and see you before.

I've been really busy lately. How are you?

David: I'm OK, thanks. (1) (I / walk) around now. The doctor says (2) (I / go) back to work soon. It'll be Nice (3) (get) out again. I hate being stuck here like this. I haven't (4) (do) anything interesting.

2. Could and was/were able to

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

Suddenly all the lights went out. ► We *couldn't* see a thing.

1 The computer went wrong, but luckily Emma put it right again.

2 There was a big party last Night. You hear the music half a mile away.

3 I learnt to read music as a child. I read it when I was five.

4 People heard warNings about the flood, and they
..... move out in time.

5 The train was full. I find a
seat anywhere.

PERMISSION: CAN, MAY, COULD and BE ALLOWED TO

ASKING PERMISSION

We use *can*, *could* or *may* to ask for permission.

(Sử dụng *can*, *could* hay *may* để xin phép).

Examples

Can I use your pen?

Could we borrow your ladder, please? ~ Well, I'm using it at the moment.

May I see the letter? ~ Certainly.

Could often sounds more polite than *can*. *May* is rather formal.

(*Could* thường nghe lịch sự hơn *can*. *May* được dùng trong ngữ cảnh khá trang trọng).

GIVING and REFUSING PERMISSION

To give permission we use *can* or *may* (NOT *could*).

(Để cho phép thì sử dụng *can* hoặc *may* (nhưng không dùng *could*)).

Examples

You can wait in my office if you like.

Could I borrow your calculator? ~ Of course you can.

*You **may** telephone from here.* (A written notice)

May is formal and is not often used in speech.

(*May được dùng trong ngữ cảnh trang trọng và thường không được dùng trong giao tiếp hàng ngày*).

To refuse permission we use **can't** or **may not** (NOT **couldn't**).

(*Từ chối/không cho phép thì dùng **can't** hoặc **may not** (chứ không dùng **couldn't**).*

Examples

*Could we picnic here? ~ I'm sorry. I'm afraid you **can't**.*

*Members **may not** bring more than two guests into the club.*

We can also use **must not**, e.g. *Luggage **must not** be left unattended.*

TALKING ABOUT PERMISSION

We sometimes talk about rules made by someone else. To do this we use **can**, **could** and **be allowed to**.

(*Khi đề cập đến những qui định/cách ứng xử ở nơi công cộng*).

We use **can** to talk about the present, and we use **could** for the past.

Examples

Present: *Each passenger **can** take one bag onto the plane.*

Past: *In the 1920s you **could** drive without taking a test.*

We can also use **be allowed to**.

Examples

Present: *Passengers **are allowed to** take one bag onto the plane.*

Future: ***Will I be allowed to** record the interview on tape?*

Past: ***We weren't allowed to** look round the factory yesterday.*

For a general permission in the past we use either **could** or **was/were allowed to**.

(Trong trường hợp diễn tả sự cho phép nói chung trong quá khứ (những điều mà chúng ta thường được phép làm).

***I could** always stay/**I was** always **allowed to** stay up late as a child.*

But to say that the permission resulted in a particular action, something that really happened, we use **was/were allowed to** (NOT **could**).

(Nhưng trong những hoàn cảnh cụ thể/đặc biệt, khi diễn tả sự cho phép dẫn đến một hành động cụ thể, một sự việc đã thực sự xảy ra, chúng ta sử dụng **was/were allowed to** (không dùng **could**)).

Examples

***I was allowed to** leave work early yesterday.*

We were allowed to go into the control room when we looked around the power station.

Compare these questions with *may* and *be allowed to*.

ASKING FOR PERMISSION
ABOUT PERMISSION

ASKING

*May I take a photo of you?
to take photos?*

Are we allowed

(= Will you allow it?)

(= What is the rule?)

PRACTICE

1. Asking Permission

How would you ask for permission in these situations? Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use*

You are at a friend's flat. You want to make a phone call. ► *Can I use your phone?*

1 You need a calculator. The person sitting next to you has got one.

2 You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.

3 You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

2. *May I...?* or *Am I allowed to ...?*

Are you asking for permission, or are you asking what the rule is? Put in *May I...?* or *Am I allowed to ...?*

► *May I* use your computer? (asking for permission)

► *Am I allowed to* smoke in this cinema? (asking what the rule is)

1 cross the road here?

2 ask you a personal question?

3 rollerblade in this park?

4 drive a car without insurance?

5 read your magazine?

POSSIBILITY and CERTAINTY: MAY, MIGHT, COULD, MUST, etc.

MAY, MIGHT and COULD

Study the conversation

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use *may* or *might* to say that something is possible or that it is quite likely. We can use them for the present or the future.

(*Sự việc/hành động có khả năng hoặc rất có khả năng xảy ra ở hiện tại hoặc tương lai*).

Examples

*It **may/might** be a bomb.* (= Perhaps it is a bomb).

*I **may/might** go to the disco tomorrow.* (= Perhaps I will go to the disco).

We can use *could* to say that something is possible.

Examples

*The story **could** be true, I suppose.* (= Possibly it is true).

*You **could** win a million pounds!* (= Possibly you will win a million pounds).

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

(Đôi khi **could** ngụ ý chỉ khả năng/cơ hội xảy ra rất thấp).

In some situations we can use **may**, **might** or **could**, e.g. *It may/might/could rain later.*

After **may**, **might** or **could** we can use a continuous form (be + an ing-form).

Examples

That man may/might be watching us. (= Perhaps he is watching us).

Sarah may/might be working late tonight. (= Perhaps she will be working late).

I'm not sure where Matthew is. He could be playing squash. (= Possibly he is playing squash).

MAY, MIGHT and COULD IN THE NEGATIVE

The negative forms are **may not**, **might not/mightn't**, **and could not/couldn't**.

May Not and Might Not

Something negative is possible.

(Sự việc/hành động không được mong đợi rất có khả năng xảy ra).

Examples

I mightn't finish the marathon tomorrow. (It is possible that I will not finish it).

Daniel may not get the job.

Tom might not be in.

Couldn't

Something is impossible.

(Sự việc/hành động nào đó không thể xảy ra).

Examples

I'm completely unfit. I couldn't run a marathon. (It is impossible for me to run it).

Vicky is afraid of heights. She couldn't climb onto the roof.

MUST and CAN'T

We use **must** when we realize that something is certainly true.

(Nhận thức được một việc/hành động là chắc chắn đúng).

Examples

She isn't answering the phone. She must be out.

I had my keys a moment ago. They must be here somewhere.

Andrew isn't here. He must be working in the library.

We use **can't** when we realize that something is impossible.

(Sự việc/hành động nào đó không thể xảy ra).

Examples

We haven't walked far. You can't be tired yet.

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him this morning.*

PRACTICE

1. Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use **may** or **might** and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (▶) She **might be** (she / be) in the music room. (▶) She **may be practising** (she / practise).

Vicky: No, she isn't there. I thought (1) (she / be) with you.

Rachel: It's a nice day. (2) (she / be) on the lawn. (3) (she / sit) out there reading the paper. Or (4) (she / have) a coffee. (5) (you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) (she / know).

2. Add a sentence with **may** or **might** (both are correct).

*I'm not sure if it's going to rain. ▶ **It may/might rain.***

*I don't know if we'll see an elephant. ▶ **We may/might see one.***

1 I can't say whether Daniel will win.

.....
 2 I haven't decided if I'm having a holiday.

3 I don't know if we'll get an invitation.

4 I've no idea whether Sarah will be late.

3 I'm not sure if my friends are visiting me.

3. A reporter is interviewing Mrs Miles for a TV news programme. Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane. You (►) *must be* mad. You (1) be serious.

Mrs Miles: It really (2) be wonderful to look down from the sky. I've always wanted to try it.

Reporter: But anything could happen. You (3) be injured or even killed. I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) be much fun if you never take risks. You ought to try it. You never know - you (5) enjoy it.

Reporter: Enjoy it? You (6) be joking!

NECESSITY: MUST and HAVE TO

PRESENT, PAST and FUTURE

We use *must* and *have to/has to* to say that something is necessary.

(Sự việc/hành động nào đó là cần thiết).

Examples

*You'll be leaving college soon. You **must** think about your future.*

*We're very busy at the office. I **have to** work on Saturday morning.*

*Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with *will*, we need a form of *have to*.

Examples

*Emma **had to** go to the dentist yesterday, NOT ~~She must go to the dentist yesterday.~~*

*That wasn't very good. We'll **have to** do better next time.*

*And in other structures we also use a form of **have to**, not **must**.*

Examples

*To-infinitive: I don't want **to have to** wait in a queue for ages.*

After a modal verb: *Emma has toothache. She **might have to** go to the dentist.*

Present perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with ***have to/has to*** and ***had to***, we use a form of ***do/does***.

Examples

*I **don't have to** work on Sundays. (= It is not necessary for me to work).*

***Why does Andrew have to** study every evening?*

***Did you have to** pay for your second cup of coffee? ~ No, I **didn't**.*

MUST or **HAVE TO**?

Both ***must*** and ***have to*** express necessity, but we use them differently.

(*Cả **must** và **have to** đều diễn tả sự cần thiết, nhưng cách dùng khác nhau*).

We use ***must*** when the speaker feels that something is necessary.

(*Người nói cảm thấy sự việc/hành động là cần thiết*).

Examples

*You **must** exercise. (I'm telling you).*

*We **must** be quiet. (I'm telling you).*

I/we must can also express a wish.

Examples

*I **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*

We use **have to** when the situation makes something necessary.

(Trong một số tình huống/ngữ cảnh cụ thể khiến sự việc/hành động nào đó là cần thiết).

Examples

*I **have to** exercise. (The doctor told me).*

*We **have to** be quiet. (That's the rule).*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

HAVE GOT TO

Have got to means the same as **have to**, but *have got to* is informal. We use it mainly in the present.

Examples

*I **have to/I've got to** make my sandwiches.*

*My father **has to/has got to** take these pills.*

*Do we **have to** apply/**Have we got to** apply for a visa?*

NECESSITY: MUSTN'T, NEEDN'T, etc.

MUSTN'T or NEEDN'T?

We use **must** to say that something is necessary.

Examples

*You **must** be careful with those glasses.*

*I **must** remember my key.*

Now compare **mustn't** and **needn't**...

We use **mustn't** to say that something is a bad idea.

(*Khi sự việc/hành động nào đó là ý tưởng không hay/không phù hợp với hoàn cảnh và dẫn đến kết quả không tốt đẹp*).

Examples

*You **mustn't** drop those glasses. They'll break.*

*I **mustn't** forget my key, or I won't get in.*

*You **mustn't** wear your best clothes. You'll get them dirty.*

We use **needn't** when something is not necessary.

(*Khi sự việc/hành động nào đó là không cần thiết*).

Examples

*You **needn't** wash those glasses. They're clean.*

*We **needn't** make sandwiches. There's a cafe.*

*You **needn't** wear your best clothes. You can wear what you like.*

DON'T HAVE TO and DON'T NEED TO

We can use *don't have to* and *don't need to* when something is not necessary. The meaning is the same as *needn't*.

Examples

*You **don't have to/don't need to** wash those glasses. They're clean.*

Mark *doesn't have to/doesn't need to* finish the report today. He can do it at the weekend.

For the past we use *didn't*.

*The food was free. We **didn't have to pay/We didn't need to pay** for it.*

PRACTICE

1. Write a sentence with *must*, *have to* or *has to*.

The sign says: 'Passengers must show their tickets.'

► So passengers *have to show* their tickets.

The children have to be in bed by nine. ► Their parents said: '*You **must be in bed by nine.***'

- 1 Laura has to get to work on time.

Her boss told her:

- 2 The police told Nick: 'You must keep your dog under control.'

So Nick

3 The pupils have to listen carefully.

The teacher says:

4 The new sign says: 'Visitors must report to the security officer.'

So now

2. Put in *must* or *have to/has to*. Choose which is best for the situation.

► I *have to* go to the airport. I'm meeting someone.

1 You lock the door when you go out. There've been a lot of break-ins recently.

2 Daniel go to the bank. He hasn't any money.

3 I work late tomorrow. We're very busy at the office.

4 You really..... make less noise. I'm trying to concentrate.

5 I think you pay to park here. I'll just go and read that notice.

6 You really hurry up, Vicky. We don't want to be late.

7 I put the heating on. I feel really cold.

3. Put in *must*, *mustn't* or *needn't*.

► Laura: You *needn't* take an umbrella. It isn't going to rain.

Trevor: Well, I don't know. It might do.

Laura: Don't lose it then. You *mustn't leave* it on the bus.

1 Vicky: Come on. We hurry. We be late.

Rachel: It's only ten past. We hurry. There's lots of time.

2 Claire: My sister and I are going a different way.

Guide: Oh, you go off on your own. It isn't safe. We keep together in a group.

