



## CONVERSATION FOR ALL OCCASIONS

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## Preface/Lời Mở Đầu

This book is a comprehensive English conversation, comprehension, and grammar text all rolled into one, suitable for students who are able to write decently and would like to work on English pronunciation and speaking skills. Students can both read and listen to English using the accompanying CD recording of every written dialogue. After each conversation, there are exercises for students to test their understanding of what was said in each conversation, as well as exercises for students to practice using key phrases and using correct grammar. There are a variety of different conversational topics included in this book that are designed to help prepare students for different situations they may encounter in daily life where they will interact with English speaking people, whether it be in school, at work, or even at a doctor's office. These conversations will provide students with more exposure to the American culture because they reflect aspects of the American life. One thing to note is that although abbreviations of words are commonly used in conversations, this book will not use abbreviations in order to show students the proper tenses that should be used in sentences. Abbreviations are only used when it is most necessary to avoid awkwardness in the sentence.

A great deal of thought and effort was put into the production of this book and we are proud to present it in the hope that it will aid students in their quest to gain proficiency in English, both written and spoken. From the bottom of our hearts, we wish each and every one of our readers the best of luck in all their endeavors and remember, practice is key!

Cuốn sách này bao gồm nhiều tiết mục để giúp các bạn có trình độ Anh ngữ khá trau dồi thêm về cách phát âm, cách đàm thoại và cách dùng văn phạm. Chúng tôi đã viết về nhiều đề tài để giúp các bạn có thể đàm thoại trong nhiều tình cảnh khác nhau khi giao tiếp với người ngoại quốc. Các bạn có thể tra trộn các câu đã học trong cuốn sách này để làm cho cuộc đàm thoại của các bạn được phong phú hơn.

Khi viết cuốn sách này, chúng tôi đã tránh dùng các lỗi viết tắt để giúp các bạn hiểu rõ về văn phạm mặc dù cách viết/nói tắt rất thông dụng trong việc đàm thoại. Chúng tôi chỉ viết tắt nếu cần để tránh sự vụng về cho câu văn

Chúng tôi mong muốn cuốn sách này sẽ giúp các bạn phát triển được khả năng Anh ngữ trong câu viết cũng như lời nói. Chúng tôi chúc các bạn thành công và xin các bạn nhớ rằng chuyên cần thực tập sẽ mang đến cho các bạn sự thành công.



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## SECTION I

# *DAILY LIFE*



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## CHAPTER ONE

### TALKING ABOUT THE WEATHER

**Situation:** *Ann and Mary talk while walking to their next class.*

**Ann:** Oh, it feels so cold this morning.

**Mary:** It sure is. Early this morning my car's windshield was covered with frost. I had to spray it with water before I could head to school.

**Ann:** Who would have thought it could be this cold in early December, especially in California.

**Mary:** I know. The temperature was 35 degrees Fahrenheit when I woke up this morning. I was freezing as soon as I got out of bed. The cold weather just hit me by surprise.

**Ann:** I cannot remember when it was this cold in early December.

**Mary:** Brace yourself for the rain this afternoon. Cold and wet, Yuck!

**Ann:** It is going to rain this afternoon?

**Mary:** Not only this afternoon, but also the rest of the week.

**Ann:** Oh, it is going to be miserable. I have a full class schedule today and tomorrow. To walk from class to class, I will have to juggle my books and my umbrella trying not to get wet.

**Mary:** You carry too many books. Why don't you leave some of them in your locker?

**Ann:** My locker is a long way from my English classes. This is the reason why I carry all my books with me. Is it going to rain hard or just drizzle?

**Mary:** The news said that it would start to drizzle around noon, and then it would rain really hard by three o'clock.

**Ann:** No hope for better weather this week?

**Mary:** There is a slim chance of sunshine by Saturday. However, it will be foggy, windy, and rainy before the sun comes out this weekend.

**Ann:** I am glad that it rains even though I do not like rainy weather. We have a very dry season so far this year.

**Mary:** Yes, I can hardly remember when it rained last time. Well, as long as there is no thunder or lightning, I can bear it.





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**Ann:** We rarely have thunder or lightning in California.

**Mary:** We are very lucky that California has one of the best weather conditions in America. When it is hot, it is not humid; when it rains, there is no thunder or lightning, and the cold weather during the winter season is quite mild compared to the weather of the other states.

**Ann:** Yes, we are lucky. However, sometimes when I look at the Christmas pictures, I just wish we had some snow. It looks so pretty when everything is covered by a blanket of pure white snow.

**Mary:** Living in southern California all my life, I have never seen snow. I would not mind playing in the snow once in a while.

**Ann:** Yes, it would be fun to make a snowman or go skiing.

**Mary:** We have never seen snow; we have never made a snowman, and we have never gone skiing. We better do something about this.

**Ann:** Maybe we should plan a trip to Aspen, Colorado during winter break. I heard that the skiing season is fantastic up there.

**Mary:** I don't think we can afford a trip to Aspen. It is very expensive up there.

**Ann:** I am just wishing. I know what I will be doing during winter break. I will be working very hard to save money for a new car.

**Mary:** With the cars that we drive, it is better that we live in a place where there is no snow.

**Ann:** You are right, we are better off with no snow. Ok, I have class right now; see you later in the library.

---

**Mary:** See you later.

### **EXPRESSIONS**

*It feels so cold:* Lạnh quá

*Who would have thought?:* Ai mà nghĩ là

*Hit me by surprise:* Tác động/ảnh hưởng đến tôi một cách bất ngờ

*Brace oneself for:* Tự chuẩn bị đón nhận một điều gì khó khăn

*The rest of the week:* Phần còn lại của tuần lễ

*Juggle my books and my umbrella:* Tung hứng (xoay xở) các sách và cây dù của tôi

*Is a long way from:* Xa xôi

*Drizzle:* Mưa lâm râm

*There is a slim chance:* Có rất ít triển vọng

*Before the sun comes out:* Trước khi mặt trời hé

*I can bear it:* Tôi có thể chịu được



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*I would not mind:* Tôi không màng (quan tâm) đâu

*Be better off:* Tốt hơn

*It would be fun:* Sẽ gây sự thích thú, sẽ vui

*Plan a trip:* Sắp xếp một cuộc đi chơi

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Mary, and another the role of Ann.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |   |
|--|---|
| Q: Was it cold last night?                       | A: Yes, it was.                               |
| Q: Was it hot yesterday?                         | A: No, it was not.                            |
| Q: Was it very windy when you went to the store? | A: No, it was quite nice.                     |
| Q: What did the news say?                        | A: The news said that it would rain.          |
| Q: How will it be during the weekend?            | A: It will be foggy, windy, and rainy.        |
| Q: Is it humid in California?                    | A: No, it is never humid in California.       |
| Q: Is it going to be warm tonight?               | A: No, it will be chilly tonight.             |
| Q: How will it be tomorrow?                      | A: There is a slight chance of rain tomorrow. |
| Q: Is it going to be sunny tomorrow?             | A: No, it will be hazy tomorrow.              |
| Q: How was the weather in Denver last week?      | A: It was cloudy last week.                   |

### **3) Comprehension test**

- a) How was the weather this morning?
- b) What happened to Mary's car?
- c) What did Mary do to her car?
- d) What was the temperature when Mary woke up?
- e) How will it be in the afternoon?
- f) How long will it be raining?
- g) How is the weather until the weekend?
- h) Why will it be difficult for Ann when it rains this afternoon?
- i) When will it start raining really hard?
- j) How will it be during the coming weekend?
- k) What kind of season did they have so far this year?
- l) Why is the weather in California better than the weather in the other states?
- m) What is Ann wishing for?
- n) Why does Ann suggest a trip to Aspen?
- o) Can they afford a trip to Aspen?

### **4) Discussion**



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a) What kinds of weather do you have in your country?

- b) Describe a perfect weather.  
c) Where would you want to live if you have a choice?

## **GRAMMAR REVIEW**

### **NOUNS:**

1) Nouns can be classified as either common nouns or proper nouns:

A) Common nouns are used to refer to people, animals, things and places in general.

*Student*

*Cat*

*Umbrella*

*Beach*

Common nouns can be singular or plural. Singular nouns are used when there is one person, one animal or one thing.

*One week*

*An umbrella*

Plural nouns are used when more than one person, more than one thing or more than one place are mentioned. To form a plural noun, simply add *-s* to the end of the word.

*Two weeks*

*Many umbrellas*

### **Exceptions:**

1) For nouns that end with *-ch*, *-s*, *-sh*, *-x* and *-z*; add *-es* to form plural nouns.

*Peach, peaches*

*Bus, buses*

2) For nouns that end with a consonant followed by *-y*, change *-y* to *-i*, and then add *-es*.

*Body, bodies*

*Party, parties*

3) For nouns that end with a vowel followed by *-y*, add *-s* to form plural nouns.

*Toy, toys*

*Boy, boys*

4) For nouns that end with *-fe* or *-f*, change *-f* to *-v*, and then add *-es*.

*Life, lives*

*Leaf, leaves*

### **Note:**

Some nouns do not follow this rule. Example: *roof, roofs; chief, chiefs*.

5) For nouns that end with *-o* preceded by a vowel, simply add *-s*. However, if *-o* is preceded by a consonant, add *-es*.



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*Patio, patios*

*Potato, potatoes*

Note:

Some nouns do not follow this rule. Example: *piano, pianos; photo, photos.*

6) Some nouns completely change when they become plural.

*Child, children*

*Mouse, mice*

*Foot, feet.*

7) Some nouns are singular even though they end in -s.

*The news is very depressing.*

*Mathematics is not easy to understand sometimes.*

8) Some nouns are always plural.

*My pants are very comfortable.*

*The scissors are very sharp*

9) Some nouns are the same in singular and plural form.

*Fish, fish*

*Equipment, equipment*

10) Some nouns come from adjectives, and are considered plural nouns. They are always preceded by *the*.

*The rich have many expensive hobbies.*

*Sometimes the young have a lot of wild ideas.*

B) Proper nouns are used to name specific persons, things or places, and are always capitalized. Some examples are:

*Mary*

*Aspen*

*California*

**Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Did you see a boy wandering around here?

A: No, I saw four boys wandering around here.

Q: How many peaches did you buy?

A: I just bought one peach.

Q: Are you talking about Jane and John's parties?

A: No, I am just talking about John's party?

Q: Are these your children?

A: No, that is my child.

Q: Did you hurt both feet?

A: No, I only hurt my left foot.

Q: Do you want an apple for lunch?

A: No, I want two apples.





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Q: Who is living in this neighborhood?  
Q: Who needs a lot of medical care?

A: Only the rich live in this neighborhood.  
A: The old need a lot of medical care.



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Q: Who is that girl in the blue dress?  
Q: Where are we?

A: Oh, that is Suzanne.  
A: We are at San Pedro beach.



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## CHAPTER TWO

### AN AFTERNOON IN THE KITCHEN

**Situation:** *Mrs. Anderson is baking cakes when her daughter Debbie gets home from school.*

**Debbie:** Mom, I am home.

**Mrs. Anderson:** How was school? How did you do on the test?

**Debbie:** School was OK, and I did great on the test. Mom, I was so worried about that test, but now I feel great. What a relief!

**Mrs. Anderson:** I am glad to hear that. You have been studying so hard the past few weeks. Now, you can relax and enjoy life.

**Debbie:** What are you cooking? It smells so good.

**Mrs. Anderson:** I am baking cakes. This is your favorite carrot cake.

**Debbie:** It looks really yummy. And I see muffins over there too. You were busy, weren't you?

**Mrs. Anderson:** Yes. Jeff has to take something to school tomorrow. So, those muffins are for him. Don't touch them.

**Debbie:** Can I have a piece of carrot cake? I want to enjoy life right now.

**Mrs. Anderson:** You don't want to wait until after dinner?

**Debbie:** It looks inviting, and I bet it is delicious. No, I don't want to wait. Can I, mom?

**Mrs. Anderson:** OK, go ahead.

**Debbie:** Did you see the new recipe that was posted on Today Cooking's website? I believe it was called *Scrumptious Pie*.

**Mrs. Anderson:** No, I did not. But I want to try that recipe. Your dad loves pie.

**Debbie:** So do I.

**Mrs. Anderson:** So does Jeff. Our whole family is crazy about pie.

**Debbie:** When do you want to try the new recipe? I want to learn too. Should we bake a cherry pie or an apple pie?



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**Mrs. Anderson:** Since this is the cherry season, let's make a cherry pie. Tomorrow, I will get some cherries at the supermarket, and we can start baking in the afternoon when you get home from school.

**Debbie:** I need to finish a science project, and I will not get home until 3:30. Will it be too late to start baking, mom? If it is, you can start without me.

**Mrs. Anderson:** 3:30 PM is fine. I will prepare dinner early, and then I will have everything ready for our baking session before you get home.

**Debbie:** Make sure that we still have enough sugar and eggs, mom. It seems like you were using a lot of sugar and eggs baking the cakes and muffins today.

**Mrs. Anderson:** Don't worry. We still have plenty of sugar and a lot of eggs, enough to make at least ten pies.

**Debbie:** Ten pies, huh? Ten sounds like a good number, but let's not overdo it. Let's make nine and a half pies instead.

**Mrs. Anderson:** OK, we will make nine and a half pies tomorrow. No more, no less.

**Debbie:** It is a deal.

**Mrs. Anderson:** Enough about baking pies. I need to start working on today's dinner. It is three o'clock already. Your dad and Jeff will be home soon. I am sure they will be very hungry and will want dinner right away.

**Debbie:** What do we have for dinner tonight?

**Mrs. Anderson:** I will make roast beef and cream of mushroom soup.

**Debbie:** It has been a long time since you made cream of mushroom soup. Do you need any help, mom?

**Mrs. Anderson:** No, go do your homework and leave the cooking to me.

**Debbie:** Thanks, mom. Call me whenever dinner is ready. I do not want to be late for roast beef, cream of mushroom soup, carrot cake and muffins.

**Mrs. Anderson:** The muffins are for Jeff. Do not touch them!

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**Debbie:** I know, mom. Just kidding.

### EXPRESSIONS

*How was school?: Đi học ra sao?*



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*I did great on the test: Tôi làm bài thi giỏi*

*I feel great:* Tôi cảm thấy rất thoải mái  
*What a relief!:* Thật là nhẹ nhõm cả mình  
*Enjoy life:* Thường thức cuộc đời  
*It is a piece of cake:* Rất dễ dàng  
*It looks inviting:* Trông thật quyến rũ  
*It is delicious:* Thật là ngon quá  
*Go ahead!:* Cứ tiến hành công việc  
*So do I:* Tôi cũng vậy  
*Be crazy about something:* Rất ưa thích cái gì  
*In the afternoon:* Vào buổi xế trưa  
*Get home from school:* Về đến nhà sau khi tan học  
*Don't worry!:* Đừng lo  
*Let's not overdo it:* Đừng làm quá đáng  
*No more, no less:* Không hơn, không kém  
*It is a deal:* Tôi đồng ý  
*It has been a long time since:* Đã lâu lắm từ khi  
*Do you need any help?:* Bạn có cần giúp gì không?  
*Leave the cooking to me:* Để tôi lo phần nấu nướng  
*Just kidding!:* Chỉ nói giỡn thôi

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Mrs. Anderson, and another the role of Debbie.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |  |
|---|--|
| Q: What are you doing?                                    | A: I am preparing breakfast.                   |
| Q: What is she cooking?                                   | A: She is cooking steak.                       |
| Q: What is your plan after work?                          | A: I plan to bake a cake for Mary.             |
| Q: Is the turkey ready?                                   | A: No, it is not done yet.                     |
| Q: How do you like your steak? Rare, medium or well done? | A: Well done, please.                          |
| Q: What happened to the ribs?                             | A: I overcooked them, and they were burned.    |
| Q: How should I bake the cherry pie?                      | A: Bake it at 350 degrees for 30 minutes.      |
| Q: How is my chicken soup?                                | A: It is very tasty.                           |
| Q: How is my fish?  | A: It tastes very good.                        |
| Q: How is my stew?  | A: Not too sweet, not too salty. Just perfect. |
| Q: Do you like my muffins?                                | A: I love them.                                |
| Q: What should I put in my stew?                          | A: A lot of ingredients besides salt.          |





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### 3) Comprehension test

- a) Why is Debbie feeling great?
- b) What kind of cake does Debbie like?
- c) Why did Mrs. Anderson bake muffins?
- d) Why does Debbie want a piece of cake now?
- e) What is the name of the new recipe that Debbie saw on Today Cooking's website?
- f) Why does Mrs. Anderson want to bake a cherry pie?
- g) When will Debbie get home tomorrow? Why?
- h) How many pies will they bake tomorrow?
- i) What will Jeff want when he gets home?
- j) What will Mrs. Anderson cook for dinner?
- k) Why doesn't Debbie want to be late for dinner?

#### 4) Discussion

- a) Should boys learn how to cook?
  - ~~c) What is the most popular cake or food in your country?~~
  - d) What is your favorite baking recipe?
- 

### GRAMMAR REVIEW

#### NOUNS

Common nouns can be classified as either count or noncount nouns.

1) Count nouns:

Count nouns refer to people, animals, things or places that can be counted. Count nouns can be singular or plural and are generally preceded by words indicating quantity or number (*one, four, many, several, a few, every, a lot of*) or by an article (*a, an, the*).

*An afternoon*

*A science project*

*The new recipe*

*Ten pies*

*A* and *an* are indefinite articles and do not point to any person, animal, thing or place in particular.

*I drove by a gas station before I got home yesterday.*

*I saw a blue 1950 Corvette on my way to work.*

*A* and *an* always precede a singular noun. Use the indefinite article *a* before words which start with a consonant, a sounded *h* (example: *a horse*) or a long *u* (example: *a utensil*). Use *an* before words which start with a vowel, except long *u*, and before words beginning with a silent *h* (example: *an hour*)

*A cherry pie*

*A house*

*An apple pie*

*An urgent message*



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*The* is a definite article and is used to indicate a specific person, animal, thing or place. *The* can precede singular or plural nouns.

*Did you see the new recipe that was posted on Today Cooking's website?  
I looked at the new houses on Bolsa Street yesterday.*

Note:

*The* is not used with nouns indicating people, animals or things in general.

*Most of the times, cats do not like dogs.* (No *the* because we are talking about cats and dogs in general)

*I hate to listen to distressing news.* (No *the* because we are talking about distressing news in general)

2) Noncount Nouns:

Noncount nouns refer to anything that cannot be counted such as:

- a) Substances: *water, air, sugar*
- b) Abstractions: *luck, bravery, beauty*
- c) Fields of study or sports: *chemistry, baseball*

Noncount nouns are usually preceded by words such as *some, much, a little*, and are always expressed in the singular form with a few exceptions.

*You were using a lot of sugar (vs. you were using a lot of eggs)*

*She needs some encouragement before taking the test.*

Note:

Noncount nouns that refer to abstractions, sports, fields of study usually are not preceded by an article or any other word.

*He watches baseball every weekend.*

*I do not like physics*

*The company expects loyalty from its employees.*

**Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Does your son like soccer?

A: No, my son likes basketball.

Q: Can you speak English?

A: I can speak excellent English.

Q: Would you like some coffee?

A: Yes, please.

Q: How much salt should I put in the soup?

A: Just a little bit.

Q: How many oranges did you buy?

A: Just a few.

Q: How much water do you need?

A: Not too much.

Q: How many cakes did you bake?

A: Not too many.

Q: What do the Milikan high school's students want for sport?

A: They want to play football.

Q: How do wild animals survive during the winter?

A: With great difficulties.

Q: How are the houses on Bolsa Street?

A: They are very small.

Q: How long does it take you to clean a house?

A: On an average, it takes me an hour to clean a house.



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Q: What did you put in your soup?

A: I put in a little bit of salt and a lot of tomatoes.

## CHAPTER THREE TELEPHONE CONVERSATION

**Situation:** *Lisa is having some problems with her exercise bike, and she is calling Sport Center to have it repaired.*

**Nancy:** Thank you for calling Sports Center. May I help you?

**Lisa:** I bought an exercise bike from your store last year, and I am having problems with it. I need to have it repaired.

**Nancy:** Let me connect you to the Service department. One moment please.

**Karen:** Service department, this is Karen. How can I help you?

**Lisa:** I bought an exercise bike from Sports Center last year and it needs to be repaired.

**Karen:** What seems to be the problem?

**Lisa:** I am not very sure, but I think there is a problem with the bike's computer console because the LCD screen does not display the different features.

**Karen:** Nothing was on when you pushed the Start button?

**Lisa:** No, nothing.

**Karen:** What is your bike model?

**Lisa:** It is a 126 Upright Ford Bike.

**Karen:** I can send a technician out to take a look at your bike. It will cost \$75.00 for labor. Also, if we have to replace any parts, that will be extra.

**Lisa:** That is expensive. Isn't the repair cost covered by warranty?

**Karen:** When exactly did you purchase your bike?

**Lisa:** About fifteen months ago.

**Karen:** I am sorry. The standard warranty only covers a year. Did you buy extra warranty coverage at the time of purchase?

**Lisa:** No, I did not. Are there any other options besides paying \$75.00 for repair labor?

**Karen:** No, I am afraid not.



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**Lisa:** I guess I just have to pay for the repair. When can you send a technician?

**Karen:** I have next Thursday November the twenty third at 2:00PM available. Otherwise, the next date has to be December the eighth at 10:00AM.

**Lisa:** I take this coming Thursday. Will you send out a reminder?

**Karen:** Somebody will give you a call the evening before to confirm the appointment.

**Lisa:** Will the technician accept credit card payment?

**Karen:** Yes, he will. By the way, you can buy the extra warranty coverage now if you want to.

**Lisa:** How much does it cost?

**Karen:** Fifty dollars for one-year warranty, seventy-five dollars for two-years, and a hundred dollars for three-years.

**Lisa:** Does it cover both labor and materials?

**Karen:** It covers everything. Do you want to sign up for it?

**Lisa:** Oh, I do not know.

**Karen:** It will be good for you. We will send a technician any times the bike needs services. It does not matter how many times you call us in a year. Also, if we cannot fix the problem, we will provide you with a new exercise bike.

**Lisa:** OK, I want to sign up for the two-year warranty program.

**Karen:** I think it is a good investment. Are you going to pay by credit card now or do you want me to send you a bill?

**Lisa:** Send me a bill, please.

**Karen:** One last thing before I let you go, I need your address please.

**Lisa:** 995 Silver Lake Street in Long Beach.

**Karen:** OK, it is all set. Is there anything else I can help you with today?

**Lisa:** No. Thank you for your help.

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**Karen:** You are welcome. Have a nice day!





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## **EXPRESSIONS**

*May I help you?:* Tôi có thể giúp bạn không?  
*Have problems with:* Có trở ngại với, có vấn đề với  
*Let me connect you to:* Để tôi nối đường giây  
*One moment please:* Xin chờ một chút  
*What kind of problems are you having?:* Bạn đang có trở ngại gì?  
*I am not sure:* Tôi không chắc chắn  
*Display the different features:* Trưng bày các đặc điểm khác nhau  
*That will be extra:* Đây là phần phụ trội  
*Covered by warranty:* Còn trong thời gian bảo hành  
*About fifteen months ago:* Khoảng chừng 15 tháng vừa qua  
*Insurance coverage:* Sự bảo hiểm  
*Options:* Sự lựa chọn  
*Otherwise:* Nếu không thì  
*Send out a reminder:* Gửi thư nhắc nhở, kêu nhắc nhở  
*Confirm the appointment:* Khẳng định cuộc hẹn  
*Accept credit card payment:* Nhận trả tiền bằng thẻ tín dụng  
*Need services:* cần sửa chữa  


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*Thank you for your help:* Cảm ơn bạn đã giúp  
*Have a nice day!:* Chúc bạn một ngày tốt lành

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Nancy and Karen, and another the role of Lisa.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions or greetings and answers. Ask them to come up with similar questions or greetings and answers.

G: Hello, this is Natalie.

A: Hi, Natalie. This is Mary from the Accounting department.

G: Good morning. How may I help you?

A: Good morning, I have misplaced my hotel room key.

G: Hi, this is Jennifer.

A: Hi Jennifer, thank you for returning my call.

Q: May I speak to John please?

A: One moment. Let me connect you.

G: I was put on hold for a long time. I am still waiting for John.

A: I am so sorry. Let me connect you to John right now.

Q: Who is calling, please?

A: This is Tom Burt.

G: I need to speak to Richard Anderson.

A: Let me transfer you. Please hold.

G: Sorry, Richard is in the field at the moment.

A: Could you take a message?



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G: Sorry, Richard is not available at the moment.    A: Can I leave a message for Richard then?  
Q: Richard is still on the line. Do you still            A: Yes, I will hold.

wish to hold?

- G: Thank you for holding. How may I help you?      A: I need some information on one of your products.
- Q: May I have your account number?                      A: Excuse me, but what account number?
- Q: For verification, may I have your home address?    A: 1825 Palo Verde, Costa Mesa, Denver.

### 3) Comprehension test

- a) Why is Lisa calling Sports Center?
- b) Is Nancy able to help Lisa?
- c) What kind of problem does Lisa have with her exercise bike?
- d) What happened when Lisa pushed the Start button?
- e) What is the model of Lisa's bike?
- f) How much does it cost to have the bike repaired?
- g) What will happen if the technician has to replace any parts?
- h) Why is the bike no longer covered by the warranty policy?
- i) When can Sports Center send a technician to Lisa's house?
- j) What does Sports Center do to remind people of their appointment?
- k) What types of payments does Sports Center accept?
- l) What types of costs does the extra warranty policy cover?
- m) How often can Lisa call for services under the extra warranty policy?

### 4) Discussion

- a) Should we buy extra warranty when we purchase merchandises? Why? Why not?
- ~~b) What happened when things you bought break down?~~
- c) What do you do for exercise?

## GRAMMAR REVIEW

### NOUNS

#### **Roles of nouns**

Nouns can perform a variety of roles such as:

A) Subject of a verb

*My husband uses the bike every day.*

*The LCD screen does not display the different features.*

B) Object of a verb

*I want a bike.*

*My husband uses the bike every day.*

C) Modifier of a verb

*It feels cold this morning.*

*I will leave tomorrow.*

*He jogs today.*



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D) Modifier of a noun

*I bought an exercise bike from your store.  
I love apple juice.*

### **Possessives**

When we want to indicate that a person, animal, thing or place belongs to another person, animal, thing or place, we can use an apostrophe (') and -s to express ownership.

*The bike's computer console* (= the computer console of the bike)

*The car's windshield* (= the windshield of the car)

### **Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Who uses the bike everyday?

A: My husband uses the bike everyday.

Q: What is on that table?

A: A bouquet of flowers is on the table.

Q: What did you see on your way home?

A: I saw a beautiful sports car.

Q: What did you do yesterday?

A: I painted my house yesterday.

Q: When will he return?

A: He will return tomorrow.

Q: When can I see her?

A: You can see her today.

Q: Which key did you lose?

A: I lost my car key.

Q: What kind of cake did you bake?

A: I baked a carrot cake.

Q: Whose son was playing in my backyard?

A: That was Karen's son.

Q: Whose house was put on the market?

A: It was my cousin's house.



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## CHAPTER FOUR

### AN AFTERNOON AT THE PARK

**Situation:** *Every year, Rooster Run, a country music band holds a concert at Silverado park. Alex and his two friends are heading toward the park to attend the concert.*

**Alex:** Hey Jane, John, there is a musical concert in the park. You want to go see the band play?

**Jane:** I am done with my homework; I can go.

**John:** Me too. Let's go.

**Jane:** Hey, look at that sport car. Isn't it neat?

**Alex:** That is exactly the kind of car that I want once I get a good job. I bet it is very fast. I want mine to be red though.

**Jane:** Keep on dreaming, Alex. That car costs a fortune.

**Alex:** It does not hurt to set high expectations. Maybe one day I will make a lot of money, and I might surprise you.

**John:** Talking about cars, why is the traffic so heavy today?

**Alex:** People are probably heading toward the park for the concert. The band does play pretty good music.

**Jane:** Yes, it does. For the last three years, I have never missed the concert. I have always arranged my schedule so that I could attend the event once the band was in town.

**John:** How long ago did the band start playing at our park?

**Jane:** I think it started this tradition five years ago before you moved into our neighborhood. Every year it always arrives the first week of June to play for the whole week.

**Alex:** You will enjoy this evening, John. There will be good Country music, a lot of stomping around, and definitely a lot of hollering.

**John:** It sounds like fun.

**Jane:** My favorite is Rock and Roll music; however, I have to say that country melodies can be quite enticing. I can listen to them all day long.

**Alex:** John, what kind of music do you like?





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**John:** Oh, I like all kinds of music as long as it is not Hard Rock.

**Jane:** Wow, look at the number of people who have already shown up for the concert. Good thing that we are here already.

