Tên: ……..

Lớp: S9…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Week: 3

Từ vựng & Ngữ pháp HW: ……

Đọc HW: ……

UNIT 1: VIEWS AND VOICES - VOCABULARY & PRESENTATION

A. THEORY

I. VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
https://on.soundcloud.com/NvM8ib556dYQ4viOT2

- Teenage Behaviour & Personal Qualities

No.	New words	Meanings	No.	New words	Meanings
1	**take risks** (phr)	chấp nhận rủi ro, liều lĩnh	7	**bad-mannered** (adj)	mất lịch sự, thô lỗ
2	**follow the rules** (phr)	tuân thủ quy định, luật lệ	8	**succumb to bad influences** (phr)	đầu hàng / khuất phục trước những ảnh hưởng xấu
3	**refuse to do sth** (phr)	từ chối làm gì	9	**considerate** (adj)	chu đáo, biết quan tâm đến người khác
4	**rebellious** (adj)	nổi loạn, chống đối	10	**responsible** (adj)	có trách nhiệm
5	**defiant** (adj)	ương bướng, tỏ thái độ thách thức	11	**respectfully** (adv) **respectful** (adj)	tôn trọng, kính trọng
6	**disrespectful** (adj)	thiếu tôn trọng, vô lễ	12	**appreciative** (adj)	biết ơn, trân trọng

- Opinions & Social Expectations

No.	New words	Meanings	No.	New words	Meanings
1	**be likely to do sth** (phr)	có khả năng / có xu hướng làm gì	5	**get the impression that…** (phr)	có cảm giác / ấn tượng rằng…
2	**be thought to be…** (phr)	được cho là / được nghĩ là…	6	**give your own views on sth** (phr)	đưa ra quan điểm cá nhân về việc gì
3	**apply to sb/sth** (phr)	áp dụng cho ai / cái gì	7	**in other words** (phr)	nói cách khác
4	**attitude towards sb/sth** (phr)	thái độ đối với ai / cái gì			

- Media, Research & Representation

No.	New words	Meanings	No.	New words	Meanings
1	**be portrayed in the media** (phr)	được khắc họa / đưa tin trên truyền thông	5	**compare two accounts** (phr)	so sánh hai bài tường thuật / hai góc nhìn / hai lời kể
2	**carry out a study** (phr)	tiến hành một nghiên cứu	6	**word choice** (phr)	cách lựa chọn từ ngữ
3	**a strongly worded message** (phr)	một thông điệp mang tính đanh thép / dùng từ ngữ mạnh mẽ	7	**be based on sth** (phr)	dựa trên / dựa vào cái gì
4	**take sth seriously** (phr)	coi trọng / nghiêm túc xem xét việc gì			

LIVEWORKSHEETS

II. EXTRA VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
https://on.soundcloud.com/ZK1BpGkPswh2tcQTLE

No.	Word	Meaning	No.	Word	Meaning
1	**mainland** (n)	đất liền, lục địa	6	**intellectual** (adj/n)	thuộc về trí óc, tri thức (adj); nhà tri thức, người trí thức (n)
2	**river mouth** (phr)	cửa sông	7	**pedestrian** (n/adj)	người đi bộ (n); tẻ nhạt, không có gì nổi bật (adj)
3	**sling** (v)	đeo, treo, quăng, đặt	8	**muscular** (adj)	vạm vỡ, lực lưỡng, nhiều cơ bắp
4	**rucksack** (n)	ba lô	9	**weedy** (adj)	còi cọc, gầy yếu
5	**jabber** (v)	nói luyên thuyên, nói líu lo			

B. CLASSWORK

VOCABULARY (10 questions)

