

Grammar Review: PARAPHRASING (DIỄN GIẢI)

PARAPHRASING (DIỄN GIẢI) LÀ GÌ? TẠI SAO CẦN TẬP LUYỆN PARAPHRASING CHO THẬT SIÊU?

Paraphrasing là một dạng bài tập quen thuộc với các em từ những năm cấp II, cấp III; nó chính là “Viết lại câu sao cho không đồng nghĩa bằng cách sử dụng các cấu trúc ngữ pháp hoặc từ vựng phù hợp”.

Ex: The river is so deep that we can't swim across it.

→ It's such a deep river that we can't swim across it.

→ The river is too deep for us to swim across.

Tuy nhiên paraphrasing trong các kỳ thi TOEIC, TOEFL, IELTS thì đa dạng hơn nhiều. Do đó, để thuần thục kỹ năng paraphrasing thì là cả một quá trình luyện tập với nhiều cách thức khác nhau mà giúp em cải thiện 4 kỹ năng rất nhanh.

VẬY PARAPHRASING THÀNH THẠO THÌ SẼ GIÚP EM NHỮNG ÍCH LỢI GÌ?

Với phần thi **Writing**, em cần biết cách paraphrase đề bài như một cách mở bài hiệu quả. Việc em lặp lại nguyên văn các từ trong phần yêu cầu đương nhiên khiến em mất điểm rồi.

Trong phần thi **Speaking** cũng có nhiều đất dụng võ cho kỹ năng Paraphrasing. Chẳng hạn, người giám khảo hỏi em “Do you like reading books?” mà em trả lời “Yes, I like reading books.” thì nghe sẽ rất chán và em chẳng ghi được điểm nào vì sự nghèo nàn diễn đạt của mình. Thay vì vậy hãy nói: “Yes, reading books is my all-time favorite hobby.”, nghĩa của câu vẫn tương tự mà cuộc nói chuyện sẽ tự nhiên hơn rất nhiều và được ghi điểm cao ngay.

Để làm tốt bài **Reading** và **Listening** thì kỹ năng Paraphrasing cũng rất quan trọng, vì rất hiếm khi người ra đề sẽ viết lại ý nguyên ý trong đoạn văn vào câu hỏi, mà thường họ sẽ paraphrase trong các tùy chọn. Không nắm chắc kỹ năng này sẽ khiến em khó có thể tìm thấy đoạn văn chứa thông tin trả lời cho câu hỏi cần tìm.

CÓ MẤY CÁCH ĐỂ PARAPHRASE VÀ LÀM SAO CHO GIỎI? 📖

Có 6 cách bao gồm:

a. Sử dụng từ đồng nghĩa (Synonyms) Thay thế các từ đồng nghĩa vào câu để được một câu mới. Đây là phương pháp paraphrase thường được áp dụng nhất, nhưng cũng là phương pháp khó nhất. Nó không chỉ đòi hỏi em phải biết nhiều từ đồng nghĩa mà quan trọng là phải biết áp dụng đúng lúc, đúng chỗ nữa. Vì có nhiều khi em nhầm lẫn giữa từ đồng nghĩa và từ có nghĩa tương tự, điều này khiến câu được viết lại có thể không truyền tải hết ý nghĩa của câu gốc.	Ex: - <u>More than half</u> of the people who <u>attended</u> our seminar <u>thought</u> it was <u>great</u> . → <u>Over 50%</u> of the people who <u>went to</u> our seminar <u>supposed</u> it was <u>amazing</u> . - It can be <u>difficult</u> to <u>choose</u> a <u>suitable</u> place to <u>study</u> English. → It is sometimes <u>hard</u> to <u>select</u> an <u>appropriate</u> place to <u>learn</u> English.
b. Biến đổi một mệnh đề phức tạp thành một CỤM DANH TỪ đơn giản	Ex: - The police <u>asked the man what he did everyday at work</u> . → The police <u>inquired about the man's work routine</u> . - She wanted to know <u>how often they organized driving courses</u> . → She asked about <u>the frequency of organizing driving courses</u> .

