

## UNIT 1 | GENERATION GAP AND INDEPENDENT LIFE

### A. VOCABULARY (TỪ VỰNG)

#### Unit opener

No	Words		Transcription	Meaning
1	difficult	(a)	/'dɪfɪkəlt/	khó, khó khăn, khó tính
2	easy-going	(a)	/'i:zɪ, ɡəʊɪŋ/	dễ tính
3	generation gap	(n)	/, ɟʒənə' reɪʃən ɡæp/	khoảng cách giữa các thế hệ
4	independent	(a)	/, ɪndɪ' pɛndənt/	tự lập, không phụ thuộc
5	old-fashioned	(a)	/əʊld- 'fæʃənd/	lạc hậu, lỗi thời
6	strict	(a)	/strikt/	ng nghiêm khắc, khắt khe

#### Lesson 1a

No	Words		Transcription	Meaning
7	argument	(n)	/'ɑ:rgjəmənt/	sự tranh luận, cãi nhau
8	powerless	(a)	/'paʊələs/	bất lực, không biết làm gì
9	relationship	(n)	/rɪ'leɪʃənʃɪp/	mối quan hệ giữa hai người, hai quốc gia (có thể ở hình thức số nhiều hoặc số ít), mối quan hệ tình cảm giữa hai người
10	reliable	(a)	rɪ'laɪəbəl/	đáng tin cậy
11	selfish	(a)	/'selfɪʃ/	ích kỷ
12	trend	(n)	/ trend/	xu hướng
13	break	(v)	/breɪk/	vi phạm (quy tắc, quy định)
14	manner	(n)	/'mænə/	cách cư xử, cách xử sự
15	pocket money	(n)	/'pɒkɪt 'mʌni/	tiền tiêu vặt
16	nag	(v)	/næg/	cần nhằn, la rầy
17	set	(v)	/set/	đặt ra, đưa ra (quy tắc, quy định)

#### Lesson 1c

No	Words		Transcription	Meaning
18	carry on	(v)	/'kæri ɒn/	tiếp tục
19	carry out	(v)	/'kæri aʊt/	thực hiện, tiến hành

#### Lesson 1d

No	Words		Transcription	Meaning
22	attitude and behaviour	(n)	/'ætɪtju:d ænd bɪ'heɪvjə/	thái độ và cách cư xử
23	future career	(n)	/'fju:ʃə kə'riə/	ngề nghiệp tương lai
24	body image	(n)	/'bɒdi 'ɪmɪdʒ/	ngoại hình cơ thể

25	<b>friends and relationships</b>	(n)	/frendz ænd ri'leiʃənʃɪps/	bạn bè và các mối quan hệ
26	<b>school performance</b>	(n)	/sku:l pə'fɔ:məns/	kết quả học tập ở trường

- **difficult** /'dɪfɪkəlt/ (adj): khó, khó khăn, khó tính  
**difficulty** /'dɪfɪkəlti/ (n): sự khó khăn, trở ngại
- **depend** /dɪ'pend/ (v): phụ thuộc, tùy thuộc  
**depend on somebody/something**  
**dependence** /dɪ'pendəns/ (n): sự phụ thuộc, sự dựa dẫm  
**independence** /,ɪndɪ'pendəns/ (n): sự độc lập, nền độc lập của một quốc gia  
**dependent** /dɪ'pendənt/ (adj): dựa dẫm, phụ thuộc  
**independent** /,ɪndɪ'pendənt/ (adj): tự lập, không phụ thuộc  
**dependant** /dɪ'pendənt/ (n): người sống dựa dẫm, phụ thuộc
- **worry** /'wʌri/ (v): lo lắng  
**worry** /'wʌri/ (n): sự lo lắng, ưu phiền  
**worried** /'wʌrɪd/ (adj): lo lắng  
**worrying** /'wʌrɪɪŋ/ (adj): gây lo lắng
- **power** /'paʊə/ (n): năng lực, sức mạnh, quyền lực, năng lượng
- **empower** /ɪm'paʊə/ (v): trao quyền, cho phép  
**powerless** /'paʊələs/ (adj): bất lực, không biết làm gì  
**powerful** /'paʊəfʊl/ (adj): quyền lực, khỏe mạnh về thể chất
- **relate** /rɪ'leɪt/ (v): liên hệ, có liên quan  
**relation** /rɪ'leiʃən/ (n): mối quan hệ giữa hai người, hai quốc gia,...(luôn ở hình thức số nhiều), mối tương quan, họ hàng trong gia đình  
**relationship** /rɪ'leiʃənʃɪp/ (n): mối quan hệ giữa hai người, hai quốc gia (có thể ở hình thức số nhiều hoặc số ít), mối quan hệ tình cảm giữa hai người  
**related** /rɪ'leɪtɪd/ (adj): có liên quan, liên hệ với (+to)  
**unrelated** /,ʌnrɪ'leɪtɪd/ (adj): không có liên quan, liên hệ với  
**relative** /'relətɪv/ (adj): tương đối, tương đương, có liên kết với  
**relative** /'relətɪv/ (n): người bà con, họ hàng (đồng nghĩa với danh từ **relation**)
- **rely** /rɪ'laɪ/ (v): tin vào, dựa vào (+on)  
**reliance** /rɪ'laɪəns/ (n): sự tin cậy, sự tín nhiệm  
**reliability** /rɪ,laɪə'bɪləti/ (n): tính đáng tin cậy, mức độ đáng tin cậy  
**reliable** /rɪ'laɪəbəl/ (adj): đáng tin cậy  
**unreliable** /,ʌnrɪ'laɪəbəl/ (adj): không đáng tin cậy  
**unreliability** /,ʌnrɪ,laɪə'bɪləti/ (n): tính không đáng tin, sự không xác thực
- **selfish** /'selfɪʃ/ (adj): ích kỷ  
**unselfish** /ʌn'selfɪʃ/ (adj): không ích kỷ  
**selfishness** /'selfɪʃnəs/ (n): tính ích kỷ  
**unselfishness** /ʌn'selfɪʃnəs/ (n): tính không ích kỷ
- **trend** /trend/ (n): xu hướng  
**trendy** /'trendi/ (adj): hợp thời trang, đi theo xu hướng
- **nag** /næg/ (v): cần nhằn, la rầy  
**nagging** /'næɡɪŋ/ (n): sự cần nhằn, sự la rầy  
**nagging** /'næɡɪŋ/ (adj): hay cần nhằn

