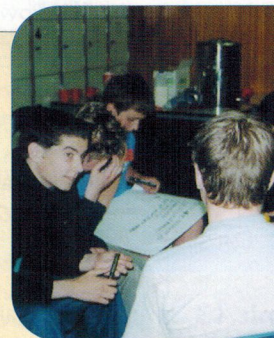


It takes two to make a quarrel.

## Reading

### Advice to Teenagers

- To begin with, you should always keep your *temper/mood* (0) and don't be *polite/rude* (1) whenever your parents disagree with you; don't let them *out/down* (2) with your behaviour. Accept their *criticism/review* (3) however unfair you think it is, avoid making a(n) *scene/act* (4) and talk things over with them.
- It's wrong to blame your parents when your siblings are sometimes *well-behaved/naughty* (5) and don't respect your privacy.
- Don't be *frustrated/encouraged* (6) when your parents are *indifferent/overprotective* (7) and don't let you stay out late. This is because they really care about you. Therefore, what you could do is to find the right time to discuss your problem with your parents. *Approach/Talk* (8) them when they are *stressed/relaxed* (9) and you will notice that they will be more *reluctant/willing* (10) to listen to your problem.
- Don't argue with your parents when they are pushing you to get good grades or when you are asking them for *permission/licence* (11) to go out and they *confuse/refuse* (12). Show understanding because they are concerned about you. *Prioritise/Compromise* (13) your work, set *goals/points* (14) and *prove/approve* (15) that you are a responsible person and they should *entrust/trust* (16) you. Always remember that schoolwork should be your priority.
- Sometimes your parents may be critical of what you do; don't *contradict/complain* (17) them but listen to them carefully before you say something. Be a good listener.
- Moreover, ignore peer pressure and try to be *aggressive/calm* (18). You might face serious problems if you belong to a group so feel strong and *confident/conscious* (19) on your own. *Get along with/Fall out with* (20) your classmates and don't quarrel with them. Cooperate and communicate openly with them and show them that you are independent and able enough to make decisions for yourself. Ask for your parents' *guidance/leadership* (21) whenever you feel peer pressure. Finally, you should always be *pessimistic/optimistic* (22), look on the bright side of things and get on with life.



### Reading Comprehension Questions

Choose the correct answer.

- Teenagers should
  - heed all parental advice.
  - point out unjust criticism to parents.
  - be selective in challenging parental criticism.
  - only react to wrong parental advice.
- Teenagers who wish to stay out late should
  - rebel against parental authority.
  - tell parents they are too over-anxious.
  - try to negotiate calmly with parents.
  - try to get friends and family to intervene.
- Getting good grades
  - is possible if you don't go out too much.
  - should be a teenager's first concern.
  - is only possible if a teenager is responsible.
  - will only be possible if a teenager gains parental trust.
- Teenagers should
  - always give in to peer pressure.
  - act independently of peer pressure.
  - give priority to peer, rather than parental pressure.
  - ignore the advice of friends.
- Parents of teenagers
  - always have their children's best interests at heart.
  - try to interfere in every aspect of teenagers' lives.
  - are out-of-touch with reality.
  - fail to appreciate the role of peer pressure in teenagers' children's lives.

**Vocabulary Building Exercises**

**A. Choose the correct word from the words coloured blue in the text.**

0) <i>temper</i>	
1)	12)
2)	13)
3)	14)
4)	15)
5)	16)
6)	17)
7)	18)
8)	19)
9)	20)
10)	21)
11)	22)

**B. Match the adjectives below with their meanings.**

- |                     |   |
|---------------------|---|
| 0) shy <u>e</u>     | a) easily upset by things that are said   |
| 1) ambitious _____  | b) always hide their feelings   |
| 2) critical _____   | c) have a strong desire to be successful, rich or powerful                              |
| 3) sensitive _____  | d) not be easily annoyed, worried or upset  |
| 4) arrogant _____   | e) blush when talk  |
| 5) easy-going _____ | f) always like to invent and develop original ideas                                     |
| 6) creative _____   | g) find fault with whatever one does  |
| 7) reserved _____   | h) be sometimes unpleasantly proud and behave as if they are more important than others |

**C. Collocations**

**Choose the correct word to complete the collocations below.**

lose, offer, accept

- 0) offer assistance, advice, help, aid, hospitality, an explanation
- 1) \_\_\_\_\_ advice, an offer, a suggestion, a decision, sb's proposal, responsibility
- 2) \_\_\_\_\_ a job, one's temper, money, patience, interest, reputation

