

GETTING STARTED

“She’s been a bit tense lately...”

1 Listen and read.

Amelie: Hi Phuc! Where’s Mai? Isn’t she coming?

Phuc: She said she was too tired and didn’t want to go out. She’s been staying up late studying for the exam.

Nick: Does she need to be that stressed out?

Phuc: Maybe not. But my parents always expect her to get good grades and she doesn’t want to disappoint them. They want her to go to a top college and study medicine.

Amelie: Really? She told me she wanted to be a designer...

Phuc: Yes, that’s why she’s been a bit tense lately. She doesn’t know what to do. My parents said design graduates wouldn’t find jobs easily and they wanted her to get a medical degree.

Amelie: Oh, I understand. Sometimes I wish my parents could put themselves in my shoes...

THIS UNIT INCLUDES:**VOCABULARY**

Changes in adolescence

PRONUNCIATION

Stress on the verb *be* in sentences

GRAMMAR

Reported speech: review

Question words before *to*-infinitive

SKILLS

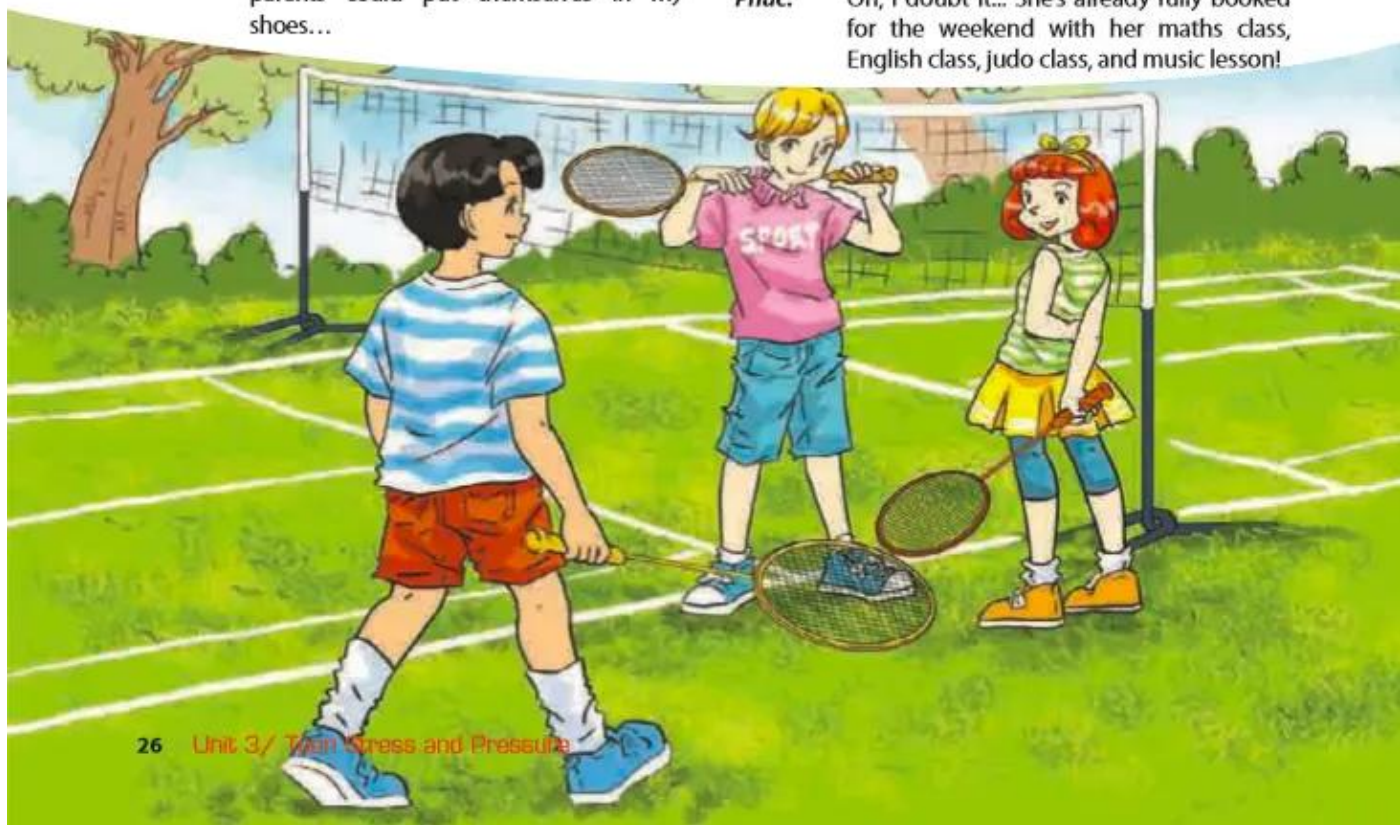
- Reading for general and specific information about a helpline service for teens in Viet Nam
- Talking about teen stress and pressure and how to cope with them
- Listening for general and specific information about the work of an advice columnist
- Writing a short note to ask for advice and to give advice

COMMUNICATION

Discussing necessary life skills for teens

Nick: Anyway, Mai needs to take a break. I’ll call and ask her if she wants to go and see a film with us tomorrow.

Phuc: Oh, I doubt it... She’s already fully booked for the weekend with her maths class, English class, judo class, and music lesson!



Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in adolescence
- identify in which situations to stress the verb *be* in sentences and say these sentences correctly
- use reported speech with confidence
- use question words before *to*-infinitive
- read for general and specific information about a helpline service for teens in Viet Nam
- talk about teen stress and pressure and how to cope with them
- listen for general and specific information about the work of an advice columnist
- write a short note to ask for advice and to give advice

GETTING STARTED

“She’s been a bit tense lately...”

