

MS. CHI ENGLISH

Name: _____

Date:/....../2022

Class: GE8

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GLOBAL ENGLISH 8: UNIT 8 – HABITANT INTERACTIONS

GRAMMAR

A. GRAMMAR

I. Present Passive (Bị động ở thì hiện tại)

Thể bị động được dùng khi người nói/ viết muốn tập trung vào hành động hoặc tân ngữ của hành động.

Thể bị động ở thì hiện tại được chia như sau:

S + am/ is/ are + (not) + V_{past participle} (+ by O)

Example: I **am not given** any new knowledge about science recently.

Oxygen **is released** into the air through the leaves.

Glucose and oxygen **are changed** into carbon dioxide and water.

II. Present Perfect Active and Passive (Thì hiện tại hoàn thành ở thể chủ động và bị động)

Thì hiện tại hoàn thành được dùng để diễn tả những sự việc kéo dài từ quá khứ đến hiện tại hoặc những sự việc đã và đang diễn ra không có mối liên kết với thời điểm cụ thể nào trong quá khứ.

- Present Perfect Active (Thì hiện tại hoàn thành ở thể chủ động)

S + have/ has + (not) + V_{past participle}

Example: The big problem **hasn't been** the cat.

Richard's inventions **have changed** his life.

- Present Perfect Passive (Thì hiện tại hoàn thành ở thể bị động)

S + have/ has + (not) + been + V_{past participle} (+ by O)

Example: His idea **has been adopted** by farmers to protect their animals from predators.

Many animals **have not been fed** for a day.

B. HOMEWORK

I. Choose the correct answers by circling A, B, C or D.

0. This rug _____ by my aunt once a week.

A. wash

B. washes

C. is washed

D. are washed

1. Thousands of people _____ the subway every day.

A. rides

B. ride

C. are ridden

D. is ridden

2. My son wants to know how this candle _____.

A. is made

B. made

C. makes

D. is making

3. Towels _____ by the hotel.
 A. supplied B. are supplied C. are supplying D. supply
4. Very few people _____ that TV show.
 A. are watched B. watched C. watches D. watch
5. The examination papers _____ by the machine.
 A. are scored B. score C. scored D. is scored

II. Tick (✓) the boxes with correct answers.

0. *I can't swallow another bite. I _____ too much.*
☒ *have already eaten* ☐ *have already been eaten*
1. That picture _____ for a long time.
☐ has drawn ☐ has been drawn
2. They _____ along with each other.
☐ have never gotten ☐ have never been gotten
3. My brother's daughter _____ nearly six inches (15 cm) since I last saw her.
☐ has grown ☐ has been grown
4. Her homework _____ yet.
☐ hasn't finished ☐ hasn't been finished
5. Peter's decisions _____ his life a lot up to now.
☐ have changed ☐ have been changed

III. Complete these sentences with the correct forms of the verbs in brackets. Use Present Simple or Present Perfect.

0. *My bicycle **is cleaned** (clean) twice a week.*
1. Recently, the population _____ (**increase**) from 1.2 million to 1.8 million.
2. I _____ (**often, wake**) by the sound of someone moving around.
3. Their relationship _____ (**develop**) over a number of years.
4. Two graduate students _____ (**assist**) the teacher today.
5. A research on animals _____ (**carry**) out for two months.

IV. Use the Present Passive or Present Perfect Passive of the given verbs to complete the sentences.

destroy	equip	cancel	provide	break	pollute
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0. *Some of the habitats **have been destroyed** for a decade.*
1. Recently, a trip to Washington _____ by the director.
2. The river _____ with toxic waste from local factories for a long time.
3. All our classrooms _____ with modern computers.
4. Those windows _____ since I last saw them two days ago.
5. A chance _____ for local artists to show their work today.

V. Rewrite the given sentences without changing the meaning.

0. *People grow rice in the countryside.*

→ *Rice is grown in the countryside.*

1. Someone has offered Mike the opportunity to study abroad.

→ Mike _____.

2. Three continents surround the Mediterranean Sea.

→ The Mediterranean Sea _____.

