

Elena Borzova

***DOES IT FEEL TO BE AN AMERICAN TEEN?***



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### A WORD FROM THE AUTHOR

The textbook “***HOW DOES IT FEEL TO BE AN AMERICAN TEEN?***” is intended for a wide range of users: those who want to master their English language speaking, reading and writing skills, those who are interested in the subject-matter and those who would like to get a flair for research work. The materials include short passages from American media, teens’ answers to questionnaires, problems, case studies, critical thinking tasks, etc.

The two main principles underlying all the materials are: ***diversity of students – diversity of materials*** and ***constant recycling***, reviewing the ideas and the language units studied before.

We believe that those who work with this textbook will learn

- to use reading as a source of information required for further analysis and interaction;
- to compare their own experiences with those they acquire from the texts and from their partners;
- to look at the problem from different perspectives and avoid hasty judgements;
- to realize that people and the world are really diverse.

This textbook can be used as supplement to any EL textbook where relative issues are discussed, as the basis for an optional course in specialized grades (профильные) majoring in psychology, pedagogy, sociology, intercultural studies, and as a source of information for project and research work of university students of relative specializations.

We hope both students and teachers will enjoy working with this textbook.

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## CONTENTS

### WARM UP: INTRODUCTION.

UNIT 1. *Voices From The Past.* What has changed and what has not?

- Memories.
- Celebrities As Teens.
- Recap.

UNIT 2. *Voices From The Present:*

- Generations X and Y.
- Questionnaires: Russian/American Teens Answer the Same Questions.
- Statistics.
- Media-Based Stories About American Teens: What Worries Adults?

UNIT 3. *Teens Speak Out:* stories, opinions.

- Case study
- How Teens Deal With Their Parents' Rules

UNIT 4. *Parents' Voices:*

- The Traits Parents Value
- Parents' Letters to Teens
- Stories
- Parents' Tips

UNIT 5. *Psychologists' Voices:*

- What Are Teens Like?
- Rules For Parents
- Counseling: a case study
- Programs For Teens

UNIT 6 *Learning To Be an Adult.*

- Stories
- Grow Up: Not So Fast

UNIT 7. *Final Recap.*

UNIT 8. *Teens' Album.*

### **APPENDICES**

**APPENDIX 1: Media-Based Stories for Unit 2.**

**APPENDIX 2** - for students.

**APPENDIX 3** - for teachers.



### **WARM UP: INTRODUCTION.**

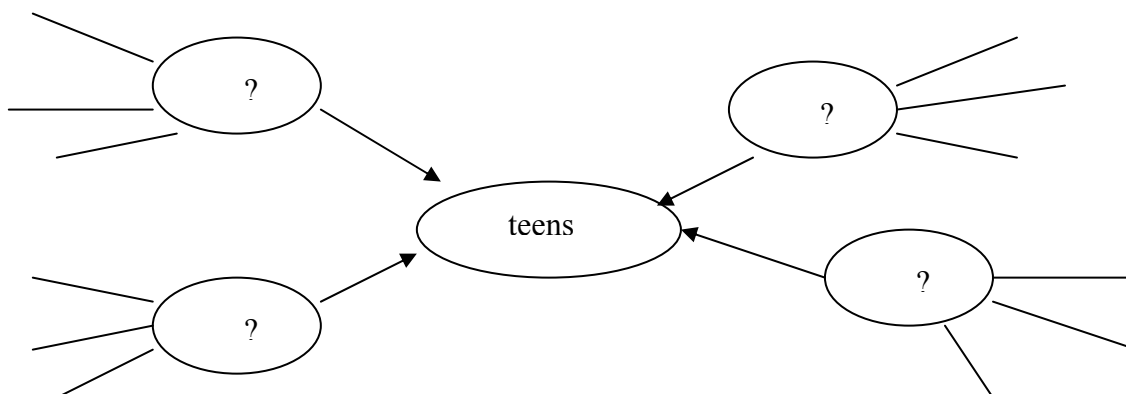
1. . Everybody grows up in a certain cultural environment and adopts certain values and beliefs as well as patterns of behavior from their parents, friends, teachers, mass media, movies, and books. That is why those who are growing up in the USA accumulate a particular culture which shapes them into Americans.

We should also keep in mind that America's population is characterized by ethnic, religious, racial, social, educational, and political diversity. In some ways, those belonging to one group share the values and assumptions of that group. But everybody is a member of several different groups and resembles somehow each of them. Therefore, it is difficult to generalize about Americans.

On the other hand, the modern world has turned into a global village where nations and groups quickly pick up somebody else's fashions, style, gadgets, cuisine, words, music and other things. Common problems, natural disasters, or acts of terror also make people forget about their differences and unite.