Introduction

Before starting this unit, do a quick whole-class activity on comparison learnt in Unit 2. For example, divide the board into two sides and write ‘Hue’ and ‘Ho Chi Minh City’. Then write some words/phrases such as ‘air’, ‘entertainment’, ‘cost of living’, ‘traffic’, ‘weather’, etc. In the middle and ask Ss to compare these when we talk about the two cities.

Now start the lesson. T can prepare three magazine cut-outs or photos of teenagers with different facial expressions: *worried, happy, angry, scared, relaxed*, etc. Ask the whole class to describe the photos and ask them to guess why these teenagers are feeling this way.

1 Let Ss open the book on the **GETTING STARTED** page but with the text covered. Introduce Ss in the picture: Phuc, Nick, and Amelie. Explain that Mai was supposed to be there but she couldn’t come in the end. Ask the class to describe what is happening in the picture:

- *Where are Phuc, Nick, and Amelie?*
- *What are they going to do?*
- *What are they talking about?*
- *Why do you think Mai couldn’t come?*

Accept all possible answers from Ss. Remember not to give correction at this step.

Tell Ss they are going to listen to the conversation between Phuc, Nick, and Amelie. Play the recording and have Ss follow along.

a Find the OPPOSITE of the following words in the conversation.

1. to go to bed early
2. to be relaxed
3. bad exam results
4. to make someone happy
5. to work continuously
6. to have no plans

b Choose the best answer.

1. Why is Mai not playing badminton with Phuc, Nick, and Amelie?
 - A. She doesn't like playing badminton.
 - B. She is late.
 - C. She wants to stay at home.
2. Why is Mai working very hard for the exam?
 - A. She failed the last exam.
 - B. She wants her parents to be proud of her.
 - C. She wants to compete with her classmates.
3. How is Mai feeling now?
 - A. Confident and tired
 - B. Tense and disappointed
 - C. Tired and stressed
4. What do Mai's parents want her to be?
 - A. A medical doctor
 - B. A designer
 - C. A musician
5. What does Mai want to be?
 - A. A medical doctor
 - B. A designer
 - C. A musician
6. What are Phuc, Nick, and Amelie trying to do?
 - A. Understand Mai's situation and help her feel better.
 - B. Make Mai feel left out.
 - C. Find somebody else to replace Mai for the badminton.

c What do you think Amelie means when she says, 'Sometimes I wish my parents could put themselves in my shoes'?

2 Fill the gaps with the words in the box. In some cases more than one word may be suitable.

| | | |
|-----------|------------|-----------|
| tense | frustrated | delighted |
| confident | relaxed | worried |
| depressed | calm | stressed |

1. Thu had been studying very hard for the exam, but she still felt _____. Now that she has done well in the exam she is feeling much more _____.



2. My mother is a strong person. She stays _____ even in the worst situations.



3. Linh is feeling a bit _____ about her study. She's failed the exam once again!



4. I think taking a speech class is a good idea if you want to be more _____.



5. Emma is feeling so _____ with her fashionable new hairstyle.



6. Phuc, Nick, and Amelie feel _____. They want to help Mai but don't know what they can do for her.

REMEMBER!

Many adjectives of emotions and feelings are formed from the *-ed* form of verbs: *excited, relaxed, frustrated, etc.* Can you find more examples?



3 Match the statements with the functions.

| | |
|------------------------|-------------------|
| give advice to someone | encourage someone |
| empathise with someone | assure someone |

1. 'Go on! I know you can do it!'
2. 'If I were you, I would (get some sleep).'
3. 'You must have been really disappointed.'
4. 'Stay calm. Everything will be alright.'
5. 'I understand how you feel.'
6. 'Well done! You did a really great job!'

4 How do you feel today?

Work in pairs. Tell your friend how you feel today and what has happened that made you feel that way. Your friend responds to you, using one statement from the box in **3**.

- a** Tell Ss they can uncover the text. Play the recording again. Have Ss work individually, then in pairs, to find the words/phrases. Remind Ss they need to find the words/phrases in the text with *opposite* meanings.

Key:

- | | | |
|--------------------------|-------------------------|-----------------------|
| 1. to stay up late | 2. to be stressed (out) | 3. good grades |
| 4. to disappoint someone | 5. to take a break | 6. to be fully booked |

If time allows, encourage Ss to make sentences using these words and phrases.

- b** Have Ss work individually, then in pairs, to compare their answers with each other. Correct the task as a class and encourage Ss to explain why the chosen option is the correct answer.

Key:

- | | | | | | |
|------|------|------|------|------|------|
| 1. C | 2. B | 3. C | 4. A | 5. B | 6. A |
|------|------|------|------|------|------|

- c** Ask Ss what they think Amelie's statement means. Then explain if necessary. For a more able class, ask them if they have ever felt like Amelie, and what happened.

Key:

Amelie wishes her parents could put themselves in her situation to better understand her.

- 2** Ss work in pairs to complete this task. Remind them to pay attention to the content words in each sentence, which may help them to choose the most suitable word. Tell Ss in most cases more than one option may be suitable. After they have finished, go through each item as a whole class.

T may explain the difference between 'depressed' and other words such as 'tense', 'worried', or 'stressed'. (The word 'depressed' is very strong and used only to describe someone who is deeply sad and has lost hope.)

Draw Ss' attention to the **REMEMBER!** box and ask them to add more adjectives of emotions and feelings formed from the *-ed* form of verbs.