**D. Find the positive (+) and negative (-) qualities**

**Positive / Negative qualities**

- 0) sociable (+)
- 1) offensive ( )      6) trustworthy ( )
- 2) generous ( )      7) stubborn ( )
- 3) deceitful ( )      8) loyal ( )
- 4) hostile ( )      9) supportive ( )
- 5) obedient ( )      10) selfish ( )

**E. Idioms**

**Complete the idioms with the correct words**

friendship, quarrel, problem

- 0) A quarrel develops/takes place.
- 1) A \_\_\_\_\_ develops/grows/strengthens
- 2) A \_\_\_\_\_ arises.

**F. Verbs and Prepositions**

**Choose the correct adjectives to fill in the blanks**

devoted, attached, responsible, fond, appeal

- 0) Lucy is very devoted to her children.
- 1) Henry is very \_\_\_\_\_ of Kathy and he wants to marry her.
- 2) She is very \_\_\_\_\_ to her parents and she always asks their support and advice.
- 3) The two friends had a quarrel and Jack was \_\_\_\_\_ for what happened.
- 4) It's a programme designed to \_\_\_\_\_ to teenagers.

## Grammar: Present Forms

## A. Simple Present

- for repeated/habitual actions  
*I go jogging on Sundays.*
- for permanent situations or states  
*I work very hard.*
- for general statements of truth and laws of nature  
*The sun rises in the east.*
- for series of actions or events which are completed as we speak or write  
*e.g. commentaries/reviews/summaries of plays or stories/ instructions/directions/newspaper headlines/processes*  
*Wilson passes to Smith, Smith shoots .... and scores.*
- with the expressions:  
*Here comes ..... and There goes*
- for schedules  
*The train leaves at 6.*
- with stative verbs: see, hear, taste, smell, believe, need etc.  
*The soup tastes good.*

## B. Present Continuous

- for actions happening now, at the moment of speaking or around a particular time of speaking  
*What are you doing now? I am studying.*
- for actions which we have arranged to happen in the near future (tomorrow, next week/weekend, next month)  
*He is taking exams next week.*
- for developing and changing situations  
*We'd better go now. It is getting colder and colder.*
- for repeated actions with **always, continually, constantly** expressing the speaker's annoyance or irritation  
*He is always dropping things.*

## C. Simple Present Perfect

- for an action which started in the past and has just finished. *He has just finished his homework.*
- for actions which happened in the past without reference to time but are relevant to the present  
*Jane has bought a new dress for her birthday next weekend.*
- for a period of time that continues from the past to now (usually with **stative verbs** and **for/since**)  
*James has known Mary since he was young.*
- with **today, this morning, this evening**, etc. these periods have not finished at the time of speaking  
*We haven't seen Simon today.*
- to say that something has happened once or several times up to the present  
*I've visited California several times.*
- after superlatives and expressions such as: **This/It is the first/second time** etc.  
*It is the first time I have been to this country.*  
*This is the most interesting book I've ever read.*

## D. Present Perfect Continuous

- for an action which started in the past and is still going on up to the present  
*He has been working here for ten years / since ...*
- for an action which finished a short time ago but results are clearly seen or felt at the moment of speaking  
*Your clothes are dirty.*  
*Have you been playing in the mud?*
- to say **how long** something has been happening  
*How long have you been learning English?*

## Exercises

## A. Complete the sentences below using the Simple Present or Present Continuous.

0) They are planning to go abroad next month. (plan)

1) Sandra \_\_\_\_\_ for a small company for the time being. (work)

2) You \_\_\_\_\_ your friends. I \_\_\_\_\_ why you \_\_\_\_\_ this. (always criticise/not know/do)

3) Don't disturb them. They \_\_\_\_\_ dinner. (have)

4) This cheese pie \_\_\_\_\_ awful. I \_\_\_\_\_ it. (taste/not like)

5) She \_\_\_\_\_ tea to coffee.

6) He \_\_\_\_\_ of buying a new car next month. (think)

7) Emily \_\_\_\_\_ gradually \_\_\_\_\_ to living in the city. (get used)

**B. Communication**

Complete the questions using the tenses on the opposite page and try to communicate.