**Alex:** Jane, where do you want to sit? In the shade or in the sun?

**Jane:** In the shade, please. I have been in the sun too much lately.

**John:** There is a food stand over there. Do you two want anything?

**Jane:** Nothing for me, thanks. I already have my bottle of water.

**Alex:** I want a bag of chips and a soda. Are you sure you do not want any chips, Jane?

**Jane:** I am quite sure. Besides, my mother is cooking a good steak dinner, and I want to save my appetite.

**Alex:** Jane, you are so lucky to have such a good cook for a mother. John, you have to taste her cream cakes one of these days. You cannot find better cream cakes anywhere in this town.

**Jane:** I know we will have cream cake for dessert this evening. I will save you a piece if you want, John.

**John:** I always love cake, so please save me a piece. Thanks, Jane.

**Jane:** How about you, Alex? A piece of cake for you too?

**Alex:** You know I will say *yes* to a piece of your mother's cream cake any day.

**Jane:** OK, I will save two pieces of cream cake for both of you tonight. We can meet at the cafeteria at lunch time tomorrow and I will give them to you.

**John:** Alex, you better get your chips and soda now if you still want them. It is almost 3:00PM, and the concert is about to start.

**Alex:** For the last time, do you guys want anything?

**Jane:** I am sure I do not want anything, Alex. I am doing fine.

**John:** Me neither, Alex.

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**Alex:** OK, save me a seat. I will be right back.

## EXPRESSIONS



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*Isn't it neat?:* Tốt quá phải không?, dễ chịu quá phải không?

*Keep on dreaming:* Cứ tiếp tục mơ tưởng  
*Cost a fortune:* Rất mắc tiền  
*Set high expectations:* Đặt ước vọng cao  
*Heavy traffic:* Sự giao thông nặng, đông xe  
*Arrange my schedule:* Sắp xếp thời khóa biểu  
*Start the tradition:* Bắt đầu tập quán  
*It sounds like fun:* Nghe có vẻ vui  
*Sit in the shade:* Ngồi trong bóng mát  
*Food stand:* Quầy bán đồ ăn  
*Nothing for me:* Tôi không cần gì  
*Save my appetite for the steak:* Để dành bụng cho món thịt bít tết  
*For the last time:* Lần cuối cùng  
*I am doing fine:* Tôi cảm thấy khỏe, tôi không cần gì  
*Save me a seat:* Giữ cho tôi một chỗ

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Alex, another the role of Jane and another the role of John.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: Did you see that beautiful car?  | A: Yes, I sure did.                                       |
| Q: Were there a lot of people at the park?                                  | A: No, there were only a few.                             |
| Q: What can people do at the park?  | A: They can ride a bike, jog, or skate.                   |
| Q: What kinds of attractions do they have at the park this coming Saturday? | A: A fishing contest and a marathon.                      |
| Q: Do you want to have your birthday party at the park this year?           | A: Yes, if you do not mind.                               |
| Q: Do you like to go to the park?   | A: I love to go to the park.                              |
| Q: Did you buy a ticket for ABA's annual concert?                           | A: No, it was sold out.                                   |
| Q: Was Steve Malone's new CD on the Top Ten list?                           | A: Yes, his new CD was on the Top Ten list for two weeks. |
| Q: Who will conduct the Christmas symphony?                                 | A: This year Ron will conduct the Christmas symphony.     |
| Q: Who will you vote for Best Performer?                                    | A: I will definitely vote for Tom Nelson.                 |
| Q: Do you like classical music?   | A: Yes, I do.   |
| Q: Who will play at the Pond this year?                                     | A: Steve Malone will hold a concert there this year.      |

### **3) Comprehension test**



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a) Why are Jane, John and Alex heading toward the park?

- b) What kind of car does Alex want to own?
- c) How is the traffic?
- d) When did the band start playing in Jane's town?
- e) When does the band show up every year?
- f) What kind of music does the band play?
- g) What will happen when the band plays?
- h) What is John's favorite music?
- i) What else can people do at the park besides listening to the music?
- j) Why doesn't Jane want anything from the food stand?
- k) Is Jane's mother a bad cook?
- l) When and where will Jane give the pieces of cake to John and Alex?

#### 4) Discussion

- a) What kind of entertainment should your town have every year?
- ~~b) What kind of music do you like? Why?~~
- c) What is the use of a park? Why should we have parks?

## GRAMMAR REVIEW

### PRONOUNS

Pronouns are words that take the place of nouns without changing the meaning of the sentence and may play the same roles as nouns in the sentence. Pronouns are handy because they eliminate the need to repeat words. Like nouns, pronouns can be either singular or plural.

When a pronoun replaces a word or a group of words, the word or group of words being replaced is called an antecedent. If the pronoun's antecedent is singular, the pronoun must be singular. If the pronoun's antecedent is plural, the pronoun must be plural.

*Look at that sport car. Isn't it neat?*

*Country melodies can be quite enticing. I can listen to them all day long.*

There are many types of pronouns, and personal pronouns are one of the most commonly used pronouns.

### **Personal Pronouns**

Personal pronouns are used to replace a noun that refers to a person, animal or thing. There are many types of personal pronouns and their uses depend on the function they play in the sentence.

- 1) The subjective case

|   | <i><b>Singular</b></i> | <i><b>Plural</b></i> |
|---|------------------------|----------------------|
| First person<br>(The person who is speaking)              | I                      | We                   |
| Second person<br>(The person who is spoken to)            | You                    | You                  |
| Third person<br>(masculine) (The person who is spoken of) | He                     | They                 |



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|              |     |      |
|--------------|-----|------|
| Third person | She | They |
|--------------|-----|------|

|   |    |      |
|---|----|------|
| (feminine) (The person who is spoken of)              |    |      |
| Third person (neutral) (The thing which is spoken of) | It | They |

The subjective case is used to indicate the person, animal or thing that performs the action or is the subject of a verb.

I will give the piece of cake to Alex tomorrow.

You will enjoy this evening.

## 2) The objective case

|                          | <b><i>Singular</i></b> | <b><i>Plural</i></b> |
|--------------------------|------------------------|----------------------|
| First person             | Me                     | Us                   |
| Second person            | You                    | You                  |
| Third person (masculine) | Him                    | Them                 |
| Third person (feminine)  | Her                    | Them                 |
| Third person (neutral)   | It                     | Them                 |

The objective case is used when the person or thing is the object of a verb and is not the one performing the action.

I might surprise her showing up with my new sports car.

Country melodies can be quite enticing. I can listen to them all day long.

## 3) The possessive case

|                          | <b><i>Singular</i></b> | <b><i>Plural</i></b> |
|--------------------------|------------------------|----------------------|
| First person             | My/Mine                | Our/Ours             |
| Second person            | Your/Yours             | Your/Yours           |
| Third person (masculine) | His/His                | Their/Theirs         |
| Third person (feminine)  | Her/Hers               | Their/Theirs         |
| Third person (neutral)   | Its/Its                | Their/Theirs         |

The possessive case is used to express possession.

You moved into our neighborhood.

I love that sports car. I want mine to be red though.

## 4) The reflexive case

|                          | <b><i>Singular</i></b> | <b><i>Plural</i></b> |
|--------------------------|------------------------|----------------------|
| First person             | Myself                 | Ourselves            |
| Second person            | Yourself               | Yourselves           |
| Third person (masculine) | Himself                | Themselves           |
| Third person (feminine)  | Herself                | Themselves           |
| Third person (neutral)   | Itself                 | Themselves           |





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The reflexive case is used when the subject and the object of the sentence are the same person/thing. Reflexive pronouns usually are placed after the verb.

*I will do it myself.*

*She will drive herself to school.*

Note:

Reflexive pronouns can be placed right next to a noun or pronoun before the verb to emphasize the noun or pronoun.

*I myself will pick you up at the airport.*

*Mary herself must clean up the mess in the kitchen.*

**Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Who took the blue shirt to the cleaner?

A: I took the blue shirt to the cleaner.

Q: How did John and Jane feel after the trip?

A: They felt sick.

Q: Did John and Jane leave for work yet?

A: They already left for work.

Q: Who will drive both of you to school?

A: John will drive us to school.

Q: Did you talk to John and Jane after school?

A: I talked to them at 3 o'clock.

Q: Did you feed your daughter yet?

A: I fed her two hours ago.

Q: Whose books are those?

A: Those books are mine.

Q: Is that Janet's car?

A: Yes, that is her car.

Q: Did you buy Rick and Jessica's boat?

A: No. It is still theirs.

Q: Did Mary help you with your homework?

A: No, I did them by myself.

Q: Who painted their house?

A: They painted the house themselves.

Q: Should I ask for Jason's help?

A: No, you should clean the house by yourself.



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## CHAPTER FIVE WEEKEND PLANS

**Situation:** *Laurie, Christie, and Sarah are making plans for the coming weekend.*

**Laurie:** So, what are your plans for this weekend?

**Christie:** I don't know. Do you want to get together or something?

**Sarah:** How about going to see a movie? Cinemax 26 on Carson Boulevard is showing *Enchanted*.

**Laurie:** That sounds like a good idea. Maybe we should go out to eat beforehand.

**Sarah:** It is fine with me. Where do you want to meet?

**Christie:** Let's meet at Summer Pizza House. I have not gone there for a long time.

**Laurie:** Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

**Sarah:** When should we meet?

**Christie:** Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

**Laurie:** Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

**Sarah:** My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

**Christie:** Karen is in town? Yes, bring her along. Laurie, you remember Karen? We met her at Sara's high school graduation party two years ago.

**Laurie:** I do not quite remember her. What does she look like?

**Sarah:** She has blond hair, she is kind of slender, and she is about your height.

**Laurie:** She wears eyeglasses, right?

**Sarah:** Yes, and she was playing the piano off and on during the party.

**Laurie:** I remember her now. Yes, do bring her along Sara. She is such a nice person, and funny too.

**Sarah:** She will be happy to meet both of you again.



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**Christie:** What is she doing these days?

**Sarah:** She graduated last June, and she will start her teaching career next week when the new school term begins.

**Laurie:** What grade is she going to teach?

**Sarah:** She will teach kindergarten. She loves working with kids, and she always has such a good rapport with them.

**Christie:** Kindergarten? She must be a very patient person. I always think kindergarten is the most difficult class to teach. Most of the kids have never been to school, and they have never been away from mommy for long.

**Sarah:** I think Karen will do fine. She knows how to handle young children.

**Laurie:** I think the first few weeks will be tough. However, once the routine is set, it should not be too difficult to teach kindergarten.

**Christie:** You are right. The kids might even look forward to going to school since they have so many friends to play with.

**Sarah:** There are so many new things for them to do at school too. They do a lot of crafts in kindergarten. I am always amazed by the things kindergarten teachers do.

**Laurie:** Yes, I have seen my niece come home with so many neat stuff.

**Christie:** Maybe we can ask Karen to show us some of the things that we can do for this Halloween.

**Laurie:** Maybe we can stop by the craft store after the movie. What do you think, Sara?

**Sarah:** I will talk to her. I think she will like that. It will help her with school projects when Halloween comes.

**Christie:** Michael's is a good store for crafts. It always carries a variety of things, and you can find almost anything there.

**Laurie:** There is a Michaels store not far away from Cinemax 26. I believe it is just around the corner, on Pioneer Avenue. We can even walk over there.

**Sarah:** So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

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**Laurie and Christie:** Yes.



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## EXPRESSIONS

*Get together:* Ngồi lại với nhau  
*It sounds like a good idea:* Đó là ý kiến hay  
*Beforehand:* Trước khi, từ trước  
*Come up with:* Nghĩ ra được một ý kiến gì đó  
*She is in town:* Cô ta đang ở đây  
*Bring someone along:* Đem người nào theo  
*Off and on:* Làm rồi lại ngưng rồi lại làm, không liên tục  
*What is she doing these days?:* Cô ta đang làm gì bây giờ?  
*Teaching career:* Nghề dạy học  
*School term:* khóa học  
*Kindergarten:* Lớp mẫu giáo  
*Have a good rapport with:* Rất hợp với  
*Once the routine is set:* Một khi lễ thói đã được xác lập  
*Look forward to:* Mong mỗi  
*Craft:* Đồ thủ công  
*School project:* Dự án của trường

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*A variety of things:* Nhiều thứ khác nhau  
*It is around the corner:* Gần góc đường

## EXERCISES

### 1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Christie, another the role of Sara, and another the role of Laurie.

### 2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What are you going to do this weekend?

A: I am going to the movies this weekend.

Q: What do you plan to see?

A: I am going to see *Spider Man*.

Q: Which theater are you going to?

A: I am going to the one in Long Beach.

Q: Which show are you going to?

A: I plan to go to the 2:00PM show.

Q: How much are ticket prices these days?

A: Six dollars for shows before 5:00PM,  
and eight dollars for after five.

Q: Do they offer discounts to students?

A: I am afraid not.

Q: What is Karen doing these days?

A: She is a teacher at Jefferson high school.

Q: What subject does she teach?

A: She teaches English.

Q: What grade does she teach?

A: She teaches twelfth grade students.

Q: Does she enjoy her work?

A: She really enjoys being a teacher.

Q: Does she have the summer off?

A: Yes, she does. She plans to travel during  
the summer.





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### 3) Comprehension test

- a) Does Christie have a plan for this weekend?
- b) Where do Sara, Christie, and Laurie want to go for movies?
- c) What do they want to do before going to the movies?
- d) Why do they want to eat at Summer Pizza House?
- e) What is Summer Pizza House known for?
- f) What times do they show *Enchanted*?
- g) Who is Karen?
- h) When and where did they meet Karen?
- i) Describe Karen.
- j) What was Karen doing when Christie and Laurie met her?
- k) What kind of work does Karen do?
- l) Why is it difficult to teach kindergarten?
- m) Why do kindergarten kids enjoy school?
- n) What do kindergarten kids do at school?
- o) What will Laurie, Christie and Sara do after watching the movie?

### 4) Discussion

- a) What is your usual plan for the weekend?
- ~~b) What do you want to be after you finish school?~~
- c) If you are a teacher, what grade do you want to teach? Why?

## GRAMMAR REVIEW

There are many types of pronouns and their uses depend on the role they play in the sentence. Besides the personal pronouns, there are:

- 1) Relative pronouns
- 2) Possessive pronouns
- 3) Interrogative pronouns
- 4) Demonstrative pronouns

### **Relative pronouns:**

Relative pronouns (*who, whom, that, which, what*) replace the person or thing mentioned earlier in the sentence and connect a dependent clause to the main clause. As a substitute word, relative pronouns should correspond to the persons or things that they replace.

*Who* refers only to people and is used when it is the subject of a verb.

*Karen is the girl who was playing the piano off and on during the party two years ago.  
John and Tim are the persons who coach our children in baseball.*

*Whom* refers only to people and is used when it is the object of a verb.

*The girl whom you talked to last night is Sara's cousin.*



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*The boy whom you just met at school is considered a genius in physics.*

Note:

*Whom* is used only in formal writing. Generally *who* is used instead of *whom*.

*That* refers to people, animals or things.

*Summer Pizza house is the restaurant that has the best pizza in town.*

*Karen is the person that wore eyeglasses at the party.*

*Which* only refers to animals or things. Usually, *that* is used for a specific group of animals or things while *which* is used for animals or things in general.

*The books that were written by John Grisham sell pretty fast.*

*Books, which give information, are very useful in life.*

*What* usually refers to things.

*I do not know what you want.*

*He is questioning the meaning of what he heard on the street.*

Other less common relative pronouns are: *whoever*, *whomever*, *whatever* and *whichever*. These pronouns do not refer to a specific person or thing.

*Tell the idea to whomever you want.*

*Take whatever you want.*

*I don't care whichever one you choose.*

## **Possessive pronouns**

*Whose* is a possessive pronoun that means *belonging to whom*.

*This is the young girl whose father is a famous movie director.*

*I just talked to the lady whose house was damaged by the storm yesterday.*

## **Interrogative pronouns**

Interrogative pronouns *who*, *whom*, *whose*, *which*, *what* are used in asking questions.

*What grade is she going to teach?*

*Who cleaned the house yesterday?*

*Whom did you call?*

*Which book is on the Bestseller list?*

*Whose car is parked in front of my house?*

## **Demonstrative pronouns**

Demonstrative pronouns *this*, *these*, *that*, *those* are used to express the distance of the person or object from the speaker.

*This* (singular form) and *these* (plural form) express nearness to the speaker.

*This is my new car.* (The new car is very close to the speaker)

*These are my children.* (The children are standing next to the speaker)

*That* (singular form) and *those* (plural form) express a certain distance from the speaker.

*Look at that sports car!* (The sports car is not close to the speaker).

*Those paintings were done by Picasso.* (The paintings are not near the speaker)



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### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Who is Mrs. Anderson?

A: She is the one who drives the yellow car.

Q: Who is Karen?

A: She is the one who played the piano off and on during the party.

Q: Which house did you visit?

A: I visited the house that is on top of the hill.

Q: Which doctor did you choose for your personal care?

A: I chose the doctor that was referred by my friend Sally.

Q: Do you understand what I am saying?

A: I do not understand what you are talking about.

Q: Do you mind if I tell the news to Mary?

A: You can tell it to whomever you want.

Q: Who is that man?

A: He is the man whose car was stolen.

Q: Which ones are your children?

A: Here, these girls are my children.

Q: Are the books over there yours?

A: Yes, those are my books.

Q: Whose sandals is he holding?

A: Those are Sally's sandals.



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## CHAPTER SIX

### WINTER BREAK PLANS

**Situation:** *Mike is discussing plans for Winter break with his friend Brendan while they are driving home from their basketball game.*

**Brendan:** Hey Mike, throw your stuff in the back and ride up front with me.

**Mike:** OK, Brendan. Thank you for giving me a ride home. I did not want to call my parents because they were at Mimi's Café for my aunt's birthday.

**Brendan:** Mimi's Café? That place has the best burgers in town! The atmosphere is also nice. Good food and a good setting, what more could you ask for? We should eat there after our next basketball game.

**Mike:** Yes, that sounds like a good plan. When is our next game by the way?

**Brendan:** I think it is after Winter break, which is a long way off. Do you have any plans set up for the upcoming vacation?

**Mike:** Well, besides going to basketball practices with you, I will most likely be working.

**Brendan:** Oh, working? Did you get a new job or are you still working at Starbucks?

**Mike:** Well, Starbucks was a good first job for me and I loved the people I worked with. However, my work schedule was neither convenient nor easy. My manager would schedule me only during the times when it was most busy, which is in the morning when there is a constant coffee rush. It was definitely very difficult and a conflict to my class schedule.

**Brendan:** Well, what are you doing now at your new job?

**Mike:** Well, I am an Administrative Assistant for a company called Multi-Max. I have done a little training, but I do not know what the full job entails. From what I have seen, it is mostly inputting data into the computer and following up on customers' orders.

**Brendan:** Oh, that sounds pretty easy. When did you start this new job?

**Mike:** I have been with Multi-Max since November 1<sup>st</sup>. Well what about you? Do you have any plans for break?

**Brendan:** Not really. I think I am just going to hang out at home and read some books. I am planning a snowboarding trip though. You should come if you are not too busy working at your new job.





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**Mike:** Oh, that sounds like fun! Who is going and where are you guys going to go snowboarding?

**Brendan:** As of right now, my roommates, Jay and Kristian, are planning to go. And, there are Josh, Alexis, and Ann. We are planning to go to Big Bear. I hear that there are pretty good conditions for skiing and snowboarding this season up there.

**Mike:** Yes, that is what I heard as well. The whole trip sounds like fun. Where are you guys staying at? Did you rent out a cabin?

**Brendan:** No, we did not. My cousin actually owns a cabin up there, and he said it is OK for us to stay at his place for the weekend when I spoke with him last Friday. The cabin is not far away from the ski slopes and the eateries, so it should be a convenient place.

**Mike:** Would it be OK with your cousin if I come along as well? I am not sure whether I can go; however, since I am talking to you, I might as well ask now just in case my schedule permits.

**Brendan:** I am sure that will be fine. He did not tell me there is a limit on the number of people I could bring, so you are more than welcome to join us.

**Mike:** Awesome! I am so excited! Well, I will check my schedule, and I will give you an update tomorrow. Hey, that is my house on the corner. Thanks again for the ride, Brendan!

---

**Brendan:** You are welcome Mike. Have a good night and I will talk to you later about the trip.

## EXPRESSIONS

*Give somebody a ride home:* cho ai đi quá giang

*The atmosphere is nice:* Không khí đậm ấm dễ chịu

*I will most likely be working:* Rất có thể tôi sẽ bận làm việc

*The schedule is neither convenient nor easy:* Thời khóa biểu không tiện lợi hay dễ dàng

*Conflict with:* Xung đột với, xung khắc với

*I don't know what the full job entails:* Tôi không biết việc làm đòi hỏi những gì

*Hopefully it will be easy:* Hy vọng điều đó dễ dàng

*Hang out at home:* quanh quẩn ở nhà

*Plan a trip:* Sắp xếp một cuộc đi chơi

*There are pretty good conditions for skiing:* Thời tiết khá thuận tiện cho việc trượt tuyết

*Stay at someone's place:* Ở nhà ai đó

*For the duration of the trip:* Trong thời gian của cuộc đi chơi

*In case my schedule permits:* nếu thời khóa biểu của tôi cho phép

~~*You are welcome to join us:* Chúng tôi hoan nghênh bạn nhập bọn với chúng tôi~~

*Give someone an update:* Cập nhật, cho ai thông tin mới nhất

## EXERCISES

### 1) Conversation Practice



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Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Mike, and another the role of Brendan.

## 2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: Can you give me a ride home?                                      | A: Sure, get in.   |
| Q: Can you give me a ride to work?                                   | A: Certainly, I can.   |
| Q: What are you going to do during Winter break?                     | A: I will head home to spend time with my parents.   |
| Q: Where is home?  | A: Long Beach, California.   |
| Q: Are you going fishing in Long Beach?                              | A: I probably will once in a while.  |
| Q: What else can you do in Long Beach?                               | A: I can go to the Aquarium of the Pacific.  |
| Q: Aquarium of the Pacific?  | A: Yes, Aquarium of the Pacific where you can see more than 12,500 ocean creatures in 50 exhibits. |
| Q: Wow, it must be quite an attraction in Long Beach.                | A: Yes, it sure is.  |
| Q: Can I stay with your parents when I am in Long Beach, California. | A: I can not answer your question without talking to my parents.                                   |
| Q: Will they say <i>no</i> ?   | A: Probably not since you are my friend.   |

## 3) Comprehension test

- Why did Mike ask Brendan for a ride?
- What kind of foods does Mimi's Café offer?
- What will Mike and Brendan do after the next basketball game?
- What will Mike do during Winter break?
- Where is Mike currently working?
- What is Mike's position at the new company?
- Why did Mike change job?
- What will Brendan do during Winter break?
- Who will go to Big Bear?
- Where will Brendan and his friends stay in Big Bear?
- Why is it convenient to stay at the cabin?
- Why is it OK for Mike to stay at the cabin?

## 4) Discussion

- Do schools have Winter break in your country? Describe your school year.
- ~~What will you do during school break?~~
- Where do you want to go for vacation?

## GRAMMAR REVIEW VERBS



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Verbs are words that describe the action or state of being in a sentence.

*My parents were at Mimi's Café.  
My work schedule was neither convenient nor easy.  
I will talk to you later about the trip.*

### Characteristic of verbs

1) Verbs have three basic forms from which the different tenses are formed.

A) Base form: this is the original form of the verb. For example: *want, look, play*.

B) Present participle form: this form is created by adding *-ing* to the base form. For example: *wanting, looking, playing*. Present participles can be used with different helping verbs to express certain tenses.

Exceptions:

- For verbs that end with *-e*, drop *-e* and add *-ing*. For example: *hope, hoping; love, loving*.
- For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding *-ing*. For example: *stop, stopping; drop, dropping*.
- For verbs that end with *-ie*, change *-ie* to *-y* and add *-ing*. For example: *die, dying; lie, lying*.

C) Past participle form: this form is generally created by adding *-ed* to the base form. For example: *wanted, looked, played*. Past participles are used with different helping verbs to express certain tenses.

Exceptions:

- For verbs that end with *-e*, only add *-d*. For example: *hope, hoped; love, loved*.
- For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding *-ed*. For example: *stop, stopped; drop, dropped*.

2) Some verbs are called auxiliary verbs or helping verbs. These verbs usually accompany action verbs to show the tense or time of action. They include: *be, have, do, may, might, can, could, shall, will*.

*I have done a little training.  
I am planning a snowboarding trip.*

3) Verbs can be classified as transitive or intransitive. A transitive verb needs an object to complete its meaning while an intransitive verb does not.

Transitive

*I open the windows.  
John asked his friend to close the door.*

Intransitive

*The rooster crows.  
Lisa walks to school every day.*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.



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Q: What is a verb?

A: It is a word that describes the action or



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Q: What did you do yesterday?

Q: How is Karen doing lately?

Q: Did you clean your room?

Q: Did Karen look beautiful in her new dress?

Q: How can you form the present participle of verbs?

Q: Like *talking* from *talk*?

Q: What is she doing over there?

Q: What was John doing when it rained yesterday?

Q: How can you form the past participle of verbs?

Q: Like *talked* from *talk*?

Q: Who yelled at you yesterday?

Q: Who cooked dinner last night?

state of being in a sentence.

A: I jogged in the park yesterday.

A: She is sick lately.

A: I have cleaned my room.

A: She looked very lovely in that new dress.

A: Generally, by adding *-ing* to the base form.

A: Yes.

A: She is teaching our kids how to paint.

A: He was sleeping when it rained yesterday.

A: Generally, by adding *-ed* to the base form.

A: Or *yelled* from *yell*.

A: Tim yelled at me yesterday when he was mad.

A: My sister cooked dinner last night.





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## CHAPTER SEVEN

### A VISIT TO THE DOCTOR'S OFFICE

**Situation:** *Laura has not been feeling well lately. Today she goes to see her doctor for a physical checkup.*

**Laura:** Good morning, I have an appointment with Doctor Clark at 8:30.

**Clerk:** Let me pull your record. In the meantime, please sign-in and have a seat.

**Nurse:** Laura Nicholson.

**Laura:** Here.

**Nurse:** Follow me to Room A please.

**Nurse:** Here we are. What are your reasons for seeing Doctor Clark today?

**Laura:** Well, lately I have been feeling tired, and occasionally I have had really bad headaches and an upset stomach. On top of that, I have had this persistent cough for the last two weeks.

**Nurse:** When did you start having these symptoms?

**Laura:** I started feeling tired about two months ago; then, a little bit after that the headaches came. I got the upset stomach long before feeling tired.

**Nurse:** Are you taking any medications?

**Laura:** Only my vitamins.

**Nurse:** What vitamins are you taking?

**Laura:** I am taking a multi-vitamin tablet and extra Vitamin C every day.

**Nurse:** OK, let me take your vital signs.

**Laura:** How am I doing?

**Nurse:** Everything is good—normal blood pressure and no high temperature. Please wait here for a minute. Doctor Clark will be with you in a moment.

**Laura:** Thank you.

**Doctor:** Good morning, Laura.



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**Laura:** Good morning, Doctor.

**Doctor:** I see here that you started feeling tired two months ago, and then you started having bad headaches. You also have had an upset stomach and a persistent cough. Did you run a fever too?

**Laura:** No, doctor.

**Doctor:** Let me do a quick physical check up.

**Doctor:** Please take a deep breath, hold your breath, and exhale. Do it again please.

**Doctor:** Were there any changes in your diet or your weight lately?

**Laura:** I ate the usual things, but I lost five pounds recently.

**Doctor:** Did you suffer from insomnia?

**Laura:** Well, it is pretty hard for me to fall asleep when I go to bed. I also woke up many times during the night.

**Doctor:** Do you drink? Do you smoke?

**Laura:** No.

**Doctor:** How are things at work?

**Laura:** There was a change of ownership three months ago, and I had to work a lot of overtime, even during the weekend.

**Doctor:** It looks like you have pneumonia. Other than that, I do not see any problems. You are probably under stress from changes at work, and the stress causes headaches, upset stomach, and sleeplessness. For now, try to relax and exercise. It may solve your problems. Come back to see me again if the symptoms persist, and I will do further tests. I am going to give you a prescription for your pneumonia. Are you allergic to any medications?

**Laura:** Not to my knowledge.

**Doctor:** OK, take this medication three times a day after you eat. Also, I want you to have some blood tests. Stop by the laboratory on your way out and have the nurse draw your blood.

**Laura:** I am anxious to know my cholesterol level. When will I get the results of the blood test?

**Doctor:** The results will be available in two weeks. Don't stress yourself. I think everything will be OK.

**Laura:** Thank you, Doctor.



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**Doctor:** You are welcome.

