



Ms Mai Linh

3



X Â Y G Ô C

IELTS

Các bạn thân mến,

IELTS càng ngày càng phổ biến và được nhiều học sinh lựa chọn để học tập. Tuy nhiên, để bắt đầu học IELTS như thế nào cũng như bắt đầu từ đâu thì không phải bạn nào cũng biết.

Chính vì vậy mà cô Mai Linh và đội ngũ Aland English đã dành thời gian biên soạn cuốn sách 30 ngày xây gốc IELTS này để dành tặng các bạn học sinh mới bắt đầu học và luyện thi IELTS.

Cuốn sách gồm 2 phần:

- Phần 1: 20 chủ điểm ngữ pháp trọng tâm trong IELTS.
- Phần 2: 10 chủ điểm từ vựng band 7.5 IELTS

Điều đặc biệt của cuốn sách này đó chính là toàn bộ các bài học đều được biên soạn theo CẤU TRÚC BÀI THI IELTS. Các phần lý thuyết – bài tập – ví dụ... đều sử dụng các bài thi IELTS để diễn giải.

Với cách biên soạn như vậy, team Aland hi vọng sẽ giúp các bạn cải thiện – nắm vững các chủ điểm quan trọng và có vốn từ vựng tốt cũng như hiểu rõ hơn về kỳ thi IELTS và cách áp dụng chúng vào kỳ thi IELTS một cách hiệu quả.

Hi vọng, cuốn sách sẽ có ích với tất cả các bạn và sẽ là cẩm nang ôn luyện IELTS tuyệt vời khi mới bắt đầu.

Chúc các bạn học tập tốt!

Ms Mai Linh – 8.5 IELTS

Để đăng ký tham gia các khóa học Offline theo lộ trình IELTS chất lượng do đội ngũ chuyên gia IELTS của Aland English, các bạn liên hệ theo các thông tin dưới đây:

Aland English – Chuyên gia IELTS

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Website: <https://aland.edu.vn/>

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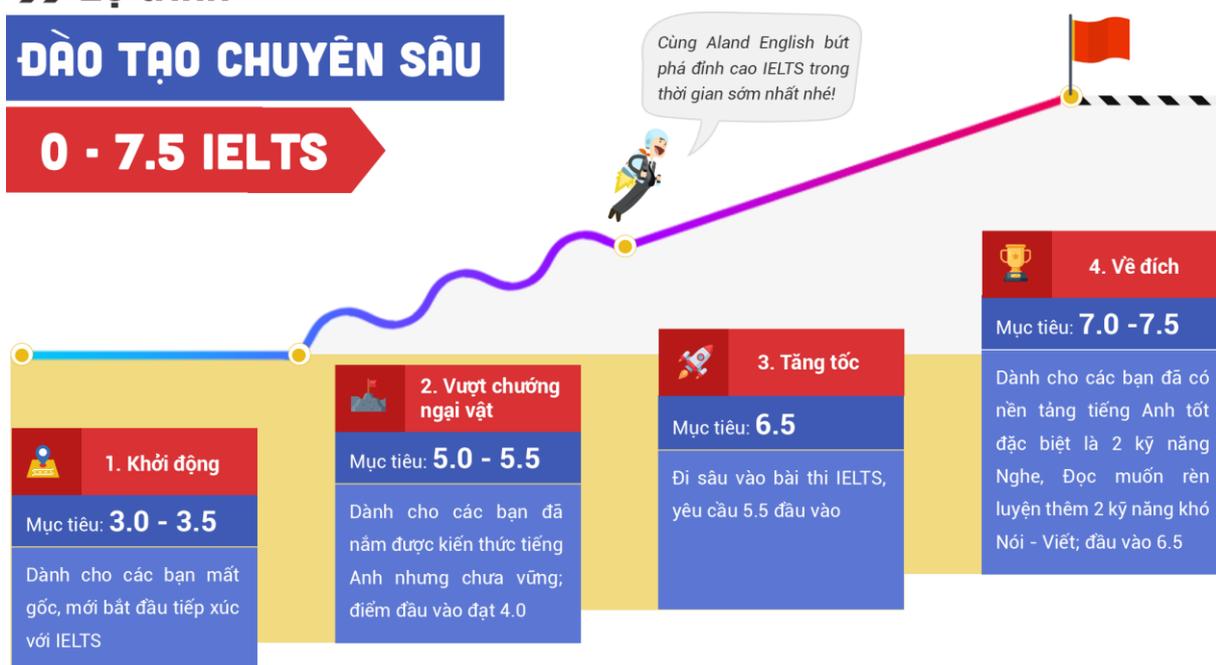
Với phương pháp đào tạo **Blended Learning** – kết hợp giữa Online và Offline do Aland biên soạn giúp học viên **tăng hơn 200% khả năng học tập**. Ngoài việc học trên lớp thì các học viên còn có thể theo dõi, học tập và ôn tập lại thật kỹ từ hệ thống học Online. Các bài học sẽ được biên soạn theo phương pháp “Bổ trợ kép” để học viên có thể nắm chắc tất cả các kiến thức mà không bỏ lỡ cho dù chỉ một từ. Hệ thống bài tập bổ trợ chuyên sâu đỉnh kèm cùng đội ngũ chuyên gia – giảng viên hỗ trợ Online 24/7 cũng là một thế mạnh mà chỉ có tại Aland English.

Hãy đến Aland English và cùng chinh phục đỉnh cao IELTS nhé!

>> Lộ trình

ĐÀO TẠO CHUYÊN SÂU

0 - 7.5 IELTS



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Author: Ms Mai Linh



Profile:

- ✓ **8.5 IELTS**
- ✓ BA in International Business Economics from Foreign Trade University
- ✓ IELTS expert at Aland English

With a strong passion for English, I wish to emphasize the importance of learning foreign languages to young people in the digital age and inspire them to seize the opportunities for a bright future ahead.

That is how Aland English comes into being. Through this platform, we want to share the learning methods and useful materials by the means of research projects that we have put our heart and soul into. I believe that this dream will soon be realized with the tireless efforts from Aland team.

*Let's come and join **Aland English** in the journey to conquer IELTS!*

Present Simple (Hiện tại đơn)

FORMULA

Positive	I/you/we/they + verb he/she/it + verb + (e)s	I play tennis. He plays tennis.
Negative	I/you/we/they + do not + verb he/she/it + does not + verb	They do not play tennis. She does not play tennis.
Question	Do I/you/we/they + verb? Does he/she/it + verb?	Do you play tennis? Does he play tennis?

USAGE IN IELTS

✓ Diễn đạt một thói quen, một hành động lặp đi lặp lại

Cách dùng này của thì Hiện tại đơn được áp dụng trong những câu hỏi mang tính cá nhân xuất hiện trong IELTS Speaking Part One hoặc Part Two.

e.g.: *IELTS Speaking Part One*

Examiner: What do you usually do when you go out with your friends?

Speaker: We normally **hang** out and **exchange** bits of chitchat in a nice and cozy café. Sometimes we **go** to the cinema to check out the latest blockbuster movies, which is surprisingly not my favorite thing to do because there are hardly any interaction between us.

Thông thường, thí sinh hay sử dụng thì Hiện tại đơn với các trạng từ hoặc cụm từ chỉ thời gian và tần suất như *always, usually, often, sometimes, rarely, everyday, once a month, in the morning, once in a blue moon...*

Lưu ý: Những từ/cụm từ trên khá phổ biến và nhàm chán, khi đưa vào câu cũng chỉ sử dụng 1 cấu trúc là *S + adverb + verb*, khiến cho thí sinh không thể hiện được sự đa dạng về ngữ pháp. Team Aland khuyên các bạn:

- **KHÔNG CẦN** phải sử dụng liên tục.
- Tìm những câu thành ngữ, những cách nói hay hơn. Dưới đây là một số cụm từ để “ghi điểm” mà các bạn có thể tham khảo.

(to) have one's moments = <i>sometimes</i>	I am not usually lazy, but I <u>have my moments</u> .
(every) now and then/again = <i>sometimes</i>	I have to cut down on my sugar intake, but <u>every now and then</u> I indulge myself with some quality dark chocolate.
like clockwork = <i>always</i>	My father walks the dog every morning <u>like clockwork</u> .

✓ **Để diễn đạt những chân lý, sự thật hiển nhiên**

Cách dùng này của thì Hiện tại đơn được áp dụng trong những câu hỏi mang tính khách quan, chung chung hơn trong IELTS Speaking Part Three hoặc IELTS Writing Task Two.

e.g. : IELTS Speaking Part Three

Examiner: What are people's attitudes toward famous people?

Speaker: Different people **have** different attitudes toward celebrities. In general, younger people, like teenagers, **adore** pop stars. They either **love** them crazily or **hate** them. But that's OK. That's just what teenagers do. For the older generation, they **don't** seem very keen on those celebrities in the show business. They're more like observers to the famous people because older people normally **don't** judge people simply by what they say. They **judge** people by what they do. So they **have** more moderate attitudes toward famous people.

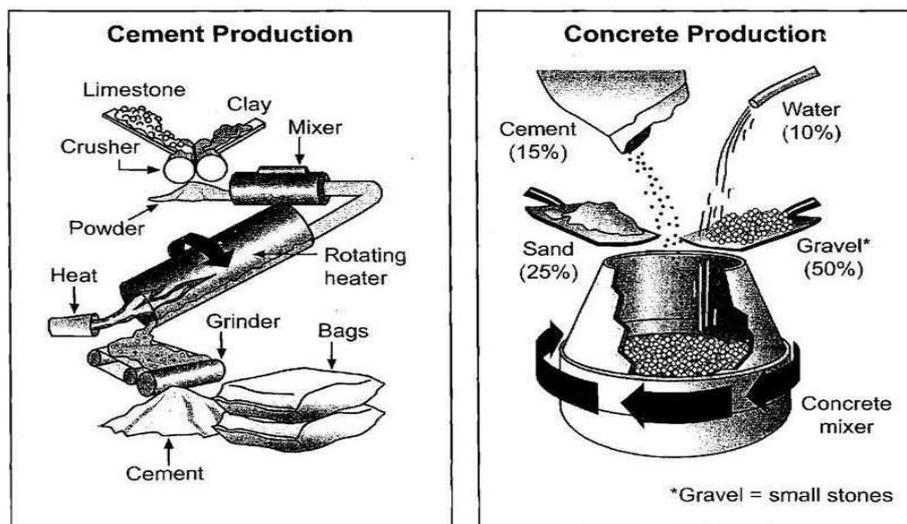
Để diễn đạt sự thật khách quan, chân lý hiển nhiên, chúng ta nên kết hợp với các trạng từ như *generally, normally, traditionally, originally...* Như vậy, giám khảo sẽ biết được ý đồ của thí sinh khi sử dụng thì Hiện tại đơn. Ngoài ra, cách dùng này của thì Hiện tại đơn còn được thể hiện rõ trong IELTS Writing Task One đối với đề bài yêu cầu mô tả quy trình (process/diagram).

e.g.: IELTS Writing Task One – Process

You should spend about 20 minutes on this task.

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

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



Write at least 150 words.

The diagrams **illustrate** the way in which cement **is** made and how it **is** then used in the process of making concrete. Overall, limestone and clay **pass** through four stages before being bagged ready for use as cement which then **accounts** for 15% of the four materials used to produce concrete. While the process of making cement **uses** a number of tools, the production of concrete **requires** only a concrete mixer.

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

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

(187 words, Band 9.0)

✓ **Để nói về phim ảnh, bài hát, sách truyện, kịch...**

Cách dùng này của thì Hiện tại đơn có thể được áp dụng trong IELTS Speaking Part Two đối với những đề tài yêu cầu thí sinh miêu tả một bài hát, bộ phim hoặc chương trình truyền hình. Các bạn lưu ý vẫn phải sử dụng kết hợp nhiều thì trong bài nói của mình, nhưng thì Hiện tại đơn sẽ dùng để nói về nội dung của bài hát hoặc bộ phim đó.

e.g. : IELTS Speaking Part Two

Describe your favourite TV programme.

You should say:

- Which programme it is
- What it is about
- How often you watch it

And explain why it is your favourite TV programme.

There are a number of TV programmes I like to watch but the one I would like to talk about is CID which I am most addicted to. CID is a crime related programme which shows various crime scenes to help the public make aware of crimes and their consequences. I don't get a chance to watch it every day since I am always busy at work but I do watch it every weekend. The purpose of telecasting this programme is to educate the people that committing crime is a serious offence and it can ruin the lives of others. Moreover, by watching this show, people can stay attentive of the criminals around and can better prevent such incidents to happen in the future.

*CID is considered as one of the top crime serials on Indian television which airs on Sony TV channel and many people **are** great fans of the fictitious characters in this programme. ACP Pradyuman is the key character of this serial but Dayal and the other team members **are** also very famous among kids. All of them **appear** to be the real police officials and play their respective roles in a fantastic way. It **is** due to this reason why this programme **looks** so real to the public, leaving a strong impression on their minds and this is the only reason why I consider this programme as my favorite TV show on the TV.*

Câu trả lời trên sử dụng thì Hiện tại đơn là chủ yếu. Tuy nhiên, chỉ những chỗ nào sử dụng thì Hiện tại đơn với mục đích giới thiệu chung chung về chương trình TV mới được in đậm. Các bạn có thể tham khảo cách mà người nói sử dụng thì Hiện tại đơn cho nhiều mục đích khác nhau trong bài nói của mình.

COMMON MISTAKES & MISCONCEPTIONS

✓ IELTS Speaking

Khi sử dụng thì Hiện tại đơn trong phần thi Nói, thí sinh có thể gặp lỗi phát âm không rõ ending sounds đối với những động từ được chia, thậm chí không để ý đến danh từ đếm được/không đếm được, số nhiều/số ít và không chia động từ tương ứng. Các bạn hãy luyện đọc một số câu sau và nhấn mạnh vào các ending sounds của động từ đã chia.

1. In Vietnam, it only **costs** you 10,000 VND to take the subway and 7,000 VND for the bus.
2. I like spicy food. It **stimulates** my appetite.
3. My mom **cooks** the best spaghetti so I would choose home-made meals over fancy restaurants.

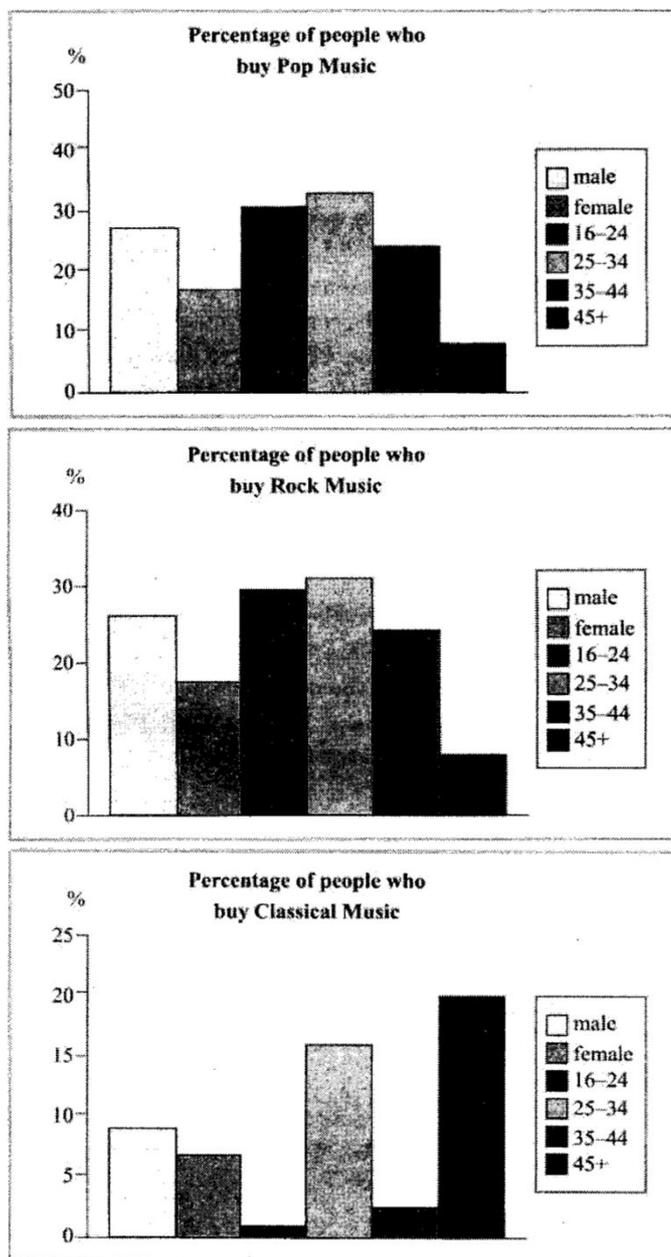
Nếu không phát âm rõ ending sounds, thí sinh có thể bị hạ điểm ở cả hai tiêu chí là ‘Grammar range & Accuracy’ và ‘Pronunciation’ theo bản công khai các Tiêu chí đánh giá điểm IELTS Speaking.

EXERCISES

Exercise 1: Put the verbs into the Present simple.

IELTS Writing Task 1:

The graphs below show the types of music albums purchased by people in Britain according to sex and age. Write a report for a university lecturer describing the information shown below.



The three bar charts (1)(illustrate) a survey of the consuming habit in music albums in Britain by sex and age group.

It (2).....(be) obvious that, according to the graphs, male buyers (3)..... (be) more than female ones in all types of music. Then, the demand for classic music (4).....(show) dramatically less than the two others. Regarding the pop music CD, first, people aged 16-34 (5).....(take) the highest percentage which

(6).....(be) 30% and above, followed by the male buyers with slightly under 30%. A similar trend has been stated for the Rock music products. However, for the classic music, the most active consumers, at 20%, (7).....(be) people older than 45, and even more dramatically, 25-34 age group (8).....(take) the next place at 16% approximately. Next, the percentage of female consumers (9).....(be) always slightly lower than the male, which (10).....(be) 8%-10% for the pop and rock, 2%-3% for the classic around respectively.

In short, one would see the market penetration of the three kinds of music albums in the UK clearly.

(170 words, Band 8.0)

Exercise 2: Put the verbs into the Present simple.

IELTS Speaking Part 2:

Describe a person who dresses well.

Honestly speaking, I (1).....(want) to talk about my mother, who (2)(be) a business woman. I love her style for several reasons. First of all, it is her smart choice of wearing clothes. Needless to say, she is very well-dressed, and as a working woman, she always (3).....(choose) classy clothes. She sometimes (4).....(use) accessory as a special feature for her outfit. Even when the items (5).....(be) bought during sale season, she (6).....(know) how to mix and match to create a timeless look, which I cannot keep my eyes off. Second of all, she (7).....(have) an undeniably sophisticated sense of style, which (8).....(make) her look exquisite in almost all kinds of outfit, from designer clothes to casual ones. Whenever we (9).....(go) out together, I feel extremely proud as my mother often (10).....(dress) simple but very stunning. I really admire her style and I wish I can have the ability to look as stylish as her.

Exercise 3: Put the verbs into the Present simple.

1. I (not visit) art museums in Hanoi often because there (be) not a lot of them.
2. In Vietnam, people often (commute) to work by personal means of transportation, which (lead) to heavy traffic congestion during rush hour.
3. My brother, also a lawyer, (have) a great sense of humor and he always (make) us laugh.
4. Summer (be) the hottest season of the year, but many people (enjoy) it because they can go on vacation.
5. My family (live) in the capital city of Vietnam, Hanoi, which (have) a population of about 8 million.

KEYS

Exercise 1:

- | | |
|---------------|----------|
| 1. illustrate | 6. is |
| 2. is | 7. are |
| 3. are | 8. takes |
| 4. shows | 9. is |
| 5. take | 10. is |

Exercise 2:

- | | |
|------------|-------------|
| 1. want | 6. knows |
| 2. is | 7. has |
| 3. chooses | 8. makes |
| 4. uses | 9. go |
| 5. are | 10. dresses |

Exercise 3:

1. don't visit / are
2. commute / leads
3. has / makes
4. is / enjoy
5. lives / has

Present Continuous (Hiện tại tiếp diễn)

FORMULA

Positive	am/is/are	verb + -ing	I am playing tennis. He is playing tennis.
Negative	am/is/are not	verb + -ing	They aren't playing tennis. She isn't playing tennis.
Question	am/is/are ...	verb + -ing?	Are you playing tennis? Is he playing tennis?

USAGE IN IELTS

✓ Để diễn đạt một sự việc đang xảy ra ở thời điểm nói và chưa kết thúc

Có thể nói, đây là cách dùng quan trọng và phổ biến nhất của thì Hiện tại tiếp diễn trong đời sống hàng ngày. Tuy nhiên, cách dùng này lại khó áp dụng trong bài thi IELTS bởi tại thời điểm nói, bạn đang ngồi trong phòng thi IELTS và đang nói chuyện với giám khảo, việc hỏi và trả lời về những gì bạn đang làm là không cần thiết. Vì vậy, có một vài thí sinh hiểu nhầm khi giám khảo đặt câu hỏi mà sử dụng thì Hiện tại tiếp diễn. Các bạn hãy xem tình huống sau:

e.g. : IELTS Speaking Part One

Examiner: Are you studying or are you working?

Speaker: (???) I'm sitting here talking to you! Therefore, I'm not studying nor working at the moment.

Các bạn thấy câu trả lời của thí sinh này có vấn đề gì không? Nếu có thì tại sao? Hãy xem phần **COMMON MISTAKES & MISCONCEPTIONS** ở dưới để biết vấn đề của câu trả lời này nằm ở đâu nhé!

✓ Để diễn đạt một sự việc đúng đắn tính đến thời điểm hiện tại (nhưng không nói gì về lâu dài)

Cách dùng này của thì Hiện tại tiếp diễn được áp dụng cho những câu trả lời mang tính cá nhân trong IELTS Speaking Part One và cả IELTS Speaking Part Two.

e.g. : IELTS Speaking Part One

Examiner: What development do you want to have for your home? [Why?]

Speaker: I'm not quite satisfied with the colour of the walls. So I'm **thinking** about changing the colour of the walls of my own bedroom lately.

Trong ví dụ trên, thí sinh sử dụng thì Hiện tại tiếp diễn để thể hiện là họ **đang nghĩ** đến việc thay đổi màu sơn tường, không phải nghĩ trong lúc họ đang thi IELTS, mà là trong khoảng thời gian gần đây (lately).

e.g. : IELTS Speaking Part One

Examiner: Where do you study?

Speaker: Currently, I'm **studying** at Foreign Trade University in Hanoi, which is one of the best universities in my opinion of course. I'm **planning** to study abroad in the near future. It won't be easy, since studying is not really my cup of tea, but I'm **working** hard to follow my dream.

Trong ví dụ này, thí sinh sử dụng thì Hiện tại tiếp diễn để nói về việc họ **đang theo học** tại trường Đại học Ngoại thương, **đang tính** đến việc du học và **đang cố gắng** nỗ lực. Tất cả những hành động này đều đang không xảy ra ngay tại thời điểm nói – lúc họ đang thi IELTS, nhưng đó là những việc đang xảy ra trong khoảng thời gian hiện tại, tính đến lúc nói vẫn là đúng sự thật.

✓ Để diễn đạt xu hướng hoặc những trạng thái đang thay đổi

Cách dùng này của thì Hiện tại tiếp diễn có thể được áp dụng khi nói về một sự thay đổi đang diễn ra gần đây trong IELTS Speaking Part One. Nó cũng có thể là những câu trả lời mang tính khách quan, chung chung trong IELTS Speaking Part Three hoặc IELTS Writing Task Two.

e.g. : IELTS Speaking Part Three

Examiner: Do you think the area where you live is polluted?

Speaker: Yes, for sure. Hanoi **is suffering** from air pollution, which can be attributed to overpopulation and poor quality of public transportation. In fact, it **is becoming** one of the most polluted cities in the world in terms of air quality.

e.g. : IELTS Writing Task Two

Topic: Some people say that the Internet **is making** the world smaller by bringing people together. To what extent do you agree that the Internet **is making** it easier for people to communicate with one another?

✓ Để diễn đạt những sự việc đã lên kế hoạch hoặc dự định trong tương lai

Cách dùng này của thì Hiện tại tiếp diễn được áp dụng cho những câu trả lời về dự định tương lai của cá nhân, thường xuất hiện trong IELTS Speaking Part One.

e.g. : IELTS Speaking Part One

Examiner: Are you working or are you studying?

Speaker: I'm actually **graduating** in 2 weeks. But I'm **not getting** the official degree until this November, which isn't that big of a deal since I'm **taking** a gap year before joining the labour force.

COMMON MISTAKES & MISCONCEPTIONS

✓ IELTS Speaking

Chúng ta sẽ quay trở về với ví dụ đầu tiên của mục **USAGE IN IELTS**

e.g. : IELTS Speaking Part One

Examiner: Are you **studying** or are you **working**?

Speaker: (???) I'm **sitting** here talking to you! Therefore, I'm **not studying** nor **working at the moment**.

Các bạn thấy vấn đề ở đây là gì? Đó là thí sinh đã hiểu sai mục đích của giám khảo khi sử dụng thì Hiện tại tiếp diễn để hỏi. Mục đích của giám khảo là hỏi về một sự việc đúng đắn tính đến thời điểm nói (*hiện tại bạn đang đi học hay đang đi làm*), nhưng thí sinh lại nghĩ rằng giám khảo hỏi về sự việc đang diễn ra tại thời điểm nói (*đang ngồi trong phòng thì nói chuyện với giám khảo, tức là đang không học bài hay đi làm*). Như vậy, các bạn cần phải nắm vững khi nào nên dùng thì Hiện tại tiếp diễn trong IELTS và dùng nó với mục đích gì.

