

LESSON 4: EDUCATION
VOCABULARY & FCE INSTRUCTION

A. NEW LESSON

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 chú thích nghĩa: Con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

No.	New words	Meanings	No.	New words	Meanings
1	kindergarten (n)	trường mẫu giáo	10	scholarship (n)	học bổng
2	primary school (n.phr)	trường tiểu học	11	research (v)	nghiên cứu
3	secondary school (n.phr)	trường trung học cơ sở	12	research (n)	sự nghiên cứu
4	university (n)	trường đại học	13	bookworm (n)	mọt sách, người đọc nhiều sách
5	presentation (n)	bài thuyết trình	14	teacher's pet (n)	học trò cưng của giáo viên
6	lecture (n)	bài giảng, bài diễn thuyết	15	draw a blank (idm)	không thể nhớ ra điều gì đó
7	thesis (n)	luận văn, luận án	16	burn the midnight oil (idm)	thúc khuya/ thâu đêm làm việc, học bài...
8	assignment (n)	việc được giao, bài tập	17	play truant	trốn học, trốn tiết
9	project work (n.phr)	công việc của dự án	18	gap year (n.phr)	khoảng thời gian tạm ngừng việc học, làm việc để nghỉ ngơi, thực hiện kế hoạch khác...

*Note:

n = noun: danh từ;

idm = idiom: thành ngữ;

v = verb: động từ;

n.phr = noun phrase: cụm danh từ

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

B. HOMEWORK

I. Circle the correct answer

0. We compared our product with the leading _____.

A. brands

B. comp

C. butler

II. Fill in the blanks with the given words in the box, some words may not be used. Change the form of the words if necessary

gap *waste* burn thesis scholarship play assignment school

0. I think study guide is a waste of money.

1. I have a lot of reading _____ to complete before the end of term.
2. She often _____ truant and wrote her own sick notes.
3. The point of a(n) _____ year is that it should be the time when the school leaver gets to do the thing that he or she likes.
4. Chris is asleep after _____ the midnight oil trying to finish his article.
5. I wrote my _____ on literacy strategies (*chiến lược đọc viết*) for boys.

III. Match to make meaningful sentences

0. <i>It is awesome to see</i>	a. <i>these magnificent creatures in flight.</i>
1. He asked me for my phone number	b. secondary school in Shettleston.
2. I was a real bookworm	c. and I drew a blank - I just couldn't remember it.
3. He was educated at the local	d. to get into university.
4. You usually need three A levels	e. been given extra homework for a month.
5. Billy was caught playing truant and has	f. when I was a child.

0- a 1- 2- 3- 4- 5-

IV. Complete the words/ phrases using the clues given

0. an object or a piece of equipment that has been designed to do a particular job	D E V I C E
1. an amount of money given to somebody by an organization to help pay for their education	— H — A — — I —
2. a school for children between the ages of 4 or 5 and 11	P — — — A — — S — — O — —
3. a talk giving information about something	P — — — E — — — — I — —
4. a long piece of writing completed by a student as part of a university degree, based on their own research	— H — — — S

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.

line 50

line 66

- 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.

Part 1

You are going to read an extract from a novel. 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.

'He'll be in soon for this,' thought Mrs Bland, who ran the village shop, putting on her glasses to examine the envelope more closely. Every Friday, for over a year, she'd received a letter addressed to Mr Smith. She hadn't, at first, objected when he asked if his post might be sent care of her address. After all, he was new to the village and she liked to oblige people, especially a customer. He'd taken a cottage, he'd explained, a couple of kilometres out of the village and wanted to be sure of getting his letters regularly. So she'd agreed. There seemed no harm in it.

He hadn't been so odd, either, in those first few weeks; a bit untidy, admittedly, and apparently rather shy, but anyone could tell he came from a good background; he was well spoken and polite. There had been gossip about him among the locals, of course. Where had he come from and why had he chosen to live in Stokes Cottage? It had been empty for two years because nobody wanted to live up that lane, far from the main road. The villagers came to the conclusion that the newcomer was from London and had been ill or, more likely, unlucky in love. He had the withdrawn, faded look of illness or disappointment.

