

Tên:

Lớp: S9...

Ngày làm bài: Thứ, ngày/.....



Đọc:

FCE READING INTENSIVE

A. FCE READING: PART 2

- Pre-reading: Look at the reading title and discuss the questions.

1. What do you think an "open-air school" might look like?
2. What kind of activities might students do in a school without classrooms?
3. Why might some parents prefer traditional schools?

- Reading:

You are going to read an article about an unusual school in Germany, where the pupils have a great deal of freedom. 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.

Open-air teaching In Germany

A bold experiment in education that aims to help young students become independent thinkers

In 2013, Wolfgang Schwarz became Assistant Headteacher at a Hamburg school. It was a conventional school: teachers taught lessons that pupils had to attend, and set compulsory homework for pupils. The school taught all the usual subjects from English to maths. The Senior Management team told the teachers what to do, and the teachers told the pupils what to do.

Shortly after this, Schwarz read an article about open-air schools, whose aim is to encourage children to be more independent and develop important life skills in a natural setting. **37** This is in contrast to more traditional schools like where Schwarz was working, where (according to critics) the focus is too much on the teaching and learning of factual information, and where children aren't given enough opportunity to learn how to think for themselves. They maintain the physical limitations of the classroom stop students learning naturally. Learning outside, in a forest or on a beach encourages students to think more about the world around them.

However, there were only a small number of outdoor schools across Germany. **38** In 2014, that is exactly what he did, and the Hamburg Outdoor School was born. With four teachers and 42 children aged between 4 and 18, Schwarz's school had a small building set in large grounds near a beach and private forest. Now they use the areas outside the school more than the old classrooms. Most lessons take place outside.

What actually makes it an 'outdoor' school? How does it work in practice? **39** There are no tests and no homework you have to do, although some parents have, additionally, set their children academic tasks to complete away from school.

The curriculum is certainly not conventional.

40 Last year, the students sampled more than 80 different subjects, learning some maths, history and physics in the process.

And some of the teaching is done by the students themselves, such as a

course on geology, taught by 13-year-old Dieter Altmann, which has become one of the most popular at the school. Other subjects range from juggling to fishing techniques.

However, student independence isn't just limited as to how the children actually do their learning. **41** At these sessions, anything can be discussed, ranging from discipline issues to deciding who should be allowed to start at the school. Everyone, from the youngest child to the school Headteacher, has an equal vote in all this. All decisions are made democratically, so the teachers can be outvoted by the children theoretically; this is something which does happen from time to time. The key question is this: does a school with optional lessons and student-led courses on juggling really provide students with the best start in life? **42** Accepting that students in normal schools may become better at certain skills, he maintains that children can learn facts much better in a natural environment through experimentation and observation. 'If you learn out of the classroom in the natural world, it makes learning more meaningful and memorable'.



- | | |
|---|---|
| A Schwarz is convinced that it can. | E They basically run the school too, through their weekly discussion meetings. |
| B But Schwarz never saw this as a problem. | F So this got Schwarz thinking: why not open one himself? |
| C These include critical thinking and the ability to socialise. | G The pupils study rare crafts like soap-making, and Mr Schwarz has even taught classes in cheese-tasting. |
| D Simple: the children make the rules, choose their classes and where to work. | |

B. FCE READING: PART 3

- **Pre-reading:** Look at the reading title and discuss the questions.

1. What do you think makes these teenagers “business stars”?
2. What kinds of businesses might teenagers be involved in?
3. What personal qualities might help a young person become a successful entrepreneur?

- **Reading:**

You are going to read an article about four teenagers who have started their own business. For questions **43–52**, choose from the teenagers (**A–D**). The teenagers may be chosen more than once.

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

Which teenager

says they are highly motivated?

43	
----	--

has started to feel more confident?

44	
----	--

is planning to open another business?

45	
----	--

says that managing time can be hard?

46	
----	--

says they learn from their mistakes?

47	
----	--

says that their age surprises some people?

48	
----	--

tends not to tell people how old they are?

49	
----	--

wanted to improve an experience for customers?

50	
----	--

says their work involves something they find easy?

51	
----	--

realised what they wanted to do while helping someone else?

52	
----	--

Four teenage business stars

A Rebecca Dundee, 16

I suppose it was obvious I had a head for business when I was about six. I used to make my parents cups of tea in the morning – and charge them 20p for each one. And it was another 20p if it needed reheating. And then about a year ago I was in a chain coffee shop waiting in line to get my drink, and I just realised how dreadful the whole experience was – dirty tables, rubbish WiFi and grumpy staff. And I thought ‘I bet I could do better than that’. So a friend and I launched an app enabling people to access menus, order and interact with each other. Since then I haven’t looked back. I was concerned that I wasn’t doing too well at school, which was a bit depressing, but with the business going so well, it feels great to be where I am now.

