

## A. LISTENING

**Exercise 1:** Listen to the recording of a conversation between two friends, Mark and Lisa, about family conflicts and decide if the question is TRUE, FALSE or NOT GIVEN. You will listen to this recording TWICE.

Statements	True	False	Not given
1. Mark's parents are divorced.			
2. Mark's sister is studying abroad			
3. Mark and his sister often argue about sharing their room.			
4. Mark's parents have different ideas about his future career.			
5. Mark will not follow his father's footsteps.			

**Exercise 2:** Listen again and choose the correct answer. You will listen the recording ONCE.

- What is Mark's parents status lately?
  - They get divorced
  - They love each other
  - They get along well
  - They have argued
- What is Mark's opinion about sharing the same room with his sister?
  - He wants his own space
  - He is getting affected
  - He wants to share the room
  - He wants to leave that room
- What did Mark's parents do when he tried talking about his issue?
  - They resolved the issue
  - They bought a new room
  - They listened to him
  - They didn't seem to listen
- What do Mark's parents also have different opinions about?
  - His dreams
  - His goals
  - His future career
  - His note

## B. SPEAKING

**Exercise 1:** Choose the correct response. Then practice the short exchanges in pairs.

- A:** My parents don't let me do what I want.

**B:** a/ You should listen to them more.  
b/ You should tell them you're old enough.
- A:** My parents want me to follow in their footsteps.

**B:** a/ Wow, they walk very fast.  
b/ I think you have your own dreams of job.
- A:** Do you help with housework?

**B:** a/ Certainly. All of us share the chores.  
b/ My parents say I don't study enough.
- A:** Is there any generation gap in your family?

**B:** a/ No. I live in a nuclear family.  
b/ No. My parents are very understanding
- A:** How can I make my own decisions?

**B:** a/ You try to explain them to your parents.  
b/ Your parents will respect your privacy.
- A:** Are there any ways to avoid conflicts and arguments in the family?

**B:** a/ You should set the family rules.  
b/ There are only trivial things. Don't worry.
- A:** My parents don't allow me to play computer games!

**B:** a/ You can do it when you finish homework.

8. **A:** My mother dressed badly and had an ugly hairstyle yesterday, Dad. **B:** a/ She looked younger and nicer, didn't she?  
b/ You needn't ask their permission.
9. **A:** Who do you talk with when you have problems? **B:** a/ Only serious problems.  
b/ No. They were popular 20 years ago.
10. **A:** Should I tell my parents before I make important decisions? **B:** a/ Of course. It's a must.  
b/ My mum, of course.  
b/ Certainly. You're mature enough.

**Exercise 2: Complete the second sentence so that it has a similar meaning to the first. You can use one of these words or phrases:**

should

shouldn't

ought to

oughtn't to

- It would be a good idea not to treat your exchange student as a guest.  
→ I don't think you \_\_\_\_\_
- It would be a good idea to consider your exchange student part of the family.  
→ You \_\_\_\_\_
- It would be a good idea to establish trust and friendship with your exchange student by providing a safe and welcoming environment.  
→ You \_\_\_\_\_
- I recommend that you get them involved in your family's daily activities.  
→ You \_\_\_\_\_
- In my opinion, be sure to explain to your students how to find and use things around your house.  
→ You \_\_\_\_\_
- It's a good idea for you to establish and communicate household rules and expectations as soon as the student arrives.  
→ You \_\_\_\_\_
- It would be a good idea for you to know all important contacts and numbers of the student.  
→ You \_\_\_\_\_
- In my opinion, asking the student to do a lot of housework around your house is not a good idea.  
→ You \_\_\_\_\_

**Exercise 3: Circle A, B, C, or D to indicate the correct response to each of the following exchanges.**

1. *Two parents are talking with each other about their teenage daughter:*

- **The husband:** "\_\_\_\_\_" - **The wife:** "Though she was told not to, she spent all the money."

A. Are you going out with her?

B. Have you read her school report?

C. Why are you so angry?

D. Thanks god, she's doing very well at school.

2. Dennis and Andrew are discussing about generational topic:

- **Dennis:** "Have you noticed the generation gap between our parents and us?"

- **Andrew:** "\_\_\_\_\_ It's quite evident, especially when it comes to technology and social media."