- **set** /set/ (v): đặt ra, đưa ra (quy tắc, quy định)  
**setting** /'setɪŋ/ (n): sự bố trí, sắp đặt  
**argue** /'ɑ:ɡju:/ (v) tranh cãi, tranh luận  
**argument** /'ɑ:ɡjəmənt/ (n) sự tranh cãi, lý lẽ, sự tranh luận  
**argumentative** /,ɑ:ɡjə'mentətɪv/ (a): thích tranh cãi, hay lí luận  
**advise** /əd'vaɪz/ (v): khuyên  
**advice** /əd'vaɪs/ (n): lời khuyên  
**behave** /bɪ'heɪv/ (v): cư xử, đối xử  
**behaviour** /bɪ'heɪvjər/ (v): thái độ, cách cư xử  
**misbehave** /,mɪsbɪ'heɪv/ (v) cư xử không đúng đắn  
**misbehaviour** /,mɪsbɪ'heɪvjər/ (n): hành vi sai trái, không đúng đắn

## B. GRAMMAR (NGŨ PHÁP)

### I. Thì hiện tại đơn (The simple present)

#### 1. Công thức

ST	Động từ to be	Động từ thường
<b>Khẳng định</b>	<b>S + am/ is/ are + N/ Adj</b> → I + am → He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + is - You/ We/ They/ Danh từ số nhiều + are	<b>S + V(s/es) + ...</b> - I/ We/ You/ They/ Danh từ số nhiều + V(nguyên thể) + ... - He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + V(s/es) + ...
	<b>S + am/are/is + not + N/ Adj</b> is not = isn't are not = aren't	<b>S + do/ does + not + V(nguyên thể) + ...</b> do not = don't does not = doesn't
<b>Nghi vấn</b>	<b>Yes/ No question</b> Q: Am/ Are/ Is + S + N/Adj? A: - Yes, S + am/ are/ is. - No, S + am not/ aren't/ isn't.	<b>Yes/ No question</b> Q: Do/ Does (not) + S + V (nguyên thể)? A: - Yes, S + do/ does. - No, S + don't/ doesn't.
	<b>Wh-question</b> Wh- + am/ are/ is (not) + S + N/Adj?	<b>Wh-question</b> Wh- + do/ does (not) + S + V (nguyên thể) ...?

#### 2. Quy tắc thêm s/es cho động từ

Với các từ có tận cùng là “o”, “ch”, “sh”, “x”, “s” thì khi dùng với ngôi số ít, thêm đuôi “es”. (*go – goes; do – does; watch – watches; fix – fixes, miss – misses, wash – washes* )

- Với các từ có tận cùng là “y” thì khi dùng với ngôi số ít, bỏ “y” và thêm đuôi “ies” (*copy – copies; study – studies*)

- Với các từ còn lại, thêm đuôi “s”. (*see – sees; play – plays,...*)

– Cách phát âm “-s/es” cuối động từ ngôi thứ 3 số ít hoặc danh từ số nhiều:

<b>Đọc là /ɪz/</b>	khi âm cuối của từ gốc là các phụ âm /s/, /ʃ/, /z/, /dʒ/, /ʒ/, /tʃ/
<b>Đọc là /s/</b>	khi âm cuối của từ gốc là các phụ âm /t/, /p/, /k/, /f/, /θ/

<b>Độc là /z/</b>	khi âm cuối của từ gốc là nguyên âm hoặc các phụ âm còn lại

### 3. Cách dùng

- Thì hiện tại đơn được sử dụng để:

+ Nói về một thói quen lặp đi lặp lại hàng ngày: *I always get up at 6.am*

+ Nói về sự thật, chân lý hiển nhiên: *The sun sets in the west*

+ Nói về khả năng của ai đó: *She plays basketball very well*

### 4. Dấu hiệu nhận biết:

- ❖ Cụm từ với “every”: *every day, every year, every month, every afternoon, every morning, every evening ...*
- ❖ Cụm từ chỉ tần suất: *once a week, twice a week, three times a week, four times a week, five times a week, once a month, once a year, etc.*
- ❖ Trạng từ chỉ tần suất: *always (luôn luôn), usually (thường xuyên), often (thường thường), sometimes (thỉnh thoảng), rarely (hiếm khi), never (không bao giờ)...*

## II. Thì hiện tại tiếp diễn (The present continuous tense).

### 1. Công thức

<b>Khẳng định</b>	<b>S + am/ is/ are + V-ing</b>
	- I + <b>am</b> + <b>V-ing</b> - He/ She/ It/ Danh từ số ít/ Danh từ không đếm được + <b>is</b> + <b>V-ing</b> - You/ We/ They/ Danh từ số nhiều + <b>are</b> + <b>V-ing</b>
<b>Phủ định</b>	<b>S + am/are/is + not + V-ing</b>  <b>is not = isn't</b> <b>are not = aren't</b>
<b>Nghi vấn</b>	<b>Yes/ No question</b>  <b>Q:</b> Am/ Is/ Are + S + V-ing? <b>A:</b> <b>Yes</b> , S + <b>am/is/are</b> . <b>No</b> , S + <b>am/is/are</b> + <b>not</b> .
	<b>Wh-question</b> Wh- + am/ are/ is (not) + S + V-ing?

