

TIẾNG ANH 9: UNIT 3: HEALTHY LIVING FOR TEENS

PART 1. ADVANCED GUIDED CLOZE TEST

Exercise 1. The Hidden Cost of Constant Productivity

In many schools, students are praised for being productive, meeting deadlines and achieving impressive results. While ambition can be valuable, the belief that every minute must be used efficiently may gradually become a source of pressure. Some teenagers begin to regard rest as a reward that must be earned rather than a basic part of maintaining good health.

This attitude can be counterproductive. When students continually (1) _____ their need for rest, they may become less attentive and make more mistakes. They might also struggle to decide (2) _____ when several assignments appear equally important. Rather than responding to every demand immediately, they should distinguish urgent tasks from those that can reasonably wait.

Developing realistic routines is therefore essential. If students (3) _____ their workload into manageable stages, they may find demanding projects less overwhelming. They should also learn to recognise when to stop working instead of trying to (4) _____ every task at the expense of their well-being.

Ultimately, the more intelligently teenagers organise their responsibilities, (5) _____ they are likely to cope with pressure without sacrificing their health.

- | | | | |
|-----------------------------|---------------------------|---------------------|----------------|
| 1. A. put off | B. look after | C. give priority to | D. get through |
| 2. A. what to prioritise | B. what prioritising | | |
| C. what prioritised | D. what they prioritising | | |
| 3. A. divide | B. divided | C. will divide | D. dividing |
| 4. A. accomplish | B. consult | C. maintain | D. encourage |
| 5. A. the more successfully | B. more successfully | | |
| C. the most successfully | D. the successful | | |

Exercise 2. Food Choices Beyond the Label

Food advertisements frequently present certain products as convenient solutions for busy teenagers. However, attractive packaging and persuasive claims do not necessarily tell consumers everything they need to know about a product's nutritional value. Learning to make informed choices requires more than simply accepting what advertisements suggest.

One practical approach is to examine the ingredients and consider how frequently a particular food is consumed. Teenagers do not need to reject every convenient snack; instead, they should learn (1) _____ different options according to their nutritional needs and daily routines.

Schools and families can support this process by providing opportunities to discuss food choices without turning meals into a source of unnecessary anxiety. If teenagers (2) _____ how to interpret basic nutritional information, they may become more independent consumers.

Equally important is the recognition that healthy living involves more than food alone. Regular physical activity, sufficient rest and a positive relationship with one's body all contribute to overall well-being. The more balanced a teenager's habits become, (3) _____ it may be to maintain them over time.

When students are uncertain about a particular health claim, they should consider (4) _____ reliable information rather than relying exclusively on social media. If they develop this habit, they (5) _____ better equipped to make sensible decisions.

- | | | | |
|---------------------|--------------------|-----------------------|---------------------|
| 1. A. compare | B. to compare | C. comparing | D. compared |
| 2. A. understand | B. will understand | C. understood | D. understanding |
| 3. A. the easier | B. easier | C. the easiest | D. more easily than |
| 4. A. where to find | B. where finding | C. where they finding | D. where to finding |
| 5. A. are | B. will be | C. were | D. have been |

PART 2. ADVANCED READING COMPREHENSION

Exercise 3. When Competition Stops Being Healthy

When schools organise sports competitions, the benefits are often obvious: students become more physically active, develop teamwork skills and learn to respond to both success and disappointment. Nevertheless, the atmosphere surrounding a competition can influence whether these experiences genuinely contribute to teenagers' well-being.

At one secondary school, the annual fitness challenge was originally designed to encourage participation rather than identify the strongest students. Over time, however, some participants began comparing their results **obsessively**. A few students trained beyond what was appropriate for their experience, while others stopped participating because they believed their performance would be judged negatively.

The organisers eventually reconsidered the way the event was presented. Instead of praising only the highest achievers, teachers began recognising improvements in personal performance,

consistent effort and cooperation. They also encouraged students to choose activities suitable for their abilities and to consult a qualified adult if they experienced persistent discomfort.

This change did not eliminate competition. Rather, it helped students understand that competition and personal development need not be incompatible. A student who improves gradually may gain as much confidence as someone who finishes first, particularly when progress is measured against realistic individual goals.

