

A. NỘI DUNG ÔN TẬP

PHONETICS

I. VOWELS AND DIPHTHONGS (Nguyên âm và nguyên âm đôi)

There 20 vowel sounds in the English language.

+ 12 vowels: /ɪ/, /i:/, /e/, /ə/, /ɜ:/, /ʊ/, /u:/, /ɒ/, /ɔ:/, /ʌ/, /ɑ:/, /æ/

+ 8 diphthongs: /ɪə/, /eə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /ʊə/

1. VOWELS

monophthongs			
i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

VOWELS	EXAMPLES
/i:/	theme, key, people, police, beach
/ɪ/	busy, hit, ring, link, film
/ʊ/	cook, put, look, full, woman
/u:/	soon, remove, bamboo, food, tomb
/e/	bed, pet, ten, egg, head
/ə/	vendor, doctor, popular, brother, banana
/ɜ:/	bird, worm, burn, birthday, earth
/ɔ:/	more, door, walk, worm, ball
/æ/	fan, bat, apple, fashion, black
/ʌ/	cut, butter, come, love, money
/ɑ:/	father, heart, start, park, far
/ɒ/	hot, box, cough, watch, dog

UNVOICED SOUNDS	EXAMPLES	
/f/	cough /kɒf/	coughed /kɒft/
/k/	walk /wɔ:k/	walked /wɔ:kt/
/p/	stop /stɒp/	stopped /stɒpt/
/s/	miss /mɪs/	missed /mɪst/
/θ/	bath /bæθ/	bathed /bæθt/
/ʃ/	push /pʊʃ/	pushed /pʊʃt/
/tʃ/	watch /wɒtʃ/	watched /wɒtʃt/

2. /d/ sound: When the base verb ends in a voiced sound like /b/, /v/, /g/, /z/, /m/, /n/, /l/, /ʒ/, /dʒ/, /ð/, the *-ed* ending is pronounced as /d/. Vowel sounds and diphthongs are all voiced as well.

UNVOICED SOUNDS	EXAMPLES	
/b/	grab /græb/	grabbed /græbd/
/v/	move /mu:v/	moved /mu:vd/
/g/	hug /hʌg/	hugged /hʌgd/
/z/	raise /r eɪ z/	raised /reɪzd/
/m/	calm /kɑ:m/	calmed /kɑ:md/
/n/	listen /'lɪsn/	listened /'lɪsnd/
/l/	cancel /kænsəl/	cancelled /kænsld/
/dʒ/	judge /dʒʌdʒ/	judged /dʒʌdʒd/
/ð/	bathe /beɪð/	bathed /beɪðd/
/aʊ/	allow /ə'laʊ/	allowed /ə'laʊd/
/eɪ/	play /pleɪ/	played /pleɪd/

3. /ɪd/ sound: When the base verb ends in /t/ or /d/ sounds, the *-ed* ending is pronounced as /ɪd/.

UNVOICED SOUNDS	EXAMPLES	
/t/	start /stɑ:rt/	started /stɑ:rt ɪd/
	want /wɒnt/	wanted /wɒnt ɪd/
/d/	need /ni:d/	needed /ni:d ɪd/
	decide /dɪ'saɪd/	decided /dɪ'saɪd ɪd/

V. -s AND -es ENDING

In the English language, the -s and -es endings typically occur for plural noun forms, third-person singular present tense verb forms, and possessive forms. Phonetically speaking, the final sound of the base word affects how the -s and -es endings are pronounced.

1. /s/ sound: When the base word ends in an unvoiced sound like /p/, /k/, /f/, /t/, /θ/, the -s ending is pronounced /s/.

UNVOICED SOUNDS	EXAMPLES	
/f/	cough /kɒf/	coughs /kɒfs/
/k/	book /bʊk/	books /bʊks/
/p/	cup /kʌp/	cups /kʌps/
/t/	cat /kæt/	cats /kæts/
/θ/	unearth /ʌn'ɜ:θ/	unearths /ʌn'ɜ:θs/

2. /z/ sound: When the base word ends in a voiced sound like /b/, /d/, /g/, /v/, /m/, /n/, /ŋ/, /l/, /ð/, the -s ending is pronounced /z/.

UNVOICED SOUNDS	EXAMPLES	
/b/	grab /græb/	grabs /græbz/
/d/	brood /bru:d/	broods /bru:dz/
/g/	bag /bæg/	bags /bægz/
/v/	bell /bel/	bells /belz/
/m/	come /kʌm/	comes /kʌmz/
/n/	earn /ɜ:rn/	earns /ɜ:rnz/
/ŋ/	thing /θɪŋ/	things /θɪŋz/
/l/	love /lʌv/	loves /lʌvz/
/ð/	clothe /kləʊð/	clothes /kləʊðz/

3. /ɪz/ sound: When the base word ends in a sibilant sound /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, the -es ending is pronounced /ɪz/.

UNVOICED SOUNDS	EXAMPLES	
/s/	bus /bʌs/	buses /bʌsɪz/
/z/	quiz /kwɪz/	quizes /kwɪzɪz/
/ʃ/	wish /wɪʃ/	wishes /wɪʃɪz/
/ʒ/	massage /'mæsɑ:ʒ/	massages /'mæsɑ:ʒɪz/
/tʃ/	watch /wɒtʃ/	watches /wɒtʃɪz/
/dʒ/	lozenge /'lɒzɪndʒ/	lozenges /'lɒzɪndʒɪz/

VI. WORD STRESS (Trọng âm từ)

1. Two-syllable nouns and adjectives

When a noun or an adjective has two syllables, the stress is usually on the first syllable.

Examples: starter /'stɑ:rtər/ money /'mʌni/

pretty /'prɪti/

clever /'klevər/

Exceptions: hotel /həʊ'tel/

correct /kə'rekt/

okay /əʊ'keɪ/

2. Two-syllable verbs and prepositions

When a verb or a preposition contains two syllables, the stress is generally on the second syllable.