### 2. Quy tắc thêm -ing cho động từ:

- Với các từ có tận cùng là “e”, khi chuyển sang dạng ing thì sẽ bỏ đuôi “e” và thêm “ing” luôn. (**use – using; pose – posing; improve – improving; change – changing**)

- Với các từ có tận cùng là “ee” khi chuyển sang dạng ing thì **VẪN GIỮ NGUYÊN** “ee” và thêm đuôi “ing”. (**knee – kneeling**)

- Quy tắc gấp đôi phụ âm rồi mới thêm **ing**:

+ Nếu động từ có 1 âm tiết kết thúc bằng một phụ âm (**trừ h, w, x, y**), đi trước là một nguyên âm ta gấp đôi phụ âm trước khi thêm “ing”. (**stop – stopping; run – running**)

+ Với động từ hai âm tiết trở lên, nếu trọng âm nhấn vào âm cuối thì mới gấp đôi phụ âm. (**begin – beginning**)

Nếu trọng âm nhấn vào vị trí âm không phải âm cuối thì không gấp đôi phụ âm: Listen - listening, Happen - happening, enter - entering...

+, Nếu phụ âm kết thúc là "l" thì thường người Anh sẽ gấp đôi l còn người Mỹ thì không.

Ví dụ: Travel : Anh - Anh là Travelling, Anh - Mỹ là Traveling, cả hai cách viết đều sử dụng được.

Động từ kết thúc là "ie" thì khi thêm "ing", thay "ie" vào "y" rồi thêm "ing". (**lie – lying; die – dying**)

### 3. Cách sử dụng

Chức năng 1	<b>Diễn tả hành động đang xảy ra ở thời điểm nói.</b>	
	- My father <b>is watching</b> TV now. (Bố tôi đang xem TV) - My mom <b>is cooking</b> lunch right now. (Mẹ tôi đang chuẩn bị bữa trưa ngay bây giờ)	Hành động "xem TV" và "nấu bữa trưa" đang diễn ra ở thời điểm nói của người nói.
Chức năng 2	<b>Diễn đạt một hành động đang xảy ra không nhất thiết tại thời điểm nói</b>	
	- My son is quite busy these days. He <b>is doing</b> his assignment. (Dạo này con trai tôi khá là bận. Nó đang phải làm luận án) - I <b>am reading</b> the book "The thorn bird".	"Làm luận án" hoặc "đọc sách" đang không thực sự diễn ra nhưng vẫn xảy ra xung quanh thời điểm nói. Ý những câu này là hành động đang trong quá trình thực hiện và vẫn chưa làm xong.
Chức năng 3	<b>Diễn đạt một hành động sắp xảy ra trong tương lai gần. Thường diễn tả một kế hoạch đã được lên lịch sẵn.</b>	
	- I <b>am flying</b> to Kyoto tomorrow. (Tôi sẽ bay đến Kyoto vào ngày mai)	Chuyến bay đã được lên kế hoạch trước nên sử dụng là "am flying".
Chức năng 4	<b>Mô tả hành động thường xuyên lặp đi lặp lại gây sự bức mình hay khó chịu cho người nói. Cách dùng này để phàn nàn và được dùng với trạng từ tần suất "always, continually".</b>	
	- He <b>is always coming</b> late. (Anh ta chuyên gia đến muộn) - Why <b>are you always putting</b> your dirty clothes on the bed?	Phàn nàn về việc "đến muộn" và "để quần áo bẩn trên giường".
Chức năng 5	<b>Mô tả cái gì đó phát triển hơn, đổi mới hơn</b>	
	- The children <b>are growing</b> quickly. - The climate <b>is changing</b> rapidly. - Your Korean <b>is improving</b> .	Mô tả sự thay đổi của bọn trẻ ("lớn nhanh"), khí hậu ("thay đổi nhanh") và vốn tiếng Hàn (đang cải thiện).

### 4. Dấu hiệu nhận biết:

Thì hiện tại tiếp diễn có các dấu hiệu nhận biết như sau:

<b>Trạng từ chỉ thời gian:</b>	- <b>Now:</b> Bây giờ - <b>Right now:</b> Ngay bây giờ - <b>At the moment:</b> Ngay lúc này - <b>At present:</b> Hiện tại - <b>It's + giờ cụ thể + now</b> (It's 12 o'clock now)
<b>Trong câu có các động từ như:</b>	- <b>Look! / Watch!</b> (Nhìn kìa!) VD: <i>Look! A girl is jumping from the bridge!</i> (Nhìn kìa! Cô gái đang nhảy từ trên cầu xuống!) - <b>Listen!</b> (Nghe này!) VD: <i>Listen! Someone is crying!</i> (Nghe này! Ai đó đang khóc.) - <b>Keep silent!</b> (Hãy im lặng) VD: <i>Keep silent! The teacher is saying the main point of the lesson!</i> (Trật tự! Cô giáo đang giảng đến phần chính của cả bài!) - <b>Watch out! = Look out!</b> (Coi chừng) VD: <i>Watch out! The train is coming!</i> (Coi chừng! Đoàn tàu đang đến gần kìa!)

### 5. Những từ KHÔNG chia ở thì hiện tại tiếp diễn:

1. Want	9. Suppose	17. Hope	
2. Like	10. Remember	18. Forget	
3. Love	11. Realize	19. Hate	
4. Prefer	12. Understand	20. Wish	
5. Need	13. Depend	21. Mean	
6. Believe	14. Seem	22. Lack	
7. Contain	15. Know	23. Appear	
8. Taste	16. Belong	24. Sound	

### III. Stative verbs

#### 1. Định nghĩa

**Stative verbs** (động từ chỉ trạng thái) có ý nghĩa chỉ các giác quan của con người như tình cảm, suy nghĩ, sự sở hữu, niềm tin, cách nhìn, trạng thái, nhận thức và hoạt động của sự vật.

- Vậy điểm đặc trưng của stative verbs là gì? Đó là chúng không được dùng với thì tiếp diễn bởi những động từ này thường mô tả trạng thái chỉ tồn tại ngay thời điểm được nói ra.