2. . How can you *characterize* the numerous ties a person in the modern world has?  
**Draw a diagram (a spider web) which reflects such influences.**

***Who / What Makes An American Teen?  
 Fill out the spider web and explain your ideas:***



***Discuss your spider webs with your classmates.***

3. **Complete and explain the meaning** of the following. **Give examples** from Russian/American culture (in pairs or groups):

- The cultural environment (cultural baggage) consists of ...
- A value is ...
- Some common patterns of behavior in Russia/the U.S. are ...
- In the U.S. we can find the following ethnic groups .../ racial groups.../ religious groups.../ social groups .../ educational groups .../ political groups ...
- The expression "the world is a global village" implies ...
- Some examples of what the Russians have borrowed from Americans are ...

- Some signs that will tell you you see an American are ...
- Some things that will tell others that you are from Russia are ...
- Some common problems that all the nations face nowadays are ...
- Recently the people from many countries have joined their efforts in order to ...
- Cooperation between Russia and the U.S. is developing in ...

4. **Pool** your ideas together and then **start collecting** materials for **a class display board** (стенд) where you will **exhibit** your opinions, findings, and conclusions concerning American teens.

In the course of working with this textbook, we advise you to **keep your personal journal**: collect, add, check, correct your notes, comments, diagrams either **in your computer or in writing**.

It would also be worthwhile to **take notes** for your **personal reference book** (Appendix 2 –A,B,C,D). This will help you come up with your own picture of American teens and American culture.

5. Who do we call “teens”? **Give your reasons why** we can look upon American teens as a specific group. A few prompts:

- Do you think they are different from younger kids in America? From college students? From adults? How? If “yes, then why? Why not?
- Are they more similar than different compared to the teens growing up in other countries? If “yes”, then why? Why not?
- Do racial, social, educational, economic, ethnic, or religious characteristics make any distinctions? Why?

6. **Predicting: discuss in pairs and then compare your ideas with the others`:**

- What do the majority of American teens look like?
- What does school mean to them?
- How do they get along with their parents?
- What are some of their favorite leisure activities?
- What are some of their aspirations?
- What do they value?
- What can make them unhappy? Happy?
- Do they have any bad habits?
- What are their plans for the future?
- What worries them?

7. Certainly, your answers have much in common. Why? Because all of us have some common beliefs about American teens. We judge them on the basis of stereotypes which are promoted by family, peers, school, the media, and by other people. Stereotypes can be positive or negative, right or wrong, based on true or false information. Sometimes they help us make decisions in certain situations and save us a lot of trouble; sometimes they limit our life or cause misunderstanding because we rely too much on them and miss first-hand experience.

Anyway, the best way out is not to jump to conclusions, but collect as much information as possible and accept differences as they are. Remember that negative beliefs and prejudices can hurt and humiliate others. They can cut us off from the world around. “Treat others as you want to be treated yourself”.

Mentioned above are some of **the guidelines** for our exploration of other cultures. **Make up a list** of do`s and don`ts that we should keep in mind while dealing with people and facts from other cultures. **Write them down into your journals.**

8. . **Provide** some other examples of stereotyping:

- those stereotypes that the Russians hold about Americans in general;
- those that people in other countries hold about Russia and its citizens;
- those that adults hold about teens;
- those that teens hold about grown-ups.

Where do you think they come from? How do they affect us?

9. **Brainstorm (in writing):**

- a possible list of sources where you can find facts and data about American teens;
- the reasons why you can benefit from exploring this subject;
- some possible outcomes for your cultural learning and self-awareness;
- some possible skills you'll need to develop for effective analysis of the collected data.

**Discuss these together.**



## **UNIT 1 VOICES FROM THE PAST.**

1. . One of the keys to a better understanding of the present is having a look into the past.

For more information about the American teens of the late 70s-early 80s **read** a few stories written for this textbook by Americans remembering their adolescent years (**see Appendix 3 - one story for a group of students**).

While reading and later sharing the stories, **fill out** the following **flow chart**:

A). The environment where this teen was  
Living

\_\_\_\_\_

B). The activities s/he was involved into:

\_\_\_\_\_

C). His/her relationships with the people  
around:

\_\_\_\_\_

D). The problems s/he faced:

\_\_\_\_\_

E). The feelings, aspirations, goals s/he had:

\_\_\_\_\_

\_\_\_\_\_

**1) *Pascal Moret (42):***

I was just beginning 10<sup>th</sup> grade and I was not happy about it. I had spent the entire summer working at, of all places, an egg farm. A boring, depressing job. It consisted of me, sitting alone in a small, dark building waiting for occasional customer. And customers were rare.

That summer my friend had gotten his own sailboat, and he and some other friends were spending the summer learning to sail on our local river. They would occasionally stop by my job, all happy and tanned, talking about the latest adventure they had had on the water and maybe of girls they had talked to, while I listened, pale and depressed and hating the job I was stuck in.