The experience highlights a broader principle: the impact of an activity depends partly on the values surrounding it. If schools communicate that achievement matters more than health, students may feel compelled to ignore their own limitations. If, on the other hand, they recognise effort, safety and individual progress, physical activity can become a more inclusive experience.

1. Which statement best expresses the main argument of the passage?

- A. Competitive sports should be removed from secondary schools because they inevitably cause anxiety.
- B. Physical challenges are most valuable when achievement is balanced with individual progress and well-being.
- C. Students should compete only against classmates with similar physical abilities.
- D. Teachers should praise the strongest performers to encourage other students to improve.

2. Why did some students stop participating in the fitness challenge?

- A. The organisers required them to train every day.
- B. They were not allowed to choose their own activities.
- C. They feared that others would judge their performance negatively.
- D. They believed physical exercise had no educational value.

3. The word “**obsessively**” in paragraph 2 most nearly suggests that the students compared their results _____.

- A. occasionally and without much concern
- B. carefully but only when instructed
- C. in a balanced way that supported their progress
- D. excessively, giving the comparisons too much attention

4. What does the change in the teachers' approach demonstrate?

- A. Recognition can be based on effort and improvement rather than rankings alone.
 - B. Personal performance is irrelevant when students participate in team activities.
 - C. Competition becomes fair only when everyone receives the same result.
 - D. Students are more successful when teachers avoid giving praise.
5. Which of the following can be inferred from the passage?
- A. Students who finish first are necessarily healthier than other participants.
 - B. A school can influence students' attitudes towards exercise through the way it defines success.
 - C. Physical discomfort is always a normal consequence of effective training.
 - D. Students should avoid challenging activities until they become experts.
6. What is the writer's attitude towards school fitness competitions?
- A. Completely opposed to them.
 - B. Uninterested in their educational value.
 - C. Generally supportive, provided that well-being is taken seriously.
 - D. Convinced that competition is more important than cooperation.

Exercise 4. The Difference Between Information and Advice

Teenagers today can access a remarkable amount of health-related information. Within seconds, they can find exercise routines, nutritional suggestions and explanations of common physical or emotional difficulties. Yet access to information does not automatically produce good decisions. The challenge is often determining which advice is trustworthy, appropriate and relevant to an individual's circumstances.

Consider a student who experiences shoulder pain after carrying a heavy schoolbag. A short online video might recommend a set of exercises, while another source might suggest changing how the bag is carried. Although either suggestion could appear reasonable, neither should automatically be treated as a complete solution. The student needs to consider the nature of the problem and seek appropriate guidance if the discomfort continues.

This example illustrates why context matters. Advice designed for an experienced athlete may not be suitable for a beginner. Similarly, a routine that works well for one student may be impractical for another whose schedule, abilities or needs are different. Responsible decision-making therefore involves asking not only what a recommendation says, but also who **it** is intended for and under what circumstances it should be followed.

Schools can help students develop this judgement. Rather than simply telling them to follow or reject particular sources, teachers can encourage them to compare claims, examine the evidence provided and recognise the limits of their own knowledge. If students learn to evaluate information critically, they may become less vulnerable to confident but poorly supported claims.

Ultimately, health literacy is not about knowing the answer to every question. It is about recognising uncertainty, identifying reliable sources and understanding when professional advice is necessary. These abilities allow teenagers to make more informed decisions without assuming that every problem has a simple, universal solution.

1. What is the central message of the passage?

- A. Online health information should never be used by teenagers.
- B. Every student should follow the same exercise routine.
- C. Health literacy involves evaluating information and recognising when further guidance is needed.
- D. Schools should provide students with answers to every health-related question.

2. Why does the writer mention a student experiencing shoulder pain?

- A. To show that all schoolbags are unsuitable for teenagers.
- B. To illustrate why health advice must be considered in context.
- C. To prove that online videos are always unreliable.
- D. To explain why physical exercise should be avoided.