- 0) (home) "Where do you live?"  
"In Manhattan."
- 1) (place of work) "Where \_\_\_\_\_ she \_\_\_\_\_?"  
"In a bank."
- 2) (price) "How much \_\_\_\_\_ it \_\_\_\_\_?"  
"Six dollars."
- 3) (expenses) "How much money \_\_\_\_\_ you \_\_\_\_\_ on magazines per month?"  
"Three dollars."
- 4) (stay) "How long \_\_\_\_\_ she \_\_\_\_\_ in the U.S.A.?"  
"For six months."
- 5) (visit) "\_\_\_\_\_ Tom ever \_\_\_\_\_ to California?"  
"Yes, once."
- 6) (timetables) "What time \_\_\_\_\_ your flight \_\_\_\_\_?"  
"At 6 a.m."
- 7) (opinion) "What \_\_\_\_\_ you \_\_\_\_\_ about him?"  
"Oh! He isn't the person you can trust."
- 8) (arrangement) "When \_\_\_\_\_ Jim \_\_\_\_\_ for Los Angeles?"  
"Next Saturday."

**C. Circle the correct answers.**

- 0) \_\_\_\_\_ any wolves \_\_\_\_\_ in this area?  
a. Are ..... living                      **c. Do ..... live**  
b. Does ..... live                         d. Is ..... living
- 1) The school bus \_\_\_\_\_ at 7 and I have to wake up at 6 to get ready.  
a. sometimes is coming                      c. sometimes come  
b. always comes                                d. come always
- 2) My parents \_\_\_\_\_ to New York this weekend.  
a. never go                                        c. don't go  
b. is going                                         d. are going
- 3) He \_\_\_\_\_ to us since he went to Spain.  
a. has written                                    c. hasn't written  
b. isn't writing                                    d. doesn't write
- 4) This is the second time I \_\_\_\_\_ this museum.  
a. have visited                                  c. am visiting  
b. visiting                                         d. has been visiting
- 5) He \_\_\_\_\_ English for six years now.  
a. teaches                                         c. is teaching  
b. has been teaching                         d. teach

- 6) \_\_\_\_\_ you \_\_\_\_\_ that house over there? It's m  
a. Are ..... seeing                            c. Does ..... see  
b. Has ..... seen                                d. Do ..... see
- 7) She \_\_\_\_\_ to have problems with her classmat  
Don't you think so?  
a. is seeming                                     c. seems  
b. don't seem                                     d. seem
- 8) "What \_\_\_\_\_ you \_\_\_\_\_ for a living?"  
"I'm a waiter."  
a. does ..... do                                 c. is ..... doing  
b. are ..... doing                                d. do ..... do

**D. Choose the correct answer.**

- 0) He has never *rode/ridden* a camel. Have you?
- 1) He is a very good friend. I *have known/have been knowing* him for ten years.
- 2) I can't believe you have never *gone/been* abroad!
- 3) - Have you seen "The Lord of the Rings"?  
- No, I haven't seen it *yet/since*.
- 4) - Have you eaten snails *ago/before*?  
- Yes, twice.
- 5) He *has been travelling/have travelled* for five hours. He is very tired.
- 6) The robber has *been/gone* in prison *since/for* April.
- 7) We *hasn't been hearing/haven't heard* from him *for/since* six weeks.
- 8) They *have gone/have been* to town to do the shopping. They haven't come back *recently/yet*.

**E. Grammar in context**

This is a leaflet of an environmental organisation. Fill in the blanks with the correct forms of the verbs below to complete the leaflet.

**THE AMAZON RAINFOREST IS UNDER THREAT!**



We all (0) know (**know**) that the Amazon rainforest is the largest rainforest in the world but most of us (1) \_\_\_\_\_ (**not realise**) yet that it (2) \_\_\_\_\_ (**disappear**) at an alarming rate. For many years now farmers and timber companies (3) \_\_\_\_\_ (**cut down**) its trees for agriculture or timber. As a result its animals and plants (4) \_\_\_\_\_ (**lose**) their habitat and (5) \_\_\_\_\_ (**become**) more and more endangered every day. But what (6) \_\_\_\_\_ we \_\_\_\_\_ (**do**) to save the Amazon rainforest? We all (7) \_\_\_\_\_ (**need**) to take action now.

*Let's protect it before it's too late!*

**2. Personality** (What is someone like?)

**D. Expressions**

Match the expressions below.