B Jimbo, 15

When people ask what I do, I tell them I advise people about their brand on social media. They can’t believe I’m doing this while I’m so young. But I love it. The tricky bit is getting everything done that I need to; sometimes there aren’t enough hours in the day! I’ve been doing the job about six months, and it took quite a lot of effort at the start to persuade my mum and dad that it wasn’t just a waste of time. But now they’re confident I’m doing OK. Which is just as well, because now that I’ve launched an online magazine, I should have several more projects on the way, as long as I can get the money together. One’s going to be setting up a firm with my best mate – it should start to do quite well after about a year. So watch this space!

C Sarah McFinny, 18

Using social media comes naturally to me, and it’s not something I’ve ever had to try to get my head around. I’m in my first year at uni, and I was lending a hand to someone who wanted to organise a social media campaign for a university sports club. I did lots of work for her, setting it up and publicising it, and she couldn’t believe the results I got. It was amazing! So I thought, ‘You know what – I could make some money out of doing this sort of thing’. When I’m talking to clients, obviously I don’t shout about my age, I mean you want to be taken seriously. When I graduate, I want to help my parents run their business, or at least do that part-time. I’m excited about the future.

D Duncan Jackson, 15

Well, I’ve never liked spending money, even at a really young age. But now that I’ve worked out how to make money, I’m really driven to get out of bed every morning and make as much as I can. I basically run an online shop, and I’ve had over 100 customers so far. It’s always nice when a customer visits the store and buys from you again – you know you’re doing something right. I don’t always get things right though. In fact, there are lots of things I’ve got very wrong, like setting my prices too high – or too low! But that can be useful, because when something doesn’t go as planned, you can always adapt and hope you do it better next time.

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Ngày nộp bài: Thứ, ngày/.....



Ngữ pháp:

Độc:

Mini Test:

FCE READING INTENSIVE

A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	acknowledge (v)	thừa nhận	4	contribute (v)	đóng góp
2	ambitious (adj)	có tham vọng	5	bothered (adj)	bận tâm, lo lắng
3	clarification (n)	sự làm rõ	6	material things (n)	vật chất

***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. CLASSWORK

I. Choose the correct answers.

0. *Waiting at the bus stop in January without a coat, we were absolutely _____.*
☒ A. freezing B. boiling C. hilarious D. huge
1. After walking through the desert all day without water, we were completely _____.
A. wet B. freezing C. full D. dehydrated
2. The cake she made for the contest was incredibly _____; everyone kept asking for seconds.
A. bland B. raw C. burnt D. delicious
3. He was absolutely _____ when he saw his broken phone screen.
A. thrilled B. furious C. delighted D. grateful
4. The horror film we watched last night was truly _____. I couldn't sleep!
A. boring B. hilarious C. terrifying D. noisy
5. The hotel room was incredibly _____; the walls were stained and the carpet smelled bad.
A. clean B. filthy C. spacious D. organized
6. Her performance on stage was unbelievably _____; the audience gave her a standing ovation.
A. average B. clumsy C. stunning D. silent

II. Fill in the blanks with the correct COMPARATIVE form of the word in brackets. Decide whether an adjective or an adverb is needed in each case.

At Innovexa, we believe that every project should be handled (0) more professionally (**professional**) than the last. The latest training program is (1) _____ (**comprehensive**) than any we've implemented before.

Our researchers now think (2) _____ (**critical**) when approaching complex problems, and our data reports are (3) _____ (**clear**) than they were in previous quarters.

Client feedback is being addressed (4) _____ (systematic), and responses are delivered (5) _____ (fast) than the industry average.

Overall, our team's performance is (6) _____ (strong), and collaboration is happening (7) _____ (smooth) across departments.

C. HOMEWORK

GRAMMAR

I. Fill in the blanks with the correct words from the box.

furious	starving	delicious	freezing
ridiculous	huge	exhausted	fascinating

Last weekend, we went on a hiking trip in the mountains. It was supposed to be a short walk, but we got lost, and by the time we found our way back, we were all (0) exhausted! The wind at the top of the hill was (1) _____, and none of us had brought gloves. I was also (2) _____, since we hadn't eaten since breakfast.

To make things worse, Jake forgot the map and claimed he could "follow the sun." Honestly, that was (3) _____! When we finally got back to the cabin, Sam realized he had lost his backpack; he was (4) _____. Thankfully, someone had baked a(n) (5) _____ apple pie, and we all shared it. It was (6) _____, and it instantly lifted our spirits.