Examples: connect /kə'nekt/

update /,ʌp'deɪt/

away /ə'weɪ/

between /bɪ'twi:n/

Exceptions: follow /'fɒləʊ/

happen /'hæpən/

under /'ʌndər/

over /'əʊvər/

3. Words that function as both nouns (n) and verbs (v)

In English, some words serve as both nouns and verbs. When used as nouns, the stress is placed on the first syllable, while as verbs, the stress shifts to the second syllable.

Examples: a present /'prezənt/ (= a gift)

to present /prɪ'zent/ (= to give something formally)

an increase /'ɪnkri:s/ (= a rise in amount, number or degree)

to increase /ɪn'kri:s/ (= to become bigger in amount, number or degree)

Exceptions: answer (n, v) /'ɑ:nsər/

copy (n, v) /'kɒpi/

offer (n, v) /'ɒfər/

visit (n, v) /'vɪzɪt/

4. Words with various suffixes

When a word with the following suffixes, the stress is on the syllable right before the suffix.

SUFFIXES	EXAMPLES		
-able	available /ə'veɪləbl/	timetable /taɪmteɪbl/	suitable /'su:təbl/
-ial	social /'səʊʃl/	special /'speʃl/	financial /faɪ'nænʃl/
-cian	musician /mju'zɪʃn/	magician /mə'dʒɪʃn/	politician /ˌpɒlə'tɪʃn/
-ery	bakery /'beɪkəri/	scenery /'si:nəri/	gallery /ˈgæləri/
-ian	durian /'dʊəriən/	librarian /laɪ'breəriən/	guardian /'gɑ:rdiən/
-ible	impossible /ɪm'pɒsəbl/	terrible /'terəbl/	horrible /'hɒrəbl/
-ic	topic /tɒpɪk/	public /'pʌblɪk/	basic /'beɪsɪk/

	/ˈtɒpɪk/	/ˈpʌblɪk/	/ˈbeɪsɪk/
<i>-ics</i>	electronics /ɪˌlekˈtrɒnɪks/	physics /ˈfɪzɪks/	mathematics /ˌmæθəˈmætɪks/
<i>-ion</i>	onion /ˈʌnjən/	region /ˈriːdʒən/	million /ˈmɪljən/
<i>-tion</i>	action /ˈækʃn/	question /ˈkwestʃən/	decision /dɪˈsɪʒn/
<i>-lent</i>	patient /ˈpeɪjnt/	ancient /ˈeɪnjənt/	ingredient /ɪnɡreɪdɪənt/
<i>-ious</i>	anxious /ˈæŋkʃəs/	various /ˈveəriəs/	obvious /ˈɒbvɪəs/
<i>-ish</i>	English /ˈɪŋɡlɪʃ/	punish /ˈpʌnɪʃ/	selfish /ˈselfɪʃ/

5. Words with the suffixes *-ade*, *-ee*, *-eer*, *-ese*, *-que*, *-ette*, *-oon*

Words ending in the suffixes *-ade*, *-ee*, *-ese*, *-eer*, *-que*, *-ette*, or *-oon* always have the primary stress placed on the suffix, regardless of the number of syllables in the word.

SUFFIXES	EXAMPLES		
<i>-ade</i>	lemonade /ˌleməˈneɪd/	parade /pəˈreɪd/	invade /ɪnˈveɪd/
<i>-ee</i>	agree /əˈɡriː/	degree /dɪˈɡriː/	disagree /dɪsəˈɡriː/
<i>-eer</i>	career /kəˈrɪər/	engineer /ˌendʒɪˈnɪər/	volunteer /ˌvɒlənˈtɪər/
<i>-ese</i>	Vietnamese /ˌviːetnəˈmiːz/	Japanese /ˌdʒæpəˈniːz/	Chinese /ˌtʃaɪˈniːz/
<i>-ette</i>	cassette /kəˈset/	baguette /bəˈɡet/	laundrette /ˌləʊndəˈret/
<i>-que</i>	unique /juːˈniːk/	technique /tekˈniːk/	boutique /buːˈtiːk/
<i>-oon</i>	cartoon /kɑːrˈtuːn/	balloon /bəˈluːn/	afternoon /ˌɑːftəˈnuːn/

6. Compound nouns

In most compound nouns, the word stress is on the first noun.

Examples: classmate /'klɑ:smeɪt/ armchair /'ɑ:mtʃeər/ goldfish /'gəʊldfɪʃ/

7. Compound adjectives

In most compound adjectives, the stress is on the stressed syllable of the second word.

Examples: old-fashioned /,əʊld 'fæʃnd/ rock-solid /,rɒk 'sɒlɪd/

GRAMMAR

I. TENSES: PRESENT SIMPLE, PRESENT CONTINUOUS, PRESENT PERFECT, PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT, FUTURE SIMPLE, BE GOING TO, FUTURE CONTINUOUS

1. Present simple tense (Thì hiện tại đơn)

a. Forms

	VERB <i>TO BE</i>	OTHER VERBS
Affirmative (khẳng định)	<i>S + am / is / are + ...</i>	<i>S + V(s/es)</i>
Negative (phủ định)	<i>S + am / is / are + NOT + ...</i>	<i>S + don't/doesn't + V (bare-infinitive)</i>
Interrogative (ngghi vấn)	<i>Am / Is / Are + S + ...?</i>	<i>Do/Does + S + V (bare-infinitive)?</i>

b. Uses

- General truths

Example: Water **covers** 71 % of the earth's surface.

- Habits or routines

Example: My father always **takes** a bus to work every day.

- Future events such as timetables, arrangements, and programs

Example: What time **does** their flight to Seoul **leave**?