- |                  |   |
|------------------|---|
| 0. fall ..g...   | a) sb's confidence/morale/<br>self-esteem |
| 1. keep ..b....  | b) to a compromise                        |
| 2. find ..c....  | c) faults                                 |
| 3. take ..d....  | d) arguments                              |
| 4. have ..e....  | e) behind sb's back                       |
| 5. come ..f....  | f) on his own feet                        |
| 6. talk ..g....  | g) in love                                |
| 7. boost ..h.... | h) sb for granted                         |
| 8. stand ..i.... | i) in touch                               |



**Tip:** Adjectives and abstract nouns can help us describe someone's character/personality and behaviour.

**E. Form the opposites of the following adjectives and their nouns using the given prefixes.**

in un dis ir im

Positive and Negative Adjectives	Positive and Negative Abstract nouns
0. (...in...) secure	0. (...in...) security
1. (...in...) consistent	1. (...in...) .....
2. (...in...) honest	2. (...in...) .....
3. (...in...) responsible	3. (...in...) .....
4. (.../....) able	4. (.../....) .....
5. (...in...) patient	5. (...in...) .....

**F. Collocations**

Underline the negative adjectives.

- have/build/project** a(n) well-balanced, charming, introvert/extrovert, unstable, strong **personality**
- form/develop/destroy** firm, lifelong, mutual, fragile, long-lasting **friendships**
- cause/experience/ignore** conflicting, tender, genuine **feelings**
- develop/establish/spoil** intimate/close, rewarding, hostile, constructive **relationships**

**G. Antonyms (Opposites)**

Complete the table with the antonyms of the given adjectives.

cruel, indiscreet, arrogant, hot-tempered, deceitful, unreliable

Personality	
Positive Qualities	Negative Qualities
0. calm	0. <b>hot-tempered</b>
1. honest	1. ....
2. compassionate	2. ....
3. modest	3. .... /proud/self
4. tactful	4. ....
5. trustworthy	5. ....

**Tip:** When describing someone use an example to support your idea / opinion.

**H. Justifying adjectives**

Underline the correct words to complete the sentences according to the example that follows.

- One problem he has is his unpopularity/unfaithfulness; nobody seems to like him.
- She's a(n) decisive/indecisive sort of person. Her ability/inability to make quick decisions in difficult situations is one of her positive qualities.
- My brother tries to establish his own identity by rebelling against conventions. That is why he tends to be somewhat indiscreet/aggressive.
- My friend is a very ambitious/reserved type of person who always achieves the goals he sets. I'm sure he'll be promoted to a higher position.
- She tends to be superficial/stubborn sometimes; she doesn't think deeply and has little understanding of anything serious or important.



I. Useful Phrasal Verbs concerning Relationships

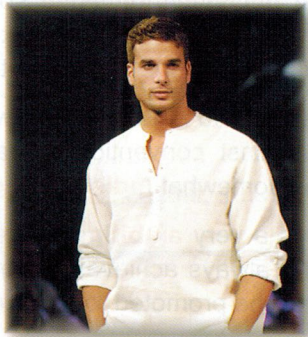
Fill in the blanks with the suitable particles.

by , on , out , up (x3), off , down (x2)

0. You should never **let** your best friend ...**down**... by talking behind his/her back. Gossip ruins friendships. (*disappoint*)
1. Whenever your friends are in need you should **stand** ..... them. (*support*)
2. My brother and I used to **fall** ..... a lot, when we were younger. (*quarrel*)
3. I can't **put** ..... **with** my colleague any longer; he's so rude to me. (*tolerate*)
4. They had a big argument with their classmates but soon they **made it** ..... . (*end a quarrel*)
5. He's such a quarrelsome type that he never **gets** ..... **with** others. (*have a good relationship*)
6. When I was young, I used to **look** ..... **to** my uncle. (*admire and respect*)
7. Relationships and friendships may **break** ..... . (*end*)
8. He's very arrogant; he tends to **look** ..... **on** weak students and laugh at them. (*dislike*)

J. Idioms

Fill in the blanks with the correct form of the words given to complete the idioms below.