Every day after miserable nine hours, I would ride my bike home, too mopey to want to do much, would sit around the house and watch TV until it was time for bed. That was a problem because I was supposed to be training everyday. I had run Cross-country the previous year in High School (my freshman year), and though I wasn't the best runner, I was pretty consistently one of the top five in my class.

Running at that time was just beginning to become popular. The first sneakers designed strictly for distance running had just come out two years previously, put out by an unknown company named "Nike".

Freshman year had been a good year for me. Cross-country practice was at the school in the morning before classes. We all felt pretty grown up: we were in high school, we were into a serious sport, soon we would be able to drive ourselves, eventually we would even graduate. We felt ourselves changing from being observers of the world to becoming participants in the world..

At practice, we'd train hard, then shower and change at the school and eat lunch in the cafeteria with the older classman. At that time, it was a big deal if an upper classman deemed to acknowledge a lowly freshman's existence by saying "hello" and it was almost unheard of to be invited to sit and eat with them at their table. If that happened, that meant that you were going places. Since I happened to be a decent member of a newly cool and popular sport, I did get to sit with some of the upper classmen. And though I felt kind of shy around them, I began to be seen by others as one of the "cool" guys at school and so got to be looked at as a somewhat popular person, even among the senior classes.

School started again in the fall and I hadn't trained at all during the summer. My classes now started at 7:15 and my first class of the day was geometry with Mr. Br..., a man who disliked kids, didn't like to teach and prized above all looking smarter than anyone else, especially his students. He was an extremely depressing way to start the school day.

The coach of the cross-country team talked to me and was very friendly. At the same time my friend Tom had gotten a job at a local drug store. He told me that he could get me a job there too. This was a real job. It paid well. I wanted to save up money for a trip, and with this job I might be able to save up enough within a couple of years. I had to work everyday after school until 9:30pm, and then 8 hours on Saturday. That made it very clear that my time would go either towards the job or towards running.

I chose the job. I was pretty sure that the coach would understand me. Earning money was more and more what my classmates and teachers were talking about. The importance of getting good grades so as to be able to go to a good college so as to be able to get a good job so as to be able to earn good money. Hey, I figured that I was off to an earlier start than other students. When I told the coach what I had decided, he called me a "quitter" turned and went away. He never talked to me again.

That experience, and Mr.Br..., and even people buying bad eggs, all played a part in my beginning to grow up. The first dawning realization that just because someone was older than me, or even an adult, didn't mean that they were automatically wise, or even that they would act any better than kids. My disillusionment with adults led to questions about the society that they



had created, the rules and laws and beliefs that they imposed on me, the advice that they gave me for my future, all that now began to be called into question.

## 2) *Joel (34):*

My teenage years are full of good and bad memories, though mostly good.

I was a good student in school. I took my studies seriously and made straight A's. Conscientious students often get teased by others, and I was no exception. However, at that age most everyone gets teased and picked on at various times for various reasons, unless you happen to be the very strongest or "coolest" person in the class. I was far from being the strongest, and I never approached being "cool". But fortunately I rarely suffered at the hands of bullies, and most of the teasing was good-natured.

I remember I had a fear as a teenager that was at times paralyzing. I hated speaking in front of others in class. The reason I hated it is that I would get so nervous that I would shake like a leaf, and sometimes I lost my breath and could not continue. I remember that after failing on such attempts, I felt compassion from others rather than rejection. The teacher and students were all understanding, but it was still embarrassing nevertheless!

My best memories in my teenage years were those where I spent time together with my friends. I was blessed to have several good friends in Junior High and High School. We would eat lunches together, spend weekends together at each other's homes, and even go on vacations with one another's families at times to the beach, to Texas, etc. My friends were also good students, so our influence on each other academically was positive.

Of course, a big part of being a teenager is having fun. This normally takes place in the context of friendships, and just "hanging out" together. To this day I consider my closest friends those that I made during my teenage years.

One of my friends and I loved to play video games. I did not have a video game system in my home, but we would go to stores and arcades and spend hours (and many coins) playing such games. Was I addicted? Yes! It's probably a good thing that I didn't have a video game system in my home, or I might have never done my homework!

Most teenagers have a little bit of hooligan inside. I was known by some as a "pyromaniac". I enjoyed playing with fire at times. I never did any major damage, but I did set some things on fire that were never intended to be (like tennis balls, basketballs, etc.).

A big part of my life as a teenager (and ever since) was my relationship with God. I spent some time each day talking to God and reading the Bible. I found help from the Lord through the hard times of youth, and I found a solid foundation to begin building my life on. It was helpful that my close friends also were Christians because together we grew in our faith.

