

MS. CHI ENGLISH

Name: _____

Date: .../ .../ 20...

Class: GE8

Tel: 038 255 2594

GLOBAL ENGLISH 8: UNIT 12 – PEOPLE AND THEIR JOBS

GRAMMAR 1

A. GRAMMAR

1. Suffixes for job titles

Hậu tố (suffix) là một nhóm các chữ cái được thêm vào cuối một từ. Khác với tiền tố, hậu tố còn có tác dụng ngữ pháp như biến đổi loại từ hay thay đổi nghĩa của từ. Một số hậu tố thường dùng để chỉ chức danh, nghề nghiệp trong tiếng Anh bao gồm: *-ist, -er, -ian, -ic, -ant, -or, etc.*

Ví dụ:

drive (v)	driver (n)
electric (adj)	electrician (n)
music (n)	musician (n)

2. Verbs and prepositions followed by verb + *ing*

Trong tiếng Anh, một vài động từ sẽ được theo sau bởi động từ *V-ing* thay vì *V-inf*. Các động từ, cụm động từ thường được theo sau bởi động từ *V-ing* bao gồm:

avoid (tránh, tránh xa)	enjoy (thích, tận hưởng)
finish (hoàn thành)	suggest (dè xuất, gợi ý)
give up (từ bỏ)	involve (bao gồm)
practise (luyện tập)	risk (mạo hiểm)
feel like (có mong muốn, ước muốn làm gì)	

Bên cạnh đó, chúng ta cũng có thể dùng động từ *V-ing* sau các giới từ như: *of, by, for, before, as, without, about, etc.*

Ví dụ:

- I'm so tired, I don't feel like going to the optician today.
- Can you close the door before leaving?

3. Từ vựng mở rộng

No.	New words	Meanings	No.	New words	Meanings
1*	advantage (n) /əd'va:ntidʒ/	lợi thế	3	prefer (ST to ST) (v) /pri'fɜ:r/	thích hơn
2*	worsen (v) /'wɜ:sn/	làm xấu thêm, làm tệ đi			

*Note: n = noun (danh từ); v = verb (động từ); ST = something (cái gì)

Từ có ký hiệu * có 2 cách phát âm

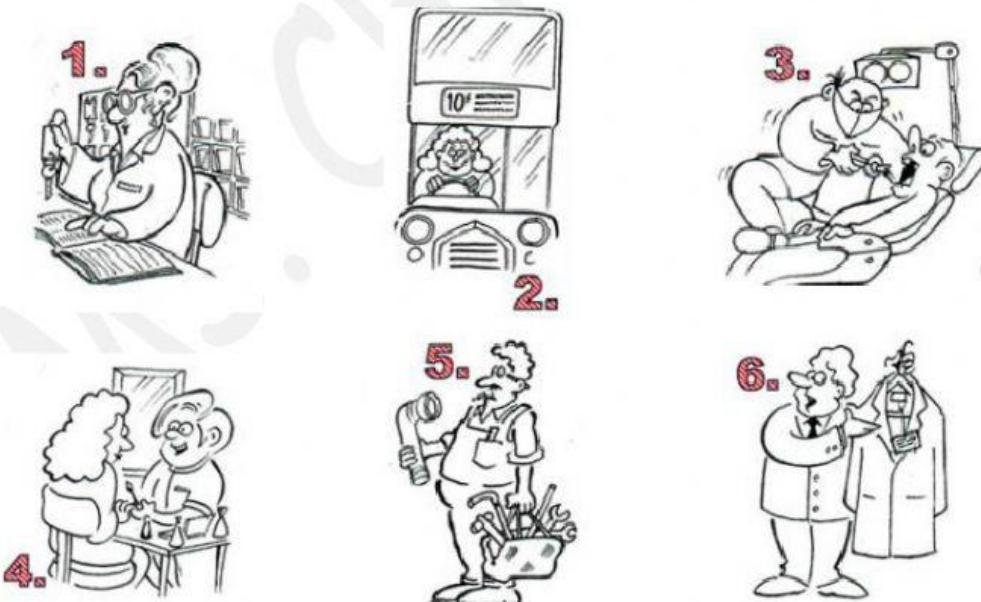
Con học thuộc nghĩa của từ, chính phát âm theo từ điển và chép mỗi từ 1 dòng vào vở ghi.