A. I can't see

B. Definitely!

C. Yes, I do

D. That's interesting



3. Ms. Thao started her lesson by asking a lead in question:

- **Ms. Thao:** "Okay class! Can someone tell me what the topic of today discussion is?"

- **Student:** " \_\_\_\_\_ "

A. I think we will talk about the generation gap

C. I live in a nuclear family

B. I believe we can't avoid daily arguments.

D. What does "nuclear family" mean?

4. Minh and Tri are discussing about the generation topic:

- **M. Minh:** "Do you think the generation gap is narrowing over time?"

- **M. Tri:** " \_\_\_\_\_. There are still differences in values and perspectives, but I believe there is more understanding and acceptance now."

A. I disagree.

B. I'm not sure.

C. Absolutely!

D. No, I don't know

5. Teacher Thanh is asking her students:

- **Mr. Thanh:** "What are some challenges that may be caused by the generation gap?"

- **Student:** " \_\_\_\_\_ "

A. I don't know.

B. The generation gap can lead to misunderstandings and conflicts.

C. I prefer not to answer.

D. Can you repeat the question, please?

### C. READING

**Exercise 1: Read the following passage and mark the letter A, B, C, or D on your answer sheet to choose the word or phrase that best fits each of the numbered blanks from 1 to 5.**

① My family are a funny lot. Take my father's brother, Uncle George, for (1) \_\_\_\_\_. He's the black sheep of the family and nobody ever mentions him unless they are asked a direct question about him. He ran away to sea at the age of 15 and no one heard a(n) (2) \_\_\_\_\_ from him until he returned 20 years later. During his absence, he'd had a lot of adventures but he made no money at all and his brothers had to support him until he found himself a job. (3) \_\_\_\_\_ took a long time because he had no skills and training in any trade apart (4) \_\_\_\_\_ seamanship. During his time, he kept getting into trouble and this also made him unpopular with his brothers. They, on the other hand, worked hard all their lives, supported their families and had no (5) \_\_\_\_\_ with people who seemed to have no sense of responsibility like Uncle George. As far as I am concerned, this makes them much less interesting than him and I don't think it's right that they should look for on their brother. He may be the black sheep to them but to me after all his years of excitement and hardships at sea he seems a hero.

1. A. instance

B. examples

C. sure

D. good

2. A. word

B. news

C. sentence

D. information

3. A. who

B. that

C. which

D. when

4. A. of

B. in

C. for

D. from

5. A. sympathize

B. sympathy

C. sympathetic

D. sympathetically

② Generation gaps play an important role in businesses. This is because to sell to different groups, companies (1) \_\_\_\_\_ find ways to balance the needs and views of individuals from those groups. Businesses must be aware of the changing demographics and (2) \_\_\_\_\_ of their client base, (3) \_\_\_\_\_ can affect their business cycles and bottom lines.

The term "generation gap" was first used in the 1960s. During that time, the baby boomers, those born between 1946 and 1964, were growing apart from their parents in their (4) \_\_\_\_\_ and opinions.

Sociologists use nomenclature to refer to different generational segments. For example, members of Gen Z, born between 1996 and 2012, are called “digital natives” (5)\_\_\_\_\_ they have lived with digital technology their entire lives.

By contrast, older generational members are termed “digital immigrants” and tend to be less comfortable with the personal usage of technologies. Consequently, technology companies market products differently to each age group.

- |               |              |                |            |
|---------------|--------------|----------------|------------|
| 1. A. must    | B. should    | C. shouldn't   | D. mustn't |
| 2. A. parents | B. genders   | C. experiences | D. freedom |
| 3. A. who     | B. which     | C. that        | D. when    |
| 4. A. honesty | B. influence | C. value       | D. belief  |
| 5. A. so      | B. because   | C. but         | D. and     |

**Exercise 2: Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 5.**

①

### **Dating Customs Around the World**

Dating is rare in Afghanistan because most marriages are arranged by parents, and schools are separate for boys and girls. The opportunities to meet are rare. Girls have a 7:00 pm curfew, while boys have an 11:00 pm curfew.

It is against the law to date in Iran. Teens are separated until they are of marrying age, then their families introduce them to each other and sometimes a courtship follows.

Most teens go out in large groups and don't pair off until they are 18 or 19 years old in Australia. Girls often ask boys out and pay for the date, too. Couples often go to dinner parties, barbecues, or the beach.