## 3) *Christa Moret (33):*

I was born in Colorado, but when I was 7 years old, my parents decided to return to Ohio. We bought an old run-down house in the country. It needed a lot of work, and my father, who was a carpenter, would work on the house during his free time. It was located in the center of four large fields. Country life was very different from the suburb life we had had in Colorado. In Ohio we lived miles away from any other family. So we drove in order to play with other kids.

As I got older, it became more and more difficult to entertain myself. My friends were also bored with corn fields and small towns. We invented a game called "Water Wars".

In Water Wars we were not on foot but in our cars and we didn't use water balloons alone but huge buckets and garden hoses. The object of the game was to soak the other people in their car. The one rule was you must keep your windows down at all times unless you see the face of your opponent. In this case you can roll your window up. We played this game on

weekends. There were usually 5-7 cars involved. Looking back it was really a stupid game to play. But we had such a blast especially on hot summer nights. Our parents never knew about this game at least not that we were aware of.

Besides “Water Wars”, we would drive along the country roads with our lights off. This also was a very stupid trick but at the time we thought we were so cool. Of course, the scariest times were when the moon was covered with clouds. There were nights I thought for sure I was a goner. Sadly one night we had an accident. My friend was driving her yellow sports car. We weren’t in an actually “Water Wars”, just the usual street racing. Well, the guys behind us chose to pass on the right just as my friend made a right hand turn. Slam bam, Thank You, ma’am. Broken glass all over my head, chest, legs. Yes, they slammed into the passenger side door. Thank God, no one was hurt. I think our car stunts calmed down a bit after that. But the fond memories of those days still linger on.

#### 4) **Brian Napier (34):**

An American teenager is usually focused on being accepted. On one level this means by peers. Even if the group of peers that you belong to is not accepted by other groups, it is important to belong to some group, or some “clique”. Also, at my high school, 95% of the students graduated and went to college. As early as 9<sup>th</sup> grade you start thinking about how to get accepted by a good college. You need not only to have good grades and good scores on standardized tests, you must also choose challenging classes. I completed my physical education requirement in the summers so that I could take extra classes during the school year.

It is also important to show the universities that you are a well-rounded person, so many teens are involved in activities like sports or music or language clubs or the school year book staff. Some students also do volunteer work at hospitals or with children.

It is also important usually to have a car so that you can be more independent of others. But insurance for young people is very expensive – at least \$100 per month, so students often have some kind of part-time job. Often this is a grocery store or restaurant; sometimes it is some kind of landscaping or yard work.

Personally, I remember feeling very anxious when I didn’t know what group I belonged to in some situation, or when I was somehow different – for example, in my clothing – from other people. Teens are expected to pull away from their families and have an independent life, so when I didn’t think that I belonged to some group as a teen, I felt very lonely.

Because the group that you belong to can change, your preferences might change also to fit the group. So a teenager might like one kind of music and dress one way in the fall, but then look completely different and listen to different music in the spring.

2. . In small groups, **share with each other** what you have learned about the teens’ memories. **Work** with the **flow charts** (task 1).

3. . **Discuss in groups** the following issues:

- **explain the meaning** of the following words: a freshman, upper classmen, senior classes, a cafeteria, cool guys, a drug store, a quitter, a goner, a clique, A’s, a college, standardized tests, physical education requirements, the school yearbook staff, volunteering, a part-time job.

- **What aspects of teens’ lives in the USA** stand out in the stories? (school life, family relationships, peer relationships, adult-teen relationships, spare-time activities, aspirations, feelings and worries, values, etc.).

- **Compare** yourselves with the teens from the stories: is your situation more like ...’s? Why? How?

4. At home, **ask your parents** to share their stories of their teenhood and get ready **to tell** your classmates about the most exciting episodes.

#### 5. **CELEBRITIES AS TEENS.**

Celebrities used to be teens too. **Read the names** of the celebrities whose stories are presented and first **make your guess about** what kind of teens they were

Then **read one of the stories** (one story for one student - see Appendix 3) and **share** their content with everybody changing pairs.

(abridged **from Cosmopolitan** “Campus cutie or creep: What were you like in high school? By David Ragan).

#### **Julia Roberts:**

“I grew up a nice Catholic girl in Smyrna, Georgia, a small southern town with friendly people. At Campbell High, I liked to run around and laugh and have fun. I wanted to be a veterinarian, because we had tons of animals at home, but the idea of acting was kind of in my mind all the time.

I wasn’t the most popular girl, though I had many friends and dated quite a bit. The guys I liked best were athletes. I wasn’t a dazzling beauty, but I did make a finalist in the Miss Panthera beauty contest, which was a big thrill. Other girls had perfect heart-top lips, which made me so jealous. I also felt restless, without focus, anxious. Three days after graduation I moved to New York to learn how to act.”