### **EXPRESSIONS**

*Have an appointment with:* Có hẹn với

*Pull somebody's record:* Kéo hồ sơ ai ra

*In the meantime:* Trong lúc chờ đợi, trong thời gian đó

*Have a seat, please:* Xin bạn an tọa/ngồi xuống ghế

*Here we are:* Đây rồi

*Persistent cough:* Ho dai dẳng

*Upset stomach:* Đau bụng

*Symptom:* Triệu chứng

*Long before:* Lâu lắm trước khi

*Take somebody's vital signs:* Bắt mạch

*The doctor will be with you in a moment:* Bác sĩ sẽ gặp bạn trong giây lát

*run a fever:* Bị nóng, có nhiệt độ cao

*Physical checkup:* Khám sức khỏe

*Diet:* Đồ ăn thường ngày

*Suffer from insomnia:* bị không ngủ được, mất ngủ

*Change of ownership:* Sự thay đổi chủ quyền

*It looks like:* Hình như

*Sleeplessness:* Sự mất ngủ

*It may solve your problems:* Điều này có thể giải quyết vấn đề của bạn

*If the symptoms persist:* Nếu triệu chứng vẫn tiếp tục

*Give a prescription:* cho toa thuốc

*Be allergic to:* Bị dị ứng với

*Not to my knowledge:* Tôi không biết

*Blood test:* cuộc thử máu

*Stop by the laboratory on the way out:* Ghé qua phòng thử nghiệm trên đường ra về

*Draw somebody's blood:* Lấy máu

~~*The results will be available in two weeks:* Sẽ có kết quả trong hai tuần lễ~~

*Don't stress yourself!:* Đừng làm tâm thần bị căng thẳng

### **EXERCISES**

#### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Clerk and Nurse, another the role of Doctor and another the role of Laura.

#### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: How do you feel?

A: I feel fine.



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I think I have the flu.

- I have a cold.  
I have a runny nose.  
I feel sick.  
I have a headache.  
My throat hurts.
- Q: Did you get a flu shot this year? A: Not yet, but I am thinking about it.  
Q: Why did they rush him to the hospital? A: They rushed him to the hospital because they thought he had a stroke.  
Q: Why did they take you to the emergency room? A: They took me to the emergency room because I kept on throwing up.  
Q: Why did they take your vital signs? A: They always take our vital signs when we go to the doctor.  
Q: What seems to be the problem? A: I had severe stomach aches and diarrhea.  
Q: What should I do to stay healthy? A: You need to eat a healthy diet and to stay active.  
Q: What are the possible side effects of this medicine? A: You might feel dizzy or weak after taking the medicine.  
Q: What might lead to heart diseases? A: Smoking, high blood pressure, and high level of cholesterol in the blood.  
Q: What is good for my health? A: Increase your physical activity and maintain a healthy weight.  
Q: Are you going to give me a prescription for my headache? A: You do not need a prescription for Aspirin.  
Q: Do I need to make another appointment? A: No, we will mail the test results to you.

### 3) Comprehension test

- What time is Laura's appointment with the doctor?
- Where does the physical checkup take place?
- Why does Laura want to see Doctor Clark?
- When did Laura start feeling bad?
- What kinds of medications is she taking?
- How are Laura's vital signs?
- What kind of information is Dr. Clark trying to get from Laura?
- What happened at work? What happened to Laura after that?
- What is Dr. Clark's diagnosis?
- What will happen if the symptoms persist?
- What does Dr. Clark want to know before he gives Laura a prescription?
- How many times a day does Laura have to take the medicine for pneumonia?
- What else does Dr. Clark want Laura to do?
- When will Laura get the results of her blood test?

### 4) Discussion

- How often do you go to the doctor for a physical checkup?





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- b) What kind of illness do you usually have? How do you treat it?
- c) How important is exercise to good health?

d) What do people do for exercise in your country?

## **GRAMMAR REVIEW**

### **VERBS**

Verbs not only describe the action but also the time of the action. The time of occurrence is expressed through six tenses: the present, the past, the future, the present perfect, the past perfect and the future perfect.

### **Present tense**

- 1) The present tense is used to show that the action is happening now.  
*I want you to get a blood test.*  
*I do not see any problems.*
  
- 2) The present tense is also used to indicate a true fact.  
*The sun is bright.*  
*It is cold in the winter.*
  
- 3) The present tense is also used to indicate habits or customary actions.  
*Susan always bites her nails.* (Susan bites her nails in the past, today and she will continue to bite her nails in the future)  
*I go to the supermarket every Saturday.* (In the past, now, and in the future, I always go to the supermarket every Saturday)
  
- 4) The present tense can be used to replace the future tense after words that indicate time such as *when, until, as soon as, before* or words that indicate condition such as *if* or *unless*.  
*I will do further tests if the symptoms persist.*  
*The doctor will see you when he is done with Ms. Anderson.*

### **Present progressive tense**

The progressive tenses are used to indicate that an action is ongoing at a particular time. The action begins at some earlier time, is in progress at the indicated moment, and probably continues for some time after that.

The present progressive tense is used to indicate that an action is currently in progress.

BE IN PRESENT TENSE + PRESENT PARTICIPLE

*I am taking vitamin C.*  
*Doctor Clark is seeing Laura at the moment.*

### **Questions/Answers Practice**



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Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.



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- Q: How is the weather in the summer?  
Q: What did your dad tell you yesterday?  
Q: Why do you wear sunglasses?  
Q: What do you do on Saturday?  
Q: What does your youngest son do every day?  
Q: What do you do when you get home every day?  
Q: What is he going to do when he meets Sarah?  
Q: When will he leave for Paris?  
Q: When will you take the SAT test?  
Q: What are you doing?  
Q: Why is the baby crying?  
Q: How does Mary feel after her trip?
- A: It is hot and humid during the summer.  
A: He told me that fire is very dangerous during dry seasons.  
A: I wear sunglasses because the sun is bright.  
A: I go to the market every Saturday.  
A: He goes to preschool everyday.  
A: I cook dinner after I get home every day.  
A: He will apologize when he meets her.  
A: He will go to Paris when he has some free time.  
A: I will take the SAT test only if I am ready.  
A: I am reading John Young's new novel.  
A: He is crying because he is hungry.  
A: She is not feeling well after the trip.



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## CHAPTER EIGHT GOING TO THE MARKET

**Situation:** *Laura's mother had asked her to go grocery shopping before she went to work this morning. Since Laura is still busy with her homework, she asks her sister Martha to go to the market for her.*

**Laura:** Mom had asked me to go grocery shopping before she left for work this morning, but I need to finish my school project. Can you go for me, Martha?

**Martha:** I guess I can. I am done with my homework. What did mom want you to buy?

**Laura:** Well, she wanted me to buy enough groceries for the whole week. Besides meat, some fish and vegetables, we can buy whatever else we want for snacks and breakfast.

**Martha:** What do you want for breakfast?

**Laura:** I guess some cereal as usual.

**Martha:** I do not want cereal everyday. I will buy some pancakes and syrup then.

**Laura:** Get the new FineFood pancakes in the frozen food section please. I want to see how it tastes.

**Martha:** Do we still have enough coffee and cream for mom and dad?

**Laura:** Yes, we do. Talking about coffee and cream, you better buy some milk also. We almost ran out of it.

**Martha:** Next, what do you want for snacks?

**Laura:** Some chips would be fine with me. You probably want your chocolate cookies.

**Martha:** I better write down all these things; otherwise, I will forget them by the time I get to the market. I would hate to make two trips to take care of things.

**Laura:** Right! As far as meat, mom wants some pork and some chicken.

**Martha:** Just any kind of pork?

**Laura:** I forgot to ask mom about that. Anyways, you can ask the butcher for his opinion. He knows what is best.

**Martha:** How about fish?



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**Laura:** Mom wants some salmon and some catfish. Make sure that they are fresh.

**Martha:** How much salmon and catfish should I buy?

**Laura:** Oh, buy four pieces of salmon filet and four pieces of catfish filet. Mom does not like to get the whole fish.

**Martha:** Are these fish filets sold by weight or by the piece?

**Laura:** I am not very sure. Just buy four decent sized pieces. Not too big and not too small.

**Martha:** Do I need to buy some spices so mom can marinate the fish?

**Laura:** Yes, get some ground pepper and some garlic.

**Martha:** Now, how about vegetables? Mom probably wants carrots, potatoes, cabbages and some lettuce.

**Laura:** That would be fine. We need some fruits also. What do you want?

**Martha:** Dad always packs an apple for lunch everyday. I want the same thing.

**Laura:** We have already run out of eggs. So, get a carton of eggs also.

**Martha:** How about some soft drinks?

**Laura:** No, buy some bottled water instead. It is healthier for us. We need to cut down on our intake of sugar, as too much sugar is not good for our bodies.

**Martha:** I need to put bread on the list before I forget. Should I get one loaf or two?

**Laura:** One loaf will be enough. Put down a bag of rice also.

**Martha:** Do we need anything for dessert?

**Laura:** Get a box of ice cream.

**Martha:** Ice cream? Isn't ice cream packed with sugar?

**Laura:** Yes, but since I already drink water instead of soft drinks, one or perhaps two scoops of ice cream after dinner is not too bad. Besides, mom loves ice cream, especially cherry vanilla.

**Martha:** OK, I will put down one box of ice cream if you say so. Do you want me to buy some pastries for you?





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**Laura:** I know the pastries at the market are delicious; however, *no* is my answer. Do not tempt me, Martha.

**Martha:** Just asking, Laura.

**Laura:** You have quite a few items to take care of. You need to get going.

**Martha:** Yes, the list is quite long. By the time I get to the cashier to pay, I will probably have a full shopping cart. OK, I am all set to go. I will be back soon.

**Laura:** Drive carefully please!

---

**Martha:** I will.

### EXPRESSIONS

*Go grocery shopping:* Đi chợ

*Leave for work:* Đi làm

*I guess I can:* Tôi nghĩ tôi có thể

*I am done with my homework:* Tôi đã làm xong bài

*Enough for the whole week:* Đủ cho cả tuần

*Frozen food:* Đồ ăn đông lạnh

*I want to see how it tastes:* Tôi muốn nếm mùi vị của nó

*Run out of something:* Hết đồ gì

*By the time:* Đến lúc

*Take care of something:* Lo chuyên gì, làm chuyện gì

*Right!:* Đúng

*Marinate:* Ướp gia vị

*Cut down on our intake of sugar:* Bớt ăn chất đường

*Loaf of bread:* Ô bánh mì

*Besides:* Ngoài ra

*Don't tempt me!:* Đừng lôi cuốn tôi, đừng xúi giục tôi

*You need to get going:* Bạn cần phải đi

*Shopping cart:* Xe đựng hàng

*I am all set to go:* Tôi sẵn sàng đi

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*I will be back:* Tôi sẽ trở lại

### EXERCISES

#### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Laura and another the role of Martha.

#### **2) Questions/Answers Practice**



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Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: Where are you going? A: I am going to the supermarket.
- Q: Do they sell only meat at the supermarket? A: No, they sell a lot of things. There is a section for meat, a section for frozen food, a section for vegetables....
- Q: Do supermarkets carry wine? A: Yes, they have a whole section for liquor.
- Q: What can you buy at the supermarket? A: I can buy groceries, over-the-counter medicines or daily hygiene stuffs like toothpaste, detergent, and soap.
- Q: What else do you find at the supermarket? A: Nowadays, there is a pharmacy inside most supermarkets.
- Q: Do you have to bargain at the supermarket? A: No, because the prices are fixed.
- Q: How do they sell things at the supermarket? A: You can buy things by the package or by weight.
- Q: When is the best time to go to the supermarket? A: It is best for you to go when you are not hungry. Otherwise, you will want to buy everything that you see.
- Q: What are the hours of supermarkets? A: Supermarkets are usually open from 5AM to midnight.
- Q: Were they ever closed? A: I don't think they were ever closed. They are open even on major holidays.
- Q: Do you go to the supermarket everyday? A: No. Like everybody, I always buy groceries for the whole week.
- Q: What happens if you suddenly run out of things? A: I will have to make an extra trip to the supermarket then.

### 3) Comprehension test

- When did Laura's mom ask her to go grocery shopping?
- Why does Laura ask Martha to go to the market?
- Why does Martha agree to go grocery shopping?
- What does Martha want for breakfast?
- What kind of pancakes does Laura want?
- Do they want chips for breakfast?
- Why should Martha write down all the things she needs to buy?
- What should Martha buy for the main meals?
- What does Laura's mother use to marinate fish?
- Why does Martha need to buy eggs?
- Why shouldn't Martha buy some soft drinks?
- Why does Laura want to buy ice cream?
- Why should Martha get going?

### 4) Discussion

- How often does your family go to the market for groceries? Describe the marketplace where you usually go to for grocery shopping.
- Do you like to go to the market? Why? Why not?



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c) Describe the regular meals that you have during the day.



## **GRAMMAR REVIEW**

### **VERBS**

#### **Past tense**

The past tense is used to indicate an action that happened and ended at a particular time in the past or a habit in the past. In general, the past tense is formed by adding *-ed* to the end of the verb.

VERB + ED

*Mom asked me to go grocery shopping this morning.*

*She wanted me to buy enough groceries for the whole week this morning.*

For certain verbs, past tense are not formed by merely adding *-ed*. These types of verbs are called irregular verbs. Some verbs have the same form as the present form, others completely change to express past tense.

| <b>Verb</b> | <b>Present</b> | <b>Past Tense</b> | <b>Past Participle</b> |
|-------------|----------------|-------------------|------------------------|
| Hit         | Hit            | Hit               | Hit                    |
| Cut         | Cut            | Cut               | Cut                    |
| Read        | Read           | Read              | Read                   |
| Do          | Do             | Did               | Done                   |
| Tell        | Tell           | Told              | Told                   |
| Begin       | Begin          | Began             | Begun                  |
| Drive       | Drive          | Drove             | Driven                 |

#### **Past Progressive tense**

The past progressive tense is used to indicate that an action was in progress at a particular time in the past or that an action was ongoing when another action happened in the past. Generally, the past progressive tense is formed by using the verb *be* in the simple past and the present participle of the verb.

BE IN PAST TENSE + PRESENT PARTICIPLE

*I was talking to Christine after dinner last night.*

*Paul was exercising when his mother got home from work yesterday.*

#### **Present perfect tense**

The present perfect tense is used when an action happened at an unspecified time in the past. The present perfect tense is formed by adding *have* or *has* to a past participle.

HAVE/HAS + PAST PARTICIPLE

*I have done my homework.*

*She has cooked dinner.*



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However, when the present perfect tense is accompanied by *since* or *for*, it shows that the action started in the past, is currently happening and will continue in the future.

I have been with Multi-Max since November 1<sup>st</sup>. (I started to work for Multi-Max on November 1<sup>st</sup>, I am still working there today and will continue to work there in the future) Note: give an exact date after *since*

*I have worked in this field for ten years.* (I started working in this field ten years ago. I am still working in this field now, and I will continue to work in this field in the future. Note: give a duration of time after *for*)

## Present perfect progressive tense

The present perfect progressive tense is used to indicate that an action has been in progress until now. This tense is used to express the duration of the action.

HAVE BEEN/HAS BEEN + PRESENT PARTICIPLE

*He has been cleaning his room for the last two hours.* (He started to clean his room two hours ago, and he is still cleaning it now)

## Past perfect tense

The past perfect tense is used to indicate that an action occurred before another action in the past. The past perfect tense is formed by adding *had* to a past participle.

HAD + PAST PARTICIPLE

*I had finished my homework when John came last night.* (Last night I finished my homework first, and then John came over)

## Past perfect progressive tense

The past perfect progressive is used to indicate that an action was ongoing before another action happened in the past. This tense is used to express the duration of the action, and is formed with *had been* and the present participle of the verb.

HAD BEEN + PRESENT PARTICIPLE

*Paul had been watching television for two hours before it was turned off.* (There are two actions in this sentence: watch television and turn off television)

## Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: When did you finish your homework?

A: I finished my homework yesterday.

Q: What did you do during past summers?

A: I in the past, I went home during summer.

Q: What was he doing when it rained yesterday?

A: He was sleeping when it rained.

Q: What happened at 6PM yesterday?

A: John was driving home when the accident happened.

Q: Did you finish your homework?

A: I have done my homework.

Q: How long have you been living in Long Beach?

A: I have lived in Long Beach since 1980.

Q: How long have you been working for John?

A: I have worked for John for two years.

Q: When did he start working on his homework?

A: He has been working on his homework since 3:00 o'clock.





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Q: How long has it been raining?

A: It has been raining for three hours.



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Q: Did you meet my son?

Q: Did you have to water the lawn?

Q: How long did she study before the test?

A: No, your son had left when I came yesterday.

A: No, it had rained when I got home.

A: She had been studying for three hours before they started the test.



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## CHAPTER NINE I NEED HELP!

**Situation:** *Henry is having problems with his homework. His friend Tim is having problems with building a doll house. They are seeking each other's help.*

**Tim:** Henry, what are you doing?

**Henry:** I have been trying to solve this physics problem for the last half hour, and I still have no idea how to do it.

**Tim:** When do you have to turn it in?

**Henry:** It is due at the end of this week.

**Tim:** Well, it is only Monday. Why don't you get some after-school-tutoring tomorrow?

**Henry:** I have to sign up for it first. I guess I will go sign up for the Wednesday session tomorrow.

**Tim:** You should reread the chapter before you show up for the session. It will help you understand the subject matter better.

**Henry:** OK, I will do that.

**Tim:** Now that your problem is solved, I need you to lend me a hand with my problem.

**Henry:** What is up?

**Tim:** I need to build a new doll house for Nancy. I was putting her doll house away, and somehow I accidentally dropped it. It was broken into pieces.

**Henry:** How clumsy of you! Does she know?

**Tim:** I told her about it. I could not lie to her.

**Henry:** How did she take it?

**Tim:** My sister really liked that doll house, and obviously she was not very happy. But, I told her that I would build a better one for her. So, I need your help.

**Henry:** Me? Help you? I have never built anything in my life.

**Tim:** Me neither. But, don't worry. Putting together pieces of wood is not going to be difficult.



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**Henry:** It is more than just putting pieces of wood together. You need to put in windows and doors. Have you thought about how you would do that?

**Tim:** Who says houses need to have windows and doors?

**Henry:** So, you are going to build a doll house with no windows and no doors?

**Tim:** Yes, I do not see anything wrong with that. Do you?

**Henry:** No. It makes the project easier to handle now. But, are you sure that Nancy will not mind having a doll house with no doors and no windows?

**Tim:** Yes, I am sure.

**Henry:** Are you sure that Nancy will find this doll house with no doors and no windows prettier than the one you broke?

**Tim:** No, I am not sure. Why do you have to make things so complicated?

**Henry:** I am not trying to complicate things. You did tell Nancy that the new doll house would be better than the one you broke. I just want to remind you of your promise.

**Tim:** Ah, I wish I have not touched her doll house! What should I do then?

**Henry:** Get help from somebody who knows how to build a doll house. I would not be of any help to you in this project.

**Tim:** Who do you suggest I ask?

**Henry:** Mr. Brown used to be a carpenter. He will be glad to help you out. Why don't you give him a call, and see whether he has some free time.

**Tim:** You are right. It will take us forever to build this doll house. With Mr. Brown's help, I can finish it in no time.

**Henry:** OK, now that your problem is solved, can you help me trim the trees in the back yard?

**Tim:** Who? Me? Trim the trees in your back yard? It will take us ages to trim those trees. Let's see who is good at trimming trees. Ah, you can ask Mr. Brown. He is also good at trimming trees. And, when you ask for his help, please ask him to help me build a doll house also.

### **EXPRESSIONS**

*Have a problem with:* Có vấn đề với



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*Have no idea how to do something:* Không biết làm chuyện đó ra sao  
*It is due at the end of the week:* Chuyện đó đến hạn vào cuối tuần

*It would be wise to:* Chúng ta nên, nên khôn ngoan làm việc gì  
*Subject matter:* Môn học, đề tài  
*Lend a hand to:* giúp một tay  
*What is up?:* Có chuyện gì không?, chuyện gì xảy ra?  
*Accidentally:* Xảy ra bất ngờ, không cố ý  
*Broken into pieces:* Bể vụn  
*How clumsy of you!:* Bạn vụng về quá!  
*How did she take it?:* Cô ta đón nhận tin như thế nào?  
*Me neither:* Tôi cũng không  
*Don't worry!:* Đừng lo!  
*Have you thought about:* Bạn có bao giờ nghĩ đến  
*Who says that:* Ai nói điều đó  
*I don't see anything wrong with it:* Tôi không thấy điều gì trở ngại với chuyện đó  
*Do you mind to:* Bạn có màng không? có sao không?  
*I am sure:* Tôi chắc chắn  
*Complicate:* Làm rắc rối  
*Used to be:* lúc trước là  

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*Have free time:* có thì giờ rảnh  
*Finish in no time:* Làm xong trong giây lát

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and another the role of Mike.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: Why did it take you so long to finish your homework this afternoon? | A: I had difficulties understanding the problem.                                   |
| Q: What are after-school-tutoring sessions for?                        | A: They are set up to provide additional help to students outside of school hours. |
| Q: What subject matter do you need help with?                          | A: I need help with English.   |
| Q: What can I do to help?  | A You can go over the chapter with me, and then help me solve the problem.         |
| Q: Did you at least try to solve it on your own?                       | A: Yes, I have been trying to solve it for the last two hours.                     |
| Q: Why should I help you with building the doll house?                 | A: Because you are better at it than I am.   |
| Q: Why do you think so?  | A: Because you are always good at carpentry.                                       |
| Q: By the way, what are you good at?                                   | A: To tell you the truth, I am not really sure                                     |





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### 3) Comprehension test

- a) What kind of problem does Henry have?
- b) When should Henry turn in his physics homework?
- c) What is Tim's suggestion to Henry?
- d) When does Henry want to be tutored in physics?
- e) What should Henry do in order to understand the subject matter better?
- f) Why does Tim need Henry's help?
- g) Do Henry and Tim have any experiences in building doll houses?
- h) What does Tim think about building doll houses?
- i) Why does Henry keep on asking Tim questions about building the doll house?
- j) Is Henry trying to complicate things?
- k) Is there anybody else that Tim can ask for help with his project?
- l) What can Mr. Brown do?

#### 4) Discussion

- a) When was the last time you had problems with a project? Describe the problem.
- b) How did you solve the problem in question (a)?
- ~~c) Does your school have a program to help students with their homework or their understanding of academic subject matters? If not, where did you get help?~~

## GRAMMAR REVIEW

### VERBS

#### Future tense

The future tense is used to indicate that an action will happen at a particular time in the future. The future tense is formed by adding *shall* or *will* in front of the verb.

#### SHALL/WILL + VERB

*I will build a better doll house for her later on.*

*The results will be available in two weeks.*

#### Note:

*Shall* and *Will*: *Shall* is used with the first person personal pronouns *I* and *we*, while *will* is used with the second and third person personal pronouns *you*, *he/she/it*, *they*. However, recently people tend to use *will* with all three persons. Still, in questions and requests, *shall* is used with the first persons and *will* with the second and third persons.

*I shall do it tomorrow.*

*I will do it tomorrow.*

*Shall I call you at nine o'clock tomorrow?*

*Will you call me tomorrow?*

We can also express the future with verb *be + going to* instead of *shall* or *will*.

*He will build a doll house with no windows.*

*He is going to build a doll house with no windows.*



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We use *might* to express possibility in the future when we are not sure.  
*They might go to Mary's party tonight.*

## Future progressive tense

The future progressive is used to indicate that an action will be ongoing at a particular time in the future.

WILL BE + PRESENT PARTICIPLE

*Peter will be eating his dinner at 7:00PM tomorrow.*

*Janet will be taking dancing lesson at 5:00PM on Thursday.*

## Future perfect tense

The future perfect tense is used to indicate that an action will happen in the future before another action.

WILL + HAVE + PAST PARTICIPLE

*When you finish your homework, your father will have left. (Tonight, your father will leave before you finish your homework)*

*I will have finished my homework before noon.*

## Future perfect progressive tense

The future perfect progressive is used to indicate that an action will be ongoing in the future when another action happens. This tense is used to express the duration of the action and is formed by adding *will have been* to a present participle.

WILL HAVE BEEN + PRESENT PARTICIPLE

*Paul will have been exercising for two hours when we go to the airport.*

## Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |   |
|--|---|
| Q: What will you do tomorrow?  | A: I <u>will leave</u> for Texas tomorrow.                              |
| Q: What will your mother do when she gets home?                                | A: She <u>will cook</u> dinner when she <u>gets</u> home                |
| Q: What is your plan for tomorrow?   | A: I <u>am going</u> to bake a pie tomorrow.                            |
| Q: What is your plan for tonight?  | A I <u>might go</u> to the movies tonight.                              |
| Q: What will you be doing at 5PM tomorrow?                                     | A: I <u>will be exercising</u> at the gym at that time.                 |
| Q: What will he be doing when his mom gets home tomorrow.                      | A: He <u>will be watering</u> the front yard.                           |
| Q: When will your mother leave for work tomorrow?                              | A: She <u>will have left</u> before the school bus comes to pick me up. |
| Q: Will you still be home when your son wakes up tomorrow?                     | A: I <u>will have left</u> for work when my son wakes up tomorrow.      |
| Q: How long will you be exercising when your wife takes the kids to school?    | A: I <u>will have been exercising</u> for two hours.                    |
| Q: How long will you have been back from Hawaii when school starts next month? | A: I will have been back for a week when school starts next month.      |



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## CHAPTER TEN

### LOOKING FOR AN APARTMENT

**Situation:** *John and James will start their first semester at the University of Southern California soon, and they are trying to find an apartment before school starts.*

**John:** Hey, James. What are you doing here?

**James:** I am looking for an apartment to rent. What are you doing here? Looking for an apartment also?

**John:** Yes. Since my parents' house is so far away, I need to find an apartment closer to school. I thought you were going to stay at the school dormitory.

**James:** I still have not decided whether to stay at the dormitory or not. I am looking at different options to find the cheapest lodging.

**John:** So, what are you looking for?

**James:** All I need is a place big enough for my bed, my desk and my television. Of course, the place should have a kitchen so that I can cook my meals. I will be living on a very tight budget and will have to watch every dime.

**John:** Me too. I cannot work full-time like I did during the summer. I will cut down on my workload in order to spend most of the time on my studies. So, a safe and decent apartment is all I need.

**James:** How long have you been looking?

**John:** I just started this week. Since school is going to start next month, I figured I better start the process as soon as possible.

**James:** It is not easy to find an apartment to your liking that does not cost a lot. I have been looking at the ads in the newspaper for two weeks, and I still have not found anything yet.

**John:** Really? Is it that difficult to find an apartment?

**James:** No, it is just that everything I like so far is too expensive and way beyond my reach.

**John:** Is it because they are very close to school? I heard that the closer they are to school, the higher the rental cost.

**James:** Maybe that is the problem. Since I do not have a car, I need to find something close to school.



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**John:** Have you thought about sharing an apartment? If you want, we can find a two bedroom apartment and share it. It may be cheaper that way.

**James:** That could solve our problem.

**John:** Wait! Maybe we should talk this over before we decide.

**James:** Right. For this plan to succeed, we need to come up with some sort of agreement or set of rules.

**John:** Here is my first question: What do you do during the weekdays?

**James:** I have to work at Starbucks from 8:00AM to 12:00PM, and then I have school from 1:00PM to 5:00PM. After that I plan to go home, eat dinner, and work on my school assignments. How about you?

**John:** Well, I have class from 8:00AM to 10:00AM, and then I go to the library to work until 2:00PM. After that, it is school again until 4:00PM. I plan to stay on campus until 6:00PM to work on my computer projects, and then go home to work on my other classes' assignments.

**James:** It is my turn to ask the second question. Do you plan to have your friends over at the apartment very often?

**John:** No, not on weekdays. I want to finish my homework during the weekdays as much as possible. I think half of my weekend will also be reserved for homework. If my friends do stop by, it will probably be during the weekend.

**James:** Good, I plan to do the same things during school time. I also plan to visit my parents during the weekend. My mom is a great cook.

**John:** My parents' house is too far to visit once a week. I will go home to see them and my little brother during the holidays. I need to be happy with whatever foods I cook.

**James:** It seems that sharing an apartment with you may work. Do you want to try it?

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**John:** Yes. Let's go in and take a look at this one.

### **EXPRESSIONS**

*Look at different options:* Xem xét nhiều sự lựa chọn khác nhau

*Live on a tight budget:* Sống với một ngân quỹ rất hạn chế

*Watch every dime:* Đề ý từng đồng xu

*Work full-time:* Làm việc toàn thời gian

*Work part-time:* Làm việc bán thời gian

*Cut down on:* Giảm bớt





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*Start the process:* Bắt đầu công trình

*It is beyond my reach:* Nằm quá giới hạn của tôi, ngoài khả năng của tôi  
*That could solve our problem:* Điều đó có thể giải quyết vấn đề của chúng ta  
*Talk over:* Bàn cãi chuyện gì với  
*Come up with some set of rules:* Đặt nên các điều lệ  
*It is my turn to:* Đến phiên tôi  
*Have somebody over:* Có ai đến thăm  
*Take a look at something:* Xem xét điều gì

---

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and another the role of James.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What is the rental cost of this house?