I. Choose the word/phrase that is CLOSEST in meaning to the underlined word/phrase in each of the following sentences.

1. Modern adolescents are often portrayed in the media as irresponsible and rebellious, which does not accurately reflect how most young people behave in real life.
   A. encouraged by news outlets to become famous
   B. represented or described in newspapers, television, or online news
   C. criticized by journalists for their public actions
2. Instead of succumbing to bad influences from their peers, teenagers should be supported in developing independent thinking and self-confidence.
   A. giving in to negative peer pressure or bad habits
   B. learning how to build positive relationships with adults
   C. criticizing others for having inappropriate behaviour
3. Before drawing conclusions from the news, researchers must compare two accounts of the event to identify potential bias.
   A. check the financial costs of publishing two newspapers
   B. examine two different reports or descriptions of the same event
   C. write two summary paragraphs based on the same article
4. Even though the new school regulation was designed for older students, the principal clarified that it would apply to everyone in the school.
   A. be relevant or affect particular people or situations
   B. be enforced only during national examination periods
   C. be rejected by student council
5. The headteacher sent a strongly worded message to all parents regarding the rise in poor attendance, insisting that immediate action must be taken.
   A. a short notice containing polite greetings and reminders
   B. a formal letter expressing firm and clear dissatisfaction or concern
   C. a private email sent to a small group of selected individuals

LIVEWORKSHEETS

II. Fill in each numbered blank with ONE suitable word or phrase from the box. Change the word form where necessary. There are MORE words/phrases than blanks.

carry out a study	take risks	attitude towards	in other words
be thought to be	rebellious	responsible	word choice

TEENAGERS AND SOCIAL PERCEPTION

Many adults often criticize teenagers for being (1) _____, assuming that young people naturally enjoy breaking school regulations and challenging authority. However, recent sociological research suggests that this negative view is inaccurate. When researchers (2) _____ on teenage behaviour last year, they discovered that the majority of students actually prefer to maintain strong relationships with their families and teachers.

Furthermore, a teenager's (3) _____ school rules is strongly influenced by how fairly those rules are created and communicated. If students feel their opinions are respected, they are far more (4) _____ and willing to support their peers. (5) _____, adolescents do not intentionally seek conflict; rather, they simply want their choices to be valued by adults.

PRESENTATION

Teenagers should be given more freedom to make their own choices instead of always being expected to follow the rules.

Do you agree or disagree? Give your own views and support your opinion with reasons and examples.

1 Why do teenagers want more freedom?

Structure
- Teenagers want more freedom because ...
- They need freedom to ...
- Freedom helps them ...

Vocab
- independence • confidence • trust
- express themselves • interests
- discover talents • respect

2 What rules should teenagers follow? Are there any rules they should be allowed to break?

Structure
- Teenagers should follow rules such as ...
- It is important to follow rules about ...
- Some rules are too strict, so teenagers should be allowed to ...

Vocab
- safety • respect • study • laws
- curfew • dress code • screen time
- privacy • free time • harmless

3 What might happen if teenagers make their own choices? Could they take risks or be influenced by others?

Structure
- If teenagers make their own choices, ...
- They might ..., but they could also ...
- Teenagers can be influenced by ...

Vocab
- take risks • make mistakes • learn
- face consequences • peer pressure
- social media • good / bad influence

4 What qualities should teenagers have to use their freedom responsibly?

Structure
- To use freedom responsibly, teenagers should ...
- It is important to be ... and ...
- With these qualities, they can ...

Vocab
- responsibility • self-discipline • maturity
- good judgement • critical thinking
- respect for others • kindness • honesty

5 Do you think people have the right impression of teenagers? Why or why not?

Structure
- Many people think that teenagers are ..., but ...
- In fact, teenagers can be ...
- People should understand that ...

Vocab
- stereotype • misunderstood • judge • responsible
- caring • hard-working • potential • support
- respect

Linking words

- because • however • although
- for example • as a result • therefore
- in addition • on the other hand • in my opinion
- for instance • in conclusion • that's why

LIVEWORKSHEETS

C. HOMEWORK

VOCABULARY & GRAMMAR (16 questions)

I. Con cần học thuộc nghĩa của tất cả các từ trong bảng từ vựng và vở ghi (nếu có), đồng thời luyện phát âm theo file nghe nhé!

Với những từ dưới đây, con hãy chép vào vở, mỗi từ một dòng để ghi nhớ cách viết: succumb to bad influences, refuse to do sth, rebellious, defiant, bad-mannered, appreciative, be likely to do sth, be thought to be…, apply to sb/sth, get the impression that…, be portrayed in the media, carry out a study, a strongly worded message.