#### **Sharon Stone:**

“I was an ugly duckling, a tall, unbearably skinny, very intense, weird kid who wore thick glasses and had no sense of myself as a female. I was immature and naïve, but I was always a great student. And I skipped ahead in school. My parents and teachers knew I was smart, so they tested me like I was a hamster running on a wheel. When I was fifteen and in eleventh grade, I was going to high school half a day and a nearby college the other half. So I felt like an alien.”

#### **Tom Cruise:**

“I’d never want to go back to high school. Not in a million years! When I was sixteen, my mother remarried and we lived in New Jersey. I worked in an ice-cream store and dated in a beat-up green Pinto I bought for fifty dollars. I never planned to go to college because I was an average student and we didn’t have a lot of money. I hated peer pressure and not being invited to parties. And I was never part of a clique.”

#### **Richard Gere:**

“I wanted to be a biker. I had images in my head of punks, motorcycles, leather jackets, knives, violence. Maybe because that was so different from my real life. Ours was a normal, middle-class suburban family with five kids. We were Methodists, so there was a lot of singing in church. And we were all musical. I was really into piano, guitar, banjo. And drums. To earn spending money, I played trumpet in a dance band at weddings and

bars. At school, I usually performed too. But I was rebellious, everybody's bad boy. And I was a terrible student. I didn't go to classes, just read a lot. I was very much a dreamer."

***Whitney Houston:***

"At the first school I attended in New Jersey, I was ostracized. People just didn't like me. This was a time when black meant black power and Afros, and I was a light-skinned with long hair. And my mother's insistence that I dress conservatively didn't help. Everybody else wore jeans and ripped sweat-shirts, and there I was standing out in skirts and sweaters, a definite object for harassment. A bunch of girls used to chase me home.

Then I transferred to a Catholic high school, which was kind of strange, considering I am Baptist and sang in my church choir. Eventually, I began cutting classes to take modeling assignments, and hanging out at all the Mahattan "in" spots. Between sixteen and eighteen, I partied my brains out. I was a party monkey. I wouldn't want to be in high school again."

***Michelle Pfeiffer:***

"It's amazing when you're a kid how something can alter the direction of your life. I had a high-school teacher who said one simple thing to me: "I think you have talent." And I never forgot it, partly because while growing up, I got very few compliments. Now, I didn't at that moment think, "Oh, I'll be an actress." Still, I came to feel very confident in that world because of that simple comment." (Stephen Rebell in *USA Weekend*)

6. ***Discuss:*** What features typical of teens do these stories reveal? What problems did the future stars face? How did they cope with their problems?

7. ***Look*** at your spider webs (Introduction) and ***analyze*** who/what to some extent influenced the teens from the stories, how and why.



***RECAP:***

**Task I**

***Match the words and their definitions:***

A clique	- a person who gives advice.
A freshman	- a person who is extremely devoted to something, especially a pastime or sport.
A quitter	- a person who is well-known or much publicized.
A volunteer	- a student in the first year of high school or college.
An alien	- a person who gives up easily.
A cool guy	- an unconventional or eccentric person, an enthusiast for a certain thing.
A celebrity	- a small group of people friendly with each other, who stick together, and are often unfriendly to outsiders.
An addict	- an excellent, great young man.
A freak	- a being from another world.
A counselor	- a person who offers his or her services or does something of his/her own free will, often without

pay.

Then **choose** one of the words from the list and **write a paragraph** related to its meaning expressing your own ideas.

**Share the stories** with a partner.

## Task 2

### **Odd a word out:**

- embarrassed / shy / confident / anxious;
- immature / naïve / conscientious / childlike;
- responsible / conscientious / lonely / painstaking;
- depressed / miserable / unhappy / independent;
- smart / good-natured / well-rounded / intelligent;
- rebellious / thrilled / uncontrolled / resistant;
- restless / nervous / immature / tense;
- irresponsible / weird / freakish / bizarre/

## Task 3

**Insert the facts** about American teens' school life (based on what you know) and **discuss** them in pairs:

At the age of ... American teenagers move to ... schools and stay there till they are ... unless they drop out. High school students are allowed to ... the subjects which they ... After classes many of them are involved in ... such as ... A lot of emphasis is given to ... Most teens choose to have ... because ... The most common jobs to do for teens are ... It is very important for American teens to ... Many of them dream of ... The most popular pastimes are ... To graduate from school and to be accepted to ..., they have to take ... That is why during the final year in senior high school a lot of American teens focus on ...



## UNIT 2 VOICES FROM THE PRESENT.

1. **GENERATION X** is a term used broadly in popular culture. It generally consists of persons born in the 1960s and 1980s up to the fall of the Berlin Wall and the end of the Cold War. In the USA, this generation's parents are the Baby Boomers (post – WWII) and the Silent Generation.

