

Tên: .....



Đọc: .....

Lớp: S9...

Ngày làm bài: Thứ ....., ngày ...../.....

## FCE READING INTENSIVE

### CLASSWORK

#### READING TIPS

##### 1. Gạch chân từ khóa (Underline keywords)

###### ◆ Mục tiêu:

Hiểu được ý chính của câu hỏi → từ đó xác định đoạn nào phù hợp.

###### ◆ Cách làm:

Gạch chân các từ trọng tâm trong **câu hỏi** để biết cần tìm ý gì trong đoạn văn.

- Với **câu 43** ("*thinks his or her parent's job is boring?*")  
→ gạch chân: **thinks, parent's job, boring**
- Với **câu 44** ("*was discouraged from following the same profession?*")  
→ gạch chân: **discouraged, following, same profession**

##### 2. Đọc lướt & tìm nhanh (Skim and scan)

###### ◆ Mục tiêu:

Nhanh chóng xác định đoạn nào đề cập đến nghề của bố mẹ & thái độ của người con → tiết kiệm thời gian.

###### ◆ Cách làm:

- Đọc đoạn đầu mỗi phần để xác định **nghề của bố/mẹ**
- Đọc đoạn cuối để xem **quan điểm hoặc quyết định của người con**

##### 3. Tìm từ/cụm đồng nghĩa (Spot synonyms & paraphrases)

###### ◆ Mục tiêu:

Không phải lúc nào đề bài cũng dùng đúng từ giống trong đoạn → cần nhận ra **cách diễn đạt lại (paraphrase)**

###### ◆ Cách làm:

- So sánh từ trong câu hỏi và đoạn văn xem có ý giống nhưng **từ khác** không.

##### Áp dụng vào bài:

- **43:**
  - Từ "**boring**" trong câu hỏi được viết gián tiếp trong đoạn B là: "**not very interesting**"
- **44:**
  - Từ "**discouraged**" được diễn đạt lại bằng "**steer me away from**" (tránh xa) → là cách nói gián tiếp

# EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	<b>self-employed</b> (adj)	tự làm chủ, làm nghề tự do	4	<b>discouraged</b> (adj)	bị làm nản chí, bị ngăn cản
2	<b>take up (a profession)</b> (phr.v)	bắt đầu một việc gì (nghề)	5	<b>rewarding</b> (adj)	bổ ích, đáng làm (mang lại kết quả tốt, thường về tinh thần)
3	<b>provincial theatre</b> (n)	nhà hát địa phương (không thuộc trung tâm lớn)	6	<b>come in handy</b> (idiom)	rất hữu ích (đúng lúc cần)

**\*Note:** *adj* = adjective: tính từ; *phr.v* = phrasal verb: cụm động từ; *n* = noun: danh từ; *idiom* = thành ngữ.

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

You are going to read a magazine article in which four young people talk about how their parents' careers have influenced them. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

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

## Which person

thinks his or her parent's job is boring?	<b>43</b>	
was discouraged from following the same profession?	<b>44</b>	
changed his or her mind about a future career?	<b>45</b>	
experienced pressure to follow the same profession?	<b>46</b>	
feels he or she has not been influenced in choosing a career?	<b>47</b>	
comes from a long line of people in this profession?	<b>48</b>	
thinks the profession in question offers few opportunities?	<b>49</b>	
is concerned his or her choice will cause an argument?	<b>50</b>	
thinks that success in his or her parent's profession is difficult?	<b>51</b>	
thinks his or her parent's profession is rewarding?	<b>52</b>	

# A chip off the old block

*How much are children influenced in their choice of profession by their parents' jobs?  
We asked four young people about their experience.*

## A Graham Button

My dad is a self-employed builder, like his father and his grandfather, and that means he was often out working in the evenings or at weekends when I was a child. I think he was proud of doing a 'real' job, something with his hands, which is perhaps why he always tried to push me into taking up the same profession. And of course he had his own business, which he wanted me to continue after he retired. When I was in high school, I decided that I really didn't want to go into the family business, so at the moment I'm studying history. My father probably thinks I'm going to become a partner in his firm after I graduate, so I do worry that we might have a big fight about this some time in the future.