- True facts or situations that are permanent

Example: His family **lives** in Switzerland.

c. Time expressions

We often use present simple tense with adverbs of frequency (*always, usually, often, sometimes, seldom / rarely, never...*), *every on day, every year, every week, in the morning / afternoon / evening, at noon / night, on the weekend.*

2. Present continuous tense (Thì hiện tại tiếp diễn)

a. Forms

Affirmative (khẳng định)	<i>S + am / is/ are + V-ing</i>
Negative (phủ định)	<i>S + am /is/are + NOT + V-ing</i>
Interrogative (ngghi vấn)	<i>Am / Is /Are + S + V-ing?</i>

b. Uses

- For actions happening now

Example: She **is cooking** a special meal for the whole family right now.

- For future plans or arrangements

Example: Mary **is having** an important interview at ABC Company this week.

c. Time expressions

We use present continuous tense with *now, right now, at the moment, at present, these days, tomorrow, tonight, next (week / month / year)*.

Note: We do not normally use the continuous with stative verbs (*believe, dislike, know, like, love, want, prefer, wish, understand, think ...*).

3. Present perfect tense (Thì hiện tại hoàn thành)

a. Forms

Affirmative (khẳng định)	S + <i>have/has</i> + V (past participle)
Negative (phủ định)	S + <i>have/has</i> + <i>not</i> + V (past participle)
Interrogative (ngghi vấn)	<i>Have / Has</i> + S + V (past participle)?

b. Uses

- For past actions or states which started in the past and continue up to the present

Example: They **have taught** English at a primary school for 4 years.

- For someone's experience

Example: My sister **has tried** some special Vietnamese cuisines.

- For an action that has recently / just finished and its results are visible in the present

Example: The students **have picked** up all the trash in the schoolyard. It looks clean and green now.

c. Time expressions

We use present perfect tense with

- just, recently / lately

Examples: My mother has **just** cooked lunch.

Mandy and her sister have found a new apartment downtown **recently**.

- already, still, ever, never... before, not ... yet

Examples: I have **already** had lunch but I'll join you for coffee.

She has **not** finished her report **yet**.

My classmate has **never** traveled by plane **before**.

- since, for

since + a point of time

for + a length of time

Examples: I have known him **since** he was a young boy.

Scientists have done some research to find out the cure for cancer **for** years.

4. Past simple tense (Thì quá khứ đơn)

a. Forms

	VERB <i>to BE</i>	OTHER VERBS
Affirmative (khẳng định)	S + <i>was / were</i> + ...	S + V (past simple)
Negative (phủ định)	S + <i>wasn't / weren't</i> + ...	S + <i>didn't</i> + V(bare-infinitive)
Interrogative (ngghi vấn)	<i>Was / Were</i> + S + ... ?	<i>Did</i> + S + V(bare-infinitive)?

b. Uses

- For actions or events that happened and completed in the past

Examples: I **was** a student at this school 3 years ago.

He **stayed** up late to finish his homework last night.

c. Time expressions

We use past simple tense with *yesterday, last week, last month, last night, ago, in the past.*

5. Past continuous tense (Thì quá khứ tiếp diễn)

a. Forms

Affirmative (khẳng định)	S + <i>was / were</i> + <i>V-ing</i>
Negative (phủ định)	S + <i>wasn't / weren't</i> + <i>V-ing</i>
Interrogative (ngghi vấn)	<i>Was / Were</i> + S + <i>V-ing</i> ?

b. Uses

- For actions and states in progress (happening) around a particular time in the past

Example: I **was eating** dinner at 7 p.m. last night.

- For actions that were in progress and were interrupted by others in the past

Example: They **were playing** video games when the phone **rang**.

- For two or more actions that were in progress at the same time in the past

Example: While my father **was planting** flowers in the garden, my mother **was feeding** the chicken.

c. Time expressions

- Specific time references: *at 7 last night, at 9 o'clock this morning...*

- *when, while, during, as, at that time...*

6. Past perfect tense (Thì quá khứ hoàn thành)

a. Forms

Affirmative (khẳng định)	S + <i>had</i> + V (past participle)
Negative (phủ định)	S + <i>had</i> + <i>not</i> + V (past participle)
Interrogative (ngghi vấn)	<i>Had</i> + S + V (past participle)?

b. Uses

- For an action that happened before another action in the past

Examples: My boss **had left** by the time she **arrived**.
I **called** his office but he **had** already **left**.

c. Time expressions

We use past perfect with *before, after, by the time, until, already, yet*.

Examples: **After** the exams had finished, they had a party.
The party couldn't start **until** Kate had arrived.

7. Future simple tense (Thì tương lai đơn)

a. Forms

Affirmative (khẳng định)	S + <i>will</i> + V (bare infinitive)
Negative (phủ định)	S + <i>will</i> + <i>not</i> + V (bare infinitive)
Interrogative (ngghi vấn)	<i>Will</i> + S + V (bare infinitive)?

b. Uses

- For decisions on the spot

Example: It's hot outside. I **will open** the air conditioner.

- For predictions based on what you think, believe, or imagine

Example: I think it **will snow** heavily tonight.

- For promises

Example: He promises he **will not come** home late any longer.

c. Time expressions

We use future simple tense with *tomorrow, next (time, year, month, week), in the future, in a few days / months / years*.

8. be going to (Thì tương lai gần)

a. Forms

Affirmative (khẳng định)	S + <i>am / is / are</i> + <i>going to</i> + V (infinitive)
Negative (phủ định)	S + <i>am / is / are</i> + <i>not</i> + <i>going to</i> + V (infinitive)
Interrogative (ngghi vấn)	<i>Am / Is / Are</i> + S + <i>going to</i> + V (infinitive)?

b. Uses

- For future actions that are planned, intended, or likely to happen in the near future

Example: My sister **is going to start** her new job next week.

