



GIA SƯ CHUNG CƯ

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Chuyên cung cấp giáo viên gia sư ngoại ngữ chất lượng

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Shoplifting is an addictive crime. There are two types of shoplifters (people who steal goods from shops): professional criminals who do it for a living, or to earn money for a drug habit; and non-professionals. Non-professionals know that there are consequences, and they usually have the money to pay, but they continue to steal anyway. These people steal items they often don't need and sometimes don't use.

Although people of all ages shoplift, almost one third of all shoplifters arrested by the police are between the ages of 13 and 17. Teens usually steal things that they can't afford or are not allowed to buy, such as CDs,

cosmetics, clothes and cigarettes. But many also steal things they could simply buy. Why? "I think, I could be spending my money on this, but I'm getting it for free," a teenage girl said. "Besides, there's also the thrill of doing something bad. Your heart starts to race, and all you can think about is getting out of the store," the girl added.

Teens who shoplift often believe their actions don't really hurt anyone. They don't think that shoplifting means stealing. They think that the store will not notice the losses. They are wrong. Stores know exactly how many articles they lose, and the costs are huge. Ask teens who shoplift why they do it, and they usually say they don't know. Or they may say that it's fun; shoplifting can cheer up the mood of a teen who is feeling depressed, angry or bored. Friends can also force friends to shoplift together – to be cool.

But why? Shoplifters usually don't know the true motivations behind their actions. However, shoplifting can become an addiction. In fact, drug addicts who shoplift say it is as hard to stop stealing as it is to quit drugs. Without intervention, shoplifting can become a dangerous lifetime habit.

For teens who are just "trying out" shoplifting, the best thing that can happen is getting caught. And the sooner, the better. When they are caught by store security personnel, they feel frightened, and the experience can stop many teens from repeating their behaviour. Shoplifting is stealing. Stealing is wrong. It's really just that simple.

(Adapted from *Weekly Reader*, 2003)

1. According to paragraph one, _____
 - A. non-professionals work with professionals.
 - B. some professionals are addicted to drugs.
 - C. non-professionals rarely have enough money.
 - D. professionals steal things that they do not need.
2. In paragraph two, you can find out _____
 - A. what articles were stolen by a teenage girl.
 - B. why people of different ages steal from shops.
 - C. how shoplifters manage to get out of stores.
 - D. what things are usually stolen by young people.
3. Paragraph three is about the reasons why _____
 - A. young people steal from shops.
 - B. shoplifting makes people angry.
 - C. stores do not notice their losses.
 - D. teenagers say shoplifting is wrong.
4. Paragraph four informs you that _____
 - A. shoplifters cannot often tell why they steal.
 - B. most shoplifters can't live without taking drugs.
 - C. some shoplifters are scared of their bad habit.
 - D. quitting drugs is easier than giving up stealing.

5. According to paragraph five, _____
- A. many teenagers think that shoplifting is simple.
 - B. it is quite easy for teenagers to get really scared.
 - C. some teenagers often frighten security personnel.
 - D. young shoplifters should be caught as soon as possible.
6. Which of the following would be the best title for the text?
- A. *How to Catch Shoplifters*
 - B. *How to Recognise Shoplifters*
 - C. *Teenagers Who Steal from Shops*
 - D. *Burglars Who Never Get Caught*



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Can the school you go to make a massive difference to your life? This is the question that a TV company wanted to answer, so they ran an experiment. They paid for a 14-year-old boy who constantly got into trouble and was thrown out of his South London school to go to an exclusive £15,000 a year boarding school.

The experiment was a second chance for 14-year-old Ryan Bell. He had never had the opportunities that his new classmates at Downside School had. When he was asked if he might have trouble getting used to a “smart and posh” new school, he simply said, “Don’t worry about me looking like a person with no friends, all 14-year-old guys are the same – we like cars and girls! I’m certain I won’t have any problems.”

Ryan’s first year at his new school was a definite success. He was coming top in Latin and got into the rugby team, where he was one of the best. His mother was really proud – she hoped her son would never have the problems with money she had. His father had left them both when Ryan was a baby. His mother had always done her best, but admitted she couldn’t give Ryan the best start in life. Now Ryan started talking about going to university and a possible career as a TV director.