3 David: I'll put these cups in the dishwasher.

Melanie: No, you put them in there. It might damage them. In fact, we wash them at all. We didn't use them.

4 Secretary: I forget to type this letter.

Mark: Yes, it go in the post today because it's quite urgent. But the report isn't so important. You type the report today.

SHOULD, OUGHT TO, HAD BETTER and BE SUPPOSED TO

SHOULD and OUGHT TO

We use *should* and *ought to* to say what is the best thing or the right thing to do. There is no difference in meaning.

(Sự việc/hành động chung chung hoặc trong một hoàn cảnh cụ thể là tốt nhất/cần thiết/đúng nên thực hiện và là qui tắc ứng xử hàng ngày).

Examples

*You're not very well. Perhaps you **should** see a doctor.*

*Your uncle was very kind to me. I **ought to** write him a letter of thanks.*

*People **shouldn't** break/oughtn't to break their promises.*

We can also use *should* and *ought to* in questions to ask for advice.

(Xin lời khuyên, ý kiến, tư vấn)

Examples

*Where **should** I put this picture, do you think?*

*It's a difficult problem. How **ought we to** deal with it?*

After *should* or *ought to* we can use a continuous form (**be + an ing-form**).

Examples

*It's half past six already. I **should be cooking** the tea.*

*Why are you sitting here doing nothing? You **ought to be working**.*

HAD BETTER

We use *had better* to say what is the best thing to do in a situation.

(Khi sự việc/hành động trong một hoàn cảnh cụ thể là cần thiết/tốt nhất nên thực hiện).

Examples

*It's cold. The children **had better wear** their coats.*

*The neighbours are complaining. We'd **better turn** the music down.*

*My wife is waiting for me. I'd **better not be** late.*

We could also use *should* or *ought to* in these examples, although *had better* is stronger. The

speaker sees the action as necessary and expects that it will happen.

*(Dùng **had better** khi hành động là thật sự cần thiết và nên được thực hiện ngay).*

BE SUPPOSED TO

We use *be supposed to* when we are talking about the normal or correct way of doing things.

(Trong hoàn cảnh cụ thể, khi đề cập sự việc/hành động là cần thiết/đúng đắn theo lẽ thường trong qui tắc ứng xử).

The guests **are supposed to** buy flowers for the hostess.

Look at these cars. This area **is supposed to** be kept clear of traffic.

The bus driver needs to concentrate. You're **not supposed to** talk to him.

How **am I supposed to** cook this? ~ It tells you on the packet.

We can use **was/were supposed to** for the past.

It's eleven o'clock. You **were supposed to** be here at ten thirty, you know.

PRACTICE

Complete the conversation. Use **should, ought to, had better** or **be supposed to** and the verbs in brackets. Usually there is more than one correct answer.

Vicky: What time (▶) **are we supposed to be** (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1)
 (we / hurry). (2)
 (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think (3) (people / arrive) late when they've been invited to something.

Rachel: You worry too much. (4) (you / not / take) everything so

seriously, Vicky. It's a coffee morning, not a job interview. (5) (we / not / get) there exactly on time.

SUGGESTIONS, OFFERS and INVITATIONS

SUGGESTIONS

We can use *Shall we ...?* or *Let's* to make a suggestion.

Examples

It's a lovely day. Shall we go for a walk? ~ Yes, OK.

Let's play some music. ~ Good idea.

We can also use *could* for a suggestion.

Examples

We could watch this comedy on TV tonight. ~ Well, actually I've seen it before.

You could invite a few friends around. ~ Yes, why not?

We can also use *Why don't...?*

Why don't we have a look round the market?

To ask for a suggestion we use *shall, should* or *can*.

Examples

Where shall/should we go for our holiday? ~ What about Spain?

What can I get Claire for her birthday? ~ I've no idea.

OFFERS

We can use *will* or *can* to offer to do something.

Examples

I'll carry your bag. ~ Oh, thanks.

We can give you a lift. ~ Oh, that would be great. Thank you.

We can also use question forms with *shall* or *can*.

Examples

Shall we pay you the money now? ~ Oh, there's no hurry.

Can I get a taxi for you? ~ Yes, please.

To offer food or drink, we use *would like*.

Examples

Would you like one of these chocolates? ~ Yes, please. Thank you.

Would anyone like more coffee? ~ No, thanks.

We can also use *Will/Won't you have...?*

Examples

Will you have a biscuit? ~ Thank you.

Won't you have something to drink? ~ Not for me, thank you.

In informal speech we can use the imperative, e.g. *Have a biscuit. ~ Thank you.*

INVITATIONS

The words we use in invitations are similar to those we use in offers of food and drink.

To invite someone, we often use *Would you like to ...?*

Example

Would you like to have lunch with us? ~ Yes, I'd love to. Thank you.

Would like can have a verb with *to* or an object after it.

Examples

Would you like to stay the night. ~ Oh, that's very kind of you.

Would you like a bed for the night? ~ Are you sure it's not too much trouble?

We can also use *Will/Won't you ...?*

Examples

Will you join us for coffee? ~ Yes. Thanks.

Won't you sit down?

In informal speech we can use the imperative.

Examples

Come and have coffee with us.

Please sit down.

PRACTICE

1. What would you say? There is more than one correct answer.

A friend has called at your flat. Invite him to come in. ► *Would you like to come in?*

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

2. Complete the conversation. Put in *could*, *shall*, *will* or *would*.

Daniel: Where (►) *shall* we have our picnic, then?

Rachel: This looks all right. (1) we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5) you have one, Rachel?

Matthew: And here are the sausages. (6) anyone like one?

PHRASAL VERBS

Study the conversation

Melanie: Hello, Tom.

*Tom: Hello, Melanie. Good to see you. **Come in and sit down. Take your coat off.***

A **phrasal verb** is a **verb** + a **particle**, e.g. *come in, sit down, take off*. There are very many phrasal verbs in English. We use phrasal verbs in everyday language rather than formal language. Here are some particles which are used in phrasal verbs: *about, along, around, away, back, behind, by, down, forward, in, off, on, out, over, round, through, up* etc.

UNDERSTANDING PHRASAL VERBS

We cannot usually guess the meaning from the combination of words and some of them have more than one meaning.

Some phrasal verbs are easy to understand.

Examples

*Tom asked Melanie to **come in**.*

*The man in front **turned round** and asked me a question.*

The meanings are clear if we know the words *come, in, turn* and *round*.

But many phrasal verbs are idiomatic. The verb + particle has a special meaning.

Examples

*How did this **come about**? (= happen)*

*Nigel **made up** the whole story. (= invented)*

*Fortunately, the plan **came off**. (= succeeded)*

*Why did you **turn down** such a good offer? (= refuse)*

*I can't **make out** if it's a man or a woman over there.
(= see clearly)*

Sometimes a phrasal verb has the same meaning as a one-word verb. The phrasal verb is usually more informal than the one-word verb.

Examples

***find out** = discover **leave out** = omit*

***send out** = distribute*

***go back** = return **make up** = invent (a story)*

***throw away** = discard*

***go on** = continue **put off** = postpone **turn up** = arrive*

*They're going to **bring in** a new law against drinking and driving. (= introduce)*

*How did the argument **come about**? (= happen)*

*Emma isn't speaking to Matthew. They've **fallen out**. (= quarrelled)*

*We've **fixed up** a meeting for next Tuesday.* (= arranged)

*Trevor **gave up** playing football years ago.* (= stopped)

*I had a pain in my arm, but it's **gone away**.* (= disappeared)

*We heard the bomb **go off** five miles away.* (= explode)

*The traffic was **held up** by road works.* (= delayed)

*The United Nations was **set up** to settle conflicts peacefully.* (= established)

*I'm trying to **work out** how much money I've spent.* (= calculate)

WORD ORDER with PHRASAL VERBS

Some phrasal verbs are intransitive, but others have an object.

Examples

Intransitive: *Suddenly all the lights **went out**.*

Transitive: *Someone **turned out** the lights.*

Unsplittable Phrasal Verbs

We cannot put the object between the verb and particle. We can sometimes guess the meaning.

Examples

*I **came across** this word in a magazine.* (= find by chance)

*What **are** you **getting at** exactly? (= suggest)*

*I won't **stand for** this behaviour any longer. (= tolerate)*

*It took me a long time to **get over** my illness. (= recover from)*

*The police **are looking into** the robbery. (= investigate)*

*Will you **look after** the baby? (= take care of)*

*Anna **takes after** her mother. (= look or behave like)*

*I **ran into** Tom the other day. (= meet by accident)*

*Tom **is heading for** trouble. (= go in the direction of)*

*Let's **run through** the details. (= explain)*

Splittable Phrasal Verbs

When a phrasal verb has an object, the object can go either before or after the particle.

VERB + OBJECT + PARTICLE

VERB + PARTICLE + OBJECT

*She **took her coat off**. = *She **took off** her coat.**

*I **wrote the number down**. = *I **wrote down** the number.**

*Who **let the cat out**? = *Who **let out** the cat?**

A long object goes after the particle.

Examples

*The gang have **carried out** a number of bank raids in the last few months.*

*Why don't you **try on that dress in the window?***

A pronoun (e.g. **it, them**) always goes before the particle.

Examples

*Melanie felt hot in her coat, so she **took it off**. NOT She ~~**took off it**~~.*

*There have been a number of raids. The police know who **carried them out**. NOT The police know who ~~**earied out them**~~.*

More examples of splitable phrasal verbs:

*Try to **carry out** a task analysis.*

*Can you **give in** your homework now?*

*Can you **fill in** this form?*

*You can **leave out/miss out** the next exercise.*

*We're trying to **sort out** the problem.*

*You can **work out** the answer for homework.*

*Don't forget to **tum off** the lights.*

*We have **put off** the match until next week.*

*The bus **dropped off** the students outside the school.*

*Our teacher **told us off** because we were noisy*

*Don't **let down** the team, will you?*

*We'll come and **pick up** the others at 6.00.*

*Susan **brought up** three orphan children.*

*People say it's hard to **give up** smoking.*

*You have to **look up** these words.*

VERB + PARTICLE + PREPOSITION

Sometimes a phrasal verb is followed by a *preposition*.

Example

*Why did you **run away from** me?*

*You're walking too fast. I can't **keep up with** you.*

*We **looked up at** the plane as it flew above us.*

*Are you **looking forward to** your trip?*

Simple Meanings

Look at these examples. The meaning is clear from the individual words.

VERB + PARTICLE + PREPOSITION

*So you've **come in from** the cold.*

*The old man **fell down on** the pavement.*

*I couldn't **get through to** directory enquiries.*

*David decided to **get up onto** the roof.*

*It was nice to go **out into** the fresh air.*

*We **look out over** the sea.*

*Everyone **looked up at** the aeroplane.*

*Vicky **ran away from** the fire.*

Idiomatic Meanings

A verb + particle + preposition often has a special, idiomatic meaning which isn't clear from the individual words. Look at these examples.

Tom often calls in on/drops in on us without warning. (= pays short visits)

You go on ahead. I'll soon catch up with you. (= reach the same place as)

The police are going to clamp down on drug dealers. (= take strong action against)

I'm afraid we've come up against another difficulty. (= be stopped by)

Did Claire's trip come up to/live up to her expectations? (= Was it as good as she expected?)

The country is crying out for a new leader. (= in great need of)

We need to cut back on our spending. (= reduce)

I'm trying to lose weight. I have to cut down on puddings. (= reduce)

They should do away with these useless traditions. (= abolish)

You've got to face up to your responsibilities. You can't just ignore them. (= not avoid)

If plan A doesn't work, we've got plan B to fall back on. (= use if necessary)

*I'm tired, Mark. I don't really **feel up to** going out. (= have enough energy for)*

*We can't go on holiday together if your dates don't **fit in with mine**. (= go together with)*

*The thief managed to **get away with** about £2,000 in cash. (= steal and take away)*

*The goods are damaged. We'll have to **get on to** our suppliers. (= contact)*

*You haven't packed your suitcase yet. You'd better **get on with it**. (= start, continue)*

*Mark doesn't really **get on with** Alan. They're always arguing. (= have a good relationship with)*

*I have lots of little jobs to do, but I can never **get round to** actually doing them. (= find the right time for)*

*I can't make a promise and then **go back on it**, can I? (= break, fail to keep)*

*Matthew has decided to **go in for** the ten-mile 'Fun Run' this year. (= enter, compete in)*

*Most of the audience had left in the interval, but the actors decided to **go on with** the show. (= continue)*

*If you **hold on to** the rope, you'll be perfectly safe. (= keep your hands around)*

*Daniel was walking so fast I couldn't **keep up with** him. (= go as fast as)*

*I'm **looking forward to** the trip. (= thinking ahead with pleasure about)*

If you're going barefoot, **look out for/watch out for** broken glass. (= be careful about)

I got some money from the insurance company, but nothing could **make up for** losing

my wedding ring. (= compensate for)

I'm not going to **put up with** this nonsense. (= tolerate)

We've **run out of** milk, I'm afraid. (= We have none left).