c. Biến đổi từ loại (word form): Đó là cách biến danh từ thành động từ, biến tính từ thành trạng từ, biến một động từ thành danh từ, biến một tính từ thành trạng từ hoặc danh từ thuộc cùng nguồn gốc. Ví dụ: - Satisfy (v) - Satisfaction (n) - Satisfactory (adj) - Satisfactorily (adv) - Satisfying (adj) - Satisfied (adj)	Ex: - Watching movies can <u>help excite people and bring them a sense of satisfaction</u>. → Watching a movie may <u>help people to feel excited and satisfied</u>. - For many tests of English, <u>being skillful at paraphrasing is extremely important</u>. → <u>Paraphrasing is a very important skill for most English tests</u>.
d. Sử dụng mệnh đề tính ngữ, trạng ngữ hoặc danh ngữ kèm các liên từ. (Tham khảo thêm trên mạng để bổ trợ kiến thức về các loại mệnh đề nếu cần)	Ex: - <u>She liked the taste of Cappuccino the best</u> among various types of coffee drinks. → <u>It was the taste of Cappuccino that she liked the best</u> among various types of coffee drinks. - Writing essays can be <u>a super challenging task</u>. → Writing essays can be <u>a task which is absolutely challenging</u>.
e. Chuyển từ câu chủ động thành bị động và ngược lại Đây có lẽ là một dạng viết lại câu khá quen thuộc đúng không nào, đây là cách paraphrase khá phổ biến, nhưng nếu sử dụng thì nên kết hợp với việc thay từ đồng nghĩa (synonyms) và cả thay đổi dạng từ.	Ex: - People <u>say</u> that overpopulation <u>is caused</u> by poverty. → Overpopulation <u>is said to be caused</u> by poverty. - <u>To improve English, you should learn new vocabulary on a daily basis</u>. → To improve English, <u>new vocabulary should be learned</u> on a daily basis.
f. Tổng hợp các cách trên	Ví dụ: The school boys and girls love Miss White because she is so intellectually beautiful. → The school children admire Miss White because of her very intellectual beauty. → Miss White is famous for her intellectual beauty in the eyes of her pupils.

Trên đây là 6 cách paraphrase hiệu quả và phổ biến nhất. Để có thể thuần thục kĩ năng này, không gì khác ngoài luyện tập với sự tập trung trí tuệ cao nhất: học từ vựng theo dạng đồng nghĩa, học chuyển đổi cấu trúc ngữ pháp tương đương trong các loạt bài tập tiếp theo của chương trình này thật kỹ càng.

PRACTICE ✎ Paraphrase to rearrange the words to make meaningful sentences.

1. program / by the proposed/ may be assisted/ "free lunch" /. /Approximately 200 pupils

→

2. with the development of/ the market for / jumped sharply./ In 2006,/memory cards, /portable music players

→

3. Even though / was successful at last. / the coach's strategy,/ their volleyball team/ was a little dangerous

→

4. was a rapid increase/ Therefore,/ in our students' examination results. /opening extra classes/ the effect of

→

5. a terrible typhoon / In addition,/ destroy the coast/ over the next few days. / is expected to

→

6. according to/ The technicians must judge/ the volume of material / from the cave. / how much dynamite to use/to be removed

→

7. because/ One of the junior workers/ he had photographed/ the factory. / was dismissed

→

8. have arrested/ stole a couple of sausages /The police / and fell asleep. / who broke into a KFC business,/ a 30-year-old guy

→

9. / told the police officers / an auto accident/ because he didn't want / yelling at him. /A young man/ that he fled the scene of/ to deal with his girlfriend

→

10. the video of the Gangnam style / more than 5000,000 views./ Although/it has already had/ was only posted last week,/

→

11. chasing down a squirrel/ Rider, a Belgian sheepdog,/ the wheelbarrow/ and directly collided with it./ became so focused on/ in front of him/ that he paid no attention to

→

12. in art/ Over the centuries,/ to represent power/ lions have been used/ and magnificence.

