

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Mr. Minh - Chu Văn An High School - An Giang

# Unit 3

## GETTING STARTED

### An independent person



#### 1 Listen and read.

**Mai:** I can see that you and Hoang Minh have become close friends, Lan.

**Lan:** We have. I really like him because he doesn't rely on other people for help and isn't influenced by other people's opinions.

**Mai:** I see. So he's very independent.

**Lan:** Yes. He's also a very responsible student. He always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.

**Mai:** Right.

**Lan:** He's also reliable. Last week, our group worked on a project and he was assigned the most difficult part of it. He tried very hard and did it well.

**Mai:** It's good to have a friend you can rely on. He seems very determined.

**Lan:** He is. Last month, we were given a very hard Maths problem. While most of us gave up, he spent the whole night on it and solved it in the end.

**Mai:** That's amazing!

## Life Skills for Teens



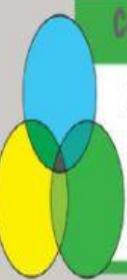
## BECOMING INDEPENDENT

### Metro 4Cs Rubric Performance Areas



#### Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking



#### Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

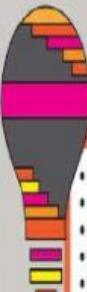


#### Communication

##### Writing to:

- Inform
- Support an Argument With Claims
- Present and Explain

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments



#### Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

**Lan:** Yeah. Even our Maths teacher was very surprised to read his answer. Another good thing about him is that he's self-reliant. He always tries to find solutions to his problems and seldom needs help from others.

**Mai:** His parents must be really pleased to have such a son.

**Lan:** Of course. He also helps around the house a lot. But he still has time to read, so he's well-informed about what's happening around the world. It's interesting to talk to him.

**Mai:** I'll talk to him sometime.

**Lan:** Yes, you should. He's also very confident and decisive. He always believes in himself, and I really admire his ability to make decisions so quickly. He's a very independent person!

**Mai:** That's great! You're lucky to have a close friend like him.

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## GETTING STARTED

### An independent person



Read the conversation again. Match the words with their definitions.

1. reliable

a. feeling certain about your own ability to do things and be successful

2. self-reliant

b. able to make decisions quickly

3. decisive

c. strongly motivated to do something and not allowing anyone or any difficulties to stop you

4. determined

d. that can be trusted to do something well; that you can rely on

5. well-informed

e. capable of doing or deciding things by yourself, rather than depending on other people for help

6. confident

f. having a lot of knowledge about current topics or a particular subject

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## BECOMING INDEPENDENT

### LANGUAGE

#### Pronunciation

##### Linking between a consonant and a vowel



1 Listen and repeat the following sentences, paying attention to the linking between the words.



1. He's a new student in our class.
2. He always fulfills all his tasks on time.
3. He knows a lot about life and the world around.
4. Now it's time for all of us to celebrate our achievements.
5. An independent person is capable of doing things by herself.



2 Listen and link ( ) the consonant sounds and the vowel sounds. Then practise reading the sentences.



1. Line up and wait until I tell you what to do.
2. My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
3. You could earn a lot of money if you write an interesting e-book.
4. Once upon a time, there was a frog that lived in a little pond.
5. Take a box from over there and give it to me.



#### DO YOU KNOW...?

##### Consonant to vowel linking

- When we talk naturally, we don't pause between the words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.
- Consonant to vowel linking is very common and occurs between words ending with a consonant sound and words beginning with a vowel sound.