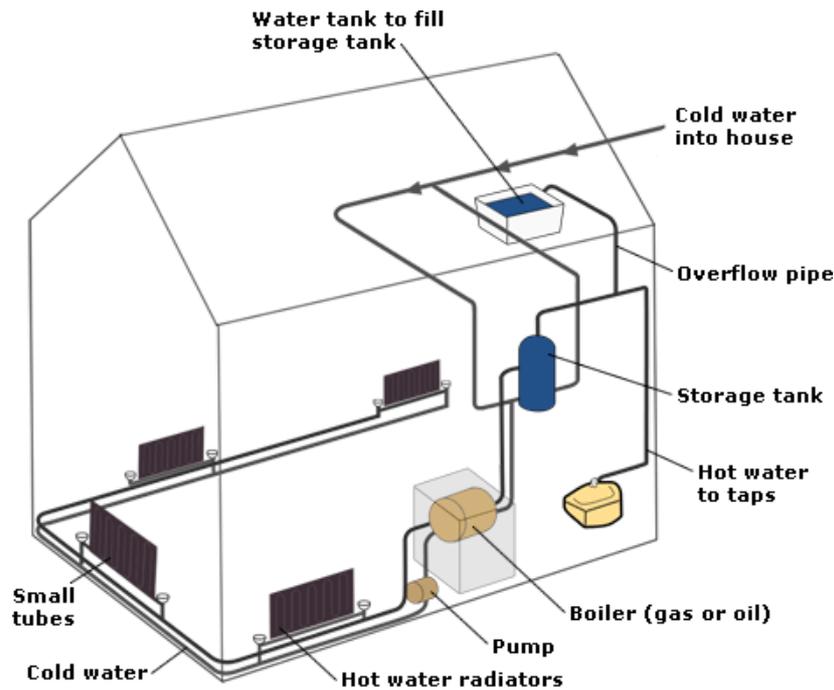
✓ IELTS Writing

Trong Task 1, thí sinh được yêu cầu miêu tả bảng số liệu, biểu đồ hoặc hình vẽ (bản đồ, quy trình). Với yêu cầu này, một số thí sinh có thể mắc lỗi rất nghiêm trọng là sử dụng thì Hiện tại tiếp diễn. Thì này không thể dùng để miêu tả bảng biểu, hình vẽ, mà thay vào đó, chúng ta nên dùng thì Hiện tại đơn/hoàn thành hoặc Quá khứ đơn.

e.g.:

Task 1: *The diagram below shows how a central heating system in a house works.*

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



This diagram ~~is providing~~ provides an overview of a domestic central heating system. It ~~is showing~~ shows how the tank, boiler and pipes ensure a constant flow of hot water to both the radiators and the taps.

The cold water ~~is entering~~ enters the house and ~~is being~~ stored in a water storage tank in the roof. From there it ~~is flowing~~ flows down to the boiler, located on the ground floor of the house.

The boiler, which ~~is being~~ is fueled by gas or oil, ~~is heating~~ heats up the water as it ~~is passing~~ passes through it. The hot water is then pumped round the house through a system of pipes and ~~is flowing~~ flows into the radiators, located in different rooms. The water ~~is circulating~~ circulates through the radiators, which ~~is having~~ have small tubes inside them to help distribute the heat, and this ~~is warming~~ warms each of the rooms. Some of the water ~~is being~~ is directed to the taps to provide hot water for the house.

Once the water has been through the pipes and radiators, it ~~is being~~ is returned to the boiler to be re-heated and circulated round the house again.

(172 words, Band 9.0 nếu không mắc lỗi sai về thì như trên)

EXERCISES

Exercise 1: Identify the mistakes in the sentences below and correct them.

1. I studied Political Science at the moment and I was planning to run for president after I hit 35.
.....
.....
2. Currently, I have been working as a full-time financial advisor in a prestigious bank in Hanoi. The pay was good and I loved my job so much.
.....
.....
3. Honestly speaking, I learnt French only because my mother is forcing me to. It's so much harder than English.
.....
.....
4. Hi! I called to make a reservation at your restaurant at 7 PM tomorrow. My wife and I have celebrated our 5th year anniversary.
.....
.....
5. The price of petrol rose dramatically in recent years, posing a possibility of an escalation of trade tensions.
.....
.....

Exercise 2: Complete the sentences using the following verbs.

start get increase change rise

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

Exercise 3: Put the verbs into the correct tense.

1. My tutor (see) me for a tutorial every Monday at 2 PM.
2. My brother (not/study) very hard at the moment. I (not/think) he'll pass his exams.

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

KEYS

Exercise 1:

1. I ~~studied~~ **am studying** Political Science at the moment and I ~~was~~ **am planning** to run for president after I hit 35.
2. Currently, I ~~have been~~ **am working** as a full-time financial advisor in a prestigious bank in Hanoi. The pay ~~was~~ **is** good and I ~~loved~~ **love** my job so much.
3. Honestly speaking, I ~~learn~~ **am learning** French only because my mother ~~is forcing~~ **forces** me to. It's so much harder than English.
4. Hi! I ~~called~~ **am calling** to make a reservation at your restaurant at 7 PM tomorrow. My wife and I ~~have celebrated~~ **are celebrating** our 5th year anniversary.
5. The price of petrol ~~rose~~ **is rising** dramatically in recent years, posing a possibility of an escalation of trade tensions.

Exercise 2:

1. is increasing
2. is changing
3. is getting
4. is rising
5. is starting

Exercise 3:

- | | |
|---------------------------------|----------------------------|
| 1. is seeing | 6. is falling |
| 2. isn't studying / don't think | 7. are playing |
| 3. are taking | 8. am not leaving |
| 4. drive | 9. are using <i>or</i> use |
| 5. are travelling | 10. is increasing |

Present Perfect (Hiện tại hoàn thành)

FORMULA

Positive	have/has	past participle	They have started playing tennis.
Negative	have/has not	past participle	He hasn't started playing tennis.
Question	have/has ...	past participle?	Have you started playing tennis?

USAGE IN IELTS

- ✓ Để diễn đạt một sự việc xảy ra trong quá khứ và có liên hệ tới hiện tại (nhưng không quan tâm về thời gian bắt đầu hoặc kết thúc)

Cách dùng này của thì Hiện tại hoàn thành được áp dụng trong IELTS Speaking Part One khi nói về một sự việc hoặc một trải nghiệm chung chung đã xảy ra trong quá khứ, không quan tâm đến việc nó đã kết thúc hay chưa.

e.g. : IELTS Speaking Part One

Examiner: What books do you enjoy reading?

Speaker: Good question. I love reading books. I **have always loved** reading science fiction and horror. I **have read** every book by Steven King. The last book I read by him was 'Full Dark No Stars'.

Trong ví dụ này, người nói sử dụng thì Hiện tại hoàn thành để thể hiện việc họ đã đọc tất cả các sách của Steven King và không nhắc đến việc họ có tiếp tục đọc những quyển khác hay không.

Cách dùng này cũng được áp dụng cho IELTS Writing Task Two

e.g. : IELTS Writing Task Two

Topic: Many people believe that social networking sites (such as Facebook) **have had** a huge negative impact on both individuals and society. To what extent do you agree?

Introduction: Social networking sites, for instance Facebook, are thought by some to **have affected** individual people as well as society and local communities. However, in my opinion, while I believe that such

sites are mainly beneficial to the individual, I agree that they **have had** a damaging effect on local communities..

Ngoài ra, thì Hiện tại hoàn thành còn được dùng để nói về một thành tích đã đạt được trong IELTS Speaking Part Two.

e.g. : IELTS Speaking Part Two

Topic: Describe a person you admire.

You should say:

- who the person is
- what he or she is like
- and why you admire him or her.

Speaker: I'm going to talk about my father because he **has been** a major influence in my life. My father was always a good role model for me as I was growing up. He's hard-working, patient and understanding; he's also got a good sense of humour and seems to get on well with everybody. Hopefully I've **inherited** some of these traits. In addition, I admire my father because I think he brought me and my brothers/sisters up well; he was quite strict but always fair, and he **has always been** someone I can turn to for advice. I think my father set a good example by working hard and having a positive outlook on life. I remember that he used to leave for work early and come home quite late, but he always made time for me and my brothers/sisters.

✓ Để diễn đạt một sự việc bắt đầu trong quá khứ và vẫn kéo dài đến thời điểm nói

Cách dùng này của thì Hiện tại hoàn thành được sử dụng khi nói về một sự việc hoặc trạng thái vẫn chưa hoàn thành, chưa kết thúc cho đến thời điểm nói trong IELTS Speaking Part Two/Three, hoặc IELTS Writing Task Two.

e.g. : IELTS Writing Task Two

*Whether animal testing should be banned **has still been** a matter of heated debate.*

Trong câu trả lời trên, thí sinh muốn thể hiện việc cấm thử nghiệm trên động vật (animal testing) đã bắt đầu trở thành đề tài tranh cãi trong quá khứ và vẫn tiếp tục tranh cãi đến tận thời điểm nói.

COMMON MISTAKES & MISCONCEPTIONS

✓ Irregular verbs

Hầu hết các động từ đều có thể quá khứ và phân từ kết thúc bằng đuôi -ed. Những động từ này được gọi là 'động từ có quy tắc'.

e.g. : *I have worked for that company for 5 years before moving to England.*

Tuy nhiên, những động từ phổ biến mà thí sinh thường gặp và thường sử dụng nhất lại là ‘động từ bất quy tắc’, tức là thể quá khứ và/hoặc phân từ lại có cách viết khác. Dưới đây là một số động từ bất quy tắc thí sinh cần phải nắm vững để chứng minh trình độ mình không phải chỉ ở band 3.0-4.0 trong IELTS.

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

EXERCISES

Exercise 1: Put the verbs into present perfect.

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

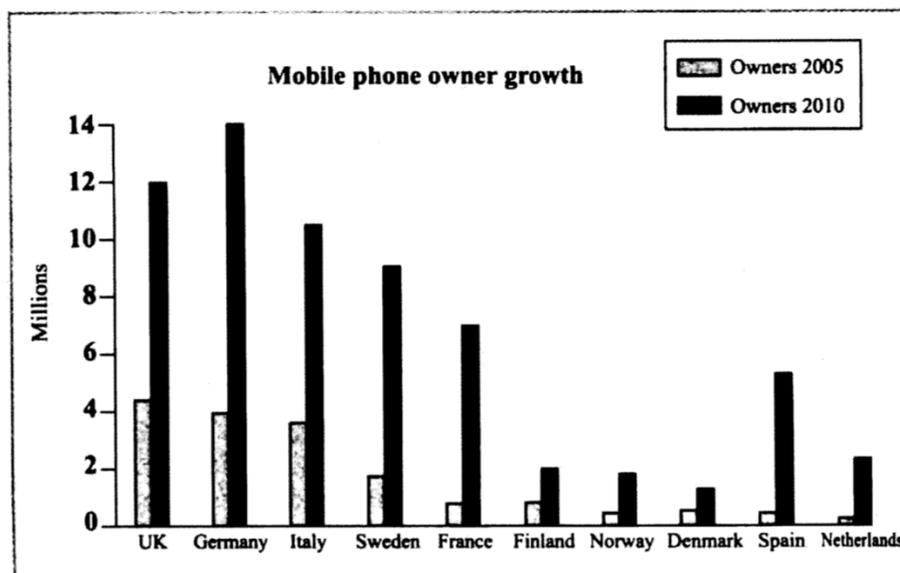
Exercise 2: Put the verbs into correct tense.

IELTS Writing Task One:

The following bar chart illustrates the mobile phone ownership in ten European countries throughout the year from 2005 to 2010.

Write a report for a university lecturer describing the information shown.

Write at least 150 words.



The bar chart (1)..... (show) the increase in the numbers of mobile phone owners in ten European countries over the period from 2005 to 2010.

Overall, in accordance with the bar chart, the number of mobile phone owners (2)..... (rise) considerably since 2005. In some countries the figure (3)..... (double) over the five years. In France, for example, the number of mobile phone owners (4)..... (increase) sevenfold from one million in 2005 to seven million in 2010. And, in the UK, the largest number of owners was in 2005, at just under five million, then the number increased to 12 million in 2010. Next, the greatest number of mobile phone owners was in Germany, where ownership (5)..... (rise) from 4 million in 2005 to 14 million in 2010. Finally, in the rest of European countries illustrated in the bar chart, the mobile phone owners number (6)..... (grow) in the five years. To sum up, mobile phone users in Europe (7)..... (increase) dramatically in the period described by the bar chart.

(171 words, Band 8.0)

KEYS

Exercise 1:

1. have taken
2. have started
3. have been
have visited
4. have collected
5. have done

Exercise 2:

1. shows
2. have risen
3. have doubled
4. have increased
5. have risen
6. have grown
7. have increased

Past Simple (Quá khứ đơn)

FORMULA

Positive	S + verb + -ed	He played tennis.
Negative	S + did not + verb	They did not play tennis.
Question	(từ để hỏi) did + S + verb?	When did you play tennis?

FORMULA

- ✓ Để diễn đạt một sự việc, hành động đã xảy ra trong quá khứ và đã kết thúc ở hiện tại
- Thì Quá khứ đơn cũng là một thì tương đối phổ biến không chỉ trong tiếng Anh giao tiếp hàng ngày, mà còn trong bài thi IELTS. Nó có thể dùng để nói về một sự kiện, xu hướng xảy ra trong quá khứ ở IELTS Speaking Part 1/2/3 và IELTS Writing Task 1/2.

e.g. : IELTS Speaking Part One

Examiner: Where do you work?

Speaker: I **worked** in a multinational company before, but it **didn't serve** my life purpose which is to help people in need, so last year I **moved** to a non-profit organization working in the field of education.

Trong ví dụ trên, người nói sử dụng thì Quá khứ đơn để diễn đạt những sự kiện như 'làm việc ở công ty đa quốc gia', 'chuyển chỗ làm sang tổ chức phi lợi nhuận' đã xảy ra trong quá khứ và đã kết thúc ở hiện tại. Lưu ý, người nói hoàn toàn có thể vẫn *đang làm việc* cho tổ chức phi lợi nhuận, nhưng sự kiện 'chuyển chỗ làm' *đã kết thúc*. Các bạn cần phân biệt rõ hai sự kiện này để tránh dùng nhầm thì.

e.g. : IELTS Writing Task One

By the year 2007, the figure for Tunisia **was** by far the highest at close to 6.3% per year. This figure is double that of Ecuador and three times that of Japan on a global level.

Công dụng của thì Quá khứ đơn được thể hiện rõ nhất trong IELTS Writing Task One, đối với tất cả các dạng bảng biểu hình vẽ mà có mốc thời gian là ở quá khứ, tức là không áp dụng cho những dạng bài mô tả quy trình.

Lưu ý: Không nên chỉ sử dụng liên tục thì quá khứ đơn trong bài Task One, mà phải xét cả ngữ cảnh. Như ví dụ trên, việc ‘số liệu của Tunisia đạt mức 6.3%’ là một sự kiện xảy ra trong năm 2007, được dùng thì Quá khứ đơn. Tuy nhiên, ‘con số này cao gấp đôi con số của Ecuador và gấp ba con số của Nhật Bản’ là một câu khẳng định về một sự thật khách quan, nhìn thấy được trong biểu đồ, nên chúng ta sử dụng thì Hiện tại đơn.

COMMON MISTAKES & MISCONCEPTIONS

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

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

<p>Sử dụng những cụm từ chỉ thời gian xác định, đã kết thúc</p> <p>e.g. : I read five books last week. (<i>'last week'</i> = tuần trước, đã kết thúc)</p>	<p>Sử dụng những cụm từ chỉ thời gian không xác định</p> <p>e.g. : I've read five articles this week. (<i>'this week'</i> = tuần này, có thể vẫn chưa kết thúc)</p>
--	--

EXERCISES

Exercise 1: Write the complete sentences using past simple tense. Other tenses are acceptable in certain cases.

6. I/move/Hanoi/when/I/in/high school.
.....
7. My family/use/eat out/every weekend/then/go/cinema/watch/latest/blockbuster.
.....
8. My sister/spend/\$500/her birthday party/last year/because/it/her 30th birthday.
.....
9. I/buy/Sarah/farewell gift/because/she/leave/Sydney/next month.
.....
10. There/massive/traffic jam/Melrose Avenue/because/car accident/happen/an hour/before/I/get/there.
.....
11. I/guess/Vietnamese people/not use/celebrate/Christmas.
.....
12. I/not able/buy/bag/at first/because/expensive/but/it/on sale/a few days later/so/I/decide/buy/it.
.....

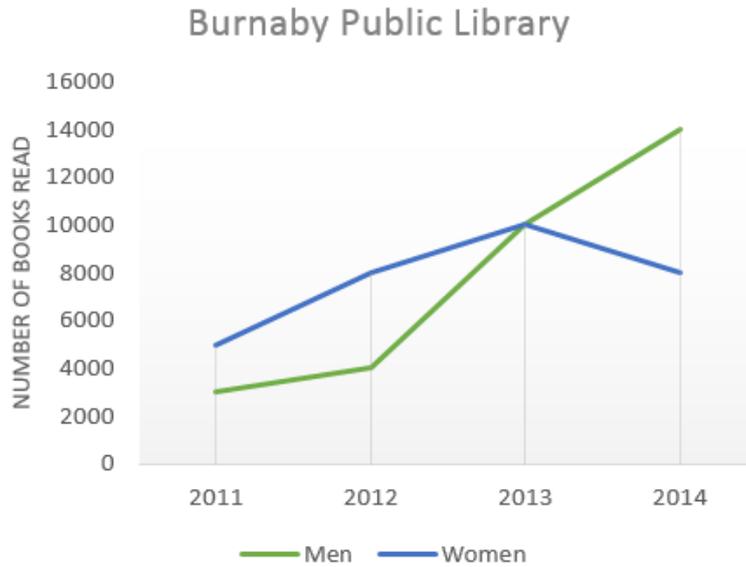
Exercise 2: Complete the sentences using the following verbs.

IELTS Writing Task One

The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014.

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

Write at least 150 words.



Answer

The graph (1).....(give) information about Burnaby Public Library between 2011 and 2014. It (2).....(show) how many library books people read over this four-year period.

As can be seen from the graph, there (3).....(be) different trends for men and women. The number of books read by men (4).....(increase) steadily between 2011 and 2012, from about 3000 to 4000. After that, the number (5).....(rise) dramatically to 14000 books in 2014. This (6).....(be) the highest figure in the period.

Women (7).....(start) off reading more books than men, but their numbers (8).....(follow) a different pattern. Between 2011 and 2012, there (9).....(be) an increase of 3000 from 5000 books to 8000 books, and then a gradual rise to 10000 books in 2013. However, in 2014, their numbers (10).....(fall) back to 8000 again.

Overall, there (11).....(be) a strong upward trend in the number of books read by men. Although women (12).....(read) more books than men in 2011, their reading fell to below the level of men in 2014.

(162 words, Band 8.0)

Exercise 3: Put the verbs into the correct tense.

IELTS Speaking Part Two

Describe an exciting experience you had. You should say:

- when it happened
- where it was
- why you felt excited

Answer:

I (1).....(go) on business to Zhuhai, which is a small city in the south of China. The local people (2).....(tell) me that it would be great to take a journey around the coastline of Macao, which (3).....(be) a wonderful place to the inland people. When I (4).....(go) on the yacht with other people, it (5).....(be) fine and the weather (6).....(be) perfect. After we (7).....(sail) for about ten minutes, it (8).....(begin) to rain. At first we (9).....(not pay) attention to it because it (10).....(be) just drizzle. After a little while, the wind (11).....(become) very strong and the rain was blown to us. Suddenly, the roof of the yacht (12).....(collapse) and the water (13).....(pour) onto the man sitting under it and he (14).....(be) wet through. The water also (15).....(splash) on those nearby and the girls (16).....(begin) to scream because it (17).....(be) so cold and because of the strong wind. The yacht (18).....(begin) to shake violently and it (19).....(be) like Titanic. A girl and I were shivering and our teeth were clenching. We (20).....(go) to the driver and (21).....(plead) him to go back, but he (22).....(say), “No! You can’t go back now. You (23).....(pay) the money for two-hour journey and you (24).....(just travel) for 20 minutes. I must make sure that it’s worthwhile.” We really (25).....(not know) what to say. At that time, we (26).....(hear) one sentence from the speaker. It (27).....(say), “Please look to your right. You can see the Pujing Casino. It’s like a birdcage.” We (28).....(turn) to our right, and the only thing that we could see is the heavy white fog on the sea. When the two-hour torture (29).....(end), every (30).....(heave) a sigh of relief because we can be back alive.

KEYS

Exercise 1:

1. I moved to Hanoi when I was in high school.
2. My family used to eat out every weekend then go to the cinema to watch the latest blockbusters.
3. My sister spent \$500 for her birthday party last year because it was her 30th birthday.
4. I bought Sarah a farewell gift because she's leaving (for) Sydney next month.
5. There was a massive traffic jam on Melrose Avenue because a car accident happened an hour before I got there.
6. I guess Vietnamese people weren't used to celebrating Christmas.
7. I wasn't able to buy the bag at first because it was expensive, but it was on sale a few days later, so I decided to buy it.

Exercise 2:

- | | |
|--------------|-------------|
| 1. gives | 7. started |
| 2. shows | 8. followed |
| 3. were | 9. was |
| 4. increased | 10. fell |
| 5. rose | 11. was |
| 6. was | 12. read |

Exercise 3:

- | | | |
|----------------|---------------|------------------------|
| 6. went | 16. became | 26. pleaded |
| 7. told | 17. collapsed | 27. said |
| 8. is | 18. poured | 28. have paid |
| 9. went | 19. was | 29. have just traveled |
| 10. was | 20. splashed | 30. didn't know |
| 11. was | 21. began | 31. heard |
| 12. sailed | 22. was | 32. said |
| 13. began | 23. began | 33. turned |
| 14. didn't pay | 24. was | 34. ended |
| 15. was | 25. went | 35. heaved |

Past Continuous (Quá khứ tiếp diễn)

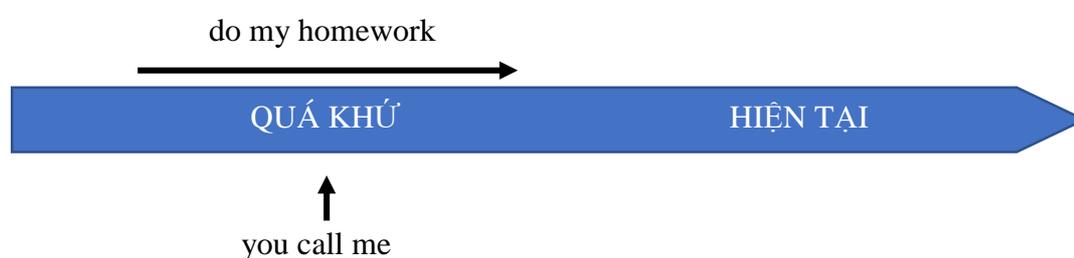
FORMULA

Positive	S + was/were + verb + -ing	He was playing tennis.
Negative	S + was/were not + verb + -ing	They were not playing tennis.
Question	(từ để hỏi) was/were + S + verb + -ing?	Were you playing tennis?

USAGE IN IELTS

- ✓ Để diễn đạt một sự kiện, hành động chính đang xảy ra thì có một sự kiện, hành động khác chen ngang .

Cách dùng này là cách dùng phổ biến nhất của thì Quá khứ tiếp diễn, thường được áp dụng trong IELTS Speaking Part 1,2 khi tường thuật lại một sự kiện, hành động nào đó mà bị ảnh hưởng hoặc bị chen ngang bởi một hành động, sự kiện khác. Với cách dùng này, chúng ta luôn phải kết hợp với thì Quá khứ đơn, trong đó thì Quá khứ tiếp diễn dùng cho hành động, sự kiện bị chen ngang (thời gian kéo dài), còn thì Quá khứ đơn dùng cho hành động, sự kiện chen ngang (thời gian ngắn).



→ I **was doing** my homework (trong 30 phút vừa rồi) when you called me. (gọi trong vài phút rồi tôi phải quay lại làm bài tập tiếp)

e.g. : IELTS Speaking Part Two

Topic: Describe a piece of advice you received.

Speaker: Speaking of a piece of advice, I'd like to talk about the advice my best friend gave me half a year ago.

I **was feeling** pretty lost back then, you know, when I was in my third year of university. I **was doing** the same things every day and **was not making** progress, so I talked to my best friend. I told her my problem, and I **was** actually **expecting** her to say something like "Don't worry. Everything's going to be OK." but she didn't...

Với cách dùng này, ta thường sử dụng *while* hoặc *when* để nói về mối liên hệ giữa 2 sự kiện, hành động. Vị trí của những từ này trong câu, cũng như là cấu trúc câu, phụ thuộc vào mục đích của người nói muốn nhấn mạnh hành động nào là ý chính, hành động nào là ý phụ.

e.g. :

While/when I was doing my homework, Lucy called me.

Lucy called me while/when I was doing my homework.

I was doing my homework when Lucy called me.

When Lucy called me, I was doing my homework.

COMMON MISTAKES & MISCONCEPTIONS

✓ *while* và *when* khác gì nhau?

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

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

EXERCISES

Exercise 1: What were you doing at these times? Write the answers using past continuous tense. However, the past continuous is not always necessary (see the example)

0. (at 5 o'clock last Monday) ..I was on a bus on my way home
1. (at 8 o'clock yesterday evening)
2. (at 10:15 yesterday morning)
3. (at 4:30 this morning)
4. (at 7:45 yesterday evening)
5. (half an hour ago)

Exercise 2: Complete these IELTS Speaking answers.

1. Let me tell you about one of the craziest moments I've experienced in my life. A few weeks ago I(meet) my brother and his wife at the airport. They(go) to Paris for their honeymoon and I(go) to Rome. We(have) a chat while we(wait) for our flights. It(go) so well when suddenly a man(shout) out loud and(claim) that he(carry) a bomb. Luckily, the security guard(notice) something strange with the ticking sounds of the so-called 'bomb' and eventually(find) out that it(be) fake.
2. Let me talk about that one time I nearly got into an accident. I(cycle) home when a man(step) out into the road in front of me. I(go) quite fast, but luckily I(manage) to stop in time and(not hit) him. The man quickly(apologize) and(explain) that he(think) about something else and(not pay) attention.

Exercise 3: Put the verb into the correct form, past continuous or past simple.

1. 'What(you/do) at this time yesterday?' 'I was asleep.'
2. How fast(you/drive) when the accident(happen)?
3. I haven't seen my best friend for ages. When I last(see) him, he(try) to find a job.

4. I(walk) along the street when suddenly I(hear) footsteps behind me. Somebody(follow) me. I was scared and I(start) to run.
5. Last night I(drop) a plate when I(do) the washing-up. Fortunately it(not/break).
6. I(open) the letter when the wind(blow) it out of my hand.
7. The burglar(open) the safe when he(hear) footsteps. He immediately(put) out his torch and(crawl) under the bed.
8. As I(cross) the road I(step) on a banana skin and(fall) heavily.
9. Just as I(wonder) what I should do next, the acceptance letter came in my mailbox.

KEYS

Exercise 1: (gợi ý)

1. I was having dinner.....
2. I was working.....
3. I was in bed asleep.....
4. I was getting ready to go out
5. I was watching TV at home.....