Key:

- | | | |
|--|------------------------|-------------------------|
| 1. worried/tense/stressed; relaxed/confident | 2. calm | 3. depressed/frustrated |
| 4. confident/relaxed/calm | 5. delighted/confident | 6. frustrated/worried |

- 3** Before Ss start doing this exercise, explain the meaning of 'give advice', 'encourage', 'empathise', and 'assure'.

give advice: to give suggestions and ideas to help somebody make a decision

encourage: to give someone support and confidence to do something

empathise: to be able to understand how someone else feels

assure: to tell someone that something is going to be all right, so that they do not worry

Ss work individually first, then in pairs. Then give corrective feedback to the whole class. Ask Ss to give examples of the situations in which these sentences are said.

Key:

- | | | |
|----------------------|---------------------------|---------------------------|
| 1. encourage someone | 2. give advice to someone | 3. empathise with someone |
| 4. assure someone | 5. empathise with someone | 6. encourage someone |

- 4** As an example, tell the class how you feel today and what has happened that made you feel that way. You can make up scenarios such as:

I feel worried because my cat is sick.

I feel disappointed because it has been raining all day long.

I feel delighted because my son is Star of the Week at his primary school.

Encourage Ss to select appropriate statements in **3** to respond to what you have told them. Then ask them to work in pairs. If time allows, call on some pairs to report their stories to the class.

A CLOSER LOOK 1

Vocabulary

- 1 Complete the paragraph with the words in the box. There is one word that you don't need.

independence informed shape and height
embarrassed delighted self-aware
reasoning skills

Adolescence is the period between childhood and young adulthood. Your body will change in (1) _____. Your brain will grow and you'll have improved self-control and (2) _____. Physical changes are different for everyone, so you don't need to feel (3) _____ or frustrated!

You'll experience emotional changes as well. You'll feel you want more (4) _____ and responsibility. You may become more (5) _____, and care about other people's opinions, especially those of your friends. But remember you'll need adult support and guidance to make (6) _____ decisions and overcome stress.

- 2 Match the source of stress and pressure to the expression.

1. school pressures and frustrations
2. physical changes
3. unsafe living environment
4. problems with classmates at school
5. negative feelings about themselves
6. having too high expectations

A. 'I'll never be good at maths. I'm just too stupid!'



B. 'I hate my voice. It's high one minute, low the next, then high again! What's the matter with it? AND the girls are making fun of me! I'm so embarrassed.'

C. 'I must get the highest score in this exam. I must be the best student in the class!'



D. 'I feel worried when I have to wait for the bus in that neighbourhood after my evening class. It's so quiet and dark there.'

E. 'I have this big assignment to complete and I don't know where to start. It's too difficult!'



F. 'Why does he make me do all of his homework? It's not fair. And he says if I don't do it, he'll make my life difficult.'

- 3 Which of the following can be done in the above situations? Discuss with your partner. (More than one solution can be suitable for one situation.)

1. Take a break, then you will feel ready to start again.

2. Break a large task into smaller tasks.

3. Focus on your strong points.

4. Talk to someone about this and/or ask them for help.

- 4 Have you ever been in any of these situations? If so, what did you do to deal with them?

Pronunciation

Stress on the verb *be* in sentences

Listen again to what Amelle said in GETTING STARTED. Notice the way she pronounced the verb *be* in the sentence.

'Hi Phuc! Where's Mai?
Isn't she coming?'

A CLOSER LOOK 1

Vocabulary

- 1** Ss work individually to complete this exercise. Tell Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words. Ss then work in pairs to compare their answers before T gives corrective feedback to the whole class.

Key:

1. shape and height 2. reasoning skills 3. embarrassed
4. independence 5. self-aware 6. informed

- 2** Explain the phrases in the box first. Elicit from Ss some examples for each item, for example, 'Can you think of an example of school pressures and frustrations?'

Share some of your personal experience from your teenage years where relevant.

Key:

- A. 5 B. 2 C. 6 D. 3 E. 1 F. 4

- 3** Ss work in pairs to discuss which solution can be used for which situation. Then elicit the answers from the whole class. Ask Ss to explain their decisions.

Key (suggested):

- A. 1; 3; 4 B. 4 C. 1 D. 4 E. 2; 1 F. 4

- 4** Refer back to what you have told the class in **2**. Now tell Ss the ways you used to deal with these (difficult/stressful) situations. Ask Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.

Pronunciation

Stress on the verb *be* in sentences

Play the recording again or say the first sentence in the conversation in **GETTING STARTED**. Draw Ss' attention to the stressed 'Isn't' and ask them to practise saying the question.

REMEMBER!

Normally the verb *be* is unstressed in the middle or at the start of a sentence for a statement or question.

Example:

She was stressed.
Are you worried about something?

However, the verb *be* is stressed in negative questions and at the end of sentences.

Example:

- Aren't you coming?
- Yes, I am.

Also, it is stressed for emphasis or contrast.

Example:

- She isn't coming?
- She *is* coming, but she'll be a little late.



5 Listen to the recording and practise saying the sentences. Pay attention to the way the verb *be* is pronounced.

- Where are you? You aren't at the bus stop.
- I *am* at the bus stop, but I can't see you.
- Are you busy right now?
- Yes, I *am*. Sorry, could you wait for a minute?
- Is Ronia in?
- No, she's out ice-skating.
- But it's so cold!
- It *is*. But she's got all her warm clothes on.
- Wasn't Bill disappointed about the exam result?
- He *was*. But he was hiding it well.

6 Look at the following sentences and underline the verb forms of *be* which should be stressed. Then listen to the recording to check and practise.

- You aren't worried about the exam? Good for you!
- I *am* worried! But I try not to show it.
- Do you think Jack is good at Japanese?
- He *is*. But he's a bit shy to speak it.
- Isn't badminton her favourite sport?
- Yes, it *is*.
- Who's he?
- Sorry - we're late!
- Actually, you aren't. We haven't started yet.
- Is she happy at the new school?
- Yes, she *is*. She likes it a lot.