Are you going to **send away for** your free gift? (= write to ask for)

PRACTICE

1. Understanding phrasal verbs

Work out the meaning of these phrasal verbs and put them in the right sentences: *come back, come in, cut out, fall over, get on, give away, go away, let in, lie down, pay back, stay in, take back*. Use a dictionary if you need to.

Hello. Nice to see you. ► **Come in** and sit down.

I didn't have a key, but luckily someone was there to ► **let me in**.

1 Can't we go out somewhere? I don't want to all evening.

2 Could you lend me ten pounds? I'll you on Friday.

3 The pavement is very icy. Be careful you don't

4 I was feeling so tired I had to
on the bed for a while.

5 There was an article in the newspaper that I
wanted to and keep.

6 Mark's gone out, and I don't know when he's
going to

7 The driver unlocked the coach so that the
passengers were able to

8 I'll have to these books to
the library.

9 Your brother was being a nuisance, so I told him
to

10 In order to get publicity, the company decided to
..... some of the new sweets free to
children.

2. Put in the correct particle.

► Melanie: Everything is so expensive. Prices seem
to be going *up* all the time.

David: Yes, and the government is supposed to be
bringing inflation *down*.

1 Laura: You shouldn't leave the television
..... *all night*.

Trevor: Sorry, I forgot. I usually turn it

2 Vicky: I've written the wrong word here.

Rachel: Well, rub it

Vicky: I can't. It's in biro. I'll have to write the whole thing again.

3 Sarah: They're going to pull this beautiful old building.

Mark: I know. Some protesters were handing leaflets about it.

4 Emma: Hold a minute. I thought I heard someone call

Matthew: I think you must have imagined it.

3. What might you say in these situations? Use the words in brackets.

You're tired. You can't go jogging, (don't feel up)

► *I don't feel up to jogging.*

1 You like Melanie. The two of you are very friendly. (I get)

2 You might go and see David. It would be a short visit, (might drop)

3 You don't mind what you do. You'll do the same as everyone else. (I'll fit)

4 You are too slow. Matthew is too far ahead of you. (can't catch up)

5 The sunny weather is nice. Last week was terrible, (is making up)

ADJECTIVES INTRODUCTION

Study the following text

*Henry and Claire are having dinner in a **quiet** restaurant. It's a **warm** evening. The food is **delicious**. Henry is feeling **romantic**.*

An adjective is a word like **quiet**, **warm**, **delicious**, **romantic**. The word **quiet** describes the restaurant. It tells us what the restaurant is like.

(Tính từ là từ dùng để mô tả tính chất, màu sắc, trạng thái, v.v. Chức năng của tính từ là bổ nghĩa (cung cấp thêm thông tin) cho danh từ).

ATTRIBUTIVE ADJECTIVES vs. PREDICATIVE ADJECTIVES

Adjectives appear in different positions in a sentence. The two positions we often encounter are before a noun (e.g. *a **quiet** restaurant*) and after a noun + a linking verb (e.g. *Claire's car **is new***).

(Khi bổ nghĩa cho một danh từ, tính từ có hai vị trí phổ biến là ngay trước danh từ hoặc sau danh từ + động từ liên kết, và như vậy thực hiện hai chức năng ngữ pháp khác nhau).

<p>Before A Noun Linking Verb</p>	<p>After A Noun + A</p>
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*Claire's got a **new** car.*

*Claire's car **is new**.*

It was a dark night. *It was getting dark.*

Some linking verbs are: **appear, be, become, feel, get, look, seem, smell, stay, taste**, etc.

1. Adjective that comes before a noun is called an **attributive adjective**.

(**Attributive adjectives** (Tính từ thuộc tính): Tính từ đứng ngay trước danh từ mà nó bổ nghĩa).

The attributive adjective modifies the noun that follows it. More than one adjective can appear side-by-side to modify the same noun.

(Có thể có nhiều **attributive adjectives** cùng bổ nghĩa cho một danh từ).

Examples

a tropical fish *a tall young manager*

Everyone knows a giraffe has a long neck.

We followed a narrow winding path through the jungle.

2. Adjective that comes after a noun + a linking verb is called a **predicative adjective**.

(**Predicative adjectives** (Tính từ vị ngữ): Tính từ đứng sau danh từ mà nó bổ nghĩa và được nối với danh từ ấy bằng động từ liên kết).

The predicative adjective modifies the noun that comes before it. It acts as a predicate as it completes the

meaning of the predicate in the sentence and says something about the subject of the sentence.

Examples

One of the tables is round.

The sky looks dark.

The villagers were friendly towards us.

The child remained silent when questioned.

3. Adjective that comes before or after a noun

We can say, *The blue sky ...* or *The sky is blue*. This indicates that the adjective **blue** can be used as an attributive adjective or a predicative adjective. Most adjectives can come before and after a noun, but there are some that can only be used as attributive adjectives or as predicative adjectives.

(Phần lớn tính từ đều có thể vừa là **attributive adjectives** hay **predicative adjectives** tuy nhiên một số tính từ chỉ có thể được dùng như **attributive adjectives** hay **predicative adjectives**. Tra từ điển để có cách dùng chính xác của tính từ).

Adjectives used only as attributive adjectives. Using attributive adjectives as predicative adjectives will result in ungrammatical sentences.

Examples

Mike has a little dog. NOT ~~*Mike's dog is little.*~~

Your elder sister is getting married? NOT ~~*Your sister elder is getting married?*~~

*My **main** problem is money.* NOT ~~*My money problem is **main**.*~~

Adjectives used only as predicative adjectives. Using predicative adjectives attributively will result in ungrammatical sentences.

Examples

*Jane is **alone** most of the time.* NOT ~~***Alone** Jane is most of the time.*~~

*The boys are **ready** to go.* NOT ~~*The **ready** boys are to go.*~~

*The parents were **glad** about their daughter's success.* NOT ~~*The **glad** parents were about their daughter's success.*~~

*Her mother is seriously **ill** in hospital. The babies are **awake**. She is **afraid** of the dark.*

4. Attributive and predicative adjectives used in the same sentence

More than one adjective can appear in a sentence, describing the same noun. Whether they are attributive or predicative adjectives, they should be placed at the right position.

Examples

*The **pretty** girl is **afraid** of the dark.*

*The **ugly** scarecrow appears **scary** in the dark.*

THE ORDER OF ADJECTIVES

We can use more than one adjective before a noun, e.g. *It's beautiful sunny weather* or *Nick has got a big black dog*. There is usually one correct order. We cannot say *sunny beautiful weather* or a *black big dog*.

We sometimes use two nouns together, e.g. *a glass door*. Here we use *glass* like an adjective, to describe the door. When we use another adjective as well (e.g. *heavy*), it comes before both the nouns: e.g. *a heavy glass door*.

We order adjectives according to their meaning. This is the normal order:

1 Opinion (how good?) *wonderful, nice, great, awful, terrible*

(*Ý kiến hoặc miêu tả chung*)

2 Size (how big?) *large, small, long, short, tall*
(*Kích cỡ, cân nặng*)

(Adjectives that say how good and how big come first).

3 Qualities *quiet, famous, important, soft, wet, difficult, fast, angry, warm*

4 Age (how old?) *new, old*

(*Tuổi, niên kỷ*)

5 Colour *red, blue, green, black*

6 Origin (where from?) *American, British, French*
(*Nguồn gốc/xuất xứ*)

7 Material (made of?) *stone, plastic, steel, paper*
(*Chất liệu*)

8 Type (what kind?) *an electric kettle,*
political matters, road transport

9 Purpose (what for?) *a bread knife, a bath towel*
(*Mục đích/ Công dụng*)

(Some of these in Groups 7-9 are nouns).

Examples

a small green insect (size, colour)

Japanese industrial designers (origin, type)

a wonderful new face cream (opinion, age, purpose)

awful plastic souvenirs (opinion, material)

a long boring train journey (size, quality, type)

some nice easy quiz questions (opinion, quality, purpose)

a beautiful wooden picture frame (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1-3

a horrible, ugly building a busy, lively, exciting city

PRACTICE

1. Write a list of things to be sold at an auction.

basin / sugar, antique, silver ► *an antique silver sugar basin*

1 vase / glass, old, lovely

2 mirror / wall, attractive

3 desk / modern, office

4 chairs / kitchen, red, metal

5 boat / model, splendid, old

6 stamps / postage, valuable, Australian

7 table / small, coffee, wooden

2. Look at each advertisement and write the information in a single sentence.

This game is new. It's for the family. And it's exciting. ► *This is an exciting new family game.*

1 This computer is for business. It's Japanese. And it's powerful.

2 This fire is electric. It's excellent. And it's small.

3 This is a chocolate bar. It's new. And it's a big bar.

4 This comedy is American. It's for television. And it's terrific.

5 These doors are aluminium. They're for your garage. And they're stylish.

6 These shoes are modern. They're for sports. And they're wonderful.

7 This phone is a mobile. It's German. And it's very good.

ADJECTIVES with -ING and -ED

A lot of adjectives are made from verbs by adding *-ing* or *-ed*. Some pairs of adjectives like this are:

<i>alarming/alarmed</i>	<i>exciting/excited</i>
<i>amusing/amused</i>	<i>fascinating/fascinated</i>
<i>annoying/annoyed</i>	<i>puzzling/puzzled</i>
<i>confusing/confused</i>	<i>relaxing/relaxed</i>
<i>depressing/depressed</i>	<i>surprisingly/surprised</i>
<i>disappointing/disappointed</i>	<i>tiring/tired</i>

-ING ADJECTIVES

The commonest *-ing* adjectives are: *amusing*, *annoying*, *boring*, *disappointing*, *exciting*, *interesting*, *frightening*, *tiring*, *shocking*, *surprising*, *worrying* etc.

Adjectives in *-ing* express or describe what something is like, the effect it has on us. If we say something is *interesting*, the word *interesting* tells us what the book does to us or we mean it *interests* us:

I read a very interesting article in the newspaper today.

The book is full of information. It's very interesting.

(*-ing adjectives* được dùng để mô tả tính chất/đặc điểm/trạng thái của một sự vật/sự việc).

-ED ADJECTIVES

The commonest *-ed* adjectives are: *annoyed, bored, closed, delighted, disappointed, excited, frightened, tired, worried* etc.

Adjectives in *-ed* express how we feel about something. A person can feel *interested, bored, excited* or *amused*, for example.

Mike is very interested in UFOs.

The word *interested* tells us how Mike feels.

(-ed adjectives được dùng để chỉ cách chúng ta nhìn nhận/cảm nhận về một sự vật/sự việc).

Examples

Tom told us an amusing story. We were amused at Tom's story.

The two-hour delay was annoying. The passengers were annoyed about the delay.

I didn't enjoy the party. It was boring. I went to the party, but I felt bored.

This computer has some very confusing instructions. I got very confused trying to make sense of the instructions.

This wet weather is so depressing. This weather makes me so depressed.

It was very disappointing not to get the job. I was very disappointed not to get the job.

The game was really **exciting**. The United fans were **excited**.

Going for a jog with Matthew is **exhausting**. I'm **exhausted** after jogging all that way.

I thought the programme on wildlife was **fascinating**. I watched the programme on wildlife. I was absolutely **fascinated**.

For one **frightening/terrifying** moment I thought I was going to fall. When I got onto the roof I felt **frightened/terrified**.

I just don't understand. I find the whole thing rather **puzzling**. I must say I'm **puzzled**. I just don't understand.

Lying in a hot bath is **relaxing**. I feel **relaxed** when I lie in a hot bath.

I think the way Jessica behaved was quite **shocking**. I was quite **shocked** to see Jessica behaving like that.

The test results were **surprising**. I was **surprised** at the test results.

What **thrilling** news this is! Congratulations! We were **thrilled** to hear your good news.

The journey took all day and Night. They found it very **tiring**. After travelling all day and Night they were very **tired**.

PRACTICE

Complete the conversations using a word ending in **-ing** or **-ed**.

► David: I'm surprised how warm it is for March.

Melanie: Yes, all this sunshine is quite *surprising*.

► Vicky: I'm not very fit. I was pretty tired after climbing the mountain.

Natasha: Yes, I think everyone felt *tired*.

1 Trevor: I think I need to relax.

Laura: Well, lying by the pool should be

.....

2 Vicky: It was annoying to lose my ticket.

Emma: You looked really
when you had to buy another one.

3 Sarah: The cabaret was amusing.

Mark: Claire was certainly.....
She couldn't stop laughing.

