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LESSON 5: GRAMMAR & FCE INSTRUCTION

A. GRAMMAR

***Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu đề có chú thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.*

I. Statements in reported speech (Câu trần thuật trong lời nói gián tiếp)

S + said / said to sb / told sb (that) + S + V (lùi thì) + O.

Ex: ***Yesterday***, ***Tom said***, *"**I** never **eat** meat."*

→ ***The day before***, ***Tom said*** *(that)* ***he*** *never* ***ate*** *meat.*

***Câu trần thuật** được **tường thuật** bằng cách sử dụng **động từ giới thiệu** "**say**", hoặc "**tell**".

- Cần **áp dụng quy tắc lùi thì** đối với động từ:

Lời nói trực tiếp	Lời nói gián tiếp
Simple present (thì hiện tại đơn)	*Simple past (thì quá khứ đơn)*
Present continuous (thì hiện tại tiếp diễn)	*Past continuous (thì quá khứ tiếp diễn)*
Present perfect (thì hiện tại hoàn thành)	*Past perfect (thì quá khứ hoàn thành)*
Present perfect continuous (thì hiện tại hoàn thành tiếp diễn)	*Past perfect continuous (thì quá khứ hoàn thành tiếp diễn)*
Simple past (thì quá khứ đơn)	*Past perfect (thì quá khứ hoàn thành)*
Past continuous (thì quá khứ tiếp diễn)	*Past perfect continuous (thì quá khứ hoàn thành tiếp diễn)*
Past perfect (thì quá khứ hoàn thành)	*Past perfect (thì quá khứ hoàn thành)*
Future simple (thì tương lai đơn)	*Future in the past (thì tương lai trong quá khứ)*
Modal verbs (can, may, must)	*Modal verbs in the past (could, might, must/ had to)*

- Cần đổi **các đại từ nhân xưng, đại từ** hoặc **tính từ sở hữu** sao cho **tương ứng với chủ ngữ** hoặc **tân ngữ** của **mệnh đề chính**.
- Cần đổi **các trạng từ chỉ nơi chốn** và **thời gian**:

Lời nói trực tiếp	Lời nói gián tiếp	Lời nói trực tiếp	Lời nói gián tiếp
This	*That*	Yesterday	*The day before; the previous day*
These	*Those*	Ago	*Before*
That, those	*Không đổi*	Next week/ month/ year	*The next/ following week/ month/ year; the week/ month/ year after*
Now	*Then*	Last week/ month/ year	*The previous week/ month/ year; the week/ month/ year before*
Here	*There*	The day before yesterday	*2 days before*
Today	*That day*	The day after tomorrow	*2 days after; in 2 days' time/ 2 days later*

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Tonight	*That night*	Tomorrow	*The day after; the next/ following day*

II. Questions in reported speech (Câu hỏi trong lời nói gián tiếp)

- Câu hỏi Yes/ No:

S + asked (+ O) / inquired / wondered / wanted to know + if / whether + S + V (lùi thì).

Ex: ***He said,*** *"**Do you know** Bill?"* → ***He asked*** *(me)* ***if/ whether I knew*** *Bill.*

- Câu hỏi có từ để hỏi (Wh- Questions):

S + asked (+ O) / wanted to know / inquired / wondered + Wh-words + S + V (lùi thì).

Ex: ***He said,*** *"What time **does the film begin**?"* → ***He wanted to know*** *what time* ***the film began.***

***Câu hỏi** được **tường thuật** bằng cách **sử dụng "ask"** (hoặc một số động từ khác như **"wanted to know", "inquired", "wondered"**). Bên cạnh đó, cần **đổi trật tự câu hỏi thành câu trần thuật** và **áp dụng quy tắc lùi thì** đối với động từ.

B. HOMEWORK

I. Circle the correct answer A, B, C or D.

0. What's the name of the man _____ gave us a lift?

A. who *B. what* *C. which* *D. he*

1. Bill asked me why _____ to go shopping with me.

A. I hadn't invited him B. hadn't I invited him C. I hadn't him invited D. hadn't I him invited

2. Ellie asked Stan _____ to look at the new catalogue.

A. did he want B. do you want C. whether he wants D. if he wanted

3. "What did the man say when you challenged him?" – "He said he _____ pay for the things in his bag, but I didn't believe him!"