→

13. and discount ink,/ will suffer. /The situation/ by switching to/ high-quality products. / can be avoided/ If you use cheaper paper the quality of your printed documents/

→

14. the next few days./ In addition, / hammer the coast/The weather forecast says/ is expected to/ it will be mostly windy and rainy/ a strong typhoon// next Wednesday.

→

15. This action forced /A science teacher caught / the school's no -smoking policy. /outside the school cafeteria./ for violating / 2 high-school students smoking/ to expel them/ the principal

→

LISTENING FOR MAIN IDEAS & DETAILS ► Write a report to each video (in no more than 4 sentences) using the best reporting verbs to show how well you understand it. You should also identify the speakers and the topic and the background of the conversation. PARAPHRASE using any of the techniques above if possible.

1. Making Arrangements

Scene 1:

W1: Juliet! Is that you?

W2: Carol! Wow, long time no see.

W1: Absolutely!

W2: What a coincidence! (1) ?

W1: It was probably at that New year party, wasn't it? That was nearly two year ago.

W2: Yes, that's right! And how are you and Matt?

W1: Oh. We both fine. Thanks! Matt's business is doing quite well and I'm still at the same company. And how's thing with you.

W2: Well, (2) , I'm a receptionist there but it's only part-time.

W1: Oh right. Look! Umm... Are you doing anything on Saturday?

W2: No, nothing special.

W1: Well, Matt and I are having a few friends around for dinner, (3) ?

W2: Yes, I'd love to. Do you still live at same place?

W1: Yes, we do.

W2: (4) ?

W1: Ah. About 8, and bring a friend if you like.

W2: Actually, I just started going out with a guy from work. So, maybe if you want him to come.

W1: That's interesting, what's his name?

W2: Harry. He is really nice. I'll let you know tomorrow if he can come.

W1: Great, (5) so just send me a text.

W2: I will, I'm looking forward to it. Oh by the way, do you remember Sarah...

A. Rearrange the words to make meaningful sentences.

a. if he could make it that/ to come at 8/ she would confirm/ with her new boyfriend/ by texting Carol then./ Juliet gladly agreed

→

b. they were both doing well, / before to enjoy a party with some buddies./ Firstly,/ to happily know that / Carol invited Juliet to her house/ after having enquired after each other / which was the same place as

→

c. on the street/ Carol and Juliet / after 2 years/ accidentally met / of losing contact.

→

B. Put the sentences in A in the correct order to make a report for the video.

→ →

Scene 2:

M1: His name is Vincent, we were at school together and he lives in California now.

M2: Wow, lucky him. Oh by the way, (6) ? Carol and I are having a few friends around for dinner.

M1: Aw... I'd love to but I can't, I'm going to London this weekend to see my brother.

M2: That's a shame.

M1: Look! Why don't we go for a drink next week after work?

M2: Yes, that would be great.

M1: Okay! (7) ?

M2: No, sorry. Carol's parents are coming around that evening.

M1: Okay! What are you doing on Wednesday?

M2: Well, (8) but I'm free in the evening.

M1: Great! Where shall we meet,

M2: Let's meet at The Red lounge.

M1: Is that the pub on Market road.

M2: Yes, (9) .

M1: Great! What time shall we meet?

M2: (10) ?

M1: Yeah, fine.

A. Rearrange the words to make meaningful sentences.

a. on the following Tuesday/ Noticed Matt's regretting feeling / but Matt was going to be busy/ with his wife-Caron's family./ he suggested going for a drink

→

b. at The Red Light Pub/ at 6:30 Wednesday. / After having discussed,/ they decided to meet/ /

→

c. / talking about another old friend/ at their office / to come around for dinner on Saturday / While Matt was listening to his colleague,/ he suddenly remembered/ with some friends. / to invite his co-worker

→

d. to visit his brother./ In spite of/ he had to refuse/ loving to join,/ due to his London trip/

→

B. Put the sentences in A in the correct order to make a report for the video.

→ → →

2. A table for ten

Scene 1:

M: Ah, Carol, here you are. (11) ?