Dating is usually a group event in Europe. In Spain, teens join a pandilla, a club for a group of friends with the same interests, like cycling or hiking. Dating is done one-to-one and both girls and boys ask each other out and split the cost of the evening's entertainment.

In Russia, dates take place at dances or at clubs where teens eat or chat with friends. As many as 30 teens may come to a cinema to attend a movie together. In small towns, teens meet in the streets downtown or gather around a fountain.

In Japan and Korea, most high school students don't date or go to parties, but spend their time studying instead. Dating begins in college, when only boys do the asking and pay for the dates.

1. In Muslim countries as Afghanistan and Iran, dating is \_\_\_\_\_.  
A. arranged by parents  
B. introduced by families  
C. after a courtship  
D. rare or prohibited
2. All of the following are true about dating in Australia EXCEPT that \_\_\_\_\_.  
A. they often go out in large groups  
B. only girls ask boys out and pay for the date  
C. they are not often in a relationship until the age of 18 or 19  
D. the most venues for dating are dinner parties, barbecues, or the beach
3. In Spain when having a date, teenagers \_\_\_\_\_.  
A. with the same interests often go to a club  
B. go cycling or hiking in pairs  
C. boys often pay for the cost of the entertainment



- D. join a pandilla to enjoy the evening's entertainment
4. In Russia, teenagers \_\_\_\_.
- A. meet in the streets near their houses in small towns
  - B. gather around in order to have a fountain
  - C. have dating at cinemas, dances, or clubs
  - D. may come to a cinema when the number of them is 30
5. In Japan and Korea, \_\_\_\_.
- A. female college students can ask boys for dating
  - B. most college students concentrate on studying instead of dating
  - C. dating is very rare for high school students
  - D. high school students often go to parties and share the cost

② The 'Generation Gap' or 'Intergenerational Divide' has become a ubiquitous term within the debate surrounding workplace equality and diversity in recent years. **This** has become even more discerning with the rise of a workplace that has four or sometimes five generations under one organizational 'roof'. This myriad of diverse characteristics and individuality creates a management issue in relation to understanding the management of human experiences within the workplace.

**Conflict** rather than commonality has become a central part of the overarching narrative surrounding intergenerational workplace division. By understanding what the 'generation gap' is and how it impacts workplace organizational culture, organizations will be able to discern avenues of possible change by understanding how businesses can harness the power of commonality by unleashing intergenerational equality. HR practitioners are facing a generational 'time bomb'. By understanding the dynamics of this change and how to better facilitate a process towards change, organizations can overcome the problems that arise from intergenerational conflict within the workplace.

1. What is the main idea of the article?
- A. The need for organizations to address intergenerational workplace division.
  - B. The importance of workplace diversity in organizational culture.
  - C. The challenges faced by HR practitioners in managing multiple generations.
  - D. The potential for change and improvement through intergenerational equality.
2. The word "**This**" in paragraph 1 refers to \_\_\_\_.
- A. recent years
  - B. diversity
  - C. Generation Gap
  - D. workplace
3. What is the meaning of the term "Generation Gap" as used in the article?
- A. The difference in age between different generations.
  - B. The conflict and divide between different generations in the workplace.
  - C. The diversity and individuality within different generations.
  - D. The rise of multiple generations working together in organizations.
4. What is the general method that can be used to solve the intergenerational workplaces' issue?
- A. Understanding the dynamics of change.
  - B. Overcoming conflict within the workplace.
  - C. Facilitating a process towards change.
  - D. Harnessing the power of commonality.

5. The word " **Conflict** " in paragraph 2 is closest in meaning to \_\_\_\_\_.

A. Disagreement

B. Morality

C. Unity

D. Diversity

③

### The Age of Adulthood

In the United States, 16, 18, and 21 are significant ages in a person's life. A person can do new things at each age to show that he or she is no longer a child. These are all part of the transition to adulthood.

After turning 16 in the United States, a person can be employed, get a driver's license, and leave home. Many high school students learn to drive and get part-time jobs after celebrating their 16th birthday. At 18, people in the United States can vote in government elections and join the military, but they are prohibited from going into nightclubs, buying alcohol like beer or wine, or gambling until they are 21.

In many Latin American countries, a young woman's 15th birthday is important. At this age, she is no longer considered to be a girl, but a woman. To mark this special day, families with 15-year-old daughters have a celebration called a *quinceañera*. The day begins with the young woman and her family going to the church. Later, there is a party to which many guests are invited.