- For predictions based on evidence

- *Example:* Don't drive so fast. We **are going to have** an accident!

c. Time expressions

We use *be going to* with *tomorrow, tonight, next, soon ...*

9. Future continuous tense (Thì tương lai tiếp diễn)

Affirmative (khẳng định)	S + <i>will be</i> + V-ing
Negative (phủ định)	S + <i>will + not + be</i> + V-ing
Interrogative (nghi vấn)	<i>Will</i> + S + <i>be</i> + V-ing?

a. Forms

b. Uses

For an action that we think we are in progress at a specific point in the future

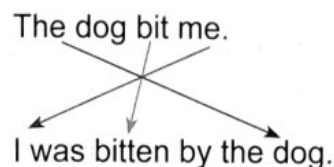
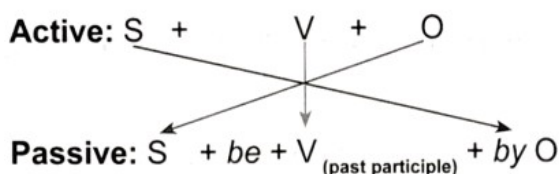
Example: Next week our family **will be flying** to Australia from Beijing.

c. Time expressions

We use future continuous tense with *at this time tomorrow, this time next week / month / year, tonight*

II. PASSIVE VOICE (Thể bị động)

1. Structure



2. Note: We normally omit *by me, by you, by us, by it, by him, by her, by them, by people ...*

Example: You sent me a letter.

A letter was sent to me (~~by you~~).

3. Passive voice in different tenses

TENSES	FORMS	EXAMPLES
Present Simple	S + am /is/are + V _(pastparticiple) + by O	I am taken to school by my parents every day.
Present Continuous	S + am /is /are + being + V _(pastparticiple) + by O	The chickens are being fed by the farmer now.
Present Perfect	S + have/has + been + V _(pastparticiple) + by O	The area has been polluted for 3 years.
Past Simple	S + was / were + V _(past participle) + by O	This book was written by J.K. Rowling many years ago.
Past Continuous	S + was / were + being + V _(pastpar1icjpla) + byO	The machine was being fixed at 2 a.m. yesterday.

Past Perfect	<i>S + had + been + V_(pastparticipla) + by O</i>	This shirt had been carefully washed before you wore it.
Future Simple	<i>S + will + be + V_(pastparticiple) + by O</i>	These trees will be cut down soon.
Near future	<i>S + am/is/are + going to be + V_(pastparticiple) + by O</i>	Our house is going to be decorated with flowers.
Modal Verb	<i>S + modal verb + be + V_(pastparticiple) + by O</i>	Masks must be worn at any time.

III. CONDITIONALS (TYPE 1, TYPE 2, **UNLESS**) (Câu điều kiện loại 1 và 2)

Conditional sentences have two parts: the **if clause** and the **main clause**.

The **if clause** can come before or after the main clause. If it comes after, we don't use a comma.

1. The first conditional: A possible condition and its probable result in the future

If + S + V (present simple), S + will / can (not) + V-inf

Examples: If the weather **is** fine tomorrow, we **will go** picnicking together.

You **can go** home early if you **don't feel** well.

2. The second conditional: Unreal condition in the present (imaginary situations)

If + S + V (past simple), S + would / could (not) + V-inf

Example: If I **became** an inventor, I **would create** a time machine.

Note: **Giving advice:** use past subjunctive: If I **were** you

Example: If I **were** you, I **wouldn't apply** for that position.

3. Unless = if... not

Examples: I don't want to stay in London **unless** I get a well-paid job.

Unless my sister studied harder, she would fail the final exam.

IV. WISH

1. Wishes about the present

Form: wish + (that) + Past simple tense

Usage: to talk about things that are impossible or unlikely

Examples: I wish that I **had** a big garden.

(I don't have a big garden, but it's a nice idea!)

I wish that John **wasn't / weren't** busy today.

(He is busy, unfortunately.)

2. Wishes about the past

Form: wish + (that) + Past perfect tense

Usage: to talk about the past regrets

Examples: I wish that I **had done** my homework last night.
(*I didn't do my homework, and now I'm sorry about it.*)
I wish that I **hadn't behaved** like that yesterday!
(*But I behaved badly yesterday. Now I think it wasn't good at all.*)

Wishes about the future

Form: wish + (that) + could / had to

Usage: to talk about a future event or something difficult or impossible

Examples: I wish that we **could go** to the theater tonight.
(*Unfortunately, we're busy so we can't go.*)
I wish that I could drive.
(*I'm only 15. I'm too young to drive.*)
I wish I **didn't have to work** on the weekends.
(*I have to work on the weekends and I don't want that.*)

3. Wishes with *would*

Form: wish + (that) + would

Usage: to complain about a bad habit or to talk about something you would like to happen

Examples: I wish that my neighbors **would be** quiet!
(*They are not quiet and I dislike the noise.*)
I wish that John **wouldn't chew** gum in class.
(*John chews gum in class all the time and I want him to stop it.*)

4. Other uses of *wish*

Wish + to + infinitive

We can use *wish* followed by the infinitive to indicate *would like*. This is very formal.

We don't usually use a continuous form with *wish* in this case.

Examples: I wish **to meet** my old teacher. (= *I would like to meet my old teacher.*)
I wish **to go** now.

Wish + object + to + infinitive

Similarly, we can use *wish* with an object and an infinitive.

Examples: I do not wish **you to buy** this book.
I wish **these people to leave**.

Wish + somebody + something

This is used mostly in set phrases.

Examples: I wished **her a happy birthday**.
We wish **you every success** in the future.

V. BARE INFINITIVES, INFINITIVES, GERUNDS

1. Gerunds (verb + ing) can be used

- as a subject or an object of a sentence.

Example: **Riding a bike** is my hobby.

- after a preposition.

Example: I'm interested in **drawing** pictures.

- after certain verbs.

Example: I dislike **smoking**.

2. Infinitives (to + verb) can be used

- as a subject or an object of a sentence.

Example: **To travel around the world** is my dream.

- after adjectives.

Example: It's nice **to see** you.

- to show purposes.

Example: I want a book **to read**.

- after certain verbs.

Example: I need **to buy** a calculator.

3. Bare infinitives (verbs without to) can be used

- after modal verbs.

Example: I can **cook**.

- after expressions with *why*.

Example: Why **not go out** for dinner?

