

MS. CHI ENGLISH

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Class: S9

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GLOBAL ENGLISH 9: UNIT 1 – VIEWS AND VOICES GRAMMAR 2

A. GRAMMAR

I. Passive voice (Câu bị động)

- Câu bị động là câu mà chủ ngữ là người hoặc vật chịu tác động của một hành động nào đó.
- Câu bị động được dùng để nhấn mạnh đối tượng chịu tác động của hành động và không biết hoặc không quan tâm đến ai đã làm / nói.

- Công thức thể bị động: S + TO BE + PAST PARTICIPLE (P.P)



Ex: I learn English every day. -> English **is learnt** every day.

- Phụ thuộc vào thì, động từ TO BE có thể là: am, is, are, were, was, will be, been, etc.

*Note: S = subject: chủ ngữ, To Be: động từ to be, V (P.P) = past participle: quá khứ phân từ;
By O = by + tác nhân gây ra

Lưu ý: - Trong câu bị động “by + O” luôn đứng sau trạng từ chỉ nơi chốn (adverbs of place) và đứng trước nó là trạng từ chỉ thời gian (adverbs of time).

Ex: I often listen to music in the morning at home. → Music is often listened to **at home** (by me) **in the morning**.

- Trong câu bị động, nếu chỉ đổi tượng không xác định ta có thể bỏ: by people, by us, by them, by someone, by him, by her, etc.
- Nếu O (tân ngữ) trong câu bị động là sự vật, sự việc thì dùng **with** thay cho **by**.

Ex: The bird was shot **with** the gun. → The bird was shot **by** the hunter.

II. Present simple passive and Present continuous passive (Bị động hiện tại đơn và hiện tại tiếp diễn)

	Present simple passive	Present continuous passive
Khẳng định	S + am/is/are + V (P.P) (+ by O). <u>Ex:</u> I'm taught by my teacher.	S + am/is/are + being + V (P.P) (+ by O). <u>Ex:</u> I'm being taught by my teacher at 3 p.m. yesterday.
Phủ định	S + am/is/are + not + V (P.P) (+ by O). <u>Ex:</u> I'm not taught by my teacher.	S + am/is/are + not + being + V (P.P) (+ by O). <u>Ex:</u> I'm not being taught by my teacher at 3 p.m. yesterday.
Nghĩ vấn	Am/is/are + S + V (P.P) (+ by O)? <u>Ex:</u> Are you taught by your teacher?	Am/is/are + S + being + V (P.P) (+ by O)? <u>Ex:</u> Are you being taught by your teacher at 3 p.m. yesterday?

B. HOMEWORK

I. Write passive sentences from the words in brackets

0. (the office / clean / every day) → The office is cleaned every day.

1. (these rooms / clean / every day?) → _____ ?

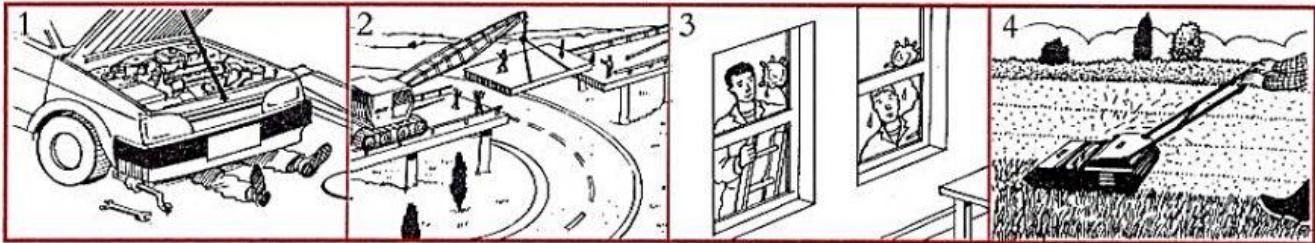
2. (glass / make / from sand) → _____.

3. (stamps / sell / in a post office) → _____.

4. (this room / not / use / very often) → _____.

5. (we / allow / to park here?) → _____ ?