In Japan, boys and girls are considered to be adults at the age of 20. At this age, they are allowed to vote and drink alcohol. The second Monday in January is a national holiday called Coming-of-Age Day. On this day, 20-year-olds celebrate by first going to shrine with their families. Later, they listen to speeches given by city and school leaders. After that, many celebrate with family and friends late into the night.

In many countries, celebrations do not stop at adulthood. People like to celebrate what they consider to important ages such as their 50th or 60th birthdays, or significant events such as the birth of their first child, their retirement.

1. The main idea of the passage is \_\_\_\_\_.

A. the age of adulthood is too young in some places but too old in others

B. being a young person in Latin America is easier than Japan or the U.S.

C. there are special ages and celebrations around the world that show a person is becoming an adult

D. young people in South America are more mature than their counterparts in Japan.

2. American are NOT allowed to \_\_\_\_\_ when they turn 20.

A. drive

B. buy alcohol

C. join the army

D. vote

3. According to the passage, which of the following shows you are becoming an adult?

A. voting in an election

B. throwing a party

C. celebrating your birthday

D. going to church

4. All of the following are true about Coming-of-Age Day EXCEPT that \_\_\_\_\_.

A. it is celebrated with family and friends at the shrine

B. it is a national holiday

C. it is celebrated with speeches from senior citizens

D. it is for 20-year-old to celebrate

5. Many people think that \_\_\_\_\_ is a big event in their lives.

A. birthdays of their children

B. the birth of their children

C. the middle of adulthood

D. retirement

**Exercise 3: Read the passage about parent teenager problems, and then answer the questions.**

### Parent Teenager Problems



Parent teenager problems are a common thing in most households. Reasons for problems between teenagers and parents vary greatly, and each situation is different from another, but there are common reasons for parent teenager problems.

First, a teenager is getting bad grades at school. This can cause a problem because the parents of a teen who is not getting the best grades in school will be worried about him graduating from high school and getting into college. Also, if a teen gets bad grades, he probably will not get any scholarships for school, which can be a hardship on parents.

Next, a teen is hanging out with a bad crowd. A teenager who has friends that do things their parents do not approve of can end up doing those things too, and the teen's friends will probably not be received well by the parents.

Then, a parent who is very strict with their teenager will probably have problems with him at some point. It is important to be firm, but not very firm, since this may make a teenager want to rebel even more.

If you are having problems with your parents, you will probably want to fix them. Lack of communication causes a lot of problems between parents and teenagers. It is important for both parties to communicate. You should do things together with your parents, such as going to a movie or playing board games or going to a family counselor.

Fixing a family problem might seem hard, but as long as everyone communicates his or her feelings, everything should work out in the end.

1. What are the common reasons for parent teenager problems?

→ \_\_\_\_\_

2. What are the effects of bad grades of a teen at school?

→ \_\_\_\_\_

3. Why do parents worry when their teen is hanging out with a bad crowd?

→ \_\_\_\_\_

4. When does a teenager want to rebel?

→ \_\_\_\_\_

5. What are the ways to fix the problems between parents and their teens?

→ \_\_\_\_\_

#### **D. WRITING**

**Exercise 1: Rewrite the sentences below with the same meaning**

1. The thief escaped before the police arrived.

→ When the police arrived, \_\_\_\_\_

2. First, he booked the restaurant, and then he invited everybody.

→ Before he \_\_\_\_\_

3. I told him off. Then I realized I was wrong.

→ After I \_\_\_\_\_

4. I worked very hard for the exam. Then I passed it.

→ Before \_\_\_\_\_

5. First I considered what to study. Then I decided to major in Maths.

- After \_\_\_\_\_
6. She wrote a letter. Then she went to bed.  
→ After \_\_\_\_\_
7. He bought a radio. First he checked the price.  
→ After \_\_\_\_\_
8. She went out for a walk. Then she had a fatal accident.  
→ Before \_\_\_\_\_
9. She decided to go away. First she faced the matter.  
→ After \_\_\_\_\_
10. We read the book, then we wrote the assignment.  
→ Before \_\_\_\_\_
11. She watched the film, then she wrote a report.  
→ After \_\_\_\_\_
12. The guests left and we tidied the house.  
→ When \_\_\_\_\_
13. It was my bedtime when you called me last night.  
→ While \_\_\_\_\_
14. Hoa learned her lesson. Then she went out for a walk.  
→ Before \_\_\_\_\_
15. Fred fell off the ladder while painting a wall.  
→ While Fred \_\_\_\_\_
16. David had gone home before we arrived.  
→ After \_\_\_\_\_
17. We had lunch then we took a look around the shops.  
→ Before \_\_\_\_\_
18. The light had gone out before we got out of the office.  
→ When \_\_\_\_\_
19. After she had explained everything clearly, we started our work.  
→ By the time \_\_\_\_\_
20. My father had watered all the plants in the garden by the time my mother came home.  
→ Before \_\_\_\_\_