[https://www.youtube.com/watch?v=mV\\_CEIr0Js8](https://www.youtube.com/watch?v=mV_CEIr0Js8)

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## BECOMING INDEPENDENT

### LANGUAGE

#### Vocabulary

1 Complete the table with words that have the same roots as the adjectives in the first column. Some adjectives do not have all the corresponding word forms. Use a dictionary, if necessary.

|   | Adjective    | Noun | Adverb |
|---|--------------|------|--------|
| 1 | reliable     |      |        |
| 2 | confident    |      |        |
| 3 | independent  |      |        |
| 4 | self-reliant |      |        |
| 5 | decisive     |      |        |
| 6 | determined   |      |        |
| 7 | responsible  |      |        |

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# Unit 3

## LANGUAGE

## BECOMING INDEPENDENT

### Grammar

#### To-infinitives after nouns / adjectives



#### DO YOU KNOW...?

- We can use the to-infinitive after certain adjectives to give a reason for the adjectives:
  - Noun / Pronoun + linking verb + adjective + to-infinitive  
Adjectives: *glad, happy, lucky, amazed, surprised, proud, determined, pleased, sorry, disappointed, sad, afraid*

Example:

- *I'm happy to see my former teacher again.*
- *I'm pleased to hear about your news.*

**B- Find 3 more nouns that can be used in the structure mentioned in the "Do You Know?" next to this. (→)**

(←) A- Find 3 more adjectives that can be used in the structure mentioned in the "Do You Know?" next to this.



#### DO YOU KNOW...?

- We can use to-infinitives after certain abstract nouns to say what action they relate to.  
Noun + to-infinitive  
Nouns: *advice, ability, ambition, anxiety, attempt, chance, decision, dream, failure, permission, plan, request, wish, way, demand, determination, effort, offer, willingness*

Examples:

- *Your dream to become a teacher will come true.*
- *You should find a way to deal with this problem.*



#### DO YOU KNOW...?

- We can use the to-infinitive in structures with *It* and certain adjectives to make a comment or judgement.
  - *It + linking verb + adjective (for somebody) + to-infinitive*  
Adjectives: *easy, difficult, hard, interesting, boring, nice, great, good, possible, impossible, likely, important, necessary, unreasonable*.

Examples:

- *It is interesting to talk to him.*
- *It is important for me to have confidence in myself.*

(←) C- Find 3 more adjectives that can be used in the structure mentioned in the "Do You Know?" next to this.

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# Unit 3

## BECOMING INDEPENDENT

### SKILLS

#### READING

#### Time-management skills



Complete each of the sentences with an appropriate word/phrase from the box below.



self-esteem



figure out



priority



strive



rely



schedule



(←) 1. She is too old now so she has to \_\_\_\_\_ on others to take care of her.



2. Most 12<sup>th</sup> graders *make every effort* to get into a university/college. They really \_\_\_\_\_ for it. (→)



3. This teen has low

but this cat has  
high



(←) 4. Julie could easily \_\_\_\_\_ the answer to the Math exercise.

5. I put learning on the top of my \_\_\_\_\_ list. I think it's the most important to me. (→)

6. Mr. Johnson has a very busy \_\_\_\_\_.

(←)

|                    | MONDAY       | TUESDAY           | WEDNESDAY                       | THURSDAY     | FRIDAY            |
|--------------------|--------------|-------------------|---------------------------------|--------------|-------------------|
| 0<br>8:15 - 9:15   | Office Hours | Office Hours      | Department Meeting              | Office Hours | Office Hours      |
| 1<br>9:25 - 10:25  | C            | A                 | B                               | A            | B                 |
| 2<br>10:30 - 11:30 | A            | B                 | C                               | C            | Coaching Period   |
| 3<br>11:35 - 12:35 | B            | C                 | A                               | E            | F                 |
| 4<br>12:35 - 1:20  | LUNCH        | LUNCH             | LUNCH                           | LUNCH        | LUNCH             |
| 5<br>1:20 - 2:20   | D            | D                 | F                               | D            | D                 |
| 6<br>2:25 - 3:05   | Advisory     | F<br>(until 3:25) | Town Meeting<br>(2 x per month) | Advisory     | E<br>(until 3:25) |
| 7<br>3:10 - 4:10   | E            | Staff Meeting     | E<br>(2:25-3:25 w/o TM)         | F            |                   |



my two thousand eleven

### LIST

1. learning
2. blogging
3. health
4. reading
5. family
6. community
7. organisation
8. creativity
9. scrapbooking
10. wellness

this is what is important