- after *have / make / let / help* + Object

Examples: Will her parents **let her go** out?

(= Will her parents allow her to go out?)

She **made her kids tidy** their rooms.

(She forced her kids to tidy their rooms.)

I **had the tailor make** a dress for me.

(I instructed the tailor to make the dress.)

a. Verbs followed by gerunds

avoid, admit, be worth, can't help, consider, deny, dislike, enjoy, fancy, imagine, keep, mind, miss, practice, risk, recollect, recommend, report, suggest

Examples: You should **practice speaking** English more.

Do you **enjoy spending** time outdoors?

b. Verbs followed by infinitives

afford, agree, appear, arrange, ask, choose, decide, demand, desire, expect, fail, happen, help, hope, long, learn, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, threaten, wait, want, wish

Examples: I can't **afford to buy** that book.

Tom **agreed to help** with the project.

c. Verbs followed by gerunds or infinitives, with no difference in meaning

attempt, begin, bother, can't bear, can't stand, cease, continue, fear, hate, intend, like (= enjoy), love, prefer, start.

Examples: I **intend staying / to stay** long.

I **can't bear having / to have** cats in the house.

d. The forms *would like*, *would love*, and *would prefer* are followed by an infinitive.

Example: I'd **like to come** to your birthday party, but I'll be away then.

d. Verbs followed by gerunds or infinitives, with a change in meaning

VERBS	+ GERUND	+ TO INFINITIVE
<i>forget / remember</i>	= forget / remember an earlier action I'll never forget traveling to Ha Nam. I don't remember signing the contract.	= forget / remember to perform a future action Don't forget to lock the door. Did you remember to do the shopping?
<i>go on</i>	= continue He said nothing but just went on working	= change to another action After finishing his degree, he went on to work at a prestigious law firm.
<i>mean</i>	= involve or will result in This new job means living abroad.	= intend to do something I didn't mean to upset you.
<i>regret</i>	= feel sorrow about the past I regret leaving school so young.	= announce bad news I regret to say that the result is disappointing.
<i>stop</i>	= finish an action Stop shouting - you're giving	= complete one action to start another

	me a headache!	We stopped to get gas.
<i>try</i>	= do something to see the outcome Just try getting a plumber on the weekend!	= attempt to do something She tried to finish her homework before dinner.

e. Verbs followed by gerunds or bare infinitives

Verbs of perception: *feel, hear, listen to, notice, see, watch*

- Verbs of perception + Object + gerund

Usage: you can see or hear an ongoing or continuous action.

Example: I **felt** the train **moving**, (one continuing action)

- Verbs of perception + Object + bare infinitive

Usage: you can see or hear the whole action from beginning to end.

Example: I **felt** the train **move**. (one completed action)

VI. REPORTED SPEECH (Lời nói gián tiếp)

Reported speech is defined as a report of what somebody has said that does not use their exact words.

Rule: When transforming a sentence from direct speech into reported speech, you have to change the pronouns, tenses, adverbs of time and adverbs of place used by the speaker. Let's have a look at the following tables.

Table 1 - Changes in Pronouns

DIRECT SPEECH	REPORTED SPEECH
I	he, she
me	him, her
we	they
us	them
you	he, she, they, I
you	him, her, them, me
my	his, her
mine	his, hers
our	their
ours	theirs
your	his, her, their, my
yours	his, hers, theirs

Table 2 - Changes of Adverbs of Place and Adverbs of Time

DIRECT SPEECH	REPORTED SPEECH
this	that
these	those
Adverbs of Place	
here	there
Adverbs of Time	
now	then
today	that day
tomorrow	the next day / the following day
yesterday	the previous day
tonight	that night
last week	the week before
next week	the week after / the following week
last month	the previous month
next month	the month after / the following month
last year	the previous year
next year	the year after / the following year
ago	before

Table 3 - Changes in Tenses

DIRECT SPEECH	REPORTED SPEECH
Simple Present Alice said, “ I make soup.”	Simple Past Alice said that she made soup.
Present Continuous Alice said, “ I am making soup.”	Past Continuous Alice said that she was making soup.
Present Perfect Alice said, “ I have made soup.”	Past Perfect Alice said that she had made soup.
Present Perfect Alice said, “ I have been making soup.”	Past Perfect Continuous Alice said that she had been making soup.
Simple Past Alice said, “ I made soup.”	Past Perfect Alice said that she had made soup.

Past Continuous	Past Perfect Continuous
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Alice said, "I was making soup."	Alice said that she had been making soup.
Past Perfect Alice said, "I had made soup by 10 a.m. yesterday. "	Past Perfect (No change) Alice said that she had made soup by 10 a.m. the day before.
Past Perfect Continuous Alice said, "I had been making soup by 10 a.m. yesterday. "	Past Perfect Continuous (No change) Alice said that she had been making soup by 10 a.m. the day before.

Table 4 - Changes of Modal Verbs

DIRECT SPEECH	REPORTED SPEECH
will	would
may	might
can	could
shall	should
must	had to

1. Reported Statements

Subject + *said (that)* + clause

Subject + *told + Object (that)* + clause

Example: She said, "My favorite subject is English."

→ She told me / said that **her favorite subject was English.**

2. Reported Questions

- Yes/No Questions: Subject + *asked/ wanted to know + if/ whether* + clause

Example: She said, "Are you free tonight?"

→ She asked me **if /whether I was free that night.**

- WH-Questions:

Subject + *asked / wanted to know* + wh-word + clause

Example: She said, "Where are you from?"

→ She asked me **where I was from.**

3. Reported Commands

Subject + *asked/told/ordered ...* + Object + *(not) to* infinitive

Examples: She said, "Open your book, please."

→ She **told me to open** my book.

She said, "Don't meet him again."

→ She **told me not to meet** him again.

VII. RELATIVE CLAUSES (DEFINING AND NON-DEFINING RELATIVE CLAUSES)

1. Relative Pronouns

Relative pronouns introduce relative clauses. Relative pronouns such as *who*, *whom*, *which*, *whose*, and *that* are chosen based on the antecedent.

