4

A teenager's life





1 _____ 2 _____ 3 _____ 4 _____

4.1 VOCABULARY Adolescence

I can talk about the abilities and characteristics of teenagers.

VOCABULARY
Adolescence | bullying | teen challenges

GRAMMAR
So | *too* | *either* | *neither* | phrasal verbs

1 Look at the photos. These are stages of a person's life. Tell your partner what a person can do at each stage.

2 4.01 Listen and check if you understand the following words in the Vocabulary box A and B. Write the words under the correct photos in Exercise 1.

Vocabulary A Stages in life

childhood teenage adolescence adulthood

Vocabulary B Thinking and behavior

goal setting abstract thinking peer influence
physical changes mental changes

3 Read the text and circle the correct choice.

Between the ages of 9 and 14, *teenagers / adults* undergo a lot of changes as they become *adolescents / adults*. We call this time puberty.

Some physical changes mark their entrance into adulthood. *Adult / Adolescent* boys start to grow hair on their face and their voice changes, while girls' bodies change so they start to have period.

Physical / Mental and social changes occur too. They start to set goals, think more abstractly, and *peer influence / adult influence* becomes stronger.

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4 Use the words in the box to fill in the blanks. Make changes to the words if necessary.

teen / teenager	adulthood
adolescent (x2)	adolescence

1 Childhood, teenage, _____ and adulthood are stages in our lives.
2 The words _____ and adult are both nouns and adjectives.
3 We enter _____ when we are 18 years old.
4 Puberty is often a difficult time for _____ as they become _____.

5 Put the following words in the correct columns.

abstract thinking	growing hair on face	setting goals
body changes	peer influence	voice changes

Physical changes	*Mental changes*

6 WORD FRIENDS Choose the correct option to complete the sentences.

1 It is important to _____ to be successful in life.
a think abstractly b grow hair c set goals
2 Teenagers tend to do what other adolescents do because of _____.
a abstract thinking b peer influence c goal setting
3 _____ is an important skill that will help you think about ideas, solve problems and better understand the world.
a Abstract thinking b Peer influence c Goal setting
4 During puberty, boys' voices start to get much deeper. These are called _____.
a voice changes b abstract thinking c mental changes

7 In pairs, talk about the physical and mental changes you or your friends have experienced when you enter puberty.

A: I started to think abstractly when I was in Grade 6.
B: I think I have learnt to set goals since last year.





And YOU

LIVEWORKSHEETS



4.2 GRAMMAR *too, so, either, neither*

I can use *too, so, either*, and *neither* to talk about teenagers and social media and technology.

1 Look at the photos. Which teenager is most similar to you?



I'm addicted to social media. I constantly check my Facebook and Twitter accounts. (Ellen)



I only use social media once a day. I like to do things in my free time. (Alex)



I check my social media about 5 times a day. (Zak)

2 Read the text below. Underline *too, so, either*, and *neither*. Answer the questions below.

Social Media Usage Among American and British Teenagers

- 90% of teenagers in the UK have access to computers and so do teenagers in the US.
- 45% of teens are always online, while 44% use it several times a day.
- 11% of British teenagers are not online more than three times a day, and neither are American teens.
- 10% of teenagers in the US do not play video games, and only a small percentage of teenagers in the UK do not, either.
- 32% of American teenagers use Snapshot or YouTube and British teenagers do, too.

(Source: adapted from www.pewresearch.org)

1 What are the similarities in computer use between American and British teenagers?
2 What are the similarities in social media use between American and British teenagers?

Grammar Too, so, either, neither

We use *too / so* to agree with a positive sentence.

- S + aux. V, too
  32% of American teenagers use Snapshot or YouTube and British teenagers do, too.
- So + aux. V + S
  90% of the teenagers in the UK have access to computers and so do the teenagers in the US.

We use *either / neither* to agree with a negative idea.

- S + aux. V + not, either.
  10% of the teenagers in the US do not play video games, and a few of the teenagers in the UK do not, either.
- Neither + aux. V + S
  11% of the teenagers in the UK are not online more than three times a day, and neither are those in the US.