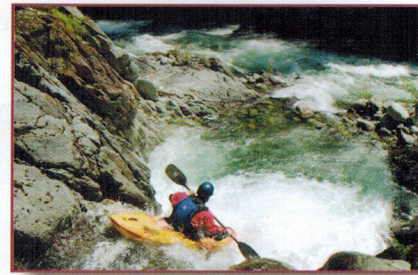
Personality

My cousin Fred is not the sort of person who **picks a** ....**quarrel**.... (0) (quarrelsome) **with** others over trivial matters. He ..... (1) (countable) **on** his friends and never neglects or deserts them. If he feels that their ..... (2) (confident) **slips**, he gives them courage to go ahead, **set new** ..... (3) (prioritise) and goals and try to achieve them.

Moreover, he avoids **being** .....(4) (criticism) **of** others because such a thing ruins friendships. Last but not least, he's very popular among his friends and peers because he **has a good sense of** .....(5) (humorous). However, sometimes he tends to be quite sensitive and **takes everything to heart**.

3. Interests/Activities, Hobbies, Ha

K. Fill in the blanks with the suitable words.



Danny's very adventurous. He likes ....**taking**... (0) and that's why he's fond ..... (1) extreme



- Are you athletic? What kind of sports do you like?



Ned's very keen ..... (2) football. One of his hobbies is collecting badges of different football



- What's your favourite hobby?



When Mary was a teenager she started ..... Since then she has made a great ..... (3) give this bad habit up but unfortunately she has ..... However, she ..... (5) still trying.



- Mention two bad habits teenagers may pick up and give reasons why.
- Now briefly describe your favourite teacher's personality.

# Listening

**Tip:** Always read the questions carefully before the listening test begins.

**A. Pre-listening activity**  
**Answer the questions**

- Do you always do what your friends do? Why? Why not?
- Do you ask your parents' advice whenever you are in a difficult situation? Why? Why not?
- What makes you sometimes feel depressed?

**Look!**

**nuclear family:** a family unit consisting of father, mother and children

**extended family:** uncles, aunts, cousins and grandparents as well as parents, brothers and sisters

**B. Listening Test: TASK TYPE - Multiple choice (First: P4)**

**You will hear a psychologist talking on television about teenagers. For questions 1 - 7, choose the best answer A, B, or C.**

1. "Children see the world through their parents' eyes" means that children at pre-school age

- A. challenge their parents' authority.
- B. have their own way.
- C. are under their parents' total control.

 1

2. Young children are like paper on which

- A. there are different drawings and sketches.
- B. nothing is written.
- C. there are some words printed.

 2

3. Even from an early age children can have

- A. the inability to form relationships.
- B. the strength to decide for themselves.
- C. the ability to judge things somehow.

 3

4. When children become teenagers, things get

- A. more complicated to cope with.
- B. easier to find practical solutions for.
- C. uninteresting and crucial.

 4

5. When teenagers belong to a peer group, they feel they have to

- A. ignore the group's ideas and codes.
- B. show unquestioning obedience to certain sets of rules.
- C. compete with one another.

 5

6. Being in a peer group, teenagers learn how

- A. to socialise with others.
- B. to show off their abilities.
- C. to be critical of others.

7. Lack of communication between parents and teenage children may make teens

- A. see things from a different angle.
- B. find effective solutions on their own.
- C. have shocking experiences.





# Writing Article



- Tip:**
- An article can be written for a magazine or newspaper.
  - It can include information, a description (of a person, place or an object), your opinion on a topic or a review of a film, play etc.
  - It can be written in a formal, semi-formal or informal style depending on who the target reader is. But an article is often written in a semi-formal style.
  - Give your article a catchy title. Write an opening that catches a reader's attention.
  - Appropriate linking words/phrases should be used to join your sentences and ideas to make your article flow.

### Note:

#### Formal Style

- often use of the passive voice
- advanced vocabulary
- formal expressions
- longer, more complicated sentences
- no descriptions of feelings
- no contractions - no exclamation marks
- formal linking words / phrases (e.g. However, furthermore ....)

#### Semi-formal Style

- personal/friendly tone
- less use of short forms
- careful use of idioms
- non-colloquial language
- direct or indirect questions

#### Informal Style

- use of idioms/idiomatic expressions
- use of short forms/contractions
- colloquial language (e.g. What's up?)
- friendly tone

### A. Read the following sentences and decide which of them are formal (F), informal (INF) or semi-formal (SF).

1. He is thought to be a remarkably charismatic leader with great powers of persuasion.
2. It's up to her to decide whose side she will be on.
3. She likes wearing casual clothes just like me and hates wearing formal clothes.
4. She is highly respected by others for her genuine leadership abilities, her excellent manners and the integrity of her character.
5. She's patient, tactful and a person that all her friends admire and respect.