#### 2. Phân nhóm stative verbs thông dụng

<b>Động từ chỉ suy nghĩ, quan điểm</b>	<b>Động từ chỉ cảm giác, cảm nhận</b>	<b>Động từ chỉ tình cảm</b>	<b>Động từ chỉ sự sở hữu</b>	<b>Động từ chỉ trạng thái</b>
- know: biết - doubt: nghi ngờ - wish: ước - agree: đồng ý - understand: hiểu - suppose: cho rằng - think: nghĩ	- seem: dường như - hear: nghe thấy - sound: nghe có vẻ - taste: có vị - see: thấy - look: trông có	- want: muốn - like: thích - hate: ghét - need: cần - love: yêu - prefer: thích hơn	- have: có - possess: sở hữu - belong: thuộc về - own: sở hữu - include: bao gồm	- exist: tồn tại - fit: vừa - be: thì, là, ở - depend: phụ thuộc.

- mind: phiên, ngại	về - smell: có mùi - recognise: nhận ra			
---------------------	---	--	--	--

### 3. Phân biệt dynamic và stative verbs

Động từ hành động (Dynamic Verbs)	Động từ trạng thái (Stative Verbs)
<p>Động từ hành động có thể chia ở bất kỳ dạng thức nào (đơn, tiếp diễn, hoàn thành).</p> <p>Ví dụ: <i>Jessie runs everyday. She is running on a trail that is 45 of a mile long. So far she has run 30 of the trail.</i></p>	<p>Động từ trạng thái có thể chia ở dạng đơn, hoàn thành nhưng không có dạng tiếp diễn (không có dạng V-ing).</p> <p>Ví dụ: <i>I feel so stress right now</i></p>

### 4. Các động từ vừa là dynamic verb vừa là stative verb

Có một số trường hợp thông dụng thì các động từ vừa là động từ hành động, vừa là động từ trạng thái. Bạn chỉ cần chú ý ngữ cảnh câu văn để xác định được như sau:

Động từ	Động từ hành động (Dynamic Verbs)	Động từ trạng thái (Stative Verbs)
think	<b>think = xem xét, cân nhắc (tương tự như consider)</b> Ví dụ: <i>I'm thinking of going out tonight</i>	<b>think = nghĩ rằng, tin là (tương tự như believe)</b> Ví dụ: <i>I think that she gonna be alright</i>
feel	<b>feel = sờ, chạm vào</b> Ví dụ: <i>I am feeling the wall</i>	<b>feel = nhận thấy/ cảm thấy</b> Ví dụ: - <i>I feel sick.</i> - <i>I feel that Marry should go to the hospital right now.</i>
taste	<b>taste = nếm</b> Ví dụ: <i>Charlie is tasting the dish in the kitchen.</i>	<b>taste = có vị</b> Ví dụ: <i>The soup cooked by Tom tastes good.</i>
smell	<b>smell = ngửi</b> Ví dụ: <i>The dog is smelling strangers.</i>	<b>smell = có mùi</b> Ví dụ: <i>These clothes smell awful.</i>
have	<b>have = ăn, uống, tắm</b> Ví dụ: <i>Len is having dinner</i>	<b>have = có</b> Ví dụ: <i>My family has 4 people</i>

see	<b>see = gặp (meet)</b> Ví dụ: <i>She is going to see someone</i>	<b>see = xem xét, hiểu</b> Ví dụ: <i>I see her point.</i>
look	<b>look = nhìn</b> Ví dụ: <i>Mommy is looking strangely at me</i>	<b>look = trông có vẻ</b> Ví dụ: <i>You look strange this morning</i>
enjoy	<b>enjoy = thưởng thức, tận hưởng</b> Eg: <i>I'm enjoying my meal.</i>	<b>enjoy = thích</b> Ví dụ: <i>I really enjoy going out tonight.</i>
weigh	<b>weigh = cân/ đo</b> Ví dụ: <i>Lily is weighing the suitcase</i>	<b>weigh = nặng, có trọng lượng</b> Ví dụ: <i>The bag weighs 2000 grams.</i>
expect	<b>expect = among</b> Ví dụ: <i>I'm expecting you to come.</i>	<b>expect = cho rằng, nghĩ rằng</b> Ví dụ: <i>I don't expect that they like us.</i>
turn	<b>turn = rẽ</b> Ví dụ: <i>You should turn left now</i>	<b>turn = bước sang</b> Ví dụ: <i>The leaves turned to yellow.</i>
stay	<b>stay = ở</b> Ví dụ: <i>My dad is staying at home</i>	<b>stay = giữ, duy trì</b> Ví dụ: <i>You need to stay calm to hear me</i>
appear	<b>appear = xuất hiện</b> Eg: <i>Her son is appearing on TV.</i>	<b>appear = dường như</b> Ví dụ: <i>Tommy appears hopeless after his exams</i>

#### IV. Linking verb

##### 1. Linking verb là gì?

- Linking verbs hay còn được gọi là **Động từ nối/Liên động từ** là từ loại làm nhiệm vụ nối giữa chủ ngữ và vị ngữ trong câu.
  - We were sorry to see them leave.
  - Dinner smelt burnt.
  - I am thirteen years old.
  - She seems sad today.
  - This place looks like a mess!
  - The chicken tastes good.

##### Một số lưu ý về linking verbs:

- Linking verb diễn tả bản chất, trạng thái của sự vật và sự việc.
- Phía sau là danh từ, cụm danh từ hoặc tính từ.
- Không chia động từ nối bằng thì tiếp diễn.

##### 2. Các dạng linking verbs phổ biến

- **be** (am/is/are/was/were): I am hungry./ She is a model.
- **seem** (dường như): She seems nervous.
- **appear** (hóa ra, xem ra): She didn't appear at all surprised at the news.
- **come/become** (trở nên, trở thành): My dream finally came true./ He's become a new
- **grow** (trở nên): She grows prettier every day.
- **prove** (tỏ ra): The test proved too difficult for most students in the class.
- **remain** (vẫn): He remains the kind man he always was.