Exercise 2:

- | | |
|--------------|----------------|
| 1. met | 2. was cycling |
| were going | stepped |
| was going | was going |
| had | managed |
| were waiting | didn't hit |
| was going | apologized |
| shouted | explained |
| claimed | was thinking |
| was carrying | wasn't paying |
| noticed | |
| found | |
| was | |

Exercise 3:

- | | |
|--|--|
| 1. were you doing | 5. dropped / was doing / didn't break |
| 2. were you driving / happened | 6. was opening / blew |
| 3. saw / was trying | 7. was opening / heard / put / crawled |
| 4. was walking / heard / was following / started | 8. was crossing / stepped / fell |
| | 9. was wondering |

Future (Tương lai)

FORMULA

Tương lai đơn (Simple future)	Positive	S + will + verb	I will study tonight.
	Negative	S + will not + verb	I will not study tonight.
	Question	(từ để hỏi) will + S + verb?	When will you study ?
be going to + v	Positive	S + am/is/are going to + verb	He is going to study .
	Negative	S + am/is/are not going to + verb	They are not going to study .
	Question	am/is/are + S + going to + verb?	When are you going to study ?

FORMULA

✓ Thì tương lai đơn: will + verb

Trong đời sống thường ngày, thì tương lai đơn thường được sử dụng để diễn đạt một quyết định ngay tại thời điểm nói, bộc phát. (VD: Wait! I will be back in a few minutes) Tuy nhiên, trong bài thi IELTS, thì tương lai đơn được dùng để diễn đạt lời dự đoán tương lai mang tính cá nhân người nói, thường không có căn cứ và khả năng xảy ra là không chắc chắn. Cách dùng này thường được áp dụng trong IELTS Speaking Part 1, 3 và IELTS Writing Task Two.

e.g. : *IELTS Speaking Part Three*

Examiner: How do you think the transport system could be improved?

Speaker: I personally don't think there **will be** an obvious improvement unless the subway system becomes very powerful someday. But, the government is trying to develop the subway system now. Hopefully, that day **will come** soon.

Trong ví dụ trên, người nói sử dụng thì tương lai đơn để đưa ra những phán đoán của riêng họ về cách để cải thiện hệ thống giao thông, nhưng không thể có bằng chứng chứng minh rõ ràng cho những phán đoán đó. Vì thế, người nói đã sử dụng thêm các cụm từ như “*I personally don’t think*”, “*hopefully*” để nhấn mạnh đây là ý kiến chủ quan của mình. Trên thực tế, ta nên sử dụng thì tương lai đơn kèm với một số cụm từ để thể hiện rõ là ý mình nói là quan điểm cá nhân: *as far as I’m concerned, personally speaking, from my perspective...*

✓ **Một số cấu trúc khác diễn đạt hành động, sự việc có khả năng xảy ra trong tương lai**

Ta có thể sử dụng một số cấu trúc ngữ pháp khác có chức năng tương tự thì tương lai đơn như:

<i>(to be) likely to + V</i> (có khả năng)	I believe that robots are likely to replace manual labor in the future.
<i>(to be) expected/predicted to + V</i> (được dự đoán, được kỳ vọng)	Sea level is expected to rise because of melting ice and snow, which is a direct consequence of global warming.

✓ **Be going to + verb:**

Cấu trúc (to be) going to + verb được sử dụng khi diễn đạt một kế hoạch, dự định hoặc để đưa ra một lời dự đoán có bằng chứng, có căn cứ. Cách dùng này có thể áp dụng trong IELTS Speaking Part 1,3 (có thể cả IELTS Writing Task Two). Tuy nhiên, do những trường hợp có thể dùng cấu trúc này khá là cụ thể, chúng ta chỉ có thể áp dụng với những câu hỏi về dự định tương lai của cá nhân, hoặc những câu hỏi về dự đoán thế giới trong tương lai.

COMMON MISTAKES & MISCONCEPTIONS

✓ **Sử dụng thì Tương lai đơn và cấu trúc tương lai trong IELTS Writing Task One**

Trong IELTS Writing Task One, đề bài thường sẽ không hỏi ý kiến, dự đoán cá nhân của người thi, vì vậy, ta không sử dụng thì tương lai đơn hay bất kỳ cấu trúc tương lai nào trong IELTS Writing Task One, trừ khi đề bài có dữ liệu về xu hướng trong tương lai như Exercise 1 bên dưới – dạng đề bài rất hiếm khi gặp.

✓ **Sự khác biệt giữa thì tương lai đơn và cấu trúc ‘be going to + V’**

Điểm khác biệt lớn nhất giữa thì tương lai đơn và cấu trúc ‘be going to + V’ nằm ở khả năng xảy ra của phán đoán, dự đoán của người nói. Vì vậy:

- Sử dụng ‘be going to + V’ nếu có bằng chứng chứng minh cho phán đoán của mình.
- Sử dụng thì tương lai đơn hoặc các cấu trúc thay thế nếu phán đoán của mình không có căn cứ, cơ sở rõ ràng.

EXERCISES

Exercise 1: Put the verb into the correct tense. You may add extra words like *expect*, *predict*, *likely*.

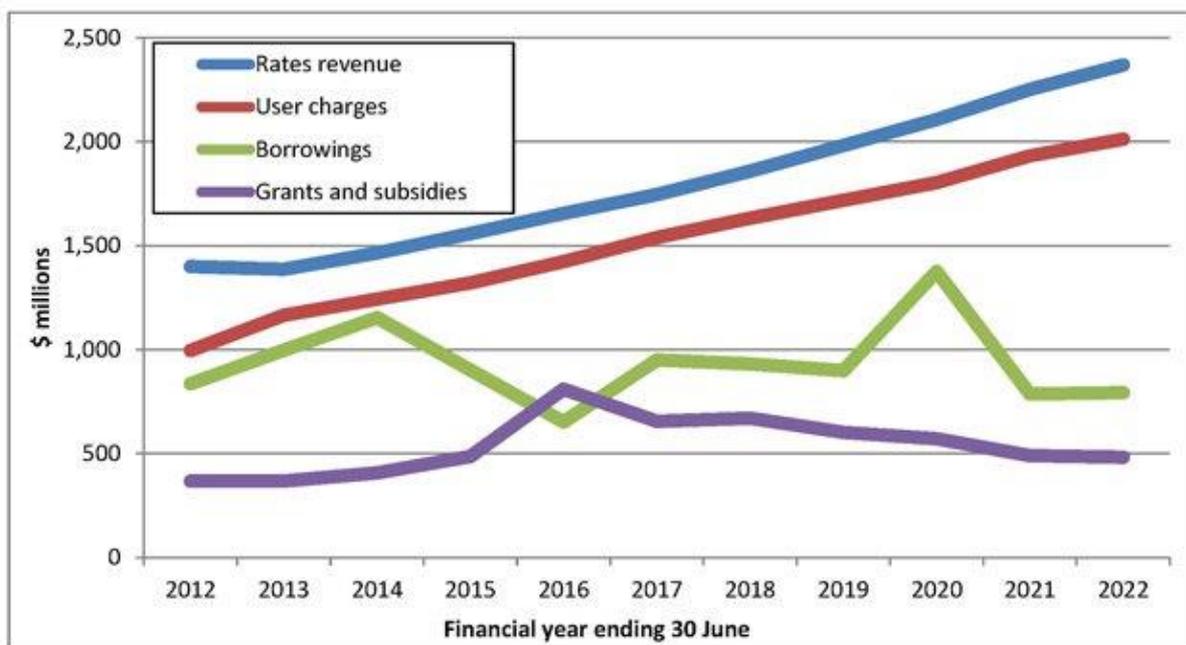
IELTS Writing Task One – Graph in the future (biểu đồ trong tương lai)

You should spend about 20 minutes on this task.

The line graph shows the past and projected finances for a local authority in New Zealand.

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

Write at least 150 words.



Sample answer

The line graph (1).....(illustrate) the financial position of a New Zealand local authority from 2012 to 2022. It is measured in millions of New Zealand dollars. Overall, it can be seen that while rates revenue and user charges (2).....(increase) over the period, borrowings and grants and subsidies (3).....(remain) much lower.

Rates revenues and user charges (4).....(follow) a very similar pattern over the time frame. Rates revenue (5).....(stand) at just under 1.5 billion in 2012, which (6).....(be) the highest of the four criteria. Though they (7).....(remain) stable until 2013, they (8).....(climb) to approximately 2.4 billion dollars in 2022. Like rates revenues, use charges (9).....(continuously increase). They (10).....(begin) the period at 1 billion and (11).....(stand) at twice this level by 2022.

Borrowings, on the other hand, (12).....(show) considerable fluctuation. Although having initially increased, they (13).....(drop) to a low of 600 million in 2016, before reaching a peak of just under 1.5 billion in 2020. Borrowings (14).....(finish) the period at around the same level that they began. Grant and subsidies (15).....(be) the lowest of the four, at under 500 million in 2012. Despite moving up to exceed borrowing briefly in 2016, this low level (16).....(continue) until 2022.

(194 words, Band 9.0)

Exercise 2: Complete the sentences using the following verbs.

IELTS Speaking Part Two

Question: How would you think the modern technology will change the workplace in the next 100 years?

are going to feel

are likely to lead to

will have

will find

is likely to become

will develop

are predicted to work

are likely to occur

will be

will continue

are going to happen

will result

Sample answer:

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

So now let us consider the changes that (1)..... in the next 100 years. Unfortunately, I believe that not all changes (2)..... for the better. For example, more people (3)..... from home and so they (4)..... more isolated from their colleagues. On the other hand they (5)..... greater freedom to choose their working hours.

A further possible change is that handwriting (6)..... obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor.

Without a doubt, even greater changes (7)..... in technology used in the workplace. Computers (8)..... to grow even more powerful and this (9)..... in an even faster pace of life than we have now. Let us hope that our employers (10)..... way to reduce the stress on worker's this fast pace can bring.

I also think these improvements in technology (11)..... even more globalization than now and companies (12)..... very strong international links.

Exercise 3: Write your answer for this question, using the future tense and other expressions.

IELTS Speaking Part Three

Can you describe some of the changes you think will happen in the future because of technological developments?

KEYS

Exercise 1: <ol style="list-style-type: none">1. illustrates2. are predicted to increase3. will remain4. will follow5. stood6. was7. remained8. are expected to climb9. are predicted to increase10. began11. will stand12. are expected to show13. will drop14. will finish15. were16. will continue	Exercise 2: <ol style="list-style-type: none">1. are likely to occur2. will be3. are predicted to work4. are going to feel5. will have6. is likely to become7. are going to happen8. will continue9. will result10. will find11. are likely to lead to12. will develop
---	--

Exercise 3: *Suggested answer*

Yes, I've thought about this a lot recently, actually. I believe that technology will continue to transform our lives dramatically. For instance, I am quite sure that cell phones will be like wristwatches and will be activated by voice control, rather than pressing buttons to input numbers. I am also convinced that technology will contribute enormously to advances in the medical industry. For example, I think that in about 50 years, we will find a cure for cancer and other serious diseases.

Các loại động từ

ĐỘNG TỪ HÀNH ĐỘNG (ACTION VERBS)

✓ Formula (công thức)

S + V + O

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

✓ Intransitive verbs (nội động từ)

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

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

✓ Transitive verbs (ngoại động từ)

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

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

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

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

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

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

KẾT LUẬN:

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

LIÊN ĐỘNG TỪ (LINKING VERBS)

✓ **Formula (công thức)**

S + V + adj/n

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

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

LƯU Ý:

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

✓ Một số liên động từ phổ biến

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

✓ 'to be'

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

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

EXERCISES

Exercise 1: Put the verb into the correct tense

IELTS Writing Task Two

In some countries the average weight of people is increasing and their levels of health and fitness are decreasing.

What do you think are the causes of these problems and what measures could be taken to solve them?

Sample answer (250 words, Band 9.0):

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

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

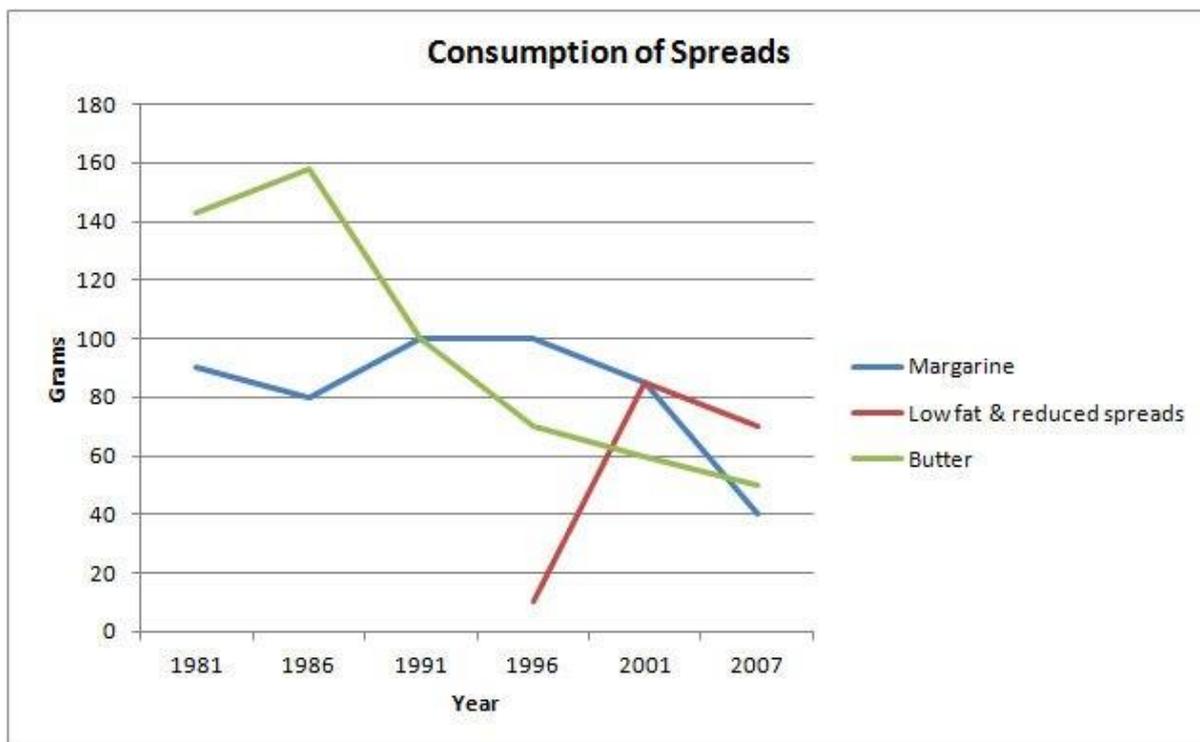
The most practical solution to this problem (13).....(be) a government-sponsored awareness campaign. An effective advertising campaign could warn of the dangers of a poor diet and hopefully, raise awareness amongst the public. This raised awareness of the problem would lead many people starting a healthier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

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

Exercise 2: Complete these IELTS Speaking answers.

IELTS Writing Task One

The graph below shows the consumption of 3 spreads (đồ để phết, trét lên đồ ăn như bánh mì) from 1981 to 2007.



The line graph (1) i..... the amount of three kinds of spreads (margarine, low fat and reduced spreads and butter) which were consumed over 26 years from 1981 to 2007. Units are measured in grams.

Overall, the consumption of margarine and butter (2) d..... over the period given, while for low fat and reduced spreads, it (3) r..... At the start of the period, butter (4) w..... the most popular spread, which (5) w..... replaced by margarine from 1991 to 2001, and following that low fat and reduced spreads (6) b..... the most widely used spread in the final years.

With regards to the amount of butter used, it (7) b..... at around 140 grams and then (8) p..... at 160 grams in 1986 before falling dramatically to about 50 grams in the last year. Likewise, approximately 90 grams of margarine was eaten in the first year after which the figure (9) fl..... slightly and (10) d..... to a low of 40 grams in 2007.

On the other hand, the consumption of low fats and reduced spreads only (11) s..... in 1996 at about 10 grams. This figure, which (12) r..... a high of just over 80 grams 5 years later, (13) f..... slightly in the final years to approximately 70 grams in 2007.

(200 words, Band 9.0)

KEYS

Exercise 1:

1. are getting
2. are falling
3. will suggest
4. is
5. are eating
6. submit
7. is
8. have become
9. causes
10. has
11. demonstrated
12. eats
13. is
14. lobbied
15. resulted

Exercise 2:

1. illustrates
2. decreased
3. rose
4. was
5. was
6. became
7. began
8. peaked
9. fluctuated
10. dropped
11. started
12. reached
13. fell

Auxiliary verbs, Modal verbs

FORMULA

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

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

✓ Các loại trợ động từ

• Nhóm 1: **be, do, have.**

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

e.g. :

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

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

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

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

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

I **might** talk about it later.

She **ought** to see the doctor.

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

✓ Các dạng thức của động từ và cách kết hợp với trợ động từ

Bare infinitive (V)	Infinitive (V _i)	Gerund (V _g)	Past participle (V _{PII})
do	to do	doing	done
walk	to walk	walking	walked
study	to study	studying	studied
write	to write	writing	written
prefer	to prefer	preferring	preferred

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

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

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

USAGE IN IELTS

✓ Để diễn đạt khả năng thực hiện hành động của chủ thể

Ta có thể áp dụng cách dùng này đối với trợ động từ **can, could** trong cả 3 phần của IELTS Speaking cho những câu hỏi cá nhân.

e.g. : IELTS Speaking Part One

Do you prefer cooking at home or eating out?

*Honestly speaking, I **can't** cook for the life of me, so eating out is the preferred option. However, my mother has been complaining about such 'lavish, unhealthy' lifestyle of mine, so I am learning to cook.*

?

Bạn có thể chỉ ra trợ động từ nào cũng được sử dụng trong câu trả lời trên không?

✓ Để diễn đạt xác suất xảy ra sự việc trong tương lai

Ta có thể áp dụng cách dùng này đối với các trợ động từ **can, could, may, might, will, would** trong cả 3 phần của IELTS Speaking, dạng câu hỏi Problem/Solution (vấn đề, cách giải quyết) của bài IELTS Writing Task Two.

e.g. : IELTS Speaking Part 3

What do you think your country will be like in about 20 years time?

*Well, it's hard to predict because things change so fast sometime, and unexpected things happen. Mmm, I think that given the current rate of development, Vietnam **will** be a very strong and modern country in quite a short time. At the moment the cities are becoming more and more modern, people are constructing more and more office blocks, and traditional residential areas are disappearing at an alarming rate. Taking all these facts into consideration, I have no doubt that Vietnam **will** be a safer, cleaner and more beautiful and convenient place to live in the future.*

?

Bạn có thể chỉ ra trợ động từ nào cũng được sử dụng trong câu trả lời trên không?

e.g. : IELTS Writing Task Two – Problem/Solution Essay

Global warming is one of the biggest threats humans face in the 21st Century and sea levels are continuing to rise at alarming rates.

What problems are associated with this and what are some possible solutions.

*A possible solution to this problem **would** be to build flood barriers. Flood defences, such as dikes, dams, and floodgates, **could** be built along coasts and waterways, thereby stopping the water from reaching populated areas.*

✓ **Để diễn đạt tính cần thiết, bắt buộc của sự việc**

Ta có thể áp dụng cách dùng này đối với các trợ động từ **need (to), needn't, have (to), should, ought (to), must** cho những câu hỏi mang tính khách quan trong IELTS Speaking Part Three và IELTS Writing Task Two. Vì những trợ động từ này thường thể hiện sự khẳng định dứt khoát, chắc chắn, chúng ta chỉ nên áp dụng cho những câu hỏi ý kiến khách quan.

e.g.: IELTS Writing Task 2

Which is more important in a child's school education: academic subjects, learning teamwork through sporting activities, or learning about art and drama?

*Generally, academic subjects are the most important part of a child's education. Children **need** to have a sound academic basis in order to progress successfully onto further education and establish a career in the future, for this is what society requires.*

EXERCISES

IELTS Reading Passage 1

HELIUM'S FUTURE UP IN THE AIR

A.

In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key nonrenewable resource continues without receiving much press at all. Helium – an inert, odourless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – could be gone from this planet within a generation.

B.

Helium itself is not rare; there is actually a plentiful supply of it in the cosmos. In fact, 24 per cent of our galaxy's elemental mass consists of helium, which makes it the second most abundant element in our universe. Because of its lightness, however, most helium vanished from our own planet many years ago. Consequently, only a miniscule proportion – 0.00052%, to be exact – remains in earth's atmosphere. Helium is the byproduct of millennia of radioactive decay from the elements thorium and uranium. The helium is mostly trapped in subterranean natural gas bunkers and commercially extracted through a method known as fractional distillation.

C.

The loss of helium on Earth would affect society greatly. Defying the perception of it as a novelty substance for parties and gimmicks, the element actually has many vital applications in society. Probably the most well-known commercial usage is in airships and blimps (non-flammable helium replaced hydrogen as the lifting gas du jour after the Hindenburg catastrophe in 1932, during which an airship burst into flames and crashed to the ground killing some passengers and crew). But helium is also instrumental in deep-sea diving, where it is blended with nitrogen to mitigate the dangers of inhaling ordinary air under high pressure; as a cleaning agent for rocket engines; and, in its most prevalent use, as a coolant for superconducting magnets in hospital MRI (magnetic resonance imaging) scanners.

D.

The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a “loner” element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr. Lee Sobotka, helium is the “most noble of gases, meaning it's very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other

elements'. Another important attribute is helium's unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There is an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia.

E.

The source of the problem is the Helium Privatisation Act (HPA), an American law passed in 1996 that requires the U.S. National Helium Reserve to liquidate its helium assets by 2015 regardless of the market price. Although intended to settle the original cost of the reserve by a U.S. Congress ignorant of its ramifications, the result of this fire sale is that global helium prices are so artificially deflated that few can be bothered recycling the substance or using it judiciously. Deflated values also mean that natural gas extractors see no reason to capture helium. Much is lost in the process of extraction. As Sobotka notes: "[t]he government had the good vision to store helium, and the question now is: Will the corporations have the vision to capture it when extracting natural gas, and consumers the wisdom to recycle? This takes long-term vision because present market forces are not sufficient to compel prudent practice". For Nobel-prize laureate Robert Richardson, the U.S. government must be prevailed upon to repeal its privatisation policy as the country supplies over 80 per cent of global helium, mostly from the National Helium Reserve. For Richardson, a twenty- to fifty-fold increase in prices would provide incentives to recycle.

F.

A number of steps need to be taken in order to avert a costly predicament in the coming decades. Firstly, all existing supplies of helium ought to be conserved and released only by permit, with medical uses receiving precedence over other commercial or recreational demands. Secondly, conservation should be obligatory and enforced by a regulatory agency. At the moment some users, such as hospitals, tend to recycle diligently while others, such as NASA, squander massive amounts of helium. Lastly, research into alternatives to helium must begin in earnest.

Questions 1–5

Reading Passage 1 has six paragraphs, **A–F**.

Which paragraph contains the following information?

Write the correct letter, **A–F**, in boxes **1–5** on your answer sheet.

1. a use for helium which makes an activity safer
2. the possibility of creating an alternative to helium
3. a term which describes the process of how helium is taken out of the ground
4. a reason why users of helium do not make efforts to conserve it
5. a contrast between helium's chemical properties and how non-scientists think about it

Questions 6–9

Do the following statements agree with the claims of the writer in Reading Passage 98?

In boxes 6–9 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

6. Helium chooses to be on its own.
7. Helium is a very cold substance.
8. High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.
9. The US Congress understood the possible consequences of the HPA.

Questions 10–14

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 10–14 on your answer sheet.

Sobotka argues that big business and users of helium need to help look after helium stocks because 10. will not be encouraged through buying and selling alone. Richardson believes that the 11. needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have 12. to use the resource many times over.

People should need a 13. to access helium that we still have. Furthermore, a 14. should ensure that helium is used carefully.

KEYS

- | | | |
|------|--------------|--------------------------|
| 1. C | 6. YES | 10. prudent practice |
| 2. D | 7. NOT GIVEN | 11. privatization policy |
| 3. B | 8. NOT GIVEN | 12. incentives |
| 4. E | 9. NO | 13. permit |
| 5. A | | 14. regulatory agency |

USEFUL WORDS IN IELTS

Đây là một số từ vựng học thuật trong bài tập Reading mà chúng ta có thể sử dụng trong IELTS Speaking và Writing.

<i>demise</i> (n)	sự biến mất, sự suy tàn
<i>depletion</i> (n)	sự làm suy kiệt
<i>instrumental</i> (in) (adj)	quan trọng trong việc...
<i>mitigate</i> (v)	giảm nhẹ
<i>prevalent</i> (adj)	thịnh hành, phổ biến
<i>feasibility</i> (n)	tính khả thi
<i>apace</i> (adv)	một cách nhanh chóng
<i>adhere</i> (to) (v)	tuân thủ theo...
<i>dwindling</i> (adj)	đang giảm dần
<i>deflate</i> (v)	giảm phát
<i>incentive</i> (n)	sự khuyến khích, động cơ thúc đẩy
<i>avert</i> (v)	phòng tránh, ngăn chặn
<i>predicament</i> (n)	tình thế khó khăn
<i>recreational</i> (adj)	giải trí, tiêu khiển
<i>obligatory</i> (adj)	bắt buộc
<i>diligent</i> (adj)	chăm chỉ, cần mẫn
<i>squander</i> (v)	lãng phí
<i>alternative</i> (n, adj)	phương án thay thế
<i>(to) begin in earnest</i>	bắt đầu một cách nghiêm túc

Cấu trúc 'used to'

FORMULA

used to + V	S + used to + verb	I used to play football.
(be) used to + n, V-ing	S + am/is/are + used to + n/V-ing	He is used to her nagging.
get used to + n, V-ing	S + get used to + n/V-ing	I should get used to waking up early.

USAGE IN IELTS

✓ used to + V

Cấu trúc 'used to + V' được sử dụng trong IELTS Speaking Part One, Two để diễn tả thói quen, sự việc thường xuyên diễn ra trong một khoảng thời gian dài trong quá khứ nhưng hiện tại thì không còn nữa. Ở trong câu, cấu trúc này luôn đứng trước động từ thể nguyên mẫu, vì thế nên 'used to' cũng có thể coi là một trợ động từ, cụ thể là động từ khiếm khuyết/khuyết thiếu (**xem lại bài Ngày 7**)

e.g. : IELTS Speaking Part One

Examiner: How has your hometown changed in recent years?

Speaker: I'm from Hanoi and it has gone through tremendous changes in recent years. The streets **used to** be very narrow and quiet, but now they are wider and noisier. The area that I live in **used to** have lots of low-rise houses, and now the local government has replaced them with tall apartment buildings with better facilities and modern shopping centers.

Đối với cách dùng này, ta có thể nói câu đơn như "I used to travel for my job a lot.", nhưng trong IELTS, chúng ta **TUYỆT ĐỐI** không nên chỉ nói một câu cụt như vậy, mà nên mở rộng câu bằng cách nói về sự thay đổi ở hiện tại: "I used to travel for my job a lot, but ever since I got promoted, I only have to go on business trip twice a year."