**GENERATION Y** is a term used to describe those born from the 1990s to 2003. Perhaps a good way to define the boundaries of this generation in the United States are by the September 11<sup>th</sup> attacks; people who were not yet born in 2001 or were too young to remember and understand what happened on that day would be grouped into the next generation. (Wikipedia [http://en.wikipedia.org/wiki/Generation\\_X/Y](http://en.wikipedia.org/wiki/Generation_X/Y) File://C:\Documents and Settings\Owner\My Documents\Generation Y – Wikipedia,t... 3/3/2005).

In Russia, the young of the 80s-90s are sometimes called the **“Pepsi Generation”**.

2. **Discuss:** How are the teens from these generations different? What do they have in common? Why? What does the word “Pepsi” imply in this context? Is it only a popular soft drink? How would you define modern teens?

*Negotiate* your ideas in groups and **make a presentation of your conclusions.**

### 3. **QUESTIONNAIRES**

To get a better understanding of modern teens in Russia and the U.S., we are going to do some research about their thoughts, likes and dislikes, and about what they know.

**A). Take a survey** in your group: **pick** one of the questions and **ask everybody** in the classroom, taking notes of their answers:

1. What do you enjoy most?
2. What do you hate?
3. What irritates you that adults do?
4. What does school mean to you? Could you live without school?
5. Who/what can the Russians be proud of?
6. Who/what can the Americans be proud of?
7. What words come to your mind when you hear the words “the USA”? “American”?

**B). Write your report** at home and then **share** your findings with the class.

**C). Discuss** your answers: Is there something that surprises you? Is there something that you don't believe? What new facts have you found out about your groupmates?

**D).** A group of eleventh-graders from the Derzhavensky Lyceum in Petrozavodsk answered the same questions. **Study** their answers (one set for a student or two – see Appendix 3) and **comment** upon them:

**Example:** *The data are suggestive of the following: firstly, ... Secondly, ... Thirdly, ... We can conclude that ...*

#### **What do you enjoy most?**

hanging out with friends – 75 %	listening to music – 50 %	sports – 50 %
reading – 48 %	dancing – 47 %	watching TV – 24 %
fashion – 23 %	time with parents – 22 %	traveling – 19 %
watching movies – 19 %	going to the theater – 17 %	speaking English – 17%
freedom – 12 %	eating tasty things (ice cream, chocolate, fruit) - 12%	

One answer: shopping, walking my dog, drawing, taking pictures of nature, rock and punk concerts, cooking, doing what I want.

#### **What do you hate?**

getting up early 12 %	doing homework – 12 %	feeling tired – 12 %
skiing – 12 %	household chores – 12 %	doing tests – 12 %

One answer: when I can't do what I want; being too busy; school on Saturday; school subjects (chemistry, math, biology, physics, Dostoyevsky); parents' stupid questions (Where are you going? With whom?); being interrupted; Mom's TV shows; whining, complaining people; those who show off; aggressive, arrogant, hypocritical, stupid, insincere people; those who champ while eating; nothing.

#### **What irritates you that adults do?**

no freedom, too much control, restrictions – 50 %	curfew – 48 %
when they shout and are mad – 48 %	give orders and teach me – 24 %

criticizing, grumbling and nagging – 17 %                      interfere into my affairs – 17 %

ask me stupid questions – 12 %

One answer: care too much; don't understand me; don't take my problems seriously;  
 't keep their promise; think they are cleverer than I; think too much about money.

***What does school mean to you? Could you live without school?***

A place to learn and to get a good education, knowledge and experience – 92 %

I meet my friends here – 60 %

It's our life – 47 %

I meet my teachers – 19 %

It opens the road to the future – 17 %

It's our second home – 12 %

One answer: I learn to solve my problems; It gives order to my life.

I couldn't live without school – 92 %. One answer: of course! Maybe.

***Who/what can the Russians be proud of?***

history - 24 %                      nature – 24 %                      culture – 24 %                      traits of character – 19 %

monuments – 12 %                      customs and traditions – 12 %                      discoveries – 12 %

literature – 12 %

One answer: talented, educated people, strong-willed people, kind and friendly people,  
 a good sense of humor, war veterans, beautiful girls. Famous people: Peter the Great

A. Pushkin, L.Tolstoy, F.Dostoyevsky, I.Pavlov, Y Gagarin.

***Who/what can the Americans be proud of?***

high living standards, economy and wealth – 82%                      movies and famous actors – 60 %

computer technology and science – 24 %

music, jazz, pop stars – 24 %

One answer: history, sports, nation, energy, nature, shops.

***What words come to your mind when you hear the words “the USA/American”?***

New York, sights - 60%                      Hollywood – 58 %                      the war in Iraq – 24 %

a dollar – 17%                      nature – 17 %                      President Bush – 17 %                      famous people - 17 %

September 11<sup>th</sup> – 12 %

Bill Gates – 12 %

Famous Americans whose names come to the students' minds: Kennedy, Clinton,  
 Schwarzenegger, Will Smith, Pamela Anderson.