4 Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite
..... in those old maps.

5 Matthew: I'm fascinated by these old photos.

Emma: I always find it to
see what people looked like as children.

6 Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the most
..... moment of my life.

7 Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty
.....

COMPARATIVE And SUPERLATIVE FORMS

AS + ... + AS

We use **As + Adj/Adv/(Much/Many) Noun(s) + As** to say that things are equal or unequal.

Examples

.... + **As + Adj + As** +

*Our house is **as big as** yours. They're the same size.*

*The chair is **as expensive as** the table.*

*It's warmer today. It isn't **as cold as** yesterday.*

.... + **As + Adv + As** +

*We can't do crosswords **as quickly as** you do.*

.... + **As + Much/Many Noun(s) + As** +

*I don't earn **as much money as** I'd like.*

In a negative sentence we can also use **So + Adj/Adv + As**, but this is less common than **As + Adj/Adv + As**.

Example: *This flat isn't **as big as/so big as** our old one.*

Note: We can also use *the same as* +, e.g. *The result of the match was **the same as** last year.*

COMPARATIVE FORMS

The comparative form is **-er** or **more** ...

Study these examples

*How shall we travel? Shall we drive or go by train?
Let's drive. It's **cheaper**.*

*Don't go by train. It's **more expensive**.*

*The film was **more exciting than** the book.*

*This dress is **more elegant**.*

*She began to speak **more quickly**.*

*Girls usually work **harder than** boys.*

*Emma needs a **bigger** computer.*

Cheaper, more exciting than, more elegant, bigger, more quickly, harder than and *more expensive* are comparative forms. We use comparative forms to show change or make comparisons.

1. + **Adj/Adv-ER** (+ **Than** + ...).

We use **-er** for short words (one syllable).

Examples

cheap → cheaper large → larger

fast → faster hard → harder

*My house is **larger than** hers.*

*This box is **smaller than** the one I lost.*

*We need a **bigger** garden.*

*Can't we go any **faster**?*

We also use **-er** for two-syllable words that end in **-y**:
-y → -ier

Examples: *busy, dirty, easy, funny, happy, heavy, lovely, lucky, pretty, silly, tidy, early*, etc.

lucky → *luckier* *easy* → *easier*

early → *earlier* *pretty* → *prettier*

I'm feeling happier now.

Mike is funnier than Isaac.

2. + **More** + **Adj/Adv/(Noun)** (+ **Than** + ...).

We use **More** + **Adj/Adv** for longer words (two syllables or more).

Examples

more serious *more often*

more expensive *more comfortable*

more slowly *more easily*

Max is more careful than Mike.

This morning is more peaceful than yesterday morning.

This car is certainly better but it's much more expensive.

Mary drives more carefully than John does.

Steve works more happily than he used to.

Note:

We can use **-er** or **more** ... with some two-syllable adjectives, especially: *clever, common, cruel, shallow, gentle, narrow, pleasant, polite, quiet, simple, stupid*,

tired, etc. For example, *It's too noisy here. Can we go somewhere quieter/more quiet?*

A few adjectives and adverbs have irregular comparative forms.

good/well → *better*

The garden looks better since you tidied it up.

I know him well - probably better than anybody else knows him.

bad/badly → *worse*

'How's your headache? Better?' 'No, it's worse.'

He did very badly in the exam - worse than expected.

far → *further* (or *farther*)

It's a long walk from here to the park - further than I thought. (or farther than)

Further (but not *farther*) can also mean 'more' or 'additional', e.g. *Let me know if you hear any further news.* (= any more news)

3. Before comparatives we can use: *much*, *a lot*, *far* (= a lot), *a bit*, *a little*, *slightly* (= a little). (Cụm từ Tăng/giảm mức độ của comparatives)

Examples

Let's go by car. It's much cheaper. (or a lot cheaper)

How do you feel now? Much better, thanks.

Don't go by train. It's a lot more expensive. (or much more expensive)

Could you speak a bit more slowly? (or a little more slowly)

*This bag is **slightly heavier than** the other one.*

*Her illness was **far more serious than** we thought at first. (or **much more serious/a lot more serious**)*

We can use **any** and **no + comparative** (**any longer/no bigger** etc)..

Examples

*I've waited long enough. I'm not waiting **any longer**. (= not even **a little longer**)*

*We expected their apartment to be very big, but it's **no bigger than** ours or ... it isn't **any bigger than** ours. (= not even **a little bigger**)*

*How do you feel now? Do you feel **any better**?*

*This hotel is better than the other one, and it's **no more expensive**.*

4. Better and better/more and more etc.

We repeat comparatives (**better and better** etc). to say that something changes continuously.

Examples

*Your English is improving. It's getting **better and better**.*

*The city has grown fast in recent years. It's got **bigger and bigger**.*

*As I listened to his story, I became **more and more convinced** that he was lying.*

*These days **more and more** people are learning English.*

5. We can say **the (sooner/bigger/more etc). the better.**

Examples

*What time shall we leave? **The sooner the better.** (= as soon as possible)*

*What sort of box do you want? A big one? Yes, **the bigger the better.** (= as big as possible)*

*When you're travelling, **the less luggage** you have **the better.***

6. We also use **The + Comparative + Phrase/Clause, The Comparative + Phrase/Clause** to say that one thing depends on another thing.

Examples

***The warmer the weather, the better** I feel. (= if the weather is **warmer**, I feel **better**).*

***The sooner** we leave, **the earlier** we will arrive.*

***The younger** you are, **the easier** it is to learn.*

***The more expensive** the hotel, **the better** the service.*

***The more** electricity you use, **the higher** your bill will be.*

***The more** I thought about the plan, **the less** I liked it.*

SUPERLATIVE FORMS

The superlative form is **-est** or **most** ...

Study these examples

*What is **the longest** river in the world?*

*What was **the most enjoyable** holiday you've ever had?*

***The longest** and **the most enjoyable** are superlative forms.*

8. + **The** + **Adj/Adv-est** + ...

In general, we use **-est** for short words (one syllable).

.... + **The** + **Adj/Adv-est** (+ **Noun**) + ...

Examples

long → longest hot → hottest

*This is **the nicest** colour. This room is **the warmest**.*

***The quickest** way is along this path.*

*We need people who are determined, not just those who can run **the fastest**.*

We also use **-est** for two-syllable words that end in **-y**: **-y** → **-iest**

Examples: *busy, dirty, easy, funny, happy, heavy, lovely, lucky, pretty, silly, tidy, early*, etc., e.g. *happy* → *happiest*

A few adjectives/adverbs are irregular.

Good/well → *best*

*You've got **the best** handwriting.*

*He's playing the kind of role that suits him **best**.*

Bad/badly → **worst**

*On that test, I did **the worst** in the class.*

*His ankles hurt badly, but his knees hurt (the) **worst**.*

Far → **furthest/farthest**

*My paper airplane flew **the farthest** of all.*

8. + **The** + **Most** + **Adj/Adv** +

We use **the most** ... for longer words (two or more syllables).

.... + **The** + **Most** + **Adj/Adv (+ Noun)** +

Examples

the most famous** **the most boring

*The last question is **the most difficult**.*

*We did **the most interesting** project.*

*This machine is **the most reliable**.*

*Of the three drivers, Mary drives **the most carefully**.*

Note:

We use **most** before words ending in **-ed**, e.g.
*Everyone was pleased at the results, but Vicky was **the most pleased**.*

We can use **-est** or ... **most** ... with some two-syllable adjectives, especially: *clever, common, cruel, shallow, gentle, narrow, pleasant, polite, quiet, simple,*

stupid, etc. For example, *It's too noisy here. Can we find the quietest/most quiet place?*

We often use the pattern *one of* with superlatives e.g. *Michael Jackson is one of the most famous pop singers ever*. And after a superlative we can use *in* or *of*.

Examples

It's the most expensive hotel in Oxford.

Who is the best player in the team?

This question is the most difficult of all.

August is the wettest month of the year.

We can often use a **clause** after a superlative.

Examples

That was the most delicious meal (that) I've ever eaten.

Melanie is the nicest person you could meet.

We often use the present perfect (e.g. *I have done*) after a superlative.

Examples

What's the most important decision you've ever had to make?

That was the best holiday I've had for a long time.

Less and Least

Less and *least* are the opposites of *more* and *most*. We use *less* and *least* with both long and short words.

Examples

*A bus is **less expensive** than a taxi. (= A bus is cheaper than a taxi./A bus isn't as expensive as a taxi).*

*I feel **better** today, **less tired**.*

*We go out **less often** these days.*

*You should do **less work**. You do too much.*

*I'm **the least** musical person in the world, I'm afraid.*

PRACTICE

8. Write the comparative form of the words in brackets.

▶ They've made these chocolate bars ***smaller*** (small).

▶ Sport is ***more interesting*** (interesting) than politics.

1 Can't you think of anything (intelligent) to say?

2 Well, the place looks (clean) now.

3 Janet looks (thin) than she did.

4 You need to draw it (carefully).

5 The weather is getting (bad).

6 The programme will be shown at a (late) date.

7 I can't stay (long) than half an hour.

8 A mobile phone would be a
(useful) present.

9 I'll try to finish the job
(soon).

10 It was (busy) than usual
in town today.

11 I'll be even (annoyed)
if you do that again.

12 Since the break-in I feel
(nervous).

8. Comment on these situations. Write sentences with a comparative and *than*. Use these adjectives: *big, expensive, long, old, popular, strong, tall*

The film lasts two and a half hours, but the videotape is only two hours long.

► *The film is longer than the videotape.*

The water-colour is £85, and the oil-painting is £100.

► *The oil-painting is more expensive than the water-colour.*

1 The church was built in 1878 and the library in 1925.

2 Daniel can lift 90 kilos, but Matthew can lift 120 kilos.

3 Mike is 1.7 metres tall, but Harriet is 1.8 metres.

4 Andrew hasn't many friends. Claire has lots of friends.

5 Mark's car has room for five people, but Sarah's has room for only four.

8. Write sentences from the notes. Use the superlative form of the adjective.

Melanie / kind person / I know ► *Melanie is **the kindest** person I know.*

1 Friday / busy day / week
.....

2 the Metropole / nice hotel / town
.....

3 this watch / one / cheap / you can buy
.....

4 this Beatles album / good / they ever made
.....

5 Alan / successful salesman / company
.....

8. Complete the sentences. Use *less* with these words: *attractive, busy, convenient,*

nervous, optimistic, painful, seriously

► Laura once hated flying, but now she feels *less nervous* about it.

1 David says his leg really hurt at first, but now it's
.....

2 Mark and Sarah normally have lots to do, but they're this week.

3 Rita's old flat was near the shops. Her new place is for shopping.

4 Claire used to think Henry was very handsome, but now she finds him

5 Matthew is always exercising. Maybe he should take his fitness

6 With United's best player injured, Tom feels about their chances.

8. Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

You were feeling unwell earlier. Say that you feel better now. A bit, anyway.

► *I feel a bit better now.*

1 Mention that yesterday was colder than today. A lot colder, in fact.

2 Say that your coat is longer than is fashionable. A bit, anyway.

3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.

4 Say that the shop is more expensive than the supermarket. Much more.

5 Ask if the new machine is reliable – any more so than the old one.

8. Faster and faster

Vicky works very hard at her studies, but she's worried that she's making no progress.

Complete her sentences.

► This subject gets *harder and harder* (hard) all the time.

► I'm just getting *more and more confused* (confused).

1 It's becoming
(difficult) for me to keep up.

2 The textbook just gets
(complicated).

3 I spend
(more) time on my work.

4 My list of things to do gets
(long).

5 My problems are just getting
(bad).

8. The faster, the better

Complete each sentence using the information in
brackets.

(The rent is high). The bigger a flat is, ► ***the higher
the rent is.***

(You learn quickly). The younger you are, ► ***the
more quickly you learn.***

1 (The roads are quiet). The earlier you leave,
.....

2 (The choice is wide). The bigger a supermarket is,
.....

3 (I get confused). The more I try to work this out,
.....

4 (You can speak fluently). The more you 400ractice,
.....

5 (The beaches get crowded). The better the weather
is,

8. Complete the second sentence so that it has a
similar meaning to the first. Use the word in brackets.

This train is more convenient than all the others,
(most) ► This train is ***the most convenient.***

1 The living-room isn't as big as the kitchen,
(bigger)

The kitchen

2 I'm not as fit as you. (am)

You're

.....
.....

3 The table and the desk are the same size, (big)

The table
the desk.

4 Prices just get higher all the time, (and)

Prices.....
.....

5 The dress is cheaper than the skirt, (expensive)

The skirt.....
the dress.

6 This crossword is the easiest, (difficult)

This crossword

7 Their excitement was increasing all the time,
(excited)

They were getting

8 I've never read a more romantic story, (most)

It's the
read.

