Tên: …….. **Đọc:** …….

Lớp: S8…

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 trước và sau chỗ trống → từ đó tìm mối liên hệ logic với các câu A–I.

🔹 **Cách làm:** Gạch chân **từ/cụm từ quan trọng** như: danh từ chính, động từ, tính từ, hoặc những yếu tố mang tính kết nối (ví dụ: "others", "they", "in contrast", "this discovery"...).

🔍 **Ví dụ từ bài:**

- Trước chỗ trống **(1)**: "The reason we can use our hands for so many things is their extraordinary anatomy."
- Sau đó là: "Some are connected to bones within the hand, while others snake their way to the arm..."
- → Gạch chân những từ khóa như: **"anatomy"**, **"bones"**, **"some... others..."** → có thể hiểu phần này đang mô tả chi tiết cấu tạo bàn tay.

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

🔹 **Mục tiêu:** Hiểu **toàn bài viết đang nói về cái gì** và **đoạn nào đang nói về nội dung gì**, để tìm vị trí phù hợp cho từng câu A–I.

🔹 **Cách làm:**

- **Skim**: Đọc nhanh từng đoạn để biết đoạn đó nói về điều gì (giải phẫu bàn tay, tiến hóa, chức năng, nghiên cứu khoa học...).
- **Scan**: Nhìn các câu A–I và xác định **ý chính của từng câu**, từ đó tìm xem câu nào khớp với đoạn nào.

🔍 **Ví dụ từ bài:**

- Câu **(2)** nằm ở đoạn nói về "Other species have hands too" → có thể hiểu là nói về **tay của các loài động vật khác**.

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

🔹 **Mục tiêu:** Câu đúng thường **không dùng từ giống hệt**, mà là dùng **cách diễn đạt lại** (paraphrase) hoặc **từ đồng nghĩa** → cần để ý ngữ nghĩa.

🔹 **Cách làm:**

- So sánh ý chính của câu gợi ý với đoạn văn → nếu thấy **nội dung tương đương dù khác từ**, đó có thể là câu đúng.
- Đặc biệt để ý đến: **câu nối lý do, ví dụ, kết luận**, vì thường dễ paraphrase.

🔍 **Ví dụ từ bài: Câu 1 trong bài "Our Amazing Hands":**

- **Câu trước chỗ trống:**
  The reason we can use our hands for so many things is their extraordinary anatomy.
- **Ở câu F:** *The thumb alone is controlled by nine separate muscles.*
- → **Paraphrase:** "Extraordinary anatomy" ⟶ cụ thể hóa bằng "nine separate muscles"
  → Đây là ví dụ chi tiết minh họa cho lý do nói trên, nhưng không lặp lại từ, mà dùng **cách diễn đạt tương đương.**

LIVEWORKSHEETS

Part 2: You are going to read an article about the evolution of hands. Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each gap (1–8). There is one extra sentence which you do not need to use.

Our amazing hands

The hand is where the mind meets the world. We use our hands to build fires, to steer airplanes, to write. The human brain, with its open-ended creativity, may be the thing that makes our species unique. But without hands, all the grand ideas we think up would come to nothing.

The reason we can use our hands for so many things is their extraordinary anatomy. **(1)** _____. Some are connected to bones within the hand, while others snake their way to the arm. The wrist is a floating group of bones and ligaments threaded with blood vessels and nerves. The nerves send branches into each fingertip. The hand can generate fine forces or huge ones. A watchmaker can use his hands to set springs in place under a microscope. A sportsman can use the same anatomy to throw a ball at over 100 kilometres an hour.

Other species have hands too. **(2)** _____. In other cases we have to look closer. A bat's wings may look like sheets of skin. But underneath, a bat has the same five fingers as a human, as well as a wrist connected to the same cluster of wrist bones connected to the same long bones of the arm.

In exploring how hands have evolved, researchers over the past 150 years have dug up fossils on every continent. **(3)** _____. They've studied the genes that build hands. It appears that our hands began to evolve at least 380 million years ago from fins – not the flat, ridged fins of a goldfish but the muscular, stout fins of extinct relatives of today's lungfish. Inside these were a few chunky bones corresponding to the bones in our arms. **(4)** _____. The digits later emerged and became separate, allowing the animals to grip underwater vegetation as they clambered through it.

(5) _____. Some species had seven fingers. Others had eight. But by the time vertebrates were walking around on dry land 340 million years ago, the hand had been scaled back to only five fingers. It has retained that number of fingers ever since – for reasons scientists don't yet know.

Nevertheless, there are still many different types of hands in living species, from dolphin flippers to eagle wings to the hanging hooks of sloths. **(6)** _____. They can also see that despite the outward differences, all hands start out in much the same way. There is a network of many genes that builds a hand, and all hands are built by variations on that same network. It takes only subtle changes in these genes to make fingers longer or to turn nails into claws.

The discovery of the molecular toolbox for hand building has given scientists a deeper understanding of evolution. **(7)** _____. It may just be a little more of one protein here, a little less of another there. **(8)** _____. Today scientists are uncovering the inward signs as well.

A. Over time, smaller ones developed that would eventually become wrists and fingers.
B. Although a vulture's wing and a lion's paw may appear to have nothing in common, the difference between them may come down to tiny variations.
C. They also use them for a number of different purposes.
D. No one would doubt that the five fingers at the end of an orangutan's arm are part of anything else.
E. By studying these, scientists are beginning to understand the molecular changes that led to such dramatic variations.
F. The thumb alone is controlled by nine separate muscles.
G. Early hands were more exotic than any hand today.
H. In the past, scientists could recognise only the outward signs that hands had evolved from a common ancestor
I. They've compared the anatomy of hands in living animals.

EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**extraordinary** (adj)	phi thường, khác thường	5	**fossil** (n)	hóa thạch
2	**anatomy** (n)	giải phẫu học, cấu tạo cơ thể	6	**clamber** (v)	leo trèo
3	**ligament** (n)	dây chằng	7	**variation** (n)	sự biến đổi, biến thể
4	**generate** (v)	tạo ra (sức mạnh, năng lượng...)			

***Note:** *adj = adjective: tính từ;* *v = verb: động từ;* *n = noun: danh từ.*

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

LIVEWORKSHEETS

Tên: …….. **Ngữ pháp:** ……

Lớp: S8… **Đọc:** …….

Ngày giao bài: Thứ ……, ngày ……/……. **Mini Test**: ……

Ngày nộp bài: Thứ ……, ngày ……/…….

SPACE

FCE READING INTENSIVE

Lưu ý: *Nếu thầy cô có cho ghi thêm từ vựng mở rộng vào vở, hoặc trong phiếu đề có các từ vựng kèm chú thích nghĩa, con hãy chép lại mỗi từ 1 dòng vào vở để ghi nhớ nhé!*

A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**computer-generated** (adj)	do máy tính tạo ra	4	**perspective** (n)	góc nhìn, quan điểm
2	**turnover** (n)	doanh thu	5	**segment** (n)	phân khúc, phần (trong thị trường)
3	**sequence** (n)	chuỗi (cảnh, hành động), trình tự	6	**commercially** (adv)	về mặt thương mại

***Note:** *n = noun: danh từ; adj = adjective: tính từ; adv = adverb: trạng từ.*

*Con học thuộc nghĩa của từ, chỉnh 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. "Can you help me with this project?" Tom asked me.
   A. Tom asked me I can help him with that project.
   B. Tom asked me to help me with that project.
   C. Tom asked me to help him with that project.
   D. Tom said if I help him with this project.
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.

LIVEWORKSHEETS

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. "I can't come to the party," Sarah said.
   Sarah said that she **couldn't come / can't come / doesn't come** to the party.
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. "Please help me with this box," she said to him.
   She asked him **to help her / help her / if he helps her** with the box.
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. "I'm thinking of going on a diet," said George. **(he)**

→ George said _____of going on a diet.

4. "My sister lived in Russia for a year," Carol said. **(lived)**

→ Carol said _____ in Russia for a year.

5. "I'll call you tomorrow," Karl said to me. **(next)**

→ Karl said he _____ day.

6. "We're flying home next week," said Arthur. **(the)**

→ Arthur said they _____ week.

LIVEWORKSHEETS

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 READING PRACTICE

PAPER 1 Reading and Use of English	Part 1
	Part 2
PAPER 2 Writing	Part 3
	Part 4
PAPER 3 Listening	Part 5
PAPER 4 Speaking	Part 6
	Part 7

You are going to read an article about computer games. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one extra sentence which you do not need to use.

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

Films and computer games

In just a few decades the gaming industry has become a lot bigger than the film business. In terms of turnover, what is rather grandly called 'interactive entertainment' makes twice as much money as Hollywood cinema. Which of course leaves people in the film business wondering if they can harvest any of this new income. Is there any way of making films more appealing to people who regularly like to play computer games?

Making a film out of a best-selling computer game can certainly guarantee a large audience. **37** ____ New games have stunning action sequences that rely on fantasy effects, and now films are being released with similar scenes. Gravity is discarded as heroes leap across huge gaps, while slow-motion techniques show bullets moving through the rippling air.

A major segment of the gaming market comprises science-fiction games, and film-makers have started to realise that they could set films in similar sci-fi future worlds. **38** ____ Any attempt to borrow more than the setting from a game is probably doomed.

There are many examples of successful film-game combinations. Rather than making a film using characters and stories from a computer game, the trick seems to be to make a film that has a fast-moving action sequence and then bring out a game based on that sequence. People who enjoyed the film will probably want to buy the game. This clearly creates a new market opportunity for the gaming industry.

Why do gamers feel disappointed by films based on their favourite games? **39** ____ Computer games can show the action from a number of perspectives easily, because everything is computer-generated. But filming a sequence from 20 different cameras would cost a fortune, so it simply isn't done in the film version – leaving the gamers feeling that the film didn't look as real as the computer game.

Cameras matter in another sense, too. In a film the director shows you the action from certain perspectives but makes sure he doesn't show you some things to keep you in suspense. Think of your favourite thriller. **40** ____ In films you are not supposed to have access to all the information. Suspense and mystery are essential elements of film-making.

41 ____ When you play a game, you have to do certain tasks to proceed to the next level. Therefore, you must be able to see everything in order to make your choices, to decide what to do next: which door to open, and so on. You must have access to all the information. You, as the player, are always in control. In the cinema you never control the action. You just sit and watch.

There can be some interaction between films and computer games on a number of different levels, but in the end they fulfil different needs. **42** ____ For all the similarities between technologies and special effects, we shouldn't forget that a story and a game are fundamentally different.

A We go to the cinema to let someone else tell us a story, knowing we can't influence what happens at all.

B You wouldn't be interested in watching the film if you knew the identity of the murderer, for instance.

C This is not true for computer games.

D Its success lies in the use of special effects.

E This usually means that the film has a good chance of being as commercially successful as the game on which it is based.

F One reason is technical.

G However, the difficulty for the producers of Hollywood appears to be knowing where and when to stop.

LIVEWORKSHEETS