One answer: sports, a great beautiful country, nothing.

E). ***Compare*** your friends' answers with the given above.

F). ***Do a project: A PORTRAIT of a MODERN RUSSIAN TEENAGER.***

(see Appendix 2 E and F)

***Make a presentation*** of your results (see Appendix 2 F).

4. A group of American teens from Denfeld high school in Duluth, Minn., answered the same questions.

A). ***Try to predict*** what they said.

B). Then ***study and compare*** your predictions with what they really said (one question for one student or for a pair of students).

➤ ***The teens who answered the questions enjoy:*** sports – 100 % (including soccer – 15 %  
 %, softball – 12 %, football - 9 %, bowling – 9 %, tennis, basketball, swimming and  
 running); hanging out with friends – 70 %; listening to music – 36 %; reading – 27 %;  
 shopping – 24 %; movies – 21 %; singing – 21 %; watching TV – 18 %; eating out –

18 %; creative writing – 15 %; drama – 12 %; school club – 9 %; playing music – 9 %; dancing – 6 %; painting – 6 %; ceramics – 6 %; going to church – 6 %.

One answer: cheerleading; bike riding, blogging, Internet surfing, games, instant messaging, camping, spending time with family.

Favorite school subjects: Art – 12 %; history – 12 %; science – 9 %; English – 9 %; chemistry – 6 %.

- ***They hate:*** arrogant – 15 %, rude – 12 %, ignorant people – 12 %; prejudices – 12 %; racism and discrimination – 12 %; winter – 9 %; lies – 6 %; friends who stab you in the back – 6 %; drugs – 6 %; homework – 6 %; teachers – 6 %; math – 6 %; picking on kids and making fun of them – 6 %; stupid drivers – 6 %.  
One answer: hypocrites, gangs, crime, school, fighting between countries.
- ***It irritates them when adults:*** tell kids what to do – 66 %; talk down to them – 30 %; think they are smarter – 24 %; boss them around – 24 %; don't listen – 12 %; don't trust them – 12 %; are overprotective and treat them like they're small kids – 12 %; are repetitive – 6 %; don't take them seriously – 6 %; place too many restrictions – 6 %; don't know anything about teens – 6 %; act hypocritically – 6 %.  
One answer: are cynical, smoke, treat them like criminals.
- ***School is:*** a place to learn, to get a good education – 63 %, is very important – 24 %, is a door to the future – 24 %; where they meet friends – 21 %, get ready for a job – 21 %, for college – 20 %, they love it – 30 %.  
One answer: “makes me a better person”, “it's my real world”, “it builds our minds”, “it's my life”.  
“I'm tired of it” – 6 %. One answer: “it means nothing, a waste of my time”.
- ***When they hear “Russia”:*** historic associations – 100 % (communism – 30 %, the USSR – 15 %, cold war – 12 %, military – 9 %, Anastasia – 6 %, czars – 6 %, Stalin – 6 %).  
One answer: stopped the Nazis in WW II, allies, dictators, Lenin, KGB, the Berlin Wall.  
*Sports, athletes, Olympics* – 36 % (gymnastics, Chorkina, hockey, tennis, soccer).  
*Art:* ballet – 6 %, cool buildings – 6 %, Moscow and St. Petersburg – 6 %, “Tatu”.  
*Others* - Cold winters – 24 %, very big – 9 %, fur coats and hats – 9 %, mysterious, mystical – 9 %, powerful – 6 %.  
One answer: Siberia, Siberian tigers, far away, tundra, beautiful, beautiful language, space and rockets, science, free, people talk fast, honest people, mean and stubborn people.  
“I don't know much” – 9 %.
- ***The Russians can be proud of:*** athletes – 27 %, culture – 12 % (literature – 12 %, artists – 9 %: Rublyov, Repin, opera and ballet – 6 %, churches); heritage – 12 %, history – 12 %, change from communism to capitalism – 12 %, dealing with adversity – 9 %, Gorbachov – 6 %, a vast country – 6 %.  
I don't know – 24 %.  
One answer: its leaders, Putin, a free country, being in the G8, tourism, kids learn English at an early age.
- ***The Americans can be proud of:*** freedom and democracy – 51 %, diversity and multiculturalism – 30 %, the richest country – 24 %, its people (kind, help others, ability to accomplish great things) – 24 %, presidents, leaders and government –



18 %, history (Bill of Rights, Constitution, founding fathers, becoming a united nation) – 18 %, everyone who has ever fought for goodness – 12 %, good schooling - 9 %, heritage – 6 %, Martin Luther King – 6 %, soldiers – 6 %, achievements in medicine and advance in technology – 9 %, being a powerful country – 6 %, art – 6 %.