3 Study the Grammar box. Complete the sentences below using *too, so, either*, and *neither*.

1 Adolescents like watching videos on TikTok and YouTube, and _____ do some adults.
2 I'm into Instagram and Facebook and _____ is my brother.
3 I don't think puberty is a great time for teenagers, and _____ does my friend.
4 Boys change their interests during teenage years and girls do, _____.
5 A baby cannot think abstractly, and a child cannot, _____.

4 Choose the correct option.

1 My classmates use social media once a day, and so _____ I.
a does b do c did
2 Smartphones are not good for adults if they depend on them too much, and neither _____ computers.
a are b is c do
3 Peer influence is strong during the teenage years, and parental pressure is, _____.
a either b neither c too
4 Adults will not experience too many physical changes, and neither _____ elderly people.
a will not b will c do

5 Work in pairs. Compare yourself to someone else. Use *too, so, either*, and *neither*.

And YOU

A: I like posting my photos on Facebook and my close friend does, too.
B: I am not a fan of Instagram, and my sister is not, either.

LIVEWORKSHEETS



4.3 READING and VOCABULARY

I can identify specific details in an article about bullying among teenagers in Việt Nam.

1 **Look at the photos. What do you think is happening?**



2 **Complete the following sentences using the highlighted words in the text.**

1 I feel _____ about not getting others to like me more.

2 Physical and mental _____ is not good for anyone, including teenagers and adolescents.

3 Do not believe in _____. You need to trust your friend.

4 When your friends make fun of you and think you do not fit in, they are _____ you.

3 **Read the text and answer the following questions.**

1 Where does bullying occur?

2 In what ways are students victims of bullying?

3 According to the text, what is the most important solution to bullying?

4 Why do some students miss class?

4.02

Bullying

Bullying is a problem that many schools in Viêt Nạm have faces in recent years. Bullying includes both physical violence (fighting and hitting others) and mental violence (threatening, spreading rumours, etc.)

Bullying statistics

A recent study shows that a considerable number of students in both cities and rural areas are involved in school violence.

Consequences of bullying

Victims of bullying generally feel bored with school, hopeless and don't want to return to school. In fact, fear of bullying is one of the main reasons students miss class.

Solutions

There are a number of solutions everyone can do to prevent bullying.

The most important thing is to make bullies aware of the consequences of their actions. Students often think bullying is normal and do not see the negative effects it has on its victims.

Families of both bullying victims and of the bullies need to get involved to prevent it from continuing.

4 **Read the text again. Fill in the following summary with ONE WORD from the text.**

Today many Vietnamese schools experience [1] _____. In fact, a number of Vietnamese students are [2] _____ of bullying. Students who experience bullying generally don't want to return to [3] _____. Everyone should work together to [4] _____ bullying. Students should not consider bullying to be [5] _____.

5 **Work in groups of five. Imagine you saw a student bullying another student at your school. Which of the following actions would you take? Why?**

And YOU

A Doing nothing
B Reporting to the school principal and teachers
C Telling your parents
D Calling the police
E Others (your own solutions)

LIVEWORKSHEETS



4.4 GRAMMAR Phrasal verbs

I can use phrasal verbs to talk about teenage problems.

1 Look at the photo. What teenage challenge do you think she faces?



2 4.03 Listen and read a dialogue between Jen and Minh, her friend, to check.

Jen: What's wrong?
Minh: My best friend just hung up on me. We're not getting along.
Jen: Cheer up.
Minh: Thanks. I'm under so much peer pressure to get together with my friends at the weekend. But my parents won't let me.
Jen: I get it. I face parental pressure, too. My parents are always telling me to grow up and act more mature. I just want to give up trying to please them. Some days, I feel I'm going to break down and cry.

