



ADOLESCENCE

PRE-READING



Look at the picture and describe it. Is smoking a burning issue at your school too? Discuss in pairs and report.

Do you agree or disagree with the following statements? Discuss in pairs and report.

	Agree	Disagree
1. People should be allowed to smoke wherever they want to.		
2. It's easy for schoolchildren to get hold of cigarettes if they want to.		
3. The main reason why schoolchildren start smoking is peer pressure.		
4. Children whose parents smoke are more likely to smoke themselves.		
5. Health education in schools has not brought any positive results.		



READING

Read the following article and underline what is common in the UK and Greece.

The harmful habits of young teenagers in the UK

According to an official survey conducted by the government statistical service, Britain's younger teenagers are smoking and drinking less than their elder brothers and sisters, but one in three secondary school pupils have experimented with drugs, mainly cannabis, by the time they are 15. The fall in smoking levels among 11- to 15-year-olds was the first reduction in a decade in England and the first since 1992 in Scotland. But experts said it was too soon to declare that the battle against smoking among schoolchildren was being won. Girls continue to smoke more than boys, and by the age of 15 only 30% said they had never tried a cigarette.

The hard figures showed that the growth in popularity of smoking among schoolchildren appears to have been halted. Overall, the proportion of young teenagers smoking a cigarette at least once a week



fell between 1996 and 1998 from 13% to 11% in England and from 14% to 12% in Scotland.

But the survey shows that by the age of 15 one in four schoolchildren is smoking at least one cigarette a week, and most of those who smoke get through 20 or more

cigarettes a week.

Most got hold of the cigarettes by buying them in shops, and three quarters of smokers admitted they would already find it difficult to stop the habit.

The average amount of alcohol drunk also fell from 1.8 units a week per pupil to 1.6 units. The survey shows that the popularity of beer, lager and cider in particular, is declining amongst this age group.

The two-yearly survey also asked questions about drug abuse among British schoolchildren. Almost one third of pupils said they had been offered at least one of a list of illegal drugs, but only 13% said they had ever used them.

But the extent of drug abuse increased sharply with age, so 34% of 15-year-olds said they had tried illegal drugs, with over half saying they had only used cannabis.

Some 12% of 15-year-olds said they had tried stimulants such as amphetamines, or cocaine.

Finally, the survey shows a strong link between smoking and illegal drugs, with 63% of regular smokers admitting they had used drugs compared with only 1% who had never smoked.

(Based on Alan Travis article for 'The Guardian', October 15, 1999.)

1 Find a word or phrase in the text that means the following.

research =

organised =

elder =

ten years =

announce =

stopped =

use up a large quantity =

find and use =

falling =

size, range =

2 Read the text again and decide if the following statements are true (T) or false (F).

1. According to the survey, older teenagers smoke and drink more than young teenagers.
2. Experts believe that it is too soon to say that schoolchildren are winning the battle against smoking.
3. Girls said that by the age of 15 they had never tried a cigarette.
4. The survey shows that most of the young smokers admitted that it would be difficult for them to stop smoking.
5. Only a small number of schoolchildren said they had ever used drugs.
6. The older the schoolchildren become, the more drugs they use.
7. 12% of 15-year-olds said they had tried stimulants.
8. The survey doesn't show a connection between smoking and illegal drugs.

ANSWERS - Vocabulary

1. **research = survey**
2. **organised = conducted**
3. **elder = older**
4. **ten years = a decade**
5. **announce = declare**
6. **stopped = halted**
7. **use up a large quantity = get through (**
8. **find and use = get hold of**
9. **falling = declining**
10. **size, range = extent**

Task 2: T/F statements

1. **True (T):** "Britain's younger teenagers are smoking and drinking less than their elder brothers and sisters"
2. **True (T):** "experts said it was too soon to declare that the battle... was being won"
3. **False (F):**
4. **True (T):** "three quarters of smokers admitted they would already find it difficult to stop the habit"
5. **True (T):** "only 13% said they had ever used them"
6. **True (T):** "the extent of drug abuse increased sharply with age"
7. **True (T):** "Some 12% of 15-year-olds said they had tried stimulants"
8. **False (F):** There is strong link

GRAMMAR

Reported speech

1. Tense changes

When we report what someone has said and use a verb in the past tense (e.g. *said, told*), we must make changes to the tenses used in the direct speech.