✓ **(be) used to + V-ing**

Có thể nói, đây là dạng cấu trúc mà 90% người học tiếng Anh bị nhầm lẫn về ngữ nghĩa, vì mặc dù cũng chứa cụm từ ‘used to’ như trường hợp trên, nhưng vai trò, vị trí của ‘used to’ trong câu là đứng sau động từ ‘to be’ và đứng trước danh từ (noun) hoặc cụm danh động từ (gerund – V-ing). Với cách dùng này, ‘be’ là trợ động từ đứng trước động từ chính ‘used’, thế nên ‘used’ không phải là trợ động từ như trường hợp trên.

Cấu trúc ‘(be) used to + V-ing’ thường được dùng trong IELTS Speaking Part One, Two để diễn tả những hành động, sự việc diễn ra thường xuyên mà chủ thể đã quen thực hiện ở hiện tại.

e.g. : IELTS Speaking Part One

Examiner: What do you dislike about living alone?

Speaker: That’s an interesting question. Actually, I’m **used to** living on my own, as I’ve done it for quite a long time, so I never thought about the disadvantages of living alone. Hmm, well, I guess the first one is... [*câu trả lời*]

Trong ví dụ trên, câu trả lời của người nói thể hiện là họ **đã quen** với việc sống một mình trong một khoảng thời gian dài rồi, nên họ **chưa từng nghĩ** đến những bất lợi khi sống một mình. Như vậy, việc họ sống một mình vẫn đang tiếp tục diễn ra ở hiện tại chứ chưa kết thúc.

✓ **(to) get used to + V-ing**

Cấu trúc (to) get used to + V-ing có ý nghĩa cũng như cách dùng khá giống với cấu trúc (be) used to + V-ing, với điểm khác biệt duy nhất là cấu trúc này được dùng để diễn tả quá trình diễn ra của việc chủ thể đang quen dần với một hành động, sự việc nào đó.

(be) used to + V-ing	(to) get used to + V-ing
I am used to <u>waking</u> up early because my house is quite far from school. (<i>tôi đã quen với việc dậy sớm</i>)	I should get used to <u>waking</u> up early, because my family sold the car and now I must walk to school. (<i>tôi nên làm quen dần với việc dậy sớm</i>)

EXERCISES

Exercise 1: Read the passage and fill in the sentences with ONE WORD from the passage.

Climate

Many students find that the British climate affects them a lot. You may be used to a much warmer climate, or you may just find the greyness and dampness, especially during the winter months, difficult to get used to.

Food

You may find British food strange. It may taste different, or be cooked differently, or it may seem tasteless or heavy compared with what you are used to.

Language

Constantly listening and speaking in a foreign language is tiring. Although you may have learned English very thoroughly, it is possible that the regional accents you discover when you arrive in the UK make the language harder to understand than you thought. People may also speak quickly and you may feel too embarrassed to ask them to repeat what they have said.

Dress

If you come from a warm climate, you may find it uncomfortable to wear heavy winter clothing. Not all students will find the style of dress different, but for others people's dress may seem immodest, unattractive, comical, or simply drab.

'Rules' of behaviors

Every culture has unspoken rules which affect the way people treat each other. For example, the British generally have a reputation for punctuality. In business and academic life keeping to time is important. You should always be on time for lectures, classes and meetings with academic and administrative staff. Social life is a little more complicated. Arranging to meet and see a film at 8pm means arriving at 8pm. But if you are invited to visit someone's home for dinner at 8pm you should probably aim to arrive at about 8.10, but not later than 8.20. When going to a student party an invitation for 8pm probably means any time from 9.30pm onwards!

1. Some students may find greyness and dampness in Britain to get used to.
2. To some students, British is strange because it may be differently or different.
3. It may become than expected for some students to understand British accents.

4. Native speakers often fast, which makes students to ask them to repeat.
5. Some students from warm climate may feel to wear heavy clothing.
6. One rule of behavior for British is punctuality, which means that being on time for and context is very important.

Exercise 2: Complete the sentences using the verbs in brackets

1. A secret about myself is that I (not / use / drink) alcohol even though I'm turning 30 next year.
2. David Beckham (use / play) for Manchester United. His parents (use / be) fanatical Manchester United supporters, and David inherited their love of said football team.
3. My family (use / have) a computer, but we do now, which is very convenient. My mother (still / get / use) it.
4. I need some time to (get / use / live) in the city. It's so much different from my quiet hometown.
5. I (use / like) vegetables. That's why everyone was surprised to hear that I decided to become a vegetarian. I guess they (still / not / use) this side of mine.

KEYS

Exercise 1:

1. difficult
2. food
cooked
taste
3. harder
4. speak
embarrassed
5. uncomfortable
6. unspoken
business
academic

Exercise 2:

1. am not used to drinking
2. used to play
used to be
3. used to have
is still getting used to
4. get used to living
5. did not use to like
are still not used to

Danh từ, Mạo từ

NOUNS (DANH TỪ)

✓ Classification (phân loại)

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

✓ Position (vị trí trong câu)

- Danh từ là chủ thể (subject), đứng trước động từ chính.
e.g.: The Brazilian government **is** unwilling to ban logging and forest clearing.

S_{noun} V O

- Danh từ là tân ngữ (direct object), đứng sau động từ chính.
e.g.: Early education **plays** an important role in the development of a child.

S V O_{noun}

- Danh từ là tân ngữ của giới từ (object of preposition), đứng trong cụm giới từ.
e.g.: Globalisation **is affecting** the lives of almost everyone on earth.

S V O O_p

✓ **Formation (cách hình thành danh từ)**

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

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

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

COUNTABLE/UNCOUNTABLE NOUNS (DANH TỪ ĐẾM ĐƯỢC/KHÔNG ĐẾM ĐƯỢC)

✓ **Countable nouns (danh từ đếm được)**

- Thường có cả 2 dạng số ít và số nhiều (*a cat, many cats*). Tuy nhiên, có những danh từ chỉ có dạng số nhiều (*clothes, scissors, jeans*).
- Có thể được chia động từ số ít và số nhiều.
The cat is cute.
Those cats are cute.
- Có thể được thay thế bằng đại từ số ít hoặc số nhiều.
*I love **dogs** because **they're** very friendly and playful.*
*I don't like that **cat**. **She** doesn't like me either.*
- Có thể đo được bằng cân nặng và chiều dài, hoặc đếm được bằng con số (*2 tons of potatoes, 3 dogs*)
- Dạng số ít của danh từ có thể đứng sau các mạo từ *a, an*. (*a table, an orange*)

✓ **Uncountable nouns (danh từ không đếm được)**

- Thường chỉ ở dạng số (*information, không phải informations*). Tuy nhiên, có một số danh từ không đếm được có dạng số nhiều (*news, maths, physics*).
- Chỉ có thể được chia động từ số ít.
Maths is probably my least favorite subject.
- Chỉ có thể được thay thế bằng đại từ số ít.
*I don't like Maths. **It** gives me headaches.*

- Chỉ có thể đo đếm qua đơn vị đo trung gian như chiều dài, cân nặng, hoặc một số từ như *a set of, a piece of, a cup of* (2 tons of feather, a piece of advice)
- Không thể đứng sau các mạo từ *a, an*. (*information*, không phải *an information*)

ARTICLES (MẠO TỪ)

✓ Mạo từ xác định *the*

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

✓ Mạo từ không xác định *a, an*

- Dùng để nói về một vật, sự việc bất kỳ nào đó, chưa xác định cụ thể.
Can I borrow a pencil? Any pencil is fine.
- **Chỉ** có thể dùng cho danh từ đếm được số ít.

✓ Không có mạo từ

- Dùng cho danh từ không đếm được hoặc danh từ đếm được số nhiều để nói về một nhóm vật thể chung chung.
People make concrete from limestone cement.
I think cats are the most elegant animal on earth.
- Dùng để nói về một số danh từ riêng chỉ:
 - Châu lục: Europe, Asia, Africa
 - Đất nước: Vietnam, England, South Korea
 - Con đường, quận, thành phố, bang, hạt: Downing street, Hanoi, California, London
 - Ngọn núi, hồ: Everest, West Lake
 - Công ty, thương hiệu: Apple, Google, Microsoft

EXERCISES

Exercise 1: Circle the correct form of noun of each word below.

1. *Popular*
 - A. Population
 - B. Popularity
 - C. Polar
2. *Compete*
 - A. Competence
 - B. Competitivity
 - C. Competition
3. *Personal*
 - A. Person
 - B. Personality
 - C. Personification
4. *Identify*
 - A. Identification
 - B. Identical
 - C. Identity
5. *Potential*
 - A. Potentiality
 - B. Potential
 - C. Potention
6. *Solve*
 - A. Resolve
 - B. Solution
 - C. Resolution
7. *Proud*
 - A. Pride
 - B. Proudness
 - C. Prideful
8. *Receive*
 - A. Receival
 - B. Reception
 - C. Receipt

Exercise 2: Complete these IELTS Speaking Part One answers.

IELTS Speaking Topic: Hometown

Q1: Where is your hometown?

My hometown is on (1)..... south-east coast of (2)..... Northern Ireland. It's called (3)..... Dundrum and it's about 1 hour south of (4)..... capital city.

Q2: What do you like about it?

It's (1)..... area of outstanding natural beauty and for me, one of (2)..... most beautiful places on (3)..... earth. It has everything; (4)..... fantastic beaches, (5)..... rolling mountains, (6)..... dense forests and (7)..... picturesque countryside.

Q3: What do you not like about it?

It can be (1)..... little bit boring because it's really tiny. There are only (2)..... few small shops and (3)..... couple of pubs and that's it! In (4)..... summer, it's OK because you can enjoy (5)..... outdoors but it would be nice to have (6)..... few more indoor facilities for (7)..... winter.

Q4: How often do you visit your hometown?

Not as much as I should. I only get to visit about once (1)..... year now to see my family because I'm really busy with (2)..... work and it's quite far away, but I hope to visit more in (3)..... future.

Q5: What's the oldest part of your hometown?

There is (1)..... old Norman castle that sits on top of (2)..... highest hill of (3)..... town. It's (4)..... ruin now, but there are some breathtaking views from it and it's easy to see why they chose that site for (5)..... castle because you can see for miles around.

Q6: Do many people visit your town?

(1)..... thousands of tourists visit every summer. They come from (2)..... capital city mostly to get away from (3)..... hustle and bustle and enjoy (4)..... peace and quiet. There are more and more international tourists visiting because lots of scenes from (5)..... TV show 'Game of Thrones' were shot just outside (6)..... village.

Q7: Is there any way your hometown could be made better?

As I said before, (1)..... best thing about (2)..... town is its rural beauty and you can't really improve that. If I had to say something, it would be to improve (3)..... roads, they are in (4)..... terrible state and cause (5)..... few car accidents every year.

Q8: How has your hometown changed over the years?

Since I was (1)..... child, (2)..... town has almost doubled in (2)..... size and (3)..... population. It used to consist of just one main street, but now there are many new housing developments and apartments next to (4)..... water. With all these new people moving in, it has changed (5)..... character of (6)..... town a little bit, (7)..... people are not as friendly as before.

Q9: Are there good transportation links to your town?

(1)..... public transport system consists of just buses that pass through (2)..... town on (3)..... hourly basis. One bus goes north to (4)..... capital city which is really convenient if you need to do any shopping and (5)..... other bus goes south where you can switch (6)..... buses and go across (7)..... border to (8)..... Republic of Ireland, so you could say we have (9)..... international transport links which is not bad for (10)..... little town like ours.

Q10: Would you recommend the town to people with children?

Yes and no. It is obviously (1)..... great place to bring up (2)..... kids because there are so many things for them to do like swim in (3)..... sea, play in (4)..... forest and run on (5)..... beach. However, (6)..... good schools are pretty far away and I remember having to get up really early every morning to catch (7)..... bus to (8)..... school that was 20 miles away.

KEYS

Exercise 1:

1. B
2. C
3. B
4. A
5. B
6. B
7. A
8. Both B and C is correct

Exercise 2:

Q1:

1. the
2. 0
3. 0
4. the

Q2:

1. an
2. the
3. 0
4. 0
5. 0
6. 0
7. 0

Q3:

1. a
2. a
3. a
4. the
5. the
6. a
7. the

Q4:

1. a
2. 0
3. the

Q5:

1. an
2. the
3. the
4. a
5. the

Q6:

1. 0
2. the
3. the
4. the
5. the
6. the

Q7:

1. the
2. the
3. the
4. a
5. a

Q8:

1. a
2. the
3. 0
4. 0
5. the
6. the
7. 0

Q9:

1. the
2. the
3. an
4. the
5. the
6. 0
7. the
8. the
9. 0
10. a

Q10:

1. a
2. 0
3. the
4. the
5. the
6. the
7. a
8. 0

Đại từ, Từ hạn định

PRONOUNS (ĐẠI TỪ)

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

✓ **Personal pronouns (đại từ nhân xưng)**

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

e.g. :

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

S (chủ ngữ của động từ)

I saw **him** singing at the bar last night.

S O (tân ngữ trực tiếp của động từ)

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

S O (tân ngữ gián tiếp của động từ)

He can't live without **her**.

S O (tân ngữ của giới từ)

✓ **Indefinite pronouns (đại từ bất định)**

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

✓ **Possessive pronouns (đại từ sở hữu)**

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

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

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

✓ **Reflexive pronouns (đại từ phản thân)**

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

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

✓ **Relative pronouns (đại từ quan hệ)**

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

Đại từ quan hệ	Chức năng trong câu	Ví dụ
<i>who</i>	Chỉ người: S, O	Do you recognize the girl <u>who</u> sat next to me in cinema yesterday?
<i>whom</i>	Chỉ người: O	The man <u>whom</u> I saw told me to come back today.

which	Chỉ người và vật: S, O	Did she take my computer <u>which</u> I put on the table ?
whose	Chỉ tính sở hữu: N whose N	I know a friend <u>whose</u> mother is a teacher.
that	Chỉ người và vật: S and O	I love the kinds of flower that smell gentle.

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

✓ **Demonstrative pronouns (đại từ chỉ định)**

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

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

✓ **Interrogative pronouns (đại từ nghi vấn)**

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

DETERMINERS (TỪ HẠN ĐỊNH)

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

Loại từ hạn định	Các từ hạn định	Ví dụ
Mạo từ xác định	the + danh từ đếm được, danh từ không đếm được	It turned out that the Lamborghini I saw last night was Mark's.

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

EXERCISES

Exercise 1: Fill the gaps with the correct pronouns.

Little Red Riding Hood

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2: Choose the correct answer.

1. I have interviewed with twenty candidates for the vacant position, but _____ of them was actually a good fit.

- A. most
- B. neither
- C. much
- D. none
- E. no

2. Oakland is about to go bilingual, with two official languages, but _____ of them is English.

- A. both
 - B. none
 - C. neither
 - D. either
 - E. no
3. On some computers there are keys which can have as many as five different functions _____.
- A. either
 - B. each
 - C. none
 - D. every
 - E. both
4. _____ argument could move _____ man from this decision.
- A. No / either
 - B. Every / both
 - C. No / neither
 - D. Each / all
 - E. Each / both
5. _____ Peter _____ Michael come here quite often but _____ of them gives us help.
- A. Both / and / either
 - B. Neither / nor / both
 - C. Both / and / neither
 - D. Either / or / all
 - E. Both / or / any
6. He gave _____ of us advice about our present goals.
- A. every
 - B. each
 - C. the whole
 - D. much
 - E. no
7. The Blues won the football match, but _____ players played well; In fact they _____ played quite badly.
- A. each / each
 - B. neither of / both
 - C. all / all
 - D. neither of the / all
 - E. none of the / all
8. There were _____ people on the beach, so we weren't completely alone.
- A. a few
 - B. fewer

- C. fewest
- D. very little
- E. only a little

9. The two brothers got up at 8:30 that day. _____ of them were tired, because _____ of them had slept well.

- A. Both / neither
- B. Neither / neither
- C. Either / none
- D. None / either
- E. All / both

10. Everyone should have a checkup with the dentist _____ six months.

- A. another
- B. each
- C. every
- D. all
- E. the whole

KEYS

Exercise 1:

- | | | | |
|----------|----------|---------|-----------|
| 9. Her | 18. my | 27. her | 37. his |
| 10. She | 19. me | 28. she | 38. her |
| 11. Your | 20. your | 29. her | 39. us |
| 12. Her | 21. she | 30. you | 40. them |
| 13. Our | 22. you | 31. her | 41. them |
| 14. Her | 23. her | 32. he | 42. he |
| 15. She | 24. his | 33. he | 43. his |
| 16. Him | 25. its | 34. he | 44. him |
| 17. You | 26. he | 35. him | 45. their |
| | | 36. he | 46. me |

Exercise 2:

- | | |
|----------------------------|-------------------------|
| 1. D. none | 6. B. each |
| 2. C. neither | 7. E. none of the / all |
| 3. B. each | 8. A. a few |
| 4. A. No / either | 9. A. Both / neither |
| 5. C. Both / and / neither | 10. C. every |

Adjective (Tính từ)

Tính từ được dùng để đưa thêm thông tin về vật thể trong danh từ như hình dáng, kích thước, tuổi tác, màu sắc, cảm xúc cá nhân, tình trạng, vẻ ngoài, số lượng...

✓ Formula (Công thức)

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

✓ Formation (Cách hình thành tính từ)

Original word	Hậu tố	Adjective
accept (v)	-able	acceptable
eat (v)	-ible	edible
economy (n)	-ic	economic
develop (v)	-ing	developing
develop (v)	-ed	developed
help (v)	-less/ -ful	helpful/helpless
depend (v)	-ent	dependent
danger (n)	-ous	dangerous
culture (n)	-(i)al	cultural
introduction (n)	-ory	introductory
Britain (n)	-ish	British
live (v)	-ly	lively
ease (n,v)	-y	easy
consider (v)	-ate	considerate
attract (v)	-ive	attractive

COMPARATIVE, SUPERLATIVE FORM (SO SÁNH HƠN, SO SÁNH NHẤT)

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

✓ Tính từ đơn âm

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

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

✓ Tính từ có 2 âm tiết

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

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

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

e.g. :

Tính từ	So sánh hơn	So sánh hơn nhất
happy	happier	happiest
simple	simpler	simplest

Tính từ	So sánh hơn	So sánh hơn nhất
busy	busier	busiest
serious	more serious	most serious
upset	more upset	most upset

✓ **Tính từ có từ 3 âm tiết trở lên**

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

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

✓ **Một số trường hợp ngoại lệ**

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

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

**ORDER OF ADJECTIVES
(THỨ TỰ CÁC TÍNH TỪ)**

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

1	2	3	4	5	6	7	8	9
Op	S	Ph	S	A	C	O	M	P
Opinion	Size	Physical	Shape	Age	Color	Origin	Material	Purpose
<i>unusual</i>	<i>big</i>	<i>thin</i>	<i>round</i>	<i>young</i>	<i>pink</i>	<i>Dutch</i>	<i>metal</i>	<i>cleaning</i>
<i>lovely</i>	<i>small</i>	<i>rough</i>	<i>square</i>	<i>old</i>	<i>blue</i>	<i>Chinese</i>	<i>wood</i>	<i>cooking</i>
<i>beautiful</i>	<i>tall</i>	<i>untidy</i>	<i>triangular</i>	<i>youthful</i>	<i>green</i>	<i>Korean</i>	<i>plastic</i>	<i>cutting</i>

e.g. :

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

1 6 8

It's a long, narrow, plastic brush.

2 4 8

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

1 2 3 5 6 7

EXERCISES

Exercise 1: Write the comparative and superlative form of these following adjectives.

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

Exercise 2: Give the correct form of the words in the sentences below.

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

Exercise 3: Choose the correct answer for each question.

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

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

1. The Blue Whale is...

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

2. A blue whale eats.....

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

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

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

4. Which is NOT true?

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

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

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

KEYS

Exercise 1:

STT	Word	Comparative form	Superlative form
1	pretty	<i>prettier</i>	<i>prettiest</i>
2	incredible	<i>more incredible</i>	<i>most incredible</i>
3	healthy	<i>healthier</i>	<i>healthiest</i>
4	stupid	<i>more stupid</i>	<i>most stupid</i>
5	narrow	<i>narrower</i>	<i>narrowest</i>
6	pleased	<i>more pleased</i>	<i>most pleased</i>
7	quiet	<i>quieter</i>	<i>quietest</i>
8	handsome	<i>more handsome</i>	<i>most handsome</i>
9	natural	<i>more natural</i>	<i>most natural</i>
10	catchy	<i>catchier</i>	<i>catchiest</i>

Exercise 2:

- | | |
|---------------|-----------------|
| 1. iconic | 6. successful |
| 2. careless | 7. picturesque |
| 3. historical | 8. global |
| 4. harmful | 9. motivated |
| 5. attractive | 10. competitive |

Exercise 3:

1. C
2. B
3. A
4. C
5. B

S-V agreement with modal verbs

SUBJECT – VERB AGREEMENT (HOÀ HỢP CHỦ NGỮ - ĐỘNG TỪ)

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

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

MODAL VERBS (ĐỘNG TỪ KHUYẾT THIỂU)

✓ Khái niệm

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

can	could
may	might
shall	should
will	would
must	

✓ Đặc điểm

- Luôn phải có một động từ nguyên mẫu theo sau

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

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

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

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

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

Ta có thể so sánh 2 ví dụ sau:

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

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

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

Ta có thể so sánh 2 ví dụ sau:

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

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

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

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

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

✓ Chức năng trong IELTS

	Cách dùng	Ví dụ
can	<ul style="list-style-type: none">• dự đoán khả năng một việc xảy ra ở hiện tại• nói về khả năng, năng lực ở hiện tại• cho phép hoặc xin phép làm gì đó• dùng trong yêu cầu hay lời mời lịch sự	<ul style="list-style-type: none">• English can be hard to her.• I can speak some French.• They can go home now.• I'm sorry, can you repeat the question?
could	<ul style="list-style-type: none">• nói về khả năng, năng lực trong quá khứ• cho phép hoặc xin phép một cách lịch sự• dùng trong yêu cầu hay lời mời lịch sự	<ul style="list-style-type: none">• I couldn't drive the car.• Could I open the window?• Could you turn on the lights, please?
may	<ul style="list-style-type: none">• dự đoán khả năng một việc xảy ra ở hiện tại• cho phép hoặc xin phép	<ul style="list-style-type: none">• It may take two hours.

		<ul style="list-style-type: none"> • She may not leave until he says so.
might	<ul style="list-style-type: none"> • dự đoán khả năng một việc xảy ra ở hiện tại 	<ul style="list-style-type: none"> • It might rain.
must	<ul style="list-style-type: none"> • diễn đạt khả năng một việc xảy ra ở hiện tại là gần như chắc chắn. • bắt buộc phải làm gì đó must not = bắt buộc không được làm gì đó 	<ul style="list-style-type: none"> • It must be hot outside, I can feel it. • I must write the final report in order to graduate.
shall	<ul style="list-style-type: none"> • dùng trong yêu cầu hay lời mời lịch sự Lưu ý: chỉ dùng cho ngôi I và we 	<ul style="list-style-type: none"> • Shall we dance?
should	<ul style="list-style-type: none"> • nên/không nên làm gì đó 	<ul style="list-style-type: none"> • People should not litter.
will	<ul style="list-style-type: none"> • sự việc sẽ xảy ra sau thời điểm hiện tại • will always: thói quen ở hiện tại • dùng trong yêu cầu hay lời mời lịch sự • thể hiện ý muốn, đưa ra một lời hứa 	<ul style="list-style-type: none"> • I will graduate soon. • Tim will always be late! • Will you marry me? • I will never leave Hanoi.
would	<ul style="list-style-type: none"> • sự việc sẽ xảy ra sau một thời điểm trong quá khứ • thói quen trong quá khứ • dùng trong yêu cầu hay lời mời lịch sự 	<ul style="list-style-type: none"> • She said she would send me a letter soon. • When I was little, I would play outside all day. • Would you go and wait outside for a bit?

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

MODAL VERBS + HAVE + P_{II}
(could have, would have, should have, might have, must have)

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

EXERCISES

Exercise 1: Choose one of the following to complete the sentences with the correct tense of the verbs in brackets.

must (not) have

might (not) have

should (not) have

could (not) have

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

Exercise 2: Complete these IELTS Speaking answers.

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

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

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

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

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

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

KEYS

Exercise 1:

1. couldn't have gone
2. must have closed
3. should have revised
4. must have passed
5. should have told
6. must have/couldn't have
7. couldn't have
8. might have gone
9. must have been
10. couldn't have been

Exercise 2:

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

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

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

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

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

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There is/are, either/neither, both...and, as well as

THERE IS / THERE ARE

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

There is + singular nouns (danh từ số ít)

There are + plural nouns (danh từ số nhiều)

e.g.: **There is one important reason** why we must tackle the problem of global warming.
(Chúng ta phải giải quyết hiện tượng nóng lên toàn cầu vì **một lí do rất quan trọng**)

There are several reasons why we must tackle the problem of global warming.
(Chúng ta phải giải quyết hiện tượng nóng lên toàn cầu vì **một số lí do**)

EITHER A OR B / NEITHER A NOR B

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

- chủ ngữ
e.g. : **Either** Italy **or** France made it to the final round.
- tân ngữ
e.g. : I can drink **neither** beer **nor** wine.
- mệnh đề
e.g. : **Either** I find a well-paying job, **or** my parents will send me abroad.

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

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

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

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

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

BOTH A AND B

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

Both	danh từ cụm danh từ đại từ	and	danh từ cụm danh từ đại từ	động từ số nhiều
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e.g. :

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

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

A AS WELL AS B

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

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

e.g. :

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

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

EXERCISES

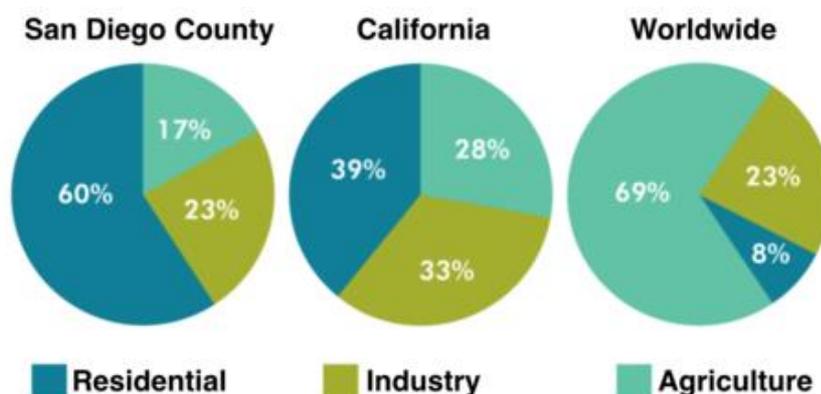
Exercise 1: Choose the best answer for each question.

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

Exercise 2: Fill in the blanks with the correct verb forms.