B. HOMEWORK

*Note: DO NOT apply short forms (contractions) in sentences.

Use “was not/ do not/ have not...” instead of “wasn’t/ don’t/ haven’t...”

I. Write the correct suffixes for the jobs. Then match the pictures (2-6) to the jobs.



1 reception *ist*

beautic ____

dent ____

plumb ____

sales assist ____

driv ____

II. Rewrite the sentences using the words or phrases in brackets without changing the meaning.

0. I like making toys for my younger sisters. (*enjoy*)

→ I enjoy making toys for my younger sisters.

1. Ngoc hates sitting at the computer for too long. (*dislike*)

→ _____

2. We want to do gardening because it is very relaxing. (*feel like*)

→ _____

3. For the dinner, our guests like to eat beef more than chicken. (*prefer*)

→ _____

4. I have already painted all the doors and windows. (*finish*)

→ _____

5. You should not do hard exercises in order not to worsen the injury. (*avoid*)

→ _____

III. Complete the sentences using one word only.

0. We ran ten kilometres without stopping.

1. He left the hotel without _____ his bill.

2. It's a nice morning. How about _____ for a walk?

3. We were able to translate the letter into English without _____ a dictionary.

4. Before _____ to bed, I like to have a hot drink.

5. I like these photographs you took. You're good at _____ photographs.

IV. Circle the correct answer A, B, C or D to complete the following sentences.

0. What are the advantages _____ having a car?

A. of

B. about

C. in

D. into

1. I don't want to apply _____ that school.

A. in

B. for

C. at

D. on

V. Write sentences using the words given in brackets.

0. (*avoid*)

I think you should avoid talking about the accident.

1. (involve)

2. (risk)

3. (suggest)

4. (practice)

5. (enjoy)

FCE (3) – TEST 2 – PART 1 (R)

Test 1

PAPER 1 READING (1 hour)

Part 1

You are going to read an article about a London tour guide. For questions 1–8, 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.

The best kind of know-it-all

There is an art to being a good tour guide and Martin Priestly knows what it is.

It's obvious that the best way to explore a city is with a friend who is courteous, humorous, intelligent and – this is essential – extremely well-informed. Failing that, and if it is London you are visiting, then the next best thing may well be Martin Priestly, former university lecturer, now a guide, who seems to bring together most of the necessary virtues and who will probably become a friend as well.

Last spring, I took a trip around London with him, along with a party of Indian journalists. Accustomed to guides who are occasionally excellent but who often turn out to be arrogant, repetitive and sometimes bossy, I was so struck by Priestly's performance that I sought him out again to see, if I could, just how the trick was done.

This time the tour was for a party of foreign students, aged anything between 20 and 60, who were here to improve their English, which was already more than passable. As the 'tourists' gathered, Martin welcomed them with a kind of dazzled pleasure, as if he had been waiting for them with excitement and a touch of anxiety, now thankfully relieved. I have to say, all this seemed absolutely genuine.

Then we got on the coach and we were off. Martin sat in front, not in the low-level guide's seat, but up with the group, constantly turning round to make eye contact, to see if they understood him. Soon we're in a place called Bloomsbury, famous among writers in the early 20th century. 'Bloomsbury is famous for brains,' says Martin, getting into his stride. 'It's a very clever place. It's not very fashionable but it's very clever.' Soon after, we pass the British Museum and Bedford Square, 'a great architectural showpiece', advises Martin. The comment prompted questions which led to a conversation about building, the part

played by wealthy people and how big chunks of London still belonged to them – an issue which was to re-emerge later. This was how he liked to work: themes, introduced as if spontaneously, were laid down for subsequent discussion.