A: The monthly rent is five hundred dollars.

Q: How big is the house?

A: It has three bedrooms and two bathrooms.

Q: Do I need to give you a security deposit?

A: Yes, I need a three hundred dollar deposit.

Q: What is the security deposit for?

A: To make sure that my tenant takes good care of my house.

Q: Do you require first and last month rent up-front?

A: Yes, I do.

Q: Does the rent cover utilities?

A: No, the tenant will have to pay for his own utility cost.

Q: Who has to take care of the lawn?

A: The tenant will have to take care of the lawn.

Q: Will you call my current landlord for reference?

A: Yes, I need a reference from your current landlord.

Q: When will the house be available?

A: The house will be available in another week.

Q: Do I have to give you notice if I need to move out?

A: I need to give you a month notice if I take the house back, and you need to give me a month notice if you decide to move out.

Q: When can I move in?

A: I am still accepting rental applications. So, I do not have an answer for your question.

Q: When will you make a decision?

A: Probably in another week.



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### 3) Comprehension test

- a) What is James doing?
- b) Why does John need to find an apartment?
- c) Why is James looking at other options besides the college dormitory?
- d) What kind of apartment does James want to rent?
- e) Why is John going to cut down on his workload?
- f) Why does John need to start finding an apartment now?
- g) How is the rental cost of apartments close to school?
- h) Why does James need a place close to school?
- i) What is John's solution to the high rental cost problem?
- j) What is James's daily schedule?
- k) What is John's daily schedule?
- l) Do John and James plan to have their friends over during the weekdays?
- m) Why is John planning to visit his family only during the holidays?

#### 4) Discussion

- a) What type of person do you like to have for roommate?
- b) What kind of apartment can you find in your country?
- c) Do you prefer staying in an apartment to staying at home with your parents while attending college? What are the advantages of staying in an apartment? What are the advantages of staying at home?

## GRAMMAR REVIEW

### VERBS

#### Negative form of verbs

To indicate that an action does not happen, we use the negative form of verbs. To express the negative form of verbs:

- 1) Add *do not* or *does not* when the present tense is used.  
*I need a place big enough for my bed and my desk. I do not need a place big enough for my bed and my desk.*  
*She wants breakfast in bed. She does not want breakfast in bed.*
- 2) Add *did not* to the base form of the verb when the past tense is used.  
*I started looking for an apartment last weekend. I did not **start** looking for an apartment last weekend.*  
*I decided to stay at the dormitory. I did not **decide** to stay at the dormitory.*
- 3) If the verb is in a progressive mode, in the future tense, or in a perfect tense; add *not* in between the two parts of the verb.  
*My brother is sleeping. My brother is not sleeping.*  
*I will go to the movies tonight. I will not go to the movies tonight.*  
*I have been to Paris. I have not been to Paris.*

#### Imperative form of verbs



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Verbs can be placed at the beginning of the sentence to express a command, a piece of advice or an instruction.



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*Wait!*  
*Shut your eyes!*  
*Go this way!*

### **Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: Do you like to eat steak?                 | A: No, I do not like steak.                    |
| Q: Does she plan to stop by after work?      | A: No, she does not plan to stop by.           |
| Q: Do you want to go out tonight?            | A: No, I do not want to go out tonight.        |
| Q: Did he break the lamp?                    | A: No, he did not break the lamp.              |
| Q: Did the baby cry during sleep?            | A: No, she did not cry during sleep.           |
| Q: Did your father scold you for being late? | A: No, he did not scold me for being late.     |
| Q: Is your father eating dinner?             | A: No, he is not eating dinner.                |
| Q: Are they going to play in the rain?       | A: No, they are not going to play in the rain. |
| Q: Are they going to work overtime?          | A: No, they are not going to work overtime.    |
| Q: What did you say?                         | A: Drive carefully!                            |
| Q: What should I do?                         | A: Listen to your mother!                      |
| Q: What was your advice?                     | A: Don't be late for the interview!            |
| Q: What did he want me to do?                | A: Ask him yourself!                           |
| Q: When should I leave town?                 | A: Do not leave town until the morning!        |
| Q: Can I eat the cake now?                   | A: Wait until your father gets home!           |



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## CHAPTER ELEVEN

### FORMAL CONVERSATION

**Situation:** *Jane, Leslie, and Mary are having lunch at the restaurant. Since they will have to give a presentation on etiquette rules next week, they try to practice by talking very formally to each other.*

**Jane:** Leslie, may I borrow your cell phone to call my mother after we finish lunch?

**Leslie:** Yes, of course, Jane. And please, do not forget to ask your mother whether you may go to the movies with us afterwards.

**Mary:** Jane, could you pass the salt, please?

**Jane:** Sure, here you are.

**Mary:** And the pepper too, please. Thank you.

**Jane:** You are welcome.

**Leslie:** Would both of you mind if I stop by Marcus bookstore on our way to the movie?

**Jane:** No, not at all.

**Mary:** I would love to look at their New Book selection. So, I would like to stop there also.

**Jane:** Would both of you like to go shopping after the movie?

**Leslie:** Maybe some other time. I need to be home by 5:00 o'clock.

**Mary:** I can go with you if you want.

**Jane:** That would be great. I need to pick up a gift for my brother. His birthday is on Sunday next week. What would you recommend, Mary?

**Mary:** Just a moment please. Let me think. Maybe a fishing pole since he loves fishing?

**Jane:** What a clever suggestion! My brother will thank me for the lovely gift. I hope there is a fishing store in the mall.

**Leslie:** I ordered too many French fries. Would anybody care for some?

**Jane:** Yes, I would like some.

**Leslie:** How about you, Mary?





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**Mary:** No, thank you. I have enough food already.

**Jane:** Leslie, would you like some of my fried rice?

**Leslie:** Yes, please. Just a little bit.

**Jane:** Here you go.

**Leslie:** Oh, that is enough! No more, please.

**Jane:** Mary, did you remember to bring my Harry Potter book?

**Mary:** Oh, I am sorry. I completely forgot about it. Could you call to remind me again tonight?

**Jane:** Certainly.

**Leslie:** If you do not mind, may I borrow the book after you are done with it?

**Jane:** I promised to let John borrow it after I get it back from Mary. You are welcome to have it once John is finished. John is a fast reader; he will finish it in no time.

**Leslie:** I, on the other hand, am a pretty slow reader. How long do you think I may keep it?

**Jane:** I already read it. So, you may keep it as long as you want. Give it back to me at your earliest convenience.

**Leslie:** Thank you, Jane. That will save me some money.

**Mary:** Are we all done? We should leave now to catch the next show; otherwise, we will be late.

**Leslie:** I am ready anytime you are.

---

**Jane:** So am I. Shall we go?

### **EXPRESSIONS**

*Pass the salt, please:* Chuyển muối cho tôi dùm

*Here you are:* Đây này

*Would you mind if:* Bạn có phiền không nếu

*On our way to:* Trên đường đi tới đây

*I would be glad to:* Tôi sẽ vui lòng

*May be some other time:* Có lẽ vào một dịp khác

*That would be great:* Điều đó tốt lắm

*What would you recommend?:* Bạn khuyên nên làm gì?

*Just a moment, please:* Xin chờ một chút



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*A very clever suggestion:* Một đề nghị thật khôn ngoan/hay

*Would anybody care for some?:* Bạn có muốn ăn/uống không?

*Certainly:* Không nghi ngờ, tất nhiên

*A fast reader:* Một người đọc nhanh

*A slow reader:* Một người đọc chậm

*Finish in no time:* Xong trong tích tắc

*On the other hand:* Ngược lại

*At your earliest convenience:* Lúc nào tiện nhất cho bạn

*Catch a movie:* Đi xem xi nê

---

*So am I:* Tôi cũng vậy

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Leslie, another the role of Mary and another the role of Jane.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions or greetings and answers. Ask them to come up with similar questions or greetings and answers.

G: May I introduce myself? I am Jonathan.

A: Nice to meet you. I am Laura.

G: Hello Kevin. How are you?

A: I am fine, thank you.

G: Good to see you, Ana. How are you doing?

A: I am doing fine, thank you.

G: Karen, this is John, our new employee.

A: John, welcome aboard.

G: Thank you for your help.

A: You are welcome.

G: Thank you for your help.

A: My pleasure.

Q: Could you please do me a favor and give Mike a call?

A: I would be glad to give Mike a call.

Q: Could you come back after work, please?

A: Yes, certainly.

Q: Would you like some coffee?

A: Thank you for your offer, but I do not drink coffee.

Q: Excuse me, would you mind repeating that?

A: Not at all.

Q: Could you give me a hand to move this desk, please?

A: Yes, certainly.

Q: May I help you?

A: Thank you for your help.

Q: May I have a word with you, please?

A: Yes, Karen.

### **3) Comprehension test**

a) Why does Jane want to borrow Leslie's phone?

b) What do they want to do after lunch?

c) What do they want to do on their way to the movie?

d) Why doesn't Mary mind stopping at the bookstore?

e) Why doesn't Leslie want to go shopping after the movie?



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- f) What should Jane buy for her brother on his birthday? Why?
- g) Why does Leslie want to give away some of her French fries?

- h) What did Mary forget to do?  
 i) Why can't Leslie borrow the *Harry Potter* book after Jane gets it back from Mary?  
 j) What kind of reader is John?  
 k) How long can Leslie keep the book?

#### 4) Discussion

- a) What is etiquette?  
 b) What are some of the etiquette rules in your country?  
 c) Do we need to observe etiquette rules? Why? Why not?

### GRAMMAR REVIEW

#### VERBS

#### Contraction of verbs

Verbs do not have to be completely written out. Contractions of verbs are generally used in informal writing.

| <i>Full form</i>   | <i>Contraction</i> |
|--------------------|--------------------|
| I am               | I'm                |
| You are            | You're             |
| You are not        | You aren't         |
| He/She/It is       | He/She/It's        |
| He/She/It is not   | He/She/It isn't    |
| I have             | I've               |
| I have not         | I haven't          |
| He/She/It has      | He/She/It's        |
| He/She/It has not  | He/She/It hasn't   |
| I had              | I'd                |
| I had not          | I hadn't           |
| I shall, I will    | I'll               |
| I will not         | I won't            |
| I should not       | I shouldn't        |
| I would            | I'd                |
| I would not        | I wouldn't         |
| I do not           | I don't            |
| He/She/It does not | He/She/It doesn't  |
| I did not          | I didn't           |
| I can not          | I can't            |
| I could not        | I couldn't         |

#### Auxiliary verbs

Auxiliary verbs are verbs that are used with a main verb to express different meanings. The three main auxiliary verbs are: *be*, *have* and *do*. Others are:



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**Can**

- 1) Used to express ability, right or skill.  
*I can solve this problem. (Ability)*  
*I can use my money any way I want. (Right)*  
*I can sketch a portrait of your child in ten minutes. (Skill)*
- 2) Used to request or grant permission.  
*Can I eat this cake?*  
*You can go now.*

### **Could**

- 1) Used to express ability, right or skill in the past.  
*I could solve this problem when I was in fifth grade.*  
*I could use my money anyway I wanted then.*  
*I could sketch a portrait of your child in ten minutes then.*
- 2) Used to express conditional possibility.  
*If my mother could bake, she would make me a cake.*
- 3) Used to express politeness.  
*Could you pass the salt, please?*
- 4) Used to express a suggestion.  
*We could go to the movies once we finish our homework.*
- 5) Has the same meaning as *Can* with less certainty.  
*He could fall down if he is not careful.*

### **Will**

- 1) Used to express future actions.  
*I will go to Paris next week.*
- 2) Used to express a command.  
*You will clean the house after you finish your homework.*

### **Would**

- 1) Used to express a request or desire.  
*Would you join me for dinner? (Request)*  
*I would love to look at their New Book selection. (Desire)*
- 2) Used to express a polite request.  
*Would you mind if I stop by Marcus bookstore on our way to the movie?*
- 3) Used to express a habit.  
*Every year, we would meet to plan a family get-together for my mother's birthday.*





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4) Used in implied conditions.

*I would have done my homework, but I had company.* (The implied condition here is: *if I had not had company*)

*I never would have stopped at the stop sign without seeing the policeman.* (The implied condition here is: *if I had not seen the policeman*)

- 5) Used to express the future in past sentences  
*He told me he would go to your party.*
- 6) Used to express an intention.  
*Our mothers would have us clean our rooms every week.*

### **May**

- 1) Used to request permission or to express a polite request.  
*May I go to the movies?* (Request permission)  
*May I borrow the Harry Potter book after you are done with it?* (Polite request)
- 2) Used to express possibility of an event or condition happening.  
*It may snow in Denver tomorrow.*
- 3) Used to express a desire or wish.  
*May you have a great Christmas season!*

### **Might**

- 1) Used to express a weaker possibility than *may*.  
*I might get sick just from sitting next to Mary.*

### **Must**

- 1) Used to express a requirement or necessity.  
*You must leave for school at 8:00 o'clock.* (Requirement)  
*You must do this for me.* (Necessity)
- 2) Used to express a command or demand.  
*You must stay quiet!*
- 3) Used to express a high level of certainty.  
*Why is John still at school?*  
*His mother must be late picking him up.* (I am quite certain that his mother is late picking him up)

### **Should**

- 1) Used to express an obligation or duty.  
*We should leave to catch the next show.*  
*You should finish your work before you leave.*



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- 2) Used to express strong probability or expectation.  
*Mary should be calling us soon.* (Expectation)

*After those long hours at school, she should do well on her exams. (Very strong probability)*

### **Ought**

Used to express an obligation or duty.

*He ought to respect his elders. (Obligation)*

*John ought to serve his country. (Duty)*

### **Let's** (short for "let us")

Used to make a suggestion.

*Let's go to the movies tonight.*

### **Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: How are you doing?

A: I'm doing fine, thank you.

Q: Would you like some coffee?

A: I'd like to have some coffee.

Q: Could you give me a hand?

A: Sorry, I couldn't give you a hand.

Q: Do they like cookies?

A: No, they don't like cookies.

Q: Did you spend all your money?

A: No, I didn't spend all my money.

Q: Have you done your chores?

A: No, I haven't done my chores.

Q: Has she read the new novel by James Wood?

A: No, she hasn't read the new novel.

Q: Have you done your homework?

A: Yes, I've done my homework.

Q: Are they hungry?

A: Yes, they're hungry.

Q: Can they drive?

A: No, they can't drive.

Q: Had he been drinking before his arrival?

A: No, he hadn't been drinking before his arrival.

Q: Had he been sick before he went on vacation?

A: Yes, he'd been sick before he went on vacation.

Q: Will you return this gift for me?

A: Yes, I'll return the gift for you.

Q: Will you call him for me?

A: No, I won't call him for you.

Q: May I borrow some money?

A: Yes, you may borrow some money from me.

Q: Must he call you before he leaves?

A: No, he mustn't call me before he leaves.

Q: Shouldn't he finish school before looking for a job?

A: Yes, he should finish school before looking for a job.



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## SECTION II

# *PROFESSIONAL LIFE*



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## CHAPTER TWELVE LOOKING FOR A JOB

**Situation:** *John just graduated with a Bachelor degree in Finance. As a result, he wants to find a job in his field of studies instead of continuing to hold his current Payroll position.*

**Nancy:** Hi. It is good to see you, John.

**John:** Same here, Nancy. It has been a long time since I last saw you.

**Nancy:** Yes, the last time we saw each other was New Year's Eve. How are you doing?

**John:** I am doing OK. It would be better if I have a new job right now.

**Nancy:** You are looking for a new job? Why?

**John:** I already finished my studies and graduated last week. Now, I want to get a job in the Finance field. Payroll is not exactly Finance.

**Nancy:** How long have you been looking for a new job?

**John:** I just started this week.

**Nancy:** Didn't you have any interviews with those firms that came to our campus last month? I believe quite a few companies came to recruit students for their Finance departments.

**John:** I could only get one interview with Fidelity Company because of my heavy work-schedule. A month has already gone by, and I have not heard from them. I guess I did not make it.

**Nancy:** Don't worry, John. You always did well in school. I know your good grades will help you get a job soon. Besides, the job market is pretty good right now, and all companies need financial analysts.

**John:** I hope so.

**Nancy:** You have prepared a resume, right?

**John:** Yes.

**Nancy:** Did you mail your resume to a lot of companies? How about recruiting agencies?

**John:** I have sent it to a dozen companies already. No, I have not thought about recruiting agencies. But, I do look closely at the employment ads listed in the newspaper every day.





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**Nancy:** Are there a lot of openings?

**John:** Quite a few. Some of them require a certain amount of experience and others are willing to train.

**Nancy:** My friends told me that it helps to do some homework before you go to an interview. You need to know the company well—what kind of business is it in? What types of products does it sell? How is it doing lately?

**John:** Yes, I know. I am doing some research on companies that I want to work for. I want to be ready whenever they call me in for an interview.

**Nancy:** Have you thought about questions they might ask you during the interview?

**John:** What types of questions do you think they will ask?

**Nancy:** Well, they might ask you some questions about Finance theories to test your academic understanding.

**John:** I can handle that.

**Nancy:** They might tell you about a problem and want you to come up with a solution.

**John:** I don't know about that. I hope I will be able to give them a decent response if the need arises.

**Nancy:** They will want to know you a little bit before they make a hiring decision. So, they may ask you to describe yourself. For example, what are your strengths and your weaknesses? How do you get along with people?

**John:** I need to work on that question. How would I describe myself? Huh!

**Nancy:** Also, make sure you are on time. Nothing is worse than to be late for an interview. You do not want to give them a bad impression, right from the start.

**John:** I know. I always plan to arrive about 10 or 15 minutes before the interview starts.

**Nancy:** Good decision! It seems that you are well prepared for your job search. I am sure you will find a good job in no time.

**John:** I hope so.

**Nancy:** I need to run; otherwise, I will be late for school. Good luck in your job search, John.

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**John:** Thank you for your advice. Bye!



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## **EXPRESSIONS**

*It is good to see you:* Tôi vui mừng được gặp bạn

*Same here:* Tôi cũng vậy

*It has been a long time since I last saw you:* Đã lâu lắm từ khi tôi gặp bạn

*Recruit somebody:* Tuyển/ chọn/kêu mời ai

*Heavy work-schedule:* Thời khóa biểu bận rộn

*I did not make it:* Tôi không được chọn, tôi rớt rồi

*Besides, the job market is pretty good:* Ngoài ra, điều kiện cho công ăn việc làm khá tốt

*Look closely:* Xem kỹ càng

*Do some homework:* Xem xét, tìm hiểu

*Come up with a solution:* Tìm ra một giải pháp

*If/When the situation arises:* Nếu/khi cần

*I need to work on that question:* Tôi cần phải chuẩn bị cho câu hỏi đó

*Give a bad impression:* Gây một cảm tưởng xấu

*Good decision!:* Sự quyết định tốt, khéo léo

*You are well prepared:* Bạn rất vững, bạn chuẩn bị rất vững

*Find a good job in no time:* Tìm một công việc tốt trong thời gian ngắn

---

*I need to run:* Tôi cần phải đi

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and another the role of Nancy.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: How is the job market?

A: The job market is very tight at the moment.

Q: Are there a lot of job openings in your field?

A: No, there are very few job openings in my field.

Q: What type of company do you want to work for?

A: I would like to work for a manufacturing company.

Q: What kind of position are you looking for?

A: Without a lot of experience, I am looking for an entry-level position.

Q: Are you looking for a job close to home?

A: I would love to get a job close to home. However, I would go wherever the job is.

Q: What did you put on your resume?

A: I put down my educational background, my working experiences, and my past achievements.



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Q: Is that all?

A: No, I also put down what I am looking  
for in the new job.

- Q: Did you send a letter to the companies along with your resume?      A: Yes, I did.
- Q: What should you say in the letter?      A: I should express my interest in the open position and my wish to have an interview with them.
- Q: What should you do after the interview?      A: I should send them a thank you letter.

### 3) Comprehension test

- When was the last time Nancy and John saw each other?
- What is John doing right now?
- Why is John looking for a new job?
- Why did the firms come to Nancy and John's campus?
- Which company did John have an interview with?
- What does John think about his on-campus interview?
- What is Nancy's suggestion regarding John's resume?
- What else should John do besides sending out his resume to companies?
- What are the requirements of the newspaper ads?
- What should John do before going to an interview?
- What are the questions that may be asked during the interview?
- Why shouldn't John be late for his interview?
- What time will John be arriving for his interview?

### 4) Discussion

- What do you put on your resume?
  - What should you do to get prepared for an interview?
  - How important is it to get a job in your field of studies?
- 

## GRAMMAR REVIEW

### VERBS

#### Rules for verbs

- It is very important to find the true subject in a sentence because verbs should agree with their subjects. If the subject is singular, the verb should be singular. If the subject is plural, the verb should be plural.

*I am doing research on a few companies.*

*Nothing is worse than to be late for an interview.*

*The list of guests for the upcoming event was already prepared last month.*

- Verbs in the present tense always end with -s in the case of singular third person.

*I eat.*

*They eat.*

*He eats.*

*John eats.*



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- 3) Verbs should be singular when nouns depicting quantity, distance, time and amount are used in the sentence.

*Fifty dollars is the limit set for the gift exchange.  
 Twenty years is a long time.*

- 4) In questions, verbs usually precede their subject.  
*How are you doing?*  
*What are your strengths and weaknesses?*
- 5) Verbs can become nouns by adding *-ing* to the end of the verbs. The new word is called a gerund, and it can be used as the subject or object of a verb.  
*Jogging is one of my hobbies.* (Subject)  
*Listening is a necessary skill.* (Subject)  
*They might ask you a few questions to test your understanding of Finance.* (Object)  
*We are very interested in learning English.* (Object)
- 6) Verbs can be classified as active or passive. When the subject is the one doing the action, the verb is in the active mode.  
*John drove to school.*  
*My father built our house in 1995.*
- When the subject is the recipient of the action, the verb is in the passive mode. The passive mode is formed with the verb *be* + past participle.  
*John was driven to school.* (John did not drive; somebody drove him to school)  
*Our house was built by my father in 1995.*
- 7) The present participle form of a verb can be used as an adjective.  
*It is freezing out there.*  
*She is a very loving mother.*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: What does your mother do every morning?                          | A: <u>My mother prepares</u> breakfast for my father and me every morning.    |
| Q: How do your parents feel about your graduation?                  | A: <u>My parents are</u> very happy for me.                                   |
| Q: Did you prepare the schedule of departures for Western Airlines? | A: The <u>schedule of departures was</u> prepared a long time ago.            |
| Q: How do you feel about one hundred dollars?                       | A: <u>A hundred dollars is</u> a lot of money.                                |
| Q: Can you run 10 miles?  | A: <u>Ten miles is</u> quite a distance.                                      |
| Q: Can you carry fifty kilos of rice?                               | A: <u>Fifty kilos is</u> a lot to carry.                                      |
| Q: Do you like to read?   | A: <u>Reading</u> is one of my favorite hobbies.                              |
| Q: Why do you need to learn English?                                | A: <u>Learning English</u> is a requirement for passing the citizenship test. |





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Q: Should boys learn how to cook?

A: Cooking is a necessary skill for everybody.



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Q: How is the weather today?

Q: How is John?

Q: What type of company do you want to work for?

Q: Did John drive to school?

Q: Did John drive to school?

Q: Did John Lennon write the song?

Q: Did John Lennon write the song?

A: It is freezing today.

A: John is a hard-working employee.

A: I would like to work for a manufacturing company.

A: Yes, John drove to school.

A: No, he was driven to school by his mother.

A: Yes, John Lennon wrote the song.

A: Yes, the song was written by John Lennon.



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## CHAPTER THIRTEEN JOB INTERVIEW

**Situation:** *Lintel, a computer chip manufacturing company, currently has a job opening in its Finance department. John Miller is the first applicant to be interviewed this morning by Lintel's Finance Manager Mike Gates.*

**Mike:** Good Morning, John. I am Mike.

**John:** Good Morning.

**Mike:** How are you doing?

**John:** I am doing fine. Thank you.

**Mike:** How was the traffic coming over here?

**John:** I am so glad that the traffic was light this morning. No traffic jam and no accidents.

**Mike:** That is good. John, let's start the interview. Are you ready?

**John:** Yes, I am.

**Mike:** First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

**John:** Please, tell me a little bit about the position.

**Mike:** It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.

**John:** What type of qualifications do you require?

**Mike:** I require a four-year college degree in Finance. Some working experience would be helpful.

**John:** What kind of experience are you looking for?

**Mike:** Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

**John:** That is great!

**Mike:** John, tell me a little bit about yourself.



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**John:** I was a student at West Coast University, and I just graduated with a Bachelor degree in Finance. I have been working part-time as a payroll clerk for the last two years.

**Mike:** What are you looking for in a job?

**John:** The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

**Mike:** Anything else?

**John:** I also hope that it will help me grow in my field.

**Mike:** What are your strengths? Why should I hire you?

**John:** I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

**Mike:** OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

**John:** No, I do not.

**Mike:** Can you handle pressure?

**John:** Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

**Mike:** Do you still have any questions for me?

**John:** No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

**Mike:** John, nice meeting you. Thank you for coming.

---

**John:** Nice meeting you too. Thank you for seeing me.

### **EXPRESSIONS**

*I am so glad:* Tôi rất mừng

*Let's start the interview:* Chúng ta hãy bắt đầu cuộc phỏng vấn

*First of all:* Trước tiên

*As soon as possible:* Càng sớm càng tốt

*Entry-level position:* Chức vụ mới bắt đầu (mới học việc)

*Work closely:* Làm việc gần kề với

*On a daily basis:* Hằng ngày



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*I am willing to:* Tôi sẵn sàng, tôi bằng lòng

*That is great!:* Thật là tốt  
*Work part-time:* Làm việc bán thời gian  
*What are you looking for in a job?:* Bạn mong mỗi gì trong công việc  
*Put into practice:* Thực hành  
*Hard-working person:* Người siêng năng làm việc  
*Fast learner:* Người học nhanh  
*I get along fine with everybody:* Tôi có thể hòa hợp với mọi người  
*I do not mind:* Tôi không màng  
*Work long hours:* Làm việc nhiều giờ  
*I can handle the situation:* tôi có thể cẳng đáng, đối phó với tình cảnh  

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*Have an opportunity:* Có cơ hội  
*Nice meeting you:* Tôi vui được gặp bạn

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and another the role of Mike.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |  |
|---|--|
| Q: How should I dress for the interview?    | A: You should wear formal clothing when you go to an interview.  |
| Q: When should I show up for the interview? | A: You should arrive at least fifteen minutes early to fill out the necessary paperwork and to give yourself some time to relax before the interview.            |
| Q: What should I bring to the interview?    | A: Bring any letters of recommendation that you have as well as anything that may help you qualify for the job.  |
| Q: How should I speak during the interview? | A: You should speak politely and firmly during the interview. A firm voice reflects confidence.  |
| Q: How should I act during the interview?   | A: You should be professional and also outgoing during the interview. Being outgoing is one of the many social skills required by jobs nowadays.                 |
| Q: What kind of questions should I ask?     | A: You should ask questions about the job requirements and about the company's operation. You may also inquire about the fringe benefits offered by the company. |





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Q: What are the keys to a successful interview?    A: Besides having the necessary skills,

learn as much as possible about the company. Also, try to anticipate questions they may ask and ways to handle those questions. The more prepared you are, the more successful you will be.

### 3) Comprehension test

- a) How was the traffic?
- b) Who is Mike?
- c) Who is John?
- d) Why is Mike doing the interview?
- e) When does Mike need a new employee?
- f) What is the open position at Lintel?
- g) What are the duties of the new employee?
- h) What kind of educational background should the new employee have?
- i) Does Mike require a lot of experience from the new employee?
- j) Describe John.
- k) What does John expect from a job?
- l) Why is John so sure that he can handle pressure?
- m) Does John like to work for Lintel? Why do you think so?

### 4) Discussion

- a) What should a person want from a new job?
  - b) What should an employer expect from a new employee?
  - c) What qualities should an employee have?
  - d) How should an applicant act during the interview?
- 

## GRAMMAR REVIEW

### ADJECTIVES

Adjectives are words that describe or modify nouns and pronouns.

### Types of adjectives

Adjectives can be:

- 1) Attributive
- 2) Predicate

Attributive adjectives are placed immediately before the noun that they modify.

*I am a fast learner.*

*Let me ask you a few quick questions.*

Predicate adjectives are placed after linking verbs (*seem, appear, look, taste, feel, smell, become*) or after a form of the verb *to be*.