- **stay** (vẫn): The room stayed cool two hours after the air conditioner was turned off.
- **look** (trông có vẻ): The pie looked delicious.
- **smell** (có mùi): The flower smelled sweet.
- **sound** (nghe có vẻ): The idea sounds interesting.
- **taste** (có vị): The pie tasted delicious.
- **feel** (cảm thấy): I felt so wonderful.

### C. EXERCISE (BÀI TẬP)

#### ① PHONETICS

**I. Choose the words whose underlined part is pronounced differently from that of the others in each group.**

- |                             |                         |                               |                        |
|-----------------------------|-------------------------|-------------------------------|------------------------|
| 1. A. <u>a</u> rgument      | B. ma <u>n</u> ner      | C. a <u>t</u> titude          | D. na <u>g</u>         |
| 2. A. ge <u>n</u> eration   | B. inde <u>p</u> endent | C. po <u>c</u> k <u>e</u> t   | D. me <u>d</u> ical    |
| 3. A. str <u>i</u> ct       | B. self <u>i</u> sh     | C. <u>i</u> mage              | D. rel <u>i</u> able   |
| 4. A. re <u>l</u> ationship | B. tre <u>n</u> d       | C. in <u>v</u> ent            | D. in <u>c</u> redible |
| 5. A. a <u>g</u> ree        | B. ma <u>d</u>          | C. afterwa <u>r</u> ds        | D. a <u>t</u> tention  |
| 6. A. spea <u>k</u> ing     | B. tea <u>ch</u> ing    | C. clea <u>n</u> ing          | D. wea <u>r</u> ing    |
| 7. A. far <u>m</u> ers      | B. grou <u>p</u> s      | C. mark <u>e</u> t <u>s</u>   | D. park <u>s</u>       |
| 8. A. museu <u>m</u> s      | B. apart <u>m</u> ents  | C. build <u>i</u> ng <u>s</u> | D. schoo <u>l</u> s    |
| 9. A. store <u>s</u>        | B. temple <u>s</u>      | C. house <u>s</u>             | D. grade <u>s</u>      |
| 10. A. watch <u>e</u> s     | B. class <u>e</u> s     | C. dish <u>e</u> s            | D. aeroplane <u>s</u>  |

**II. Choose the word whose main stressed syllable is placed differently from that of the other in each group.**

- |                    |              |                 |                |
|--------------------|--------------|-----------------|----------------|
| 11. A. difficult   | B. worried   | C. career       | D. campfire    |
| 12. A. manner      | B. body      | C. future       | D. remote      |
| 13. A. money       | B. attend    | C. access       | D. selfish     |
| 14. A. performance | B. astronaut | C. relationship | D. reliable    |
| 15. A. museum      | B. beautiful | C. library      | D. concentrate |

#### ② VOCABULARY AND GRAMMAR

##### WORD FORMATION

**Complete the sentences with the correct form of the words.**

1. I had been experiencing a lot of technical \_\_\_\_\_. (**difficult**)
2. Mary has developed a deep \_\_\_\_\_ on her husband. (**depend**)
3. I'm not too \_\_\_\_\_ about the weather. (**worry**)
4. They want to \_\_\_\_\_ their students to get the skills they need for future jobs. (**power**)
5. She had a good \_\_\_\_\_ with his family. (**relate**)
6. "I can't finish my assignment on time," she said \_\_\_\_\_. (**worry**)
7. We have \_\_\_\_\_ information that a strike is planned next month. (**rely**)
8. Your son's \_\_\_\_\_ here must be very disappointing. (**selfish**)
9. She always wears \_\_\_\_\_ clothes. (**trend**)
10. She should go to the doctor because she has a **nagging** cough. (nag)
11. This would be the perfect \_\_\_\_\_ for a wedding. (**set**)
12. John has been financially \_\_\_\_\_ t. (**depend**)
13. We had an \_\_\_\_\_ about what game to play. (**argue**)
14. They are studying the \_\_\_\_\_ of elephants in the wild. (**behave**)
15. Some of them give really helpful \_\_\_\_\_ about the job market. (**advise**)

## UNIT OPENER

I. Write the suitable word for each picture.



II. Complete the sentences with the words in exercise I.

1. He's very \_\_\_\_\_ and thinks that women should not work outside the home.
2. The manager is a \_\_\_\_\_ person to deal with.
3. I've always been financially \_\_\_\_\_.
4. My parents were very \_\_\_\_\_ with me when I was young.
5. She's a generous and \_\_\_\_\_ boss.
6. Mary had a \_\_\_\_\_ look on her face.

## LESSON 1A. READING

I. Fill in the blanks using the words in the box.

trend	relationship	argument	selfish	teenagers	agree	reliable
rules	understand	powerless	chatting	mad	fashion	complained

(Student's book, Reading, Page 16)

1. Scientists have established the \_\_\_\_\_ between lung cancer and smoking
2. She never considers anyone but herself - she's totally \_\_\_\_\_.
3. Her long skirt is right on \_\_\_\_\_ this winter.
4. My car is old but it's \_\_\_\_\_.
5. I had an \_\_\_\_\_ with my boss.
6. The police seem to be \_\_\_\_\_ to prevent these attacks.
7. Many parents find it hard to relate to their children when they are \_\_\_\_\_.
8. My parents don't \_\_\_\_\_ me.
9. Most parents set studying \_\_\_\_\_ for their children.
10. She \_\_\_\_\_ that she had too much work to do.
11. She spends hours on the phone \_\_\_\_\_ to her friends.
12. You must be \_\_\_\_\_ to go out in this weather.
13. Long skirt is back in \_\_\_\_\_ for women.