## B Sue Smith

My mother's a nuclear physicist, which sounds very exciting. The truth is it's a pretty tough profession. And I just don't think it's a very interesting job. Of course it's important, but as far as I can see, you spend most of the day at a desk doing hundreds of calculations, and then checking and rechecking them. My mother did try to motivate me to take an interest in science subjects when I was about 14 or 15, and I think she'd be secretly pleased if I wanted to be a scientist, but she's never put any sort of pressure on me. But I know she also thinks – as I do – that there aren't so many jobs available in pure research, which is what she does.

## C Barry Porter

When people find out my mother's an actress, they always ask what Hollywood films she's been in, and I have to explain that she's only ever worked in provincial theatres. She's hardly ever been on television, which is why not many people know her. That's one of the problems with the theatre: very few people get to the top of the profession, and you have to be extremely lucky just to make a living from it. Actors often worry about where the next job's coming from. Even if I had any talent for acting, I'd be put off by that side of it. As you can gather, I really don't think my future is in the theatre, and in any case my mother has always tried to steer me away from taking up the profession.

## D Ruth Lawrence

My father teaches maths at high school, which definitely used to come in handy when we had a maths test the next day! I think in the back of his mind he expected me to be good at maths because he was always there to explain it. The truth is I've always been terrible at the subject. He also used to tell me about the satisfaction you can get from teaching, and I do think he's right about that. I used to think I wanted to be a teacher, but then I began to think of the disadvantages. The profession's changed and these days teachers have to work a lot in the holidays and prepare a lot at home. In the end I decided to go into accounting, and I don't really think my dad's job affected my decision at all.



Tên: .....

Lớp: S9...

Ngày giao bài: Thứ ....., ngày ...../.....

Ngày nộp bài: Thứ ....., ngày ...../.....



Ngữ pháp: .....

UOE: .....

Mini Test: .....

## SPACE

### FCE READING INTENSIVE

**Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu để có chủ thích nghĩa: Con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

#### A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	<b>reliable</b> (adj)	đáng tin cậy	4	<b>settle in</b> (phr.v)	làm quen với môi trường/người mới
2	<b>economic necessity</b> (n)	nhu cầu/sự cần thiết về kinh tế	5	<b>quantity</b> (n)	số lượng
3	<b>child minder</b> (n)	người trông trẻ	6	<b>make the best of something</b> (idiom)	tận dụng điều gì một cách tốt nhất

**\*Note:** *n = noun: danh từ; adj = adjective: tính từ; phr.v = phrasal verb: cụm động từ; idiom = thành ngữ.*

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

#### B. HOMEWORK

##### GRAMMAR

#### I. Choose the best options (A, B, C, or D) to transform the sentences into reported speech correctly.

0. "Don't forget to do your homework," the teacher said to us.  
A. The teacher said don't forget to do our homework.  
B. The teacher told us don't forget our homework.  
C. The teacher asked us to do our homework.  
D. The teacher said us not to forget to do homework.
1. "I visited my grandma last weekend," Sarah said.  
A. Sarah said she visited her grandma last weekend.  
B. Sarah said she had visited her grandma the previous weekend.  
C. Sarah said she has visited her grandma last weekend.  
D. Sarah told she had visited her grandma last week.
2. "Be quiet!" the librarian said to the students.  
A. The librarian said the students to be quiet.  
B. The librarian asked the students being quiet.  
C. The librarian told the students be quiet.  
D. The librarian told the students to be quiet.
3. "Where have you been?" Tom asked me.  
A. Tom asked me where have I been.  
B. Tom asked me where I went.  
C. Tom asked me where I had been.  
D. Tom said where have you been.

4. "We are going to the cinema tonight," they said.
  - A. They said they are going to the cinema that night.
  - B. They said they were going to the cinema that night.
  - C. They said they went to the cinema tonight.
  - D. They told they were going to cinema that night.
5. "Please don't make so much noise," the mother said.
  - A. The mother asked not make noise.
  - B. The mother asked to don't make noise.
  - C. The mother told us don't make noise.
  - D. The mother asked us not to make so much noise.