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*The traffic was light this morning.  
She is not happy.*

## Rules for adjectives

- 1) Adjectives are always singular.  
*Let me ask you a quick question.*  
*Let me ask you a few quick questions.*
- 2) Adjectives can take the form of a present participle verb.  
*Some working experiences*  
*A loving mother*  
*A touching story*
- 3) Nouns can play the role of adjectives when they are used to modify or describe other nouns.  
*There was no traffic jam this morning.*  
*I have been working as a payroll clerk for the last two years.*
- 4) More than one word can be put together to form another adjective. They are usually joined by a hyphen.  
*Hard-working*  
*Right-handed*  
*Kind-hearted*
- 5) Adjectives can also describe how much or how many. These adjectives are: *fewer, many, less, a lot of, much, several*. For things that can be counted, use *fewer* and *many*. For things that can't be counted, use *less, a lot of, much*.  
*I do not require a lot of experience.*  
*I ate fewer candies than you thought.*

## Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: What is the color of your new car?             | A: I bought a <u>red</u> car.                             |
| Q: How was the test?                              | A: It was a <u>difficult</u> test.                        |
| Q: How did your sister look in the new dress?     | A: She looked <u>lovely</u> wearing the <u>new</u> dress. |
| Q: How did your brother feel about the gift?      | A: He was <u>happy</u> with the gift.                     |
| Q: How are John's children?                       | A: All of them are <u>sick</u> .                          |
| Q: How are the new puppies?                       | A: They are still very <u>weak</u> .                      |
| Q: Is Mary a kind person?                         | A: Mary is a <u>kind</u> and <u>caring</u> person.        |
| Q: What kind of story is that?                    | A: It is a <u>touching</u> story.                         |
| Q: What kind of pie did Mary bake?                | A: She baked a <u>pumpkin</u> pie.                        |
| Q: What kind of house does he have?               | A: He only has a <u>straw</u> hut.                        |
| Q: How many toys did you buy?                     | A: I bought <u>several</u> toys.                          |
| Q: How much paint should I use for this painting? | A: Please, use <u>a lot of</u> paint.                     |
| Q: Is Tom left-handed?                            | A: No, Tom is <u>right-handed</u> .                       |



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## CHAPTER FOURTEEN FIRST DAY AT WORK

**Situation:** *John was hired as a financial analyst by Lintel. Today is John's first day at work.*

**Mike:** Good morning, John.

**John:** Good morning, Mike.

**Mike:** Let me take you to your cubicle and then I will give you a tour of our facility.

**Mike:** Here is your cubicle, your "home away from home" from 8:00 to 5:00 every day, John.

**John:** Oh, very nice!

**Mike:** Drop your belongings here, and let's go!

**John:** OK, I am ready Mike.

**Mike:** That is Mary over there. She is our senior financial analyst. You will be working with her in the future. Let's go say hi to her.

**Mike:** Mary, this is John, our department's new addition.

**Mary:** Welcome aboard, John. I am very glad to see you. Boy! I was swamped with work the last couple of weeks. But, I can see myself going home at a more decent time from now on.

**John:** Thank you. I am very happy to be here. Just let me know whenever you need me. I am glad to be of any assistance.

**Mike:** I am giving John a tour of our facility so that he knows his way around here.

**Mary:** See you later, John.

**John:** OK, Mary.

**Mike:** We are now in the Finance department. Next to us, on your left, is the Accounting department. On your right is the Human Resources department. Go downstairs and we are in the Engineering department. Further down, at the end of the hallway is the Production area. Seventy percent of our merchandise is produced right here in this facility. We also have one smaller manufacturing facility overseas that handles the rest of the production. You will be dealing with Steve, the Production manager. I will introduce you to him later because he is in a meeting at the moment. Let's go back to your desk so that we can talk about your duties.

**John:** OK.



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**Mike:** Like I said during the interview, one of your daily jobs is to deal with the bank to keep track of our financial resources. Every morning, you will access our account through the Internet to get financial information.

**John:** I should have a login and password, right?

**Mike:** Yes, I will call our bank and inform them that you are our new employee. Your next task is to call overseas to get other necessary information.

**John:** What kind of data do I need to get from our people overseas?

**Mike:** You will need financial data about their current and future projects.

**John:** Do they need any information from me?

**Mike:** Yes, you need to work with them on their budgets. You can fax or e-mail them the information. If you need to talk to them, call them as soon as you get in. Remember that they are eight hours ahead of us.

**John:** The fax machine and the copier are in the next room, right? I saw them when you took me around.

**Mike:** Yes. Make sure that you create a file for each overseas project. You and I will review them at the end of every week.

**John:** In the beginning, can you review the files with me more often? I just want to make sure that I do my job correctly.

**Mike:** Yes, come see me whenever you have questions.

**John:** Thank you.

**Mike:** It is almost the end of November, so your next major task is to help prepare the budget for next year. You will work closely with Mary on this project.

**John:** That is a long and tedious task. There will be a lot of calculations and a lot of questions to ask, right?

**Mike:** Yes. So, it is better that both of you start working on this project as soon as possible.

**John:** I will get together with Mary soon.

**Mike:** OK, that should be enough for now. I leave you on your own to get organized.

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**John:** Thank you, Mike.





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## EXPRESSIONS

*Give someone a tour of the facility:* Dẫn đi xem cơ sở

*Home away from home:* Xem như nhà mình

*Drop your belongings here:* Để đồ tại đây

*I am ready:* Tôi sẵn sàng

*Welcome aboard:* Vui mừng bạn nhập cuộc

*Go home at a more decent time:* Về nhà đúng giờ hơn

*I am glad to be of any assistance:* Tôi vui được giúp bạn

*Know his way around here:* Biết đường lối quanh đây

*See you later!:* Hẹn gặp sau

*Introduce somebody to:* Giới thiệu với

*On your right, on your left:* Bên tay phải, bên tay trái

*Deal with somebody:* Làm việc/đối phó với người nào

*Keep track of:* Theo dõi

*Financial resources:* Nguồn tài chánh

*Financial information:* Tin tức tài chánh

*In the beginning:* Lúc ban đầu

*Work closely with:* Làm việc chặt chẽ với

*Get together with someone:* Làm việc với, đến gặp người nào đó

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*Leave people on their ow:* Để kệ ai

## EXERCISES

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and another the role of Mike and Mary.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Do I need to fill out any paperwork?

A: The Human Resources department has some paperwork for you to fill out.

Q: Do I need a badge to get in and out of the building?

A: Yes, you do. The Human Resources department will take care of that also.

Q: What are my hours?

A: You can either work from 8AM to 5PM or start your days at 9AM and get off at 6PM.

Q: Do I need to clock in and out everyday?

A: No, not at your position.

Q: Are there any breaks in between?

A: You have a ten minute break in the morning, and another in the afternoon. Lunch is from 12PM to 1PM.



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Q: Are new employees subject to probation time? A: There is a 90 day probation for all employees.

- |  |  |
|--|--|
| Q: What are the employee fringe benefits?                      | A: The company offers health insurance, five sick days, and two week vacation per year to all new employees. |
| Q: Do I need to work closely with any departments?             | A: Yes. As an accountant, you will be dealing with all departments.  |
| Q: Will I be involved in the preparation of the annual budget? | A: Yes, the preparation of the budget is part of your responsibilities.                                      |
| Q: Do I need to use Microsoft Excel?                           | A: You will need Microsoft Excel, Word, and Access to do your job.   |
| Q: Let me give you a tour of the facility. Are you ready?      | A: Yes, I am.  |

### 3) Comprehension test

- What happens after Mike takes John to his cubicle?
- Who is Mary?
- Who is the department's new addition?
- Why is Mary happy to see John?
- What is Mike's reason for giving John a tour of the facility?
- Where is the Human Resources department?
- Are all products manufactured in America at Lintel?
- Who is Steve? Why can't John meet Steve right now?
- What are John's duties at Lintel?
- Why should John access the company's bank account every morning?
- How can John get a login and password?
- What kind of data does John get from the overseas office?
- What should John do with the overseas data?
- Why does John want to talk to Mike more often than once a week?
- Why should John work on the budget as soon as possible?

### 4) Discussion

- What would you expect on your first day at work?
- Is it necessary to meet everybody that you will be working with on your first day? Why? Why not?
- ~~What kind of help should a manager give to his new employee? How should a manager train his new employee?~~

## GRAMMAR REVIEW

### ADJECTIVES

#### Use of adjectives in comparison

Adjectives can be used in the comparison of people or things.

#### 1) Comparative form

When the comparison involves two persons or objects, we usually add *more...than*, *as...as* or *less...than*. *More...than* is used to show a greater degree of the condition or characteristic



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expressed in the sentence, *as...as* for the same degree, and *less...than* for a lesser degree. *Less...than* can be replaced by *not as...as*.

*This facility is more spacious than the other facility.*

*Mary is as intelligent as Steve.*

*John is less active than James.*

*John is not as active as James.*

However, if the adjective is a short word, we usually replace *more* with *-er* at the end of the adjective.

*John is taller than James.*

*Mary is older than Liz.*

#### Notes:

- 1) If the adjective ends with *-e*, just add *-r*.

*nice, nicer*

*large, larger*

- 2) If the adjective ends with a consonant which is preceded by a vowel, double the consonant and add *-er*.

*big, bigger*

*fat, fatter*

- 3) If the adjective ends with *-y*, change *-y* to *-i* before adding *-er*.

*Pretty, prettier*

*Easy, easier*

- 4) Sometimes adjectives do not follow the above rules. For example, *good* becomes *better*, *bad* becomes *worse*.

## **2) Superlative form**

When the comparison involves more than two persons or objects, the superlative form is used. If the adjective is a short word, the superlative form is usually formed by adding *-est* to the adjective and placing *the* before it.

*John is the tallest boy in our neighborhood.* (There are many boys in our neighborhood, but John is taller than all the other boys. He is the tallest boy)

*Mary is the kindest volunteer in our group.*

If the adjective is a long word, the superlative form is usually formed by adding *the most* or *the least* before the adjectives. *The most* is used to show the highest degree of the condition or characteristic expressed in the sentence while *the least* is used to express the lowest degree.

*Preparing the budget is the most tedious job at the moment.*

*This is the least expensive gift.*

#### Notes:



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- 1) If the adjective ends with *-y*, change *-y* to *-i* before adding *-est*.

*She is the friendliest person in our group.*  
*Kimberly is the loveliest baby in this contest.*

- 2) Sometimes adjectives do not follow the above rules. For example, *good* becomes *best*, *bad* becomes *worst*.

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |  |
|---|--|
| Q: Is John as busy as Mary?   | A: Yes, John is as busy as Mary.   |
| Q: Is dealing with banks less difficult than dealing with financing companies?        | A: No, dealing with banks is not less difficult than dealing with financing companies.     |
| Q: Is preparing the annual budget more time-consuming than preparing the cash report? | A: Yes, preparing the annual budget is more time-consuming than preparing the cash report. |
| Q: Is it easier to set up production in the USA than overseas?                        | A: Yes, it is easier to set up production here than overseas.                              |
| Q: Is working for Lintel better than working for another company?                     | A: Yes, working for Lintel is better than working for another company.                     |
| Q: Is calling the bank worse than calling overseas?                                   | A: No, calling overseas is worse than calling the bank.                                    |
| Q: Is preparing the annual budget the most time-consuming task?                       | A: Yes, it is the most time-consuming task.  |
| Q: Is this the least expensive machine that you purchased last month?                 | A: Yes, it is the least expensive machine that I bought last month.                        |
| Q: Where can I buy the best office equipment?   | A: You can buy the best office equipment at Lintel.  |
| Q: What was the worst thing that happened to you last month?                          | A: The worst thing that happened to me was being late on my first day of work.             |





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## CHAPTER FIFTEEN ON THE PRODUCTION FLOOR

**Situation:** *To better understand the operation at Lintel, John pays a visit to the Production manager on his second day at work. He tries to get some information on the manufacturing process at Lintel.*

**John:** Good morning, Steve. My name is John, and I am the new person in the Finance Department.

**Steve:** Good morning, John. What can I do for you?

**John:** As a new person, I need to understand the operation at Lintel. So, I wonder whether I can ask you some questions about the manufacturing process in your department now.

**Steve:** Hold on a second, John. Let me post this production schedule before we sit down and talk.

**Steve:** OK, where do you want to start?

**John:** Well, you can describe the production flow in your department.

**Steve:** The production process is based on the customer-order information that I receive from the Sales department. First, we order raw materials from our suppliers. Once the materials arrive at our plant, they are transferred to the production floor where they will go through five different processes before they become finished goods.

**John:** How many suppliers do we deal with? Are they all local suppliers? Do any materials come from overseas?

**Steve:** We have a very limited number of suppliers. We deal with approximately ten main suppliers in the US, and we only have a handful of suppliers overseas.

**John:** How do you control the quality of the purchased materials?

**Steve:** One of the reasons for having a limited number of suppliers is to ensure the quality of raw materials. My Quality Control group works very closely with our suppliers to make sure that they meet our quality requirements.

**John:** Do you maintain a high level of inventory?

**Steve:** No, we keep a very low level of inventory.

**John:** How do you move materials from one department to the next?



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**Steve:** Very easily through the Material Request form. If department B needs materials from department A, it will fill out a Material Request form and give it to department A.

**John:** A very simple process. How about labor? How do you calculate the labor cost?

**Steve:** The Engineering department has done a study on the production process. It has calculated the time required by each different process.

**John:** So, under normal situations, the actual production time of each product should be close to the estimated time calculated by the Engineering department?

**Steve:** That is right.

**John:** How do you make sure that we only ship good products to our customers?

**Steve:** We definitely do not want to send out defective products. My employees are always reminded that product quality is Number One priority at Intel.

**John:** Do they understand that they should always give their best and that defective products raise the cost of production?

**Steve:** Yes, they perfectly understand that. As a matter of fact, our defective rate is lower than one tenth of one percent. We are very proud of our record.

**John:** How do you maintain this excellent record?

**Steve:** We adopt the Continuous Improvement spirit. We evaluate our operating results very often and strive to excel in our job. And, those posters on the wall also help. See the slogan *Nothing But Excellence* over there?

**John:** Yes. What is good for the company is ultimately good for the employees, right?

**Steve:** Definitely.

**John:** Next question. How many production shifts do you currently have?

**Steve:** There are two shifts. The first one is from 8:00AM to 4:30PM and the second one is from 2:00PM to 10:30PM.

**John:** Do the employees earn the same hourly rate?

**Steve:** No, the pay rate of the second shift is ten percent higher than the rate of the first shift.

**John:** That makes sense, Steve. I think I have enough information for now. I might come back and bother you again if I have more questions. Thanks a lot for your help.



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**Steve:** Any time, John. You know where I am.

### **EXPRESSIONS**

*Pay a visit:* Đến thăm

*Get some information:* Lấy tin tức

*What can I do for you?:* Tôi có thể giúp bạn chuyện gì?

*I wonder whether:* Tôi tự hỏi

*Hold on a second:* Chờ một chút

*Where do you want to start?:* Bạn muốn bắt đầu từ đâu?

*Production process:* Đường lối sản xuất

*Raw materials:* Nhiên liệu

*Finished goods:* Món đồ đã làm xong

*Limited number:* Một số ít

*Approximately:* Khoảng

*Overseas:* Ở ngoại quốc

*Quality Control group:* Nhóm xem xét chất lượng

*Work closely with:* Làm việc chặt chẽ với

*Meet the requirements:* Đúng tiêu chuẩn

*How about labor?:* Còn giá lao động thì sao?

*Do a study, conduct a study:* Nghiên cứu

*That is right:* Đúng đó

*Make sure:* bảo đảm, chắc chắn

*Defective product:* Đồ hư hỏng

*Number One priority:* Ưu tiên số một

*Give one's best:* cho những gì tốt nhất của mình/làm hết khả năng mình

*As a matter of fact:* Thật ra

*Strive:* Cố gắng

*Production shift:* Ca sản xuất

*Pay rate:* Mức lương

*That makes sense:* Điều đó có lý

*Bother someone:* Làm phiền ai

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### **EXERCISES**

#### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of John and the other the role of Steve.

#### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.



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Q: Where do you receive raw materials?

A: We have a receiving dock in the back of the building.

- |  |   |
|--|---|
| Q: How do you move heavy products around?            | A: We use a forklift to move heavy products around.                                   |
| Q: Do you package the goods in house?                | A: Yes, we package the products ourselves.  |
| Q: How do you ship our products to the customers?    | A: We use a shipping company.   |
| Q: How do we make our products?                      | A: We use an automated system to make our products.                                   |
| Q: Who takes care of quality control?                | A: We have a Quality Control department.  |
| Q: Who is in charge of the Production department?    | A: Steve is in charge of the Production department.                                   |
| Q: How much inventories do we carry?                 | A: We carry a very limited amount of inventories.                                     |
| Q: When are our employees required to work overtime? | A: Overtime is required when there is a possibility of running behind schedule.       |
| Q: How do you reduce downtime?                       | A: By taking good care of our equipment, and by keeping track of our inventory level. |

### 3) Comprehension test

- Who is Steve?
- Why does John want to talk to Steve?
- What does John want to talk to Steve about?
- What starts the production process at Lintel?
- What happen to raw materials once they are received?
- Does Lintel deal with a large number of suppliers?
- What is the reason for having a limited number of suppliers?
- How much inventory does Lintel carry?
- How are materials moved from one department to another department?
- How is labor cost calculated?
- How does Steve promote production quality to his employees?
- How does Steve maintain the excellent production record at Lintel?
- What are the production shifts at Lintel?
- Do employees of both shifts receive equal pay?

### 4) Discussion

- How do you keep control of inventories in your company?
- ~~Why is quality control so important to a company?~~
- Should we care to produce perfect merchandises? Why? Why not?

## GRAMMAR REVIEW

### ADVERBS

Adverbs are words that describe or modify verbs, adjectives, and other adverbs, while adjectives are words that describe nouns or pronouns.

*Is Jessica well? (Well is an adjective because it describes Jessica)*

*Does Jessica play the piano well? (Well is an adverb because it describes the verb play)*





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cho người đi làm

*My Quality Control group works very closely with our suppliers. (Very describes closely which is an adverb)*

*My kids are rarely sick during the cold seasons. (Rarely describes sick which is an adjective)*

Adverbs usually specify how, when, where, and how much when they are used with verbs.

*The baby screams loudly. (how)*

*He will come soon. (when)*

*He will be here. (where)*

*He eats a lot. (how much)*

### Formation of adverbs

- 1) Most adverbs are formed by adding *-ly* to an adjective.

*close, closely*

*different, differently*

*perfect, perfectly*

- 2) When an adjective ends in *-ly*, the adverb retains the same form.

*daily, daily*

*early, early*

- 3) Other adverbs are formed from adjectives ending with *-le* by changing *-le* into *-ly*.

*simple, simply*

*ample, amply*

- 1) Other adverbs are formed from adjectives ending with *-y* by changing *-y* into *-i* then add *-ly*.

*easy, easily.*

*busy, busily.*

- 5) Other adverbs are formed from adjectives ending with a vowel and *-l* by adding another *-l* and *-y*.

*beautiful, beautifully*

*cultural, culturally*

- 6) Other adverbs are simply adverbs by nature. Some of them are:

*Again. I will do it again with no regret.*

*Almost. I am almost done with my homework.*

*Also. I will also eat the strawberry cake.*

*Already. I already ate my lunch.*

*Enough. I have enough problems for today.*

*Just. The plane just landed.*

- 7) Other adverbs are classified as interrogative adverbs because they are used to ask questions. They are:



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*Where. Where are you going?*

*Why. Why do you put so much sugar in your coffee?*  
*When. When did you go to France?*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |  |
|---|--|
| Q: How did Mary play yesterday?               | A: Mary played <u>well</u> yesterday.                |
| Q: When will John arrive?                     | A: He will arrive <u>soon</u> .                      |
| Q: What did the baby do when her mother left? | A: She cried <u>loudly</u> after her mother left.    |
| Q: How was she dressed at the party?          | A: She dressed <u>very simply</u> .                  |
| Q: Will you visit me again?                   | A: I will visit you <u>again</u> whenever I am free. |
| Q: Did you finish your homework?              | A: I have <u>already</u> finished my homework.       |
| Q: Did you have enough to eat?                | A: Yes, I had <u>enough</u> to eat for lunch.        |
| Q: <u>Where</u> did you go yesterday?         | A: I went to Dallas yesterday.                       |
| Q: <u>Why</u> are you so late?                | A: I am late because I missed the bus.               |
| Q: <u>When</u> will I see you <u>again</u> ?  | A: I will see you when I come back from my trip.     |
| Q: <u>When</u> did he leave?                  | A: He just left.                                     |



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## CHAPTER SIXTEEN

### CHANGING A CUSTOMER'S ORDER

**Situation:** *Jane just received a new purchase order from one of the customers. She tries to discuss the necessary actions with Lynn.*

**Jane:** Lynn, please come to my office. I just received a revised purchase order from one of our customers.

**Lynn:** I am here.

**Jane:** Lynn, remember the order we received from Colors House two weeks ago?

**Lynn:** The one for a lot of 500 oak wood windows?

**Jane:** Yes, that is the one. Did we start production on it yet?

**Lynn:** I do not think so since we do not have to make delivery until the twentieth of this month, another fifteen days.

**Jane:** Good. I just received a revised order from its Purchasing department. They want pine wood instead of oak wood.

**Lynn:** We have already ordered the oak wood from Lumber House. It will cost us more if we put in a change of order now.

**Jane:** Don't worry. Colors House is willing to pay an extra twenty-five percent for the change.

**Lynn:** It is OK then. When do we have to ship the order? Is it still due on the twentieth?

**Jane:** No, they gave us extra time to fill the new order. It is not due until the twenty-fifth of the month now.

**Lynn:** Did they change the shipping terms? Do we still have to deliver the order, or will they come here to pick it up?

**Jane:** We still have to take care of the shipping process, and it is still going to Chicago.

**Lynn:** Then I do not have to make any shipping changes other than changing the pickup date.

**Jane:** I think you should put a call in to Trucking Lines as soon as possible. The thirtieth of this month is a major holiday, and its shipping schedule is going to be very tight.

**Lynn:** True, they might not accommodate our change if they receive our notice too late.



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**Jane:** Oh, here is the change of order from Colors House. You can sign and fax it back to them after reviewing it.

**Lynn:** I better give a copy of this new order to our Production department. They need to be aware of the change.

**Jane:** How is our Production department doing?

**Lynn:** It is running on a very tight schedule. We received quite a few orders lately.

**Jane:** I bet all the customers want their orders now or as soon as possible. The Production department will have to work a lot of overtime this month.

**Lynn:** Overtime already started last week with all the employees in the Assembly department working an average of two hours overtime per day.

**Jane:** I hope the customers appreciate our quick response time and the fact that we always jump through hoops to give them whatever they want.

**Lynn:** It does pay to keep up with the customers' demand. Everybody likes our products and services. Even though it is sometimes very difficult to please everybody, it is fine with me because I love this company, and I want to see it prosper.

**Jane:** We can take pride in a job well done. Besides, it makes our job easier also.

**Lynn:** Yes, I would not like to hear people complain. I would hate to deal with unhappy customers.

**Jane:** It is really stressful to deal with unhappy customers. I doubt that I will be able to relax even when I get home at the end of the day.

**Lynn:** Me neither. OK, everything is set. I will call Colors House and tell them everything is set to go.

**Jane:** Thanks for your help, Lynn.

---

**Lynn:** You are welcome, Jane.

### **EXPRESSIONS**

*A lot of 500 windows:* Một lô 500 cửa sổ

*Start production:* Bắt đầu sản xuất

*Make delivery:* giao hàng

*It is due on the twentieth of the month:* Đúng kỳ hạn vào ngày 20 tháng này

*Change the shipping terms:* Thay đổi các điều kiện chuyển hàng





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*Put a call in to:* Kêu điện thoại

*Accommodate:* Làm theo ý người nào  
*I better give a copy to:* Tôi nên đưa một bản cho  
*Run on a tight schedule:* Làm trong một thời khóa biểu rất chặt chẽ  
*As soon as possible:* Càng sớm càng tốt  
*Work overtime:* làm giờ phụ trội  
*Appreciate:* Cảm kích  
*Quick response:* Đáp lại lời yêu cầu của ai rất nhanh  
*Jump through hoops:* Làm đủ mọi thứ để  
*It pays to:* Có hiệu quả tốt đẹp, đáng  
*Please people:* Làm hài lòng người ta  
*Take pride in a job well done:* Hãnh diện về sự làm việc tốt đẹp  
*Everything is set:* Mọi thứ đã sẵn sàng

---

*Thanks for your help:* Cảm ơn sự giúp đỡ của bạn

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Jane and the other the role of Lynn.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: Why do we have to put a rush on this project?                 | A: Because the customer just changed the shipping date.                                      |
| Q: When is the new delivery date?                                | A: The fifteenth of this month.  |
| Q: What else did the customer change?                            | A: The customer wants two dozen instead of one.  |
| Q: What is the new shipping arrangement?                         | A: There is no need to ship the package. The customer will pick it up whenever we are ready. |
| Q: Do I need to notify the shipping company?                     | A: Certainly, and as soon as possible.   |
| Q: Do I need to discuss the new terms with Colors House?         | A: No, everything is already settled.  |
| Q: Did Colors House rate us favorably after the change of order? | A: Yes, they did. They were very impressed with our response time.                           |
| Q: Is everything set to go?                                      | A: No, we need a little more time.   |
| Q: Why are we not ready?   | A: We were delayed by the change of order.   |
| Q: Did the change of order cause any problems?                   | A: No, not at all.   |

### **3) Comprehension test**



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a) Why does Jane want Lynn to come to her office?

- b) What does Colors House want now?
- c) Why wasn't production started on Colors House's previous order?
- d) Why doesn't Colors House's change of order create a problem for Jane's company?
- e) Does Lynn need to change the shipping terms?
- f) Why should Lynn put a call in to Trucking Lines?
- g) Why should Lynn give a copy of the new order to the Production department?
- h) What happened in the Production department?
- i) What is the company's policy regarding customers's demand?
- j) Why does everybody like to work with Lynn's company?
- k) What does Lynn think about pleasing all customers?
- l) Why does Jane hate to deal with unhappy customers?

#### 4) Discussion

- a) What should a company's policy be regarding serving its customers?
  - ~~b) How far are you willing to go in doing your job?~~
  - c) What can be the causes of customers's dissatisfaction?
- 

## GRAMMAR REVIEW

### ADVERBS

#### 1) Use of adverbs in comparison

Adverbs, like adjectives, can be used to express comparison.

##### a) Comparative form

When two persons or things are compared, we usually add *more...than*, *as...as* or *less...than*.

*John built the cabinets more skillfully than James.*

*Mary can change orders as well as Jane.*

*This week the freight company is shipping cargo less regularly than last week due to bad weather.*

##### Note:

If the adverb is a one syllable word, we usually replace *more* with an *-er* at the end of the adverb.

*Jane works faster than Lynn.*

*The cabinet shipment came sooner than the window shipment.*

Sometimes adverbs do not follow the above rules. For example, *well* becomes *better*, *badly* becomes *worse*.

##### b) Superlative form

When more than two persons or things are compared, we usually add *-est* to a one syllable adverb. Otherwise, add *least* or *most* to an adverb with more than one syllable.

*Jane has grown the tallest among the girls.*

*John handles the equipment the most cautiously.*



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Sometimes adverbs do not follow the above rules. For example, *well* becomes *best*, *badly* becomes *worst*.

## 2) Placement of adverbs

Place the adverb as close as possible to the word that it modifies to avoid changing the meaning of the sentence.

*My mother only wants tea.* (My mother doesn't want cookies or coffee. She wants nothing but tea)

*Only my mother wants tea.* (My aunt and grandmother do not want tea, but my mother does)

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: How did John play compared to Tim?

A: John played more riskily than Tim.

Q: How did the babies behave this morning?

A: Mary behaved better than Jim this morning.

Q: Why was he punished?

A: Because he did not play as cautiously as he should have.

Q: How did he handle the situation this time?

A: This time he handled the situation less tactfully than last time.

Q: How did Helen play this time?

A: This time Helen played worse than last time.

Q: How did he run this time?

A: He ran faster than Kevin this time.

Q: Who was the best reader in this contest?

A: John read the best this time around.

Q: Who finished last this time?

A: This is the first time that Susan ran the worst since she joined the team.

Q: How did he drive in the rain?

A: He drove most cautiously during the rain.



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## CHAPTER SEVENTEEN PROMOTION

**Situation:** *Tom was just promoted to a managerial position, and he is concerned about the fact that he has never managed people before. Lucy is trying to reassure Tom that he will be doing fine in the new position.*

**Tom:** I have really good news today. Oh! I am so happy.

**Lucy:** What is your good news, Tom?

**Tom:** I got a promotion today. You are looking at the new supervisor of the Marketing department.

**Lucy:** Wow, this is great news! I am so glad for you. So, you will start your new job this coming Monday?

**Tom:** No, I need to finish my current projects in the Sales department before I move over to Marketing. I probably will start my new job a week from Monday.