IELTS Writing Task One

The pie charts below compare water usage in San Diego, California and the rest of the world.



Sample answer:

The pie charts (1. give) information about the water used for residential, industrial and agricultural purposes in San Diego County, California, and the world as a whole.

It (2. be) noticeable that more water is consumed by homes than by industry or agriculture in the two American regions. By contrast, agriculture (3. account) for the vast majority of water used worldwide.

In San Diego County and California State, residential water consumption accounts for 60% and 39% of total water usage. By contrast, a mere 8% of the water used globally goes to homes. The opposite trend can be seen when we (4. look) at water consumption for agriculture. This accounts for a massive 69% of global water use, but only 17% and 28% of water usage in San Diego and California respectively.

Such dramatic differences (5. be) not seen when we (6. compare) the figures for industrial water use. The same proportion of water (23%) (7. be) used by industry in San Diego and worldwide, while the figure for California (8. be) 10% higher, at 33%.

Exercise 3: Read the passage and choose the correct answer.

What is Tic?

A tic is a repeated, impulsive action, reflexive in nature, which the actor feels powerless to control or avoid. Only when the individual performs the tic, is tension and anxiety released within the individual with a tic disorder. Tics can be triggered by an emotional state or sensation, or can happen for no obvious reason. General types of tics include verbal tics, facial tics, and other muscular tics. Physical and psychological therapy and medication can cause tics to go away, often permanently. Muscular tics look something like twitches or quick grimaces, and often affect the eyes and hands. Muscular tics can affect multiple muscles at once. Some forms of stuttering are caused by muscular tics in the throat, tongue, or vocal cords when speaking or preparing to speak.

1. According to the reading, tics _____.

- A) are nothing to be fearful of
- B) are not voluntary movements and they can't be consciously controlled
- C) can be stopped voluntarily for brief periods
- D) do not need particular treatment

2. As it is pointed out in the passage _____.

- A) there is usually no need to see the health care provider for a tic
- B) a tic can involve only one muscle at a time
- C) people with tics often feel relief after the tic is over
- D) drugs used to treat tics have a low rate of success

3. One can infer from the passage that _____.

- A) anxiety can be a side effect of medication to treat tics
- B) the cause may be harder to detect in the case of a facial tic
- C) most tics are mild and hardly noticeable
- D) psychological support may be helpful for those with tics

KEYS

Exercise 1:

1. C
2. C
3. C
4. C
5. D
6. C
7. C
8. B
9. A
10. B

Exercise 2:

1. give
2. is
3. accounts
4. look
5. are
6. compare
7. is
8. is

Exercise 3:

1. B
2. C
3. D

INDEFINITE PRONOUNS (ĐẠI TỪ BẤT ĐỊNH)

✓ Formula (Công thức)

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

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

✓ Verb tense (Chia động từ)

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

e.g. :

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

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

LƯU Ý

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

e.g. :

No one wants to admit their own faults.

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

EXPRESSIONS OF QUANTITY (TỪ CHỈ SỐ LƯỢNG)

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

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

e.g. :

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

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

Half of *what he writes* **is** undocumented.

Fifty percent of *the job* **is** routine.

All *the information* **is** current

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

e.g. :

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

Many *researchers* **depend** on grants from industry.

Half of *his articles* **are** peer-reviewed.

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

All *the studies* **are** current.

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

e.g. :

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

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

All of *the class* **is/are** here.

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

- ✓ Với các từ *majority* và *minority*

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

The *majority* **holds** no strong views.

A *small minority* **indicates** it supports the proposal.

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

A majority of *Canadians* **have** voted for change.

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

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

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

Ten kilometres **is** too far to walk.

Six weeks **is** not long enough.

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

The rich **get** richer.

The poor **face** many hardships.

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

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

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

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

A number of *students* **were** late.

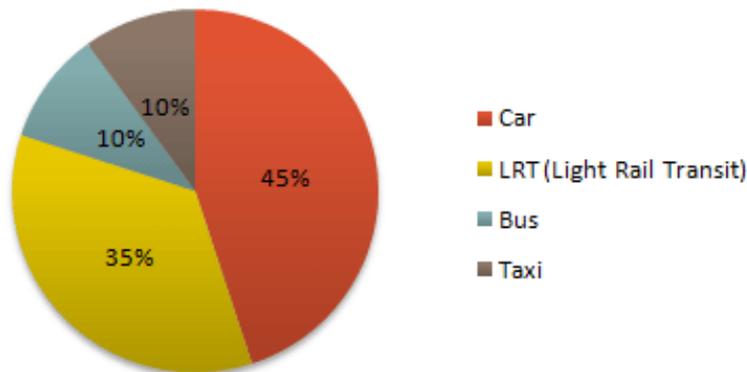
EXERCISES

Exercise 1: Fill in the blanks with the correct tense of the verbs in brackets.

IELTS Writing Task 1

The diagrams below give information on transport and car use in Edmonton.

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



Sample answer:

The table (1. show)..... the reason why people in Edmonton use their cars in the city and the pie chart (2. explain)..... what type of transport is preferred most of the time.

Looking at the pie chart first, it is clear that the car (3. be)..... the most popular means of transport in this city. 45% of the people (4. say)..... that they prefer to commute by car. The second most popular form of transport (5. be)..... the LRT, while busses and taxis (6. be)..... the main means of transport for the rest of the people.

The table (7. give)..... more detailed information about why people use their cars. Surprisingly, 55% of the people (8. need)..... to commute to work by car. Cars (9. be)..... also used a lot for taking children to school or business purposes. Only 15% of drivers (10. be)..... doing their shopping and, similarly, 15% (11. need)..... to travel by car for leisure.

Overall, people in Edmonton make good use of alternative methods of transport but there (12. be)..... a heavy dependence on cars for work.

Exercise 2: Complete these IELTS Speaking answers.

4. What qualities do people, in general, admire among others?

That's a good question. Well, a few qualities (be)..... considered preferable by others and people admire those qualities. Honesty (be)..... the best of them. Nobody (like)..... a dishonest person. Besides, people also (seek)..... humbleness, generosity and good manners. People do not like anyone that (show)..... off. Confidence (be)..... another virtue that people admire. In fact, confident people (be)..... able to achieve any success more quickly than others. People also love gratitude and this is really an admirable quality, in my opinion. Effective communication skill is a very special virtue that people seek in others. Furthermore, people also admire committed persons.

5. Why is it important for parents to set examples for their children?

I think most people would agree that parents (be)..... considered as the best teachers for children. In fact, a family (be)..... an institution where the parents (play)..... the roles of instructors. Moreover, most children (love)..... to imitate when they are in their childhood. So, it (be)..... the responsibility of parents to set good examples for their children and become their role models. If they can set good examples, children will follow them and become good human being in their lives. But if the parents set bad examples, those may (have)..... some detrimental impacts on their children.

KEYS

Exercise 1:

- | | |
|-------------|----------|
| 1. shows | 7. gives |
| 2. explains | 8. need |
| 3. is | 9. are |
| 4. say | 10. are |
| 5. is | 11. need |
| 6. are | 12. is |

Exercise 2:

1. What qualities do people, in general, admire among others?

That's a good question. Well, a few qualities **are** considered preferable by others and people admire those qualities. Honesty **is** the best of them. Nobody **likes** a dishonest person. Besides, people also **seek** humbleness, generosity and good manners. People do not like anyone that **shows** off. Confidence **is** another virtue that people admire. In fact, confident people **are** able to achieve any success more quickly than others. People also love gratitude and this is really an admirable quality, in my opinion. Effective communication skill is a very special virtue that people seek in others. Furthermore, people also admire committed persons.

2. Why is it important for parents to set examples for their children?

I think most people would agree that parents **are** considered as the best teachers for children. In fact, a family **is** an institution where the parents **play** the roles of instructors. Moreover, most children **love** to imitate when they are in their childhood. So, it **is** the responsibility of parents to set good examples for their children and become their role models. If they can set good examples, children will follow them and become good human being in their lives. But if the parents set bad examples, those may **have** some detrimental impacts on their children.

Passive voice (Bị động)

Trong ngôn ngữ thường ngày, chúng ta thường có thói quen sử dụng thì chủ động. Tuy nhiên, trong tiếng Anh, đặc biệt là trong bài thi IELTS, chúng ta nên biết cách kết hợp với thì BỊ ĐỘNG để khiến cho phần thi của mình đa dạng về mặt ngữ pháp.

EXERCISES

✓ Công thức tổng quát

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

$$S + (aux) + be + V3 + (by + n)$$

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

✓ Công thức cụ thể

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

	<u>Passive</u> : Robots have been used in some countries to replace teachers in the classroom.
Past simple (Quá khứ đơn)	<i>giống Present simple nhưng động từ to be chia quá khứ: was/were</i>
Past continuous (Quá khứ tiếp diễn)	<i>giống Present continuous nhưng động từ to be chia quá khứ: was/were</i>
Past perfect (Quá khứ hoàn thành)	<i>giống Present perfect nhưng trợ động từ have/has chia quá khứ: had</i>
Future simple (Tương lai đơn)	S + will (not) be + V3 <i>e.g. :</i> <u>Active</u> : The Congress will review the new policy. <u>Passive</u> : The new policy will be reviewed by the Congress.
“be going to”	S + is/are (not) + going to be + V3 <i>e.g. :</i> <u>Active</u> : Santa Claus is going to give nice children Christmas presents tonight. <u>Passive</u> : Nice children are going to be given Christmas presents by Santa Claus tonight.
Modal verbs (must, may, might, can, could, will, would, should, used to, have to, need to)	S + modals + be + V3 <i>e.g. :</i> <u>Active</u> : The authority should practice the new law immediately. <u>Passive</u> : The new law should be practiced immediately.
Reporting verbs (trùng thuật) (agree, announce, argue, believe, claim, disclose, expect, hope, know, predict, report, say, suggest, think, understand)	It is + V3 + that + clause <i>e.g. :</i> <u>Active</u> : Many people expect that Hillary will become the new president. <u>Passive</u> : It is expected that Hillary will become the new president.

USAGE IN IELTS

✓ Để miêu tả quy trình trong IELTS Writing Task 1

Đối với dạng bài quy trình trong IELTS Writing Task 1, câu bị động được sử dụng nhiều hơn câu chủ động.

e.g. :

After carrots are cut, they will be put in a pot to make a special kind of soup for this meal.

✓ Để diễn đạt phương án giải quyết trong IELTS Speaking Part 3 hoặc IELTS Writing Task 2.

e.g. :

Solutions must be given by the local authorities to solve the problem of air pollution. (Writing task 2)

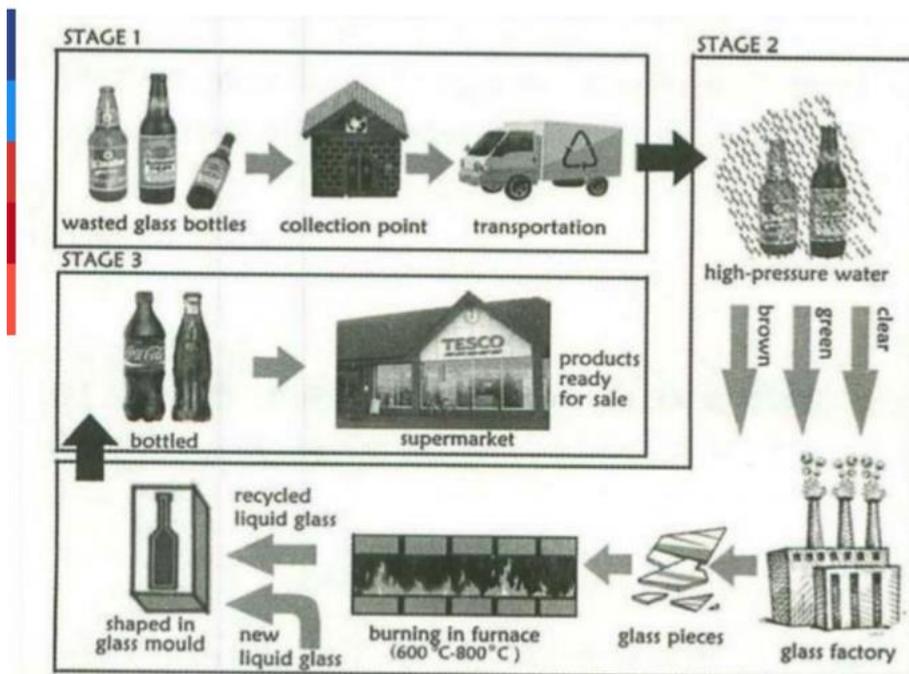
I think children should be taught about moral lessons so that they know how to behave well with other people. (Speaking part 3)

EXERCISES

Exercise 1: Fill in the blanks with the correct verb tenses.

IELTS Writing Task 1 – Process:

The picture below shows the recycling process of wasted glass bottles. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Sample answer:

The diagram illustrates the procedure of how to recycle worn-out glass bottles.

Overall, it can (1) (observe) that there are three phases in recycling used glass bottles, beginning with the collection of wasted bottles and ending with the delivery of newly created bottles.

First, wasted glass bottles (2) (gather) and (3) (put) into a collection point and then these bottles will (4) (transfer) to a facility where they (5) (place) into high-pressure water tanks to wash out dirt and impurities. Next, the bottles will (6) (arrange) and (7) (categorize) into three colours (brown, green and clear).

In the subsequent stage, the bottles (8) (deliver) to a glass factory where they will (9) (smash) into small pieces. Then, the process (10) (continue) by putting them into a burning furnace with temperatures ranging from 6000C up to 8000C and then a liquid (11) (produce). Afterwards, the recycled liquid glass and new liquid glass will (12) (combine) and (13) (shape) in a glass mould. Finally, newly formed glasses (14) (fill) with products and (15) (deliver) to different supermarkets.

(171 words – Band score 8)

Exercise 2: Change these sentences from active voice to passive voice.

Example: *Shakespeare wrote that play.*

→ *That play was written by Shakespeare.*

1. Among the presents I have received, I really like the Converse Classic that my mom gave me on my 16th birthday.

.....
.....

2. When I was in high school, teachers taught us Literature and that has still been my most favorite subject so far.

.....
.....

3. Some people prepare weather forecast and then broadcast it on TV for the public.

.....

.....
4. I can buy that shirt for half the original price because I see people advertised it on an online shopping application.

.....
.....
5. Steve Jobs founded Apple and Apple is one of the biggest technological companies in the world.

.....
.....
6. When I was a student at a local secondary school, my classmates appointed me to be their monitor.

.....
.....
7. Some people say that parents should not encourage children to be in showbiz.

.....
.....
8. People add sugar to the mixture and then cool the mixture before putting it in different kinds of mould.

.....
.....
9. My parents often take me to the bookstore. I really like that feeling.

.....
.....
10. After people collect potatoes from the farm, they will rinse them to remove dirt.

KEYS

Exercise 1:

1. be observed
2. are gathered
3. put
4. be transferred
5. are placed
6. be arranged
7. categorized
8. are delivered
9. be smashed
10. continues
11. is produced
12. be combined
13. shaped
14. are filled
15. delivered

Exercise 2:

1. Among the presents I have received, I really like the Converse Classic given by my mom on my 16th birthday.
2. When I was at high school, I was taught Literature and that has still been my most favorite subject so far.
3. Weather forecast is prepared and then broadcast on TV for the public.
4. That shirt can be bought for half the original price because I see it being advertised on an online shopping application.
5. Apple is founded by Steve Job and is one of the biggest technological companies in the world.
6. When I was a student at a local secondary school, I was appointed to be the monitor.
7. It is said that parents should not encourage children to be in showbiz.
8. The mixture is added sugar and then cooled before being put in different kinds of mould.
9. I am often taken to the bookstore by my parents. I really like that feeling.
10. After potatoes are collected from the farm, they will be rinsed to remove dirt.

Mệnh đề quan hệ (Relative clause)

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

RELATIVE PRONOUNS (ĐẠI TỪ QUAN HỆ)

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

RELATIVE ADVERBS (TRẠNG TỪ QUAN HỆ)

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

TYPES OF RELATIVE CLAUSES (CÁC LOẠI MỆNH ĐỀ QUAN HỆ)

✓ Defining relative clauses (Mệnh đề quan hệ xác định)

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

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

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

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

e.g.:

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

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

EXERCISES

Exercise 1: Rewrite the sentences using relative clause.

1. My sister works as shop manager. The shop sells woman clothing.
.....
2. The bridge connects two islands. The bridge was constructed five years ago.
.....
3. I studied Korean at a training center. Its equipment was innovative and modern.
.....
4. My best friend loves to go to Seoul. The street food here is very delicious.
.....
5. Stephen Hawking's scientific research has contributed a lot to humankind. Stephen Hawking is an English physicist.
.....
6. My most favorite item of clothing is the blue T-shirt. My mother bought it for me.
.....
7. Sydney is located by the sea. Sydney is a city in Australia.
.....
8. The 10-storey building is on Lavender Street. It is for rent.
.....
9. Greenhouse effect is on the rise. It has caused many consequences for the environment.
.....
10. Traffic congestion is still the concern of many authorities. It happens in many large cities in the world.
.....

Exercise 2: Read the passage and complete the table. Write NO MORE THAN 3 WORDS for each blank.

Now, some people seem to think it's just a matter of locking all the doors and windows, which is fine as long as there are no nasty storms while you are away. If you're going to be away during a storms or windy season, then you also need to take a good look outside your home. Perhaps you live an area where there are a lot of tall trees, in which case you will need to cut off any dead branches that overhang your property.

Do you have a garden or, if you live in a block of flats, perhaps you have a balcony or veranda? If so, make sure you store away any objects that could become damaging missiles if picked up by strong wind, things like outdoor furniture or even plants, for example. These can be especially dangerous if you live in a flat which is a large high-rise building.

Once you've taken care of the outdoors you have to consider what could go wrong inside. Remember this isn't just a house or a flat; this is your home, the place where you keep your most treasured possessions. What would happen to them in a flood, for instance? If you're leaving for an extended period of time, the best idea is to find someone that can check on your home while you're away. Perhaps you have a family member who lives close by, or you may have a neighbor that you can rely on.

Another possible problem is having your home burgled while you are away. Now, there are often very good reasons why one house is burgled and another is not. In the evening, a home that's very dark can really stand out. So why not install lights which have a timer when you would normally be home? Also, make sure you find someone who can collect your mail for you. You'll be amazed how quickly a letterbox can become crammed full of uncollected letters and papers, which is a great help to a burglar looking for homes that are empty!

How to protect your home

Outdoors

- If you live in an area (1)a lot of tall trees, cut off overhanging or dead branches.
- Put away objects (2)damaging missiles.

Indoors

- If you are away for a long time then find someone (3)on your home for you.
- Install lights (4)a timer so that it looks as though you are home.
- Find someone (5).....your mail regularly.

Excercise 3: Mark the letter A, B, C, D to indicate the best answer for each blank.

TATTOOING: AN ANCIENT TRADITION

Tattooing is an old art. In ancient Greece, people who had tattoos were regarded as members of the (1) _____ classes. On the other hand, tattooing was (2) _____ in Europe by the early Christians, who thought that it was a sinful thing to (3) _____. It was not until the late 18th century, when Captain Cook saw South Sea Islander decorating their bodies with tattoos that attitudes began to change. Sailors came back from these islands with

pictures of Christ on their backs and from then on, tattooing (4) _____ popularity. A survey by the French army in 1881 (5) _____ that among the 387 men (6) _____ there were 1,333 designs.

Nowadays, not everybody finds tattoos acceptable. Some people think that getting one is silly because tattoos are more or less permanent. There is also some (7) _____ about (8) _____ a blood disease from unsterilized needles. Even for those who do want a tattoo, the (9) _____ of getting one is not painless, but the final result, in their eyes, is (10) _____ the pain.

- Question 1:** A. upper B. greater C. high D. extreme
- Question 2:** A. blamed B. exported C. banned D. finished
- Question 3:** A. be B. create C. do D. make
- Question 4:** A. gained B. won C. earned D. made
- Question 5:** A. declared B. showed C. explained D. said
- Question 6:** A. questioned B. inquired C. demanded D. spoken
- Question 7:** A. danger B. concern C. trouble D. threat
- Question 8:** A. gaining B. infecting C. having D. catching
- Question 9:** A. progress B. system C. pace D. process
- Question 10:** A. worth B. due C. owed D. deserved

Exercise 4: Read the passage and complete the task below.

Here are the instructions for next weekend's camping trip in Scotland. There are seventeen people going on this trip so it's important that you arrive at the meeting point early enough for us to be able to leave at 8am. There will be two mini buses and please make sure you are on the right one. Last week's e-mail gave all this information.

We should arrive in the camping area at about 2pm, which will give us enough time to buy the food we need in the local supermarket and then go to the area where we will set up the tents, which is a long way from town.

There will be a total of four large tents put up and each tent will have a tent leader, a person who went on this trip last year and therefore has the necessary experience. If you have any

problems during the two days, you should always go directly to your tent leader and speak to him/her.

We are not expecting there to be very bad weather this weekend in Scotland, but the weather situation in the Scottish hills is always very unpredictable and for this reason, we have advised everyone to take wet weather clothing with you. If windy, stormy weather arrives at the camping area, it may also be necessary to leave the hills and go down into the town.

It's very likely that your phones will not work in the hills, so you must warn your parents of this. You will be able to use your phones when we are in the town, but not when we are camping.

If you have any other questions about the trip, come either to me or Mrs. Sanderson.

Decide if the following sentences are True (T), False (F) or Not given (NG).

1. This letter is from a teacher.
2. Instructions about the mini buses will be in a future e-mail.
3. The tents will be set up near the supermarket.
4. Some of the people going camping this year also went last year.
5. There was very bad weather on the camping trip last year.
6. Wet weather clothing can be hired in the town.
7. Nobody can use their phone during the trip.

KEYS

Exercise 1:

1. My sister works as manager at a shop that/which sells woman clothing.
2. The bridge that/which connects two islands was constructed five years ago.
3. I studied Korean at a training center of which the equipment was innovative and modern.
4. My best friend loves to go to Seoul where the street food is very delicious.
5. The scientific research of Stephen Hawking who is an English physicist has contributed a lot to humankind.
6. My most favorite item of clothing is the blue T-shirt that/which my mother bought for me.
7. Sydney, which is a city in Australia, is located by the sea.
8. The 10-storey building that/which is on Lavender Street is for rent.
9. Greenhouse effect is on the rise, which has caused many consequences for the environment.
10. Traffic congestion, which happens in many large cities in the world, is still the concern of many authorities.

Exercise 2:

1. where there are
2. that could become
3. that/who can check
4. which/that have
5. who/that can collect

Exercise 3:

- | | |
|------|-------|
| 1. A | 6. A |
| 2. C | 7. B |
| 3. C | 8. D |
| 4. A | 9. D |
| 5. B | 10. A |

Exercise 4:

1. NG
2. F
3. F
4. T
5. NG
6. F
7. F

Liên từ (Conjunctions)

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

**COORDINATING CONJUNCTIONS
(LIÊN TỪ ĐẲNG LẬP)**
✓ Formula

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

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

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

✓ Usage in IELTS

Trong bài thi IELTS Writing, thí sinh tránh tuyệt đối không đặt các liên từ đẳng lập ở đầu câu vì đó là cấu trúc không trang trọng. Thay vào đó, ta có thể dùng từ/cụm từ đồng nghĩa để câu văn tự nhiên hơn.

Words	Synonyms
And	In addition Additionally Moreover Furthermore
But/Yet	However Nevertheless
For	Because Since As

So	Therefore Accordingly As a result As a consequence Consequently
----	---

*e.g.: There are many effects that are caused by this matter; **however**, the most prime example is that students would focus on getting a part-time job to cover their tuition fees.*

CORRELATIVE CONJUNCTIONS (LIÊN TỪ TƯƠNG HỢP)

Liên từ tương hợp được tạo thành bởi sự kết hợp giữa liên từ và các từ khác, dùng để liên kết các cụm từ hoặc mệnh đề có chức năng tương đương nhau về mặt ngữ pháp.

<i>both A and B</i>	vừa A vừa B	Động từ chia số nhiều
<i>not only A but also B</i> <i>either A or B</i> <i>neither A nor B</i>	không những A mà còn B hoặc A hoặc B không A cũng không B	Động từ chia theo B
<i>A as well as B</i>	A cũng như B	Động từ chia theo A

*e.g.: **Not only the computers but also the Internet connection** was malfunctioning*

SUBORDINATING CONJUNCTIONS (LIÊN TỪ PHỤ THUỘC)

Liên từ phụ thuộc dùng để nối mệnh đề độc lập với mệnh đề phụ thuộc. Do đặc trưng luôn đứng trước mệnh đề phụ thuộc, Liên từ phụ thuộc được phân loại dựa vào các mệnh đề phụ thuộc như sau:

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ thời gian

<i>before</i>	trước khi
<i>as</i> <i>as soon as</i> <i>while</i> <i>when</i> <i>until</i>	đến khi, lúc
<i>after</i>	sau khi

*e.g.: Gold value hit its lowest in a year in November **as** the US dollar strengthened.*

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ nguyên nhân

<i>as</i>	<i>because</i>	<i>now that</i>	<i>since</i>
-----------	----------------	-----------------	--------------

e.g.: *You need to practice your listening skills at least 1 hour per day **because** 'practice makes perfect'.*

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ điều kiện

<i>if</i>	<i>provided/providing that</i>	<i>in case</i>
<i>unless</i>	<i>so long as</i>	

e.g.: ***Provided that** the employees follow safety regulations, supervision will be kept at minimum level.*

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ mục đích

<i>so that</i>	<i>in order that</i>
----------------	----------------------

e.g.: *The travel agent changed my reservation **in order that** I could take a later flight.*

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ kết quả

<i>so + adj + that + clause</i>	<i>such + noun + that + clause</i>
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e.g.: *Abortion is **such a heated topic that** numerous debates have been carried out.*

✓ Liên từ phụ thuộc nối mệnh đề trạng từ chỉ sự tương phản

<i>although</i>	<i>though</i>	<i>even though</i>	<i>while</i>	<i>despite</i>
-----------------	---------------	--------------------	--------------	----------------

e.g.: ***Although** my applications were submitted late, the admission board decided to give me a chance.*

EXERCISES

Exercise 1: Fill in the blanks with a suitable conjunction from the box.

<i>because</i>	<i>since</i>	<i>and</i>	<i>therefore</i>	<i>in order to</i>
<i>for</i>	<i>if</i>	<i>after</i>	<i>because</i>	<i>despite</i>

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

Exercise 2: Choose the best answer for each question.

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

A. Neither...nor	B. Either...or	C. Both...and	D. Not only...but also
------------------	----------------	---------------	------------------------
2. Could I have the red pens the blue ones, please?

A. over	B. and	C. instead of	D. despite
---------	--------	---------------	------------
3. Sarah's dad was so happy she has excellent overall results in the final test.