II. Write sentences to describe what's happening in each picture. Number 1 is done as an example



- 1 The car is being repaired.
2 A bridge
3 The windows
4 The grass

III. Complete the sentences. Use the passive (present or present continuous) of these verbs

clean **show** **build** **play** **repair** **make**

0. The room is cleaned every day.

1. Paper is made from wood.

2. Many American programs are shown on British television.

3. The office is closed at the moment.

4. No matches will be played next Saturday as the weather is predicted to rain heavily.

5. My car is at the garage. It is being repaired.

IV. Circle the correct answer.

0. *An old woman feeds the pigeons.* → The pigeons _____
A. are fed by an old woman. B. were fed by an old woman.

1. A burglar broke the window. → The window _____
A. was broken. B. is broken by a burglar.

2. Someone makes a cake. → A cake _____
A. was made. B. is made.

3. Everyone is going to love her. → She _____
A. is going to be loved. B. was going to be loved by everyone.

4. Cervantes is writing 'Don Quixote'. → 'Don Quixote' _____
A. was written by Cervantes. B. is being written by Cervantes.

5. She is helping my sister. → My sister _____
A. is helped. B. is being helped by her.

6. Pamela drives the bus. → The bus _____
A. driven by Pamela. B. is driven by Pamela.

V. Change these sentences below to passive voice

0. Families in poor countries often force their children to work.

1. They are making some chocolate cakes during break time.

2. They are redecorating the house now.

3. They repair my car once a week.

4. People say that he is a good surfer.

5. Do you make mistake again? I'm so tired of that.

VI. Put the verb into the correct form, present continuous or present simple

- 1 Why are all these people here? What's happening (What / happen)?
- 2 Julia is good at languages. (She / speak) four languages very well.
- 3 Are you ready yet? (Everybody / wait) for you.
- 4 I've never heard this word. How (you / pronounce) it?
- 5 Kate (not / work) this week. She's on holiday.
- 6 I think my English (improve) slowly. It's better than it was.
- 7 Nicola (live) in Manchester. She has never lived anywhere else.
- 8 Can we stop walking soon? (I / start) to get tired.
- 9 Sam and Tina are in Madrid right now. (They / visit) a friend of theirs.
- 10 'What (your father / do)?' 'He's an architect.'

VII. Use the words in brackets to make sentences

1 (you / not / seem / very happy today)
You don't seem very happy today.

2 (I / think)
Are you OK? You look worried.

3 (who / this umbrella / belong to?)
I've no idea.

4 (this / smell / good)
It smells good.

5 Excuse me. (anybody / sit / there?)
No, it's free.

6 (these gloves / not / fit / me)
They're too small.

FCE 1 - TEST 1 - READING PART 7

You are going to read an article in which four graduates discuss going to university. For questions 43–52, choose from the graduates (A–D). The graduates may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which graduate

says people should be allowed to consider a range of options apart from university?

43	<input type="checkbox"/>
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says that some people are expected to make important decisions before they are ready?

44	<input type="checkbox"/>
----	--------------------------

initially rejected something she was told?

45	<input type="checkbox"/>
----	--------------------------

was unaware of the alternatives to university?

46	<input type="checkbox"/>
----	--------------------------

says that the type of learning at university is different from that at other institutions?

47	<input type="checkbox"/>
----	--------------------------

felt when she was a student that she might not be doing the right course?

48	<input type="checkbox"/>
----	--------------------------

says that some people discover that what is studied at university is not useful in the workplace?

49	<input type="checkbox"/>
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was uncertain about her reasons for going to university?

50	<input type="checkbox"/>
----	--------------------------

says graduates have an advantage when applying for jobs?

51	<input type="checkbox"/>
----	--------------------------

was expected to go to university despite being a fairly average student at school?

52	<input type="checkbox"/>
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Why go to university?

Four graduates talk about their experiences.

A

Samira

While I was doing my physics degree people would often say I was acquiring skills I'd be able to use in my future career, even if I didn't become a physicist. It sounded like nonsense to me: if I did another job in the end, what could be relevant about knowing what's inside an atom or how to operate a laser? It turns out they were referring to the wealth of other skills you pick up along the way. Communication and problem-solving are just two of these. In contrast to the way you may have been taught before, university teaches you to be innovative and to think for yourself. Going to university is about more than just studying though! I got to make friends from all over the world and they have proved to be useful work contacts.