**Exercise 2: Rewrite these sentences with the given words or phrases.**

1. My father doesn't drive on the left.  
→ My father is not \_\_\_\_\_
2. I went to the church when I was a child.  
→ I \_\_\_\_\_
3. My sister looked so fat when she returned from Paris.  
→ My sister used \_\_\_\_\_
4. Dennis gave up smoking three years ago.  
→ Dennis used \_\_\_\_\_
5. My brother had his hair cut short when he joined the army.  
→ My brother used \_\_\_\_\_



6. My parents lived in the USA when they were young.  
→ My parents used \_\_\_\_\_
7. Jim was my best friend, but we aren't friends any more.  
→ Jim used \_\_\_\_\_
8. Nam usually gets up early in the morning.  
→ Nam is used \_\_\_\_\_
9. Hung spends many hours on playing computer games.  
→ Hung is used \_\_\_\_\_
10. I didn't listen to music some years ago.  
→ I didn't \_\_\_\_\_
11. They didn't know how to drive a car, but now they drive well.  
→ They didn't \_\_\_\_\_
12. There were more cars on the roads some years ago.  
→ There used \_\_\_\_\_
13. I always get up early in the morning.  
→ I am \_\_\_\_\_
14. That girl eats ice cream every day.  
→ That girl is \_\_\_\_\_
15. I cook the meal at 7 p.m. every weekend.  
→ I am used \_\_\_\_\_
16. When Pamela was 15, she didn't usually go skiing in winter.  
→ Pamela didn't \_\_\_\_\_
17. I often lived in a big city.  
→ I used \_\_\_\_\_
18. My mum lived in a small village when she was a girl.  
→ My mum used \_\_\_\_\_
19. There are more vehicles on the roads now.  
→ There did not \_\_\_\_\_
20. I learn English every day.  
→ I am \_\_\_\_\_
21. I often cook for myself.  
→ I am \_\_\_\_\_
22. I ate a big chocolate cake a day but I stopped three years ago.  
→ I used \_\_\_\_\_
23. I drink a cup of coffee in the morning.  
→ I am \_\_\_\_\_
24. Peter had a bike, now he has a car.  
→ Peter used \_\_\_\_\_
25. We cycled to school two years ago.  
→ We used \_\_\_\_\_
26. Mr. Michael grew tulips but he doesn't any more.  
→ Mr. Michael used \_\_\_\_\_

27. My uncle was a bus driver some years ago, but now he has a desk job.

→ My uncle used \_\_\_\_\_

28. I quite like classical music now, although I wasn't keen on it when I was younger.

→ I didn't \_\_\_\_\_

29. I had a lot of money but I lost it all when my business failed.

→ I used \_\_\_\_\_

30. Dennis gave up smoking two years ago.

→ Dennis used \_\_\_\_\_

31. When Barbara was in Italy, she stayed with an Italian family.

→ Barbara used \_\_\_\_\_

32. We lived there when we were a child.

→ We used \_\_\_\_\_

33. I walked to work when I was younger.

→ I used \_\_\_\_\_

34. He had long hair but nowadays this hair is very short.

→ He used \_\_\_\_\_

35. I drink milk every day.

→ I am \_\_\_\_\_

**Exercise 3: Write an email to your new pen friend in Manchester, England. Use the prompts below.**

- Name: Phong; age: 16; live in Ho Chi Minh City, Viet Nam

- live with my parents and my younger sister (13)

- a high school student in Grade 11, English – my foreign language, four lessons a week

- a huge fan of Manchester City FC; have many things to exchange – you're a fan of Manchester City too

- interested in chatting with you or your friends in English using Facebook or Messenger

- send me a message and tell me a little about yourself, your family and your hobbies

- wait to hear from you

Hi! My name is \_\_\_\_\_

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--- THE END ---