SENTENCE PATTERNS

PHRASES and CLAUSES

Study this example

Subject	Verb	Object
(noun phrase)	(verb phrase)	(noun phrase)
<i>my mother</i>	<i>loves</i>	<i>flowers</i>

We use **phrases** to build a **clause**. A **clause** needs at least a **subject** and a **finite verb** to make a **complete thought**. Here the noun phrase *my mother* is the subject of the clause, the finite verb is *loves*.

(Một mệnh đề cần phải có hai thành phần cốt lõi là chủ ngữ và động từ được chia cho hòa hợp với chủ ngữ và trong mọi trường hợp cần phải hoàn tất về mặt ngữ nghĩa tức là diễn đạt một nội dung/thông điệp cần thiết).

There can be other phrases, too, e.g. *flowers* as the object of the finite verb *loves*. In this next example of a clause we use a prepositional phrase as an adverbial.

Adverbial	Subject	Verb	Object	Object
(prepositional phrase)	(noun phrase)	(verb phrase)	(noun phrase)	(noun phrase)
<i>on behalf of the airline</i>	<i>we</i>	<i>wish</i>	<i>you</i>	<i>a pleasant flight</i>

(Chủ ngữ của câu thường là đại từ hoặc cụm danh từ. Một động từ **intransitive** không cần có tân ngữ trực tiếp).

2 SUBJECT + VERB (TRANSITIVE) + OBJECT

I love my country.

Five people are moving the piano.

The subject and object can be a pronoun (e.g. *I, five people*) or a noun phrase (e.g. *my country, the piano*). **Transitive** verbs usually have a noun phrase as an object that refers to the person or thing that is affected by the action of the verb.

(Chủ ngữ và tân ngữ của câu thường là đại từ hoặc cụm danh từ. Một động từ **transitive** cần phải có tân ngữ trực tiếp giúp hoàn tất về mặt ngữ pháp và ngữ nghĩa).

Note: Many verbs can be transitive or intransitive. Check a dictionary for correct usage.

(Cần tra từ điển để có cách dùng chính xác của động từ).

3 SUBJECT + VERB (LINKING VERB) + (SUBJECT) COMPLEMENT

This piano is heavy.

It was a big problem.

My sister is in the garden.

The (subject) complement can be an adjective (phrase) (e.g. *heavy*), a noun phrase (e.g. *a big problem*), or a preposition phrase (e.g. *in the garden*).

The complement often comes after some linking verbs, e.g. *be, appear, become, get, feel, look,*

seem, stay or *sound*.

(*Complement (subject hoặc object)* là từ/cụm từ giúp hoàn tất về mặt ngữ nghĩa (giải thích/miêu tả/bổ sung ý nghĩa) cho chủ ngữ hoặc tân ngữ trong câu. (*Subject complement* thường là cụm tính từ, danh từ hoặc giới từ và đứng ngay sau một *linking verb*).

4 SUBJECT + VERB + OBJECT + (OBJECT) COMPLEMENT

They named their son John.

He considers himself an expert on the subject.

We consider the matter very important.

The noise drove him mad.

The news made him very happy.

He painted the wall green.

An object complement follows a direct object. It can be usually an adjective (e.g. *very important*) or a noun phrase (e.g. *an expert*) that gives further meaning to the direct object. In a sense, it explains what the direct object has become. Some verbs more commonly produce object complements than others, e.g. *make, name, call, choose, elect, consider, think, find, drive, appoint, paint, see, describe, regard, identify*, etc.

(*Object complement* đứng ngay sau tân ngữ trực tiếp và giúp làm rõ nghĩa cho tân ngữ. Một số động từ trong

tiếng Anh thực hiện câu trúc này, cần tra từ điển để có cách dùng chính xác của động từ).

5 SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT

Henry gave Claire some flowers.

David bought Melanie a present.

It's giving me backache.

Here the verb ***gave*** has two objects. ***Claire*** is the indirect object, the person receiving something. ***Some flowers*** is the direct object, the thing that someone gives or the subject acts upon.

Henry gave some flowers to Claire. Here ***gave*** has a direct object (***some flowers***) and a phrase

with ***to***. ***To*** comes before ***Claire***, the person receiving something.

(Với câu trúc câu như trên, động từ yêu cầu hai tân ngữ: trực tiếp và gián tiếp. Tân ngữ trực tiếp (***direct object***) là người hoặc vật đầu tiên nhận tác động của hành động. Tân ngữ gián tiếp (***indirect object***) là tân ngữ chỉ đồ vật hoặc người mà hành động xảy ra đối với (hoặc dành cho) đồ vật hoặc người đó).

To or for?

We can use ***to*** with these verbs: ***bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write***, etc.

Examples

Vicky paid the money to the cashier, or Vicky paid the cashier the money.

Let me read this news item to you, or Let me read you this news item.

We showed the photos to David, or We showed David the photos.

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**, etc.

Examples

They found a spare ticket for me, or They found me a spare ticket.

I've saved a seat for you, or I've saved you a seat.

Melanie is making a cake for David, or Melanie is making David a cake.

ADVERBIALS

We can add **adverbials** to all the five main structures. We use adverbials to modify or more closely define the sentence or the verb. An adverbial can be an adverb (e.g. **terribly, nearby**), a prepositional phrase (e.g. **to everyone's surprise**), or an adverbial clause (e.g. **because I've just walked for 2 hours**).

(Adverbials (Từ/Cụm từ/Mệnh đề trạng ngữ) thực hiện chức năng như một trạng từ trong câu, nhằm làm rõ và hoàn tất mặt ngữ nghĩa cho câu hoặc động từ.

Adverbials bổ nghĩa cho cho câu hoặc động từ bằng cách trả lời cho các câu hỏi liên quan đến nơi chốn, thời gian, cách thức, nguyên nhân mà sự việc/hành động diễn ra trong từng ngữ cảnh cụ thể).

Examples

My arms are aching **terribly**.

I really need a rest because I've just walked for 2 hours.

Of course this piano is heavy.

Fortunately, their house is nearby.

To everyone's surprise, David **actually** bought Melanie a present **yesterday**.

PRACTICE

Identify the sentence pattern(s) of the following sentences.

They named their son John.

Subject Verb Object Object

Complement

- 1 The coach will offer free tennis lessons today at noon.
- 2 Masie and I talked on the telephone for four hours.
- 3 The pie in the oven smells delicious.
- 4 The personality test found Jenkins unsuitable for the position.

5 During the summer semester, Helen was on the bus early almost every day.

6 That young man will probably become a famous movie star.

7 Jim went to the campus café for lunch.

8 Will you hand Joe the bottle of oil?

9 An inner circle of politicians made Matthews treasurer of the campaign.

10 The farmer at the roadside stand gave me an extra ear of corn.

11 With no worries about cost, they ordered the chef's special entree.

12 After a short nap, I should feel much better.

13 Under the circumstances, Elbert is the best choice for the position.

14 Do you want pancakes for breakfast?

15 The number of books in my friend's collection always amazes me.

SENTENCE STRUCTURES

SIMPLE SENTENCES

A simple sentence has only **one clause** and the clause is called an **independent clause**.

(Câu đơn là câu chỉ chứa một mệnh đề duy nhất do một cụm chủ ngữ – vị ngữ (gọi tắt là cụm chủ vị) tạo thành. Mệnh đề trong câu đơn là mệnh đề độc lập, tự thân đứng độc lập một mình để tạo thành câu khi cần và trọn vẹn về mặt ngữ nghĩa).

Examples

[I learned a lot from my father].
[I'm very interested in history].

[They taught conversational English to a group of Vietnamese students].

COMPOUND SENTENCES

A compound sentence has **two or more independent clauses**. The clauses in a compound sentence are joined by **commas (,)**, **semicolons (;)**, and common **coordinating conjunctions: and, but, or, nor, for, so, yet**.

(Câu ghép gồm hai hoặc nhiều hơn **independent clauses** (mệnh đề độc lập) và các mệnh đề được liên kết với nhau bằng **coordinating conjunctions** (liên từ kết hợp) hoặc dấu phẩy hay chấm phẩy).

Examples

[Miss another class] [and] [you'll fail].

[His mother won't be there], [but] [his father might].

[We have never been to Asia], [nor] [have we visited Africa].

[Cats are good pets], [for] [they are clean and are not noisy].

[The sky is clear][;] [the stars are twinkling].

COMPLEX SENTENCES

A complex sentence has a **main clause** and **one or more subordinate (dependent) clause(s)**. The subordinate (dependent) clauses are usually **adverbial clauses** or **relative clauses**.

(Câu phức cần có một **main clause** (mệnh đề chính) liên kết với một hoặc nhiều hơn **subordinate/dependent clause(s)** (mệnh đề phụ). Mệnh đề phụ trong câu thường là mệnh đề trạng ngữ hoặc mệnh đề quan hệ (mệnh đề tính từ)).

Examples

[He had just drifted off to sleep] [when] [the phone rang].

[Although] [the sun was shining], [it wasn't very warm].

[We thought that, [since] [we were in the area], we'd stop by and see them].

[He had just drifted off to sleep when the phone rang.] is a complex sentence. *He had just drifted off to sleep* is the main clause and *when the phone rang* is the adverbial clause of time playing the role of an adverb.

COMPOUND-COMPLEX SENTENCE

A Compound-complex sentence has at least **two independent clauses** and **one or more dependent clause(s)**.

(Câu ghép-phức cần có ít nhất hai *independent clauses* (mệnh đề độc lập) liên kết với nhau bằng *coordinating conjunctions* (liên từ kết hợp) và một hoặc nhiều hơn *dependent clause(s)* (mệnh đề phụ)).

Study this sentence

[When I grow up], [I want to be a teacher], [and] [my mom is proud of me].

When I grow up (adverbial clause as dependent clause)

I want to be a teacher (independent clause)

and (coordinating conjunction)

my mom is proud of me (independent clause)

PRACTICE

Identify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

- 1 I made an airplane out of stone.
- 2 No packages came, nor did any mail come.
- 3 The evil that men do lives after them.

4 While fishing in the blue lagoon, I caught a lovely silverfish.

5 I opened my eyes and looked up at the rain, and it dripped in my head and flowed into my brain.

6 I'm going to Camp Wonderful beside Lake Paradise across from Blissful Mountain in the Valley of the nice.

7 The traffic light simply would not turn green, so the people stopped to wait as the traffic rolled and the wind blew cold, and the hour grew dark and late.

ADVERBIAL CLAUSES

An adverbial clause is introduced by a **subordinating conjunction** and a **clause**. It plays the role of an adverb in a sentence, e.g. to show place, time, condition, degree, and so on, by answering questions like ‘*where?*’, ‘*when?*’, ‘*how?*’, and ‘*why?*’. However, an adverb clause is a **subordinate** (or **dependent**) clause as a modifier that modifies the main clause, so it can never be a sentence on its own.

(Mệnh đề trạng ngữ thực hiện chức năng như một trạng từ trong câu, nhằm làm rõ và hoàn tất mặt ngữ nghĩa cho câu. Mệnh đề trạng ngữ bổ nghĩa cho mệnh đề chính bằng cách trả lời cho các câu hỏi liên quan đến nơi chốn, thời gian, cách thức, nguyên nhân mà sự việc/hành động diễn ra trong từng ngữ cảnh cụ thể. Các mệnh đề trạng ngữ thường được gọi là mệnh đề phụ (subordinate/independent clause), là những mệnh đề tự thân không diễn tả được một ý trọn vẹn và trong phần lớn trường hợp không thể đứng độc lập một mình. Các mệnh đề trạng ngữ phải được gắn kết với mệnh đề chính trong câu).

An adverb clause almost always begins with a **subordinating conjunction**, e.g. *although*, *though*, *because*, *so that*, *when*, *if*, etc.

(Mệnh đề trạng ngữ thường được bắt đầu bằng **subordinating conjunctions** (liên từ phụ thuộc) như **although, though, because, v.v.** Những liên từ này giúp gắn kết mệnh đề trạng ngữ với mệnh đề chính của câu).

Adverbial clauses usually come **after** the main clause, e.g. *Let's wait **until the rain stops***.

(Mệnh đề trạng ngữ đứng sau mệnh đề chính trong câu).

let's *wait* (main clause)
until (subordinating conjunction)
the rain stops (adverbial clause)

Some subordinate clauses can come **in front of** the main clause, e.g. ***Although a few snakes are dangerous** most of them are quite harmless*.

(Mệnh đề trạng ngữ đứng trước mệnh đề chính trong câu).

although (subordinating conjunction)
some snakes are dangerous (adverbial clause)
most of them are harmless (main clause)

There are **seven** types of adverbial clauses.