B

Jane

I went to university because it was the career path expected by school, parents and classmates (to an extent) and also because I didn't really have a clue about what other options were open to me. It's difficult to know how things would have turned out if I hadn't gone. I do know that the job I do 'requires' a degree to do it, though there must be alternative ways of developing these skills. The degree, like it or not, is the screening method used by large numbers of employers and as such opens certain doors. It's certainly harder to get into all sorts of careers without a degree. The debates about university education typically revolve around routes into employment, yet for many the degree is barely relevant to the work we end up doing later on. It gives access to a certain type of career but the actual degree can often be of little practical value.

C

Lydia

There is a lot of pressure on teenagers to know exactly what they want to do with their lives. As a high-achieving student at school, the alternatives to university didn't really appeal to me. So I took up a place at a good university but ended up studying something I wasn't sure I was interested in. Some people know what they want to do from a young age, and for those people, going to university straight out of school may be a great idea. However, many of us are very unsure of our future ambitions aged 18, and should therefore be given as many choices as possible, rather than being pushed into a degree course. Many of my friends went to university straight from school.

D

Bethany

I don't really remember making the decision to go to university. Everyone always assumed I would, even though I was never the most gifted academically. Someone asked me during my second year why I had gone, and I remember not being able to answer the question. Maybe it was the way I was raised? Maybe it was the school I went to? But university was the next step. I had a great time there, I must say. It's so much more than the place you go to get a degree. You learn so many life skills that I would urge anyone to give the idea some thought. Since graduation I've had a string of jobs. University is an excellent decision for some, and may provide the right qualifications to start a career. But for others, going straight into a job is just as appropriate.

FCE 1 - TEST 2 - READING PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers **on the separate answer sheet**.

Example:

- 0 A predictable B steady C respectable D main

0	A	B	C	D
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Home and abroad

After a short time living in a foreign country, I noticed conversations with locals assumed a (0) pattern. There were standard answers to the usual questions. Most questions caused little (1) – it was rather like dancing, where both partners know how to avoid (2) on each other's toes.

But, 'When are you going home?' was a question I (3) to answer, whenever I (4) my life and the direction it seemed to be (5) In the last ten years, I had lived in a dozen countries. And I had travelled through dozens more; usually in (6) of a purpose or a person; occasionally to see the attractions.

This kind of travel is not (7) wandering, but is the extensive exploration of a wide (8) of cultures. However, it doesn't allow you to put down roots. At the back of your mind, though, is the idea of home, the place you came from.

1	A	puzzle	B	trouble	C	obstacle	D	barrier
2	A	touching	B	moving	C	walking	D	stepping
3	A	worked	B	competed	C	stretched	D	struggled
4	A	considered	B	thought	C	reflected	D	believed
5	A	making	B	finding	C	seeking	D	taking
6	A	look	B	search	C	sight	D	inquiry
7	A	aimless	B	unreasonable	C	unreliable	D	indefinite
8	A	difference	B	arrangement	C	variety	D	order

FCE 1 - TEST 1 - LISTENING PART 2

Con hãy mở link nghe bằng máy tính nhé:

https://drive.google.com/file/d/1o_NIT6z9iBUhiTAjnRJEpZQyIVdpRVs/view

You will hear a photographer called Ian Gerrard talking about his career. For questions 9–18, complete the sentences with a word or short phrase.

Ian Gerrard – Photographer

The subject that Ian studied at university was 9

Ian did a presentation on 10 as part of his final year.

Ian worked for a 11 in the USA for a year after leaving university.

When he travelled around the USA, Ian chose 12 as the theme for his photographs.

Ian says that 13 is the season when he takes the best photographs.

When Ian came back to Britain, he travelled around by 14 taking photographs.

Ian says he was surprised by how few photographers specialise in shots of

15 communities.

Ian's book will be available in bookshops in 16 next year.

The title of Ian's book is 17

Ian has chosen 18 as the theme for his next tour.