A CLOSER LOOK 2

Reported speech: review

1 Read the conversation in GETTING STARTED again. Underline the reported speech. Then rewrite in direct speech what Mai said to her brother Phuc and to her parents.

Mai: 'I'm too tired and _____.'

Mai: 'I want _____.'

Mai's parents: 'Design _____.'

2 Rewrite the following sentences in reported speech.

- 'We will visit you this week,' my parents told me.
- Our teacher asked us, 'What are you most worried about?'
- 'I'm so delighted. I've just received a surprise birthday present from my sister,' Phuong told me.
- 'Kate can keep calm even when she has lots of pressure,' Tom said.
- 'I got a very high score in my last test, Mum,' she said.
- 'Do you sleep at least eight hours a day?' the doctor asked him.

Question words before *to*-infinitives

We can use question words *who*, *what*, *where*, *when*, *how* before a *to*-infinitive to express a situation that it is difficult or uncertain.

Example:

We don't know who we should contact.
→ We don't know *who to contact*.

Look out!

The question word *why* cannot be used before a *to*-infinitive.



We often use the verbs *ask*, *wonder*, *(not) be sure*, *have no idea*, *(not) know*, *(not) decide*, *(not) tell* before the question word + *to*-infinitive.

Example: I have no idea where to get this information.

Now explain the **REMEMBER!** box. Emphasise that normally the verb *be* is unstressed, except for the situations mentioned in the box.

5 Play the recording as many times as needed so that Ss are familiar with the stressed *be* in the statements. Note that only the words in italics should be stressed, the other forms of *be* are unstressed. With the whole class, refer to the **REMEMBER!** box to elicit the reasons why the verb *be* is stressed in each item. Ss then practise saying the sentences in pairs.

6 Tell Ss that these sentences contain both stressed and unstressed verb forms of *be*. Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check. Give corrective feedback as a class, then Ss practise saying the sentences.

Key:

1. - You aren't worried about the exam? Good for you!
- *I am* worried! But I try not to show it.
2. - Do you think Jack is good at Japanese?
- He *is*. But he's a bit shy to speak it.
3. - *Isn't* badminton her favourite sport?
- Yes, it *is*.
4. - Who's he? (no stress)
5. - Sorry – we're late!
- Actually, you *aren't*. We haven't started yet.
6. - Is she happy at the new school?
- Yes, she *is*. She likes it a lot.



Audio script: (stress the italic words)

- 5**
1. - Where are you? You aren't at the bus stop.
- *I am* at the bus stop, but I can't see you.
 2. - Are you busy right now?
- Yes, *I am*. Sorry, could you wait for a minute?
 3. - Is Ronia in?
- No, she's out ice-skating.
- But it's so cold!
- It *is*. But she's got all her warm clothes on.
 4. - *Wasn't* Bill disappointed about the exam result?
- He *was*. But he was hiding it well.
- 6**
1. - You aren't worried about the exam? Good for you! (no stress)
- *I am* worried! But I try not to show it.
 2. - Do you think Jack is good at Japanese? (no stress)
- He *is*. But he's a bit shy to speak it.
 3. - *Isn't* badminton her favourite sport?
- Yes, it *is*. (no stress)
 4. - Who's he?
 5. - Sorry – we're late! (no stress)
- Actually, you *aren't*. We haven't started yet.
 6. - Is she happy at the new school? (no stress)
- Yes, she *is*. She likes it a lot.

A CLOSER LOOK 2

Reported speech: review

1 Remind Ss of what the conversation in **GETTING STARTED** is about. Ss then work in pairs to complete the task. If needed, give Ss a quick review of reported speech (e.g. verb tense, pronouns, time expressions, etc.) Divide the class into side A and side B. Side A will say some sentences in direct speech for side B to change into indirect speech. Then side B says some sentences in indirect speech for side A to change into direct speech.

Key:

Mai: 'I'm too tired and don't want to go out.'
Mai: 'I want to be a designer.'
Mai's parents: 'Design graduates won't find jobs easily. We want you to get a medical degree.'

2 Ss work individually to complete this exercise. Then they compare their answers in pairs before T gives corrective feedback as a whole class.

Key:

1. My parents told me they would visit me that week.
2. Our teacher asked us what we were most worried about.
3. Phuong told me she was so delighted because she had just received a surprise birthday present from her sister.
4. Tom said Kate could keep calm even when she had lots of pressure.
5. She told her mother she had got a very high score in her last test.
6. The doctor asked him if he slept at least eight hours a day.

Question words before to-infinitives

Tell Ss that the question words *who*, *what*, *where*, *when*, and *how* can be used before a *to*-infinitive to express a situation that it is difficult or uncertain. Give examples. Explain the **Look out!** box.

Highlight the verbs *ask*, *wonder*, (*not*) *be sure*, *have no idea*, (*not*) *know*, (*not*) *decide*, (*not*) *tell* which are often used before the question word + *to*-infinitive.

3 Rewrite the sentences using question words + to-infinitives.

1. I don't know what I should wear!
→ _____.
2. Could you tell me where I should sign my name?
→ _____.
3. I have no idea when we should leave for the bus.
→ _____.
4. We're not sure where we should hang the painting.
→ _____.
5. He wondered how he could tell this news to his parents.
→ _____.
6. They can't decide who should go first.
→ _____.

Reported questions with question words before to-Infinitives.

Question words before *to*-infinitives can be used to report questions about something that should be done.

Example: 'What should I do?' she said.
→ She wondered what to do.



Look out!

To report Yes/No questions we use *whether* before *to*-infinitive. Remember *if* cannot be used in this case.

Example:
'Should I tell my parents what I really think?' she wondered.
→ She wondered whether to tell her parents what she really thought.