As the months passed, however, Mrs Bland became less sure of her decision. With time, he became even less talkative. He would stand silently in the shop, looking out of the window, running his hands through his increasingly long and untidy-looking beard, if another customer was being served. Nobody could draw him into conversation, let alone find out anything about him, and in the end people gave up trying. Some of them complained that he made them feel uneasy and avoided coming into the shop while he was there. But, as Mrs Bland said to them, what could she do? He only came in once a week, on a Friday morning, and she couldn't refuse to serve him on the grounds that he wasn't sociable. 'Besides,' she added to herself, 'I can't start turning people away for no reason.'

She wondered about him, though, and every week looked at the envelope, hoping to find out something. She'd decided that it must contain money, although she couldn't be sure because it was never opened in her presence and even her most inquisitive customers hadn't dared to question him about it. There was clearly something thin and flat inside anyway. The London postmark never varied, and the typewritten address gave no clue as to the sender.

A storm had broken that Friday morning. Mrs Bland had run to put down newspapers to save the line 27 flooring tiles from the worst of the wet and mud, and that's when she saw him coming. He was trudging along with his head bent against the downpour. When Smith entered the shop, Mrs Bland felt the need to begin a conversation immediately, although she knew he would not respond.

'Good morning, Mr Smith. What dreadful weather we're having. Your letter's come.'

'Yes,' said Smith. He took the envelope and put it, without looking at it, into his inside pocket, handing her in exchange the shopping list he always had prepared.

line 33 She read through the list of items, saying each one aloud as she fetched it from the shelf and entered the price in the till. She liked talking. Even when alone, she chatted to herself in her head, but she was afraid of serious conversations. She left that sort of thing to her husband, who was clever with words and sometimes alarmed her with the force of his opinions. You had to be so careful what you said to people in a shop. She would have hated to cause offence, so she limited herself to pleasant chat that said little and harmed nobody. And when Smith was in the shop, she didn't notice his silence so much if she talked, but her thoughts ran alongside her speech, deeper and less comfortable.

- 1 How did Mrs Bland react when Mr Smith first asked her to keep his letters?
 - A She felt sorry for him.
 - B She was curious about him.
 - C She didn't mind helping.
 - D She wasn't sure what to do.
- 2 In the second paragraph, we learn that the local people were
 - A amused by Mr Smith's shyness.
 - B convinced of Mr Smith's unhappiness.
 - C impressed by Mr Smith's physical appearance.
 - D worried by Mr Smith's odd behaviour.
- 3 Why did Mrs Bland's attitude to Mr Smith begin to change?
 - A He appeared at the shop at increasingly inconvenient times.
 - B He answered her questions impolitely.
 - C His appearance alarmed some customers.
 - D He no longer made any effort to communicate.
- 4 How did Mrs Bland respond to people who talked about Mr Smith?
 - A She agreed with their point of view.
 - B She apologised for his behaviour.
 - C She pointed out his right to shop there.
 - D She explained that he was a valuable customer.
- 5 What gave Mrs Bland the idea that the letters might contain money?
 - A the fact that the sender's name was not shown
 - B the way the envelopes looked
 - C the fact that they came so regularly
 - D the secretive way in which Mr Smith handled them
- 6 What does the word 'trudging' (line 27) tell us about Mr Smith?
 - A how he was moving
 - B his facial expression
 - C how he was dressed
 - D his physical size
- 7 What does 'it' (line 33) refer to?
 - A the list
 - B the weekly letter
 - C a price
 - D a product
- 8 What do we learn about Mrs Bland in the final paragraph?
 - A She found her work unsatisfying.
 - B She was frightened of her husband.
 - C She worried about upsetting her customers.
 - D She found it hard to understand people.

Part 2

You are going to read an article about a cookery course for children. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

The little chefs

Hilary Rose travels to Dorset, in the south of England, to investigate a cookery course for children.