A. is going to B. has been going to C. goes to D. was going to

4. When I last saw Carrie, she told me she _____ of buying a house, but now she's changed her mind.

A. thought B. is thinking C. was thinking D. has been thinking

5. Stephen _____ me he'd bought that suit in a sale.

A. said B. spoke C. told D. claimed

II. Rewrite as DIRECT QUESTIONS.

0. She asked me why I was thinking of quitting the gym.

→ ***Why are you thinking of quitting the gym?***

1. He asked her what the difference was between a refugee and an *asylum seeker (người xin tị nạn ở một nước khác).*

→ _____

2. They asked us how we had got on with Peter three days before.

→ _____

3. I asked them when they had last gone on holiday.

→ _____

LIVEWORKSHEETS

C. FCE PRACTICE

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

0 Everyone expects that the Olympic champion will win the next race, too.

EXPECTED

The Olympic champion ..... win the next race, too.

The gap can be filled by the words 'is expected to' so you write:

Example:	**0**	IS EXPECTED TO

Write only the missing words **IN CAPITAL LETTERS on the separate answer**

Tip! Check the number of words you've used. Remember that contracted forms (e.g. *I'm*) count as two words, except *can't (= cannot)* which counts as one.

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25 'I'll take you to the station if you're ready,' my brother said.

LONG

My brother said he'd take me to the station ..... ready.

26 My bike needs repairing again.

GET

I'll have to ..... again.

27 The firm said profits had fallen on account of the recession.

FALL

The firm blamed ..... the recession.

28 Sigourney regretted spending so much in the shops.

WISHED

Sigourney ..... less in the shops.

29 People believe that poem was written about these beautiful hills.

HAVE

That poem ..... written about these beautiful hills.

30 Without your help, I wouldn't have finished the job.

BEEN

I wouldn't have finished the job if ..... your help.

Advice

25 Think of a phrase that can sometimes be used like 'if'.

26 What structure can we use when someone does something for us?

27 What preposition sometimes goes with 'blame'?

28 What verb form often follows the past of 'wish'?

29 Use two passive verb forms.

30 Think of a suitable past conditional form.



LIVEWORKSHEETS

You are going to read an article about studying abroad for a year. For questions **31–36** on page 77, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

A lot can happen in a year abroad

Like many students before her, studying abroad had a profound affect on Sarah Morrison

As I sat staring out at California's spectacular Big Sur coastline, I felt fortunate to have a sister who had persuaded me to spend a year of my degree abroad. It seems that there are not enough older siblings explaining just how easy it is to take part in an international exchange.

While most universities offer worldwide exchanges, where students swap places with others from all over the world for a semester or a year during their degree, the number and quality on offer, together with the cost and time spent abroad, vary dramatically.

A deciding factor for me in choosing to study at the University of Edinburgh was the fact it offered more than 230 exchange places at overseas universities in the US, Canada, Australia, New Zealand, India, China, South Korea, Japan, Singapore and South America.

Despite all this choice, I still found that deciding to spend a year abroad was something of a novelty, with most of my friends giving more thought to embracing Edinburgh than packing their bags to leave a city that had only just become their home. Yet, fortified by my sister's advice and a Californian friend who told me I would love the coast, I applied to spend my third year at the University of California, Berkeley – never guessing that this would affect almost every future decision I would make.

From the start of your exchange, you are aware that the time you have in your new country is limited and not to be wasted. Your experience is shaped by a predetermined start and end, which immediately increases the significance of the time in between.

From the first week I arrived, I started to work at *The Daily Californian*, Berkeley's student newspaper. I moved from an international house with more than 600 students from all over the world into a co-operative house where 60 of us shared responsibility for management of the building. I met people from Calcutta, Cairo and Chile, and learnt that holding on to any stereotypes I might have about Americans would be about as useful as assuming that all European people lived on farms.

The grades I earned at Berkeley didn't actually count towards my degree classification at Edinburgh. However, I studied under a Pulitzer Prize-winning poet, signed up for student-led seminars and took an African American literature class that shaped my dissertation in Edinburgh. Whether I was learning about contemporary poets on a tour of San Francisco or reporting on the President's

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speech in San Francisco for the next day's newspaper, my stay there enabled me to return to Edinburgh with an increased sense of awareness about what I wanted to gain from my English literature degree.