Read the following sentences. What were the speakers' actual words?

Reported Speech	Actual words
1. But experts said it was too soon to declare that the battle against smoking among schoolchildren was being won.	"It is too soon to declare that the battle against smoking among schoolchildren is being won."
2. Almost one third of pupils said they had been offered at least one of a list of illegal drugs.	
3. Only 13% said they had ever used them.	
4. By the age of 15 only 30% said they had never tried a cigarette.	

Grammar: Reported Speech - Actual Words

Reported Speech	Actual words (Direct Speech)
1. But experts said it was too soon...	"It is too soon to declare that the battle against smoking among schoolchildren is being won."
2. Almost one third of pupils said they had been offered...	"Almost one third of pupils have been offered at least one of a list of illegal drugs."
3. Only 13% said they had ever used them.	"Only 13% have ever used them."
4. By the age of 15 only 30% said they had never tried a cigarette.	"By the age of 15 only 30% have never tried a cigarette."

2. Other changes

Read these sentences and underline the words that have changed in the reported speech.

- “I’ll call you tomorrow.”* Mary said.
→ Mary said that she would call her the next day.
- “I’m not feeling very well today.”* James said.
→ James said that he wasn’t feeling very well that day.



3. Report the following statements.

- 1. “I don’t like classical music very much.” he said.
He said that
- 2. “I’ve never been to the United States.” she said.
.....
- 3. “We are leaving.” they told us.
- 4. “John’s had an accident.” Mary told us.
.....
- 5. “I’ll see you tomorrow.” he said.
.....
- 6. “Alex phoned me yesterday.” Alice told me.
.....
- 7. “I can’t drive.” she said.
.....
- 8. “The train leaves at 12.00 tonight.” they told him.
.....
- 9. “I’m not proud of what I’ve done.” he said.
.....
- 10. “He was working hard last night.” his wife told us.
.....

Answers Task 2: Other changes

1. Mary: **would, the next day.** (will - would , tomorrow - the next day).
2. James: **wasn't, that day.** ('m not - wasn't, today - that day).

Task 3: Report the following statements

1. He said that **he didn't like classical music very much.**
2. She said **that she had never been to the United States.**
3. They told us **that they were leaving.**
4. Mary told us **that John had had an accident.** (Pay attention to *had had!*)
5. He said **that he would see me the next day / the following day.**
6. Alice told me **that Alex had phoned her the day before / the previous day.**
7. She said **that she couldn't drive.**
8. They told him **that the train left / would leave at 12.00 that night.**
9. He said **that he wasn't proud of what he had done.**
10. His wife told us **that he had been working hard the night before / the previous night.**

Tips:

1. **Personal pronouns:** Pay attention! (eg in 6, *me - her* because Alice speaks).
2. **Time words / expressions:** *tomorrow* - **the next day**
 - a. *yesterday* - **the day before**
 - b. *last night* - **the night before**
3. **Verbs:**
 - a. *don't* - **didn't**
 - b. *have been* - **had been**
 - c. *can't* - **couldn't**



READING

Are drugs a problem in your school?

Read what some teenagers say about the problem of drugs in their schools. In pairs talk about your own experiences.

1. "A lot of my friends have taken drugs at some point. I have never taken any though. I'm trying to stop my friend smoking, but she won't." Amanda, 14

2. "I was caught and excluded from school because we were caught smoking and 'dealing'." Sara, 16

3. "My school isn't bad at all! All we do get is people smoking and taking cannabis, which they get from people outside school. Also sometimes, but very rarely, you get people drinking alcohol. But I know from living in a bad area that people do smuggle in drugs to sell to their classmates!" Lyndsay, 16, Lanarkshire

4. "I have seen people on the streets taking drugs at night. People get mugged for money to buy drugs. People take drugs in my school, but still don't get caught!!" Ross, 13, Surrey

5. "My school has a large drug problem, and everyone tries to deal them. If they get caught, it may tell them that they're ruining their lives." Joshua, 15, Suffolk

6. "Drugs do not affect me, so therefore I do not care." Laura, 17, Hampshire

7. "It's pretty obvious in my school that drugs and cigarettes are going round all the time ... Cigs are supplied from the older kids, and drugs are from really weird people. I can't say it really changes my life or my schoolwork though." Emma 16, Yorkshire

8. "Drugs aren't a problem at my school, but smoking is. I can barely breathe!" Kirstie, 15

9. "I haven't seen drugs myself, but everyone in my class knows that older kids do drugs in the school toilets!" Bill, 16, Manchester

Now report these statements making all the necessary changes.

