

Tên: .....

Viết: .....

Lớp: S8...



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

## FCE WRITING INTENSIVE

### CLASSWORK

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style.

You see this notice in a popular English-language magazine called *Cinema News*:

Have you seen any good films lately? If you have, write a review for our magazine! Include information on the plot and the characters, and say why you think the film is worth seeing.

We will publish the best reviews in next month's issue.

**Write your review.**

**Example:**

One of the best animated films I've watched recently is *Encanto*, a Disney movie full of colour, magic, and music. It's not just fun to watch — it also teaches some important lessons.

The story is about Mirabel, a girl in the magical Madrigal family. Everyone in her family has a special power, like super strength or talking to animals — except Mirabel. When the family's magic starts to disappear, she is the only one who can save it.

Mirabel is a great main character. She's brave, kind, and never gives up, even when others don't believe in her. The other characters are also funny and unique, and the songs are very catchy!

I think *Encanto* is worth seeing because it talks about family, being different, and believing in yourself. It's a film that makes you smile — and maybe cry a little too.

**Discuss:**

- + How many words are there?
- + Does it include opinion and personal response?
- + What tenses are used?
- + What adjectives or descriptive language are used?
- + Is the tone appropriate for a review?
- + Is it good writing?



Tên: .....

Lớp: S8...

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

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

Ngữ pháp: .....

Đọc: .....

Mini Test: .....

## IDOLS

### FCE WRITING INTENSIVE

#### A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	<b>immense</b> (adj)	to lớn, khổng lồ	5	<b>sector</b> (n)	khu vực, lĩnh vực (kinh tế, xã hội...)
2	<b>formative</b> (adj)	định hình, ảnh hưởng giai đoạn phát triển	6	<b>visibility</b> (n)	sự hiện diện, sự dễ nhận thấy
3	<b>pastime</b> (n)	trò tiêu khiển, hoạt động giải trí	7	<b>stimulus</b> (n)	sự kích thích, tác nhân thúc đẩy
4	<b>incorporate</b> (v)	kết hợp, tích hợp	8	<b>heart-pumping</b> (adj)	làm tim đập nhanh

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

\*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. The teacher told us that we had to finish the test before 11 a.m.

- (A) "You must finish the test before 11 a.m.," the teacher said.
- B. "You had to finish the test before 11 a.m.," the teacher said.
- C. "You have finish the test before 11 a.m.," the teacher said.
- D. "You are to finish the test before 11 a.m.," the teacher said.

1. Mia said she had never been to a concert before.

- A. "I've never been to a concert before," Mia said.
- B. "I never been to a concert before," Mia said.
- C. "I had never gone to a concert before," Mia said.
- D. "I never go to concerts," Mia said.

2. The man asked me to fill in the form clearly.

- A. "You fill in the form clearly," the man asked me.
- B. "Please fill in the form clearly," the man said to me.
- C. "Would you fill the form clearly?" the man said.
- D. "To fill in the form clearly," the man asked me.

3. My brother told me not to touch his laptop again.

- A. "Don't touch my laptop again," my brother told me.
- B. "Please do touch my laptop again," my brother asked me.
- C. "You can touch my laptop again," my brother said.
- D. "Not touch my laptop again," my brother told me.

4. She said that she was thinking of quitting the club.
- “I am thinking of quitting the club,” she said.
  - “I was thinking of quitting the club,” she said.
  - “I think to quit the club,” she said.
  - “I had thought about quitting the club,” she said.
5. The teacher reminded us to bring our books the next day.
- “Don’t forget to bring your books tomorrow,” the teacher said.
  - “Remember bringing your books tomorrow,” the teacher said.
  - “Please remember bring your books,” the teacher said.
  - “You to bring your books tomorrow,” the teacher said.

**II. Read the situations below. Choose the most suitable sentence from the box to complete each situation, changing it into REPORTED SPEECH.**

<b>You eat unhealthily.</b>	<b>You need to focus more.</b>
<b>Don’t touch that button!</b>	<b>You speak too quickly.</b>
<b>Could you explain that again?</b>	<b>Please come in and sit down.</b>

0. *I noticed Tom's diet consisted mostly of fast food, so I told him that he ate unhealthily.*

1. Liam often spoke very fast in presentations, so his teammate said that \_\_\_\_\_.
2. I wasn't sure how the machine worked, so I asked the staff \_\_\_\_\_.
3. The technician saw me reaching toward the control panel, so he warned me \_\_\_\_\_.
4. When I arrived at the office, the assistant welcomed me and told me \_\_\_\_\_.
5. Sarah had trouble paying attention, so the tutor told her \_\_\_\_\_.