A. although	B. in spite of	C. instead of	D. because
-------------	----------------	---------------	------------
4. My mom likes travelling, so does my little brother.

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

5. Mrs. Hai is not only a successful businesswoman but she is also a good mom in the family., she is also loved for being very kind to other people.
 A. So B. Moreover C. In additionally D. Though
6. She decided to close the shop moved to another city to live.
 A. such as B. but C. as well D. and
7. Gold silver is the most precious metals now.
 A. despite B. as well C. as well as D. or
8. Nam's most favorite food is durian, his elder brother Binh never has one bite of this fruit.
 A. over B. whereas C. instead of D. despite
9. Mr. Long is a good and helpful neighbor;, he is respected by most of the residents in the area.
 A. that B. so that C. nevertheless D. as a result
10. Some types of vegetables carrots, potatoes or cabbage provide our body with a lot of nutrition.
 A. such as B. example C. and D. alike

Excercise 3: Read the text and answer the questions.

This month we feature some people with their experience of driving.

A

Terry: I'd been taking lessons for a year before I passed my driving test at the age of eighteen, but my dad never gave me any help. Even after I'd passed he never let me use the car. So I used to take my dad's keys before leaving the apartment block where we lived and would run round to the car park at the back where my father left the car at night. He hardly ever used the car after getting in from work. I used to go and see my girlfriend or just drive around and then come back and leave the car in exactly the same place. One night though, I got back at around ten thirty only to find there were no parking spaces left. I suppose because I went in and told my dad the truth straight away he was quite good about it. Although he did stop my allowance for four weeks.

B

Carl: My most unfortunate driving experience happened ages ago, before I'd actually passed my driving test. My girlfriend's father used to let her borrow his car whenever we were going to the cinema or something. Anyway, I'd been thinking about learning to drive and I persuaded her to let me have a go. We took the car down to the beach on the sand where no one could see us and she let me take the wheel. We were having such fun that we didn't notice the tide was

coming in until the car was actually swimming in the water. We had to leave the car where it was and catch the bus back to tell her dad. By the time the three of us returned, the car was almost covered in water. Needless to say, her father wasn't too pleased. The funny thing is her dad ended up selling me the car after I passed my test.

C

Sarah: I was teaching my mum to drive and we were coming down a rather narrow road which had cars parked on both sides. Suddenly, from nowhere there was a young man on a bike coming towards us. Mum slammed the brakes on but she crashed into us, landed on the car and then rolled off. My mother and I both jumped out of the car to see if he was all right. Fortunately, he stood up and said he was OK, just a little shaken. My mum offered to give him some money for the repair of the bike, and then an old lady came along. When she saw what had happened, she began shouting at my mother, saying she must have been driving too fast and that it was a bad example to set her young daughter. Poor old mum didn't say a word and I had to explain that she was still learning to drive.

D

Karen: My advice about learning to drive would be to have proper lessons from a qualified instructor and never to let a friend or family member try to teach you. It's a guaranteed way to spoil a good relationship. Every Sunday, when the traffic was quieter, my father would pick me up and take me for a drive along the streets of our hometown and give me a lecture on how to drive, explaining everything he was doing and why. Eventually it was my turn to have a go. My dad was so nervous that he panicked before I'd even started up the engine. He used to shout at the slightest mistake, and when the lesson was finally over he'd come home and have a large glass of whisky to calm down.

E

Jimmy: I didn't start learning to drive until I was twenty one. I'd spent lots of money on lessons but I was a terrible driver, I must admit. The first time I took my driving test nobody expected me to pass. But after failing another four times the pressure was really on. I took my test for a sixth time and failed yet again, but I was too embarrassed to admit it to family, so I just pretended that I'd passed after all. My family was delighted and my mother went out and bought me a car the next day. I didn't know what to do so I just got in and drove. I continued to drive – illegally – for three months. Fortunately I was never stopped by the police and the next time I took my driving test I passed.

Which person(s):

1. had a parent who was accused of driving dangerously?
2. bought a car?
3. drove his girlfriend's dad's car?
4. drove alone without a license?
5. had to defend one of their parents?
6. drove the family car without permission?
7. used to make their father nervous?
8. paid for driving lessons?
9. had no driving instruction from their father?
10. was given driving lessons by an older member of their family?

Exercise 3: Add a suitable conjunction to each sentence below and then rewrite them to make correct sentences.

1. My husband is coming to dinner tonight. My relatives are coming to dinner tonight.
=>
2. I like learning English. It helps boost my confidence in communications.
=>
3. My sister was taller than me and our little brother when we were young. I am the tallest now.
=>
4. No one in the class could solve the math question. Kathy was the only one who can solve it.
=>
5. Minh had a broken leg. He went to school.
=>

KEYS

Exercise 1:

1. for/because
2. and
3. if
4. because/for
5. therefore
6. since
7. after
8. if
9. despite
10. in order to

Exercise 2:

1. B
2. C
3. D
4. A
5. B
6. D
7. C
8. B
9. D
10. A

Exercise 3:

1. C
2. B
3. B
4. E
5. C
6. A
7. D
8. E
9. A
10. D

Exercise 4:

1. My husband and my relatives are coming to dinner tonight.
2. I like learning English because it helps boost my confidence in communications.
3. My sister was taller than me and our little brother when we were young. However, I am the tallest now.
4. No one in the class could solve the math question but Kathy was the only one who can solve it.
5. Though/Although Minh had a broken leg, he still went to school.

Conditional sentences, "wish"

CONDITIONAL SENTENCE | TYPE 1

✓ Definition

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

✓ Formula

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

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

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

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

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

✓ Usage in IELTS

Câu điều kiện loại 1 có thể được dùng trong IELTS Speaking Part 3 hoặc IELTS Writing Task 2 để đặt ra một điều kiện có thể thực hiện được trong hiện tại và nêu kết quả có thể xảy ra.

e.g.: *Crime rate will increase if the government does not implement this regulation.*

LƯU Ý

Câu điều kiện KHÔNG dùng trong IELTS Writing Task 1.

CONDITIONAL SENTENCE | TYPE 2

✓ Definition

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

✓ Formula

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

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

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

LƯU Ý

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

✓ Usage in IELTS

Câu điều kiện loại 2 có thể được dùng trong IELTS Speaking Part 1,2,3 để nói về một điều không thể có thật ở hiện tại.

e.g.: If my great grandfather was alive, he wouldn't approve of this.

CONDITIONAL SENTENCE | TYPE 3

✓ Definition

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

✓ Formula

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

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

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

✓ Usage in IELTS

Câu điều kiện loại 3 có thể được dùng trong IELTS Speaking Part 1,2,3 để nói về một điều kiện không thể xảy ra trong quá khứ, chỉ mang tính ước muốn trong quá khứ, một giả thiết trái ngược với thực trạng ở quá khứ..

e.g.: If I had known how difficult this job was, I wouldn't have accepted the job offer..

“wish” (Câu thể hiện ước muốn với “wish”)

✓ Ước muốn trong tương lai

- Câu ước ở tương lai dùng để diễn tả những mong ước về một sự việc trong tương lai.
- Cấu trúc:

S + wish (es) + S + would/could + V

e.g.: I wish I would be a teacher in the future.

✓ Ước muốn ở hiện tại

- Câu ước ở hiện tại dùng để diễn tả những mong ước về một sự việc không có thật ở hiện tại, hay giả định một điều ngược lại so với thực tế.
- Cấu trúc:

S + wish (es) + S + V-ed

e.g.: I wish I were a teacher. (but I am not a teacher now)

Lưu ý: Đối với cấu trúc ngữ pháp này, động từ “to be” LUÔN chia quá khứ dạng số nhiều “were”.

✓ Ước muốn trong quá khứ

Câu ước ở quá khứ dùng để diễn tả những mong ước về một sự việc không có thật ở quá khứ, hay giả định một điều ngược lại so với thực tại đã xảy ra ở quá khứ.

Cấu trúc:

S + wish (es) + S + had + V_{p2}

e.g. : I wish I had studied medicine. (I didn't study medicine).

EXERCISES

Exercise 1: Correct the mistakes in the following sentences.

11. If there was a ban on cigarette, less people would smoke cigarette.
.....
12. If the tax rate on junk food had increased, people would likely to prefer making food at home.
.....
13. If schools administered with any teachers, disorder would arise.
.....
14. If uncensored commercials had been banned, the crime rate would be seized from rising.
.....
15. If computers replaced teachers in the classroom, learning would have been less effective.
.....

Exercise 2: Read the passage and choose the correct answer.

Good news for dog owners!

If you often travel abroad for your holidays, what (0)..... with your beloved pet dog? Do you put him in a kennel or leave him with friends? One thing is certain, you're extremely unlikely to take him with you, because if you (1), he (2)..... six months in quarantine when you return. A bit of a stiff penalty for two weeks' romping in the Dordogne! But this is set to change soon. From April your dog will be able to travel with you (3)..... he (4)..... a rabies vaccination and is wearing an identification chip. Cara Lewis, spokesperson for the Animal Welfare Society, said. 'This is very good news for all British animal lovers. I know many people who (5)..... take their dogs on holiday with them if only they (6)..... . Indeed, I used to travel to northern France regularly and I (7)..... my dog Wolfie with me every time (8)..... the quarantine regulations.' But Cara also has words of warning: 'Pet owners should remember that there are other considerations when taking animals abroad. (9)..... your animal become disorientated, he (10)..... so ensure that he is wearing a collar with your holiday address at all times.'

It isn't all good news, however. If you (11)... to a country outside Western Europe this year, you (12)... your pet with you – it will be some time before regulations for other destinations are relaxed, if ever.

- | | | |
|-------------------|-----------------|------------------------|
| 0. A. will you do | B. would you do | C. do you do |
| 1. A. had done | B. did | C. do |
| 2. A. will spend | B. has to spend | C. would have to spend |
| 3. A. providing | B. unless | C. in case |
| 4. A. had | B. had had | C. has had |

- | | | |
|--------------------|---------------------|--------------------------|
| 5. A. could | B. will | C. would |
| 6. A. can | B. could | C. should be able to |
| 7. A. have taken | B. will have taken | C. would have taken |
| 8. A. unless | B. but for | C. so long as |
| 9. A. Should | B. Did | C. Had |
| 10. A. runs away | B. should run away | C. might run away |
| 11. A. will travel | B. are travelling | C. would travel |
| 12. A. don't take | B. can't have taken | C. won't be able to take |

Exercise 3: Write the correct form of the verbs in brackets to complete the conditional sentences in this article. Use modal verbs if appropriate.

NO PAIN, NO GAIN?

It's January 1st. You're on the bathroom scales, groaning. If you (1) _____ (eat) that last piece of Christmas pudding, perhaps you wouldn't have put on that extra kilo. Never mind, you can lose it and get fit at the gym!

Or is that the right thing to do? If you're unfit, you (2) _____ (stand) a huge chance of injuring yourself in the gym or on the squash court. You must take care before launching yourself into a vigorous exercise routine: if you don't treat your body with respect, it (3) _____ (not/function) as you want it to. The knee, in particular, can cause untold problems. We (4) _____ (not/have) problems with our knees if we still (5) _____ (walk) on all fours, but they're not up to a vertical pounding on the treadmill for an hour a day. All of our joints can cause problems; if you (6) _____ (want) to play football safely, make sure you wear the right boots to protect your ankles. Decent coaching (7) _____ (be) essential if you're going to take up a racket sport: something as simple as a wrong-size grip can cause tennis elbow.

Many sports injuries are caused by insufficient warm-ups. If everyone spent a few minutes stretching their muscles before exercising, they (8) _____ (experience) much less pain during exercise itself. But people can be stubborn about pain when exercising. The phrase 'no pain, no gain' is rubbish. Should you feel pain when you're exercising, you (9) _____ (stop) at once!

Sport has so many other hazards, though. Golf, you would think, is relatively harmless. Not so for Anthony Phua, a Malaysian golfer who was killed by getting in the way of his partner's swing. Now, if he hadn't taken up that particular form of exercise in the first place, it (10) _____ (happen).

What can you do if you (11) _____ (not/want) to risk sport, but you still want to lose weight? Well, it's not all bad news for couch potatoes. If you're happy to lose calories steadily but slowly, just (12) _____ (stay) at home: sleeping burns 60 calories an hour, ironing 132 and cooking 190. Just don't eat what you cook!

KEYS

Exercise 1:

1. If there **was** **were** a ban on cigarette, less people would smoke cigarette.
2. If the tax rate on junk food **had** increased, people would likely to prefer making food at home.
3. If schools **were not** administered **with** **by** any teachers, disorder would arise.
4. If uncensored commercials had been banned, the crime rate would **be** **have been** seized from rising.
5. If computers replaced teachers in the classroom, learning would **have been** **be** less effective.

Exercise 2:

- | | |
|------|-------|
| 1. B | 7. C |
| 2. C | 8. B |
| 3. A | 9. A |
| 4. C | 10. C |
| 5. C | 11. B |
| 6. B | 12. C |

Exercise 3:

1. hadn't eaten
2. stand
3. won't function/might not function/may not function
4. wouldn't have
5. walked
6. want
7. is
8. would/might experience
9. must stop
10. wouldn't/couldn't have happened
11. don't want
12. stay

Preposition (Giới từ)

DEFINITION

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

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

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

TYPES OF PREPOSITIONS

✓ Giới từ chỉ thời gian

Giới từ	Cách sử dụng	Ví dụ
on	<ul style="list-style-type: none"> ngày trong tuần 	<ul style="list-style-type: none"> on Thursday
in	<ul style="list-style-type: none"> tháng / mùa thời gian trong ngày năm sau một khoảng thời gian nhất định 	<ul style="list-style-type: none"> in August / in winter in the morning in 2006 in an hour
at	<ul style="list-style-type: none"> cho <i>night</i> cho <i>weekend</i> một mốc thời gian nhất định 	<ul style="list-style-type: none"> at night at the weekend at half past nine
since	<ul style="list-style-type: none"> từ khoảng thời gian nhất định trong quá khứ đến hiện tại 	<ul style="list-style-type: none"> since 1980
for	<ul style="list-style-type: none"> một khoảng thời gian nhất định tính từ quá khứ đến hiện tại 	<ul style="list-style-type: none"> for 2 years
ago	<ul style="list-style-type: none"> khoảng thời gian trong quá khứ 	<ul style="list-style-type: none"> 2 years ago
before	<ul style="list-style-type: none"> trước khoảng thời gian 	<ul style="list-style-type: none"> before 2004
to	<ul style="list-style-type: none"> nói về thời gian 	<ul style="list-style-type: none"> ten to six (5:50)
past	<ul style="list-style-type: none"> nói về thời gian 	<ul style="list-style-type: none"> ten past six (6:10)

to / till / until	<ul style="list-style-type: none"> đánh dấu bắt đầu và kết thúc của khoảng thời gian 	<ul style="list-style-type: none"> from Monday to/till Friday
till / until	<ul style="list-style-type: none"> cho đến khi 	<ul style="list-style-type: none"> He is on holiday until Friday.
by	<ul style="list-style-type: none"> giống <i>at the latest</i> đến một mốc thời gian nào đó 	<ul style="list-style-type: none"> I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

✓ **Giới từ chỉ vị trí**

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

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

✓ **Một số giới từ quan trọng khác**

Giới từ	Cách sử dụng	Ví dụ
from	<ul style="list-style-type: none"> • who gave it 	<ul style="list-style-type: none"> • a present from Jane
of	<ul style="list-style-type: none"> • who/what does it belong to • what does it show 	<ul style="list-style-type: none"> • a page of the book • the picture of a palace
by	<ul style="list-style-type: none"> • who made it 	<ul style="list-style-type: none"> • a book by Mark Twain
on	<ul style="list-style-type: none"> • walking or riding on horseback • entering a public transport vehicle 	<ul style="list-style-type: none"> • on foot, on horseback • get on the bus
in	<ul style="list-style-type: none"> • entering a car / Taxi 	<ul style="list-style-type: none"> • get in the car
off	<ul style="list-style-type: none"> • leaving a public transport vehicle 	<ul style="list-style-type: none"> • get off the train
out of	<ul style="list-style-type: none"> • leaving a car / Taxi 	<ul style="list-style-type: none"> • get out of the taxi
by	<ul style="list-style-type: none"> • rise or fall of something 	<ul style="list-style-type: none"> • prices have risen by 10 percent

	• travelling (other than walking or horseriding)	• by car, by bus
at	• for <i>age</i>	• she learned Russian at 45
about	• for topics, meaning <i>what about</i>	• we were talking about you

EXERCISES

Exercise 1: Complete the exercise with the correct prepositions.

- Henry Ford was born _____ the 30th _____ July 1863.
- He made his first car, the Quadricycle, _____ June 1896.
- _____ 1903, he founded the Ford Motor Company.
- Modern mass production _____ cars was developed _____ him _____ 1913.
- Ford's Model T could then be assembled _____ just 93 minutes.
- _____ 1927, 15 million Model T cars had been manufactured _____ the Ford Motor Company.
- Henry Ford became one _____ the richest and best-known people _____ the world.

Exercise 1: Read the following passage and choose the best answer for each question below.

Animation traditionally is done by hand-drawing or painting successive frame of an object, each slightly different than the proceeding frame. In computer animation, although the computer may be the one to draw the different frames, in most cases the artist will draw the beginning and ending frames and the computer will produce the drawings between the first and the last drawing. This is generally referred to as computer-assisted animation, because the computer is more of a helper than an originator.

In full computer animation, complex mathematical formulas are used to produce the final sequences of pictures. These formulas operate on extensive databases of numbers that defines the objects in the pictures as **they** exist in mathematical space. The database consists of endpoints, and color and intensity information. Highly trained professionals are needed to produce such effects because animation that obtains high degrees of realism involves computer techniques from three-dimensional transformation, shading, and curvatures.

High-tech computer animation for film involves very expensive computer systems along with special color terminals or frame buffers. The frame buffer is nothing more than a giant image memory for viewing a single frame. It temporarily holds the image for display on the screen.

A camera can be used to film directly from the computer's display screen, but for the highest quality images possible, expensive film recorders are used. The computer computers the positions and colors for the figures in the picture, and sends this information to the recorder, which **captures** it on film. Sometimes, however, the images are stored on a large magnetic disk before being sent to the recorder. **Once** this process is completed, it is replaced for the next frame. When the entire sequence has been recorded on the film, the film must be developed before the animation can be viewed. If the entire sequence does not seem right, the motions must be corrected, recomputed, redisplayed, and rerecorded. This approach can be very expensive and time – consuming. Often, computer-animation companies first do motion tests with simple computer-generated line drawings before selling their computers to the **task** of calculating the high-resolution, realistic-looking images.

Questions

1. **What aspect of computer animation does the passage mainly discuss?**

- A. The production procession
- B. The equipment needed
- C. The high cost
- D. The role of the artist

2. **According to the passage, in computer-assisted animation the role of the computer is to draw the _____.**

- A. first frame
- B. middle frames
- C. last frame
- D. entire sequences of frames

3. **The word “they” in the second paragraph refers to__.**

- A. formulas
- B. objects
- C. numbers
- D. database

4. **According to the passage, the frame buffers mentioned in the third paragraph are used to:**

- A. add color to the images
- B. expose several frames at the same time
- C. store individual images
- D. create new frames

5. **According to the passage, the positions and colors of the figures in high-tech animation are determined by__.**

- A. drawing several versions
- B. enlarging one frame at a lime
- C. analyzing the sequence from different angles
- D. using computer calculations

6. **The word “captures” in the fourth paragraph is closest in meaning to_____.**

- A. separates
- B. registers
- C. describes
- D. numbers

7. **The word “Once” in the fourth paragraph is closest in meaning to_.**

- A. before B. since C. after D. while

8. According to the passage, how do computer-animation companies often test motion?

- A. They experiment with computer-generated line drawings.
 B. They hand-draw successive frames.
 C. They calculate high-resolutions images.
 D. They develop extensive mathematical formulas.

9. The word “task” in the fourth paragraph is closest in meaning to__.

- A. possibility B. position C. time D. job

10. Which of the following statement is supported by the passage?

- A. Computers have reduced the costs of animation.
 B. In the future, traditional artists will no longer be needed.
 C. Artists are unable to produce drawings as high in quality as computer drawings.
 D. Animation involves a wide range of technical and artistic skills.

KEYS

Exercise 1:

1. on	5. in
of	6. by
2. in	in
3. in	7. of
4. of	in
by	
in	

Exercise 2:

1. A	6. B
2. B	7. C
3. B	8. A
4. C	9. A
5. D	10. D

People

EXERCISES

Exercise 1: Complete these IELTS Speaking Part 1 answers based on the outline

1. *How would you describe yourself?*

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

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

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

Answer: introverted but not painfully shy
Reason: reserved

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

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

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

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

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

Exercise 2: Answer the following questions

Questions 1-8

Match the following words with their respective IPA phonetics.

1. fair-minded	a. /kwɪk'tempərd/
2. narrow-minded	b. /,fer'mɪndəd/
3. quick-tempered	c. /,self'kɑ:nfɪdənt/
4. self-assured	d. /,θɪk'skɪnd/
5. self-centred	e. /,nerə'mɪndəd/
6. self-confident	f. /,self'sentəd/
7. thick-skinned	g. /,tu:'feɪst/
8. two-faced	h. /,selfə'fɔ:d/

Questions 9-16

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

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

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

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

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

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

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

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

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

The Cancer-Prone Personality

Paragraph A

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

Paragraph B

What personality traits make up the cancer-prone personality? Most often, people who are polite, unaggressive, and agreeable are said to have this type of personality. They seem to have trouble showing when they are angry. Even in situations in which they should be angry, they appear to be calm and happy.

Paragraph C

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

Paragraph D

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

Paragraph E

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

Questions 1-10

Match the following words with the correct definitions

- | | |
|------------------------|---|
| 1. trait (n.) | a. likely to get cancer |
| 2. cancer-prone (adj.) | b. restrain, prevent from showing emotion or action |
| 3. polite (adj.) | c. on or from the outside, on the surface |
| 4. aggressive (adj.) | d. respectful, well-mannered |
| 5. agreeable (adj.) | e. understand something as a particular meaning |
| 6. outwardly (adv.) | f. a quality, a characteristic |
| 7. repress (v.) | g. return to normal health from sickness |
| 8. victim (n.) | h. enjoyable and pleasant |
| 9. recovery (n.) | i. a person harmed, injured or killed |
| 10. interpret (v.) | j. likely to attack verbally or physically |

Questions 11-15

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

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

11. Paragraph A

12. Paragraph B

13. Paragraph C

14. Paragraph D

15. Paragraph E

VOCABULARY	PHONETIC	DEFINITION
trait		
polite		
aggressive		
agreeable		
outwardly		
repress		
victim		
recovery		

KEYS

Exercise 1:

1. take after
2. laid-back
3. take things (too) seriously
4. good company
5. introverts
6. painfully shy
7. reserved
8. fun-loving
9. extroverted
10. the life and soul of the party

Exercise 2:

1. b
2. e
3. a
4. h
5. f
6. c
7. d
8. g
9. self-confident
10. self-assured
11. self-centred
12. narrow-minded
13. two-faced
14. thick-skinned
15. fair-minded
16. quick-tempered

Exercise 3:

1. f
2. a
3. d
4. j
5. h
6. c
7. b
8. i
9. g
10. e
11. VI
12. V
13. II
14. I
15. IV

Lifestyle

EXERCISES

Exercise 1: Answer these IELTS Speaking Part 1 questions

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

I/really/keen on/sports.

.....

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

.....

I/think/important/keep fit.

.....

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

.....

2. *Do you do any sports?*

Not really... no

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

.....

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

.....

.....

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

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

.....

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

.....

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

.....

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

Exercise 3: Read the following passage and answer questions 1-16

Changing our Understanding of Health

A

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

B

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

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and social well-being and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

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

E

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

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

(WHO, 1986)

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

F

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

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

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

Questions 1-10

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

1. evident

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

2. notion

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

3. emphasis

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

4. sanitation

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

5. holistic

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

6. endorse

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

7. fundamental

A. secondary B. minor C. trivial D. basic

8. viable

A. large B. major C. important D. practical

9. sustainable

- A. probable B. enduring C. practical D. responsible

10. alienation

- A. participation B. extraterrestrial C. isolation D. combination

Questions 11-13

Underline the key words in the questions below.

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

Questions 14-16

*Answer the 3 questions above using **NO MORE THAN THREE WORDS** for each answer.*

- 14.
- 15.
- 16.

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

KEYS

Exercise 1:

11. I'm really keen on sports.

I do judo once a week and play tennis in the summer.

I think it's really important to keep fit. It makes you feel good and energized for work and (your) studies.

12. Not really.

I always say I'm going to take up exercise to get into shape but I never seem to get started.

I sometimes wonder whether I should get a personal trainer who will sort out a fitness programme for me and make me train hard.

13. I'm a big football fan and weekends always centre around a football match.

I support FC Utrecht and have a season ticket so I go to most of the home games and quite a few of the away games too.

I'm really looking forward to the new football season starting soon.

Exercise 2:

- | | |
|------|-------|
| 1. B | 6. A |
| 2. D | 7. D |
| 3. A | 8. D |
| 4. C | 9. B |
| 5. C | 10. C |

11. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?

12. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.

13. During which decade were lifestyle risks seen as the major contributors to poor health?

14. 1946 (Paragraph C)

15. social, economic, environmental (Paragraph E)

16. 1970's (Paragraph D)

Communication

EXERCISES

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

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

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

1. We can conclude from the reading that in large groups

- A. there is always a chaos at the end of each discussion
- B. no one criticizes each other's ideas
- C. before a decision is made everyone has to express their ideas individually
- D. everyone is free to express their ideas as much as they want
- E. there is less opportunity for each person to speak

2. According to the passage, small groups

- A. are always more successful than large groups in terms of decision making
- B. can have some disadvantages as well
- C. express their criticism more freely than large groups
- D. have always infinite resources
- E. are unable to make a decision at the end of discussions

3. The author of the article suggests that

- A. the number of people in a small group must not be more than five
- B. large groups are always superior to small groups
- C. the ideal size for a small group should be five to seven
- D. small groups are better as members of them have a chance to criticize each other
- E. everyone should listen to each other's ideas no matter how large the group is

4. The title that best fits the passage is

- A. Communication in groups
- B. How to communicate effectively
- C. Decision making in large groups
- D. How an individual contributes to groups
- E. The disadvantages of limited resources

Exercise 2: Complete the IELTS Writing Task 2 essay below. Fill in the blanks with the correct word forms.

Topic: Some people think that increasing communication usage of computers and mobile phones by young people has had a negative effect on their reading and writing skills. To what extent do you agree or disagree?