14. Although we like his plan in general, we don't \_\_\_\_\_ with him on every issue.

**II. Complete the sentences with the correct form of the words.**

16. These \_\_\_\_\_ can be observed among many children who have lost a parent or other loved one. (**behave**)

17. I don't think that's a very strong \_\_\_\_\_. (**argue**)

18. Mary is very \_\_\_\_\_ and does all her own shopping and cooking. (**independence**)

19. We were very \_\_\_\_\_ when he did not answer his phone. (**worry**)

20. I've made a \_\_\_\_\_ to the police about the noise. (**complain**)

21. I think I'll take your \_\_\_\_\_ and go home. (**advise**)

22. Jane and her sister are completely \_\_\_\_\_. (**differ**)

23. She's an extremely \_\_\_\_\_ runner. (**power**)

24. The whole family was in \_\_\_\_\_ with her about what they should do. (**agree**)

25. Mr. Phong made an \_\_\_\_\_ to see us at two o'clock. (**arrange**)

**III. Fill in the blanks with words from the unit. The first letter is already there.**

1. My parents complain that I don't **l**\_\_\_\_\_ to their advice.

2. My mum's always **n**\_\_\_\_\_ me to get my hair cut.

3. Emma complains that her daughter usually **b**\_\_\_\_\_ the rules.

4. My sister doesn't **h**\_\_\_\_\_ with the chores.

5. Peter complains that his parents don't **l**\_\_\_\_\_ his friends.

6. My mom always helps me when I **h**\_\_\_\_\_ problems.

7. Mr. and Mrs. Smith complain that their children don't **g**\_\_\_\_\_ enough sleep.

8. Mr. John often **s**\_\_\_\_\_ studying rules for his sons.

**IV. Read the webpage and put these missing sentences in the correct part of the text.**

**A** Lots of teens get stressed.

**B** And because you're in water, you can avoid injuries like sprained ankles or pulled muscles.

**C** You should go to the gym or have regular breaks throughout the day and go for a walk.

**D** Or speak to a friend to see if they feel the same way

**Help Me Holly: Advice for teens**

**Q:** I'm Tina and I'm in my last year at school so I'm busy studying for my exams, but I want to stay fit. What should I do?

**A:** I can imagine that you don't have much free time, but you must try and get some exercise.

**O** [E] Exercise is good because your heart pumps more blood around your body. This produces more oxygen and helps the brain. This means we can then think clearer and concentrate more, which will help your school work. If our brains didn't get enough oxygen, they wouldn't work well. **1** [ ]

**Q:** I'm Oliver. I really love seafood but sometimes after I've eaten it, my skin gets itchy. What can I do?

**A:** I wonder whether you are allergic to it. It's quite common. You should see your doctor straight away. **2** [ ] You don't have to worry, but you should get some medical advice. And you should stop eating seafood in the meantime.

**Q:** I'm Paul and I want to try surfing because it looks fun. Do I have to have lessons?

**A:** Surfing is a great activity to do to keep fit. **3** [ ] It's a safe sport, but you ought to have lessons with a qualified instructor. They can tell you where and when is the best place and time to surf. You must be a good swimmer and you should already be quite fit. You must also have the right equipment – the correct size surfboard and a wetsuit.

**Q:** I'm Sarah and I'm 14. I'm really stressed about school and homework. What can I do?

**A:** I understand what you're going through and you mustn't feel like you're alone. **4** [ ] You should speak to a teacher or a parent. **5** [ ] You ought to try yoga, as well. Activities like yoga help reduce stress and improve your health. Remember, life is about having fun! Don't forget to hang out with your friends and relax. Sleep is vital too. You can deal with everything better after a good night's sleep!

**2. Read the webpage again and answer the questions.**

1. Why is exercise good for your body?

---

2. In what way does the extra oxygen help your brain?

---

3. What's Oliver's health problem?

---

4. What can a qualified surfing instructor give you advice on?

---

5. What equipment do you need for surfing?

---

6. What activity is a good stress reliever?

---

7. What is important for teenagers' health?

---

**V. Read the passage below and choose one correct answer for each question.**

It is generally accepted that teenage is a difficult period of life for the teenagers and even for the parents. Frequent fighting over the most trivial things is one main characteristic of every household with a teenager.

Parents expect their children to come back home earlier. What parents consider the reasonable time limit is not accepted by their teens. Curfew and time restrictions become one of the main reasons for fights.

Teenage is a time when a lot of kids want to show their independence. The problem arises when parents, fearing the safety of their teens, often refuse to give them their own bikes or motorbikes. This, of course, leads to more fights.

A decrease in grades due to increasing difficulty level of school work, newer subjects, more socializing is very common among teens but their parents are not sympathetic. Parents try to impose studying rules and insist that their teens finish their homework before going out. This makes the situation worse.

That children spend too much time on the phone is one complaint that most parents have. The age of smartphones has ensured that kids put their smartphones above almost everything else. Parents, however, worry that teens spending too much time on their phones lose out on family time and real human interaction, besides harming their eyes.

Teenagers develop a taste for unhealthy but delicious fast food, while parents believe that a growing body needs proper nutrition. As cold drinks, burgers and pizzas replace wholesome, home cooked meals, parents worry. Moreover, teenage is a time when kids become more and more conscious of their weight and body image. To achieve the 'ideal' thin body type, girls often starve themselves and skip meals. Of course, this also leads to a lot of arguments between parents who try to convince their daughters that proper meals are more important than being thin.