**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. “I visited London last year,” said Peter. (**that**)

→ Peter said \_\_\_\_\_ London the previous year.

2. “We’ve just finished the project,” said the students. (**finished**)

→ The students said \_\_\_\_\_ the project.

3. “I can’t come to the party,” said Mia. (**she**)

→ Mia said \_\_\_\_\_ to the party.

4. “I’ll meet you at 6 p.m.,” Jack said to Alice. (**would**)

→ Jack said to Alice \_\_\_\_\_ at 6 p.m.

5. “We are leaving tomorrow,” the boys said. (**next**)

→ The boys said \_\_\_\_\_ day.

**Lưu ý:**

- 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.
- 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  
Part 3  
Part 4  
Part 5  
**Part 6**  
Part 7

**PAPER 2 Writing****PAPER 3 Listening****PAPER 4 Speaking**

You are going to read a newspaper article about the benefits of playing 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.

## Computer games: not just for kids!

*More people than ever are turning to computer games for fun and health benefits*

Susie Bullen lines up, swings her arm back, and releases another perfect throw for yet another strike. When the game is over, the 94-year-old has rolled a personal best of 220. But Bullen isn't hanging out in the local bowling alley – she's playing on a popular interactive gaming system that has gained immense popularity with people of all ages.

Bullen, who once competed in leagues but hasn't bowled in nearly 70 years, said the interactive sports games give her the opportunity to reconnect to many of the activities she enjoyed in her formative years. 'I try to play as much as I can,' says Bullen, resident of a peaceful retirement community in Ontario, Canada. **37** Bullen regularly competes against her great-granddaughter, 16-year-old Melanie, on her gaming console.

Bullen is amongst a growing number of older people participating in this kind of pastime, which is helping to bring generations together in a shared activity. 'It's great fun playing against my great-grandma', says Melanie. **38**

According to recent research in the entertainment software sector, the percentage of people over 50 playing computer games has more than doubled since the year 2000, and the number is expected to increase as the popularity and visibility of current computer game platforms continue to grow. **39**

Interactive games have been linked to providing increased mental and physical well-being across the age groups. In addition to boosting mood, playing an 'exer-game' for around half an hour, three times a week, improves balance and leaves players feeling refreshed and energised. **40** Just like traditional forms of exercise, interactive gaming promotes better mental sharpness and hand-eye coordination. And one study has shown that there are some characteristics of gaming that promote visual learning, too – that is, acquiring skills through associating ideas and concepts with images and techniques.

So, what is it that has attracted older people to join in the gaming world? **41** Not only are the most successful platforms those with user-friendly controls, but the best games for the whole family to get involved in together are those which aren't overly-complicated, but still offer plenty in terms of stimulus.

**42** A ten-pin bowling game, for example, requires users to swing their arms in the same motion as a bowler, while holding down a button on the controller. When the player is ready to release the ball, he or she simply releases the button. And as he or she does so, the feel-good factor is released along with it!

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| <p><b>A</b> In a market flooded with thousands and thousands of games, finding the right fit can be challenging.</p> <p><b>B</b> And as computer game usage amongst older people has risen, researchers have conducted studies that have concluded that computer games provide much more than simple entertainment value.</p> <p><b>C</b> 'I've always been sports-minded and like watching sports. Playing computer games is a bit of fun and it's great to see how you can do, as well as providing some much-needed exercise.'</p> <p><b>D</b> Games which mimic the movements of the sports they represent are particularly popular amongst gamers who not only want to have fun, but want to incorporate a bit of heart-pumping action into their free-time activities as well.</p> | <p><b>E</b> This includes balance boards that record movements and give feedback on performance. Activities include yoga poses, push-ups, strength, balance and aerobic exercises.</p> <p><b>F</b> 'She's a real pro and it's hard for me to keep up. She's a fantastic opponent and we have a lot of laughs.'</p> <p><b>G</b> Active game-playing helps people of all ages recognise that exercise can be fun and socially enjoyable, and isn't just about hitting the treadmill at the gym.</p> |
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