Suddenly the coach stopped and it was over, two and a half hours of non-stop performance, with information, observation and humour. Martin says encouragingly, 'I do hope you enjoy London.'

We go to a nearby café to talk. Why, I asked, had he become a guide? 'Well, I used to organise a lot of courses at the university I worked for. It was quite stressful. But I had shown students around London and I enjoyed that. It seemed an obvious move to make. I did the London Tourist Board's Blue Badge course – two evenings a week for two years. That was tough, especially the exam in what is known as "coaching". You're taught to smile but everybody had difficulty with that in the exam, when you have other things to worry about. You have to do it backwards in the coach, desperately casting your eyes about to see what is coming next, and you're facing the tutors and the other trainees.'

'And you have to know so much to guide well, different places, all kinds of architecture, agriculture. What if somebody asks a question about a crop beside the road? But some of it sticks, you know . . . eventually.' He also tells me he keeps himself up to date with radio, TV and newspapers.

There are several hundred other guides out there, all looking for a share of the work. I think, as we talk, that I am starting to understand why good guides are so rare. It's a great deal harder than it looks, and it demands, for every stretch of road, an even longer stretch of study and forethought.

- 1 What do we learn about Martin in the first paragraph?
 - A He has two educational roles.
 - B He is a colleague of the writer.
 - C His job is an extension of his hobby.
 - D His job suits his personality.
- 2 The writer decided to meet Martin again to find out how he managed to
 - A win custom from other tour guides.
 - B entertain large and varied tour groups.
 - C avoid the failings of many other tour guides.
 - D encourage people to go back to him for another tour.
- 3 The writer notes that on meeting the tour group, Martin
 - A greeted everyone warmly.
 - B seemed as nervous as everyone else.
 - C praised everyone for their prompt arrival.
 - D checked that everyone could understand him.
- 4 Martin's approach to guiding is to
 - A begin with the oldest buildings.
 - B encourage tourist participation.
 - C move around the coach as he talks.
 - D find out how much visitors know first.
- 5 What does 'It' in line 50 refer to?
 - A showing students around London
 - B performing in front of a group
 - C becoming a guide
 - D arranging courses
- 6 Martin says that the 'coaching' exam is difficult because
 - A there is so much to think about.
 - B you have to smile in different ways.
 - C it has so many sections.
 - D you have to cover different routes.
- 7 In lines 66–67, what does 'some of it sticks' mean?
 - A Some facts are up to date.
 - B Some information is remembered.
 - C Some questions are answered.
 - D Some lessons are revised.
- 8 In the last paragraph, the writer says he is impressed by
 - A the distances Martin covers on his tours.
 - B the quantity of work available for tour guides.
 - C the amount of preparation involved in Martin's job.
 - D the variety of approaches taken to guiding.

FCE (2) – TEST 4 – PART 2 (W)

Paper 2 Writing

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **120–180** words in an appropriate style.

2 After a class discussion on the media's treatment of famous people, your teacher has asked you to write an essay, giving your opinions on the following statement:

Famous people, such as politicians and film stars, deserve to have a private life without journalists following them all the time.

Write your **essay**.

3 You see this announcement in an international magazine.

We invite you, our readers, to write an article on:

The Home of the Future

In what ways do you think people's homes will be different in the future?

In what ways will they still be the same?

The writer of the best article will win a prize.

Write your **article**.

4 Your English teacher has asked you to write a story for the college magazine. Your story must **begin** with the following words:

It was dangerous, but I knew I had to do it.

Write your **story**.

5 Answer **one** of the following two questions based on **one** of the titles below.

(a) *Officially Dead* – Richard Prescott

You have had a class discussion about what happens to Julie in *Officially Dead*. Now your English teacher has given you this essay for homework.

How does Julie's life change after her husband's death?

Write your **essay**.

(b) *Pride and Prejudice* – Jane Austen

You have received this letter from your English friend, Kate.

I've recently read the book and seen the film of *Pride and Prejudice*. It's a very old-fashioned story – why do you think it is still so popular with people today?

Write soon, Kate

Write your **letter**.

