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GLOBAL ENGLISH 4: UNIT 1 – COMMUNITY

GRAMMAR 1

A. GRAMMAR – BOTH, TOO, BUT

I. BOTH (Cả hai)

Định nghĩa	Khi người dùng muốn đề cập đến 2 đối tượng đồng vị với nhau và muốn nhấn mạnh đến ý nghĩa "**cả 2**".
Cách dùng	Chúng ta sử dụng BOTH sau **đại từ chủ ngữ**.
Cấu trúc	S + both + V
Ví dụ	We **both** prefer classical music. *(Cả hai chúng tôi đều thích nhạc cổ điển.)*

➢ **Lưu ý**:
- BOTH đứng trước động từ thường.
- BOTH đứng sau động từ "to be", động từ khuyết thiếu và trợ động từ trong câu (nếu có)
- Chủ ngữ trước BOTH luôn là số nhiều.

➢ **Ví dụ:**
- Tom and Tracy **are both** laughing. *(Cả Tom và Tracy đều đang cười.)*
- We **can both** play baseball. *(Cả hai chúng tôi đều có thể chơi được bóng chày.)*
- They **have both** been arrested. *(Cả hai bọn họ đều đã bị bắt.)*

II. TOO (Cũng vậy, cũng)

– **Cách dùng:** đứng ở cuối câu và xuất hiện trong câu khẳng định để nhắc lại một điều gì đó giống người đã nói trước.

– **Cấu trúc:**

Cấu trúc	Ví dụ
1. S + V + O + too.	I have a dog too. *(Tôi cũng có một con chó.)*
2. S + trợ động từ + too.	**A:** I like English. *(Tôi thích tiếng Anh.)* **B:** I do too. *(Tôi cũng vậy.)*

III. BUT (Nhưng, nhưng mà)

- **Cách dùng:** dùng để chỉ sự đối lập giữa 2 mệnh đề và thường đứng ở giữa câu và được ngăn cách bởi dấu phẩy.
- **Cấu trúc:** S1 + V1, but + S2 + V2.
- **Ví dụ:** It is raining, **but** I do not have a raincoat. *(Trời thì đang mưa nhưng tôi lại không có áo mưa.)*

***Note:** S= Subject: Chủ ngữ, V = Verb: Động từ, O = Objective: Tân ngữ.*

LIVEWORKSHEETS

B. HOMEWORK *(**Lưu ý**: Con không sử dụng dạng viết tắt của các trợ động từ ở thể phủ định.)*

I. Choose the correct answer.

0. *We _____ prefer classical music.*

(A.) *both* **B.** *too* **C.** *but*

1. I enjoy playing football, _____ my brother enjoys playing basketball.

A. both **B.** too **C.** but

2. Amy has a puppy, _____ I do not.

A. both **B.** too **C.** but

3. They _____ live in London.

A. both **B.** too **C.** but

4. John likes funny movies, _____ he doesn't like scary movies.

A. both **B.** too **C.** but

5. My mom works at a bank, and my dad works at a bank _____.

A. both **B.** too **C.** but

II. Complete the sentences using BOTH, TOO, or BUT.

0. *We **both** prefer classical music.*
1. Math is difficult _____ I like it.
2. Nathan can run fast and Jim can run fast _____.
3. My sisters _____ like cooking.
4. I wanted to go to the beach, _____ it was raining.
5. She is tall, _____ she cannot play basketball.

III. Circle the correct answer.

0. *We **(both / too / but)** prefer classical music.*
1. I'm hungry, **(both / too / but)** I don't have any money to buy lunch.
2. My parents **(both / too / but)** want to live in a flat.
3. I can play the piano and the violin **(both / too / but)**.
4. Mary can dance, **(both / too / but)** she can't sing.
5. We **(both / too / but)** enjoy travelling by train.

LIVEWORKSHEETS

IV. Choose the underlined part in each sentence (A, B or C) that needs correcting.

0. *We both prefers classical music.*

A. *both* **(B.)** *prefers* **C.** *classical*

1. Their children too swim well.

A. Their **B.** too **C.** swim

2. It is a nice gift both I don't like it.

A. both **B.** don't **C.** it

3. I and my cousin but likes Marvel films.

A. I **B.** and **C.** but

4. Hamburgers taste good, too they aren't healthy.

A. Hamburgers **B.** too **C.** healthy

5. Joe and my brother but like Maria.

A. and **B.** my **C.** but

6. He can speak French. I can speak French both.

A. speak **B.** can **C.** both

V. Complete the sentences.

0. *I can play football. My brother can play football.* ***(BOTH)***

➔ *We **can both play football**.*

1. They can play the piano. We can play the piano. **(TOO)**

➔ They can play the piano and we _____.