II. Choose the best option to complete each of the following sentences.

1. Instead of forcing teenagers to obey every command without question, parents should encourage them to _____ on family decisions, as long as they express them respectfully.

A. refuse to obey orders B. follow the rules
C. take risks D. give their own views

2. Teenagers who are granted reasonable independence are far more _____ of the trust their parents place in them compared to those under strict control.

A. appreciative B. bad-mannered C. defiant D. disrespectful

3. When young people feel that their personal choices are never taken seriously, they are more _____ to become argumentative and distant from their families.

A. thought to be B. likely C. based on D. considerate

4. Teachers often _____ that strict discipline guarantees good behaviour, but forcing students to obey rules blindly can actually spark hidden resentment.

A. take sth seriously B. get the impression
C. refuse to do sth D. follow the rules

5. A teenager who behaves in a _____ manner when expressing a disagreement is often just trying to assert their independence rather than intentionally showing disrespect.

A. considerate B. respectful C. defiant D. appreciative

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

follow the rules	be thought to be	refuse	take risks	word choice	disrespectful

Many parents worry that teenagers are constantly willing to (1) _____ and try dangerous activities without considering the consequences. In school, teenagers who (2) _____ to do their homework or disrupt lessons are often seen as (3) _____ towards their teachers. Because of these isolated incidents, young people in general (4) _____ rebellious and untrustworthy by the wider public.

However, recent studies indicate that most teenagers actually prefer to (5) _____ when they feel respected and understood by adults. Furthermore, research shows that a journalist's (6) _____ in news articles strongly shapes how society views youth behaviour.

IV. Rewrite the following sentences in the Passive Voice. Do not change the original meaning or tense.

1. Many strict adults do not take young people's opinions seriously during family discussions.

→ _____

2. Psychologists are currently conducting a new study to see why some teenagers behave in a disrespectful manner.

→ _____

3. Does the school principal base these strict regulations on actual student behaviour?

→ _____

LIVEWORKSHEETS

4. Is the media painting a negative picture of adolescents as bad-mannered individuals?

→ _____

5. Why are the journalists interviewing only the noisy students after the protest?

→ _____

READING PRACTICE (6 questions)

Lưu ý:

1. Khi làm bài tập có từ mới, các con cần 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 extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand – a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans – why can't he get a taxi? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it … the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazes through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk **because of that**. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked…

LIVEWORKSHEETS

31. In the first paragraph, what is Caitlin's main point about the island?

A. It can be dangerous to try to cross from the mainland.

B. It is much smaller than it looks from the mainland.

C. It is only completely cut off at certain times.

D. It can be a difficult place for people to live in.

32. What does Caitlin suggest about her father?

A. His writing prevents him from doing things he wants to with his family.

B. His initial reaction to his son's request is different from usual.

C. His true feelings are easily hidden from his daughter.

D. His son's arrival is one event he will take time off for.

33. Caitlin emphasises her feelings of discomfort because she

A. is embarrassed that she doesn't understand what her brother is talking about.

B. feels confused about why she can't relate to her brother any more.

C. is upset by the unexpected change in her brother's behaviour.

D. feels foolish that her brother's attention is so important to her.

34. In the fourth paragraph, what is Caitlin's purpose in describing the island?

A. to express her positive feelings about it

B. to explain how the road was built

C. to illustrate what kind of weather was usual

D. to describe her journey home

35. In 'because of that' in Paragraph Five (underlined), 'that' refers to the fact that

A. locals think it is odd to walk anywhere.

B. it is easier for people to take the bus than walk.

C. people have everything they need on the island.

D. there is nowhere in particular to walk to from the island.

36. What do we learn about Caitlin's reactions to the boy?

A. She felt his air of confidence contrasted with his physical appearance.

B. She was able to come up with a reason for him being there.

C. She realised her first impression of him was inaccurate.

D. She thought she had seen him somewhere before.

LIVEWORKSHEETS