

Theme 2

Those Teenage Things

Summary

Overview

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Unit 1 Goodbye to Childhood (Reading)

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Coursebook: Activity 4 Reading and understanding

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Coursebook: Activity 4 Asking for and expressing opinions

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Unit 5 Teenage Angst (Writing)

Coursebook: Activity 1

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Coursebook: Top Tip Checking for errors

Coursebook: Activity 3 Language in letters and e-mails

Workbook: Activity 1 Reading and vocabulary practice

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Workbook: Activity 3 Reading and vocabulary practice

Workbook: Activity 4

Writing an informal letter to a problem page

Theme 2 Unit 1

Goodbye to Childhood

Overview

Lead-in

Discuss the photos with students. What is the relationship between the people? How are the man and woman feeling about the boy? How is the boy feeling?

Coursebook, page 17, Activity 1

Students consider the four choices provided and discuss what they think 'adolescence' means. The answer is **c**.

Coursebook, page 17, Activity 2

Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 2 appear in the Glossary in the Review and Reference section on page 32 of the Coursebook. Explain to students that they should learn these words for spelling and that you will be checking them at the end of the theme.

adolescence: period between childhood and adulthood

angst: strong feeling of unhappiness and worry

hanging out: spending time

acne: skin condition which causes a lot of red spots and affects mostly teenagers

teens: teenagers

suspicious: thinking that someone is doing something wrong

critical: expressing disapproval

mood swings: sudden changes in the way you feel

circle of friends: group of friends

peer pressure: strong feeling that you must do the same as people the same age as you

influence: power to affect the way someone behaves

media: newspaper and magazine publishers, TV and radio

Coursebook, pages 18 and 19
Workbook, pages 16 and 17

Coursebook, page 18, Activity 1

Direct students to page 18 in the Coursebook and the photo of the teenager with the questions. Discuss the differences between being a child and being a teenager. Encourage students to think about it and discuss the four questions the teenager is asking himself, and any other questions they may have asked themselves. Go around the different groups, asking for feedback. Write up the most interesting questions on the board.

Note: Make sure that students understand the difference between **adolescence** (a period of time) and an **adolescent** (a young person in that time period). A **teenager** is someone aged between 13 and 19. **Teenage** is an adjective – for example, the **teenage** years. Teenagers are often referred to informally as **teens**. This word is derived from the endings of the years of age from 13 to 19.

Coursebook, page 18, Activity 2

Students skim the reading text on 'Adolescence.' Before they read the text, ask them to read through the four topics listed, so that as they read, they can decide which topic relates most closely to which paragraph. Ask them to identify the key words in each of the four topics – i.e. *family, adolescence, physical, mental* – as these will direct them to the correct paragraphs.

Answers:

a Paragraph 4

b Paragraph 1

c Paragraph 2

d Paragraph 3

Coursebook, page 19, Top Tip

Remind students that 'skimming' means reading only parts of a text, for example, the beginning and end of a paragraph, in order to get an idea of how the text is organised. Skimming is an excellent pre-reading habit. When students do a detailed reading of a text after skimming it first, they will find that they read it more fluently and accurately.

Coursebook, page 19, Activity 3

The focus of this activity is vocabulary development.

Note: Remind students of the advice you gave them in Theme 1 (page 5 of the Teacher's Book) – that it is very important to create a special place to record new vocabulary. Ideally, this should be a vocabulary notebook where they can write down new words and their meanings, and sentences containing the new words. Alternatively, students buy a vocabulary notebook, they should create a special section in their exercise books to record new vocabulary.

One helpful strategy for students for this type of activity is to identify the part of speech of the word they have to find. In the example phrase, they are asked to find a word which means the same as a period between 13 and 19 – in other words, a noun. So they should look for a noun in the text. This leads them to the right answer which is 'adolescence'. Point out that sometimes, a word can be used both as a noun and a verb as with **a** – *change*.

Answers:

- a** transition
- b** stressful
- c** physical
- d** spurt
- e** mental
- f** spots/acne
- g** security
- h** conflict

Coursebook, page 19, Activity 4

The four comprehension questions in this activity can be done as a quick oral activity to check understanding. If you prefer, give students time to note down the answers in their exercise books and check them with their groups before doing a whole class check.

Answers:

- a** Adolescence is an exciting time of discovery and new things, but also stressful and confusing.
- b** The growth spurt in girls takes place much earlier than in boys. Girls can begin their growth spurt as early as 10 years old; the growth spurt in boys occurs between 12 and 17 years.
- c** Acne is ugly red spots which appear on the face or neck during the teenage years.
- d** Family conflict will occur if a teenager regards his friends as more important than his family.

Workbook, page 16, Activity 1

This discussion activity generates more thought about the topic by relating it to students' personal experience. This is a very good way of deepening understanding.

Note: The quotation, the opening sentence to Charles Dickens' novel, *A Tale of Two Cities*, is one of the most famous opening sentences to a novel in English literature. The novel is set against the background of the French Revolution which took place in France in the late eighteenth century.

Workbook, page 16, Activity 2

Tell students that the best strategy for completing a gapfill activity like this is to read the whole text with the gaps before they start trying to fill in the gaps. This will give them a sense of the *gist* or meaning. They should then go back and look at each gap, then turn to the original text in their Coursebooks to select the most suitable word for each gap.

Remind students of the importance of following instructions carefully. Each answer should

Theme 2 Unit 1

Goodbye to Childhood

consist of only one word, and its form should not be changed from how it appears in the original text.

Answers:

- | | |
|---------------|------------------|
| 1 adolescence | 5 self-conscious |
| 2 stressful | 6 acne |
| 3 hormones | 7 independent |
| 4 spurt | 8 conflict |

Workbook, pages 16 and 17, Activity 3

The picture highlights young people's search for identity during the adolescent years. With a partner, students briefly discuss how the young person is feeling.

The young person is probably feeling confused, not very sure or confident about himself, curious, and wanting answers to important life questions.

Students then read in detail the text 'A Time to Experiment' on page 17 of their Workbooks. As a lead-in, ask students if they or any other teenagers they know have experimented with new fashions, hairstyles etc. Were their experiments successful or not? What was the reaction of:

- parents?
- other family members?
- friends?
- teachers?

Remind students to note down new vocabulary in their notebooks or exercise books. You may also ask comprehension questions on the text.

Workbook, page 17, Activity 4

Students complete the multiple choice vocabulary activity. Tell them to read all three choices before deciding on one.

Answers:

- 1 c
- 2 c
- 3 b
- 4 a

Coursebook, page 19, Time to Talk

This Time to Talk activity can be done in groups of four students. Obtain feedback from each group and then open the discussion to the whole class.

Before starting the discussions, make sure that students understand the meanings of 'stereotype' and 'mood swings'.

- **Stereotype** – a belief or idea of what a particular person is like. However, stereotypes are often untrue (see Theme 1, *Across Cultures*, Coursebook, page 13).
- **Mood swings** – sudden changes in mood, when someone changes quickly from being happy to being angry or depressed. Many teenagers experience mood swings, which are caused by hormonal changes.

Workbook, page 17, Activity 5

This activity provides material for further discussion in class. Students choose one of the topics to write about, illustrating it with examples from their own personal experience.

Tell students to write a first draft, then a second draft. They should put both their drafts and their final pieces of work into their **portfolios**.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence, then give two or three reasons or examples to support it.

Topic (a)

There are several reasons why it is easier (more difficult) to be a teenager than a child.

One important reason is

Another reason is

A third reason is