At his old school, Ryan’s teachers used to say he was always causing problems but at his new school Ryan got on very well with the

other students. His teachers said he would get through his GCSE exams easily. There were a few small problems, but at first they weren't considered too serious. The first one was when Ryan returned home for the holidays and was caught doing graffiti. It was bad, but the school blamed his friends at home for encouraging him to do it and said it would be unfair to expect Ryan to "transform overnight". They were less tolerant of the second incident – Ryan took another boy's mobile phone and even though it was apparently a joke, he was not allowed to attend school for a week.

After returning to the school which he was enjoying being part of, Ryan went into the nearest town one evening with some of his friends. At the local disco he lost his temper and hit another boy in the face. The incident reflected badly on the school's reputation as the police were called. Because Ryan had already been in trouble and the regulations were the same for everyone, he had to be thrown out of school.

This decision was cruel, though the teachers believed his aggression and wrongdoings were caused by his previous experiences. Everyone agrees that Ryan was doing very well and even though he failed to complete his education at Downside School, he progressed a long way educationally and emotionally.

(Adapted from *Club*, Nov/Dec 2003)

1. The aim of the experiment was to _____.
 - A. help a young boy get out of trouble at school.
 - B. find out if the choice of a school matters.
 - C. check how good Downside School was.
 - D. show Ryan what an exclusive school was like.
2. Ryan _____.
 - A. was optimistic about joining the school.
 - B. was worried about making friends.
 - C. thought he might have some problems.
 - D. wanted his mother to be proud of him.
3. Ryan's mother _____.
 - A. didn't like the experiment.
 - B. never had financial problems.
 - C. offered him the best she could.
 - D. expected Ryan to go to university.
4. Ryan's new teachers _____.
 - A. expected him to change at once.
 - B. didn't punish him in any way.
 - C. never tried to justify his manners.
 - D. blamed his past for his behaviour.

5. At Downside School _____
- A. all students have to follow the same rules.
 - B. some students are treated differently.
 - C. a few students have too much freedom.
 - D. students are not allowed to go to discos.
6. The author of the text _____
- A. criticises the whole experiment.
 - B. describes the role of family background.
 - C. encourages the readers to change school.
 - D. shows how a school can motivate students.



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On May 17, 2157, Margie wrote in her diary, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow, and it was awfully funny to read words that didn't move the way they were supposed to – on screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

She said, "What is it about?"

"School."

Margie was cynical. "School? What's there to write about school? I hate school."

The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother sent for the County Inspector. Margie had hoped the man wouldn't know how to fix the teacher, but he knew all right, and after an hour or

so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. But the worst thing of all were the test papers and homework tasks she had to submit regularly.

So she said to Tommy, "Why would anyone write about school?"

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds of years ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago."

She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But a teacher has to fit the mind of each boy and girl it teaches and each kid has to be taught differently."

They weren't even half-finished when Margie's mother called, "Margie! School!"

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday.

The screen was lit up and it said: "Please insert yesterday's arithmetic homework."

Margie did so thinking about the old schools. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with their homework and talk about it.

And the teachers were people ... Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

(Adapted from *The Fun They Had* by Isaac Asimov)

1. "A real book" in the story was a book _____

A. based on a true story.

B. Margie got from her grandfather.

C. written by Margie.

D. printed on paper.

2. While reading, the children were amused because _____
A. the book had yellow pages.
B. they had to turn the pages.
C. the words stayed in the same place.
D. they had to read the same page twice.
3. What did Margie hate most?
A. Tests and homework.
B. Her ugly teacher.
C. The questions on the screen.
D. Getting bad marks.
4. The difference between Margie's school and the school centuries ago was in the _____
A. number of tests the children were given.
B. subjects the children were taught.
C. age when the children went to school.
D. place where the children had their lessons.
5. In her school Margie missed _____
A. the regular hours of lessons.
B. the company of other children.
C. individual lessons with her teacher.
D. textbooks printed on paper.
6. The writer wants to show us that _____
A. today's schools are much worse than future schools.
B. today's children should be happy about present schools.
C. teaching and learning won't change much in the future.
D. the computer is a better teacher than a man.
7. The text is part of _____
A. a fairy tale.
B. a fantasy book.
C. a science fiction story.
D. a historical novel.