**Lucy:** You have a lot of experience with this company. They will be very helpful to you in your new position.

**Tom:** I know. However, I have never supervised people before. I hope I will be able to cope with all the new responsibilities.

**Lucy:** You will do fine. You are a natural leader, and you will lead well.

**Tom:** You think so, Lucy?

**Lucy:** I know so. You are always good at coaching people. You led your soccer team to victory last year, didn't you?

**Tom:** Leading a soccer team and leading a Marketing department are not quite the same.

**Lucy:** Yes, they are in a way. First, being a supervisor means building a good team where members work well with each other, right?

**Tom:** Right. If members of a team do not understand their own tasks as well as the tasks of their teammates, it will be chaos.

**Lucy:** Second, a supervisor needs to identify his employees' working habits and the job requirements in order to build a better work environment, right?





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**Tom:** Yes. In order for me to improve my employees' performance, I need to understand their working habits and their skills. Then, I can give them a little bit of coaching if the need arises.

**Lucy:** Third, you need to find out what motivates your employees, right?

**Tom:** Yes again. Everybody needs to be motivated, either to find a better way of doing one's job or putting in extra effort to perform better.

**Lucy:** Things will not always run smoothly. There will be problem employees. So, fourth, you need to know how to coach, or how to counsel, or even how to discipline, right?

**Tom:** Right. This is the worst part of being a supervisor. You need to be strong enough to cope with problem employees, to be wise enough to counsel them, and even be "mean" enough to discipline them.

**Lucy:** Things will change, and your department needs to be able to adapt to changes, right?

**Tom:** Yes, technological changes happen everyday. I need to get my employees ready for changes as well as to reinforce the need for change sometimes.

**Lucy:** And if you come up with new ideas, you need to be able to "sell" your ideas to your boss and your employees, right?

**Tom:** There is no need to come up with new ideas if you cannot convince people of their value.

**Lucy:** You need to set yourself out as an example for your employees. Therefore, you should have a good understanding of your responsibilities, work hard and work well with others, be alert of changes, and last but not least, understand the values and goals of your company.

**Tom:** If I want to lead, then I need to prove that I am a good leader.

**Lucy:** Those are the things that you need to do in your new position. Even though they are not exactly the same as coaching a soccer team, you will do fine. All you need to do is change your leadership style a little bit in this new environment.

**Tom:** Thanks for the note of confidence, Lucy.

---

**Lucy:** You are welcome, Tom.

## **EXPRESSIONS**

*Have good news:* Có tin vui

*Get a promotion:* Được thăng chức

*I am so glad for you:* Tôi rất mừng cho bạn

*This coming Monday:* Ngày Thứ Hai sắp tới

*Move over to:* Chuyển qua



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*Have a lot of experience:* Có rất nhiều kinh nghiệm  
*Be ready for:* Hãy chuẩn bị cho, hãy sẵn sàng

*You will do fine:* Anh sẽ làm được tốt lành  
*Coaching people:* Hướng dẫn/dạy dỗ người ta  
*Lead to victory:* Đưa tới chiến thắng  
*Build a good team:* Tạo dựng một đội tốt  
*It is not quite the same:* Không giống hăng, không hăng như vậy  
*Yes, it is in a way:* Đúng, trong khía cạnh nào đó nó cũng như vậy  
*It will be chaos:* Sẽ có sự hỗn loạn  
*Job requirement:* Sự đòi hỏi của công việc  
*Work environment:* Môi trường làm việc  
*If the need arises:* Nếu cần  
*Motivate people:* Khuyến khích người ta  
*Put in extra effort:* Gắng sức hơn  
*Reinforce:* Cũng cố  
*Sell your ideas:* thuyết phục người ta đồng ý với mình  
*Convince people of their value:* Thuyết phục người ta về giá trị của họ  
*Set yourself out as an example:* Tự làm gương sáng cho ai  
~~*Be alert of changes:* Cảnh giác về các điều thay đổi~~  
*Thanks for the note of confidence:* Cảm ơn bạn đã tin cậy tôi

---

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Tom and the other the role of Lucy.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

G: I have good news. I just got a promotion.

A: That is great! Congratulations, Tom!

Q: Were you expecting this promotion?

A: No, but I have been hoping for it for quite a long time.

Q: Did it come with a good raise?

A: Yes, I was very pleased with the salary increase.

Q: Are you expected to take on new responsibilities?

A: Yes, a lot of new responsibilities.

Q: When will this promotion go into effect?

A: It will go into effect this coming Monday.

Q: Are you ready for this job change?

A: Yes, I think I am.

Q: How did your coworkers take the news?

A: I guess they were pleased for me.

Q: Have you thought about ways to improve the productivity of your department?

A: Not yet, but I will use this weekend to come up with a really good game plan.

Q: What should you do in your new position?

A: I should try to motivate, to coach, and to maximize my employees' abilities.



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Q: Are you going to the seminar for

A: I have already signed up for that

newly promoted supervisors?

seminar.

### 3) Comprehension test

- What happened to Tom?
- When will Tom move over to the new position?
- What is Tom's concern about the new position?
- Why does Lucy think that Tom will succeed in his new position?
- What are the similarities between leading a soccer team and leading the Marketing department?
- Why should Tom identify his employees' working habits?
- What should a supervisor do with a problem employee?
- What should Tom do to cope with technological changes?
- What should Tom do with his new ideas?
- What should Tom do to set himself out as an example for his employees?
- What should Tom do to his leadership skill in the new environment?

### 4) Discussion

- What is your definition of a good supervisor?
- ~~What will you do if you are promoted to the position of supervisor?~~
- In your opinion, is it easy to lead?

## GRAMMAR REVIEW

### PREPOSITIONS

Prepositions are words that express the relationship in terms of time, direction or location of a word or phrase to another word or phrase. They include: *in, among, between, at, with, beside, besides, behind, into, of, by, to, from, over, against, after.*

*The dining room is built between the kitchen and living room. (Location)*

*I will start my new job the week after this coming Monday. (Time)*

#### Notes:

*At* is used with things, *with* is used with people when expressing feelings.

*Jane is angry with me.*

*My teacher was angry at the result of the vote.*

*Between* is used when there are only two persons or things, *among* is used when there are more than two persons or things.

*The books were placed between Jane and John.*

*The toys were divided among the four friends.*

When used with a verb, the combination of the verb and the preposition usually gives a meaning different from the meaning of the verb alone.

*There is no need to come up with new ideas if you cannot convince people of their value.*

*They laughed at the idea.*



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*I must look into the proposal before I decide.*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: Are you going to <u>go over</u> the chapter with me?             | A: Are you asking whether I am going to review the chapter with you?                  |
| Q: Are you going to <u>look after</u> your brother?                 | A: Are you asking whether I am going to take care of my brother?                      |
| Q: Are you going to <u>sign up</u> for the course?                  | A: Are you asking whether I am going to enroll in the course?                         |
| Q: Are you going to <u>pick up</u> your son after school?           | A: Are you asking whether I am going to go and get my son after school?               |
| Q: Are you going to <u>hang out</u> with your friends after work?   | A: Are you asking whether I am going to spend time with my friends after work?        |
| Q: Are you going to <u>keep on</u> singing?                         | A: Are you asking whether I am going to continue to sing?                             |
| Q: Are you going to <u>show up</u> at the party?                    | A: Are you asking whether I am going to be present at the party?                      |
| Q: Are you going to <u>put up with</u> his tantrums?                | A: Are you asking whether I am going to tolerate his tantrums?                        |
| Q: Are you going to <u>get up</u> at 5:00AM tomorrow?               | A: Are you asking whether I am going to rise from bed at 5:00AM?                      |
| Q: Were you <u>cut off</u> in the middle of the phone conversation? | A: Are you asking whether I was disconnected in the middle of the phone conversation? |
| Q: Are you going to <u>look up</u> the new word?                    | A: Are you asking whether I am going to search for the new word in a book?            |
| Q: Are you going to <u>take up</u> golf this summer?                | A: Are you asking whether I am going to begin to play golf this summer?               |





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## CHAPTER EIGHTEEN MEETING PEOPLE

**Situation:** *A seminar on Management is held at the Hilton hotel. Tom and Ana are among the many attendants. They try to strike a conversation during break-time.*

**Tom:** Hi, I am Tom.

**Ana:** I am Ana.

**Tom:** This is a pretty good seminar so far, huh?

**Ana:** Yes, I like it. Prentice Hall always delivers good seminars. All of its speakers are very well-known and also very knowledgeable in the subject matter. Did you attend the seminar on Leadership in Long Beach last January?

**Tom:** No, I missed that one. Who was the speaker?

**Ana:** John Miller. He is the author of *The Seven Habits of a Good Leader*. It was a great seminar. John gave us tons of information on how to deal with employees. You should sign up for that seminar next year.

**Tom:** I will. I am very interested in the subject of Leadership. I was promoted to the position of Supervisor a few months ago, and I have to manage a staff of ten people. It can be quite a difficult situation sometimes. It is the reason why I am here today.

**Ana:** Same here. I only have seven people reporting to me; yet, sometimes I feel like pulling my hair out. I need to find a way to create harmony and cooperation within my department.

**Tom:** I also need to learn how to better manage my workload. I always run out of time. It seems like the days are getting shorter and shorter.

**Ana:** You need to sign up for the *Learn How To Delegate* seminar. It is coming next month.

**Tom:** Let's see whether I will have any free time next month. I know sometime next month I will have to go to Texas on a business trip.

**Ana:** By the way, what is your company doing?

**Tom:** Oh, we produce office equipment such as calculators and fax machines. How about yours?

**Ana:** We are in the service business. We specialize in repairing computers.

**Tom:** How was business lately?



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**Ana:** It is pretty slow right now. Just like any other company, we are quite affected by this slowing economy.

**Tom:** Business is slow with my company too. However, people are saying that it should pick up any time now.

**Ana:** Let's hope so. We need to keep our employees busy.

**Tom:** I have some very talented employees, and I would like to keep their minds sharp. They tend to be bored when things slow down, and that is not good.

**Ana:** Yes, nothing is more frustrating than sitting idle with nothing to do. The days seem so long.

**Tom:** I hate those types of days. Luckily, it is not that bad in our company. Besides, we are in the process of updating our computer system, and we can use this slow period to finish the process.

**Ana:** Good for you. Oh, 10:30 AM already. I guess our break-time is over.

**Tom:** The topic of the next session, *How To Make Positive Impression On Others And Gain Visibility And Influence In The Workplace*, seems to be really interesting. We better not miss any part of it. Let's get back to our seats so that we can learn how to bring out the best in ourselves as well as our employees.

## **EXPRESSIONS**

*Strike a conversation:* Bắt chuyện với ai

*Break-time:* Giờ nghỉ xả hơi

*Deliver very good seminars:* Trình bày những cuộc giảng thuyết rất hay

*Well-known:* Có tiếng, nổi tiếng

*Knowledgeable in the subject matter:* Rất hiểu biết về đề tài

*Tons of information:* Một khối/rất nhiều tin tức/dữ kiện

*How to deal with:* Làm sao đối phó với

*Attend a seminar:* Tham dự một buổi hội thảo

*I am very interested in:* Tôi rất muốn biết, rất quan tâm

*Be promoted to the position of Manager:* Được thăng chức lên làm giám đốc

*It is the reason why I am here:* Đó là lý do tại sao tôi ở đây

*Sign up:* Ghi danh

*Manage a staff of ten people:* cai quản một nhóm 10 người nhân viên

*Pull one's hair out:* Bực tức, khó chịu

*Create harmony:* Tạo nên sự hòa khí

*Cooperation:* Sự hợp tác

*Workload:* Khối lượng công việc

*Run out of time:* Hết giờ



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*Free time:* Thì giờ rảnh

*Business trip*: Chuyến công tác  
*Produce*: Sản xuất  
*Office equipment*: Dụng cụ văn phòng  
*Specialize in*: Chuyên môn về  
*Be affected by*: Bị ảnh hưởng bởi  
*Keep one's mind sharp*: Giữ tinh thần minh mẫn  
*Sitting idle*: Ngồi không  
*Business should pick up*: Sự buôn bán sẽ khả quan hơn  
*Bring out the best*: Đem ra điều tốt nhất  
*Get back to one's seat*: Trở về chỗ ngồi

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Tom and the other the role of Ana.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following greetings or questions and answers. Ask them to come up with similar greetings or questions and answers.

G: Hello, I am Peter

A: Hi , I am Jane.

G: Good morning, Jane.

A: Good morning, John.

Q: How are you?

A: Fine, thanks. And you?

Q: Are you from Vietnam?

A: No, I am from America.

Q: Where are you from?

A: I am from France.

G: Bye, Jennifer.

A: See you later, Tom.

G: Nice meeting you, Peter.

A: Same here, Jane.

Q: Is he the president of ABC Company?

A: No, he is the Engineering Director.

Q: Are you here for the seminar?

A: Yes, I am here for the seminar.

Q: Where do they hold the Management seminar?

A: The Management seminar is right next door.

Q: How was the seminar?

A: Oh, it was very informative.

Q: Why did you sign up for this seminar?

A: I go to this seminar to improve my management skills.

### **3) Comprehension test**

- What is the name of the seminar that Tom and Ana are attending?
- What is the name of the organization that is offering the seminar?
- Who wrote the book *The Seven Habits of a Good Leader*?
- What happened to Tom a few months ago?
- How many people is Tom supervising?
- What does Ana want to have within her department?



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- g) Why should Tom learn to better manage his workload?
- h) What are the products of Tom's company?

- i) What is the specialty of Ana's company?
- j) How is the economy at the moment?
- k) What happen to Tom's employees when they are not busy?
- l) Why does Ana hate a slow day?
- m) What is Tom's department currently doing?
- n) What does Tom hope to learn in the next session?

#### 4) Discussion

- a) Why do people go to seminars?
  - b) What is Leadership? Why is it so important?
  - c) How can a slow economy affect us?
  - d) How do you like to spend your day at work?
- 

### GRAMMAR REVIEW

#### CONJUNCTIONS

Conjunctions are words that join words to words, phrases to phrases, or clauses to clauses. There are:

- Coordinating conjunctions
- Subordinating conjunctions

#### **Coordinating conjunctions**

Coordinating conjunctions connect sentence elements. Coordinating conjunctions are used to connect similar elements, to indicate a choice, a contrast, a cause or a result.

- 1) Connecting elements: *and, as well as, not only...but also.*  
*I need to find a way to create harmony and cooperation within my department.*  
*She needs to not only cook dinner but also clean the house.*
- 2) Indicating a choice: *or, either...or, neither...nor.*  
*My employees can either work on updating the computer system or stay idle.*  
*Neither your mom nor I can pick you up at school today.*
- 3) Indicating a contrast: *but, still, yet.*  
*I have very talented employees, still they can't function when they are bored.*  
*The doll is ugly, yet the baby likes it.*
- 4) Indicating a cause or result: *for, so, then, as, yet.*  
*Tom went to the Management seminar for his own benefits.*  
*The drivers were careless, so they had an accident.*

#### Note:

Words or sentence elements connected by coordinating conjunctions should be of the same type. For example, nouns should be connected to nouns and adjectives to adjectives.





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*I took the children and the dogs to the fair.  
John is both intelligent and kind.*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: Will they go to the movies and John's party? | A: No, they will either go to the movies or to John's party.                              |
| Q: Who will take me to school?                  | A: Neither your mom nor I will take you to school. You will have to walk to school.       |
| Q: Who is going to sing tonight?                | A: John and Jane will sing tonight.   |
| Q: Does she need the book?                      | A: She does not need the book, still she will buy it.                                     |
| Q: Why did you go to the seminar?               | A: I went to the seminar not only for my own benefit, but also for my employees' benefit. |
| Q: What will you do after work?                 | A: I need to clean my house as well as cook dinner for my family.                         |
| Q: What can she do after school?                | A: She can either do her homework or clean the house.                                     |
| Q: Is it too late to go to the market?          | A: Yes, it is too late to go to the market, but I am going anyway.                        |
| Q: Why do you work so late tonight?             | A: I work late today so I can take off early tomorrow.                                    |
| Q: How does she feel?                           | A: She feels sad and worried.   |



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## **SECTION III**

# ***ACADEMIC LIFE***



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## CHAPTER NINETEEN APPLYING TO COLLEGE

**Situation:** *Charlotte and Michael have just finished taking the SAT test and are talking about it. They also discuss the next steps of the process of applying for college.*

**Michael:** That test was so long! Four hours! I really do not understand why we have to take this test anyway. Are our grade point averages (GPAs) not good enough for college?

**Charlotte:** That test did seem long, didn't it? But since the curriculum of one high school is slightly different from another high school, the SAT test allows the colleges to consider each student equally. Although one student might have taken different classes from another student, all high school students take the same SAT test.

**Michael:** I suppose that makes sense. Either way, I really hope I do not have to take that test again!

**Charlotte:** Same here. Well, we will just have to wait and see. The scores will be out in a few weeks. Anyways, have you gotten your recommendation letters yet?

**Michael:** I have asked Mrs. Smith for one already, and I am thinking about asking Mr. Johnson for another one. I liked both their classes and I think they got to know me better than my other teachers, so hopefully the letters will be well-written. What about you?

**Charlotte:** I have also asked Mrs. Smith for a letter. Do you know Mr. Lawson? I would like to get a recommendation letter from him. I hope he remembers me as I have not had a class with him since last year. I am not sure who else I could have asked.

**Michael:** Well, at least we each have one letter. Mrs. Smith is the best, isn't she? I wish I could have another class with her, but this is our last semester, and after that it is graduation!

**Charlotte:** I agree. Mrs. Smith really enjoys teaching, and that definitely helps her students to enjoy learning.

**Michael:** What colleges are you thinking of applying to? Have you visited any campuses yet?

**Charlotte:** I am still considering whether I should stay close to home or go to an out-of-state school. I have toured the Stanford campus and the people there were very friendly. I have also visited Notre Dame, the university in Indiana. What about you? Have you toured any campuses yet?

**Michael:** I want to stay close to home so I am hoping to go to either a California State University or a University of California.

**Charlotte:** Which one? There is practically one or the other in each of the big cities.



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**Michael:** Perhaps UCLA, the University of California, Los Angeles or CSULB, the California State University, Long Beach. But I am not too worried about getting into a college just yet. I am more worried about this SAT test at the moment!

**Charlotte:** I understand how you feel. However, we should still consider what should be done next. It will be bad if we fall behind and don't make it into college by next fall. Have you decided what to study yet? I'm thinking about majoring in English myself.

**Michael:** English is definitely a possibility. I was thinking about becoming an English teacher like Mrs. Smith. But I was also considering majoring in Biological Sciences.

**Charlotte:** Why? English and Biological Sciences are two radically different areas of study. What would you do with a degree in Biological Sciences?

**Michael:** I am also wondering whether I should pursue medicine. It may be too early to decide yet, but if I want to become a doctor, the classes I would take as a Biological Sciences student would fulfill most requirements for medical school. But like I said, it is too early to determine anything yet. I am just hoping to get into a college!

~~**Charlotte:** I do not think you have to worry about getting into college. Still, let's just keep trying our best!~~

### EXPRESSIONS

*Continue the process:* Tiếp tục công trình

*Good enough for:* Tốt đủ cho

*Slightly different:* Hơi khác

*Curriculum:* Các môn học trong khóa

*It makes sense:* Có lý

*Either way:* Cách này hay cách khác

*Same here:* Tôi cũng vậy

*Recommendation letter:* Thư giới thiệu

*Well-written:* Viết hay

*Campus:* Trường học

*I am still considering:* Tôi vẫn còn đắn đo, suy nghĩ

*Get into a college:* Được nhận vào đại học

*Fall behind:* bị chậm trễ, không kịp, không đúng hạn

*Majoring in English:* Chuyên môn về ngành Anh Văn

*English is definitely a possibility:* Ngành Anh Văn là một môn tôi có thể chọn

*Two radically different areas of study:* Hai môn hoàn toàn khác nhau

~~*Pursue medicine:* Theo đuổi ngành y khoa~~

~~*Fulfill the requirements:* Hội đủ điều kiện~~

### EXERCISES





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## 1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Michael and the other the role of Charlotte.

## 2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: How did you do on the SAT test?                             | A: I was not happy with my performance.  |
| Q: Do we have to take any other college entrance exams?        | A: I don't think so. Students have to take either the SAT or ACT test.                 |
| Q: What does the SAT test cover?                               | A: It covers Reading, Writing, Chemistry, Physics, Biology, and Mathematics.           |
| Q: What else do you need besides the SAT test?                 | A: Recommendation letters from my teachers or my employer are also very helpful.       |
| Q: What do prestigious colleges usually require for admission? | A: Prestigious colleges also require the applicant to go through a personal interview. |
| Q: Did you apply to only one college?                          | A: No, like most students, I applied to many colleges.                                 |
| Q: What is the school known for?                               | A: Penn is well-known for many of its schools, among them the School of Business.      |
| Q: How are you going to finance your studies?                  | A: I have applied for the work-study program and a loan.                               |
| Q: Do you plan to stay on-campus or off-campus?                | A: I plan to rent an apartment off-campus.   |
| Q: Are you going to join any on-campus activities?             | A: I plan to join the American Institute of Architects organization.                   |
| Q: Why do you want to do that?                                 | A: I want to expose myself to the world of architecture.                               |

## 3) Comprehension test

- How long did the SAT test take?
- Why should students take the SAT test?
- Is the test score available immediately after the students take the SAT test?
- Why did Michael ask Mrs. Smith and Mr. Johnson for a recommendation letter?
- From whom does Charlotte want to get a recommendation letter?
- Why can't Michael take another class with Mrs. Smith?
- What are Charlotte's thoughts about going to college?
- Which colleges is Michael considering for his future schooling?
- Why should they start thinking about colleges?
- What fields of studies is Michael considering?
- Why is Michael considering a major in Biological Sciences?



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#### **4) Discussion**

- a) What types of exams are you required to take after finishing high school?  
b) What are the requirements for admission to colleges in your country?  
c) What do you want to study? Why?
- 

## GRAMMAR REVIEW

### CONJUNCTIONS

#### Subordinating conjunctions

Subordinating conjunctions are used to join a dependent clause to the main clause. These conjunctions are used to indicate time, condition, concession, reason, intention or result, or place.

- 1) Indicate time: *as, as soon as, while, until, since, before, after, when, whenever, once.*  
*He ran as fast as he could after he saw his parents at the gate.*
- 2) Indicate condition: *if, unless.*  
*The Biological Sciences classes would fulfill most requirements for medical school if I want to become a doctor.*
- 3) Indicate concession: *although, however, even though.*  
*Susan cleans the house even though she does not get paid.*
- 4) Indicate reason: *because, as, since.*  
*The SAT test allows colleges to consider each student equally since the curriculum of high schools are not always the same.*
- 5) Indicate intention or result: *so that, that, in order that.*  
*She is studying very hard so that she can pass the exam next week.*
- 6) Indicate place: *where, wherever.*  
*My sister follows me wherever I go.*

#### Note:

When a sentence has more than one clause, the main clause of the sentence is called the independent clause and the subordinate clause is known as the dependent clause. Independent clauses have meaning by themselves because they express a complete thought, while dependent clauses can not stand by themselves because a complete thought is not present.

#### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: When will you go to school?

A: I will go to school as soon as I finish my breakfast.



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Q: How long will you stay home?

A: I will stay home until my broken arm  
is healed.



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Q: Would you go to a party with me tonight?

A: I would go if I come home on time.

Q: Why won't you help him clean his room?

A: I will not help him clean his room unless he apologizes.

Q: Why are you angry with John?

A: I am angry with him because he was mean to his sister.

Q: Why did you run to school?

A: I ran to school so that I could be on time.

Q: Do you like to go to college?

A: No, I do not; however, I will go to college to please my parents.

Q: Why did you apply to college?

A: I have applied to college to please my parents even though I had made some other arrangements.

Q: Why did he take so many classes?

A: He took quite a few classes last semester since he wanted to graduate early.

Q: When did you read the newspaper?

A: I read the newspaper while waiting for Mary to finish her piano lesson.



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## CHAPTER TWENTY GIVING A SPEECH

**Situation:** *Jennifer is going to give a speech on Global Warming, and she is quite nervous about the whole process. Mary is trying to calm Jennifer down by giving her some tips on how to deliver a good speech.*

**Jennifer:** I will have to give a presentation on global warming on Friday, and I am so nervous.

**Mary:** There are a lot of things you can do to make you feel more confident and less nervous.

**Jennifer:** What should I do, Mary?

**Mary:** First of all, you need to understand the subject matter thoroughly. You need to know what is global warming, what causes global warming, and what people should do to abate the effects of global warming.

**Jennifer:** I have done a lot of research on the subject, and I know I can answer any questions I will receive from the audience.

**Mary:** The next thing that you need is an outline of your presentation. You should think about how to effectively present the subject matter.

**Jennifer:** You mean what I should talk about, or more precisely the sequence of my presentation?

**Mary:** Yes, what you should present first, second, third...

**Jennifer:** If that is the case, then I already have an outline. To make it easy for my audience to follow the presentation, I intend to post the outline on the board at all time during my speech.

**Mary:** Good idea! By the way, do you have any facts to back you up? For example, change of climate, yearly disasters...

**Jennifer:** No, I have not thought about that. I better get some statistics from the Internet. I should not have any problems since the Internet has all kinds of data.

**Mary:** Good. It is easier to convince people and to hold their attention with actual data. It would be even better if you show some pictures along the way. Do you have any?

**Jennifer:** No, it is another thing to add to my *To Do* list. I guess I will need at least two or three pictures to persuade people about the dangers of global warming.

**Mary:** Pictures will keep your audience from being bored. In order for you to succeed, you need to keep them interested and involved.





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**Jennifer:** What else do I need? Is there anything else I can do to help me relax and be at ease during my presentation?

**Mary:** You need to practice your presentation. Just pretend that you are standing in front of your audience and start to give your speech.

**Jennifer:** Pretending is one thing; actually giving a speech is another thing.

**Mary:** Think positive. Tell yourself that you can do it without any problems.

**Jennifer:** I guess I can look at this as a presentation of my point of view to my friends. I mean a lot of my friends. I mean all the friends that I have made since kindergarten, plus all the relatives that I have on both my mother and father's sides.

**Mary:** If you are really prepared, it will be a piece of cake. You will be able to speak with ease and confidence, and you will be amazed by how well you can express yourself.

**Jennifer:** I need to do this presentation really well. This is my first presentation in front of a big audience, and it is so important to me.

**Mary:** This is only the beginning, Jennifer. Being able to express your ideas with confidence and clarity is one of the best skills to possess.

**Jennifer:** You are absolutely right. I will take time to practice and to learn to relax and express myself really well. Wish me luck, Mary!

---

**Mary:** I know you. You can do it. Good luck, Jennifer!

## **EXPRESSIONS**

*Give a presentation:* Làm thuyết trình

*Global warming:* Sự hâm nóng toàn cầu

*I am so nervous:* Tôi cảm thấy rất căng thẳng

*Make you feel more confident:* Làm cho bạn cảm thấy tự tin hơn

*Understand the subject matter thoroughly:* Hiểu cặn kẽ vấn đề

*Abate the effects:* làm giảm hậu quả

*Audience:* Khán giả

*Sequence of the presentation:* Thứ tự của bài thuyết trình

*Follow a presentation:* Theo dõi một bài thuyết trình

*At all time:* Bất cứ lúc nào

*Good idea!:* Ý kiến hay!

*Back up:* Ủng hộ, chứng minh

*Change of climate:* Thay đổi khí hậu

*Disaster:* Thảm họa

*Convince people:* Thuyết phục người ta



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*Hold somebody's attention:* Giữ sự chú ý của ai

*To Do list*: Danh sách các việc phải làm

*Persuade*: Thuyết phục

*Keep the audience from being bored*: Giữ cho khán giả không bị nhàm chán

*Be at ease*: Cảm thấy thoải mái, dễ chịu

*Think positive*: Suy nghĩ một cách lạc quan

*Tell yourself*: Tự nhủ, tự bảo lòng

*Piece of cake*: Dễ vô cùng

*You are absolutely right*: Bạn hoàn toàn đúng

*Take time to do something*: Dành thời giờ đủ để làm việc gì, làm thủng thủng

*Express oneself*: Phát biểu

*Good luck!*: Chúc bạn may mắn

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Mary and the other the role of Jennifer.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What is the topic of your presentation?

A: My presentation is on global warming.

Q: Is it a group presentation?

A: No, it is an individual presentation.

Q: Why did you choose this topic?

A: I chose this topic because it is a major issue in our time.

Q: How are you going to present it?

A: I will rely heavily on statistics and graphs to keep my audience interested.

Q: Are you going to distribute any handouts?

A: Yes, handouts will be distributed to help the audience understand the subject matter better.

Q: Is it going to be interactive?

A: I will try to get the audience involved, and they can ask any questions they like.

Q: How long is your presentation?

A: It is going to be half-an-hour long.