1. Amanda said

.....
.....

2. Sara said

.....
.....

3. Lyndsay said

.....
.....

4. Ross said

.....
.....

5. Joshua said

.....
.....

6. Laura said

.....
.....

7. Emma said

.....
.....

8. Kirstie said

.....
.....

9. Bill said

.....
.....

Answers: Now report these statements

1. **Amanda said** (that) a lot of her friends had taken drugs at some point, but she had never taken any. She added (that) she was trying to stop her friend smoking, but she wouldn't.
2. **Sara said** (that) she had been caught and excluded from school because they had been caught smoking and 'dealing'.
3. **Lyndsay said** (that) her school wasn't bad at all and all they did get was people smoking and taking cannabis. She also said (that) she knew from living in a bad area that people did smuggle in drugs to sell to their classmates.
4. **Ross said** (that) he had seen people on the streets taking drugs at night and (that) people got mugged for money to buy drugs. He added (that) people took drugs in his school, but still didn't get caught.
5. **Joshua said** (that) his school had a large drug problem and everyone tried to deal them. He added (that) if they got caught, it might tell them that they were ruining their lives.
6. **Laura said** (that) drugs did not affect her, so therefore she did not care.
7. **Emma said** (that) it was pretty obvious in her school that drugs and cigarettes were going round all the time. She added (that) she couldn't say it really changed her life or her schoolwork.
8. **Kirstie said** (that) drugs weren't a problem at her school, but smoking was, and (that) she could barely breathe.
9. **Bill said** (that) he hadn't seen drugs himself, but everyone in his class knew that older kids did drugs in the school toilets.



READING

Read the following article about adolescence and try to find similar points to the questionnaire.

Parents, Peers and Adolescents

As children grow, develop and move into early adolescence, peers play a large part in a young person's life. They find it reassuring to turn for advice to friends who understand and sympathize - friends who are in the same position as themselves, and who are not going to make them feel ridiculous or "shot down".

Peers typically replace the family as the centre of a young person's social life and leisure activities.

More often than not, peers reinforce family values, but they also encourage problem behaviours. Here are some facts about parent, adolescent and peer relations that can help teenagers experience the family and the peer group as mutually constructive environments:

1. During adolescence, parents and adolescents become more physically and psychologically distant from each other.

2. Increases in family strains (economic pressures, divorce, etc.) have made teenagers depend more on peers for emotional support. By the high school years, most teenagers report feeling closer to friends than parents. Stress caused by work, marital dissatisfaction, family break-up caused by divorce, entering a step-family relationship, lower family income or increasing expenses, all produce increased individual and family stress.

3. Parent-adolescent conflict increases between childhood and early adolescence. Typically, conflicts are the result of relationship negotiation and continuing attempts by parents to socialise their adolescents, and do not signal the breakdown of parent-adolescent relations. Parents need to include adolescents in decision-making and rule-setting that affects their lives.

4. In 10 to 20 percent of families, parents and adolescents are in distressed relationships characterised by emotional coldness and frequent outbursts of anger and conflict. Adolescents in these families are discouraged, they withdraw from family life and are at high risk for various psychological and behavioural problems.



Adolescents need many skills in order to successfully achieve their goal of increased independence. Some adolescents do not make this transition smoothly. Some aspects of this rough transition are normal and, while stressful, should not alarm parents.

Starting early is the best way for parents to prepare for their child's adolescence. The following are ways that parents can prepare themselves and their child for a smoother transition and greater success in achieving the tasks of adolescent development:

- Providing a safe and loving home environment.
- Creating an atmosphere of honesty, mutual trust, and respect.
- Allowing age appropriate independence and assertiveness.
- Developing a relationship that encourages your child to talk to you when upset.
- Teaching responsibility for their belongings and yours.
- Teaching basic responsibility for household chores.
- Teaching the importance of accepting limits.

A teenager's adolescent years will be less stressful when parents and child have worked together on these tasks throughout the child's earlier development.