3 Study the Grammar box, then find two more phrasal verbs in the text to fill in the blanks.

Grammar

Phrasal verbs

Phrasal verbs are made from a verb plus a preposition or adverb.

break down, [1]_____, get along, get together, [2]_____, grow up

4 Match the phrasal verb with its meaning.

1 break down	a have a friendly relationship
2 cheer up	b stop doing something
3 get along	c be unable to stop yourself from crying
4 get together	d develop from being a child to an adult
5 give up	e finish a telephone conversation
6 grow up	f meet in order to spend time together
7 hang up	g become less sad

5 Choose the correct option to complete the sentences.

1 Adolescents do not often _____ with their grandparents because of the age difference.
a get together b get along c grow up

2 Victims of bullying should not have to _____ doing school activities just to avoid bullies.
a hang up b give up c get along

3 Parents should _____ to discuss the effects of physical and mental violence on their children.
a get together b get along c give up

4 Do teenagers often _____ when they face a problem during their puberty?
a grow up b cheer up c break down

6 Class survey. Which problem is most common in your class? Use the phrasal verbs you have learnt and the following phrases.

And YOU

peer pressure parental pressure
bullying depression

A: Which problem do you have the most often?
B: I don't get along with my parents.

LIVEWORKSHEETS



4.5 LISTENING and VOCABULARY

I can identify main points and recognize hesitation devices and fillers in a conversation.

1 Look at the photos. How are these teenagers feeling? What may make the girl in photo A sad?

A



B



2 4.04 Listen to the conversation between Nancy and Kelly talking about their sons' problems. Mark the statements T (true) or F (false).

1 ☐ Nancy's son is no longer sad.

2 ☐ Kelly's son thought his family members were not interested in him.

3 ☐ Kelly spent more time with her son.

4 ☐ Nancy asks if talking to her son helps him.

5 ☐ Kelly was comparing her son with his older brother.

3 4.05 Listen again and tick (✔) the words / phrases used for hesitation devices and fillers in the conversation that you can hear.

1 ☐ Er

2 ☐ I see

3 ☐ The thing is…

4 ☐ Um

5 ☐ Well

4 Choose the best summary of the dialogue.

1 Nancy is telling Kelly about teenagers' problems.
2 Kelly is telling Nancy how she cheered up her son.
3 Nancy is giving Kelly some advice.
4 Kelly is asking Nancy how to cheer up her son.

5 The following phrases are from the listening. Choose the suitable phrase to complete the following sentences. Make changes when necessary.

> (be) around (somebody) compare
> spend family time get better get over
> (be) interested in (somebody / something)

1 Whenever our family gets together, we _____ with each other.
2 As teenagers grow up, they don't like their parents to _____ them _____ other people.
3 My boy friend just hung up on me. I think he is not _____ me any more.
4 A: She just broke down when she heard of the news.
B: Don't worry. She will _____ soon.
5 Please cheer up! You will _____ your problem in a few days.
6 Teenagers often want to be _____ their friends because they get along with them.

6 Work in groups. Draw a happy and sad face of two teenagers and write all the activities that makes them happy or sad. Share your drawing and list with your class.

And YOU





get shouted by my parents	*have dinner with my family*

LIVEWORKSHEETS



4.6 SPEAKING Asking for and giving opinions

I can ask for and give opinions about teenagers' choice of fashion.



Lan: I love your new blouse, Minh Anh.
Minh Anh: Oh, thanks.
Lan: What do you think about mine?
Minh Anh: Um, it's great too.
Lan: I was worried you might not like it. You always wear such nice clothes. I envy you.
Minh Anh: Actually, I feel pressured to buy new clothes and dress up all the time.
Lan: Um, I see. So why do you do it then?
Minh Anh: I guess I just want to look like my friends. They all take a lot of care to look their best. What do you think of that?
Lan: I think it might be dangerous because you might feel overwhelmed with all that peer pressure.
Minh Anh: You're right. I see what you mean. But I really want to be like my friends. I know it sounds crazy.
Lan: Well, it doesn't sound that crazy.

1 Look at the photo. Where are these girls? What are they doing?

2 4.06 Listen and read the conversation between two friends. Choose the best option for the following questions.