3. In paragraph 3, the word “it” in “**who it is intended for**” refers to _____.

- A. the recommendation or piece of advice being evaluated
- B. the teachers who provide classroom instruction
- C. the students who have already recovered
- D. the source that have been rejected

4. What does the writer imply about advice designed for experienced athletes?

- A. It is always more reliable than advice for beginners.
- B. It should be followed by anyone who wants to improve quickly.
- C. It becomes unsuitable as soon as a person changes their routine.

D. It may not meet the needs of someone with less experience.

5. Which action best reflects the approach recommended by the writer?

A. Accepting a claim because it appears in a popular video.

B. Comparing the evidence behind several recommendations and seeking qualified help when necessary.

C. Rejecting every recommendation that does not provide an immediate solution.

D. Choosing the most demanding routine to ensure the fastest results.

6. Which statement best describes the writer's tone?

A. Alarmist and emotional.

B. Sarcastic and dismissive.

C. Analytical and cautiously encouraging.

D. Humorous and informal.

PART 3. ADVANCED GAP-FILLING WITH PHRASES OR SENTENCES

Exercise 5. Building a Healthier School Environment

Promoting healthy living among teenagers requires more than asking individual students to change their behaviour. Their choices are also shaped by school routines, the expectations of adults and the opportunities available to them.

For example, students may understand the importance of physical activity but still struggle to participate if the school timetable leaves them little time for movement. (1) _____. A healthier environment therefore makes beneficial choices practical, rather than simply presenting them as individual responsibilities.

The way adults respond to students also matters. If teachers praise only exceptional results, some teenagers may conclude that gradual improvement is not worth recognising. (2) _____. This can help students develop realistic expectations and remain willing to participate even when progress is slow.

Schools should also recognise that students may have different needs. An activity that is suitable for one teenager may be inappropriate for another. (3) _____. Where necessary, students should be encouraged to consult qualified professionals instead of relying on assumptions.

Ultimately, a successful school health programme should combine information, encouragement and opportunities for action. (4) _____. In this way, healthy living becomes a shared responsibility rather than a lesson that students are expected to remember without support.

A. Providing accessible activities and sufficient time for them can help close this gap.

B. Recognising consistent effort and personal progress may create a more supportive atmosphere.

C. For this reason, flexibility and attention to individual circumstances are essential.

D. Its effectiveness depends on whether students can apply what they learn in their everyday lives.

1.

2.

3.

4.

PART 4. PARAGRAPH REORDERING

Exercise 6. A More Thoughtful Approach to Exercise

a. This approach also makes it easier for beginners to recognise improvement without comparing themselves constantly with others.

b. For this reason, the school introduces a programme in which students set personal goals and review their progress regularly.

c. However, some students become discouraged when they compare their results with those of more experienced classmates.

d. Regular exercise can improve physical health, but its benefits are not always immediate.

e. As students become more aware of their own progress, they may be more willing to maintain the habit over time.

Choose the correct order.

A. $d - c - b - a - e$

B. c - d - a - e - b

C. d - b - e - c - a

D. b - d - c - a - e

Exercise 7. Making Responsible Health Decisions

a. Once they have done so, they can decide whether the advice is relevant to their situation or whether they should seek further guidance.

b. This is particularly important when a recommendation concerns persistent discomfort or a significant change in health.

c. Teenagers frequently encounter conflicting suggestions about exercise, food and other aspects of healthy living.

d. They should therefore examine the source of each claim and consider the evidence supporting it.

e. Developing this habit can help them make more informed choices instead of accepting every confident statement as fact.

Choose the correct order.

A. c – a – d – e – b

B. d – c – b – a – e

C. c – d – a – b – e

D. c – b – e – d – a

PART 5. SENTENCE UNSCRAMBLING – ADVANCED GRAMMAR

Exercise 8. Question Words + To-Infinitive

1. whether / students / should / consult / a professional / they / need / to / know

.....

2. teenagers / how / information / to / evaluate / critically / must / learn

.....

3. the instructions / unclear / if / are / ask / the teacher / what / to / do / you / should

.....

Exercise 9. Phrasal Verbs and Double Comparatives

4. the / consistently / more / students / participate / the / confident / they / become / more

.....

5. teenagers / physical activity / put off / the / harder / it / become / establish / to / longer / the / a routine / may

.....

6. essential / cut down on / activities / interfere with / rest / students / that / their / should

.....