2. She is learning English. I am learning English. **(TOO)**

➔ She is learning English and I am _____.

3. These shoes are nice. They are expensive. **(BUT)**

➔ These shoes are nice, _____ _____.

4. I went to the USA. My cousin went to the USA. **(BOTH)**

➔ We _____.

LIVEWORKSHEETS

Part 4

– 10 questions –

Read the text. Choose the right words and write them on the lines.

Farms



Example There are farms ...in... all parts of the world. There are small ones and big ones. Farms are very important

1 ..... we get a lot of our food from them.

2 ..... farmers grow fruit and vegetables only. In

3 hot countries, these farmers grow things ..... rice, mangoes and bananas, which need a lot of sun. In colder countries,

4 farmers grow carrots, onions and apples. .....

5 farmers have animals. Farmers keep ..... to sell their meat, wool and milk.

6 Farmers have to work very hard ..... day of the

7 year. They must ..... their animals and water the things they are growing.

Farmers need to know about the weather every day. If

8 ..... is too much sun, the ground gets very dry

9 and things ..... grow. Too much rain is also bad for the fields.

10 ..... farmers don't only look after animals, but they fix their farm machines and tractor engines as well.

Example	on	in	at
1	after	because	so
2	Some	Any	Both
3	through	like	than
4	Other	Another	Each
5	they	their	them
6	every	all	many
7	feed	fed	feeding
8	he	it	there
9	can't	shouldn't	mustn't
10	Most	Few	Any

LIVEWORKSHEETS

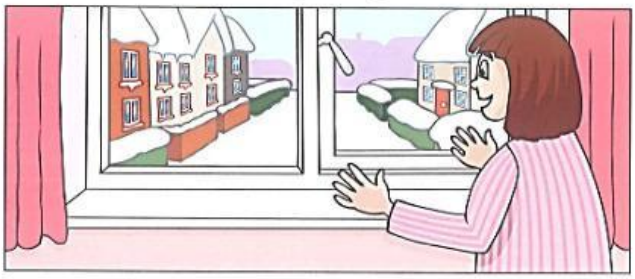
Flyers 1 (new) – T1 – P5

Part 5

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

The great day



Last Wednesday morning, Daisy got out of bed and looked out of her bedroom window. There was snow everywhere. It looked amazing. Daisy ran quickly to tell her brother, Jim.

Downstairs in the kitchen Mum said, 'I've phoned the school. It's closed today!' The children were very happy. They texted their friends and they all agreed to meet at 10 o'clock in the park.

After breakfast, Jim and Daisy's mum gave them some biscuits to take with them. They said goodbye, and then they ran to the park. In the park, they looked for their friends. Something hit Jim on his shoulder. They turned round and saw their five friends with snowballs in their hands. Jim and Daisy picked up some snow, and threw snowballs back. They spent three hours playing like this. Then they stopped and ate Mum's biscuits.

Next the children got lots of snow and with this they made a big snowman. They put a hat and scarf on it and used small pieces of wood for its face. Then Jim took a photo of his friends next to the snowman.

Next morning when the children looked, there was no snow near their house. There was only a little at the top of the hills just outside their town. So they got ready, cycled to school and chatted about their great day in the snow.

Examples

It was last Wednesday when Daisy saw snow out of her window.

The snow made everywhere look amazing.

Questions

1 Mum ..... and found out it was closed.

2 Jim, Daisy and their friends decided to go to the park at ..... .

3 A snowball hit Jim's ..... when he and Daisy arrived at the park.

4 The children played with snowballs for ..... .

5 After eating the ..... , the children made a snowman.

6 They gave the snowman a face which was made of ..... .

7 Next morning, the children could only see snow on the ..... near their town.

LIVEWORKSHEETS

MINI TEST

I. Circle the best answer.

0. The striker told me to ***(pass / build)*** *the ball to him more.*

1. The man helped him to **(measure / act)** a new suit.

2. When I **(climbed / turned around)**, the ball hit my face.

3. She spent time talking and **(laughing / passing)** with her children.

4. Danny **(built / waved)** goodbye to his family and friends at the station.

5. Children often **(make costumes / draw pictures)** on Halloween.

II. Fill in the blank with COULD or COULDN'T.

0. ***Could*** *you read when you were three?*

1. We _____ sleep well because our neighbors were noisy.

2. He _____ speak English and French when he was five. He is very clever.

3. I _____ call you last night because I lost my phone.

4. Yesterday it was raining heavily, so my family _____ go out.

5. Henry was rich when he was 25. He _____ buy a lot of expensive clothes.

Starlink

LIVEWORKSHEETS