Even though it was a disaster in some ways, I found the whole adventure quite (7) _____ and wouldn't mind doing it again, but with better planning next time!

II. Rewrite the following sentences. Use the verb in brackets.

0. *I don't think David enjoyed the party. (can't)*

→ David can't have enjoyed the party.

1. I'm sure they completed the project on time. (must)

→ _____.

2. It's possible that Mia left her phone in the taxi. (might)

→ _____.

3. Tom had enough time, but he didn't apply for the scholarship. (could)

→ _____.

4. I regret not speaking up during the meeting. (should)

→ _____.

5. James didn't take the cookies; he was out all day. (can't)

→ _____.

6. It's highly likely that the guests misunderstood the invitation. (must)

→ _____.

III. Write meaningful sentences with the words given using comparative. Add any words you need.

0. *This laptop / heavy / expensive / the one I bought last year*

→ This laptop is heavier and more expensive than the one I bought last year.

1. Last year, the new intern / work / efficiently / the previous one

→ _____.

2. The exam / difficult / long / we expected

→ _____.

3. He / always / explain things / clearly / the other teacher
→ _____.
4. Our trip last week / adventurous / exciting / the last one
→ _____.
5. This solution / practical / effective / the one we used before
→ _____.

CAMBRIDGE READING PRACTICE

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.

You are going to read an article about four teenagers who have learnt a useful life lesson. For questions **43–52**, choose from the teenagers (**A–D**). The teenagers may be chosen more than once.

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

Which teenager

explains how admiring another person led to him accepting his own personality?

43	
----	--

mentions how acquiring a new skill has made him approach other things in a similar way?

44	
----	--

shared their hopes with someone else?

45	
----	--

has had a positive impact on other people's lives?

46	
----	--

admits to still having the same wishes for the future?

47	
----	--

felt frustrated that he hadn't done something he felt he should have done?

48	
----	--

made efforts to fit in with his classmates?

49	
----	--

took note of someone else's experiences of life?

50	
----	--

admits to struggling with something that is expected of him?

51	
----	--

acted on some advice he was given?

52	
----	--

Lessons for life

A Ben

Making mistakes is something I've always tried to avoid. I used to feel pretty terrible if I thought I'd offended someone by saying the wrong thing, or if I messed up some schoolwork because I'd rushed it. If you do something wrong, you know you're meant to acknowledge it, and I do, even though I find that tough! Anyway, last month I started going to a Chinese class in the village where I live. I don't find Chinese easy to learn quickly; for a start, there's a whole new writing system to memorise, as well as unfamiliar pronunciation and grammar. If I'd sat in the classes and not said anything because I was afraid to make mistakes, I wouldn't have learnt anything. I've also realised I can apply that to other parts of my life, too, and I do.

B Ali

I've always been ambitious – I want to be top of every class, captain of the football team, get a great job and earn loads of money when I finish school. I told my grandma about my plans one day and she said, 'What if that doesn't happen? Does that mean you'll never be happy?' That made me think. My grandparents don't live in a big house and they don't have a car. They don't have a ton of money either. Yet, they love life. I asked Grandma her secret. 'Well, I'm not interested in material things,' she said. 'Look around you. Smell those beautiful flowers, feel that sunshine on your back, laugh at Grandad's silly jokes. Don't let go of your dreams,' she advised me, 'but don't be disappointed if things don't quite work out the way you want them to.' I'm still just as ambitious and tough on myself. My character hasn't changed, but now I appreciate the smaller things in life too.

C Nathan

Being shy, like I was as a little kid, isn't great. You see the confident kids at school happy to speak up in class, taking all the best roles in school plays and just generally not being too worried by what other people think of them. I used to think being shy meant I was boring, or didn't have anything very interesting to say. I wished I could be different and tried so hard to be more outgoing or think of stuff to talk about, that I'd come home from school feeling exhausted every day. Then a new boy joined our class. He was quiet and didn't contribute much to conversations, but when he did speak, he was full of amazing ideas and didn't seem bothered by anyone disagreeing with him. That was great. He wasn't in the least concerned about whether people liked him or not either, and I learnt an important life lesson from him: just be yourself.

D Jan

The greatest lesson I've learnt is not to be afraid to ask for help. If you're struggling with something at school and everyone else seems to get it, it can be hard to ask the teacher to explain it again. I used to worry everyone would tease me about it. Then I got a bad mark for a project I did and I knew that if I'd just asked for clarification on what we were supposed to do, I could've done well. Next time there was something I didn't understand, I waited till the end of the class and asked the teacher about it. He said he wished I'd ask in class and then he could explain things better if necessary. He said maybe other students got confused too. So, next time, I spoke up. No one laughed and afterwards one or two people even thanked me – they'd been worried about asking too.