3. My brother takes some photos of the sky every day.

→ Some photos _____.

4. They have decorated these rooms with flowers and balloons for two days.

→ These rooms _____.

5. The school establishes a relationship with the local community.

→ A relationship with the local community _____.

VI. Correct the underlined mistake in each sentence.

0. *A new department has been build since last month.*

built

1. The price of wheat has been decreased by 5%.

2. Our father is supposing to go fishing next week.

3. My sister's bike has fixed for six days.

4. I'm not impress by Alan's knowledge of art.

5. It hasn't been rained lately.

C. FCE Practice

FCE first 3 – Test 1 - Reading Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

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The origin of coins

According (0) the Greek historian Herodotus (484–425 BC), the Lydian people were the first to use metallic coins. In fact, these earliest coins were made out (9) electrum, a naturally-occurring mixture of gold and silver. The coins were first produced in the seventh century BC with a design on (10) side only; the other was marked with simple punches. Each coin was assigned a value in units. Some coins were inscribed with names in Lydian script, but it is unclear (11) these are names of kings or just of rich men who produced the coins. (12) of the irregular size and shape of the coins, it must (13) been difficult to tell one (14) another, especially some of the smaller ones. Thus, many costs were expressed (15) terms of the total weight of the coins required and transactions were completed by weighing the coins used together, (16) than counting individual ones.

You are going to read part of the introduction to a cookery book called *In Search of Total Perfection* by Heston Blumenthal. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

When my first cookery programme *In Search of Perfection* first came out, I had no idea how it would be received by the viewers and the press. There had been plenty of talk going round at the time about the food 'revolution' sweeping through Britain, and I was certain that we'd produced a series of programmes that made a genuinely innovative contribution to that, but still the question worried me: would people appreciate an approach to cooking that involved not just techniques but also history, nostalgia and science? I watched the first programme in a mixed state of joy and fear.

I needn't have worried. The subsequent success of the show paved the way for all sorts of other fascinating projects, including a book based on my experiences at the restaurant I own. In each project there is a sense of being on a journey, be it into the past, into the mind, or into cookery techniques. I then wrote several books in a series called 'Perfection', each one accompanying its own TV programme of the same name. In these, however, the journey was often a very physical one, with passports and suitcases and itineraries. *In Search of Total Perfection* is the latest in the series, and in it you'll zigzag the globe in order to meet some extraordinary artisans, such as a man who finds his true purpose in creating a golden pasta that tastes better than any other. These people have spent decades pursuing their own ideals of perfection.

Perfection is, of course, highly subjective. Even the seemingly simple task of choosing which dishes to include in the series turned out to be a nightmare, and I knew I was bound to upset many people by leaving out their particular favourite. 'Where's steak and kidney pie and bread and butter pudding?' I could imagine people saying. Nevertheless, after shutting ourselves away in a meeting room and agreeing not to emerge until we had come

up with a suitable list, the TV production team and I eventually had something for everyone.

This reinforced my opinion that each of us has our own idea of what constitutes perfection, drawing heavily on a highly personalised mix of emotions, memories and surroundings. Despite the book's title, *In Search of Perfection*, I knew from the outset that I wouldn't be claiming the recipes were in any way 'definitive'. But I reckoned that, by using my technical skill and scientific knowledge, by talking to food producers and artisans and chefs and their customers, I could pin down some of the things that made these dishes work.

While the dictionary defines 'perfection' as the state of being perfect, it also offers a second definition of equal importance to this book: honing through gradual experimentation. Trying out ideas and then revising them until you arrive at something uniquely wonderful. The TV series gave me the opportunity to get out and look into all sorts of foods, people and places I'd never encountered before in any restaurant, and I was as excited about that as I was about the chance to explore memory and nostalgia in food because I started out in this business in exactly the same way.