While the expense might seem like an initial barrier to international exchanges, in reality they can actually save a student money. Visas, health insurance and flights to the chosen country will have to be bought, but a student will usually only be charged 25 to 50 per cent of their home university's annual fees. A student travelling abroad is entitled to a larger student loan, and grants are available at many institutions for students going on an exchange.

Taking part in an exchange may not appeal to all students. You have to research the options independently, apply almost a year before you go away and be aware of the grades required in the first year to qualify for a place on one. Even so, Edinburgh's international exchange officer, Helen Leitch, says: 'If I had a pound for every time that students told me it was the best experience of their life, I would be a very wealthy woman indeed.' *line 64*

31 One reason Sarah became a student at Edinburgh University was that
- A she could first study abroad and then move to Edinburgh.
- B her sister had previously studied at Edinburgh.
- C she could do part of her studies at a suitable university abroad.
- D most of the students at Edinburgh spend a year at an overseas university.

Tip! Underline the key words in the stem. Then look for expressions in the text that mean the same or the opposite.

32 How did Sarah feel when she went to Berkeley?
- A She was pleased to find the people were exactly as she had expected.
- B She knew she wanted to make the most of her stay there.
- C She wanted to get a job rather than begin studying immediately.
- D She began to wish her stay there could be a little shorter.

33 What does Sarah feel she achieved at Berkeley?
- A She formed a clearer idea of what her long-term aims were.
- B She took the first steps towards becoming a teacher.
- C She developed her poetry-writing skills significantly.
- D She ensured that she would graduate with a first-class degree.

34 What does Sarah say about the cost of an international university exchange?
- A As a student you can get reduced rates for health insurance.
- B Your fees may be cut by half for every year of your course.
- C It can be cheaper overall than studying in your own country.
- D Taking cheap flights abroad can save you a lot of money.

35 What does 'one' refer to in line 64?
- A an international exchange as part of a university course
- B a research degree at a university in another country
- C a university course that is paid for by the government
- D the first year of a university course in your own country

Advice

31 Look for an expression that means 'one reason'.

32 Look for her thoughts on how students feel when they begin their stay abroad.

33 Focus on her feelings after she had left Berkeley.

34 Study the next-to-last paragraph after 'international exchanges'.

35 Find the countable noun that it refers back to.

36 Is she really talking about money, or using an idiom?

36 What does Helen Leitch suggest in the final paragraph?
- A Students who do international exchanges often go on to become extremely rich.
- B Most students who've done an international exchange believe it was highly worthwhile.
- C Only students from rich families can afford to do an international exchange.
- D She should be paid a far higher salary for organising international exchanges.

LIVEWORKSHEETS

I. Write the missing English letters that match the given Vietnamese meanings.

No.	Vietnamese	English
1.	đáng tin cậy (adj)	r_____
2.	người nghiện xem tivi, ăn vặt và lười vận động (n)	c_____ p_____
3.	bi quan (adj)	p_____
4.	đúng giờ (không chậm trễ) (adj)	p_____
5.	bướng bỉnh, ngoan cố (adj)	o_____
6.	nhạy cảm (adj)	s_____
7.	dễ gần, hòa đồng (adj)	s_____
8.	người bảo thủ, chậm tiến, lạc hậu (n)	s_____-_____-_____-_____
9.	kín đáo, dè dặt (adj)	r_____
10.	nói nhiều, ba hoa (adj)	g_____

II. Circle the correct answer.

1. I passed my driver's test. It seemed much _____ this time.

A. easy B. easier C. easily

2. Could you talk _____? I'm trying to work.

A. more quietly B. quieter C. more quiet

3. Lisa is staying home. Her cold is a lot _____ today.

A. bad B. worse C. badder

4. Sorry we're late. Your house is much _____ than we thought.

A. far B. the farther C. farther

5. Write the report. It's more important _____ your other work.

A. than B. as C. from

** **Lưu ý:** Với những từ con không nhớ và viết sai, con chép từ đó vào vở 2 dòng.*

LIVEWORKSHEETS