Q: How will your teacher grade the presentation?

A: 30 points for content, 15 points for oral presentation, and 5 points for audience reaction.

### **3) Comprehension test**

a) How does Jennifer feel about giving a presentation on global warming?

b) What should Jennifer do to make her feel less nervous and more at ease?

c) How confident is Jennifer about answering the audience's questions?



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- d) How can an outline help Jennifer?
- e) How can the Internet help Jennifer?

- f) How can Jennifer convince her audience and hold their attention?
- g) What should Jennifer add to her *To Do* list?
- h) What should Jennifer do in order to achieve success?
- i) Why should Jennifer pretend that she is giving a speech to her audience?
- j) How many times did Jennifer give a presentation to a big audience in the past?
- k) What is one of the best skills that people should possess?
- l) What does Jennifer intend to do before speech day?

#### 4) Discussion

- a) What is global warming? What are the effects of global warming?
- b) Why are communication skills so important in life?
- c) ~~What else can Jennifer do to feel more confident and less anxious?~~
- d) How well will you do if you have to give a presentation to a large audience?

### GRAMMAR REVIEW CLAUSES

A clause is a group of words which includes a subject and a predicate. The subject is either the person/thing that is doing an action, or the person, thing or idea being described. The predicate provides information about the subject, and usually comes after the subject.

| <u>Subject</u>            | <u>Predicate</u>      |
|---------------------------|-----------------------|
| <i>Jennifer</i>           | <i>gives a speech</i> |
| <i>Jennifer</i>           | <i>is nervous</i>     |
| <i>What Jennifer said</i> | <i>was correct</i>    |

A clause can be an independent (main) clause or a dependent clause. Independent clauses have meaning by themselves because they express a complete thought; and therefore they are considered complete sentences. Dependent clauses can not stand by themselves because a complete thought is not present. They are not complete sentences and they always need to be connected to an independent clause.

| <u>Independent clause</u>     | <u>Dependent clause</u>                     |
|-------------------------------|---|
| <i>Jennifer gave a speech</i> | <i>after she had done a lot of research</i> |
| <i>The baby cries louder</i>  | <i>when she sees her mother</i>             |

### **Essential/Nonessential clauses**

Dependent clauses can be essential or nonessential.

Essential clauses are necessary to a sentence because their absence can completely change the meaning of the sentence.

*All women who are pregnant should not drink alcohol.* (Only pregnant women should not drink alcohol)

*All women should not drink alcohol.* (Pregnant women and all other women should not drink alcohol. All females should not drink alcohol)



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Nonessential dependent clauses add information that is not essential and can be deleted without distorting the meaning of the sentence. Usually, nonessential clauses are set off by commas.

*Jennifer, who is very nervous, has to give a speech today.* (The nonessential dependent clause *who is very nervous* can be deleted without distorting the fact that Jennifer has to give a speech today)

*Mrs. Anderson, who has three kids, always wakes up early to prepare breakfast for the whole family.* (The nonessential dependent clause *who has three kids* can be deleted without distorting the fact that Mrs. Anderson always wakes up early to prepare breakfast for the whole family)

### Types of dependent clauses

Dependent clauses can serve various purposes. They can act as an adjective, noun or adverb.

*The global warming topic, which is very complex, was selected by Jennifer.* (*Which is very complex* modifies *Global Warming topic* and is an adjective clause)

*I don't believe what he said.* (*What he said* is the object of *don't believe* and is a noun clause)

*I ran after he had blown the whistle.* (*After he had blown the whistle* modifies *ran* and is an adverb clause)

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What is a clause?

A: A clause is a group of words which includes a subject and a predicate.

Q: Are all clauses the same?

A: No, there are independent or main clauses and dependent clauses.

Q: What is an independent clause?

A: An independent clause is a clause that has meaning by itself because it expresses a complete thought.

Q: What is the main difference between an essential and a nonessential dependent clause?

A: Nonessential dependent clauses can be deleted without distorting the meaning of the sentence.





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## CHAPTER TWENTY-ONE STUDYING FOR A TEST

**Situation:** *Two college students, Mary and Alexis, are studying for an upcoming sociology test.*

**Mary:** Hey Alexis, I am glad you decided to come over to my house to study for our upcoming exam. The sociology test seems to be very difficult. I have studied all the materials, but I am still not confident about my performance this Friday.

**Alexis:** Yes, this test is going to be hard, but since you have covered all the materials, you should be adequately prepared. I have read all the chapters, but I have not studied the notes from the lectures. Let's do a review starting from chapter one and then we will work our way up through chapter three. Does that sound OK to you?

**Mary:** That sounds like a good idea. Let's start!

**Alexis:** Well, in chapter one, the book covers the three fundamental points of view on sociology. Do you know what these three points of view are?

**Mary:** Yes, I think I do. They are the Functionalist, the Conflict, and the Interactionist perspectives. Is that right?

**Alexis:** Yes! You got it! Good job!

**Mary:** Thanks, Alexis! But what does each perspective believe?

**Alexis:** Well, you know what the Functionalist Perspective talks about. It is the easiest to remember.

**Mary:** Oh yes! That one talks about how everyone has a function in society. It states that everyone has a function in life where their collective actions will be put together for the benefit of society.

**Alexis:** That is correct! No need to ask, but I think you understand very well what the other two perspectives are all about, right?

**Mary:** Yes, I can explain very precisely what they are. There is no need for me to do a review on them. Let's finish the other chapters.

**Alexis:** Well, how about you quiz me on chapter two.

**Mary:** Sure. Well, in chapter two, the book discusses Max Weber. Who was Max Weber and what was his opinion on the issue of organization?



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**Alexis:** Well, Max Weber was one of the founders of the modern study of sociology. He believed that organizing requires communication, coordination, and control.

**Mary:** That is correct! You are doing really well too, Alexis!

**Alexis:** Thanks Mary! I feel pretty good about chapter two. Let's take a break right now and we will finish going over the main parts of chapter three when we come back.

**Mary:** Chapter three is the most difficult chapter. I have read the chapter twice on top of reviewing all my lecture notes, and it is still quite confusing. Maybe I just made a big deal out of nothing.

**Alexis:** Chapter three covers quite a few different concepts. It might be better for us to write down each concept and then carefully do a comparison of their similarities and differences. I bet our teacher will ask us to write a short essay on each concept as part of the exam.

**Mary:** Do you think so? I better get myself prepared since we only have an hour to finish the exam. I am never good at writing as I always have difficulties putting my thoughts on paper. I have worked so hard to overcome this problem, but I still have not improved much. Maybe, I have a tendency of over analyzing things.

**Alexis:** I do not think that is your problem. It is probably a case of anxiety. Try to relax and take it easy. Things get worse when you do not have control of yourself.

**Mary:** I know, I know. However, I cannot help it. It is good that you suggested we take a break. I need to have a clear mind when we start on chapter three. Let's go find something to eat and listen to some soothing music for a while.

---

**Alexis:** OK, Mary.

## **EXPRESSIONS**

*Come over to somebody's house:* Đến nhà ai

*Upcoming exam:* Cuộc thi sắp tới

*I am not confident about:* Tôi không cảm thấy tự tin về

*Be adequately prepared:* Chuẩn bị đầy đủ

*Work one's way up :* Đi từ từ lên

*You got it!:* Bạn hiểu rồi đó

*Good job!:* Giỏi lắm

*Precisely:* Đúng như vậy

*Quiz somebody:* Tra hỏi/thử người nào,

*That's correct!:* Đúng vậy

*Feel good about something:* Cảm thấy thoải mái về chuyện gì

*Take a break:* Nghỉ xả hơi

*School of thoughts:* Trường phái

*It might be better to:* Có thể cách này tốt hơn

*As part of the exam:* Là một phần tử của cuộc thi



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*Putting one's thoughts on paper: Viết tư tưởng xuống giấy*

*Overcome a problem:* Vượt qua thử thách

*Have a tendency to:* Có chiều hướng, nghiêng về

*Anxiety:* Sự lo âu

*Try to relax and take it easy:* Hãy rảnh thư giãn và giữ bình tĩnh, rảnh thư giãn và làm từ từ

*I can't help it:* Tôi không cần được

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*Have a clear mind:* Có đầu óc minh mẫn, sáng suốt

## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Mary and the other the role of Alexis

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: What kind of tests do you have in this course?               | A: I have 3 quizzes, 1 Mid-Term exam and one Final exam.                          |
| Q: What kind of test is this one?                               | A: It is the Mid-Term exam.   |
| Q: How many chapters does it cover?                             | A: It covers what we have studied so far, and it includes the first six chapters. |
| Q: What kind of test format will the teacher use?               | A: The teacher will give a combination of essays and multiple-choice questions.   |
| Q: Is the course grade based on a curve or on percentage scale? | A: It is strictly based on percentage scale.                                      |
| Q: What is your grade in this course so far?                    | A: So far I have missed getting an A by 5 points.                                 |
| Q: How much time did you spend studying for this test?          | A: I have spent a considerable amount of time studying for this test.             |
| Q: How much time do you have for this test?                     | A: It is a two-hour test, from 9AM to 11AM.                                       |

### **3) Comprehension test**

- Why did Alexis come to Mary's house?
- What kind of test will they have on Friday?
- How many chapters will be covered on the test?
- What is the easiest perspective to remember?
- Who was Max Weber?
- How does Alexis feel about chapter two?
- Why does Mary think that chapter three is the most difficult chapter?
- What should Mary and Alexis do in order to have a better understanding of chapter three?
- What might be on the test for chapter three?
- Why should Mary work hard on the concepts discussed in chapter three?
- According to Alexis, what kind of problem does Mary have?



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#### 4) Discussion

- a) How do you usually feel before a major test? What should you do to get yourself ready for it?  
b) Is it necessary for teachers to give out exams? Why? Why not?  
c) What was the most difficult thing you had to overcome as a student?

### GRAMMAR REVIEW

#### SENTENCES

A sentence is a series of words put together to convey a complete thought, to ask a question or to describe a situation. In general, a sentence has both a subject and a predicate.

A sentence can have more than one subject and more than one predicate.

*The Functionalist perspective states that everyone has a function in society.*

*My mother thinks that I should leave for the theater while my brother is asleep.*

#### 1) Compound sentences

When a sentence includes more than one clause, it is called a compound sentence. Usually a compound sentence includes more than one independent clause and the clauses are linked together by a conjunction such as *but, yet, while, and, or, so* or paired conjunctions such as *either...or, neither...nor, not only...but also, both...and*.

*Functionalists talk about people's function in society while Interactionists focus on small group's interaction. (First independent clause: Functionalists talk about people's function in society, second independent clause: Interactionists focus on small group's interaction)*

*Either he can go to a ball game, or he can watch a movie on Friday. (First independent clause: He can go to a ball game on Friday, second independent clause: He can watch a movie on Friday)*

#### 2) Complex sentences

When a sentence includes an independent clause and at least one dependent clause, it is called a complex sentence.

*Chapter two, which discusses Max Weber, will be on this Friday test. (Independent clause: Chapter two will be on this Friday test, dependent clause: which discusses Max Weber)*

#### 3) Affirmative/Negative sentences

A sentence can be affirmative or negative. An affirmative sentence confirms a situation or a condition while a negative sentence refutes a situation or condition.

*Mary does understand chapter three. (Affirmative)*

*Mary does not understand chapter three. (Negative)*

*You may go out now. (Affirmative)*

*You may not go out now. (Negative)*





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#### 4) Interrogative sentences

A sentence can be used to ask a question, to seek clarification or to express doubt or surprise. Interrogative sentences always end with a question mark.

*My youngest son can count up to one hundred.* (Affirmative)

*Can your youngest son count up to one hundred?* (Question)

*Your son can count up to one hundred?* (Express doubt or surprise)

*Your son can count up to one hundred, can't he?* (Ask for clarification)

#### Note:

Interrogative sentences seeking clarification can be formed in two different ways:

- 1) To seek an affirmative answer, start with an affirmative sentence.

*Your son can count up to one hundred, can't he?* (The expected answer is “Yes, he can”)

- 2) To seek a negative answer, start with a negative sentence.

*Your son can't count up to one hundred, can he?* (The expected answer is “No, he can't”)

#### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What is a sentence?

A: A sentence is a series of words put together to convey a complete thought, to ask a question, or to describe a situation.

Q: What is a compound sentence?

A: It is a sentence that includes more than one clause. It usually includes more than one independent clause, and the independent clauses are linked together by a conjunction.

Q: What is a complex sentence?

A: It is a sentence that includes an independent clause and at least one dependent clause.

Q: Do you understand chapter two?

A: Yes, I understand chapter two.

Q: Do you have a test every week?

A: No, I do not have a test every week.

Q: Can you review chapter three with me?

A: Yes, I can review chapter three with you.

Q: You are going to review chapter three with me, aren't you?

A: Yes, I am going to review chapter three with you.

Q: You have finished all three chapters, haven't you?

A: Yes, I have finished all three chapters.

Q: You did not understand chapter three, did you?

A: No, I did not understand chapter three.

Q: Chapter four is not on the test, is it?

A: No, chapter four is not on the test.

Q: You have taken the SAT test?

A: Yes, I took the SAT test last month.

Q: Mary had no problems with the essays this time?

A: No, she had no problems putting her thoughts on paper this time.



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## CHAPTER TWENTY-TWO BOOK CONVERSATION

**Situation:** *Lisa is talking to Jackie about the author, John Grisham, and his books.*

Lisa: Hey Jackie, how are you doing today?

Jackie: I am good! I just got out of my psychology lecture. It was so boring! I am glad I am done for the day. How are you doing? Did you just get out of class too?

Lisa: No, I have been out of class since early this afternoon, and I have been reading this new book I just bought. Have you ever heard of the author John Grisham?

Jackie: Yeah! John Grisham is a lawyer who has written a lot of books based on his knowledge and experience with the legal system like *The Client*. His books are very easy to read, and they give a lot of information on how the legal system works.

Lisa: Yeah, *The Client* is one of my favorite books! I love Mark Sway and Reggie Love, the two main characters of the novel. For an eleven-year-old kid, Mark is old beyond his years and so streetwise. John Grisham's special sense of humor has made his characters very entertaining and the book much more interesting to read. Have you read *The Chamber*?

Jackie: *The Chamber* is a pretty good book too. The story about a grandson who tried to save the grandfather he has never really known gave me an insight on how the legal system works in the case of capital punishment. This story was somber, and it was written in a more serious tone.

Lisa: John Grisham really knows how to adapt his writing style to each situation. That is probably one of the reasons for his success.

Jackie: John Grisham's success is an example of the importance of education. Even though his parents were poor and did not have a decent education, his mother put a lot of emphasis on his education and pushed him to go to college.

Lisa: I have to agree with you on that. Education is one of the best tools to achieve success in life. That is the reason why we are still in school, right?

Jackie: Right. But, why the sudden interest in John Grisham, Lisa?

Lisa: Well, I read his first book, and I found it very interesting. So, I kept on reading his books. I already have a collection of all his work.

Jackie: He has written at least twenty books. Did you read all of them? Did you have that much free time?



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Lisa: No, I only read his legal fiction books. I have not touched any of his non-legal fiction or his non-fiction books.

Jackie: I see that you are very interested in learning about the legal system.

Lisa: Yes, very much. I find it fascinating. However, not enough to change my major from psychology to law yet.

Jackie: Maybe you should follow John Grisham's example. He is a lawyer, and he writes novels about the legal system. You can finish your studies in psychology, and then write novels based on your expertise in psychology.

Lisa: That is a good idea. However, do you think I am creative enough to be able to weave all sorts of stories like John Grisham? That would require a lot of talent, and I do not know whether I have it in me.

Jackie: You never know unless you try. Anyways, people say, "where there is a will, there is a way," right?

Lisa: And, there is also writer's block. Those moments when you sit in front of the computer, ready to put your story in writing, and yet, your mind is completely blank. You keep on trying and trying, and nothing comes. I mean, absolutely nothing.

Jackie: Still, you never know unless you try, Lisa. Oh, it is almost 3 o'clock! I need to run, or I will miss the bus. See you later, Lisa!

---

Lisa: Bye, Jackie! Talk to you later!

### **EXPRESSIONS**

*It was so boring:* Nhàm chán quá

*I am done for the day:* Tôi xong việc ngày hôm nay rồi

*Since early this afternoon:* Từ xế trưa sớm

*The legal system:* Luật pháp

*Characters of the novel:* Những nhân vật của câu chuyện

*Old beyond his years:* Khôn ngoan trước tuổi

*Streetwise:* Nhiều kinh nghiệm đường phố

*Sense of humor:* Tính khôi hài

*Entertaining:* Tiêu khiển, giải trí

*Give an insight on:* Cho biết dữ kiện về chuyện gì đó

*Somber:* U sầu, buồn và nghiêm nghị

*Serious tone:* Cách viết văn trang trọng và chính chắn

*Put a lot of emphasis on:* Đặt nặng vào

*Have a collection of:* Thu thập một bộ tập về

*Have free time:* Có giờ rảnh

*Fascinating:* Rất mê hoặc, hấp dẫn, thu hút

*Expertise:* Sự tinh thông



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*Writer's block: Sự bế tắc của người viết chuyện*

*Weave all sorts of stories:* Dệt đủ mọi câu chuyện

*Have it in me:* Có tài năng, có khiếu

*My mind is completely blank:* Đầu óc tôi trống rỗng

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Lisa, and another the role of Jackie.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: What kind of book is it?                             | A: It is a non-fiction book about last year tsunami.  |
| Q: Is John Richardson the author of the book?           | A: No, this one was written by Charles Langson.   |
| Q: Is it one of the Best Seller books of the year?      | A: Yes, it is one of them.  |
| Q: Who is the publisher?                                | A: It was published by Prentice Hall.   |
| Q: What is the story about?                             | A: It is the story of a family who has gone through and survived the tsunami physically and mentally. |
| Q: Do they have a lot of books on the tsunami?          | A: Quite a few books were written on this subject. However, I do not remember their titles.           |
| Q: When did the book come out?                          | A: It was put into circulation in March.  |
| Q: Do they offer both hardcover and paperback editions? | A: Yes, it came out in hardcover and paperback. The hardcover edition is much more expensive though.  |
| Q: Didn't they make a movie out of this book?           | A: I do not think so since it just came out.  |
| Q: Did somebody recommend this book to you?             | A: It is a book required for my sociology class.  |
| Q: How much did it cost?                                | A: I bought a paperback, so it did not cost too much.   |

### **3) Comprehension test**

- What was Jackie doing before she meets Lisa?
- How was Jackie's psychology class?
- What has Lisa been doing since early afternoon?
- Who is John Grisham?
- What does Jackie think about John Grisham's books?
- Who is Mark Sway?
- Why does Lisa like the novel *The Client*?





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h) What is one of the reasons for John Grisham's success?

- i) Who has contributed to John Grisham's success?
- g) What kinds of books does John Grisham write?
- k) Does Lisa have a complete collection of John Grisham's work?
- l) According to Jackie, what should Lisa do after she finishes school?
- m) What does Lisa think about Jackie's suggestion?

#### 4) Discussion

- a) What type of books do you like to read in your spare time? Why?
  - b) What do you expect to gain from reading books? Why?
  - c) Why should we read?
- 

## GRAMMAR REVIEW

### PHRASES

Phrases are different from sentences and clauses since they usually do not contain a subject or a predicate, and do not reflect a complete thought. They are a combination of words that add detail to a sentence and make it more descriptive. Phrases can be categorized as:

#### Prepositional phrases

Prepositional phrases usually give information about when, where, how or why.

*Lisa will try to understand the legal system before attempting to write a legal fiction book. (Before attempting to write a legal fiction book is a prepositional phrase because it contains the preposition before, and it tells us when Lisa will attempt to write the book)*  
*You will find the light at the end of the tunnel. (At the end of the tunnel is a prepositional phrase because it contains the preposition at, and it tells us where we can find the light)*

#### Infinitive phrases

Infinitive phrases always have an infinitive which is the combination of the word *to* and the base form of a verb. An infinitive can be placed in various positions in a sentence.

*To be able to write a fiction novel is Lisa's most earnest dream. (To be able to write a fiction novel is an infinitive phrase)*  
*We are encouraged to finish our homework before 8 o'clock. (To finish our homework is an infinitive phrase)*

#### Gerund phrases

Gerund phrases always have a verb form with an *-ing* ending.

*Writing more than 20 novels in such a short time is quite an achievement. (Writing more than 20 novels in such a short time is a gerund phrase)*  
*We enjoy watching fireworks from afar. (Watching fireworks from afar is a gerund phrase)*

#### Participial phrases

There are two types of participial phrases: the present participle and the past participle phrase. Like the gerund phrase, the present participle phrase always has the verb form with an *-ing*



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ending. However, while the gerund phrase functions as a noun, the present participle phrase functions as an adjective.

*Writing more than 20 novels in such a short time is quite an achievement. (Writing more than 20 novels is considered a noun = a gerund)*

*The kid now running 10 miles an hour is in extremely good shape. (Running 10 miles an hour modifies the kid and functions as an adjective)*

The past participle phrase has a past participle form of the verb ending in *-ed*

*Interested in John Grisham's work, Lisa starts to make a collection of his books.*

*(Interested in John Grisham's work is a past participle phrase)*

*Exhausted by the rigorous exercise, he fell asleep instantly. (Exhausted by the rigorous exercise is a past participle phrase)*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |   |
|--|---|
| Q: What is a phrase?   | A: A phrase is a combination of words that adds detail to a sentence and makes it more descriptive.                                 |
| Q: What is the difference between a phrase and a sentence or clause? | A: Unlike a sentence or clause, a phrase usually does not contain a subject or a predicate and does not reflect a complete thought. |
| Q: When does he want to leave?                                       | A: He wants to leave <u>before noon</u> .   |
| Q: Where did he hide his bike?                                       | A: He hid his bike <u>behind the shed</u> .   |
| Q: What would he consider bad news?                                  | A: <u>To fail the college entrance test</u> is one of the worst news for him.   |
| Q: What is her dearest wish?   | A: <u>To graduate from college with honors</u> is her dearest wish.   |
| Q: What is the best way to spend hot summer nights?                  | A: <u>Sitting on the beach</u> is the best way to spend hot summer nights.  |
| Q: What is the best choice in this situation?                        | A: <u>Wearing your red dress</u> is the best choice in this situation.  |
| Q: Who is the best player in your team?                              | A: The boy <u>now practicing in that field</u> is the best player of my team.   |
| Q: Who is the best student in your class?                            | A: The young girl <u>now reading at the college level</u> is my best 10 <sup>th</sup> grade student.                                |
| Q: What is she doing now that she is finished with her studies?      | A: <u>Finished with her studies</u> , she begins her job-hunting process.   |
| Q: Why is she so unhappy?  | A: <u>Scolded unfairly by her coach</u> , she feels so unhappy.   |



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## CHAPTER TWENTY-THREE GRADUATION

**Situation:** *Annie met Liz after she had purchased a graduation gift for her sister Veronica. Both of them are talking about the graduation ceremony and Veronica's plan of action after finishing four years of studies.*

**Liz:** That is a very lovely bouquet of flowers. Who is it for?

**Annie:** These flowers are for my sister Veronica. Today is her graduation day.

**Liz:** It must have cost you a fortune.

**Annie:** I paid sixty dollars for it.

**Liz:** That is expensive.

**Annie:** Yes, but it is worth it. My sister worked very hard for her degree over the last four years. Today is a very important day for her, and I want it to be special.

**Liz:** That is very nice of you. I wish it is our graduation day also.

**Annie:** Another three years and we will be done also. Three years seems to be a long time. Yet, it is not too bad.

**Liz:** Where are they going to hold the graduation ceremony?

**Annie:** The ceremony will be held on upper campus near the library at 3:00PM.

**Liz:** I believe the school of Business and the school of Engineering hold the same graduation ceremony.

**Annie:** That will be a big ceremony. Imagine all the graduating students from both schools along with their relatives and acquaintances.

**Liz:** You better show up early; otherwise, there will not be a seat left for you.

**Annie:** I better get a seat close to the stage if I want to get good pictures of my sister.

**Liz:** I think all the seats up front are reserved for the graduating students. If you want to be close to the stage, you probably will have to stand close by.

**Annie:** That will be good enough for me. I can snatch pictures of her when she walks by.



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**Liz:** The University always has at least two professional photographers to take pictures of the students when they go upstage for their diploma.

**Annie:** Yes, I heard that the photographers usually take a couple of pictures of each student—ordinarily, when the students receive their diploma and when the school’s President shakes their hands in congratulation.

**Liz:** That will take care of the whole thing then. All the important moments will be captured on film.

**Annie:** And after the ceremony, there will be plenty of time to take pictures of my sister with our family and her friends.

**Liz:** The university store usually does not require the students to return their graduating gowns and caps right after the ceremony.

**Annie:** Yes, Veronica has the option of returning them the next day.

**Liz:** She will be wearing a black gown and cap with a gold tassel, right?

**Annie:** Yes. I wonder how she will feel. She will probably be very excited, very happy, and also very relieved to be done with her studies for now.

**Liz:** What do you mean by “for now”? Is she planning to pursue graduate studies?

**Annie:** Yes, but she plans to find a job first, and then she will go back to school for her Masters degree.

**Liz:** You mean she will work for a while and then quit to go back to school full-time?

**Annie:** No, she needs to work to support herself. She will work full-time and go to school part-time at night.

**Liz:** It will be hard to hold a full-time job while going to school.

**Annie:** I know it will not be easy; however, lots of people have done it. So, she can too.

**Liz:** I am sure she will be able to do that. She is such a smart person, and hard-working too.

**Annie:** I wish I am as disciplined as she is.

**Liz:** Have fun, Annie. Tell your sister that I send my best wishes.

**Annie:** Thanks. Bye, Liz.

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**Liz:** Bye, Annie.





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## **EXPRESSIONS**

*Bouquet of flowers*: Bó bông

*Graduation day*: Ngày ra trường

*Graduation ceremony*: Buổi lễ ra trường

*Cost a fortune*: Rất mắc tiền

*It is worth it*: Đáng giá trị, đáng đồng tiền

*That is very nice of you*: Bạn tốt quá

*School of Business*: Trường Kinh Doanh

*Acquaintance*: Chỗ quen biết

*Show up*: Đến dự

*Make arrangement with*: Điều đình với

*Congratulation*: Lời chúc mừng

*Capture on film*: Chụp được trong phim

*There is plenty of time*: Có nhiều thì giờ

*Have the option to*: Có quyền lựa chọn

*Be done with*: Làm xong, không còn làm việc về cái gì hay có liên quan đến ai

*What do you mean*: Bạn nói vậy có nghĩa gì

*Feel relieved*: Cảm thấy bớt căng thẳng

*Pursue graduate studies*: Học lên cao hơn sau khi đã có bằng 4 năm đại học

*Full-time*: Toàn thời gian

*Support somebody*: Chu cấp cho ai, ủng hộ ai

*Hold a job*: Giữ một công việc

*A disciplined person*: Một người có kỷ luật

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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Liz, and another the role of Annie.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: What are your plans after graduation?

A: I want to take some times off to travel before I start looking for a new job.

Q: Who will attend your graduation ceremony?

A: My family and some of my friends will be there.

Q: What will you do to celebrate this special day?

A: My friends and I plan to go on a ski trip to celebrate our graduation.

Q: How do you feel about your graduation day?

A: I feel very excited, yet a little bit sad because my school days are over.

Q: Do you plan to go back to school once your new life is settled?

A: Definitely, I plan to go to graduate school.



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Q: What are your parents' feelings on this

A: They are very happy and very proud

special day?

Q: Are they going to organize a graduation party for you?

Q: What is your chance of getting a good job?

of me because I am the first one in our family to graduate from college.

A: They already made plans for the party two months ago.

A: I think I have a good chance of getting the job that I want.

### 3) Comprehension test

- a) Why did Annie buy the bouquet of flowers?
- b) Why did Annie buy the bouquet of flowers even though it costs so much?
- c) When will Liz and Annie graduate from college?
- d) Where do they hold the graduation ceremony?
- e) Why is it going to be a big graduation ceremony?
- f) What should Annie do to get good pictures of her sister?
- g) What kinds of arrangement did the school make as far as graduation pictures?
- h) When will the photographers take pictures of the graduates?
- i) Why does Annie's sister have plenty of time for pictures after the graduation ceremony?
- j) What kind of graduation garment do the students wear?
- k) What will Annie's sister do after she finds a job?

### 4) Discussion

- a) What would you like to happen on your graduation day?
- b) How will you feel on your graduation day?
- c) Is graduation day an important moment of your life? Why? Why not?

## GRAMMAR REVIEW

### **PUNCTUATION MARKS**

Punctuation marks are used to clarify the thoughts expressed in a sentence. These special marks play a very important role and should not be overlooked in the study of grammar.