4 Rewrite the following questions in reported speech, using question words before to-infinitives.



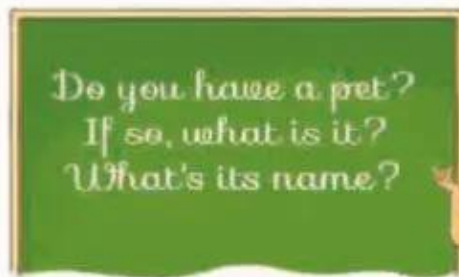
Tip: You may use the following verbs: *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell.*

1. 'How should we use this support service?' they wondered.
2. 'Who should I turn to for help?' he asked.
3. 'Mum, when should I turn off the oven?' Mai asked her mother.
4. 'Where should we park our bikes?' asked Phong and Minh.
5. 'Should we call her now?' he asked.
6. 'What should we do to make Linh feel happier?' they wondered.

5 GAME

SOMETHING ABOUT OUR TEACHER...

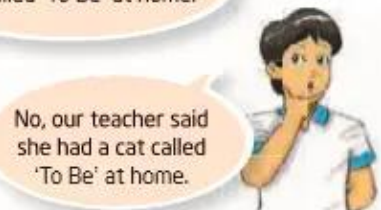
Decide as a whole class five questions you want to ask about the teacher. Then the class divides into two groups: one group stays inside the class and the other goes outside. The teacher will tell each group the answers to the questions. The class gets together again and in pairs you must report on what the teacher has told you.



Do you have a pet?
If so, what is it?
What's its name?



Our teacher said she had a dog called 'To Be' at home.



No, our teacher said she had a cat called 'To Be' at home.

- 3** Do the first sentence with the class as an example. Ss then work individually to rewrite the sentences before receiving correction from T.

Key:

1. I don't know what to wear.
2. Could you tell me where to sign my name?
3. I have no idea when to leave for the bus.
4. We're not sure where to hang the painting.
5. He wondered how to tell this news to his parents.
6. They can't decide who to go first.

- 4** Ss can work in pairs to complete this exercise. Remind them they can choose from the verbs *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell* to report these questions.

Key:

1. They wondered/couldn't tell how to use that support service.
2. He had no idea who to turn to for help.
3. Mai asked her mother when to turn off the oven.
4. Phong and Minh couldn't decide where to park their bikes.
5. He was not sure whether to call her then.
6. They wondered what to do to make Linh feel happier.

- 5** First, ask the whole class to agree on five questions they would like to ask about you. Write them on the board. Prepare two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that you do not forget them.

Then divide the class into two groups. Tell Ss that one group will stay inside the classroom and the other outside. Each group will listen to you for the answers to the questions and the group will then have to report to the other group what they have heard from you.

When the two groups have been separated and cannot hear each other, go to each group and tell them one version of the answers. Ask them to remember what you say.

Finally, ask the two groups to gather again inside the classroom. Now ask them to answer the five questions written on the board according to the information they have received by reporting what you have told them.

(This game is adapted from the ideas by Begem Tonyali <http://www.eslbase.com/grammar/reporting-verbs>).

COMMUNICATION

Extra vocabulary

cognitive emotions concentrate
self-discipline resolve conflict risk taking

Life skills for teens

1 Read about the necessary life skills for teenagers in the United States. Match the skills to their category.

1. Social skills

- recognise and control your feelings
- cope with negative emotions

2. Cognitive skills

- have planning and organisational skills
- concentrate and be self-disciplined

3. Housekeeping skills

- cooperate with others and resolve conflicts
- have communication skills

4. Emotion control skills

- prepare food, do laundry and chores at home
- manage a small budget
- learn about basic car operation

5. Self-care skills

- develop healthy habits
- know how to act and where to get help in emergencies
- understand the boundaries of risk taking

2 Discuss:

Do we teenagers in Viet Nam need all or some of these skills? Why/Why not?

3 In groups, work out a similar list of skills that Vietnamese teens should have today. Add or remove categories and skills as you wish and remember to support your decisions with examples and explanations. Present your list along with other groups and make a common list for the whole class.

4 Look at the list of life skills for teens that your class has developed.

Which skills do you already have?

Which skills do you need to develop?



Share what you think with a partner.

COMMUNICATION

Life skills for teens

Write 'Life skills' on the board and ask Ss what they think it means. Ask them to give some examples of life skills.

Explain the words in the **Extra vocabulary** box. Use a dictionary or translate the words since they are all abstract concepts.

- 1 Ss work in pairs to complete this task. Go around and offer help if needed.

Otherwise, T may turn this into a group competition. Prepare red paper strips with the five skill categories, and blue paper strips with the skill examples. In small groups Ss will match the red strips to the blue strips. The first group to have the correct answers is the winner.

Key:

1. C 2. B 3. D 4. A 5. E

- 2 Give Ss plenty of time to look closer at each skill to discuss the questions in pairs. Then, as a whole class, go through each skill and elicit from them the answers to the questions. Write on the board two lists: one containing the skills Ss think are necessary for Vietnamese teenagers, and one containing those that they think are not.

As an alternative, Ss work in small groups. After their discussion, each group should cross out the life skills which they think are not suitable for Vietnamese teens. As a whole class, compare the results from different groups. Remember each group will need to explain their decisions.

- 3 Ss work in small groups to make their own list for Vietnamese teens. They can base it on the text and add their own information. Now the class needs to combine all the group lists to make a big list for the whole class. Write this list on a poster, or on the board.

- 4 Ask Ss to copy down the 'big list' they have created in 3 in their notebooks. Ss then work individually: each student goes through the list and evaluates how good he/she is with each skill. Then Ss work in pairs to share their results.

If time allows, each pair reports the results to the class. Based on the results, the class will be able to identify three skills that most Ss in the class think they are now good at, and three skills that most of them think they need to improve on.