(Based on an article by Herbert G. Lingren, 'Extension Family Scientist'.)

1 Find a word or phrase in the text that means the following.

removing one's doubts or fear =
laughable =
strengthen =
commonly =
demands =
earnings =
argument =
agreement =
go away from other people, a place etc. =
confidence =

2 Read the article again and decide if the following statements are true (T) or false (F).

1. As children grow up, they turn to their peers rather than to their parents for advice.
2. The family remains the centre of a teenager's life.
3. More often peers strengthen family values rather than encourage problem behaviour.
4. Problems and stress at home make teenagers more distant from their parents.
5. Parents do not include their children in decision-making and rule-setting that affect their lives.
6. In most families parents and adolescents experience stressful relationships.
7. Teenagers need many skills in order to make the transition into independence.
8. Parents should do nothing to prepare for their child's adolescence.

Answers task 1: Vocabulary

1. removing one's doubts or fear = reassuring
2. laughable = ridiculous
3. strengthen = reinforce
4. commonly = typically
5. demands = pressures
6. earnings = income
7. argument = conflict
8. agreement = negotiation
9. go away from other people, a place etc. = withdraw
10. confidence = trust

Task 2 (True / False)

1. **True (T):** "they find it reassuring to turn for advice to friends" (paragraph 1).
2. **False (F):** "Peers typically replace the family as the centre of a young person's social life" (paragraph 1).
3. **True (T):** "More often than not, peers reinforce family values" (paragraph 1).
4. **True (T):** "parents and adolescents become more physically and psychologically distant from each other" (point 1).
5. **False (F):** Το κείμενο λέει ότι οι γονείς **πρέπει** να τους συμπεριλαμβάνουν: "Parents need to include adolescents in decision-making".
6. **False (F):** Συμβαίνει μόνο στο **10-20%** των οικογενειών (paragraph 4).
7. **True (T):** "Adolescents need many skills in order to successfully achieve their goal of increased independence".
8. **False (F):** "Starting early is the best way for parents to prepare".

VOCABULARY

Word building

Nouns in **-ence, -ness, -ity**

adolescent (adjective) - **adolescence** (noun)

assertive (adjective) - **assertiveness** (noun)

responsible (adjective) - **responsibility** (noun)

*“During **adolescence**, parents and **adolescents** become more physically and psychologically distant from each other.”*



Form nouns from the following adjectives, making any necessary spelling changes.

adjective	noun
confident	
sad	
violent	
similar	
real	
silent	
innocent	
ill	
dark	
popular	

Now use the above nouns in sentences of your own.

-
-
-
-
-
-
-

Answers Word Building (Noun Formation)

Adjective	Noun
confident	confidence
sad	sadness
violent	violence
similar	similarity
real	reality
silent	silence
innocent	innocence
ill	illness
dark	darkness
popular	popularity

Sample Sentences

1. The athlete has a lot of **confidence** in his skills.
2. The **popularity** of social media is growing every day.
3. We sat in total **silence** during the exam.
4. She recovered quickly from her **illness**.
5. There is a great **similarity** between the two brothers.
6. The children's laughter filled the room with a sense of pure **innocence**.



How language holds together and works

Reported speech

1 Tense changes

If the reporting verb is in the present tense, we do not have to change the tenses.

If the reporting verb is in the **past tense**, we usually have to **change the tenses**.

Direct Speech	Reported speech
1. Present Simple →	Past Simple
2. Present Continuous →	Past Continuous
3. Past Simple →	Past Perfect Simple
4. Past Continuous →	Past Perfect Continuous
5. Present Perfect Simple →	Past Perfect Simple
6. Present Perfect Continuous →	Past Perfect Continuous
7. Past Perfect →	Past Perfect (no change)
8. <i>can, will</i> →	<i>could, would</i>
9. Imperative →	Infinitive
10. <i>be going to</i> →	<i>was/ were going to</i>

Match the following examples with the tense changes presented in the table above.