	SUBJECTS	OBJECTS	POSSESSION
Nouns of things	which	which	whose
Nouns of people	who	who / whom	

Examples: It's good to do something **which** challenges you.

You'll be with people **who** have similar interests.

That's the girl **whose** mother is my teacher.

I called my sister, **whom** I hadn't met for 2 years.

The relative pronoun *that* is used instead of *who*, *whom*, or *which* in relative clauses to refer to people, animals, and things. We only use it to introduce defining relative clauses and usually after superlatives. *That* is not as formal as *who*, *whom*, or *which*.

Example: She is the smartest student **that** I've ever taught.

2. Relative Adverbs

We often use *where*, *when*, or *why* to introduce relative clauses instead of *at which*, *on which*, or *for which*.

RELATIVE ADVERBS		EXAMPLES
Adverbs of place	where	I love Ho Chi Minh City, where (in which) I was born. This is the school where (at which) we first met.
Adverbs of time	when	I remember the day when (on which) we graduated. 2010 was the year when (in which) I was born.
Adverbs of reason	why	Do you know the reason why (for which) I love Ho Chi Minh City?

3. Defining or Non-defining relative clauses

DEFINING RELATIVE CLAUSES	NON-DEFINING RELATIVE CLAUSES
- They give important information about the nouns or pronouns they modify.	- They add extra information about the nouns they modify such as proper names, nouns with demonstrative pronouns (<i>this, these ...</i>), and nouns with possessive adjectives (<i>my, his, our</i>

	...).
- They have no comma.	- They have a comma at the start.
- We can use the relative pronoun <i>that</i> .	- We cannot use the relative pronoun <i>that</i> .
- The relative pronoun can be removed if it is the object of the clause.	- The relative pronoun cannot be removed.
The book (which / that) you gave me is interesting.	<i>Cinderella, which</i> you gave me, is interesting.

VIII. ADVERBIAL CLAUSES OF RESULT, ADVERBIAL CLAUSES AND PHRASES OF PURPOSE, ADVERBIAL CLAUSES AND PHRASES OF REASON, ADVERBIAL CLAUSES AND PHRASES OF CONCESSION

1. Adverbial clauses of result

Forms:

... <i>so</i> + Adj / Adv + <i>that</i> ...
... <i>so many / few</i> + Plural Noun + <i>that</i> ...
... <i>so much / little</i> + Uncountable Noun + <i>that</i> ...
... <i>such</i> + (a/an) + Adj + Noun + <i>that</i> ...

Usage: To show the result of a situation or an action

Examples: Jane is **so** clever **that** everyone admires her.

Jane is **such** a clever girl **that** everyone admires her.

The lecturer talked **so** fast **that** no one could understand him.

My cousins had **so many** exercises **that** they couldn't attend my son's birthday party.

My cousins had **so much** homework **that** they couldn't attend my son's birthday party.

2. Adverbial clauses and phrases of purpose

Forms:

ADVERBIAL CLAUSES OF PURPOSE	ADVERBIAL PHRASES OF PURPOSE
... <i>so that</i> + S + V + (O)	... <i>to</i> + bare infinitive
... <i>in order that</i> + S + V + (O)	... <i>so as (not) to</i> + bare infinitive
	... <i>in order (not) to</i> + bare infinitive

Usage: To describe goals or intended outcomes of actions

Examples:

Adverbial clauses of purpose	I'm going early so that I can find a good seat. I take an umbrella
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	in order that I won't get wet.
Adverbial phrases of purpose	<p>I'm going early to find a good seat.</p> <p>I'm going early in order to find a good seat.</p> <p>I'm going early so as to find a good seat.</p> <p>I take an umbrella in order not to get wet.</p> <p>I take an umbrella so as not to get wet.</p>

3. Adverbial clauses and phrases of reason

Forms:

ADVERBIAL CLAUSES OF REASON	ADVERBIAL PHRASES OF REASON
... because / since / as + S + V + (O)	... because of + Noun / V-ing

Usage: To give a reason or an explanation for something

Examples:

Adverbial clauses of reason	They got high marks in the final because / since / as they worked hard.
Adverbial phrases of reason	<p>They got high marks in the final because of working hard.</p> <p>They got high marks in the final because of their hard work.</p>

4. Adverbial clauses and phrases of concession

Forms:

ADVERBIAL CLAUSES OF CONCESSION	ADVERBIAL PHRASES OF CONCESSION
... <i>although</i> + S + V + (O)	... <i>in spite of</i> + Noun / V-ing
... <i>even though</i> + S + V + (O)	... <i>despite</i> + Noun / V-ing
... <i>though</i> + S + V + (O)	

Usage: To indicate a surprising or an unexpected contrast between what happened in the main clause and what happened in the adverbial clause

Examples:

Adverbial clauses of concession	They got high marks in the final although / even though / though they didn't work hard.
Adverbial phrases of concession	<p>They got high marks in the final in spite of not working hard.</p> <p>They got high marks in the final despite not working hard.</p>

IX. PREPOSITIONS OF TIME AND PLACE

1. Prepositions of time

IN	2024
	June
	the 1980s
	the 21 st century
	(the) winter, summer, spring, autumn
	the morning, the afternoon, the evening
	a minute, an hour, two weeks
ON	Monday
	Monday morning
	June 20 th
	my birthday
	Christmas Day, Easter Day
	the weekend (U.S)
AT	night, noon
	midday, midnight
	8.30
	bedtime
	sunrise = dawn , sunset = dusk
	Christmas, Easter
	the weekend (U.K)
BEFORE / BY	sunset, midnight, 8.30, ...
UNTIL	sunset, midnight, 8.30, ...
DURING	winter, July, the weekend, the holiday, ...
FOR	two hours, a long time, years, ages, ...
SINCE	8.30, last year, 1990, yesterday, ...
NO POSITION	last year, next month, every evening, tomorrow evening, yesterday morning.