SKILLS 1

Reading

1 a Do you know what a child helpline is?

b Now read the article.

The Magic Number

Magic Number 18001567 is a 24-hour toll-free service for counselling and protecting children and young adults in Viet Nam. The helpline was set up in 2004 by the government with support from Plan Vietnam, an international children's development organisation.

By 2014, the helpline had received over 1.5 million calls from children and adults nationwide. Sixty-nine per cent of the calls came from children and most child callers were in the 11-14 year old and 15-18 year old groups. The calls were mostly questions about family relationships, friendships, and physical and mental health. Moreover, nearly 3,000 cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse received emergency support.

The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.

A member of Child Helpline International, *Magic Number* aims to create favourable conditions for children to develop physically and mentally. If you need support or advice, or know of someone who does, just dial 18001567!

(The facts, figures, and photos in this text are provided by Plan Vietnam)



2 Answer the questions.

1. What is *Magic Number* 18001567?
2. Which age groups have called the helpline most?
3. What were the calls mostly about?
4. Why have 3,000 calls received emergency support?
5. How does *Magic Number* promote child participation in its operations?
6. What is the aim of the helpline?

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

1. You can call *Magic Number* anytime during the day or night.
2. The service and the telephone calls are free.
3. Only children can call the helpline.
4. The typical caller to *Magic Number* is a nine-year-old child.
5. All decisions about the operation of the helpline are made by adults.
6. The service is available in all cities and provinces in Viet Nam.

Speaking

Study skill: Asking for advice

What do you think I should do (about...)?
What should I do?
What would you do in this situation?
Could you give me some advice (about...)?
If you were me, what would you do?
I wonder whether to... or...
Do you know who to speak to about this?

4 Listen to two students calling a child helpline and complete the notes. Then use the notes to role-play the callers.

| Caller 1 | Caller | Caller 2 |
|----------|-------------------|----------|
| | Feeling now _____ | |
| | Problem _____ | |
| | Question _____ | |

5 Look at 2, A CLOSER LOOK 1. Imagine you are one of these students. You want to call the *Magic Number* helpline to ask for help. What do you say? Your partner listens and takes notes.

Remember to:

- briefly introduce yourself (you can choose whether to say your name and address or not)
- describe your problem/dilemma
- ask for help

SKILLS 1

Reading

- 1 a** Ask Ss the question and explain that a child helpline is a telecommunication support service for children and young people. It is free of charge. When you contact a helpline, often via telephone, you will get answered and someone from the helpline may even come directly to you to help.
- b** Ask Ss to read through the text quickly to get its main ideas. Ask them to answer the question “What is the article about?” using the text title, photos, and key words.
- 2** Now ask Ss to read the text again to complete the task. Ss work in pairs to answer the questions.

Key:

1. It's a free service for counselling and protecting children and young adults in Viet Nam.
2. They were callers in the 11-14 year old and 15-18 year old groups.
3. The calls were mostly questions about family relationships, friendships, and physical and mental health.
4. Because they were cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse.
5. The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.
6. It aims to create favourable conditions for children to develop physically and mentally.

- 3** For this task, allow Ss to have another close reading (or as many times as they wish). Ss work individually first, then compare the answers with their partner. Ask them to discuss and explain each person's own decision if their answers are not the same. Then provide feedback as a class. For each answer, ask Ss to refer back to the text to find the relevant information.

Key: 1.T 2.T 3.F 4.F 5.F 6.T

Speaking

Draw Ss' attention to the **Study skill** box. Together with them, find an example for each expression. If time allows, ask Ss to add in other expressions for asking for advice that they have learnt or know.

- 4** Tell Ss they are going to listen to two students calling a child helpline. Ask Ss to look at the note form to get oriented about what they are going to hear. Remind Ss that these are notes so they only need to write key words or phrases and not full sentences.
- After Ss have completed the task individually, give feedback as a class. Then Ss work in pairs to role-play the callers. Ask them to use the notes for the role-play, and remind them to put some emotional expression in their voice for the role-play.


Key (suggested):

Caller 1

Caller: girl, from Ha Noi, last year of high school
Feeling now: a bit depressed and confused
Problem: wants to be a designer; but her parents want her to be a doctor
Question: doesn't know what to say to her parents

Caller 2

Caller: boy, named Long, 13 years old, from Ho Chi Minh City
Feeling now: worried
Problem: online friend asked for 5 million dong; said if he refused to give it, his life would be difficult
Question: wonders whether to tell somebody about this

 **Audio script:**

Caller 1: (girl) Hi, I'm from Ha Noi. I'm in my last year of high school. I'm feeling a bit depressed about my situation. I've been studying really hard to satisfy my parents and have always had good grades. But last week they said that they didn't want me to go to Arts School to be a designer. They want me to be a doctor. I feel confused... I don't know what to say to my parents.

Caller 2: (boy) My name's Long. I'm 13 and I'm from Ho Chi Minh City. I made a friend playing online games, and we've met several times in real life to play video games in Internet cafés. Last week he told me he needed 5 million dong and asked if I could help him. I said no, but two days ago he said he would make my life difficult if I didn't give him the money. I'm a bit worried. Should I tell somebody about this?

- 5** Ss need to look back at Exercise 2, **A CLOSER LOOK 1**. Tell Ss the instructions to do the task. Remind Ss they should use the expressions in the **Speaking Study skill** box 'Asking for advice'. Give Ss a few minutes to choose who they want to be and to think about what they should say when they call the hotline. Ss work in pairs. Go around and offer help if needed. When Ss have finished, call on some pairs to present their dialogue. To revise reported speech, T may ask the student who listens and takes notes to report what his/her partner has told him/her.

SKILLS 2

Listening

- 1a** Listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine.



b Choose the best answer.

