

# MS. CHI ENGLISH

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## GLOBAL STAGE 8: UNIT 3 + 4 - GRAMMAR REVISION

### I. Complete these sentences with suitable relative pronouns

0. Jim, who I've known for years, is my best friend.
1. My new coat, \_\_\_\_\_ I bought in New York, is very warm and comfortable.
  2. My boss, \_\_\_\_\_ wife is French, travels to Paris regularly.
  3. He didn't even say "thank you", \_\_\_\_\_ I found really rude.
  4. Next summer, I'm going to India, \_\_\_\_\_ I've never been before.
  5. My sister, \_\_\_\_\_ is five years younger than me, is a lawyer.

### II. Give the correct form of verbs in the brackets with Past simple or Past continuous

0. My friend Harry fell (**fall**) off the chair while he was painting (**paint**) the wall of his room.
1. We \_\_\_\_\_ (**buy**) the house in 2003. At that time, it \_\_\_\_\_ (**cost**) £150,000.
  2. My sister \_\_\_\_\_ (**wait**) for me at the airport terminal when I \_\_\_\_\_ (**arrive**).
  3. A few nights ago, I \_\_\_\_\_ (**read**) a book when suddenly I \_\_\_\_\_ (**hear**) a noise outside. A few teenagers \_\_\_\_\_ (**play**) loud music.
  4. The fire \_\_\_\_\_ (**still burn**) when the first firefighters \_\_\_\_\_ (**arrive**) at the scene.
  5. My sister \_\_\_\_\_ (**wear**) a bright summer dress when I \_\_\_\_\_ (**see**) her at the performance.

### III. Fill in the blanks with **Though** / **As well**

0. I studied hard for my English test. I still got a low grade **though**.
1. \_\_\_\_\_ the policemen ran fast, they couldn't catch the thief.

2. Give me some toast \_\_\_\_\_, please.
3. \_\_\_\_\_ our team played well, they could not win the championship.
4. \_\_\_\_\_ my grandmother can't read or write, she is wiser than most people.
5. She not only sings, she plays the piano \_\_\_\_\_.

**IV. Combine the following sentences using relative pronouns**

0. *He worked for a woman. She used to be an artist.*

→ **He worked for the woman who used to be an artist.**

1. She is my friend. She helped me with my homework.

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2. Prince Charles will be the King of England one day. His mother is Queen Elizabeth.

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3. Mrs. Kelly is a nice woman. She took me to hospital when I fainted (*ngất xỉu*) at school.

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4. A doctor examined me last Friday. He was really kind.

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5. That is the man. His wife is a famous actress.

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**V. Rewrite sentences into Passive voice**

0. *They will tell you when the time comes.*

→ **You will be told when the time comes.**

1. Somebody will meet you at the airport.

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2. We showed the visitors the new buildings.

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3. They will reach the village by night.

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4. People will forget this play in a few weeks.

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5. Tim wrote a letter to Mary.

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**VI. Complete the gaps in the sentences by choosing the correct form of the verbs in brackets using past tenses (past simple, past continuous or past perfect simple)**

It was last Sunday afternoon. I stayed (stay) at home. I \_\_\_\_\_ (watch) a cookery program on TV when I \_\_\_\_\_ (realise) how hungry I was. I \_\_\_\_\_ (not eat) anything since lunch, and I also \_\_\_\_\_ (run) a race in the morning. "Biscuits!" I \_\_\_\_\_ (think).

**VII. Rewrite the sentences with the given words using present perfect**

0. *This is the first time Jim went to Japan.*

→ **Jim hasn't gone to Japan before.**

1. They started practicing tennis when they were in high school.

→ They have \_\_\_\_\_.

2. The last time they visited London was two years ago.

→ They haven't \_\_\_\_\_.

3. Kate last had her hair cut when she was 16.

→ Kate hasn't \_\_\_\_\_.

4. When did she begin to work for this company?

→ How long \_\_\_\_\_?

5. We began learning English six months ago.

→ We have \_\_\_\_\_.

**Task information**

- In Part 3 you read a text containing eight gaps. At the end of some lines there is a word in capital letters for you to form one appropriate word to fill each gap.
- Part 3 mainly tests your ability to form new words and different parts of speech.
- You may, for example, need to form adverbs by adding *-ly* to adjectives, make nouns plural by adding *-s* or *-es*, change verb/adjective forms by adding *-ed* or *-ing*, or form comparative/superlative forms by adding *-er* or *-est*.
- You may also have to make spelling changes (e.g. *long* to *length*). You must always get the spelling correct to get a point!