### **Importance of punctuation marks**

Punctuations marks are extremely important to sentences as they help to clarify the writer's thoughts and ease the understanding of the readers. Two of the most common problems that happen in the absence of correct punctuation are:

- 1) Run-on sentences: This is the case where different independent clauses are put together within a sentence without being separated by any punctuation.  
*My mother always runs out of time she has to rush from one project to another.* (Run-on sentence)  
*My mother always runs out of time; she has to rush from one project to another.* (Correct)  
*My mother always runs out of time, and she has to rush from one project to another.* (Correct)  
*My mother always runs out of time. She has to rush from one project to another.* (Correct)



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2) Comma splices: This is the case where a comma is used incorrectly to separate two independent clauses.

*My mother always runs out of time, she has to rush from one project to another.* (Comma splice)

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |  |
|---|--|
| Q: What do you plan to do on your graduation day?         | A: I plan to attend the graduation ceremony, and I will wear my best dress for this occasion.        |
| Q: How do you feel on this special day?                   | A: I feel extremely happy on this day.   |
| Q: What will you wear on your graduation day?             | A: I will wear a black gown, a black cap, and a gold tassel.   |
| Q: When is your graduation day?                           | A: May 25 <sup>th</sup> is my graduation day.  |
| Q: When and where will they hold the graduation ceremony? | A: The graduation ceremony will be held at 3:30PM on Friday near the library.                        |
| Q: When did your sister graduate from college?            | A: She graduated on May 25 <sup>th</sup> , 2005.   |
| Q: Does Ann deserve to graduate?                          | A: Ann worked very hard the last four years; she deserves to graduate.                               |
| Q: Does Ann deserve to graduate?                          | A: Ann worked very hard the last four years; therefore, she deserves to graduate.                    |
| Q: What do you want for graduation gifts?                 | A: I want these gifts: a new purse, a new dress, a new pair of shoes, and a ticket to ABA's concert. |
| Q: What did your mother say when she called you?          | A: She said, "I am very proud of you."   |



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## SECTION IV

# *HOLIDAYS*





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## CHAPTER TWENTY-FOUR HALLOWEEN

**Situation:** *Patrick and Sara are planning to go trick-or-treating on Halloween night. Because they are too young to go by themselves, their mom asks their two older siblings, either Christine or Ian, to take them around the neighborhood.*

**Patrick:** Wow! Today is October 30<sup>th</sup>! Halloween is tomorrow already! Have you decided what you will be dressing up for Halloween yet, Sara?

**Sara:** I'm not sure what I want to be yet. I want to be either a butterfly or a pumpkin. But why do we dress up for Halloween?

**Patrick:** Halloween is a festival for children, and costumes make it more special. I think we have much more fun going from house to house asking for candies (trick-or-treating) after sunset dressed in our favorite costumes.

**Sara:** Yes, I remember having a lot of fun last year when mom took me around in a bunny outfit. Do you know what you want to be yet, Patrick?

**Patrick:** I want to be Batman! I like wearing the cape and the mask. I think you should be a butterfly. You are so much shorter than me, and dressed in a pumpkin costume, someone might think you really are one and try to make a pie out of you.

**Sara:** How could anyone mistake me for a real pumpkin? Real pumpkins do not have a head or arms or legs. But I suppose I will be a butterfly anyway. I can have pretty wings.

**Patrick:** Great! So you will be a butterfly and I will be Batman. Let's go ask Mom if we can go trick-or-treating tomorrow night by ourselves. Although you are still young, I think I am old enough to watch over the both of us.

**Sara:** OK, let's go ask mom!

**Patrick:** MOM! Can Sara and I go trick-or-treating by ourselves tomorrow? I can watch over Sara and make sure she stays out of trouble.

**Sara:** Yes, Mom. If we go by ourselves, then you can stay home and relax. You will not have to get cold waiting for us.

**Mom:** Thank you for offering, Patrick. However, I will be worried and I will not be able to relax if you and your brother go by yourselves while I stay home. Let me ask Christine or Ian if one of them can go with both of you. Then I can stay home and relax. Christine! Ian!

**Christine & Ian:** What, Mom? You called us?



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**Mom:** Do you have any free time tomorrow night? Can one of you take Patrick and Sara around the neighborhood so that they can trick-or-treat on Halloween?

**Christine:** I can take them, Mom. I do not have any plans tomorrow.

**Ian:** Mom, I heard you wanted to go watch a movie tomorrow night with Dad. If you want, I can stay at home and give out candies to any trick-or-treaters who come by while Christine takes Patrick and Sara trick-or-treating.

**Christine:** Then you and Dad can have a little fun on Halloween too.

**Sara:** So Mom *and* Dad can relax!

**Mom:** Sounds like a plan, kids. Thanks a lot!

**Patrick:** Well, I think I am old enough to take Sara around by myself, but maybe we can get more candy if Christine comes. Hey Christine, how about you trick-or-treat with us, and give us your candy afterwards?

**Christine:** No way, Patrick. I will eat every Hershey's, Reese's, Snickers, and Twix I get. You can have my Jolly Ranchers though.

**Ian:** Well, it seems as though everything is settled and everyone will have some Halloween fun. ~~I think I am going to have the most fun of all though. I get to eat all the candies that I do not give away, and I do not even have to trick-or-treat for it!~~

## EXPRESSIONS

*Dress up:* Ăn mặc, diện lên

*Festival:* Buổi lễ hội

*Take someone around:* Dẫn đi vòng quanh

*How can anyone mistake me for:* Ai mà có thể lầm tôi với

*Go by ourselves:* Chúng tôi đi một mình

*Watch over:* Canh chừng

*Stay out of trouble:* Không dính vào chuyện rắc rối

*Relax:* Nghĩ ngơi đừng căng thẳng

*Neighborhood:* Khu vực ở gần địa điểm nào đó, hàng xóm

*I don't have any plans:* Tôi không có mục/dự tính gì hết

*Come by:* Ghé qua

*Afterwards:* Về sau

~~*Thank you for your offer:* Cảm ơn bạn đã xung phong~~

~~*Everything is settled:* Mọi chuyện đã được an bài xong~~



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## **EXERCISES**

### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of five students, and have each play a role.

### **2) Questions/Answers Practice**

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |   |   |
|---|---|
| Q: Is there a festival for children in your country?                                | A: Yes, we have the Mid-Autumn Moon festival.   |
| Q: When do you celebrate this festival?   | A: We celebrate it on the fifteenth day of the eighth Lunar month every year.   |
| Q: How did this festival come about?  | A: It came about a long time ago when parents wished to spend more time with their children after the harvest season. |
| Q: How important is this holiday?   | A: It is one of the most important holidays besides New Year.   |
| Q: What do children do on this holiday?   | A: They light up their lanterns and parade in the streets or around their neighborhood.                               |
| Q: Are they going to carry those big red lanterns that I see hanging in the stores? | A: No, they carry lanterns of all shapes and colors such as the shape of fish, stars or butterflies.                  |
| Q: What else do they do?  | A: They sing Mid-Autumn Moon songs, eat moon cakes, and perform some traditional dances.                              |
| Q: What do their parents do in the meantime?  | A: Most of the time, their parents drink tea and eat moon cakes while watching them have fun.                         |
| Q: Are there any other traditions?  | A: People give each other boxes of moon cakes also.   |

### **3) Comprehension test**

- What is Halloween?
- When do people celebrate Halloween?
- What do Sarah and Patrick want to be?
- Why doesn't their mother allow them to go trick-or-treating by themselves?
- Who is going to take Sarah and Patrick trick-or-treating?
- Why does Ian offer to stay at home to give out candy?
- What does Patrick want from Christine when they return from trick-or-treating?
- What is Christine willing to give Patrick?
- Why does Ian think he will have the most fun of all?

### **4) Discussion**



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a) What are the special holidays for children in your country? How do people celebrate them?

- 
- b) What is your most favorite holiday? Why?  
c) Do we need holidays in our life? Why? Why not?

## **GRAMMAR REVIEW** **PUNCTUATION MARKS**

### **Periods (.)**

- 1) Put a period at the end of a sentence.  
*I want to dress up as a butterfly.*
- 2) Use the period after an indirect question.  
*He asked when they would go trick-or-treating.*

### **Commas (,)**

- 1) When two or more independent clauses are connected by a coordinating conjunction (*and, for, so, but...*) in a sentence, a comma should be placed after the first clause.  
*I like the pumpkin costume, but I will wear the butterfly costume instead.*
- 2) Use commas to separate elements listed in a series. Usually, add the word *and* before the last element.  
*I will eat every Hershey's, Reese's, Snickers, and Twix that I get.*  
*Martha is a lovable child because she is friendly, thoughtful, and kind.*

#### Note:

*And* sometimes should not be used with adjectives because doing so would not correctly describe the person or thing.

*I always remember the good old days when we lived in San Francisco.*  
*I always remember the good and old days when we lived in San Francisco.*

- 3) Use commas to separate a long phrase used for introduction from the independent clause. There is no need for a comma in the case of a short phrase.  
*Besides buying the butterfly costume, Sara also wants to get the pumpkin costume.*  
*Besides asking for long vacations, he also wants a five-dollar-per-hour raise.*  
*Last night I went trick-or-treating until 8 o'clock.* (No comma after *last night* in this sentence because it is a short phrase)
- 4) Use commas to set off nonessential clauses.  
*The decision made by the whole family, after everybody agreed, was no trick-or-treating after 9:00PM.* (*After everybody agreed* is a nonessential clause)  
*The book on etiquette, which is on the table, was written by Nancy Anderson.* (*Which is on the table* is a nonessential clause)
- 5) Use commas between contrasting elements in a sentence.  
*Christine likes Hershey's, but hates Jolly Ranchers.*  
*I went home early for a rest, not for more work.*





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- 6) Use commas to address people in a personal or friendly letter.  
*Dear Lucy,*  
*Dear Grandma,*
- 7) Use commas after transitional words such as *then, nevertheless, moreover, of course, indeed, therefore.*  
*Indeed, we have already discussed the situation with mom.*  
*I told you what I did to save the situation. Nevertheless, I don't want you to act the same.*
- 8) Use a comma after *yes, no, well.*  
*Yes, I want to go trick-or-treating.*  
*Well, the dates were already set.*
- 9) Use commas to separate a direct quotation from the rest of the sentence when the source or speaker is identified.  
*The public cries, "Long lives the Queen!"*  
*Jennifer Aniston gave this advice to her fans, "Life is rough, wear a helmet!"*
- 10) Use commas to separate the name of a city from the name of a state.  
*I live in San Jose, California.*
- 11) Use commas in dates.  
*I finished building my house on December 15, 1975.*
- 12) Use commas to express light exclamations.  
*Wow, this is really fantastic!*  
*Oh, what a nice surprise!*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |  |
|--|--|
| Q: When is Halloween?                              | A: Halloween is always on October 31 <sup>st</sup> .                     |
| Q: Is Halloween a festival for adults?             | A: Halloween is mainly a festival for kids, but adults do have fun also. |
| Q: Why do kids have so much fun on Halloween?      | A: They have a lot of fun because they get to wear costumes.             |
| Q: Do adults wear costumes on that day?            | A: Yes, some of them wear costumes to work or to Halloween parties.      |
| Q: What is the other thing that kids like so much? | A: They love to go around the neighborhood asking for candy.             |
| Q: How long do they usually trick-or-treat?        | A: They usually start at 5PM, and they will stop at around 8:30PM.       |
| Q: How do they go around the neighborhood?         | A: Ordinarily, young children are accompanied by their parents. Older    |



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kids usually trick-or-treat in groups with



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Q: Do they get a lot of candies?

their friends.

A: Yes, they usually get lots and lots of candies.

Q: How do they hold their candies?

A: They always carry a bag to hold the candies that they get from trick-or-treating.

Q: What do they say when people open the door?

A: Before people give them candies, they always yell, "trick-or-treat."

Q: What is the main symbol for Halloween?

A: Pumpkin is the main symbol for Halloween. Indeed, people sell a lot of pumpkins during this holiday.



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## CHAPTER TWENTY-FIVE THANKSGIVING

**Situation:** *Tom and Mary are on their way to their grandparent's home to celebrate Thanksgiving with the rest of their family.*

**Mary:** Mom, are we almost there yet? I am so hungry I could eat this whole dish of cornbread!

**Mom:** Not quite, Mary. We have about another hour of driving before we reach Grandma's house. I know both of you are very hungry, so how about some apples? I cut some into slices before we left this morning.

**Tom:** What about the cornbread, Mom? Can we each have a piece? They look so good!

**Mom:** Not yet Tom. Don't you want to wait until you get to Grandma's house and share the cornbread with everyone? Remember, Thanksgiving is a holiday to celebrate with family.

**Tom:** OK, Mom. I suppose I can wait until we get there then. Mary, do you want to share some of these apple slices with me?

**Mary:** Yes, please! I am so hungry—I cannot wait to eat Aunt Grace's yams, Grandma Patty's mashed potatoes, Uncle Joe's steaks...

**Tom:** Uncle Tom's turkey, or Aunt Sue's pumpkin pie!

**Mom:** Stop it you two! I am getting hungry now too!

**Mary:** Mom, why do we always eat these types of foods on Thanksgiving? What is so special about these dishes?

**Mom:** Actually, the food is not the focus of Thanksgiving. We eat these dishes because they are traditional Thanksgiving dishes; however, the main focus of this holiday is really to praise and give thanks to God for all our blessings. And what better way to celebrate God's blessings than to gather with our family, the biggest blessing of all?

**Tom:** I learned in History class that Thanksgiving does not happen on a specific date like Christmas does every December 25<sup>th</sup>. Instead, Thanksgiving is always celebrated on the fourth Thursday of November each year.

**Mary:** Ahhhh! So Thanksgiving is like Tet? There is no specific date for Tet. Tet just starts on the first day of the new moon.

**Tom:** I suppose you could say that Thanksgiving and Tet are similar in that manner. But they are two completely different holidays! Didn't you learn anything about Thanksgiving in your class? Do you remember the Pilgrims or the Native Americans?



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**Mary:** Yes, I remember learning about Squanto, the Native American who taught the Pilgrims how to grow corn when they first came to America. He was a big help to the Pilgrims, and without him, they might not have survived.

**Tom:** So, to show their appreciation, the Pilgrims hosted a feast and invited the Native Americans to eat with them. This is probably another reason why our family comes together for Thanksgiving.

**Mom:** That is right, Tom. Families also come together to appreciate one another.

**Mary:** Does that mean that Dad will make it to Grandma's house in time for Thanksgiving dinner then?

**Mom:** Of course he will! Dad shortened his business trip a few days just so he could make it to Grandma's house for Thanksgiving, so you see how important Thanksgiving is? I called Uncle Joe before we left home to ask him to pick up Dad from the airport. He might even be at Grandma's house already, waiting for us to get there!

**Mary:** Great! I really wish we were already at Grandma's house! I cannot wait to see Dad!

---

**Tom:** Yeah, and then we can all eat together! What a great Thanksgiving!

### **EXPRESSIONS**

*Are we almost there yet?:* Chúng ta sắp tới nơi chưa?

*Not quite!:* Chưa hẳn

*Reach somebody's house:* Đến/tới nơi nhà ai

*I suppose I can wait until:* Tôi giả định tôi có thể chờ

*What is so special about:* Có gì đặc biệt về

*The focus:* Trọng tâm

*Survive:* Tồn tại, sống sót

*Show their appreciation:* Tỏ lòng biết ơn, tỏ sự cảm ơn

*Appreciate somebody:* Biết ơn người nào

*Business trip:* Chuyến công tác

*Make it to somebody's house on time:* Đến nhà ai đúng giờ

*Pick up somebody at the airport:* Đón ai tại phi trường

---

### **EXERCISES**

#### **1) Conversation Practice**

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Mom, another the role of Tom and another the role of Mary.





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## 2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: What are you thankful for this year?      A: I am thankful for having my whole family with me this year, especially my youngest son who was away for so long. I have really missed him, and now I am completely happy.
- Q: What do you usually do on Thanksgiving?      A: I always spend time with my family on Thanksgiving.
- Q: What does your family do on this day?      A: We cook a big dinner and enjoy it together as a family.
- Q: What do you usually cook?      A: We always have turkey, the traditional food for this holiday, among many other dishes. The holiday itself is often nicknamed Turkey Day.
- Q: Is it difficult to cook a turkey?      A: It is not difficult, but it does take a long time to cook a turkey. We usually bake it. However, some people fry theirs.
- Q: Are there any other traditions besides eating turkey?      A: Yes, each year the President of the United States pardons a turkey at a White House ceremony.
- Q: What happened to the turkeys?      A: From 1990 to 2004, the turkeys were given to a zoo in Virginia. However, in 2005 and 2006 they were flown to Disneyland in California for Disneyland's Thanksgiving Day parade.
- Q: Are there any other traditions regarding these turkeys?      A: Yes, they were usually given a name. In 2007, the two pardoned turkeys were named May and Flower.
- Q: Is it a legal holiday in America?      A: Yes, it is. Some companies give their employees one day off. Others give two.
- Q: Do you get one or two days off?      A: I am one of those lucky persons who get two days off. So, a total of four days off in a row this week.

### 3) Comprehension test

- Why are Tom and Mary going to their grandma's house?
- How much longer does their mother have to drive?
- Why shouldn't they have a piece of cornbread before reaching grandma's house?
- What kind of foods will they have at grandma's house?
- What is the main reason for the Thanksgiving holiday?
- Why are Thanksgiving and Tet alike?
- What kind of help did the pilgrims receive when they came to America?
- How did Thanksgiving come about?
- Why is Tom's father not driving with his family?



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#### 4) Discussion

- a) Is there a holiday which is similar to Thanksgiving in your country?
- ~~b) What do you do to give thanks for all the blessings that you received in your life?~~
- c) Should we take the time to help people who need help? Why? Why not?
- d) Did you ever need help? What happened?

### GRAMMAR REVIEW

#### PUNCTUATIONS

##### **Semicolons**

- 1) Use semicolons to separate independent clauses in the absence of a conjunction. Semicolons are placed between clauses to connect two closely related ideas.  
*Tom is very hungry; he can eat some apple slices.*  
*Life can be very tough; get some education to help you go through life.*
- 2) Use semicolons when conjunctive adverbs such as *however, therefore, otherwise, instead, then, thus* are used to connect two independent clauses. A comma should be added after the conjunctive adverb.  
*Tom's father is on a business trip; therefore, he cannot drive his family to grandma's house.*  
*He loves to eat cheesecakes; however, he decided not to have them in order to maintain his weight.*
- 3) Use semicolons before *for example, namely, for instance, as* when they introduce a list of things.  
*People cook a lot of traditional foods on Thanksgiving Day; namely, mashed potatoes, turkey, pie, and yam.*  
*The harsh weather conditions in Alaska demand that travelers bring a lot of things; for example, boots to protect their feet, a parka to protect their upper body, and gloves for their hands.*
- 4) Use semicolons when the sentence contains a list of items separated by commas.  
*The party for John's retirement can be set on Friday, December 2nd; Saturday, December 3rd; or Sunday, December 4th.*  
*The principal included Jane and John, the fifth graders; Sarah and Peter, the fourth graders; and Karen and Tim, the third graders in the ceremony.*

##### **Colons (:)**

- 1) Use colons when presenting a list.  
*Foods to be prepared for Thanksgiving: mashed potatoes, yams, turkey, and pies.*  
*These students deserve a prize: Jack Green, Lawrence Milton, Jennifer Houston, and Leslie Warren.*
- 2) Use colons before lengthy quotations set off by indentation rather than by quotation marks.  
*The movie *Gone with the Wind* was described as follows:*



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*Excellent movie depicting a time of great distress and turmoil with flamboyance and accuracy. The great performance of all actors and actresses further enhances the excellence of the movie...*

- 3) Use colons between hours and minutes.  
*It was 12:54 PM when we arrived at grandma's house.*
- 4) Use colons instead of commas to address a person in business letters.  
*Gentlemen:*  
*Dear Mr. Commissioner:*

### Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: Do you celebrate holidays?  
A: I love holidays; I celebrate each and every holiday with all the energy that I have.
- Q: What do you do to celebrate a holiday?  
A: In a way, holiday means joy, relaxation and sharing; therefore, I always spend my holidays doing something around the people I love.
- Q: Who do you love to be around with?  
A: Like I said the people that I love; namely, my parents, my brothers and sisters, Carol and Jim, and Tina.
- Q: Are those all the people you want to be around with?  
A: If you want the whole list, then I also want these people: Mary, Leslie, John, and Steve.
- Q: When is the next holiday?  
A: Independence Day is the next holiday; it is on July 4<sup>th</sup> of every year.
- Q: What will you do on Independence Day?  
A: It is quite hot in July; therefore, I will probably hold a barbecue at the beach.
- Q: What kind of foods will you have?  
A: Something that can be easily cooked; for example, hot dogs, hamburgers, and pasta salad.
- Q: Will you play some music?  
A: Definitely, I will play the following types of music: Country, Rock and Roll and Classical music.



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## CHAPTER TWENTY-SIX NEW YEAR'S EVE

**Situation:** *Matthew is preparing for a party to celebrate New Year's Eve. While discussing the party with Phuong, a friend visiting from Vietnam, Matthew realizes that his party will be Phuong's first time celebrating the American New Year.*

**Matthew:** This party is going to be the best ever! I am so glad you came to visit in time to celebrate the New Year with me, Phuong.

**Phuong:** Thank you for inviting me. I get to celebrate two New Years this year then. My parents asked me to come back home to celebrate the Vietnamese New Year with them, but that is not until February 7<sup>th</sup>.

**Matthew:** Oh, that is right! You and I celebrate New Years at different times! Although the date of the Vietnamese New Year depends on when the new moon rises, Americans celebrate the New Year precisely on January 1<sup>st</sup>, regardless of whatever phase the moon is currently in.

**Phuong:** Why are you having the party tonight? Why not wait until tomorrow?

**Matthew:** Well, don't you stay up the night before waiting for New Years to start? I remember you telling me awhile ago that you would stay up the night, waiting to set off fireworks with your friends when midnight finally arrives.

**Phuong:** Yes, we do stay up the night before. It is called Dem Giao Thua.

**Matthew:** Exactly! So your Dem Giao Thua celebration is exactly like my New Year's Eve party. Although the party will not be as big as the one in New York, we will still be counting down to midnight.

**Phuong:** How do you know about a party in New York if you live in California? Were you invited to the party?

**Matthew:** No, I was not invited to the party exactly. I know about the celebration in New York because it is broadcasted on TV every year. And, everyone is welcome to attend; it is not an exclusive party like the one I am throwing tonight.

**Phuong:** This party is shown on television? What is so special about it?

**Matthew:** Well, it is quite a big celebration. Everyone gathers at a traffic intersection in New York called Times Square to watch various musical artists perform as they wait for midnight to come. But everyone's attention is mainly focused on the Ball.

**Phuong:** The ball?





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**Matthew:** Yes, there is a very tall pole that stands upright on top of a building overlooking Times Square and at the very last minute before midnight, a large ball slowly slides down the pole. The Ball is made of crystal and electric lights and signifies the New Year. When the Ball reaches the bottom of the pole precisely at midnight, everyone celebrates the arrival of the New Year.

**Phuong:** Wow, that all sounds so exciting! I wish I could see the Ball drop. Perhaps I should have gone to New York instead of coming to California to visit you.

**Matthew:** Well!

**Phuong:** I am just teasing you, Matthew. I would rather celebrate this New Year with you than a bunch of strangers in New York.

**Matthew:** Well, I am glad to celebrate New Year with you too, Phuong. And if you really want to see the Ball drop, it is always televised remember? I was planning on turning the TV on before the countdown begins. We can all count down the last minute of this year and watch the Ball drop together.

~~**Phuong:** Awesome! Your New Year customs are so fascinating. I am glad to be here at the right time.~~

## EXPRESSIONS

*Realize that:* Nhận thức rằng

*Come back home:* Trở về nhà

*Celebrate New Year:* Ăn mừng ngày Đầu Năm

*Precisely:* Một cách chính xác, đúng như vậy

*Whatever phase the moon is in:* Bất cứ mặt trăng ở thời điểm nào

*Stay up:* Thức, không đi ngủ

*Count down:* Đếm xuống

*Broadcast:* Phát bằng truyền thanh hay truyền hình

*Exclusive party:* Bữa tiệc dành riêng cho những ai, riêng biệt

*Throw a party:* Mổ một bữa tiệc

*Everyone is welcome to attend:* Mọi người có quyền tham dự, xin cứ tự nhiên đến

*Focus on:* Chú trọng vào

~~*Signify:* Có nghĩa, tượng trưng~~

~~*At the right time:* Vào đúng thời điểm~~

## EXERCISES

### 1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.



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Step 3: Divide your class into groups of two students. Have one student plays the role of Matthew, and another the role of Phuong.

## 2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- |  |   |
|--|---|
| Q: What is the significance of Tet?  | A: Tet marks the beginning of Spring, and it is the most important holiday in Viet Nam.   |
| Q: How do people celebrate this special holiday?                           | A: Tet is a long holiday. People take at least three days to celebrate it.  |
| Q: What do they usually do to get ready for Tet?                           | A: They always cook special foods and thoroughly clean their houses.  |
| Q: Are markets very busy at this time?                                     | A: Markets are full of people because everybody is busy shopping for gifts, for foods, and for their children's new clothing.                         |
| Q: Do people sweep their houses during Tet?                                | A: No, because sweeping during Tết is like sweeping away money and luck.  |
| Q: How do they decorate their houses?                                      | A: People always decorate their houses with flowers. There are flower markets everywhere.   |
| Q: What do they do during the three days?                                  | A: They do ancestral worshipping, go to church or temple, and visit relatives and friends.  |
| Q: What happen to the children?  | A: They wear their new clothes and receive lucky money from their parents and people.   |
| Q: What are some of the most enjoyable things people do on New Year's Eve? | A: Staying up on New Year's Eve to do ancestral worshipping, and lighting firecrackers to welcome the New Year are some of the most enjoyable things. |
| Q: How do you like Tet?  | A: Tet is my favorite holiday. I get to enjoy good foods, spend quality time with my family and friends, and most of all no school.                   |

## 3) Comprehension test

- Why does Phuong get to celebrate two New Years this year?
- What is the difference between an American and a Vietnamese New Year?
- Why do Phuong and her friends stay up the night before New Year?
- In which ways are the New Year's Eves in America and in Vietnam alike?
- What is the most special event on New Year's Eve in America?
- What do people in New York do to celebrate the arrival of the New Year?
- What does it mean when the Ball reaches the bottom of the pole?
- What do people do when the Ball reaches the bottom of the pole?
- How can they watch the party in New York without being there?



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#### 4) Discussion

- a) Describe the activities on New Year's Eve and on New Year Day in your country.
- b) What are your favorite traditions on these days? Why?
- c) How do you feel about New Year now that you are no longer a child?

### GRAMMAR REVIEW

#### PUNCTUATIONS

##### **Dashes (–)**

- 1) Use dashes to insert a comment. .  
*My parents -like all parents- want me to be home on New Year Day.*  
*I clearly remember the day—who would not—that President Kennedy was assassinated*
- 2) Use dashes to give clarification to the terms used.  
*The preparation for New Year Day—new clothing, traditional foods, house-cleaning—is very time-consuming.*  
*The weather—wind, temperature, and rain—is extremely harsh in Alaska during the winter.*  
*The winners—James, Helen, and Lucy—were very studious during the school year.*

##### **Hyphens (-)**

- 1) Use hyphens to join elements in compound words. .  
*Brother-in-law*  
*Vice-president*
- 2) Use hyphens in most compound modifiers placed before nouns.  
*A right-handed person*  
*The fresh-cut flowers*
- 3) Use hyphens to write numbers from 21 to 99.  
*Twenty-one*  
*One hundred eighty-four*
- 4) Use hyphens when numbers are used to depict a person or thing.  
*Four-year degree*  
*Sixteen-year-old teenager*

##### **Italics**

Use italics for names of books, poems, articles, work of art, movies, musical productions, ships, aircrafts and trains. .

*I saw Gone with the Wind yesterday.*  
*He went on the Queen Mary ship in Long Beach.*

#### **Questions/Answers Practice**



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Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.



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- Q: How do you feel about holidays?
- Q: What do you do on these holidays?
- Q: What else would you want to do on these holidays?
- Q: Who will take care of your pets while you are away?
- Q: When was the last time you had a long vacation?
- Q: Who did you go with?
- Q: Where exactly did you go?
- Q: What did you do while you were away?
- A: All holidays—Independence Day, Thanksgiving, New Year—are my favorite days.
- A: Either relax—reading a book, sleeping late, eat out—or cook a big feast for my family and friends.
- A: I would want to travel—who would not—if I have enough money.
- A: My sister-in-law will probably take care of them for me.
- A: It was during the summer of last year. I went away for a total of twenty-one days.
- A: I went with my fifteen-year-old daughter.
- A: I went to Long Beach to see the *Queen Mary* ship.
- A: Among other things, I finished reading *War and Peace*, the famous classical novel of all times.





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