Essay: (275 words, Band 9.0)

Digital communication methods such as emails, text-messaging and virtual (1) _____ (*society*) networks have been helping billions of people write and read messages on a daily basis. At first glance, this appears to support reading and writing skills. However, I believe that these means of communication have a negative impact on one's overall (2) _____ (*able*) to read and write.

The most important reason for my opinion is the proclivity for (3) _____ (*formal*) language in communication via mobiles and computers. Whereas serious reading and writing involve the (4) _____ (*expose*) to formal language, most of the messages exchanged using mobiles and computers are rather short and contain spoken (5) _____ (*express*). This is because on a digital platform, time saving and convenience, rather than the (6) _____ (*sophisticated*) of language, are the utmost (7) _____ (*prior*) of people. In brief, the more frequently people use a form of mobile and computer-based communication, the more likely informal expressions would (8) _____ (*domination*) their use of language.

Another reason for the (9) _____ (*exacerbate*) of reading and writing abilities is the over-dependence on technological (10) _____ (*assist*). This is the case because users of mobiles and computers are usually aided by spell-check and (11) _____ (*automate*) proofreading services when writing a message. Some computer programmes can also find the best word choice to avoid vocabulary mistakes. As these processes are continually repeated, users' sense of spelling and grammar and (12) _____ (*lexicon*) range may gradually erode. Eventually, this (13) _____ (*erode*) leads to the (14) _____ (*degrade*) of both the writing and reading skills.

In conclusion, due to the (15) _____ (*tend*) towards using spoken language and the over-reliance on proofreading software when communicating via computers and mobiles, I am convinced that digital communication has an adverse impact on one's overall reading and writing level.

VOCABULARY	PHONETIC	DEFINITION
virtual		
proclivity		
platform		
utmost		
(to) exacerbate		
(to) aid		
(to) erode		
adverse		

Exercise 3: Read the following passage and answer questions 1-8

Ever since humans have inhabited the earth, they have made use of various forms of communication. Generally, this expression of thoughts and feelings has been in the form of oral speech. When there is a language barrier, communication is accomplished through sign language in which motions stand for letters, words and ideas. Tourists, the deaf, and the mute have had to resort to this form of expression. Many of **these** symbols of the whole words are very picturesque and exact and can be used internationally: spelling, however, cannot.

Body language transmits ideas or thoughts by certain actions, either intentionally or unintentionally. A **wink** can be a way of flirting or indicating that the party is only joking. A nod signifies approval, while shaking the head indicates a negative reaction.

Other forms of nonlinguistic language can be found in Braille (a system of raised dots read with the fingertips), signal flags, Morse code, and smoke signals. Road maps and picture signs also guide, warn and instruct people.

While verbalization is the most common form of language, other systems and techniques also express human thoughts and feelings.

1. Which of the following best summarizes this passage?

- A. When language is a barrier, people will find other forms of communication.
- B. Everybody uses only one form of communication.
- C. Nonlinguistic language is invaluable to foreigners.
- D. Although other forms of communication exist, verbalization is the fastest.

2. The word “these” in line 5 refers to

- A. tourists
- B. the deaf and the mute
- C. thoughts and feelings
- D. sign language motions

3. All of the following statements are true except

- A. There are many forms of communication in existence today.
- B. Verbalization is the most common form of communication.
- C. The deaf and the mute use an oral form of communication.
- D. Ideas and thoughts can be transmitted by body language.

4. Which form other than oral speech would be most commonly used among the blind people?

- A. Picture signs
- B. Braille
- C. Body language
- D. Signal flags

5. How many different forms of communication are mentioned here?

- A. 5
- B. 7
- C. 9
- D. 11

6. The word “wink” in line 9 means most nearly the same as

- A. close one eye briefly
- B. close two eyes briefly
- C. bob the head up and down
- D. shake the head from side to side

7. Sign language is said to be very picturesque and exact and can be used internationally except for?

- A. spelling
- B. ideas
- C. whole words
- D. expressions

8. People need to communicate in order to

- A. create language barriers
- B. keep from reading with their fingertips
- C. be picturesque and exact
- D. express thoughts and feelings

VOCABULARY	PHONETIC	DEFINITION
(to) inhabit		
oral speech		
language barrier		
motion		
(to) resort to		
picturesque		
(to) transmit		
verbalization		

KEYS

Exercise 1:

14. E
15. B
16. C
17. A

Exercise 2:

- | | |
|-------------------|-----------------|
| 1. social | 9. exacerbation |
| 2. ability | 10. assistance |
| 3. informal | 11. automatic |
| 4. exposure | 12. lexical |
| 5. expressions | 13. erosion |
| 6. sophistication | 14. degradation |
| 7. priority | 15. tendency |
| 8. dominate | |

Exercise 3:

1. A
2. D
3. C
4. B
5. C
6. A
7. A
8. D

The world

EXERCISES

Exercise 1: Complete the IELTS Speaking Part 2 answer below. Fill in the blanks with the correct word forms.

Describe a foreign country you have never been to.

You should say:

where the country is

when you will go there

why you would like to go there

and explain why this is a good country to visit.

One country that I (1) _____ (never be) to is New Zealand. It (2) _____ (locate) in the Southern Hemisphere, on the continent of Oceania, and its nearest neighbor is Australia. It is quite far away from where I live, so I (3) _____ (have yet) the chance to visit. I would like (4) _____ (go) there in future, though. This year I (5) _____ (be) too busy working but maybe I will get the chance to visit next year, or the year after that.

There are many reasons that I would like to visit New Zealand. For one thing, it (6) _____ (look) like a stunningly beautiful country. Its natural scenery (7) _____ (seem) captivating to me, and I'd love to travel around seeing the mountains and rugged coastline. In these places, there (8) _____ (be) many amazing animals to see, and I (9) _____ (be) a big fan of wildlife watching. In addition, New Zealand (10) _____ (have) a long and fascinating history, which I'd like to explore.

New Zealand seems like a good country to visit for those reasons, as well as because it is a modern nation with a good tourist infrastructure. People there (11) _____ (speak) English, which (12) _____ (be) also a bonus.

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

Questions 1-5

Reading Passage has seven paragraphs A-G.

From the list of headings below choose the most suitable headings for paragraphs B-E.

Write the appropriate numbers (i-viii)

NB *There are more headings than paragraphs, so you will not use them all.*

List of Headings

- i.** A truly international environment
- ii.** Once a port city, always a port city
- iii.** Good ports make huge profits
- iv.** How the port changes a city's infrastructure
- v.** Reasons for the decline of ports
- vi.** Relative significance of trade and service industry
- vii.** Ports and harbours
- viii.** The demands of the oil industry

- 1.** Paragraph A
- 2.** Paragraph B
- 3.** Paragraph C
- 4.** Paragraph D
- 5.** Paragraph E

What is a port city?

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A

A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-linked foreland. It is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours expensively improved by enlarging, dredging and building breakwaters.

B

Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap access, the chief basis of all port cities. Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports - that is, with land-sea exchange as their major function - but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

C

Port functions, more than anything else, make a city cosmopolitan. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples of which are present in microcosm within their own urban areas.

D

Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Soochow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

E

Much domestic port trade has not been recorded. What evidence we have suggests that domestic trade was greater at all periods than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

F

No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimised by refining raw materials or turning them into finished goods. The major examples here are oil refining and ore refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reship most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

G

Cities which began as ports retain the chief commercial and administrative centre of the city close to the waterfront. The centre of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centres are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

Questions 6-9

Look at the following descriptions of some port cities mentioned in Reading Passage

Match the pairs of cities (A-H) listed below with the descriptions.

NB *There are more pairs of port cities than descriptions, so you will not use them all.*

6. required considerable harbour development
7. began as ports but other facilities later dominated
8. lost their prominence when large ships could not be accommodated
9. maintain their business centres near the port waterfront

A Bombay and Buenos Aires

B Hong Kong and Salem

C Istanbul and Jakarta

D Madras and Colombo

E New York and Bristol

F Plymouth and Melaka

G Singapore and Yokohama

H Surat and London

Questions 10-15

Do the following statements agree with the information given in Reading Passage?

Write:

YES *if the statement agrees with the information*

NO *if the statement contradicts the information*

NOT GIVEN *if there is no information on this in the passage*

10. Cities cease to be port cities when other functions dominate.
11. In the past, many port cities did more trade within their own country than with overseas ports.
12. Most people in a port city are engaged in international trade and finance.
13. Ports attract many subsidiaries and independent industries.
14. Ports have to establish a common language of trade.
15. Ports often have river connections.

KEYS

Exercise 1:

1. have never been
2. is located
3. haven't yet had
4. to go
5. will be
6. looks
7. seems
8. are
9. am
10. has
11. speak
12. is

Exercise 2:

1. vii
2. ii
3. i
4. v
5. vi
6. D
7. C
8. F
9. G
10. NO
11. YES
12. NO
13. YES
14. NOT GIVEN
15. YES

History, Art, Culture

EXERCISES

Exercise 1: Complete the IELTS Speaking Part 2 answer with words from the box below. There are 2 words you do not need.

<i>well-armed</i>	<i>defeat</i>	<i>tribute</i>
<i>independence</i>	<i>treaty</i>	<i>period of history</i>
<i>historical highlights</i>	<i>sacrificed</i>	<i>resistance</i>
<i>fighting spirit</i>	<i>colonisation</i>	<i>invaders</i>

Describe an important historical event you know about.

You should say:

- what event it is
- when it happened
- who or what was involved in it

and explain why you think it is an important historical event.

Honestly speaking, every time I am asked about history, I am always eager to talk about Vietnam war, which ends in 1975 and one of the (1)_____ of our country. Vietnam undergone hundreds of years under the (2)_____ of foreign (3)_____ and this is the last war before a new era of peace and (4)_____ is opened for us.

It is an unforgettable (5)_____ for some reasons. Firstly, it is the courageous (6)_____ of Vietnamese people. Our country was divided into Northern part and Southern part. Communication was almost impossible at that time and people across the country were living in poverty and destitute conditions. However, our soldiers still fought bravely with the support from ordinary people.

Secondly, this is remarkable because hardly anyone could think that we could win the war. When compared to such a (7)_____ country like America, it was hard to think that we could (8)_____ them. However, with the determination of the whole nation, we have our own peace. April 30th, 1975 was the date that we gained independence from the invaders and from then on, we have held annual celebration to pay (9)_____ to those who (10)_____ for the country. I hope that Vietnamese people will never forget this important event of the nation.

VOCABULARY	PHONETIC	DEFINITION
well-armed		
independence		
historical highlights		
fighting spirit		
(to) defeat		
treaty		
(to) sacrifice		
colonisation		
tribute		
period of history		
resistance		
invader		

Exercise 2: Read the following passage and answer questions 1-12

Australia and the Great War, 1914 – 1918

Australia's role in the First World War, or the Great War as it was known until 1939, is central to the development of modern Australia's vision of itself in the world. In many ways, it has served to create what is in some ways a second founding of the nation in the Gallipoli campaign and on the battlefields of France and Belgium. The influence of the war experience in the First, and Second, World War is evident in the way in which ANZAC day is, perhaps even more than Australia day, the country's national day.

When the war broke out in 1914, it was a certainty that, because of longstanding economic, family and defence ties, Australia, along with New Zealand, would stand alongside Britain. The then Prime Minister Andrew Fisher was quick to pledge the country's support to "the last man, the last shilling". This was no idle promise and Australia paid a high price for their loyalty to their colonizers. From a pre-war population of 5m, 417,000 enlisted in the armed forces, of which 324,000 served abroad. By the end of the war, Australia had lost 60,000 dead and 155,000 men had been wounded. The economic price was also high. The national debt, which had stood at £6m in 1914, was £325m by the end of the war.

It is possible that the first shot of the war was fired in Australia, when a shot was fired across the bow of the German merchant ship Pfalz as it tried to escape from Port Arthur only a few hours after the declaration of war. In late 1914 the light cruiser HMAS Sydney sank the

German warship Emden off the west coast of the country. Also early in the war, Australian troops captured the German radio transmitters in Rabaul and Nauru and conquered all of German New Guinea.

At first the Australian forces were intended only to defend Australia, but in 1915 the Australia New Zealand Army Corps (ANZAC) departed for Europe. Their first stop was Egypt and it was because they were so close that they were chosen to take part in the campaign to capture the Gallipoli peninsula, the key to shipping into the Black Sea, from the Turks. The plan was for British, French and Anzac forces to land on the peninsula at night at weak points in the Turkish defence. However, strong winds blew the troops off course to better-defended spots and in the advantage was lost. What followed was months of bitter fighting in which 20,000 British and 7,000 ANZAC soldiers were killed and which ended in a successful withdrawal, but no gain for the Allies. It was at this moment of history that Australia was propelled onto the world stage. From this moment onward Australia began to think of itself as a country in its own right; as being separate to Britain and no longer a colony.

Most of the ANZAC force was sent to Europe, but the Australian Light Horse remained to fight Turkish forces in Palestine and Syria. They defended the Suez Canal and advanced through Palestine and Syria. They also took part in what was one of the world's last great cavalry charges at Beersheba.

The main ANZAC force arrived in Europe in 1916. The ANZAC experience was similar to that of the other participants in the war; a high death toll and little gain to be shown for it. Australian forces were present at all the major battles of the war and sustained some terrible casualties. For example, in 24 hours near Pozieres the 5th Division suffered 5,000 casualties. At the battle of Bullecourt, of the 3,000 men who advanced, 2339 were killed, wounded or captured.

By 1917 most of the officers were not professional soldiers. The most prominent example was General Sir John Monash, who was an engineer by training. He commanded the allied forces at the battle of Hamel so well that the general staff published the battle reports as a model. In August 1918, he commanded 200,000 troops on what was called "Ludendorff's black day", a turning point in the war. Monash was probably Australia's greatest military figure.

Unlike in other armies in the war, the Australian soldiers were all volunteers. They were also more individualistic and showed less respect for the rulebook than other soldiers. The

relationship between ranks was more democratic and officers had to win the respect of their troops. All in all, they paid a high price for fighting in the war. Of the 324,000 soldiers who served overseas in the war, 215,000 were killed or wounded. This was the highest proportion of any of the countries in the war and was probably due to the Australians fighting qualities, which meant that they were often used on the frontline of the fighting.

At home, the war had a significant effect on the economy. Negative effects included the end of British investment, the closure of many shipping lanes and the stockpiling of Australia's main export, wool. However, the isolation that resulted from the war meant that Australia had to make some things that had previously been imported. This led to the development of new industries. In addition, the BHP smelting company, which is now a major Australian company, saw a great increase in demand for iron and steel. The needs of the war were a stimulus for the beginning of full industrialization in Australia.

At the signing of the treaty of Versailles, which marked the end of the war, Australia signed as a separate country. This reflected the fact that, at the cost of 60,000 dead, Australia had finally emerged from the shadow of Britain. The Great War was, perhaps, the beginning of modern Australian history.

Questions 1-5

Choose the answer in **OPPOSITE** meaning with the given word.

a. colonize

- A. occupy B. free C. capture D. seize

b. declaration

- A. suppression B. announcement C. revelation D. proclamation

c. propel

- A. move B. push C. drive D. stay

d. stockpile

- A. divide B. store C. accumulate D. collect

e. stimulus

- A. boost B. incentive C. discouragement D. motivation

Questions 6-12

Complete the sentences below (6-12) with words taken from the passage.

Use **NO MORE THAN THREE WORDS** for each answer.

6. According to the passage, Australia's view of itself is directly related to its involvement in
7. Soon after the war had begun, Australia's Prime Minister offered
8. Australia had an early involvement in the war and it is even possible that they were responsible for
9. When combating the Turkish defence, the British, French and Anzac forces ended up attacking stronger points than they had originally intended because of
10. The outcome of the bitter fight with the Turks was significant for Australia because it enabled them to take their place on
11. John Monash commanded the battle of Hamel so well that reports of the battle were published in order to be used
12. The Great War marked the beginning of modern Australia. They had emerged as a separate country and would no longer have to live under the

Questions 8-12

Classify the following statements as representing

YES *Opinions the writer would agree with*

NO *Statements the writer would disagree with*

NOT GIVEN *Facts not reported in the passage*

13. Australia's national debt increased greatly as a result of the Great War.
14. Australia made a great contribution to the successful outcome of the First World War.
15. The British forces suffered a greater number of casualties than the Anzac forces during the months of fighting with the Turkish.
16. Overall, the British had a higher proportion of soldiers killed or injured than Australia.
17. Australian soldiers were disrespectful to their superiors.

KEYS

Exercise 1:

1. historical highlights
2. colonisation
3. invaders
4. independence
5. period of history
6. fighting spirit
7. well-armed
8. defeat
9. pay tribute to
10. sacrificed

Exercise 2:

1. B
2. A
3. D
4. A
5. C
6. the Great War
7. the country's support
8. the first shot
9. strong winds
10. the world stage
11. as a model
12. shadow of Britain
13. YES
14. NOT GIVEN
15. YES
16. NO
17. NO

Nature

EXERCISES

Exercise 1: Complete the IELTS Speaking Part 2 answer with words from the box below.

*freezing cold**scarce**happy as a clam**snowflakes**vibe**natural phenomena**global warming**tremble with cold**snowman*

Describe a type of weather you like

You should say:

- what kind of weather it is,
 - when this weather usually occurs,
 - what you usually do during this weather,
- and explain why you like this type of weather.

Sample answer

Well, people may think that I am weird, but honestly, my most favorite type of weather that I like most is snowy weather. I was born in Vietnam, snow is very (1)_____ and it can only be seen in one or two mountainous provinces in the Northern part.

I like it because I want to be immersed in beautiful white (2)_____ and have some fun with them. Just the thought of building a (3)_____ or throwing snow at my friends makes me (4)_____. I often wish I could go to some Western countries such as America, Sweden or England to enjoy the (5)_____ weather as well as admiring the snow falling outside – one of the most interesting (6)_____.

Additionally, I like winter because this is the time that I can wear my favorite clothes, which are warm clothes such as sweater, thick coat or boots. Although I am aware that it is not easy to live in the weather when temperature is low, sometimes I (7)_____ but I really want to enjoy that (8)_____. Now many people know that due to (9)_____, the temperature in some countries has begun to rise, which leads to a reduction in snow. I have to rush so that I can enjoy true snowy weather!

VOCABULARY	PHONETIC	DEFINITION
scarce		
happy as a clam		
freezing cold		
natural phenomena		
(to) tremble with cold		
global warming		

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

The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in **evolutionary** history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most **parched** deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of **thoroughgoing** land animals later turned around, abandoned their hard-earned **terrestrial** re-tooling, and returned to the water. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossil fell. The bones of *P. quenstedti* and *P. talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the **primeval** bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally, they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

Questions 1-5

Choose the answer with the **OPPOSITE** meaning to the words below

1. evolutionary

A. developmental B. slow C. changing D. stunted

2. parched

A. moist B. scorched C. dry D. burned

3. thoroughgoing

A. absolute B. detailed C. incomplete D. attentive

4. terrestrial

A. earthbound B. cosmic C. land D. physical

5. primeval

A. original B. ancient C. modern D. early

Questions 6-9

Answer the questions below

Choose **NO MORE THAN TWO WORDS** from the passage for each answer

1. What had to transfer from sea to land before any animals could migrate?
2. Which **TWO** processes are mentioned as those in which animals had to make big changes as they moved onto land?
3. Which physical feature possessed by their ancestors, do whales lack?
4. Which animals might ichthyosaurs have resembled?

Questions 10-12

Do the following statements agree with the information given in Reading Passage 3?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

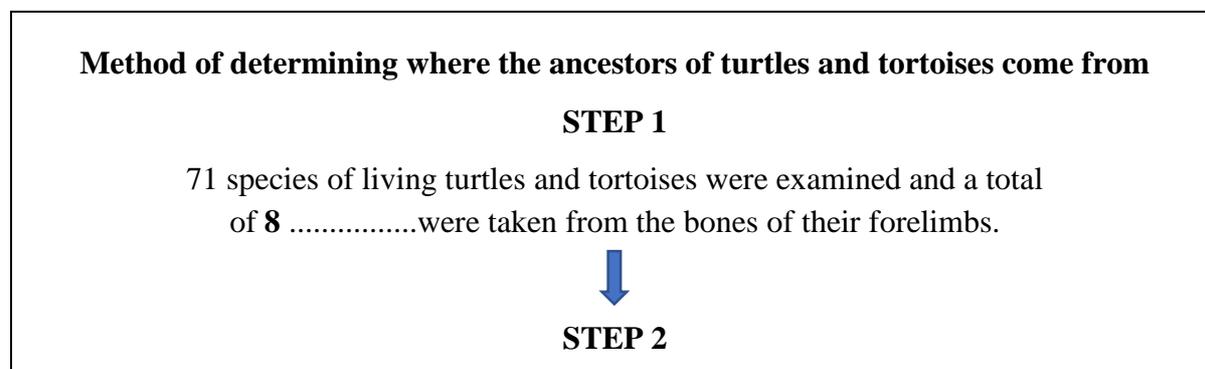
NOT GIVEN if there is no information on this more than once.

5. Turtles were among the first group of animals to migrate back to the sea.
6. It is always difficult to determine where an animal lived when its fossilized remains are incomplete.
7. The habitat of ichthyosaurs can be determined by the appearance of their fossilized remains.

Questions 13-18

Complete the flow-chart below

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer



The data was recorded on a **9** (necessary for comparing the information). Outcome: Land tortoises were represented by a dense **10** of points towards the top. Sea turtles were grouped together in the bottom part.



STEP 3

The same data was collected from some living **11** species and added to the other results. Outcome: The points for these species turned out to be positioned about **12** up the triangle between the land tortoises and the sea turtles.



STEP 4

Bones of *P. quenstedti* and *P. talampayensis* were examined in a similar way and the results added. Outcome: The position of the points indicated that both these ancient creatures were **13**

Question 19

Choose the correct letter A, B, C or D.

According to the writer, the most significant thing about tortoises is that

- A. they are able to adapt to life in extremely dry environments.
- B. their original life form was a kind of primeval bacteria,
- C. they have so much in common with sea turtles.
- D. they have made the transition from sea to land more than once.

VOCABULARY	PHONETIC	DEFINITION
evolutionary		
parched		
thoroughgoing		
terrestrial		
primeval		

KEYS

Exercise 1:

1. scarce
2. snowflakes
3. snowman
4. happy as a clam
5. freezing cold
6. natural phenomena
7. tremble with cold
8. vibe
9. global warming

Exercise 2:

1. D
2. A
3. C
4. B
5. C
6. plant
7. breathing reproduction (In Either Order)
8. gills
9. dolphin
10. NOT GIVEN
11. FALSE
12. TRUE
13. 3 measurements
14. (triangular) graph
15. cluster
16. amphibious
17. half way
18. dry-land tortoises
19. D

Technology

EXERCISES

Exercise 1: Complete the IELTS Speaking Part 1 answer with words from the box below.

<i>so</i>	<i>all in all</i>	<i>frankly speaking</i>
<i>on top of that</i>	<i>but</i>	<i>surely</i>
<i>mainly</i>	<i>meanwhile</i>	<i>also</i>
<i>although</i>		

Do you use any gadgets on a daily basis?

Yes, **1** I do. **2** I don't consider myself a *geek*, I quite enjoy using all the new items like laptops and smartphones. **3**, we're living in the *computer age* and, **4**, it's impossible to ignore *cutting-edge* technology.

Do you use the Internet for your studies?

Yes, I'd be lost without it. I do lots of *video conferencing* to practise speaking. **5**, social media like Facebook is a good way to meet up with other students. I **6** download *podcasts* that teach English vocabulary and grammar.

Do you own a computer? If so, how often do you use it and for what purposes?

Yes, I have a personal computer and a laptop. I use my laptop **7** for education. It is very light and fits in my bag easily, **8** I take it with me to school. **9**, my PC has a large screen and convenient keyboard, so I use it for *word processing* and *browsing websites*. It is an old, **10** still *well-oiled machine*.

VOCABULARY	PHONETIC	DEFINITION
geek		
computer age		
cutting-edge		
video conference		
podcast		
word processing		
browse a website		
well-oiled machine		

Exercise 2: Read the following passage and answer questions 1-24

The Return of Artificial Intelligence

It is becoming acceptable again to talk of computers performing human tasks such as problem-solving and pattern-recognition.

Paragraph A

After years in the wilderness, the term '**artificial** intelligence' (AI) seems poised to make a comeback. AI was big in the 1980s but vanished in the 1990s. It re-entered public consciousness with the release of AI, a movie about a robot boy. This has ignited a public debate about AI, but the term is also being used once more within the computer industry. Researchers, executives and marketing people are now using the expression without irony or inverted commas. And it is not always hype. The term is being applied, with some justification, to products that depend on technology that was originally developed by AI researchers. Admittedly, the rehabilitation of the term has a long way to go, and some firms still prefer to avoid using it. But the fact that others are starting to use it again suggests that AI has moved on from being seen as an over-ambitious and under-achieving field of research.

Paragraph B

The field was launched, and the term 'artificial intelligence' coined, at a conference in 1956 by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. The expression provided an attractive but informative name for a research programme that encompassed such previously **disparate** fields as operations research, cybernetics, logic and computer science. The goal they shared was an attempt to capture or mimic human abilities using machines. That said, different groups of researchers attacked different problems, from **speech recognition** to chess playing, in different ways; AI unified the field in name only. But it was a term that captured the public imagination.

Paragraph C

Most researchers agree that AI peaked around 1985. A public reared on science-fiction movies and excited by the growing power of computers had high expectations. For years, AI researchers had implied that a **breakthrough** was just around the corner. Marvin Minsky said in 1967 that within a generation the problem of creating 'artificial intelligence' would

be substantially solved. **Prototypes** of medical-diagnosis programs and speech recognition software appeared to be making progress. It proved to be a **false dawn**. Thinking computers and household robots failed to materialise, and a backlash ensued. 'There was undue optimism in the early 1980s', says David Leaky, a researcher at Indiana University. Then when people realised these were hard problems, there was **retrenchment**. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on.

Paragraph D

Ironically, in some ways AI was a victim of its own success. Whenever an apparently mundane problem was solved, such as building a system that could land an aircraft unattended, the problem was deemed not to have been AI in the first place. 'If it works, it can't be AI', as Dr. Leaky characterises it. The effect of repeatedly **moving the goalposts** in this way was that AI came to refer to 'blue-sky' research that was still years away from commercialisation. Researchers joked that AI stood for 'almost implemented'. Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as AI. Yet all three once fell well within the umbrella of AI research.

Paragraph E

But the tide may now be turning, according to Dr. Leaky. HNC Software of San Diego, backed by a government agency, reckon that their new approach to artificial intelligence is the most powerful and promising approach ever discovered. HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield or extract a voice signal from a noisy background - tasks humans can do well, but computers cannot. 'Whether or not their technology lives up to the claims made for it, the fact that HNC are emphasising the use of AI is itself an interesting development', says Dr. Leaky.