“ <u>Open</u> your books!”	She told them <u>to open</u> their books.	
“You <u>are making</u> too much noise!”	He said they <u>were making</u> too much noise.	
“I <u>have never eaten</u> such delicious food before.”	She said she <u>had never eaten</u> such delicious food before.	
“They <u>were studying</u> all night.”	They said that they <u>had been studying</u> all night.	
“I <u>am</u> so glad to see you again.”	He said he <u>was</u> so glad to see us again.	
“I <u>am going</u> to move soon.”	She said she <u>was going</u> to move soon.	
“I <u>had never seen</u> such a horrible film until that day.”	He said he <u>had never seen</u> such a horrible film until that day.	
“She <u>borrowed</u> my books.”	He said that she <u>had borrowed</u> his books.	
“I <u>will</u> be OK.”	She said that she <u>would</u> be OK.	
“I <u>have been waiting</u> for ages!”	He said that he <u>had been waiting</u> for ages.	

2 Other changes

<i>today</i>	<i>that day</i>
<i>tomorrow</i>	<i>the next day, the following day, the day after</i>
<i>yesterday</i>	<i>the day before, the previous day</i>
<i>here</i>	<i>there</i>
<i>ago</i>	<i>before</i>
<i>this, these</i>	<i>that, those</i>
<i>I, you, etc.</i>	<i>he, she, etc.</i>
<i>my, your, etc.</i>	<i>his, her, etc.</i>

Answers: Match the examples with the tense changes

1. **“Open your books!”** 9 (Imperative \ Infinitive)
2. **“You are making too much noise!”** 2 (Present Continuous /Past Continuous)
3. **“I have never eaten...”** 5 (Present Perfect Simple / Past Perfect Simple)
4. **“They were studying...”** 4 (Past Continuous / Past Perfect Continuous)
5. **“I am so glad...”** \rightarrow 1 (Present Simple \rightarrow Past Simple)
6. **“I am going to move soon.”** 10 (be going to /was/were going to)
7. **“I had never seen...”** 7 (Past Perfect / Past Perfect - no change)
8. **“She borrowed my books.”** 3 (Past Simple / Past Perfect Simple)
9. **“I will be OK.”** 8 (can, will / could, would)
10. **“I have been waiting...”** 6 (Present Perfect Continuous /Past Perfect Continuous)

3 Reported questions

Reported questions normally have the subject before the verb.

The teacher asked me why I hadn't done my homework.

Yes/no questions are reported with if or whether.

His parents asked him if he had studied for his maths test.

Report the following questions, starting with ‘The school director’.

1. What’s your name?
.....
2. What class are you in?
.....
3. Why aren’t you in your classroom?
.....
4. Did your class teacher send you away?
.....

Answers: Report the following questions, starting with ‘The school director’

1. **What’s your name?**

The school director asked me **what my name was**.

2. **What class are you in?**

The school director asked me **what class I was in**.

3. **Why aren’t you in your classroom?**

The school director asked me **why I wasn't in my classroom**.

4. **Did your class teacher send you away?**

The school director asked me **if/whether my class teacher had sent me away**.

The Present Continuous Tense for changes

*“According to an official survey conducted by the government statistical service, Britain's younger teenagers **are smoking and drinking** less than their elder brothers and sisters ...”*

We use the **Present Continuous Tense** for **changing** and **developing** situations.

Complete the following sentences.

1. My English (get) better.
2. Prices (go) up.
3. The climate (get) warmer and warmer.
4. The world's population (grow)
5. Cars (get) faster and more expensive.
6. Wildlife (disappear)
7. People (live) longer.
8. Teenagers (get) more violent.



9. It (become) more difficult to protect our environment.
10. Unemployment (become) a problem, especially for young people.



Answers: The Present Continuous Tense for changes

1. My English **is getting** better.
2. Prices **are going** up.
3. The climate **is getting** warmer and warmer.
4. The world's population **is growing**.
5. Cars **are getting** faster and more expensive.
6. Wildlife **is disappearing**.
7. People **are living** longer.
8. Teenagers **are getting** more violent.
9. It **is becoming** more difficult to protect our environment.
10. Unemployment **is becoming** a problem, especially for young people.



Work and play with words

Word building

The following nouns and adjectives appear in this unit. Provide the missing endings and use them in a sentence of your own.

