

Build Up Your Reading & Understanding of the task

1 Warm-up

Discuss the following questions.

- What kind of pressures do teens face today?
- How do they react to these pressures?
- How can teens avoid such pressures?
- Do you think teens nowadays are strong enough to not give in to peer pressure?
- Do you think that they need to ask for help to fight peer pressure, or should they deal with it on their own?

2 Reading and analyzing the prompt

This excerpt of a letter was written to the editor of a magazine. Read the letter, and then answer the questions.

- 1 What is the excerpt about?

It's about peer pressure.

- 2 What is its purpose?

To express an opinion on the issue.

- 3 What pressures does it mention?

Peer pressure to stay out late, to smoke cigarettes and to drink alcohol.

- 4 Who does the writer think should deal with peer pressure?

Teens and parents should deal with it together.

Since I started high school, I've noticed many teens being pressured by others to try new things. Sometimes they are fun things, like staying out late or meeting at clubs. But other times they are about smoking cigarettes or drinking alcohol. Many lie to their parents about what's going on out of fear. I believe that both teens and their parents should come together to deal with peer pressure appropriately.



3 Reading and analyzing the task

Read the task below and answer the following questions:

Task: Essay

¹What kinds of peer pressure are the most common among teens? ²Do you think teens need adult support in order to deal with peer pressure successfully? ³What do you think needs to be done in order to avoid peer pressure? Give examples to support your opinion.

- 1 What is the purpose of this essay?

To discuss the issue of peer pressure and to suggest ways of dealing with it.

- 2 How many questions do you have to reply to? Number them in the task. ³

- 3 Does it ask for any kind of solution?

Yes, it asks for suggestions on ways to avoid peer pressure.

4 Reading and analyzing a model essay

The essay below was written in response to the letter to the editor on the previous page. Read the essay and answer the following question:

- 1 How has the writer organized the questions from the task in the model essay? Number the parts of the essay that respond to each question.

Nowadays teenagers face many difficult concerns. ¹They often feel pressure from others to take up bad habits like smoking or to do something wrong. Many times teenagers get into trouble because of the influence of peer pressure. Avoiding peer pressure is a challenging task for teenagers, ²but they can succeed with the guidance and support of their parents.

Peer pressure is one of the strongest—and most prominent—influences in a teenager's life. Most young people want to be accepted by others and to belong to a group. They often feel pressured to do things that other teenagers are doing, even when they know it is wrong. This is a very dangerous situation for them. ²It should be the responsibility of both the teenager and the parents to deal with peer pressure appropriately.

³Teenagers need to feel strong and figure things out on their own. If they know who they are, they will make better decisions for themselves and not be easily manipulated. Parents, however, should play a role in this. Teens need to believe in themselves and count on their parents to teach them to make good decisions. Open communication between teenagers and their parents is the best way of avoiding the bad effects of peer pressure.

Teenage years are difficult and peer pressure can be very overwhelming. ^{2,3}Nevertheless, if teenagers and parents work together to build confidence and promote good values, many problems can be avoided. While this may be hard—for both parents and kids—it will definitely help teens think before making decisions.

Build Up Your Text

& Organizational Skills

1 Understanding the text

- 1 Which sentence expresses the main idea of the essay in the introduction? Circle it.

- 2 According to the essay... (two answers)

- a peer pressure is caused by parents.
- b peer pressure is not a serious problem for teens.
- ☒ c peer pressure is one of the strongest influences in a teen's life.
- d communication can reduce the effects of peer pressure.

- 3 The writer believes that strong, confident teens... (two answers)

- a cannot avoid peer pressure.
- b will have a hard time making decisions.
- ☒ c rarely get into trouble.
- d will make better decisions for themselves.

- 4 According to the writer, what should parents do?

They should teach their kids to make better decisions for themselves.

2 Extending and developing a point of view

In the introduction, the writer expresses a point of view then extends and develops it. Look at the essay again and answer the following questions:

- 1 Underline the topic sentences in paragraphs two and three that extend the writer's point of view.