#### Useful Linking Words/Phrases

**To express contrast:** however, yet, but, although/ even though, in spite of (the fact)/despite (the fact), while/nevertheless

**To add more points:** moreover, besides (this), also, too, both...and, as well (as), what is more

**To give examples:** such as, like, particularly, in particular, especially

### B. Use the given linking words to join the sentences below.

as well as, although, however, both, for example

1. She's generally an easy-going person. ...., she tends to be very angry whenever someone insults or hurts her.
2. .... Ted has a strong personality. he sometimes has a tendency to be insecure reserved.
3. My grandmother is very patient ..... polite.
4. They are ..... conscientious and helpful towards their colleagues.
5. My cousin is a very responsible person. ...., he has good judgement and ability to act correctly and make decisions on his own.

### C. Read your task.

#### Task

You read this announcement in an international magazine for young people.

#### *"The Person I admire most"*

Write an article about a person you most admire and send it to the magazine. You may win a prize!

Write between 140 and 190 words.

### D. Answer the questions.

1. Who's going to read it?  
a) Middle-aged people    b) Youngsters
2. What style would you use?
3. Should you always give a title to your article?
4. What's the purpose of your article?
5. How many paragraphs would you divide your article into?
6. What's the aim of the introduction?  
a) Attract the readers' interest    b) Tell your story
7. What would you write about in the main body?



**E. Read the model article.**

**Model Article**

**The Person I admire most**

When I first met Ruby at school, I couldn't imagine what good friends we could become. I believe that we have developed this special friendship because we are very much alike.

Ruby is a tall, thin, young woman in her early 20s. She's the spitting image of her mother with almond-shaped eyes and gorgeous long, fair hair. She's fond of wearing trendy clothes and following the fashion just as I am.

I admit she has all the qualities of a good friend. She's both sociable and helpful, willing to offer her advice. What's more, no one can deny her excellent sense of humour and her positive attitude; she is not the sort of person who picks quarrels over trivial matters. Another thing I most admire about her is her loyalty. I can always remember her standing by me and boosting my confidence whenever I felt peer pressured. Her only annoying habit is that she tends to spend long hours on the phone.

To put it briefly, Ruby is a person everyone can admire and I'm very lucky to have her for a friend.

**F. How to plan an article**

Look at the plan below, read the points carefully and find them in the model. Then underline and number them.

Paragraphs	Points
<b>Introduction</b> <b>Paragraph 1</b> Name of the person – place you first met	<ul style="list-style-type: none"> <li>● met at school</li> <li>● special friendship</li> </ul>
<b>Main Body</b> <b>Paragraph 2</b> Appearance	<ul style="list-style-type: none"> <li>● in her early twenties</li> <li>● tall-thin</li> <li>● spitting image of her mother</li> <li>● long, fair hair</li> <li>● wears trendy clothes</li> </ul>
<b>Paragraph 3</b> Personality/Activities/ Hobbies	<ul style="list-style-type: none"> <li>● sociable – helpful</li> <li>● easy-going</li> <li>● sense of humour</li> <li>● loyal</li> <li>● talks on the phone long hours</li> </ul>
<b>Conclusion</b> <b>Paragraph 4</b> Feelings about the person	<ul style="list-style-type: none"> <li>● person everyone can admire</li> </ul>

**G. Read the set phrases below before you do your task.**

**Useful set phrases**

**Introduction**

**Paragraph 1**

- I wouldn't ever think/imagine that ...
- ...is a person one can always remember

**Main Body**

**Paragraphs 2 & 3**

- Looking at her/him one can...
- He/She looks like his/her...
- He/She sometimes tends/seems/appears to be...
- He/She has a tendency to...
- He/She has a reputation for being...
- He/She's rather/somewhat...
- His/Her positive/negative attitude of...

**Conclusion**

**Paragraph 4**

- To put it briefly,.../ Briefly,...
- Concluding,/ Summing up,...
- To conclude,/ To sum up,...

**H. Your Task**

**Great News !**

Would you like to win a plane ticket for the Champion League Football Finals in Barcelona? Then take part in the competition of "The World of Teens" magazine.

Write a short article on:

**"The most influential teacher I've ever had".**

Write about a teacher's personality and explain how his/her action and character have been important to you. Write between 140 and 190 words.

**Tip:** Remember! You should never exceed the word limit.

