

## READING AND VOCABULARY

**Exercise 1. Fill in each of the blanks with ONE WORD from the box.**

common furious counselor mature attracted confess hopeless shocked identity reconciled

1. I was \_\_\_\_\_ to find out my boyfriend had cheated on me.
2. He was \_\_\_\_\_ with himself for letting things get out of control.
3. I am now \_\_\_\_\_ with two of my estranged siblings - not just my older brother, but my sister, whom I hadn't spoken to for 17 years.
4. When couples encounter problems or issues, they may wonder when it is appropriate to visit a marriage \_\_\_\_\_.
5. He doesn't completely trust online partners, as they usually hide their real \_\_\_\_\_.
6. From the moment they met, he was completely \_\_\_\_\_ by her.
7. Miss Walker was a \_\_\_\_\_ lady when she married.
8. Don't \_\_\_\_\_ your love to your friends unless you know they feel the same way.
9. The situation seemed \_\_\_\_\_ and desperation filled them both with anger.
10. Mary and John have a lot in \_\_\_\_\_.

**Exercise 2. Choose the word that differs from the other three in the position of primary stress.**

- |                   |                 |                |                |
|-------------------|-----------------|----------------|----------------|
| 1. A. commercial  | B. constructive | C. essential   | D. national    |
| 2. A. copy        | B. remove       | C. notice      | D. cancel      |
| 3. A. curriculum  | B. economics    | C. hesitation  | D. calculation |
| 4. A. interact    | B. specify      | C. illustrate  | D. fertilize   |
| 5. A. territorial | B. economic     | C. considerate | D. continental |

**Exercise 3. Choose the word that indicates the word whose underlined part differs from the other three in pronunciation in each of the following questions.**

- |                         |                     |                    |                    |
|-------------------------|---------------------|--------------------|--------------------|
| 1. A. am <u>az</u> ing  | B. ch <u>ar</u> ge  | C. fem <u>a</u> le | D. t <u>a</u> ste  |
| 2. A. br <u>ea</u> k    | B. br <u>ea</u> th  | C. thr <u>ea</u> d | D. tr <u>ea</u> d  |
| 3. A. en <u>ou</u> gh   | B. pl <u>ou</u> gh  | C. rou <u>gh</u>   | D. tou <u>gh</u>   |
| 4. A. belie <u>v</u> es | B. dream <u>s</u>   | C. girl <u>s</u>   | D. parent <u>s</u> |
| 5. A. kiss <u>e</u> d   | B. laugh <u>e</u> d | C. look <u>e</u> d | D. lov <u>e</u> d  |

**Exercise 4. Fill in the blank with the correct form of the given words.**

1. The he asks the same question again and again is so \_\_\_\_\_ (FRUSTRATE).
2. Parents can put their trust in Ms. Lan because she is an \_\_\_\_\_ teacher (EXPERIENCE).
3. The naughty boy denied \_\_\_\_\_ his Math teacher. (RESPECT)
4. Finally, after much effort, he gained a lot of \_\_\_\_\_ (ACHIEVE) in protecting wild animals.
5. Having too many children puts a lot of \_\_\_\_\_ (FINANCE) burdens on poor parents in rural areas.
6. Teenage \_\_\_\_\_ is a serious problem that impacts every aspect of a teen's life.
7. They were finally \_\_\_\_\_ with each other, after not speaking for five years.

8. With their many similar interests, he found her the most \_\_\_\_\_ companion.
9. \_\_\_\_\_ the impacts of dating on teen years and help parents in their communication with teens.
10. Teens face strong pressures to date, as well as get \_\_\_\_\_ (INVOLVE) in a romantic relationship.

**Exercise 5. 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.**

Different relationships affect teenagers in various ways. Friends impact teenagers almost the same amount as their parents. Teenagers go to their friends for help or to ask questions that they could not ask their parents about. Most of the time their friends give them good advice. In most cases, they tell their friends how to dress and act when being around certain people.

Love relationships just make it even harder for a teenager to get a good education. Some start to fail in school because they are hanging out with their boyfriend or girlfriend instead of doing their work. Parents have a big influence on teenagers because their children look up to them and the majority of them grow up to act and do things just like their parents did with them. Children who have experienced a family break-up may have lower achievements than children brought up in an **intact** family.