There must be something in the air in Dorset, because the last place you'd expect to find children during the summer holidays is in the kitchen. Yet in a farmhouse, deep in the English countryside, that's exactly where they are – on a cookery course designed especially for children.

It's all the idea of Anna Wilson, who wants to educate young children about cooking and eating in a healthy way. 'I'm very keen to plant the idea in their heads that food doesn't grow on supermarket shelves,' she explains. 'The course is all about making food fun and enjoyable.' She thinks that eight is the perfect age to start teaching children to cook, because at that age they are always hungry.

9

These children are certainly all smiles as they arrive at the country farmhouse. Three girls and four boys aged from ten to thirteen make up the group. They are immediately given a tour of what will be 'home' for the next 48 hours. 10
But one thing is quite clear – they all have a genuine interest in food and learning how to cook.

Anna has worked as a chef in all sorts of situations and has even cooked for the crew of a racing yacht, in limited space and difficult weather conditions. 11
'Kids are easy to teach,' she insists, 'because they're naturally curious and if you treat them like adults they listen to you.'

Back in the kitchen, Anna is giving the introductory talk, including advice on keeping hands clean, and being careful around hot ovens. 12

Judging by the eager looks on their young faces as they watch Anna's demonstration, they are just keen to start cooking.

The children learn the simplest way, by watching and then doing it themselves. They gather round as Anna chops an onion for the first evening meal. Then the boys compete with each other to chop their onions as fast as possible, while the girls work carefully, concentrating on being neat. 13
When they learn to make bread, the girls knead the dough with their hands competently, while the boys punch it into the board, cheerfully hitting the table with their fists.

The following morning, four boys with dark shadows under their eyes stumble into the kitchen at 8.30 a.m. to learn how to make breakfast (sausages and eggs, and fruit drinks made with yoghurt and honey). We learn later that they didn't stop talking until 4.30 a.m. 14
Ignoring this, Anna brightly continues trying to persuade everyone that fruit drinks are just as interesting as sausages and eggs.

Anna has great plans for the courses and is reluctant to lower her standards in any way, even though her students are so young. 15
'And I like to keep the course fees down,' Anna adds, 'because if the children enjoy it and go on to teach their own children to cook, I feel it's worth it.' If this course doesn't inspire them to cook, nothing will.

- A** This is followed by a session on 'knife skills', which will be important later on.
- B** She always uses top-quality ingredients, such as the best cuts of meat and the finest cheeses, so there's clearly no profit motive in this operation.
- C** As they wander round, they argue light-heartedly about who has had the most experience in the kitchen.
- D** In the garden, they learn about the herbs that they will use in their cooking.

- E** Their obvious tiredness may explain why one of them goes about the task so carelessly that the ingredients end up on the floor.
- F** This is particularly true of young boys, who are happy to do anything that will end in a meal.
- G** As a result, she has a very relaxed attitude to cooking, constantly encouraging the children and never talking down to them.
- H** This contrast will become something of a theme during the course.

Nguồn: FCE 4 – Test 1 – Reading – Part 2

I. Write the correct English meaning of the Vietnamese word or phrase

No.	Vietnamese	English
1.	sự hoàn tiền (n)	r_____
2.	sự mặc cả, sự thỏa thuận mua bán/ món hời (n)	b_____
3.	tiết kiệm (adj)	e_____
4.	so sánh giá cả giữa các cửa hàng với nhau để tìm được chỗ nào giá cả hợp lý nhất (phr.v)	s_____ a_____
5.	tiệm tạp hóa (n.phr)	g_____ s_____

II. Make a new sentence by joining the two short sentences. The sentence in bold should become the relative clause

1. We called a doctor. **The doctor works at a hospital in London.**

→ _____.

2. I often buy cheese. **The cheese is imported from Paris.**

→ _____.

3. The teacher was sick. **I wanted to see the teacher.**

→ _____.

4. They live in a city. **The city is in the North of England.**

→ _____.

5. The television was stolen. **The television was bought 20 years ago.**

→ _____.