Contrast clauses *although, though, even though, while*

Reason clauses *because, since, as*

Place clauses *where, wherever, everywhere*

Purpose clauses *that, so that, so, in order that, lest*

(Bên cạnh hai thành phần cốt lõi phải có, mệnh đề có thể chứa thêm nhiều cụm từ (ví dụ: cụm danh từ, cụm giới từ, cụm trạng từ, v.v). thực hiện nhiều chức năng khác nhau về mặt ngữ pháp (ví dụ: tân ngữ trực tiếp, trạng từ bổ nghĩa cho động từ, v.v). và đồng thời giúp hoàn tất về mặt ngữ nghĩa cho mệnh đề).

SENTENCES

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, a question, an exclamation, or an order, and consisting of a main clause (sometimes called as an independent clause) and sometimes one or more subordinate (or dependent) clauses.

Oxford Dictionary

(Câu là tập hợp những từ ngữ (cụm từ) kết hợp với nhau theo một quy tắc ngữ pháp nhất định, thường là do một cụm chủ ngữ – vị ngữ (gọi tắt là cụm chủ vị) tạo thành. Về mặt ngữ nghĩa, một câu diễn đạt một ý tưởng đối trọn vẹn, nhằm thực hiện nhiều mục đích khác nhau như tường thuật, đặt câu hỏi, cảm thán hay đưa ra mệnh lệnh. Một câu có thể chỉ gồm một mệnh đề duy nhất (hay còn được gọi là mệnh đề độc lập) hay nhiều hơn hai mệnh đề với quan hệ chính-phụ (gồm ít nhất một mệnh đề chính gắn kết với một hoặc nhiều hơn những mệnh đề phụ).

In written English sentences begin with a capital letter and end with a full stop/period (.), a question mark (?) or an exclamation mark/exclamation point (!).

(*Câu bắt đầu bằng từ viết hoa và kết thúc câu bằng dấu chấm, chấm hỏi hoặc chấm than*).

Examples

Statement *The English have a passion for gardens.*

Câu kể (câu trần thuật)

Question *Who are you phoning?*

Câu hỏi

Exclamation *What a beautiful day!*

Câu cảm thán

Order *Come in and sit down!*

Câu mệnh lệnh

SENTENCE PATTERNS: SUBJECT, VERB, OBJECT, etc.

The main parts of a sentence are the **subject**, **verb**, (direct or indirect) **object**, **complement** and **adverbial**. There are **five main structures** which we can use to make a **simple statement**.

1 SUBJECT + VERB (INTRANSITIVE)

My arms are aching.

Something happened.

The subject can be a pronoun (e.g. *I*, *something*) or a noun phrase (e.g. *my arms*). An **intransitive** verb does not have an object receiving the action.

Result clauses *that, so that, so ... that, such ... that*

Time clauses *when, before, after, since, while, as, as soon as, by the time, until*

Conditional clauses *if, unless, provided (that), as long as*

(Có 7 loại mệnh đề trạng ngữ khác nhau: quan hệ tương phản, nguyên nhân/lí do, nơi chốn/địa điểm, mục đích, kết quả, thời gian, điều kiện).

ADVERBIAL CLAUSE OF TIME

Study this example

When you have finished your work, you may go home.

In this sentence, the clause *when you have finished your work* indicates the time when *you may go home*.

Adverbial clauses of time indicate the time when we can do something and are introduced by the subordinating conjunctions, e.g. *while, after, whenever, before, since, as, till, until, as soon as, by the time*, etc.

Main clause	Adverbial clause of time
Present tenses	Present tenses
Past tenses	Past tenses
Future tenses	Present tenses

An adverbial clause can come before or after the main clause. When it comes at the beginning it is usually separated with a comma (,).

(Mệnh đề trạng ngữ chỉ thời gian có chức năng của một trạng ngữ chỉ thời gian, diễn tả thời gian sự việc/hành động được thực hiện. Mệnh đề trạng ngữ chỉ thời gian được bắt đầu bằng những liên từ như while (khi/trong khi), whenever (bất cứ khi nào), v.v).

When means 'at that moment, at that time, etc'.

(*Khi nào/lúc nào*)

*I loved history **when** I was at school.*

*Can you spare five minutes **when** it's convenient?*

Before means 'before that moment, earlier than the time when'.

(*Trước khi*)

*Did she leave a message **before** she went?*

***Before** I made a decision, I thought carefully about it.*

After means 'at a time later than something; when something has finished'.

(*Sau khi*)

*I'll call you **after** I've spoken to them.*

*Several years **after** they'd split up they met again by chance in Paris.*

While means 'during the time that something is happeniNg, at the same time as something else is happeniNg'.

(*Khi/Trong khi*)

***While** I was waiting at the bus stop, three buses went by in the opposite direction.*

*You can go swimming **while** I'm having lunch.*

As means 'while something else is happeniNg'.

(*Khi nào/lúc nào*)

*He sat watching her **as** she got ready.*

As she grew older she gained in confidence.

Until and **till** mean 'up to the point in time or the event mentioned'. **Till** is usually only used in spoken English.

(*Cho tới khi*)

*Let's wait **until** the rain stops.*

*You're not going out **until** you've finished this.*

*Can't you wait **till** we get home?*

Since means 'from that time, from an event in the past until a later past event, or until now'.

(*Từ khi/từ lúc*)

*Cath hasn't phoned **since** she went to Berlin.*

*It was the first time I'd had visitors **since** I'd moved to London.*

Whenever and **every time** mean 'at any time that; on any occasion that, each time something happens'.

(*Bất cứ khi nào*)

*You can ask for help **whenever** you need it.*

***Whenever** she comes, she brings a friend.*

PRACTICE

Join the sentences and use the words in brackets.

- 1 We'll get there. We'll send a message. (soon after)
- 2 Get in touch with him. I'm going to write to him.
(as soon as)

3 I'll have finished my lesson by noon. I'll come round. (after)

4 I would like to finish it. It will get dark. (before)

5 Can you water the flowers? We'll leave the house. (when)

ADVERBIAL CLAUSE OF PLACE

Study this example

I have put it where I can find it again.

In this sentence, the clause *where I can find it again* indicates the place where it is put. That adverbial clause is of place.

Adverbial clauses of place indicate the place about which we can do something or something takes place, are introduced by the subordinating conjunctions, e.g. *where*, *wherever*, *everywhere*, etc.

(Mệnh đề trạng ngữ chỉ nơi chốn có chức năng của một trạng ngữ chỉ nơi chốn, diễn tả hành động xảy ra ở đâu hoặc gần xa thế nào. Mệnh đề trạng ngữ chỉ nơi chốn được bắt đầu bằng những liên từ như *where* (nơi mà), *wherever* (bất cứ nơi nào), v.v).

Where means '(in) the place or situation in which'.

(Ở đâu/nơi nào)

Sit where I can see you.

Where people were concerned, his threshold of boredom was low.

Wherever means 'in any place, in all places that'.

(Bất cứ đâu/nơi nào)

Sit wherever you like.

Wherever she goes, there are crowds of people waiting to see her.

Everywhere means 'in, to or at every place; all places'. In informal English, *everywhere* is sometimes used instead of *wherever*.

(*Tất cả mọi nơi/ Bất cứ đâu/nơi nào*)

Everywhere we went, people greeted us warmly.
(= *Wherever we went, people greeted us warmly*).

PRACTICE

Complete the following sentences with your own clauses to form adverbial clauses of place.

Use *where* or *wherever*.

....., people greeted us warmly.

Everywhere we went, people greeted us warmly.

1 Young people have to go

2 I try to save my money

3, the summer is very dry and hot.

4 His dog follows after him

5, there is always a way to succeed in life.

6, sun worshippers will gather.

ADVERBIAL CLAUSE of CAUSE or REASON

Study this example

Just because I don't complain, people think I'm satisfied.

In this sentence, why *people think I'm satisfied* is answered by the adverbial clause *just because I don't complain*.

Adverbial clauses of cause or reason indicate why the particular action of the verb is taken and are introduced by the subordinating conjunctions, e.g. *because, as, since* and *that* etc.

(Mệnh đề trạng ngữ chỉ nguyên nhân/lí do có chức năng của một trạng từ nghi vấn, diễn tả lý do tại sao sự việc/hành động xảy ra như thế nào. Mệnh đề trạng ngữ chỉ nguyên nhân/lí do được bắt đầu bằng những liên từ như *because* (bởi vì/là do), *as* (bởi vì/là do), v.v).

Because means 'for the reason that'. *Because* is used to give information which isn't already known to the reader or listener.

(Người tiếp nhận thông tin chưa biết nguyên nhân/lý do của sự việc/hành động).

We cancelled our flight because the weather was bad.

*We can't go to Julia's party **because** we're going away **that weekend**.*

Note that a **because-clause** can stand alone.

(Mệnh đề này có thể đứng độc lập một mình).

'Why are you looking at her like that?' 'Because she smiled at me.'

'Why did you do it?' 'Because Carlos told me to.'

As and **since** are also used to state the reason for something. **As** and **since** are used when the reason is already known to the listener.

(Người tiếp nhận thông tin đã biết nguyên nhân/lý do của sự việc/hành động).

As you were out, I left a message.

She may need some help as she's new.

We thought that, since we were in the area, we'd stop by and see them.

As and **since-clauses** are relatively formal. In an informal style, we can use **so**, e.g. *It is raining again, so we will have to cancel the match.*

Note that **as** and **since-clauses** cannot stand alone.

'Why are you looking at her like that?' (NOT ~~As she smiled at me~~). (NOT ~~Since she smiled at me~~).

That is also used to state the reason for something.

I am glad that you like this town. My parents were disappointed that I didn't get the scholarship.

Note that the conjunction *that* is often omitted.

(Liên từ *that* có thể được lược bỏ đi trong câu).

I am glad you like it. Or *I am glad that you like it.*

They were disappointed you weren't in. Or *They were disappointed that you weren't in.*

Note: Do not confuse subordinate conjunctions and prepositions, e.g. *because of*, *owing to*, *as a result of*, and *due to*. The grammar is different.

(Cần phân biệt rõ giữa mệnh đề trạng từ chỉ nguyên nhân/lý do và một số cụm giới từ chỉ nguyên nhân/lý do khi thực hiện cùng một chức năng trong câu là như một trạng ngữ chỉ nguyên nhân/lý do).

Examples

Dr. Sarda was in trouble because of prescribing the wrong medicine.

Dr. Sarda was in trouble due to prescribing the wrong medicine.

(*because of prescribing the wrong medicine* và *due to prescribing the wrong medicine* là những cụm giới từ có thể dùng thay thế cho *adverbial clause of reason* trong câu).

PRACTICE

Compare each pair of sentences and tell if the bold parts in these sentences are prepositional phrases (PP) or (dependent) subordinate clauses (SC).

1. _____ John visited his friend because they needed to discuss their homework.
2. _____ John visited his friend because of their homework assignment.
3. _____ Because computers were stolen from the lab, the police questioned students.
4. _____ Police questioned students due to the theft.
5. _____ As a result of her good work, Melissa got the job.
6. _____ Melissa got the job since she had excellent grades and participated in many activities.

RELATIVE CLAUSES

Study these examples

*The people **who** called yesterday want to buy the house.*

*Houses **which** overlook the lake cost more.*

*His best movie, **which** won several awards, was about the life of Gandhi.*

*Where's the letter **that** came yesterday?*

*It's the best novel (**that**) I've ever read.*

*The author **whom** you criticized in your review has written a reply.*

*He's a man **whose** opinion I respect.*

*We then moved to Paris, **where** we lived for six years.*

*Sunday is the only day **when** I can relax.*

*The last time I went to Scotland was in May, **when** the weather was beautiful.*

Who called yesterday, which overlook the lake, whose opinion I respect, etc. are all relative clauses.

A relative clause is a kind of dependent clause and functions like an adjective by adding more information about a noun. A relative clause always begins with a relative pronoun (e.g. **who/whom** for people, **which/that** for things, **whose** for possession) or a relative adverb (e.g. **where** and **when** to make it clear which time or place we are talking about).

Relative clauses are usually divided into two types – **Defining (Restrictive) Relative Clauses** and **Non-Defining (Non-Restrictive) Relative Clauses**.

(Mệnh đề quan hệ (mệnh đề tính từ) là mệnh đề phụ và có chức năng như tính từ, được dùng để bổ nghĩa cho danh từ đứng trước. Mệnh đề quan hệ bắt đầu bằng các đại từ quan hệ như **who, whom, which, that, whose** hay những trạng từ quan hệ như **where, when**. Gồm hai loại: Mệnh đề quan hệ xác định (mệnh đề quan hệ giới hạn) và Mệnh đề quan hệ không xác định (mệnh đề quan hệ không giới hạn)).