- Miss Sweetie (likes/doesn't like) her work as an advice columnist.
- She is (in/no longer in) her adolescence.
- She thinks giving advice to people is (easy/not easy).
- It (takes time/doesn't take time) for her to come up with a piece of advice.
- She thinks to give good advice we (need/don't need) to empathise with people.



2 Answer the questions.

- What are the two things that Miss Sweetie likes about her work?
- What did she say was most important when giving others advice?
- Why does she think the language used for giving advice is also important?

3 Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?

- 'You ought to talk to her.'
- 'I think you should talk to her.'
- 'You must talk to her.'
- 'You have to talk to her.'
- 'It might be a good idea to talk to her.'

Writing

Study skill: Giving advice

If I were you, I would/wouldn't...
 I (don't) think you should...
 Have you thought about (verb-ing)...?
 It might help to consider...
 It might be a good idea to...

- 4** Look at **2**, A CLOSER LOOK 1 and give one piece of advice to each student.

Example:

A. Have you thought about asking a friend who is confident about maths to help you? Perhaps you just need a little more practice.

- 5a** Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends. Use the 'Asking for advice' box on SKILLS 1, page 32 to help you. Sign the letter with a made-up name, not your real name.



- b** As a whole class, put the notes in a pile and take a different note. Write a short answer (2-3 sentences) to give advice about the problem. Use the 'Giving advice' box above for help.

SKILLS 2

Listening

1 a+b Ask Ss if they know what an 'advice columnist' does. Introduce the word. If possible, bring in to the class some examples of the advice column page in local magazines for teens (or you can look them up on the Internet).

Tell Ss they are now going to listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine. Ask Ss to look at the questions in Exercise **1b** first.

Ss then work individually to complete the task. Play the recording once to check how much Ss understand it. Then play the recording again when providing the key.

Key: 1. likes 2. no longer in 3. not easy
4. takes time 5. need

2 For this task, play the recording as many times as needed. Ss work individually first, then compare the answers with a partner. Then provide corrective feedback as a class.

Key:

1. She feels like she is living her teenage years again, and she loves helping readers by giving them advice.
2. She said it's most important that we put ourselves in other people's shoes.
3. Because language should be used sensitively so that the person can get over the negative feelings.

3 Ss work in pairs for this task. Ask them to explain their decision afterwards. The options that are in the 'no' category are because the language is too strong or direct.

Key: 1. No 2. Yes 3. No 4. No 5. Yes



Audio script:

Interviewer: ... So how do you like this work?

Miss Sweetie: Oh very much. I feel like I'm living my teenage years again! [laugh] But really, it's great that I can help our dear readers in this way.

Interviewer: Do you find it difficult to give advice?

Miss Sweetie: Well, yes... I take time to think of the best possible advice that I can give. I think it's most important that we put ourselves in other people's shoes.

Interviewer: So it's about being able to empathise...

Miss Sweetie: Exactly. But even so, we also need to be very careful about how to put the advice into words. We need to be sensitive... It's not only about giving the best solution, it's also about helping the person get over the negative feelings. For example, I often use 'It might be a good idea to...' rather than 'You ought to...'. Or perhaps 'I think you should...' for me sounds much better than 'You must...'

Writing

Work through the Study skill box together with Ss. For each expression, make an example. Ask Ss to add in other expressions for giving advice that they have learnt, or know.

4 Ss need to look at **2, A CLOSER LOOK 1**. Then they work individually to complete this task. Remember this is a writing exercise so Ss need to write down their advice notes in full sentences. Remind them to use the expressions in the Writing Study skill box 'Giving advice'. Ss then swap their writing for peer correction.

If time allows, let Ss work in pairs when they have finished the writing. Student A will read out the notes randomly for Student B to guess which advice note is for which student in the exercise.

Suggested answers:

- B. I know how you feel, but I don't think you should worry about this change. It's normal, and it shows that you're growing up.
- C. If I were you, I wouldn't have too high expectations. I would do my best in the exam, but I don't think it's a good idea to feel so stressed.
- D. Have you thought about telling this to your parents? They might think of a good solution to help you.
- E. It might help to consider breaking this big task into smaller tasks and then tackle them one by one.
- F. It might be a good idea to talk about this to someone. Have you thought about turning to your teacher for help?

5 a Ss work individually first to write a short note to Miss Sweetie to ask her for advice about a problem at school or with their friends. Tell Ss that they can make up a situation and it can be funny or silly, for example, a student who wants to colour his hair purple but is afraid that he'll be laughed at or get into trouble with the school and his parents. Tell them to use the 'Asking for advice' box for help. Remind Ss to sign the note with a made-up name and not their real name.

b This task can be done as either a whole class activity or a group activity. Tell Ss when all group members have finished writing the advice note, they will take turns to report the note they received, and the advice that they offered. If time allows, ask the group to discuss the problem and the advice. Can they think of some other advice for the problem?

LOOKING BACK

1 Put yourself in these teens' shoes. Choose the **TWO** best words to describe your feelings in the following situations.

1. You won an essay contest. (excited/delighted/tense)



2. Your parents misunderstood you. (calm/frustrated/upset)



3. You stayed up late studying for an important exam. (relaxed/tense/stressed)



4. You are left out by friends. You can't concentrate on your studies. (confident/worried/tense)



5. Last week you had a presentation in class and you think it was very bad. (disappointed/delighted/frustrated)



6. Your closest friend is moving to another city. (emotional/depressed/embarrassed)



2 Use the following prompts to say something to the students in **1**.

- 1 → congratulate, encourage
 2 → empathise, advise
 3 → empathise, advise
 4 → empathise, advise
 5 → assure, encourage
 6 → empathise

3 Give at least two examples for each of these sets of skills.

1. Cognitive skills

2. Emotion control skills

3. Social skills

4. Self-care skills

5. Housekeeping skills

4 Rewrite the following in reported speech.

- 'I'm really stressed out! I've had three sleepless nights thinking about my exam.'
- 'I can't concentrate! It's too noisy in here.'
- 'She was very upset at first but she's fine now.'
- 'I don't think taking risks too often is a good idea.'
- 'He'll take a cooking class before he goes to college.'
- 'I really wish I could make informed decisions!'