**Useful language: word formation**

**1** To do Part 3 successfully, you need to know which affixes are often used for different parts of speech. Match the prefixes and suffixes a–d with 1–4. Write an example for each.

- |   |   |
|---|---|
| a un- in- im- dis- ir-                          | 1 people who do jobs – bus driver, employee, artist, shop assistant, instructor |
| b -er -ee -ist -ant -or                         | 2 negative prefixes (mainly used for adjectives but also some verbs and nouns)  |
| c -tion -ment -ness -ity<br>-ance -ence -ship   | 3 adjective suffixes  |
| d -ful -less -able -ous<br>-ive -itive -y -ible | 4 noun suffixes   |

**Tip!** Keep a record of words with affixes that you see while you are reading in English.

**2a** Complete the table, using your dictionary if you need to. Use affixes from Exercise 1 and follow these spelling rules:

- For adjectives ending in *-y*, change the *y* to an *i* (e.g. *easy/easily*).
- With suffixes beginning with a vowel, drop the final *e* (e.g. *prepare/preparation*).
- For some words, you need to make other spelling changes (e.g. *high/height*, *freeze/frozen*, *little/least*).

| verb    | noun(s)                   | adjective(s)    | adverb(s)       |
|---------|---------------------------|-----------------|-----------------|
| comfort | comfort(s), discomfort(s) | (un)comfortable | (un)comfortably |
| employ  |                           |                 |                 |
| hope    |                           |                 |                 |
|         | noise(s), noisiness       |                 |                 |
| lose    |                           |                 |                 |
|         | science(s), scientist(s)  |                 |                 |
| relate  |                           |                 |                 |
| succeed |                           |                 |                 |

**Tip!** When you learn a word, use a good dictionary to find out which affixes you can add and how these change the meaning. Note these down, with example sentences.

**b** Where more than one word is possible, explain the difference, e.g. *comfort* – *pleasant*, *discomfort* – *unpleasant*.

3 Complete the sentences using the word in capitals. Use words from the table in Exercise 2.

- |   |          |
|---|----------|
| 1 Our neighbours are friendly so we have a good <u>relationship</u> with them.    | RELATION |
| 2 Most ..... agree that sea levels will continue to rise in the coming years.     | SCIENCE  |
| 3 The huge waterfall was so ..... that I couldn't hear a word anyone said.        | NOISE    |
| 4 In an area of such high ....., we must provide new jobs for local people.       | EMPLOY   |
| 5 Our situation on the island seemed ..... as we had no water or food left.       | HOPE     |
| 6 The 800-kilometre journey in an old bus with hard seats was very .....          | COMFORT  |
| 7 Our plan to save the trees was ..... and sadly they have all now been cut down. | SUCCESS  |
| 8 The ..... of so much rainforest will have a terrible effect on the climate.     | LOSE     |

4 These sentences written by First candidates each contain word formation errors. Correct the mistakes. Which of 1–10:

- use the wrong affix?
  - have a spelling mistake?
  - confuse singular and plural?
- 1 The paramedics gave him first aid and, without *loosing* a second, put him in the ambulance.
  - 2 More and more people in my country are out of work and *unemployments* is getting worse.
  - 3 I think the fact that only 60 per cent of the money will go to the hospital is *inacceptable*.
  - 4 The gang must have been very careful, because the police could find no *evidences* at all.
  - 5 You can develop a good *relation* with your pet over time.
  - 6 They work with *scientific* institutions to study the environment in the area.
  - 7 I think that this is a good way to solve the *disagree* between Pat and his friend.
  - 8 I am *hopefull* that I will be able to do this job in the future.
  - 9 I had to work for 100 hours a week and ate at *unregularly* times.
  - 10 *Employeers* should provide insurance for all of their staff.

### Advice

1 The article 'a' and the adjective 'good' mean we need a noun. If people are 'friendly' we probably get on well with them, so we have 'a good relationship'.

2 The verb 'agree' needs a subject, probably a kind of people. It is plural so this noun must be plural, too.

3 The missing word describes 'waterfall' so it's an adjective. If the person 'couldn't hear' it means there was a lot of noise.

4 After the adjective 'high' we need a noun from 'employ'. If 'new jobs' are required, there can't be enough now, so the meaning will be negative.

5 The missing word describes 'situation' so it must be an adjective. That situation was clearly negative.

6 We need an adjective to describe the 'journey'. We must make 'comfort' negative by adding both a suffix and a negative prefix.

7 The word 'sadly' shows it is a negative idea, so we need an adjective to describe 'plan' with a negative prefix.

8 After the article 'the' we need a noun meaning something lost, but we need to be careful with the spelling.