DEFINING RELATIVE CLAUSES with **WHO, WHICH, THAT** and **WHOSE**

Mệnh đề quan hệ xác định (mệnh đề quan hệ giới hạn)

1. If we use a sentence like:

The man was very helpful.

It may not be clear which man. We can make it clear like this:

*The man **who/that served me** was very helpful.*

Who is a relative pronoun and links the relative clause (**who served me**) to the main clause (**The man was very helpful**).

The relative clause answers the question '**Which person/thing?**' and gives essential information about someone or something – information that we need in order to understand what or who is being referred to. We call this a defining relative clause and we do not use commas (,).

(Mệnh đề xác định là mệnh đề được dùng để xác định danh từ đứng trước nó (khi danh từ được dùng là danh từ không xác định): đối tượng nào hay sự việc/sự vật nào đang được đề cập. Mệnh đề xác định là mệnh đề cần thiết cho ý nghĩa của danh từ và cả câu, không có mệnh đề này thì khó xác định được đối tượng trong từng ngữ cảnh và câu sẽ không đủ nghĩa. Không dùng dấu phẩy ngăn cách mệnh đề xác định với mệnh đề chính).

We use defining relative clauses to **identify which thing** we are talking about. These might be the particular things we need to complete a task.

Example

Can you bring me a hammer?

Which one?

*The one **that I bought yesterday.***

OK.

Where is it?

*It's in a bag **that's lying on the kitchen table.***

We can also use defining relative clauses to **identify which people** we are talking about. This can help to avoid confusion, especially in conversation.

Example

I met Tilly Lott this morning.

Who's she?

*She's the woman **who came to the concert with Tony.** She's the one **that I spoke to in the interval.***

2. We use **who** or **that** to refer to people:

*I thanked the woman **who/that** helped me.*

(*Who/that là đại từ quan hệ dùng để chỉ người, đứng sau danh từ chỉ người*).

We use **which** or **that** to refer to things:

(*Which/that là đại từ quan hệ chỉ vật, đứng sau danh từ chỉ vật*).

*That's the machine **which/that** makes paper.*

3. **Who**, **which** or **that** can be the subject of the relative clause.

(*Who, which hay that có thể làm chủ ngữ trong mệnh đề quan hệ*).

Subject

*The girl **who** won was really happy.*

The girl won.

*That's the parrot **that** talks!*

The parrot talks

4. **Who**, **which** or **that** can be the object of the relative clause.

(*Who, which hay that có thể làm tân ngữ trong mệnh đề quan hệ*).

Object

*The woman **who** I served was very rude.*

I served the woman.

*They sold the car **that** we wanted.*

We wanted the car.

Note: In formal English, we can also use *whom* instead of *who*, when it is the object of the relative clause, e.g. *The woman **whom** I served was very rude.*

5. When *who*, *which* or *that* is the object, we can leave it out.

Examples

*The woman (**who/whom/that**) I served was rude.*

*They sold the car (**which/that**) we wanted.*

(Khi *Who*, *which* hay *that* làm tân ngữ thì có thể được lược bỏ đi trong câu).

6. We use *whose* in place of the possessive adjectives *his*, *her*, *their*, etc.

Examples

*They interviewed a man **whose** wife had disappeared.* (= His wife had disappeared). *That's the girl **whose** photo was in the paper.* (= Her photo was in the paper).

(*Whose* dùng để chỉ sở hữu cho danh từ chỉ người hoặc vật, thường thay cho các tính từ sở hữu hoặc hình thức 's).

NON-DEFINING RELATIVE CLAUSES with *WHO*, *WHICH* or *WHOSE*

Mệnh đề quan hệ không xác định (mệnh đề quan hệ không giới hạn)

1. Look at these sentences:

Melanie works in the hairdresser's.

Melanie, who lives next door to me, works in the hairdresser's.

Here the relative clause (**who lives next door to me**) adds extra information, but is not necessary for us to identify Melanie. We can understand the first sentence without this extra information. **Who lives next door to me** is a non-defining relative clause and we use commas (,) to separate it from the rest of the sentence.

(Mệnh đề không xác định là mệnh đề cung cấp thêm thông tin về người hay sự vật/sự việc đã được xác định (danh từ riêng hay trước danh từ có tính từ chỉ thị/tính từ sở hữu, danh từ có cụm giới từ theo sau, v.v).. Mệnh đề không xác định không nhất thiết phải có trong câu, không có mệnh đề này thì câu vẫn đủ nghĩa. Vì danh từ trong mệnh đề chính đã xác định từ trước nên mệnh đề không xác định được ngăn cách với mệnh đề chính bằng một hoặc hai dấu phẩy (,)).

2. **Who** and **which** can be the subject of the relative clause.

(**Who, which** có thể làm chủ ngữ trong mệnh đề quan hệ).

Examples

Tony Blair, who was Prime Minister for 10 years, studied law at Oxford University.

The Prime Minister lives at 10 Downing Street, which is in London.

Who and *which* can also be the object of the relative clause. When *who* is the object, we can also use *whom*.

(*Who, which có thể làm tân ngữ trong mệnh đề quan hệ. Có thể dùng whom thay thế cho who*).

Examples

There were many stories about Jack Jones, who/whom many people suspected of the crime.

The severe thunderstorms, which nobody had forecast, caused floods in several places.

Note: We don't use *that* to introduce a non-defining relative clause.

(*Không được dùng that trong mệnh đề không giới hạn thay thế cho who/whom hay which*).

Example

Allen, who scored three goals in the first game, was the only player to perform well.

NOT: *Allen, that scored three goals in the first game, was the only player to perform well.*

3. We use *whose* in place of the possessive adjectives *his, her, their*, etc.

Example

Van Gogh, whose paintings now sell for millions, hardly managed to sell any during his lifetime.

(*Whose* dùng để chỉ sở hữu cho danh từ chỉ người hoặc vật, thường thay cho các tính từ sở hữu hoặc hình thức 's).

4. Compare the two sentences:

Sara lent Jim her camera, which was practically new. (which = her camera)

Sara lent Jim her camera, which was very kind. (which = the fact that Sara lent Jim her camera)

We call the second type a 'sentence relative clause' because *which* refers to all of the previous part of the sentence.

(*Which* không chỉ thay thế cho một sự việc/vật phía trước mà có thể dùng *which* thay cho cả mệnh đề đứng trước nhằm bổ sung thêm ý nghĩa cho cả câu).

PRACTICE

1. Identifying people and things

Here are some sentences found in a lifestyle magazine. Combine the two sentences in two ways, using the words given.

They interviewed the player. She had won the competition.

The player who they interviewed had won the competition.

They interviewed the player who had won the competition.

1 My cousin bought a car. It cost £20,000.

My cousin bought a car £20,000.

The car cost £20,000.

2 The parents of the young man were refugees. My sister works with him.

The parents of the young man
my sister were refugees.

My sister works with a young man
.....refugees.

3 Thieves burgled a house. The owners were on holiday.

The owners of the house were
on holiday.

The owners were on holiday.

4 A woman saved a child from drowning. Her photo was in the paper.

The paper had a photo of the woman
..... from drowning.

The woman in the paper saved a
child from drowning.

2. *Here is some information from a website about well-known people. Make one sentence from the notes given, making the underlined parts into relative clauses.*

Bill Clinton was US President from 1993 to 2001. He was born in Hope. It is a small town in Arkansas.

Bill Clinton, who was US President from 1993 to 2001, was born in Hope, which is a small town in Arkansas.

1 Virginia Woolf. Her sister was a painter. She wrote A Room of One's Own. The book deals with the difficulties for women in a man's world.

.....

.....

.....

.....

2 In 1958 Rosalind Franklin died of cancer. She helped to discover the structure of DNA. In those days cancer was incurable.

.....

.....

.....

.....

3 Grantham lies in Lincolnshire. It is famous as the birthplace of Margaret Thatcher. She was British Prime Minister for 11 years.

.....

.....

.....

.....

4 'Imagine' is still a very popular song. It was written by John Lennon. He died in 1980.

.....

3. Complete the text by writing in relative pronouns and including a comma if one is necessary.

Frida Kahlo

The artist Frida Kahlo, who died in 1954, is becoming more and more popular. As a child she suffered from polio 1 left her right leg thinner than her left. She disguised this by wearing skirts 2 reached to her ankles. She had several sisters but was closest to her father 3 encouraged her to study medicine. One day when she was 18, a bus 4 she was travelling in was hit by a car. In the accident she broke several bones, including some in her back. These injuries 5 resulted in many operations, affected her for the rest of her life. She left her medical studies to paint, and sought advice from Diego Garcia 6 paintings she very much admired. Garcia encouraged her, and later they got married 7 didn't please Frida's family. Her paintings 8 were often self-portraits, were painted in a style 9

..... was influenced by popular Mexican art. During her lifetime she was considered less important than her husband but today she receives the recognition 10 she deserves.

ANSWER KEY PART C

PRESENT SIMPLE

- | | |
|---------------------|---------------------|
| 1 a feeling | 6 a feeling |
| 2 a repeated action | 7 a repeated action |
| 3 a fact | 8 a thought |
| 4 a fact | 9 a fact |
| 5 a thought | 10 a fact |

PRESENT CONTINUOUS

1. Present Continuous

- 1 It's/it is raining.
- 2 I'm/I am working.
- 3 you're/you are sitting on my coat.
- 4 I'm/I am writing an important letter.
- 5 I'm/I am getting/feeling better.

2. Present Continuous or Simple?

- | | |
|-------------------------------|--------------|
| 1 He's/He is talking | 8 You know |
| 2 I think | 9 I give |
| 3 They're/they are discussing | 10 she gives |
| 4 Are you looking | 11 She lives |
| 5 Do you know | 12 It saves |
| 6 Works | 13 I agree |

7 She doesn't work

14 I'm/I am wasting

PAST SIMPLE

1 left

6 went

2 were

7 happened

3 died

8 wasn't

4 had

9 knew

5 didn't like

10 did you spend

PAST CONTINUOUS**Past Continuous**

1 I was making phone calls all evening.

2 I was waiting in the rain for half an hour.

3 I was making sandwiches all afternoon.

4 I was sitting in a traffic jam for two hours.

5 My neighbour was playing loud music all night.

Past continuous or simple?**1. Put in the correct form of the verb.**

1 We lost

6 were playing

2 it came

7 I was working

3 was coming

8 I lost

4 went

9 I got

5 fell

10 did

2. Use one word only in each space.

1 shining

9 had

- | | |
|------------------|----------------------|
| 2 was | 10 was |
| 3 wasn't | 11 took |
| 4 didn't | 12 didn't |
| 5 hated/detested | 13 wanted/hoped/had/ |
| 6 walked/went | 14 When |
| 7 were | 15 was |
| 8 sat | |

PRESENT PERFECT

1. Put in the past participles of the verbs in brackets.

- | | |
|-----------|-------------|
| 1 washed | 7 scored |
| 2 eaten | 8 landed |
| 3 opened | 9 broken |
| 4 written | 10 been |
| 5 made | 11 sold |
| 6 had | 12 finished |

2. Complete the second sentence so that it follows on from the first. Use the present perfect.

- | | |
|---------------------------|---------------------------|
| 1 's/has opened | 6 've/have washed/cleaned |
| 2 's/has drawn | 7 've/have learnt/learned |
| 3 's/has broken | 8 have arrived/come |
| 4 have won | 9 haven't finished |
| 5 've/have drunk/finished | |

3. Put in the verbs. Use the present perfect.

- | | |
|------------------|----------------------|
| 1 I haven't done | 8 I've/I have looked |
|------------------|----------------------|

- | | |
|---------------------------|-------------------------|
| 2 hasn't made | 9 have you done |
| 3 You haven't put | 10 I've/I have painted |
| 4 I've/I have hurt | 11 I've/I have cleaned |
| 5 you've/you have had | 12 We've/We have made |
| 6 have you put | 13 has that brush gone |
| 7 It's/It has disappeared | 14 you've/you have left |

4. Decide which word is correct.

- | | |
|-----------|----------|
| 1 already | 6 long |
| 2 yet | 7 gone |
| 3 been | 8 since |
| 4 ever | 9 time |
| 5 this | 10 never |

5. Put in the correct verb form.

- | | |
|-----------------|-------------------|
| 1 have arrived | 7 planted |
| 2 repaired | 8 have gone |
| 3 've/have lost | 9 has turned |
| 4 has started | 10 phoned |
| 5 ran | 11 've/ have made |
| 6 earned | 12 broke |

USED TO

- | | |
|-------------------------|-----------------------|
| 1 We used to like | 4 did you use to help |
| 2 used to be | 5 I used to look |
| 3 we didn't use to have | |

INTRODUCTION TO THE FUTURE

Write the sentences using a future form of the verb.
Use the word in brackets.