5 Rewrite the underlined phrases in the following text, using question words + to-Infinitives.

In our Life Skills lesson last week, our class had a visit from a Fire Safety Officer, and this is what he told us: 'Today I'm going to tell you (1) what you should do in case of fire. If there is a fire, keep calm. Be sure you know (2) where you can find the nearest exit or stairway. Do not use the lift. Before you leave, close all the doors behind you. You should know (3) how you could activate the fire alarm, and then shout 'fire'. You should know (4) what number you should call to report the fire and ask for help. In Viet Nam, it's number 114. The number is toll-free and you can call it any time from either a mobile or a landline without dealing area codes.'

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **Finished!** self-assessment box at the end of the unit.

- 1** Ask Ss to complete the sentences by using the support from the pictures, the options provided, and the meaning of the sentences. They work individually first and then compare with a partner.

Key: 1. excited/delighted 2. frustrated/upset 3. tense/stressed
4. worried/tense 5. disappointed/frustrated 6. emotional/depressed

- 2** Ask Ss to remember the meanings of these verbs: *congratulate*, *empathise*, *encourage*, *assure*, and *advise*. Then Ss need to look at the situations in **1** to say appropriate sentences.

Key (suggested):

1. 'Congratulations!' / 'Well done! You did a really great job!'
2. 'You must have been really disappointed.' / 'If I were you, I would talk to my parents.'
3. 'Stay calm. Everything will be all right.' / 'It might be a good idea to have a break when you feel too stressed.'
4. 'I understand how you feel.' / 'It might help to consider talking about this to someone.' / 'Have you thought about calling a counselling service?'
5. 'I understand how you feel.' / 'It might help to consider focusing on the good points of the presentation rather than only the weak points.'
6. 'You must have been really emotional.' / 'I understand how you feel.'

- 3** Challenge Ss to complete this exercise without looking back at **COMMUNICATION**. They can write in similar skills, or add new skills as they wish.

Key (suggested):

1. concentrate on doing something; organise your timetable
2. control feelings; know how to get over negative feelings
3. cooperate with others; communicate well
4. know how to act in emergencies; know when to stop taking risks
5. cook for oneself and others; manage a small budget

- 4** Ss work individually then in pairs when they compare their answers with each other.

Key:

1. She said she was really stressed out, and that she had had three sleepless nights thinking about her exam.
2. He said he couldn't concentrate because it was too noisy in there.
3. She said she had been very upset at first but she was fine then.
4. He said he didn't think taking risks too often was a good idea.
5. She said he would take a cooking class before he went to college.
6. He said he really wished he could make informed decisions.

- 5** Ss work individually to complete this task.

Key:

1. Today I'm going to tell you what to do in case of fire.
2. Be sure you know where to find the nearest exit or stairway.
3. You should know how to activate the fire alarm.
4. You should know what number to call to report the fire and ask for help.

Communication

6 Work in pairs. Look at the notes of the two callers from 4, SKILLS 1 and give them some advice.

Example:

I think she should tell her parents that she really likes art and design.



If I were her, I would convince my parents that today it's become quite easy to find a job as a designer.



| Finished! Now I can... | ✓ | ✓✓ | ✓✓✓ |
|---|---|----|-----|
| <ul style="list-style-type: none"> use the lexical items related to changes in adolescence identify in which situations to stress the verb <i>be</i> in sentences and say these sentences correctly use reported speech with confidence use question words before <i>to</i>-infinitive read for general and specific information about a helpline service for teens in Viet Nam talk about teen stress and pressure and how to cope with them listen for general and specific information about the work of an advice columnist write a short note to ask for advice and to give advice | | | |

PROJECT

TEEN SUPPORT GROUP



Work in groups. Prepare some ideas for a teen support group in your school:

- study skills group
- life skills group
- social skills group
- emotion control skills group
- career planning group

Choose one idea and think about how to set up the support group, focussing on the following questions:

- What is the name of the support group?
- How is the group organised?
- How does it help teens?

Present your group's ideas to the rest of the class. Get their feedback.



Communication

6 Direct Ss to the two callers in **4, SKILLS 1**. Using the notes they produced for that exercise, ask Ss to recall the details of the two calls: *Who are the callers? Why are they calling the helpline? How do they feel?*

Now Ss discuss this task in pairs to work out the advice they would give to the two callers. Encourage Ss to use the phrases they have learnt for giving advice. Call on five pairs to report the advice to the class. The class then vote for their favourite piece of advice.

Finished!

Ask Ss to complete the **Finished!** self-assessment box. Identify any difficulties and weak areas and provide further practice.

PROJECT

Teen support group

Ss work in small groups to design the set up of a teen support group.

First, Ss choose an idea for the support group and find out more about that idea. For example, one group chooses the idea 'study skills group'. Ask them to think about:

- *Which study skills do you think are necessary in your class/school? How can you find out more about this information?*
- *How can the students improve these skills? (for this information you can ask your teacher, or use books, magazines, or the Internet)*
- *What can a support group do to help them do that?*

Then Ss decide how to set up their support group. Ask them to consider:

- *What is the name of the support group?*
- *What are the support activities it provides?*
- *How does the support reach students?*
- *How is the group organised? Who will do what? How can the teacher and the school help the operations of the group?*

The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realise some of these projects in their own class or school.