Paragraph F

Another factor that may boost the **prospects** for AI in the near future is that investors are now looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. In particular, the problem of information overload, exacerbated by

the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information - classic AI problems. That may mean that more artificial intelligence companies will start to emerge to meet this challenge.

Paragraph G

The 1969 film, 2001: A Space Odyssey, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by 2001. But 2001 has been and gone, and there is still no sign of a HAL-like computer. Individual systems can play chess or transcribe speech, but a general theory of machine intelligence still remains **elusive**. It may be, however, that the comparison with HAL no longer seems quite so important, and AI can now be judged by what it can do, rather than by how well it matches up to a 30-year-old science-fiction film. 'People are beginning to realise that there are impressive things that these systems can do' says Dr. Leake hopefully.

Questions 1-10

Match the words to the correct definitions.

- | | |
|-----------------------|--|
| 1. artificial | a. a dramatic and important development |
| 2. disparate | b. the policy of spending less money |
| 3. speech recognition | c. a situation in which you think that something good is going to happen but it does not |
| 4. breakthrough | d. difficult to achieve or find |
| 5. prototype | e. made up of parts that are very different from each other |
| 6. false dawn | f. the possibility that something will happen |
| 7. retrenchment | g. technology that allows a computer to understand spoken words |
| 8. move the goalposts | h. the first design of something which is later copied or developed |
| 9. prospect | i. made or produced to copy something natural; not real |
| 10. elusive | j. to change the rules or conditions to make it difficult for somebody |

Questions 11-15

The Reading Passage has seven paragraphs, A-G.

Which paragraph contains the following information?

NB You may use any letter more than once.

- f. how AI might have a military impact
- g. the fact that AI brings together a range of separate research areas
- h. the reason why AI has become a common topic of conversation again
- i. how AI could help deal with difficulties related to the amount of information available electronically
- j. where the expression AI was first used

Questions 16-21

Do the following statements agree with the information given in the Reading Passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 16. The researchers who launched the field of AI had worked together on other projects in the past.
- 17. In 1985, AI was at its lowest point.
- 18. Research into agent technology was more costly than research into neural networks.
- 19. Applications of AI have already had a degree of success.
- 20. The problems waiting to be solved by AI have not changed since 1967.
- 21. The film 2001: A Space Odyssey reflected contemporary ideas about the potential of AI computers.

Questions 22-24

Choose the correct letter, A, B, C or D.

- 22. According to researchers, in the late 1980s, there was a feeling that
 - A. a general theory of AI would never be developed.
 - B. original expectations of AI may not have been justified.
 - C. a wide range of applications was close to fruition.
 - D. more powerful computers were the key to further progress.

23. In Dr Leake's opinion, the reputation of AI suffered as a result of

- A. changing perceptions.
- B. premature implementation.
- C. poorly planned projects.
- D. commercial pressures.

24. The prospects for AI may benefit from

- A. existing AI applications.
- B. new business models.
- C. orders from Internet-only companies.
- D. new investment priorities.

VOCABULARY	PHONETIC	DEFINITION
artificial		
disparate		
speech recognition		
breakthrough		
prototype		
false dawn		
retrenchment		
move the goalposts		
prospect		
elusive		

KEYS

Exercise 1:

1. surely
2. although
3. all in all
4. frankly speaking
5. on top of that
6. also
7. mainly
8. so
9. meanwhile
10. but

Exercise 2:

- | | |
|-------|---------------|
| 1. i | 13. A |
| 2. e | 14. F |
| 3. g | 15. B |
| 4. a | 16. NOT GIVEN |
| 5. h | 17. FALSE |
| 6. c | 18. NOT GIVEN |
| 7. b | 19. TRUE |
| 8. j | 20. FALSE |
| 9. f | 21. TRUE |
| 10. d | 22. B |
| 11. E | 23. A |
| 12. B | 24. D |

Environment

EXERCISES

Exercise 1: Complete the IELTS Speaking Part 3 answer with words from the box below.

<i>biodegradable</i>	<i>disposable</i>
<i>expect</i>	<i>craft</i>
<i>segregate</i>	<i>sustainable</i>
<i>enact</i>	<i>dispose</i>
<i>fuel-efficient</i>	<i>respects</i>

1. Do you think it is the responsibility of governments alone to protect the environment?

Of course not! I think it is everyone's responsibility to protect the environment. Sure, the government has the power to **1** _____ laws and **2** _____ policies but how good is the law if nobody **3** _____ it.

We simply could not go on with our lives throwing our wastes irresponsibly and **4** _____ the government to just clean it up. There is nothing left to clean up in the first place if only we **5** _____ things properly, it wastes both time and resources.

2. What measures can individuals take to protect the environment?

There are a lot of ways on how individuals can do to protect the environment some of them are:

- Turn off appliances when you are not using them.
- Recycle and **6** _____ your **7** _____ and non-biodegradable waste or better yet avoid creating trash by avoiding **8** _____ products.
- Minimize your water and electricity consumption.
- Use a **9** _____ car or if you are traveling in short distances, take a walk or ride a bicycle.

These are just small things we can do to change our lifestyles, imagine millions of other people doing the same thing. It can gradually make a difference.

3. Do you think large companies and business organizations should be more environmentally friendly? Why? How?

Development is good; sometimes it is a necessity to survive in today's world. Businesses need profit, but they should not do so at the expense of the environment. **10** _____ development is the key, the needs of the present has to be met without compromising the ability of future generations to sustain life in this planet.

VOCABULARY	PHONETIC	DEFINITION
biodegradable		
disposable		
segregate		
sustainable		
enact		
dispose		
fuel-efficient		

Exercise 2: Read the following passage and answer questions 1-28

PART 1

A

Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York to Singapore and Tokyo, new solutions to this old problem are being proposed, mailed and **implemented** with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of **urban growth**, air quality in many of the world's major cities will **deteriorate** beyond reason.

B

Action is being taken along several fronts: through new **legislation**, improved enforcement and innovative technology. In Los Angeles, state **regulations** are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles", have to be available soon, since they are intended to make up 2 percent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws

themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C

When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 percent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as gross polluters, they were simply badly tuned. California has developed a **scheme** to get these gross polluters off the streets: they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most **decrepit** vehicles from the roads.

D

As part of a European Union environmental programme, a London council is resting an infra-red spectrometer from the University of Denver in Colorado. It **gauges** the pollution from a passing vehicle - more useful than the annual stationary test that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E

The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.0, has been falling steadily. Increasing it would be an effective way of reducing **emissions** as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F

Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be

controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced **vocal** and ultimately successful opposition.

PART 2

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a meter across, has been **implicated** in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A worldwide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power the old and ill; however, are the most **vulnerable** to the **acute** effects of heavily polluted **stagnant** air. It can actually **hasten** death, so it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Questions 1-10

Match the words to the correct definitions.

- | | |
|-----------------|--|
| 1. implement | k. a plan or system for doing or organizing something |
| 2. urban growth | l. a law or a set of laws passed by a parliament |
| 3. deteriorate | m. to be responsible for something bad |
| 4. legislation | n. to put a plan or a decision into effect |
| 5. regulation | o. gas that is sent out into the air |
| 6. scheme | p. to make something happen sooner or more quickly |
| 7. gauge | q. the expansion of a metropolitan into the surrounding area |
| 8. emission | r. an official rule made by a government or other authority |
| 9. implicate | s. to become worse |
| 10. hasten | t. to measure something accurately using a special tool |

Questions 11-15

Choose the answer with the CLOSEST meaning to the words below.

11. decrepit

- | | | | |
|---------|-----------|-------------|----------|
| A. firm | B. sturdy | C. run-down | D. young |
|---------|-----------|-------------|----------|

12. vocal

- | | | | |
|--------|-----------|-------------|--------------|
| A. low | B. modest | C. reserved | D. outspoken |
|--------|-----------|-------------|--------------|

13. vulnerable

- | | | | |
|----------------|---------|------------|-----------|
| A. defenseless | B. safe | C. healthy | D. strong |
|----------------|---------|------------|-----------|

14. acute

- | | | | |
|------------|-----------|-----------|----------------|
| A. violent | B. severe | C. stupid | D. unimportant |
|------------|-----------|-----------|----------------|

15. stagnant

- | | | | |
|-------------|-----------|----------|----------|
| A. polluted | B. impure | C. light | D. still |
|-------------|-----------|----------|----------|

Questions 16-20

Look at the following solutions (Questions 1-5) and locations. Match each solution with one location.

NB You may use any location more than once.

SOLUTIONS

16. Manufacturers must sell cleaner cars.
17. Authorities want to have the power to enforce anti-pollution laws.
18. Drivers will be charged according to the roads they use.
19. Moving vehicles will be monitored for their exhaust emissions.
20. Commuters are encouraged to share their vehicles with others.

LOCATIONS	
Singapore	Mexico City
Tokyo	Cambridge
London	Los Angeles
New York	

Questions 21-25

Do the following statements reflect the claims of the writer in the Reading Passage?

Write

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

21. 6 According to British research, a mere twelve percent of vehicles tested produced over fifty percent of total pollution produced by the sample group.
22. 7 It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.
23. 8 Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.
24. 9 Car-pooling has steadily become more popular in Los Angeles in recent years.
25. 10 Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 26-28

Choose the appropriate letters A—D.

26. How many pollutants currently exceed WHO guidelines in all mega cities studied?
- A. one
 - B. two
 - C. three
 - D. seven
27. Which pollutant is currently the subject of urgent research?
- A. nitrogen dioxide
 - B. ozone
 - C. lead
 - D. particulate matter
28. Which of the following groups of people are the most severely affected by intense air pollution?
- A. allergy sufferers
 - B. children
 - C. the old and ill
 - D. asthma sufferers

VOCABULARY	PHONETIC	DEFINITION
implement		
urban growth		
deteriorate		
legislation		
regulation		
scheme		
gauge		
emission		
implicate		
hasten		
decrepit		
vocal		
vulnerable		
acute		
stagnant		

KEYS

Exercise 1:

1. enact	6. segregate
2. craft	7. biodegradable
3. respects	8. disposable
4. expect	9. fuel-efficient
5. dispose	10. sustainable

Exercise 2:

1. d
2. g
3. i
4. b
5. h
6. a
7. j
8. e
9. c
10. f
11. C
12. D
13. A
14. B
15. D
16. Los Angeles
17. London
18. Singapore
19. London
20. Los Angeles
21. YES
22. YES
23. NO
24. NO
25. NO
26. A
27. D
28. C

Law & Crime

EXERCISES

Exercise 1: There are 10 mistakes in each of the IELTS Speaking Part 3 answers below. Identify and correct them. An example has been done for you.

Question 2: What can be done to motivate people so that they abide by the rules and law?

Most people 1..... (*not want*) to follow any rules or regulations in their daily life. It 2..... (*be*) natural that they will ignore the law. The state is responsible for making them follow the rules. But if the government 3..... (*follow*) the strict measures to make the citizens follow the state rules, that may 4..... (*result*) in negative effects; thus, some promotional or motivational positive measures should be 5..... (*take*). The government may start some initiatives like 6..... (*reward*) the law-abiding citizens with different titles like ‘Man of the Year’, or similar other events. On the other side, it appears to me that most of the times the rules 7..... (*be*) difficult for people to follow as those are complicated for them. So, during the rules-making process, the government should try to keep the rules as straight-forward as possible. If the rules are easier to follow and the government 8.....(*start*) promoting people, I think it will inspire people naturally to follow the rules.

VOCABULARY	PHONETIC	DEFINITION
regulation		
promotional		
initiative		
law-abiding		

Exercise 2: Read the following passage and answer questions 1-24

Is There Really a War on Drugs?

A

In our contemporary society, the media constantly bombards us with horror stories about drugs like crack-cocaine. From them, and probably from no other source, we learn that crack

is immediately addictive in every case, we learn that it causes **corruption**, crazed violence, and almost always leads to death. The government tells us that we are busy fighting a war on drugs and so it gives us various iconic models to despise and detest: we learn to stereotype inner-city minorities as being of drug-infested wastelands and we learn to "witchhunt" drug users within our own communities under the belief that they represent moral sin and pure evil. I believe that these titles and ideals are **preposterous** and based entirely upon unnecessary and even **detrimental** ideals promoted by the government to achieve purposes other than those they claim.

B

In Craig Renarman's and Harry Levine's article entitled "The Crack Attack: Politics and Media in America's Latest Drug Scare," the authors attempt to expose and to deal with some of the societal problems that have resulted from the over-**exaggeration** of crack-cocaine as an "**epidemic** problem" in our country. Without detracting attention away from the serious health risks for those few individuals who do use the drug, Renarman and Levine demonstrate how minimally detrimental the current "epidemic" actually is.

C

Early in the article, the authors summarize crack-cocaine's evolutionary history in the U.S. They specifically discuss how the crack-related deaths of two star-athletes which first called wide-spread attention to the problem during the mid-1980's. Since then, the government has reportedly used crack-cocaine as a political **scapegoat** for many of the nation's larger inner-city problems. Thefts, violence, and even socioeconomic depression have been blamed on crack. They assert that the government has invested considerably in studies whose results could be used to wage the constant "war on drugs" while to politicians, that war has amounted to nothing more than a **perceptual** war on poverty and urban crime.

D

Since politicians have had little else of marketable interest to debate over the years, this aggressive attack on drugs has existed as one of their only colorful means by which to create debate, controversy, and campaign fuel. In other words, when balancing the budget and maintaining an effective foreign policy became too boring to handle, Reinarman and Levine assert that the "crack epidemic" became the focus of politicians with the intent of luring public interest to their flashy anti-drug campaigns.

E

Finally, in addition to the media's excess attention on the 'war against drugs', Reinerman and Levine make the point the constant coverage of crack in the news media has only been **counterproductive** to the alleged goals of any anti-drug program. With descriptions of the "crack high" that glorify it considerably- the politically-charged media campaigns to fight drugs have worked somewhat ironically as huge advertising campaigns for crack-increasing public awareness and stimulating the interests of venturesome junkies.

F

While Reinerman and Levine are rather adamant about their findings, they do maintain an **overt** respect for the reality that crack has had other causal factors and outcomes besides those described by them. Their main concern seems to be calling for a more realistic spotlight to be placed upon the problem- so that we can begin to deal with it as no more and no less than what should be.

G

The "war on drugs" is indeed based upon an exaggeration of facts. Although it is also evident that substances such as crack-cocaine may serve to pose great health risks to those that use them, there is not any widespread "epidemic" use of the drug nor any **validity** to the apparent myths that it causes such immediate devastation and is life-wrecking in every single case.

It is obvious that we do indeed need to maintain a greater and more focused emphasis on the important and more widespread problems in society. Important energies and well-needed monies are being diverted from them to fight in an almost-imaginary battle against a controlled substance. Conclusively, we should allow drugs like crack-cocaine receive their due attention as social problems, but let them receive no more than that!

Questions 1-10

Match the words to the correct definitions.

- | | |
|-----------------|--|
| 1. corruption | u. done or shown openly |
| 2. preposterous | v. the action of making something as better or worse than it really is |
| 3. detrimental | w. a person who is blamed for the mistakes or failure of others |

- | | |
|----------------------|--|
| 4. exaggeration | x. completely unreasonable in a shocking or annoying way |
| 5. epidemic | y. harmful |
| 6. scapegoat | z. the state of being logical and true |
| 7. perceptual | aa. occurring more frequently in a particular community |
| 8. counterproductive | bb. dishonest and illegal behaviour like bribery |
| 9. overt | cc. having the opposite of the desired effect |
| 10. validity | dd. relating to the ability to perceive things |

Questions 11-14

Choose the appropriate letter A-D

11. From the media we learn that crack-cocaine...

- A. gives us various iconic models to despise and detest.
- B. represents moral sin and pure evil.
- C. is addictive in every case, causes corruption and violence and almost always leads to death.
- D. bombards us with horror.

12. According to Craig Renarman and Harry Levine, ...

- A. crack-cocaine is an 'epidemic problem' in our country.
- B. crack-cocaine does not pose serious health risks for users.
- C. the current 'epidemic' is very serious.
- D. the current 'epidemic' is not so serious despite the serious health risks for the few individual users.

13. Based on Paragraph C, we know that...

- A. crack-cocaine became widely known as a problem since the mid-1980s.
- B. crack-cocaine has caused many problems – from thefts, violence to socioeconomic depression.
- C. the government has invested little fighting the 'war on drugs'.
- D. drugs have led to political as well as social problems.

14. Politicians use the drug issue...

- A. to attack the drug dealers at the market.
- B. to lure the public interest to their flashy anti-drug campaign.
- C. to balance the budget and maintain an effective foreign policy.
- D. to attack drug users only.

Questions 15-16

Complete the table below describing the causes and effects.

CAUSES	EFFECTS
<i>Example</i>	<i>Answer</i>
<i>crack-cocaine</i>	<i>corruption, violence and deaths</i>
media's excess attention on the 'war against drugs'15.....
Politically-charged media campaigns to fight drugs16.....

Questions 17–23

Do the following statements agree with the views of the writer in the Reading Passage?

Write

YES if the statement agrees with the writer

NO if the statement does not agree with the writer.

NOT GIVEN if there is no information about this in the passage

17. In our contemporary society, people all over the world should launch a war on drugs.
18. Drug users within our won communities represent moral sin and pure evil.
19. The 'war on drugs' waged by the government is really a perceptual war on poverty and urban crimes.
20. Drug use may lead to poverty and divorce.
21. We should spend more money and maintain a more focused emphasis on the importance and more wide-spread problems in society rather than on an almost imaginary battle against drugs.
22. We should not pay too much attention to drug users, instead, we should fight against the drug dealers.
23. Drugs like crack-cocaine have received much more attention than is necessary.

VOCABULARY	PHONETIC	DEFINITION
corruption		
preposterous		
detrimental		
exaggeration		
epidemic		
scapegoat		
perceptual		
counterproductive		
overt		
validity		

KEYS

Exercise 1:

- | | |
|----------------|--------------|
| 1. do not want | 5. taken |
| 2. is | 6. rewarding |
| 3. follows | 7. are |
| 4. result | 8. starts |

Exercise 2:

- | | |
|-------|---|
| 1. h | 13. A |
| 2. d | 14. B |
| 3. e | 15. counterproductive to the alleged goals of any anti-drug program |
| 4. b | 16. increasing public awareness and stimulating the interests of
venturous junkies |
| 5. g | 17. NO |
| 6. c | 18. NO |
| 7. j | 19. YES |
| 8. i | 20. NOT GIVEN |
| 9. a | 21. YES |
| 10. f | 22. NOT GIVEN |
| 11. C | 23. YES |
| 12. D | |

Media

EXERCISES

Exercise 1: Complete the following IELTS Writing Task 2 essay with words from the box below.

<i>trustworthy</i>	<i>platform</i>
<i>enriched</i>	<i>excessive</i>
<i>virtual</i>	<i>objective</i>
<i>addicted</i>	<i>far-reaching</i>
<i>isolated</i>	<i>inferiority</i>

Topic: *Nowadays more people prefer to socialize online rather than face to face. Is this a positive or negative development?*

Sample essay:

People are glued to their cellphones and tablets. They are constantly updating their status on social networks and checking out the photos and videos uploaded by their **1** friends. In fact, most of us now have more friends online than in the real world. In my opinion, this is a negative development that can have **2** consequences.

3 online socialization can lead to depression, isolation and behavioural problems. The internet is a great **4** to share views and opinions, but it also fuels unhealthy competition among people. Studies have shown that people develop an **5** complex when their friends get more comments or likes than them.

Social media has many negative sides. There is no guarantee that the people we meet online are actually real. Many of them create fake profiles with the **6** of cheating naïve users. There have been several instances of teenagers committing suicide after they got cheated by their online friends. Most people who are **7** to online socialisation have hardly any time for talking to their family members or neighbours. This affects family

relationships. Also, it can cause the individual to become **8** from his community.

Face to face communications, on the other hand, lead to the development of **9** relationships that last long. Meeting a friend or a dear one over a coffee or in a park is always a memorable experience. Social media friendships lack that warmth. Also, we cannot expect our online friends living in another part of the globe to help us when we are in trouble.

To conclude, it is not hard to see that excessive online socialization is bad. It affects our relationships. It is true that the internet has **10** our lives in many ways, but if we are addicted to it, we will develop many problems. After all, the virtual world cannot replace the real world; neither can virtual friends the real ones.

Exercise 2: Read the following passage and answer questions 1-24

Social Media Privacy – A Contradiction in Terms?

This article is by Naomi Troni, global CMO of Euro RSCG Worldwide.

A

Never in the course of human interaction have so many shared so much about themselves with so many others – and with so little apparent concern for their privacy. Was it really just a generation ago that people kept all but their most basic information under virtual lock and key? Today, we happily share our date and place of birth, name of our first pet, mother’s maiden name, favourite movie or book, favourite colour, first school teacher – and **myriad** other **snippets** of information required by online services as part of their security procedures.

B

The basic **premise** behind this information-sharing is nothing new. Consumers have long handed over a little personal information in exchange for services such as banking and finance, utilities and healthcare. The big difference now is that the information is digitized and accessible online – and we’re handing it out to virtually anyone who asks, regardless of how briefly the business has been in existence. Of even greater concern to many is the amount and variety of information being gathered about us without our explicit permission. Whereas retailers and others used to **tweeze out** information gleaned through loyalty cards, prize draws and catalogue mailing lists, now these old standbys have been massively

augmented by customers researching and purchasing online, leaving in their wake a digital trail of cookie crumbs detailing their needs, tastes and desires.

C

And then there's social media. If this isn't the Holy Grail* for marketers, it's difficult to imagine what would be. In this thoroughly 21st century communications channel, old notions of privacy simply do not apply; sharing personal information, experiences and opinions is the whole point of the service. And, wonder of wonders, consumers don't only provide it willingly – they provide it for free! Sure, some people take the precaution of limiting access to their Facebook or Google+ pages, but even these people typically are eager to share their thoughts via comment sections on news sites, reviews on retail sites and in branded clubs and forums.

D

With all the time we spend online and all the forums we frequent, it's no wonder most of us have grown accustomed to **doling out** little snippets of personal information with barely a second thought. It helps that we rarely are asked to hand over a whole stack of personal information in one massive data transfer; that would be too much trouble and might **provoke** too much anxiety. Rather, we routinely hand it out a bit at a time.

E

Anybody over the age of 30 likely will remember that in the early days of mainstream Internet, 10 to 15 years ago, consumers were wary about handing over private information. A 2001 UCLA report, for instance, found high levels of consumer concern over online privacy in general and credit card security in particular.

F

Since then hundreds of millions of people have come online and become regular users of commerce sites and social media. Early concerns about online privacy have been **sidelined** by the desire for more speed, more convenience, more choice and more great deals. Familiarity has bred **complacency** and even **foolhardiness**; we've all heard about people uploading pretty much everything, including the most intimate words and images.

G

Now, after a decade of consumers feeling increasingly free-and-easy with their personal information online, we are seeing signs of a new wariness setting in. In a Euro RSCG global survey conducted among 7,213 adults in 19 countries, we found that 55% of respondents are worried that ‘technology is robbing us of our privacy’; the figure was above 60% in a number of countries, including the United States and China. Similarly, 61 % overall agreed ‘People share too much about their personal thoughts and experiences online; we need to go back to being more private.’

H

And it’s not just snooping companies and hackers that consumers fear. Nearly half the sample (47%) – and a majority of millennials – worry that friends or family will share inappropriate personal information about them online. Around one-third overall already regret posting personal information about themselves.

** Holy Grail – a desired ambition or goal (in Christian tradition, the cup used by Jesus at the Last Supper with his followers)*

Questions 1-10

Match the words to the correct definitions.

- | | |
|---------------------|---|
| 11. myriad | ee. share something to other people or groups. |
| 12. snippet | ff. behaviour in which you take unnecessary risks |
| 13. premise | gg. increase the amount, value, size, etc. of something |
| 14. (to) tweeze out | hh. remove from the center of attention |
| 15. (to) augment | ii. a small piece of information or news |
| 16. (to) dole out | jj. a feeling of satisfaction with yourself or with a situation |
| 17. (to) provoke | kk. a statement that forms the basis for a line of argument |
| 18. sideline | ll. cause a reaction or have an effect |
| 19. complacency | mm. extremely large in number |
| 20. foolhardiness | nn. pick up very small things or information |

Questions 11-15

The Reading Passage has eight sections, A-H. Choose the correct heading for sections B, D, F and G from the list of headings below.

- i A reverse in trends
- ii Blogging
- iii Digital technology: a threat to privacy
- iv Privacy versus ease
- v Online social networks and consumer information
- vi Little by little
- vii Phone hacking and privacy
- viii Attitudes at the turn of the century

<i>Example: Paragraph E</i>	viii.....
Paragraph B
Paragraph C
Paragraph D
Paragraph F
Paragraph G

Questions 16-20

Do the following statements agree with the information in the Reading Passage?

Write

TRUE if the statement is true.

FALSE if the statement contradicts the information in the text.

NOT GIVEN if there is no information about this.

16. In the past, people shared their personal details freely.
17. Nowadays, individuals give their personal information to online services because it makes them feel safe.
18. Traditionally, financial organizations have asked their clients to provide a limited amount of information.

19. The difference between the past and the present is that private information is available digitally to a much larger number of people.

20. New businesses are not allowed to request personal information.

Questions 21-24

Complete each sentence with the correct ending A-F from the list below.

21. It is worrying that

22. Even people who protect their personal information on social networks

23. Online services ask for a small amount of information

24. Nearly 50% of people who responded to a survey about personal information

A there are strict controls on who has access to our personal details.

B did not trust people in their closest social networks to respect their privacy.

C because their customers would be worried about giving away a lot of information at one time.

D give away personal information on online forums and discussion boards.

E a lot of private information is gathered without our knowledge.

F to persuade users to provide them with details about their friends.

VOCABULARY	PHONETIC	DEFINITION
myriad		
snippet		
premise		
tweeze out		
augment		
dole out		
provoke		
sideline		
complacency		
foolhardiness		

KEYS

Exercise 1:

- | | |
|-----------------|----------------|
| 1. virtual | 6. objective |
| 2. far-reaching | 7. addicted |
| 3. excessive | 8. isolated |
| 4. platform | 9. trustworthy |
| 5. inferiority | 10. enriched |

Exercise 2:

- | | |
|---------|--------|
| 1. i | 13. vi |
| 2. e | 14. iv |
| 3. g | 15. i |
| 4. j | 16. F |
| 5. c | 17. F |
| 6. a | 18. T |
| 7. h | 19. T |
| 8. d | 20. NG |
| 9. f | 21. E |
| 10. b | 22. D |
| 11. iii | 23. C |
| 12. v | 24. B |



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