2. Prepositions of place

IN	England
	the desert, the drawer, the living room ...
	a car, a taxi, a bus, a plane ...
	the article, the magazine, the newspaper
ON	a bus, a plane, ...

	a horse
	the phone
	the Internet, the television
	page 20
	the table, the wall...
	the left, the right
	London street
AT	the North Pole
	26 London street
	the cinema, the party, the ceremony
	the entrance, the exit
	the crossroads, the T-junction
ABOVE	the mountain, average, sea level, the clouds, my knee, the age of 10,...
OVER	the mountain, my head, the river,...
BELOW	our flat, sea level, zero, ...
UNDER	our flat, the sofa, the table,...
BETWEEN	Asian and Europe, you and me, meals, ...
AMONG	the countries of Western Europe, the crowd, the three of you, ...

X. COMPARISONS

1. Equatives

Usage: To say that a person / a thing / an action is similar (or not) to another in some way

Forms:

... *as* + Adj / Adv + *as* ...

... *not as/not so* + Adj / Adv + *as* ...

Examples: He is **as** tall **as** his father.

His new book is **not as** / **not so** interesting as his other one.

We didn't do the test as well as we had hoped.

2. Comparatives

Usage: To compare people / things / actions that are different

Forms:

SHORT ADJ / ADV + *-er* + *than*

more/less + LONG ADJ / ADV + *than*

Short adjectives / adverbs

- One-syllable adjectives, two-syllable adjectives ending with -y, -ow, -er, -et, -le
- One-syllable adverbs

Long adjectives / adverbs

- Other two-syllable adjectives and more-than-two-syllable adjectives
- Adverbs with two or more than two syllables.

Examples: This book is **longer than** I suppose. (Short form)

The final test is **more / less difficult than** the midterm one. (Long form)

3. Superlatives

Usage: To compare one member of a group of people / things / actions with the whole group

Forms:

the + SHORT ADJ / ADV + -est

the most/the least + LONG ADJ / ADV

Examples: Her brother is **the tallest** in her family. (Short form)

Her brother is **the most /the least skillful** man I've ever met. (Long form)

4. Irregular comparatives and superlatives

ADJECTIVES / ADVERBS	COMPARATIVES	SUPERLATIVES
good / well	better	the best
bad / badly	worse	the worst
many / much	more	the most
little	less	the least
far	farther / further	the farthest / furthest

XI. TAG QUESTIONS

Usage:

- To ask someone to agree with us

This film is interesting, **isn't it?**

- To check whether something is true

Lan hasn't been to Paris, **has she?**

Forms:

If the statement is **positive**, the tag is usually **negative**, and vice versa.

Personal pronouns are used in tag questions.

Main verbs:

Examples: John studies at this school **doesn't he?**

You are studying English. **aren't you?**

Has parents haven't moved to England, have they?

Modal verbs:

Examples: You won't be late for class **will you?**

Minh should clean the floor after meals. **shouldn't he?**

Exceptions:

I am right **aren't I?**

Let's go fishing. **shall we?**

Open the door, will you?

Don't talk in the library. **will you?**

There are lots of oranges in the fridge **aren't there?**

Everyone has secrets. **don't they?**

No one is perfect, **are they?**

Everything is here. **isn't it?**

Nothing was available was it?

XII. COMMON PHRASAL VERBS

❖ A phrasal verb is a combination of a verb and one or more particles (adverbs or prepositions) that together give a distinct meaning. These particles can change the original meaning of the verb: i.e.. The meaning cannot be easily guessed from their parts as exemplified in.

1. Look after: to take care of someone or something

Example: Can you **look after** all my pets while I'm away on a business trip to Europe?

2. Look up: to find information in a reference source (like a dictionary or online)

Example: Dictionaries are a big help in case you don't know the meaning of a word. Just **look it up** in the dictionary!

3. Bring up: to mention or introduce a topic

Example: She **brought up** the conflict for a resolution during the meeting.

4. Bring about: to cause something to happen

Example: The new policy **brought about** significant changes in the company.

5. Look forward to: to anticipate something with pleasure

Example: I'm **looking forward to** the weekend.

6. Put up with: to tolerate or endure something unpleasant

Example: She has been **putting up with** noisy karaoke nearby for weeks.

❖ Phrasal verbs are mainly classified as *separable* and *inseparable*.

- In **separable phrasal verbs**, the object as a noun can be put after the particle OR between the verb and the particle.

Examples: Turn on **the lights**. OR Turn **the lights** on.

He picked up **the trash**. OR He picked **the trash** up.

- In case the object is replaced with a pronoun, the object as a pronoun must go between the verb and the particle.

Examples: Turn the lights on. Turn **them** on. (NOT ~~Turn on~~

He picked the trash up. He picked **it** up. (NOT ~~He picked up it.~~)

- In **inseparable phrasal verbs** (non-separable), the separation between the verb and the particle is not allowed; i.e., the object must come after both the verb and the particle.

Example: They look after **their children** wholeheartedly.

(NOT ~~They look their children after wholeheartedly.~~)

XIII. CONJUNCTIONS

Conjunctions are indispensable tools for connecting words, phrases, or clauses in the English language. As linking words, they are functioned to illustrate the connections between ideas in a sentence. Conjunctions are classified into 3 types.

1. Coordinating conjunctions

Coordinating conjunctions are words used to connect two or more words, phrases, or clauses that have equivalent meanings and are grammatically equal.

Coordinating conjunctions include *for, and, nor, but, or, yet*, and so.

For: Showing the relationship between two main clauses by indicating that one clause is the reason for the other's happening

Example: She wanted to go for a walk, **for** the weather was beautiful.

And: Showing additional information to that provided in the first clause

Example: They went to the store, **and** they bought some groceries.

Nor: Showing the connection between two clauses that have negative modifiers

Example: I saw no sign of him. He neither emailed **nor** texted me.