**1. Teenage is a difficult period of life for both teenagers and parents because \_\_\_\_.**

- A. children always do the most trivial things in every household
- B. parents expect their children to come back home as they would like to
- C. children spend too much time on their phones, talking to their friends
- D. parents don't understand what their children think and believe

**2. Children would like to have their own bikes or motorbikes \_\_\_\_.**

- A. to satisfy their parents
- B. to show their independence
- C. lose out on family time and real human interaction
- D. to avoid curfew and time restrictions

**3. All of the following are the results why there is a decrease in grades EXCEPT \_\_\_\_.**

- A. sympathy from parents
- B. newer subjects
- C. higher level of school work
- D. social life

**4. Parents believed that \_\_\_\_.**

- A. teenagers love unhealthy but delicious fast food

- B. children should have a good shape rather than proper nutrition
- C. a growing body requires proper diets and nutrients
- D. cold drinks, burgers and pizzas become more popular

**5. The main idea of the passage is \_\_\_\_\_.**

- A. different tastes between parents and children in food
- B. common reasons why teenagers fight with parents
- C. curfew and time restriction on children
- D. development of physical and mental aspects during teenage

## **LESSON 1B. GRAMMAR**

**I. Put the verbs in brackets into the Present simple.**

1. It (be) \_\_\_\_\_ a fact that smart phone (help) \_\_\_\_\_ us a lot in our life.
2. I often (travel) \_\_\_\_\_ to some of my favorite destinations every summer.
3. Our Math lesson usually (finish) \_\_\_\_\_ at 4.00 p.m.
4. The reason why Susan (not eat) \_\_\_\_\_ meat is that she (be) \_\_\_\_\_ a vegetarian.
5. People in Ho Chi Minh City (be) \_\_\_\_\_ very friendly and they (smile) \_\_\_\_\_ a lot.
6. The flight (start) \_\_\_\_\_ at 6 a. m every Thursday.
7. Peter (not study) \_\_\_\_\_ very hard. He never gets high scores.
8. I like oranges and she (like) \_\_\_\_\_ apples.
9. My mom and my sister (cook) \_\_\_\_\_ lunch every day.
10. They (have) \_\_\_\_\_ breakfast together every morning.
11. What time \_\_\_\_\_ (you / get) \_\_\_\_\_ up every morning?
12. Mr. Smith (work) \_\_\_\_\_ for Eastern Airlines.
13. My friends (go) \_\_\_\_\_ camping every summer.
14. (you / like) \_\_\_\_\_ swimming?
15. Katie (get up) \_\_\_\_\_ at 6:00 am every day.
16. We always (use) \_\_\_\_\_ dictionary in class.
17. School (start) \_\_\_\_\_ at 9:00 in the morning.
18. My parents (not live) \_\_\_\_\_ in Chicago.
19. Your aunt (not like) \_\_\_\_\_ pop music.
20. (Kara / study) \_\_\_\_\_ French?
21. (he / play) \_\_\_\_\_ basketball?
22. Lea and her sister (watch) \_\_\_\_\_ TV every day after dinner.
23. Pamela never (play) \_\_\_\_\_ video games.
24. Dogs (not play) \_\_\_\_\_ with cats.
25. Claire (listen) \_\_\_\_\_ to jazz music.
26. His daughter always (take) \_\_\_\_\_ their dog out for a walk.
27. I usually (go) \_\_\_\_\_ to bed around 10 o'clock.
28. What time (you / get up) \_\_\_\_\_ on weekdays?
29. Which bus (you / take) \_\_\_\_\_ to go to school?
30. My son usually (visit) \_\_\_\_\_ his grandpa on the weekends.

**II. Complete the following sentences using present continuous tense.**

1. My son (talk) \_\_\_\_\_ on the phone right now.
2. (you / sleep) \_\_\_\_\_?

3. Jason (do) \_\_\_\_\_ his homework at the moment.
4. Tom (work) \_\_\_\_\_ on a project nowadays.
5. My kids (play) \_\_\_\_\_ in the garden now.
6. Some people (wait) \_\_\_\_\_ to talk to you.
7. My wife (not cook) \_\_\_\_\_ today.
8. (Lucas / study) \_\_\_\_\_ for his exam right now?
9. (Ryan / play) \_\_\_\_\_ the piano now?
10. Lea and I (paint) \_\_\_\_\_ the fences today.
11. Andrea (help) \_\_\_\_\_ me at present.
12. My children (not listen) \_\_\_\_\_ to the radio now.
13. Selena (not drink) \_\_\_\_\_ tea now.
14. I (vacuum) \_\_\_\_\_ the carpet right now.
15. My father (watch) \_\_\_\_\_ TV now.
16. What (she / eat) \_\_\_\_\_ right now?
17. (your dog / hide) \_\_\_\_\_ from me?
18. What book (you / read) \_\_\_\_\_ nowadays?
19. Thomas (drive) \_\_\_\_\_ me home now.
20. I (wash) \_\_\_\_\_ my face at the moment.

**III. Complete the following sentences using present continuous tense.**

1. I \_\_\_\_\_ a letter now.  
A. write                      B. am writing                      C. am writting                      D. wrote
2. Susan \_\_\_\_\_ the garden at the moment.  
A. is diging                      B. digs                      C. is digging                      D. dig
3. Jane \_\_\_\_\_ to bed at 10 o'clock on weekdays.  
A. goes                      B. is going                      C. go                      D. going
4. I am in London this summer. I \_\_\_\_\_ English.  
A. learn                      B. am learning                      C. learning                      D. learned
5. We \_\_\_\_\_ our friends very often.  
A. are seeing                      B. seeing                      C. see                      D. sees
6. My brothers \_\_\_\_\_ basketball every Saturday.  
A. plays                      B. are playing                      C. play                      D. playing
7. The bus sometimes \_\_\_\_\_ in the morning.  
A. is arriving                      B. arrive                      C. arrives                      D. arriving
8. James is a student. But he \_\_\_\_\_ this week.  
A. works                      B. work                      C. is working                      D. worked
9. Lions \_\_\_\_\_ in Africa.  
A. are living                      B. live                      C. is living                      D. lives
10. Our train \_\_\_\_\_ the platform.  
A. just leaves                      B. just leave                      C. is just leaving                      D. just leaving
11. My parents \_\_\_\_\_ TV now.  
A. are watching                      B. watch                      C. watching                      D. watches
12. Tonight, she \_\_\_\_\_ my friends at a restaurant.  
A. meets                      B. meet                      C. are meeting                      D. is meeting
13. My parents \_\_\_\_\_ me what to do!  
A. always tells                      B. always telling                      C. is always telling                      D. always tell
14. They \_\_\_\_\_ English and maths and literature these days to prepare for their university entrance exam.