- 1 I'm/I am going to have a rest.
- 2 (The) term starts on 6 September.
- 3 There will be a world war in five years' time.
- 4 Judy and I are/We're playing tennis tomorrow.

5 Prices will probably fall. (Also possible: Prices are probably going to fall).

- 6 The car is/We're going to crash!

WILL BE DOING

- 1 Will you be going to the library today?
- 2 Will you be writing to Vicky soon?
- 3 Will you be using your calculator this afternoon?
- 4 Will you be seeing Daniel tomorrow?
- 5 Will you be driving to the festival?
- 6 Will you be phoning your sister soon?

BE GOING TO

1. *Intentions*

- 1 *I'm/I am going to lend*
- 2 *He's/He is going to take*
- 3 *It's/It is going to be*
- 4 *is he going to keep*

- 5 are we going to get
- 6 He's/He is going to have
- 7 We're/We are going to get
- 8 it isn't going to get

2. *Predictions*

- 1 I'm/I am going to get wet.
- 2 I'm/I am going to be sick.
- 3 I'm/I am going to lose.
- 4 It's/It is going to crash!
- 5 It isn't going to stop.

CONDITIONAL TYPE 1

1. *Comment on the situations. Use if+ the present tense + will/can.*

- 1 If Rachel fails her driving test, she can take it again.
- 2 If United lose, Tom will be upset.
- 3 If the office is closed, Mark won't be able to get in.
- 4 If Nick arrives a bit early, he can help Tom to get things ready.
- 5 If the party goes on all night, no one will want to do any work tomorrow.
- 6 If Emma misses the train, she can get the next one.
- 7 If Matthew enters the race, he'll probably win it.

2. *Present simple in both clauses*

- 1 If you get promoted, your salary goes up.

- 2 If I drink coffee late at night, I can't sleep.
- 3 If you don't pay the bill, you get a warning letter.
- 4 If I try to run fast, I get out of breath.
- 5 If someone enters the building, the alarm goes off.

CONDITIONAL TYPE 2

- 1 If I had a dictionary, I could look the word up.
- 2 If I wasn't so busy, I'd/I would write to my friends.
- 3 If my back wasn't aching, I could play tennis.
- 4 If Claire loved Henry, she'd/she would marry him.
- 5 If he had a map, he could find the way.
- 6 If he/David wasn't so clumsy, he wouldn't have so many accidents.

VERB + TO-INFINITIVE

1. *Say what each speaker did.*

- 1 Trevor promised to put up the shelves/to put the shelves up (soon).
- 2 Claire decided to buy both the dresses.
- 3 Melanie offered to cook the meal.
- 4 Tom threatened to shoot Nick's dog/the dog.

2. *Put in the To-infinitive form.*

- | | |
|----------------|----------------|
| 1 to hang | 4 to invite |
| 2 to come | 5 to take |
| 3 to be having | 6 to have left |

VERB + ING-FORM**1. Remember, regret, try, etc.**

- 1 Harriet didn't even try to move the piano.
- 2 Mike will never forget seeing a spaceship.
- 3 The walls need painting.
- 4 Natasha didn't mean to be unkind to Jessica.
- 5 Andrew went on studying through the night.
- 6 Mark stopped to make a phone call.

2. Complete the conversations. Put in a To-infinitive or an ing-form.

- | | |
|---------------|-----------|
| 1 to organize | 6 to be |
| 2 wearing | 7 working |
| 3 to approve | 8 to buy |
| 4 to be | 9 waiting |
| 5 reminding | |

3. Make sentences from the notes.

- 1 We must avoid wasting so much time.
- 2 Sometimes a country refuses to take part in the Olympics.
- 3 I'd/I would like to see the Rocky Mountains some day.
- 4 I meant to give Judy a nice welcome yesterday.
- 5 I always like to see my doctor once a year.

- 6 The buses usually stop running before midnight.
- 7 I can't face getting up at five tomorrow.
- 8 Last year we made an agreement to work together.
- 9 Yesterday you promised to carry on shooting the film.
- 10 My father seems to be getting better now.

ABILITY

1. *Can and be able to*

- 1 I can walk (Also possible: I'm able to walk)
- 2 I can go/I'll be able to go
- 3 to be able to get
- 4 been able to do

2. *Could and was/were able to*

- | | |
|---------------------|---------------------------|
| 1 was able to | 4 were able to |
| 2 could | 5 couldn't/wasn't able to |
| 3 could/was able to | |

PERMISSION

1. *Asking permission*

(*Can, could and may* are all possible).

- 1 Can I borrow your calculator?
- 2 May I join you?
- 3 Could I look at your notes?

2. *May I...? or Am I allowed to ...?*

- | | |
|-------------------|-------------------|
| 1 Am I allowed to | 4 Am I allowed to |
| 2 May I | 5 May I |
| 3 Am I allowed to | |

POSSIBILITY and CERTAINTY

1. *Complete the conversation.*

(May and might are both possible).

- | | |
|------------------------|---------------------|
| 1 she might be | 4 She may be having |
| 2 She may be | 5 You might find |
| 3 She might be sitting | 6 She might know |

2. *Add a sentence with may or might (both are correct).*

- 1 He may/might win.
- 2 I may/might have one.
- 3 We may/might get one.
- 4 She may/might be late.
- 5 They may/might be visiting me.

3. *Complete the conversation.*

- | | |
|---------|---------|
| 1 an't | 4 can't |
| 2 must | 5 might |
| 3 might | 6 must |

NECESSITY

1. *Write a sentence with must, have to or has to.*

- 1 You must get to work on time.
- 2 Has to keep his dog under control.
- 3 You must listen carefully.
- 4 Visitors have to report to the security officer.

2. Put in *must* or *have to/has to*. Choose which is best for the situation.

- | | |
|-----------|-----------|
| 1 must | 5 have to |
| 2 has to | 6 must |
| 3 have to | 7 must |
| 4 must | |

3. Put in *must*, *mustn't* or *needn't*.

- 1 Must, mustn't, needn't
- 2 Mustn't, must
- 3 Mustn't, needn't
- 4 Mustn't, must, needn't

SHOULD, OUGHT TO, HAD BETTER and BE SUPPOSED TO

1 We had/We'd better hurry. (Also possible: We should hurry./We ought to hurry).

2 We had/We'd better not be OR We oughtn't to be/We shouldn't be

- 3 People should arrive/ought to arrive
- 4 You shouldn't take/You oughtn't to take
- 5 We aren't supposed to get

2. Put in the correct particle.

- | | |
|------------|-------------|
| 1 On, off | 3 Down, out |
| 2 Out, out | 4 On, out |

3. What might you say in these situations? Use the words in brackets.

- 1 Get on (well) with Melanie./Melanie and I get on (well).
- 2 I might drop in on David.
- 3 I'll fit in with everyone else.
- 4 I can't catch up (with) Matthew.
- 5 The sunny weather is making up for last week.

THE ORDER OF ADJECTIVES

1. Write a list of things to be sold at an auction.

- 1 A lovely old glass vase
- 2 An attractive wall mirror
- 3 A modern office desk
- 4 Red metal kitchen chairs
- 5 A splendid old model boat
- 6 Valuable Australian postage stamps
- 7 A small wooden coffee table

2. Look at each advertisement and write the information in a single sentence.

- 1 This is a powerful Japanese business computer.

- 2 This is an excellent small electric fire.
- 3 This is a big new chocolate bar.
- 4 This is a terrific American television comedy.
- 5 These are stylish aluminium garage doors.
- 6 These are wonderful modern sports shoes.
- 7 This is a very good German mobile phone.

ADJECTIVES with -ING and -ED

Complete the conversations using a word ending in *-ing* or *-ed*.

- | | |
|--------------|---------------|
| 1 Relaxing | 5 Fascinating |
| 2 Annoyed | 6 Thrilling |
| 3 Amused | 7 Exhausting |
| 4 Interested | |

COMPARATIVE and SUPERLATIVE FORMS

1. Write the comparative form of the words in brackets.

- | | |
|--------------------|-----------------|
| 1 more intelligent | 7 longer |
| 2 cleaner | 8 more useful |
| 3 thinner | 9 sooner |
| 4 more carefully | 10 busier |
| 5 worse | 11 more annoyed |
| 6 later | 12 more nervous |

2. Write sentences with a comparative and than

- 1 The church is older than the library.
- 2 Matthew is stronger than Daniel.
- 3 Harriet is taller than Mike.
- 4 Claire is more popular than Andrew.
- 4 Mark's car is bigger than Sarah's.

3. Use the superlative form of the adjective.

- 1 Friday is the busiest day of the week.
- 2 The Metropole is the nicest hotel in (the) town.
- 3 This watch is one of the cheapest (watches) you can buy.
- 4 This Beatles album is the best (one) they ever made.
- 5 Alan is the most successful salesman in the company.

4. Use less with these words

- | | |
|-------------------|-------------------|
| 1 less painful | 4 less attractive |
| 2 less busy | 5 less seriously |
| 3 less convenient | 6 less optimistic |

5. Use a phrase like a bit better or a lot colder.

- 1 Yesterday was a lot colder than today.
- 2 My coat is a bit longer than is fashionable.
- 3 I left work slightly earlier than usual this afternoon.

4 The shop is much more expensive than the supermarket.

5 Is the new machine any more reliable than the old one?

6. *Faster and faster*

- 1 more and more difficult
- 2 more and more complicated
- 3 more and more
- 4 longer and longer
- 5 worse and worse

7. *The faster, the better*

- 1 the quieter the roads (are).
- 2 the wider the choice (is).
- 3 the more confused I get.
- 4 the more fluently you can speak.
- 5 the more crowded the beaches get.

8. *Complete the second sentence so that it has a similar meaning to the first.*

- 1 is bigger than the living-room
- 2 fitter than I am
- 3 is as big as
- 4 just get higher and higher
- 5 is more expensive than

- 6 is the least difficult
- 7 more and more excited
- 8 most romantic story I've ever

SENTENCE PATTERNS

- 1 Subject Verb (Transitive) Object
- 2 Subject Verb (Intransitive)
- 3 Subject Verb (Linking Verb) Complement
- 4 Subject Verb Object Object Complement
- 5 Subject Verb (Linking Verb) Complement
- 6 Subject Verb (Linking Verb) Complement
- 7 Subject Verb (Intransitive)
- 8 Subject Verb Indirect Object Direct Object
- 9 Subject Verb Object Object Complement
- 10 Subject Verb Indirect Object Direct Object
- 11 Subject Verb (Transitive) Object
- 12 Subject Verb (Linking Verb) Complement
- 13 Subject Verb (Linking Verb) Complement
- 14 Subject Verb (Transitive) Object
- 15 Subject Verb (Transitive) Object

SENTENCE STRUCTURES

- 1 Simple Sentence 5 Compound Sentence
- 2 Compound Sentence 6 Simple Sentence

3 Complex Sentence 7 Compound-Complex Sentence

4 Complex Sentence

ADVERBIAL CLAUSES OF TIME

- 1 Soon after we get there, we will send a message.
- 2 Get in touch with him as soon as I write to him.
- 3 After I have finished my lesson by noon, I will come round.
- 4 I would like to finish it before it gets dark.
- 5 Can you water the flowers when we leave the house?

ADVERBIAL CLAUSES OF PLACE

- 1 Young people have to go where they can find jobs.
- 2 I try to save my money wherever I can.
- 3 Where I come from, the summer is very dry and hot.
- 4 His dog follows after him wherever he goes.
- 5 Where there is a will, there is always a way to succeed in life.
- 6 Wherever there is a beach, sun worshippers will gather.

ADVERBIAL CLAUSES OF CAUSE/REASON

- | | |
|------|------|
| 1 SC | 4 PP |
| 2 PP | 5 PP |
| 3 SC | 6 SC |

RELATIVE CLAUSES**1. Identifying people and things**

- 1 which/that cost
which/that my cousin bought
- 2 who/that works with
whose parents were
- 3 which/that thieves burgled
whose house thieves burgled
- 4 who/that saved a child
whose photo was

2. Here is some information from a website about well-known people. Make one sentence from the notes given, making the underlined parts into relative clauses.

1 Virginia Woolf, whose sister was a painter, wrote *A Room of One's Own*, which deals with the difficulties for women in a man's world.

2 In 1958 Rosalind Franklin, who helped to discover the structure of DNA, died of cancer, which in those days was incurable.

3 Grantham, which lies in Lincolnshire, is famous as the birthplace of Margaret Thatcher, who was British Prime Minister for 11 years.

4 'Imagine', which is still a very popular song, was written by John Lennon, who died in 1980.

3. Complete the text by writing in relative pronouns and including a comma if one is necessary.

1 , which

6 , whose

2 which/that

7 , which

3 , who

8 , which

4 which/that

9 which/that

5 , which

10 which/that

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