W: I'm sorry, David. I couldn't finish it this morning.

M: Oh dear, what happened?

W: I had to help Henry. (12) .

M: But I need that report for the meeting first thing tomorrow.

W: I know, (13) .

M: I hope so. It's very important. Oh and... Carol, I know this is asking a lot, but I invited some clients out for dinners this evening. My wife phoned a few minutes ago to say that she's ill.

M: (14) ?

W: This evening? Oh, yes, of course.

M: Well. That's great. You can take them to any restaurants that you like, there are nine of them.

W: Nine?

M: Yes, they are very important clients. Please look after them.

W: Yes, of course.

M: Thank you, Carol. (15)

W: Right, see you tomorrow then. I hope your wife gets better soon.

M: Thanks Carol. Enjoy the evening.

A. Rearrange the words to make meaningful sentences.

a. to submit / to her boss, /After Carol had promised / he went on asking her/ / on his behalf / to take 9 clients/ to any restaurants for dinner/ as his wife was sick. / the file and email

→

b. David ran into his staff – Carol/ for being uncompleted/ because Henry had needed her help./ needed for the meeting the day/ after but she had to say sorry / and asked for the important report

→

c. to his wife./ and sent a wish/ She reluctantly accepted

→

d. He emphasized that / whose personal information/ would be emailed/ were very important. / those customers

→

B. Put the sentences in A in the correct order to make a report for the video.

	→		→		→	
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Scene 2:

M2: Hi, Carol.

W: Hi, love.

M2: (16)

?

W: Well...

M2: Are you alright?

W: Yes, I'm fine. But look! It's about tonight. I'm really sorry but I can't come to the concert. I have to take some clients out for dinner because David's wife is ill.

M: Don't worry. I can give the tickets to Mom and Dad. (17)

W: But are you sure that you don't want to go.

M: (18)

W: I'm sorry, Matt, and I really wanted to go to that concert.

M: Yes, I know you did, another time, (19)

W: (20) , love. Anyway, I have to go. I have to find a restaurant.

M: Okay, I'll see you when you get home. Have a nice dinner.

W: Thanks, love, bye

M: Bye.

A. Rearrange the words to make meaningful sentences

a. to regretfully cancel their date / giving their tickets away to his parents /because he didn't want/ to go without her. / when Carol called Matt,/ he suggested/ who loved going there. /Firstly,/ for the concert that night

→

b. after having promised / Matt wished her/ a great dinner. / to take her to another concert /Then, / when she had free time,
→

B. Put the sentences in A in the correct order to make a report for the video.

 →

Scene 3:

W: Hi Jackie, It's Carol.

W2: Oh, hi Carol.

W: (21)

W2: A table for ten at 8:30. Just one moment! Yes, that's fine.

Right, see you this evening at 8:30. Bye.

W3: Excuse me, Jackie.

W2: What's it, Amy?

W3: I have to leave at 6, I'm sorry but (22)

W2: Oh right, why?

W3: (23) , her sister's in hospital and she wants to go and see her. So I have to go home and look after my little brother. I'm really sorry but I can't say "no" to my mom.

W2: Okay, don't worry, I can prepare the tables, (24) , I need you for that, we are going to be very busy this evening.

W3: I'll be back before 8:30, I promise.

W2: Are you sure?

W3: Yes, the hospital's visiting hours finish at 8.

W2: Okay then. (25)

W3: Of course. Thanks, Jackie.

W2: Oh, Amy! One more thing,...

A. Rearrange the words to make meaningful sentences

a. / a booking for 10 / to get back soon./ she could prepare the tables / but they would be busy with /Jackie said that/ so Jamie made a promise

→

b. When Jackie had just confirmed / and apologized for requesting/ a leave at 6:00/ to take care of her baby brother / for 10 at 8:30 that evening in the hospital. / Carol's booking for a table,/ Jamie came/ while her mom was seeing her sister

→

B. Put the sentences in A in the correct order to make a report for the video.

 →