But: Preceding the information that contradicts the first main clause in some way

Example: Last weekend, I wanted to stay home, **but** my friends insisted on going out for a change.

Or: Showing the difference between two equal options

Example: We have a wide variety of drinks. You can have tea **or** coffee for breakfast.

Yet: Showing the introduction of a new idea that contradicts the main clause

Example: He was tired, **yet** he continued to work late into the night.

So: Used to join two equally weighted thoughts that imply cause and effect

Example: He forgot his raincoat, **so** he got drenched in the rain.

2. Subordinating conjunctions

Subordinating conjunctions introduce and connect subordinate clauses (or dependent clauses) to main clauses (independent clauses), creating a relationship between the ideas expressed in each clause.

Some common subordinating conjunctions are listed as *because, although, though, while, if, when, since, unless, until, after, as ... as, as long as, as soon as, before, so that, until, when, where, while, whenever, wherever, whether*, etc.

Subordinating conjunctions function to show:

Cause and effect

Example: She missed the bus **because** she overslept.

Time

Example: She finished her homework **after** she returned from school.

Condition

Example: She will go for a walk **if** the weather is nice.

Contrast

Example: She is kind of studious. She studied day and night **although** the exam was quite easy.

Purpose

Example: He worked hard **so that** he could earn a promotion.

Comparison

Example: The dancer could not dance **as** charmingly **as** the audience expected.

3. Correlative conjunctions

Correlative conjunctions join words, phrases, or clauses of equal importance and they always come in pairs.

Some common correlative conjunctions include *either... or, neither... nor, both ... and, not only... but also, whether... or*, etc.

Correlative conjunctions function to show:

Joining words

Example: Phuong is **not only** a lawyer **but also** a teacher.

Joining phrases

Example: It's late at night. You can **either** study for your exam **or** go to bed.

Joining clauses

Example: **Either** you confess you stole the money, **or** I'll have to report it to the police.

CORRELATIVE CONJUNCTIONS	EXAMPLES
<i>both... and:</i> Emphasizing that two things are true together	She is both intelligent and kind.
<i>either... or:</i> Displaying a choice between two alternatives	You can either come with us or stay at home.
<i>neither... nor:</i> Indicating that both alternatives are not true	He neither called nor texted me.
<i>not only... but also:</i> Emphasizing additional information	They serve not only pizza but also pasta.
<i>whether... or:</i> Introducing two possible choices or alternatives	<i>I don't know whether to laugh or cry.</i>

XIV. MODAL VERBS

As helping verbs or auxiliary verbs, modal verbs are employed in conjunction with main verbs to indicate a subject's obligation, permission, ability, possibility, and probability to perform an action and to highlight the necessity of such an action. Modal verbs are often used with the base form of the main verb (bare infinitive) since they help to express nuances of meaning, mood, or attitude.

Below are some examples of modal verbs as well as their functions.

MODAL VERBS	FUNCTIONS	EXAMPLES
Can	Used to express ability, possibility, or permission	<ul style="list-style-type: none"> - She can speak Italian fluently if she practices it regularly. <i>(Ability)</i> - Technical problems can arise if you skip regular software updates. <i>(Possibility)</i> - Can I leave the AI class 15 minutes earlier than usual? <i>(Permission)</i>
Could	Used to indicate past ability, past possibility, or polite requests (formal contexts)	<ul style="list-style-type: none"> - When I was 15, I could run 100 meters in 10 seconds. <i>(Past ability)</i> - He could have caught the earliest shuttle bus to work. <i>(Past possibility)</i> - Could you kindly forward this email to the entire team? <i>(Polite request)</i>

May	Used to express permission, possibility, or a wish	<ul style="list-style-type: none"> - You may leave the room now. <i>(Permission)</i> - It may rain later. <i>(Possibility)</i> - May you and your beloved have many happy returns of the day! <i>(Wish)</i>
Might	Similar to may , used to express possibility or permission more tentatively	<ul style="list-style-type: none"> - She might come with us for the holiday if she finishes her work in due time. <i>(Possibility)</i> - I might allow you to join the consulting team for the project, but I need to check first with our CEO and project manager. <i>(Permission)</i>
must	Indicates necessity, strong recommendation, or logical deduction	<ul style="list-style-type: none"> - According to the traffic rules, you must wear a helmet when riding a motorcycle. <i>(Necessity)</i> - You must join this training course; it's interesting and instructive! <i>(Strong recommendation)</i> - The roads are wet; it must have rained recently or plants along the streets must have been watered by water tanker trucks. <i>(Logical deduction)</i>
Should	Indicates advice, expectation, or obligation	<ul style="list-style-type: none"> - You should go to bed early and be an early bird to catch the worm. <i>(Advice)</i> - Participants in the training workshop should arrive at least 15 minutes early. <i>(Expectation)</i> - Everyone should devote time and effort to demonstrate full cooperation in completing the project on time. <i>(Obligation)</i>
Ought to	Similar to should , used for giving advice or making	<ul style="list-style-type: none"> - You look pale. You ought to eat more vegetables for a balanced diet. <i>(Advice)</i>

	recommendations	- They ought to read over all these documents and think twice before signing them. <i>(Recommendation)</i>
Shall	Used mainly in British English to indicate future action or intention (often with 'I' and 'we')	- We shall meet again. <i>(Future action)</i> - I shall do my best to support the building of this volunteer program. <i>(Intention)</i>
Will	Used to express future intention, willingness (stress on 'will'), or prediction	- She will visit her grandmother next week. <i>(Future intention)</i> - I will help you with the building of this volunteer program. <i>(Willingness)</i> - It will rain late into the night. So, prepare warm blankets. <i>(Prediction)</i>
Would	Used to indicate past habits, polite expression of preference, or hypothetical situations	- She would always volunteer to assist with community projects during her tenure. <i>(Past habits)</i> - I would appreciate it if you could provide feedback on the draft proposal. <i>(Polite expression of preference)</i> - If the weather were better, we would schedule the outdoor event. <i>(Hypothetical situations)</i>