- 2 Why do you think they come where they do in the paragraphs?

They round off what was said in the paragraph and introduce the topic of the following paragraph.

3 Giving examples

What examples does the writer give to support his/her opinions? Tick them in the essay. Can you think of any other examples to add?

Build Up Your Language Skills

Section A: Vocabulary

1 Vocabulary from the text

A Use the correct form of the words and phrases in the box to complete the text below.

- build confidence • dangerous situations
- face concerns • make the right decisions
- open communication • overwhelming
- play a role • promote good values
- manipulate • prominent • strong influence

Most people agree that peer pressure is (1) **prominent** in schools and has a very (2) **strong influence** on the lives of young people today. Teens (3) **face concerns** that their parents might not understand, such as whether or not to drink alcohol or break laws. Peer pressure can be (4) **overwhelming** and put teenagers in very (5) **dangerous situations**. Experts agree that parents should (6) **play a role** in avoiding peer pressure. The best way to avoid the number of problems associated with peer pressure is to maintain (7) **open communication** between teens and parents. They should work together to (8) **promote good values** and (9) **build confidence**. While this may be hard for both parents and kids, it definitely helps teens (10) **make the right decisions**. In this way, it will be more difficult for others to (11) **manipulate** them.

2 Vocabulary expansion

WORD FAMILIES: ADJECTIVES AND NOUNS

A The following adjectives can be used to describe personalities. Say whether they are negative (-) or positive (+) and then write the nouns.

| Adjective | - or + | Noun |
|----------------|--------|-----------------------|
| 1 independent | + | independence |
| 2 responsible | + | responsibility |
| 3 mature | + | maturity |
| 4 punctual | + | punctuality |
| 5 skilled | + | skill |
| 6 confident | + | confidence |
| 7 impulsive | - | impulse |
| 8 anxious | - | anxiety |
| 9 aggressive | - | aggression |
| 10 extroverted | + | extroversion |

B Complete the sentences with the correct adjective and noun pair from the table above.

- Students who are **confident** can stand up to peer pressure. Such **confidence** helps them to resist temptation to smoke or drink.
- Gina suffers from **anxiety** which always affects her performance in tests. She really has to learn to be less **anxious** before an exam.
- University students who leave home to live on their own learn to be more **independent**. As a result of this **independence**, they develop better life skills than other students their age.
- Aggressive** behavior is not allowed at our school. Any students displaying **aggression** against other students are punished.
- Punctuality** is a good personality trait to have. People who are **punctual** for their appointments are taken more seriously than those who are always late.

C Now write your own sentences with the remaining pairs in your notebook.

Section B: Language and Syntax

1 Language focus 1 — Prepositions

A Think of the correct preposition to complete each sentence. Check your answers by looking back at the model essay.

- Teenagers get **into** a lot of trouble because of the influence of peer pressure.
- They want to belong **to** a particular peer group.
- Kids should be taught to deal **with** problems on their own.
- If teens know who they are, they will make better decisions **for** themselves.
- Confidence will help teens when they feel pressure **from** others to do new things.
- Helping teens feel confident is the responsibility **of** every parent.

2 Language focus 2 — Reflexive pronouns

Look at the two sentences from the model essay:

Teens need to believe in **themselves**.
If they know who they are, they will make better decisions for **themselves**.

Themselves is a reflexive pronoun. Other reflexive pronouns are:

| | |
|----------|------------|
| myself | ourselves |
| yourself | yourselves |
| himself | themselves |
| herself | |
| itself | |

Reflexive pronouns are used when the subject and object of the verb are the same. They can be used for emphasis.

A Complete the sentences with the correct reflexive pronoun.

- Teenagers should be taught to stand up for **themselves** when faced with peer pressure.
- Tina had to get home by **herself** because there was no one to pick her up.
- John taught **himself** to play the guitar.
- My dog has learnt how to cover **itself** with a blanket.
- You really need to do your homework **yourself**, you won't learn any other way.

Look at the following sentences. What is the difference in meaning when **by** is used before the reflexive pronoun?