## II. Circle the correct answers.

0. "Don't be late," the teacher told us.  
The teacher told us **not be late** / **to not be late** / **not to be late**
1. "Did you leave your phone on my desk?" the receptionist asked me.  
The receptionist wanted to know **did I leave** / **whether I had left** / **if had I left** my phone on her desk.
2. "Can you open the window, please?" he asked me.  
He asked me **open the window** / **to open the window** / **if I open the window**.
3. "We are watching a movie," they said.  
They said they **are watching** / **watched** / **were watching** a movie.
4. "Would you mind helping me carry this bag?" she asked.  
She asked me **helping her** / **to help her** / **if I would mind helping her** carry the bag.
5. "I didn't see anything," Tom said.  
Tom said that he **didn't see** / **hasn't seen** / **hadn't seen** anything.

## III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words.

0. "I'm going to bake a cake," said Mum. (**she**)  
→ Mum said **she was going** to bake a cake.
1. "Richard has passed his driving test," Andy said. (**passed**)  
→ Andy said \_\_\_\_\_ his driving test.
2. "We're staying in tonight to watch TV," Jim said. (**that**)  
→ Jim said they \_\_\_\_\_ to watch TV.
3. "What time does the film start?" Tom asked. (**what**)  
→ Tom asked \_\_\_\_\_ started.
4. "My sister lived in Russia for a year," Carol said. (**lived**)  
→ Carol said \_\_\_\_\_ in Russia for a year.
5. "Do you want a drink?" the waiter asked us. (**if**)  
→ The waiter asked \_\_\_\_\_.
6. "We're flying home next week," said Arthur. (**the**)  
→ Arthur said they \_\_\_\_\_ week.

**Lưu ý:**

1. Khi làm bài tập có từ mới, các con phải tra từ điển. Sau khi tra từ điển, các con chép mỗi từ mới **1 dòng** để ghi nhớ.
2. Các con gạch chân các từ khoá chính trong bài đọc.

**CAMBRIDGE USE OF ENGLISH PRACTICE**

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**   idea                      **B**   view                      **C**   thought                      **D**   decision

<b>0</b>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
----------	----------	----------	----------	----------

**Working parents**

Reliable studies have shown that children of parents who both go out to work have no more problems than children with one parent staying at home. My personal (**0**) ..... is that both parents should go out to work if they wish.

Some parents invest so much in a career that they cannot (**1**) ..... to give it up. Others have to work because of economic (**2**) ..... .

There are several options when it (**3**) ..... to choosing childcare from child minders to the kind neighbour (**4**) ..... the street.

No (**5**) ..... how good the childcare may be, some children protest if their parents aren't around. Babies become dependent on parents and close family (**6**) ..... , so parents should make sure they allow (**7**) ..... time to help their child settle in with their new carer.

Remember: if parents want to (**8**) ..... the best for their children, it's not the quantity of time they spend with them, it's the quality that matters.

- |                          |                   |                    |                    |
|--------------------------|-------------------|--------------------|--------------------|
| <b>1</b> <b>A</b> bear   | <b>B</b> decide   | <b>C</b> hope      | <b>D</b> expect    |
| <b>2</b> <b>A</b> reason | <b>B</b> duty     | <b>C</b> necessity | <b>D</b> task      |
| <b>3</b> <b>A</b> refers | <b>B</b> concerns | <b>C</b> turns     | <b>D</b> comes     |
| <b>4</b> <b>A</b> of     | <b>B</b> opposite | <b>C</b> across    | <b>D</b> next to   |
| <b>5</b> <b>A</b> way    | <b>B</b> matter   | <b>C</b> surprise  | <b>D</b> exception |
| <b>6</b> <b>A</b> people | <b>B</b> adults   | <b>C</b> members   | <b>D</b> grown-ups |
| <b>7</b> <b>A</b> little | <b>B</b> no       | <b>C</b> lots      | <b>D</b> plenty of |
| <b>8</b> <b>A</b> make   | <b>B</b> give     | <b>C</b> have      | <b>D</b> do        |