1 Lan wants to find out what Minh Anh thinks about her blouse. She asks:
a What do you think about mine?
b Do you like my blouse?
2 Lan wants to give opinion about Minh Anh's idea of dressing like her friends. She says:
a I think it might be dangerous because you might feel overwhelmed with all that peer pressure.
b I feel that you may have too much peer pressure.

3 In pairs, tick (✓) the phrases from the dialogue in the Speaking box below.

Speaking Asking for and giving opinions

Asking for an opinion
- ☐ Do you think it's OK to ...?
- ☐ Is it OK if I ...?
- ☐ What do you think about ...?
- ☐ What do you think of ...?

Giving opinions
- ☐ I believe ...
- ☐ I feel that ...
- ☐ As I see it, ...
- ☐ My view is that ...
- ☐ I think ...

4 Rearrange the sentences to make a meaningful dialogue between two teenager friends. The first sentence is given.

a As I see it, your parents have a good point. ☐
b I feel that is a bit late, especially on school nights. ☐
c They believe I should be home by 9.00 p.m. or I won't wake up early enough the next morning. ☐
d Um. Well, my friends all come home late. ☐
e What do your parents say? ☐
f Is it OK if I come home after 11.00 p.m.? 1

5 Work in pairs. Look at the pictures A, B, C, and D below. Ask each other for his / her opinion on the clothes in each picture.

And YOU



LIVEWORKSHEETS



4.7 WRITING

I can write an email to ask for advice from a columnist about teenage problems.

1 **Work in pairs. Choose the best way to start your email messages in situations 1–3.**

1 ___ You are asking a close friend for advice.
2 ___ You are asking someone you don't know very well for some advice.
3 ___ You are asking an adult who you have never met for some advice.

a Dear Mrs. Henderson,
b Hi Holly,
c Dear Holly,

2 **Read the three emails below. Which one is most formal? Which one is least formal?**

1
Dear Holly,
My sister and I are very close and we are nearly the same age. We do everything together, but sometimes I feel my friends like me a bit more than my sister. So recently my friends invited me to a party, but they didn't invite my sister, and she really wants to come too. I would feel bad if I went there without her. We do almost everything together. What should I do?
Could you give me some advice, please?
Best,
Susan

2
Hi Holly,
I love shoes. My mum thinks I have too many. I have about 15 pairs. But what my mum doesn't understand is most of my friends have over 20 pairs. So the problem is I want these new shoes, but my mum won't buy them for me. I'm not sure if she doesn't like them, or they're too expensive or that I already have a lot of shoes.
Any advice?
Matt

3
Dear Mrs. Henderson,
I was wondering if you could offer me some advice. Every weekend my friends get together and go to the beach. I really want to go too, but my cousin comes over and we end up staying at my place. This weekend my friends invited me again. I feel if I say no then they won't ever invite me again. But my cousin doesn't want to go, and she doesn't want me to go, either.
Yours sincerely,
Christie

3 **Read the emails again. Underline the different expressions used for asking for advice.**

Writing	Formal and informal language
Formal Dear + (name), Dear Mr. / Mrs. / Ms. / Miss. Yours sincerely,	**Neutral** Best, **Informal** Hi, Hello,

4 **Fill in the blanks to complete the email to a close friend. Use the best choice (a or b) for each blank below.**

1 _____,
2 _____.
I would like to invite some friends over next weekend, but I don't know what type of food to serve or what type of activities we should do. The last time I held a party it wasn't very fun. I think you might have some good ideas.
3 _____

1 a Dear Mr. Trinh
b Hello Minh
2 a Could you give some advice, please?
b I was wondering if you could offer me some advice.
3 a Yours sincerely,
Mai
b Best,
Mai

5 **WRITING TIME** **Write an email (80-100 words) to an advice columnist at Teenagers Speak Magazine to ask for advice on your problems. Choose one of these problems and use some of the words.**

Problem 1: You don't know who to invite to a birthday party.
Friends, invite, birthday party, beach, food, games, fun

Problem 2: You want a new tablet.
Mum, tablet, old tablet, broken, money, extra work, promise

LIVEWORKSHEETS