Kelly has lived **by herself** since she was 18.

Kelly **herself** told me that she is getting married.

by emphasizes that something was done

without the help or presence of another person

Look:

by + reflexive pronoun = alone

do something + by + reflexive = without help

B Circle the correct answer.

- Be careful, there is broken glass on the floor and you may cut **yourself** / by yourself.
- Did you teach **yourself** / by yourself Italian?
- Dan couldn't find company so he went to the cinema **himself** / **by himself**.
- Animals get depressed when they are left **themselves** / **by themselves** for many hours.
- The first time I traveled **myself** / **by myself** on a plane, I was a bit afraid.

Plan Your Writing

Topic: **Difficult friendships**
You are going to write an essay about difficult friendships.

1 Writing warm-up

- A There are many teens who stay in difficult relationships. Sometimes they don't even know they are in one until it's too late and bad behavior has become a habit. This can have negative effects on their self-esteem, especially if the difficult friend manipulates the other friend. Read the dialogue below.
- Who is being the difficult friend? How is Brad manipulating Nicky?
 - Do you think Nicky has high self-esteem? Why/Why not?



Brad: Hey, that's a cool MP3 player. Can I borrow it?
Nicky: Um, I don't know. My mother just bought it for me for my birthday. I've hardly used it.
Brad: Oh, come on, man. I promise I'll give it back to you tomorrow.
Nicky: But you still haven't given me back my mobile phone!
Brad: I'll give that to you tomorrow too. I promise.
Nicky: Um, OK. Here you are.
Brad: Awesome. You're the best. Have I ever told you that you're the best?

- B
- Is it common for teenagers to be in difficult relationships?
 - Why do you think teens continue to be friends with difficult people who manipulate them to get what they want?
 - Do you think teens stay in difficult relationships out of fear or low self-esteem?
 - What do you think someone should do if they find themselves in a difficult relationship?
- C What difficulties might teens face with friends? Think of a friend that you have had difficulties with and add to the list of complaints below. If you haven't had any difficult friends, just write what you think might happen.

List of complaints:

- Never returns anything I lend them
- Always asks me for money and never pays it back
- Accept any appropriate answers
-
-
-
-

3 Preparing to write, and following a framework

- A Read the following excerpt of a letter to an editor about difficult friendships. Discuss why teens should learn to voice their problems and / or concerns.

Difficult friends might do things such as be noisy in public, either to bother people on purpose or to simply get attention. Some teens don't like this behavior, but let it happen anyway, due to the fear of not being accepted. I believe this is a very common problem among teens today and we should encourage them to speak up when they are feeling manipulated in order to rectify the problem.

B FOCUS QUESTION

Read the task below and write one focus question based on the excerpt above that you will answer with your essay.

Task: Essay

Peer pressure is common in difficult friendships between teens nowadays. Some believe that self-esteem plays a large role in this. What are some ways teens can boost their confidence and cope with difficult friendships? Discuss your point of view and support it with examples.

Focus question: Suggested answer: What can teens do to deal with peer pressure?

C WORKING ON A PLAN

Think of two things that a difficult friend might do to create a problem and a way to cope with each. Then write a topic sentence based on each solution, which you will put at the end of your two body paragraphs.

Problems that a difficult friend might create:

- 1 Accept any appropriate answers
- 2

Ways to cope with each difficulty:

- 1 Accept any appropriate answers
- 2

Topic sentences:

- 1 Accept any appropriate answers
- 2

Now think of two examples per solution to lead up to your topic sentences. Write them below.

Topic sentence 1:

Example 1. Accept any appropriate answers

Example 2.

Topic sentence 2:

Example 3. Accept any appropriate answers

Example 4.

- D Look at the framework for a general essay. The introduction should express the writer's point of view, then develop and extend that point of view. Think about your views on difficult friendships and how to cope with them. Now write a sentence to express your view:
- Accept any appropriate answers

3 Writing

Now write your essay. Remember to follow the plan you completed in Exercise C and to use some of the vocabulary from the unit.