Searching out the best ingredients for the recipes took me all over the globe. Among my adventures were: being taken with great solemnity and assurance to a canning factory that turned out to be processing completely the wrong sort of tomato, and visiting a dairy farm whose standards fell so far short of perfection that we had to stop filming there! Refining the technique for each recipe, I ended up hand-milking a cow and then using dry ice to turn the milk into ice cream, cooking chicken breasts in a hospital scanning machine and nearly burning my house down in an effort to get the oven hot enough for a proper Neapolitan-style pizza.

line 62

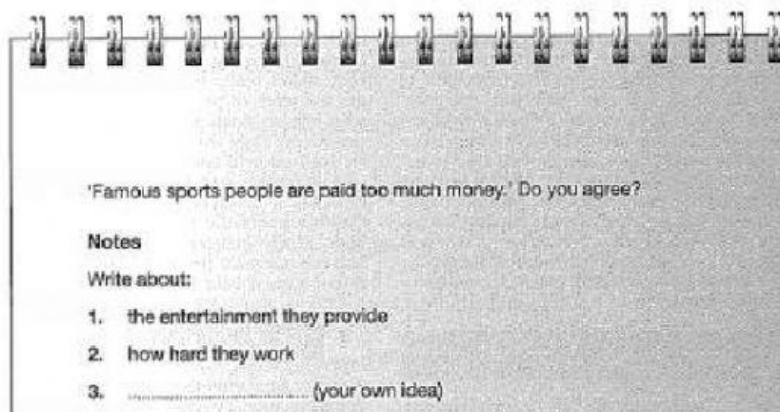
line 68

- 31 In the second paragraph, Heston implies that the books in the 'Perfection' series
- A had a more international focus than his first book.
 - B strongly developed the psychological aspect of the subject.
 - C feature some characters who re-appeared in different books.
 - D were less successful than the TV programmes that went with them.
- 32 What did Heston think about the meeting to discuss the 'Perfection' series?
- A It was useful in highlighting some practical problems.
 - B It resulted in a very strange decision.
 - C It should have been more productive.
 - D It was demanding but efficient.
- 33 What does Heston imply about the recipes in his new book?
- A They vary considerably from the versions that inspired them.
 - B They could be developed further in the future.
 - C The final wording of them was easy to come up with.
 - D The selection is not necessarily one he would have made himself.
- 34 What does 'honing' in line 62 tell us about the recipes?
- A They can never be completely perfect.
 - B They are regarded by Heston as being experimental.
 - C They serve another significant purpose in Heston's book.
 - D They have been worked on and improved over a period of time.
- 35 What does 'that' refer to in line 68?
- A being willing to try out new things
 - B learning the trade in a particular restaurant
 - C exploring the relationship between food and the past
 - D wondering about the importance of food in people's lives
- 36 Heston says that during his travels around the globe, he
- A had to be resourceful and adaptable.
 - B narrowly avoided disaster on several occasions.
 - C was forever solving problems caused by other people's incompetence.
 - D had to respect an unusual local custom.

In your English class you have been talking about money for sports people. Now, your English teacher has asked you to write an essay.

Write your essay using all the notes and giving reasons for your point of view.

FCE first 3 – Test 1 – Writing Part 1



'Famous sports people are paid too much money.' Do you agree?

Notes

Write about:

1. the entertainment they provide
2. how hard they work
3. (your own idea)

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FCE first 3 – Test 2 – Listening Part 2

Con lấy link nghe ở đây:

<https://drive.google.com/file/d/12Iu8s4bK7Sxjl8X-rKKfIXvgCgnOpA8W/view?usp=sharing>

You will hear a man called David Briggs giving a talk about his work as a volunteer on a turtle conservation programme in Western Australia. For questions 9–18, complete the sentences with a word or short phrase.

Working on a turtle conservation programme

David first found out about the turtle programme from his (9)

David chose to work at the (10) site because its location was more convenient.

David thinks his interest in (11) helped him to get a place on the programme.

David was surprised to find that the ability to (12) wasn't considered necessary.

Apart from the cost of (13) everything essential was provided by the organisers.

David's shifts took place during the (14) when the turtles could
be checked on the beach.

David felt it was particularly important to be (15) when handling the turtles.

Unlike his fellow volunteers, David found the (16) didn't bother him.

David said that tiredness could lead to a loss of (17) among the
volunteers when they were collecting data.

David uses the name (18) to refer to the most experienced volunteers.