As previously stated, teenagers are affected by many relationships which involve their friends, family, and their love relationships. The relationships affect them so much that most teenagers change their ideas about how they should live their lives in a different way and to change their future goals. They should be influenced to help themselves or to help others.

1. Relationships can \_\_\_\_\_.
  - A. influence teenagers in many aspects of their lives.
  - B. help teenagers to decide the future goals in love relationships
  - C. help others to form relationships
  - D. help teenagers to follow their future goals with their friends and family.
2. Teenagers go to their friends in order to \_\_\_\_\_.
  - A. impact them in various ways and the same amount
  - B. ask them for help or advice that their parents can't give them.
  - C. have different relationships that their parents can't offer.
  - D. ask how to dress when being around certain people.
3. Love relationships may make a teenager harder to get a good education because \_\_\_\_\_.
  - A. their boyfriend or girlfriend may make them fail in school.
  - B. they tell their boyfriend or girlfriend how to dress to how to act.
  - C. they hang out with their boyfriend or girlfriend instead of studying.
  - D. they try to do their work instead of hanging out with their boyfriend or girlfriend.
4. The word "**intact**" in paragraph 3 can be replaced with \_\_\_\_\_.
  - A. imperfect
  - B. damaged
  - C. harmed
  - D. unbroken
5. All of the following statements about parents' influence on teenagers are true EXCEPT that \_\_\_\_\_.
  - A. achievements of teenagers from a family break-up are always slow.
  - B. parents have a great impact on teenagers.
  - C. most teenagers grow up to act and do things just like their parents.



D. a family break-up may have a negative effect on teenagers.

6. According to the passage, teenagers are affected by many relationships EXCEPT \_\_\_\_\_.

A. friends

B. finance

C. family

D. love

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

A. the effects of love relationships on teenagers' study.

B. the impact of relationships on teenagers' lives.

C. the role of parents in their children's lives.

D. the impact of relationships on adults and teenagers

**Exercise 6. Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks.**

In a healthy relationship, both partners respect, trust and embrace (1) \_\_\_\_\_ differences. Both partners are able to communicate (2) \_\_\_\_\_ their needs and listen to their partner, and work to resolve conflict in a rational and (3) \_\_\_\_\_ way. But maintaining a healthy relationship (4) \_\_\_\_\_ for skills many young people are never taught. A lack of these skills, and (5) \_\_\_\_\_ up in a society that sometimes celebrates violence or in a community that experiences a high (6) \_\_\_\_\_ of violence, can lead to unhealthy and even violent relationships among youth.

Dating violence (7) \_\_\_\_\_ psychological or emotional violence, such as controlling behaviors or jealousy; physical violence, such as hitting or punching. More than 20 per cent of all adolescents report having experienced (8) \_\_\_\_\_ psychological or physical violence from an intimate partner - and underreporting remains a concern. Adolescents, (9) \_\_\_\_\_ older adolescents, often have romantic relationships, which are long-term, serious, and intimate. Society has a responsibility to provide young people with the resources, skills, and space (10) \_\_\_\_\_ to safeguard their physical and emotional well being in these relationships. Youth-serving professionals, educators, and parents can help young people in need access services to (11) \_\_\_\_\_ dating abuse victimization. Research also has shown that programmes intended to prevent dating violence can be (12) \_\_\_\_\_.

1. A. another's

B. each another's

C. each other's

D. one another's

2. A. effective

B. effectively

C. effectiveness

D. ineffective

3. A. non-violent

B. violently

C. violent

D. violence

4. A. asks

B. calls

C. looks

D. requires

5. A. bringing

B. growing

C. raising

D. taking

6. A. amount

B. number

C. rate

D. scale

7. A. comprises

B. consists

C. contains

D. includes

8. A. both

B. either

C. neither

D. whether

9. A. especial

B. especially

C. special

D. specially

10. A. necessitating

B. necessarily

C. necessary

D. necessity

11. A. address

B. confess

C. deny

D. obey

12. A. succeed

B. success

C. successful

D. successfully