- A. study                      B. are studying                      C. studying                      D. studied  
 15. Max usually \_\_\_\_\_ to the movies on Friday nights.  
 A. go                      B. is going                      C. goes                      D. went

### III. Stative Verbs

**Stative verb or action verb? Choose the most appropriate answer.**

1. Mary often helps other people. I \_\_\_\_\_ she is a good woman.  
 A. think                      B. am thinking                      C. have been thinking                      D. had been thinking
2. I \_\_\_\_\_ about this project since last summer.  
 A. think                      B. am thinking                      C. have been thinking                      D. thought
3. Can you help me, please? I \_\_\_\_\_ for Mr. Smith's office.  
 A. look                      B. am looking                      C. have looked                      D. looked
4. Is that Peter over there? He \_\_\_\_\_ old and tired. Is he sick?  
 A. looks                      B. has looked                      C. has been looking                      D. looked
5. My mom \_\_\_\_\_ the soup in the kitchen when the telephone rang.  
 A. has tasted                      B. has been                      C. tasting                      D. was tasting
6. This soup \_\_\_\_\_ good. I really like it.  
 A. is tasting                      B. has been tasting                      C. tastes                      D. tasted
7. Could you call a little later? We \_\_\_\_\_ dinner now.  
 A. are having                      B. have had                      C. had                      D. have
8. Kate \_\_\_\_\_ him for quite a long time. They are good friends.  
 A. knows                      B. has known                      C. has been knowing                      D. had known
9. Your bag \_\_\_\_\_ a ton. There are too many books and notebooks in it.  
 A. weighs                      B. is weighing                      C. has been weighing                      D. weighed
10. I \_\_\_\_\_ a little girl in the room. She is sleeping on the sofa.  
 A. see                      B. am seeing                      C. saw                      D. had seen

### IV. Linking verbs

**1. Circle the linking verb in each sentence below. Then, underline the words that are linked by the verb.**

**EXAMPLE:** Daisy grew tall over the winter.

1. Janes feels listless much of the time recently.
2. The candidates seem confident.
3. The inexperienced traveler felt tired.
4. Those cookies smelt good.
5. Mr. Brown was a farmer in the Midwest.
6. My neighbour sounded frightened on the phone.



7. This new book looks interesting.
8. With Steven away on vacation, I am bored.
9. Alan remained calm throughout the blackout.
10. The speaker appeared relaxed.
11. Robert turned red with embarrassment.
12. This holiday dinner smells delicious.
13. Nick became impatient after ten minutes.
14. This new report sounds accurate.
15. John seemed fit for the job.

### LESSON 1C LISTENING

#### ***I. Read the description and write the words.***

1. unhappy because you are thinking about problems or unpleasant things that might happen. \_\_\_\_\_
2. not taking help or money from other people. \_\_\_\_\_
3. not modern; belonging to or typical of a time in the past. \_\_\_\_\_
4. deserving trust; dependable. \_\_\_\_\_
5. not friendly, easy to deal with, or behaving well. \_\_\_\_\_
6. to continue doing something. \_\_\_\_\_
7. to do or complete something. \_\_\_\_\_

#### ***II. Complete the sentences with the words in exercise I.***

1. Her husband is a very \_\_\_\_\_ man.
2. Employers want \_\_\_\_\_ workers.
3. Our soldiers \_\_\_\_\_ a successful attack last night.
4. She wears really \_\_\_\_\_ clothes!
5. She is \_\_\_\_\_ the family tradition by becoming a lawyer.
6. Phil was now much more \_\_\_\_\_ of his parents.
7. He is also feeling \_\_\_\_\_ about his future mortgage payments.

#### ***III. Match the words in the column A to their synonyms or similar words in column B.***

<b>A</b>	<b>B</b>
worried	demanding
independent	trustworthy
old-fashioned	self- reliant
reliable	traditional

difficult	upset
-----------	-------

**IV. Listen to the first part of the radio programme about well-being and answer the questions.**

0 Why is Chris under pressure at the moment?

He says he has to juggle his schoolwork, studying for his exams and his part-time job.

1 What does he do to deal with the pressure?

\_\_\_\_\_

2 How does he say this benefits him?

\_\_\_\_\_

3 What does Jade say she is a part of?

\_\_\_\_\_

4 Where does she like to sing?

\_\_\_\_\_

5 What does she do when she's feeling a bit down?

\_\_\_\_\_

### LESSON 1D SPEAKING

**I. Write the suitable word for each picture.**

		
1.	2.	3.
		
4.	5.	6.

**II. Match the sentences with the teenage problems in exercise I.**

1. I had gained about 20 lbs of fat. I can't stand seeing myself in the mirror.

\_\_\_\_\_

2. Every night my parents fight and fight. What can I do? \_\_\_\_\_
3. I don't like our classroom do? \_ rules and guidelines so I don't follow them.  
\_\_\_\_\_
4. I feel so worried about my grades. \_\_\_\_\_
5. I don't know what I am good at so I cannot choose what to do in the future.  
\_\_\_\_\_
6. I didn't agree with my roommates, so we haven't talked to each other for 2 days.

## LESSON 1D WRITING

### ***I. Rewrite the sentences using the given words.***

1. classmates / well/ with/ gets/ Mary/ most/ of/on/ her/.  
.....

2. rules/ I/ break/ never/ the/.  
.....

3. parents/ rules/ hard/ always/ my/ set/.  
.....

4. mom/ out/ worried/ me/ my/ about / is/ go/ when/.  
.....

5. dad/ Jane's/ agree/ wears/ doesn't/ with/ she/ What/.  
.....

### **II. Write an informal email**

You had problems with your close friend.

Write an email to Jane. In the email, you should:

- tell her about the problem you had.
- say what you worry about the problem.
- ask Jane for advice.

Write your email in about 100 words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

*Tài liệu được chia sẻ bởi Website VnTeach.Com*

*<https://www.vn teach.com>*