1. ridicul..... (adjective)
2. reduct..... (noun)
3. popular..... (noun)
4. construct..... (adjective)
5. negotia..... (noun)
6. independ..... (noun)
7. develop..... (noun)
8. stress..... (adjective)
9. responsibil..... (noun)
10. transit..... (noun)
11. distribu..... (noun)
12. relation..... (noun)

Answers: Work and play with words (Word Building)

- **ridiculous** (adjective)
 - It is ridiculous to wear a heavy coat in the summer.
- **reduction** (noun)
 - There was a large reduction in the price of the laptop.
- **popularity** (noun)
 - The popularity of football is huge in Greece.
- **constructive** (adjective)
 - We had a very constructive meeting about the school trip.
- **negotiation** (noun)
 - After a long negotiation, they finally agreed on a price.
- **independence** (noun)
 - The Greek War of independence started in 1821.
- **development** (noun)
 - The development of new technology happens very fast.
- **stressful** (adjective)
 - Exams are very stressful for many students.
- **responsibility** (noun)
 - It is your responsibility to keep your room clean.
- **transition** (noun)
 - The transition from primary to secondary school is a big change.
- **distribution** (noun)
 - The distribution of the flyers took place outside the cinema.
- **relationship** (noun)
 - She has a very good relationship with her sister.

PHRASAL VERBS

Get

In the texts we came across the following phrasal verb.

"... most of those who smoke **get through** 20 or more cigarettes a week."

Here are some more phrasal verbs with *get*. Underline the phrasal verbs and match them with their meanings.

1. The robbers got away with over two million dollars.
2. His divorce is beginning to get him down.
3. It's difficult to get along if you have a big family, and you don't earn much.
4. - How are you getting on with her?
- I can't stand her.
5. She can't get over her shyness.

- a) have good relations with somebody
- b) manage
- c) escape after committing a crime
- d) recover from a shock or illness
- e) depress



Answers Phrasal Verbs with 'get'

1. get away **c) escape after committing a crime**
2. get him down **e) depress**
3. get along **a) have good relations with somebody**
4. getting on **b) manage**
5. get over **d) recover from a shock or illness**

Verb-preposition combinations

- 1 In pairs match the verbs with the prepositions below. Then turn back to the texts to check your answers.

continue	with
exclude	of
move	to
depend	from
withdraw	on
experiment	on
compare	into
work	to
get hold	from
turn	with

Answers: Verb-preposition combinations

- continue **with**
- exclude **from**
- move **into**
- depend **on**
- withdraw **from**
- experiment **with**
- compare **with**
- work **on**
- get hold **of**
- turn **to**



2 Complete the following sentences with the correct verb-preposition combination. Don't forget to put the verbs into the correct form.

1. Although the athlete had passed the semi-finals, he had to the race because of his leg injury.
2. Our neighbours their new house yesterday.
3. Don't my help for the exams. You have to study on your own.
4. She couldn't talk to her parents about her problem, so she her friends for advice.
5. The teacher asked the students to together a project about the environment.
6. Even nowadays women are positions of authority.
7. We different colours, until we succeeded in finding the right one to paint our house.
8. My parents are always me my elder brother. I can't stand it any more.
9. Although the teacher asked students to hand in their tests, a great number of students write.
10. It's easy to these design materials, if you really want to, but they are going to be expensive.



ANSWERS

1. Although the athlete had passed the semi-finals, he had to **withdraw from** the race because of his leg injury.
2. Our neighbours **moved into** their new house yesterday.
3. Don't **depend on** my help for the exams. You have to study on your own.
4. She couldn't talk to her parents about her problem, so she **turned to** her friends for advice.
5. The teacher asked the students to **work together on** a project about the environment.
6. Even nowadays women are **excluded from** positions of authority.
7. We **experimented with** different colours, until we succeeded in finding the right one to paint our house.
8. My parents are always **comparing me with/to** my elder brother. I can't stand it any more.
9. Although the teacher asked students to hand in their tests, a great number of students **continued to** write.
10. It's easy to **get hold of** these design materials, if you really want to, but they are going to be expensive.

SELF - EVALUATION PAGE

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Group Work - I worked well with the other group members.					
2. Reading - I can understand simple texts in English					
3. Listening - I can understand simple spoken English					
4. Speaking - I can speak or take part in short conversations					
5. Writing - I can write simple messages, notes or emails					
6. Vocabulary - I learned and used new words					
7. Grammar - I used tenses and grammar structures correctly					

a. Which task did you enjoy the most?

b. Which task did you enjoy the least?