One answer: sports, pop culture, celebrities, developing weapons, not much.

5. **Compare** your answers and those that the Russians and American teens gave. Use the chart:

<i>The things I enjoy:</i>	<i>Russian teens:</i>	<i>American teens:</i>	
.....	.....	.....	
.....	.....	.....	
<i>I hate:</i>			
.....	.....	.....	
.....	.....	.....	Etc.

6. **Develop a few more questions that you would like to ask an American teen. Try to predict their answers.**

7. **Write a survey (in your personal journals):** Comparing the American and the Russian teens' answers.

8. Americans are fond of statistics and practically every newspaper or magazine carries out surveys on different issues.

A). **Discuss:** What do statistics help us understand? Can we always trust them? What kind of data seem more reliable to you? (see Appendix 2 D).

B). Here are some facts taken from different sources (see Appendix 3).

- **Study them.**
- **While reading, take notes (see Appendix 2 B)**
- **Organize the facts into different categories, sort them out.**
- **Then draw your conclusions.**

(Note: the data can be presented in different forms which you find convenient).

A nationwide survey found that slightly more teenage boys than girls expect to marry and have kids. More girls (73%) than boys (61%) believe they will be happy even if they are not married or divorced. Fewer boys (58%) than girls (86%) expect the wife to work after marriage.

In a TIME poll of 13-year-olds, more than half (53%) describe their relationship with parents as being excellent, better than with their teachers or classmates or siblings. A majority describe their parents as being very involved in their lives and knowing just about everything that goes on, while fewer than 10% describe their parents as uninvolved and clueless.

A recent survey shows that 19% of parents think that their children have too much homework. 50% of parents have had a serious argument over homework and 34% identify it as a "source of stress and struggle".

About 47% of teens are using the computer to go online. The top activities are sending E-mails, music sites, general research, games, movie sites, chat rooms, own Web page, sports sites. Young people gossip, study and just hang out via cell phones, instant messaging and text messaging. Very few parents really know what their teens are up to.

More than 60% say the government should restrict access to some Internet material because steady exposure as a child to violent screen images can make young adults more likely to turn to violence themselves. On the other hand, surveys show that playing video games improves the development of mathematics, spelling, and reading skills.

Teenagers spend more time partying (4 hours a week) than doing their homework (3.7 hours). Watching TV occupies 11 hours a week. Video games have also become a regular part of kids' daily life. More than 90% play them today. A recent survey found that eighth-grade boys play video games 23 hours a week and girls 12 hours.

Today's teenagers commit fewer crimes. The birthrate for girls under 14 has been cut in half since 1953. Today's 13-year-olds are less likely to drink or drop out of school than those of their parents' generation in the 1970s. Teenage drug use is slowly declining. 51% of teens say they will never use drugs. 31% say "drugs can ruin your life and cause harm".

In 1999, about 35% of high school students smoked, up from 28% in 1991. Some states are spending millions on youth groups, education and TV ads with a clear message: "Big tobacco wants to manipulate you, kid". Efforts are made to stop teens from ever starting.

Bullying has become so extreme and common that many teens just accept it as part of high-school life. When 100 students in one class were asked if any of them had ever been threatened in high school, they all raised their hands.

About 79% of Americans think that punishment is the only way young offenders will ever learn from their crimes. 3% believe that juveniles who commit crimes need more help, not more punishment. About 9,700 American prisoners are serving life sentences for crimes they committed before they could vote, serve on a jury, or gamble in a casino – before they turned 18. It was only in 2005 when the Supreme Court banned the juvenile death penalty.

More than 68% of guys between the ages 13 and 19 across the country say personality is more important than looks when they decide to date a girl. How pretty she is is totally secondary. Being a cool, fun person he can relate to and share his feelings with is more important. The majority of 13-year-olds say 12 to 15 is the right age to start going out together, but most parents say 16 to 17 is more like it.

Movies often depict guys hooking up with random girls as often as possible. In reality, only 19% of teen boys would rather get with tons of girls than settle down with someone special. 81% of teen guys want a steady girlfriend. And when they are in a relationship, they are pretty trustworthy: 84% of boys who have a girlfriend have always been faithful.

Most boys get their first kiss around age 12. The majority (67%) don't expect a kiss on the first date. 64% will keep seeing their girlfriend whether they kiss or not. 30% would keep dating a girl for three dates without kissing her.

Approximately 62% of sixth- through twelfth-graders said getting paid for better grades would motivate them a lot. But some experts say that bribing kids with cash for good grades doesn't reinforce positive habits.

More than half of teen traffic deaths occur on Friday, Saturday, and Sunday, and more than 40% of them between 9 p.m. and 6 a.m. A teen driving with one teen passenger doubles the fatal crash risk. With two or more teenage passengers, the fatal crash risk is almost five times as

high as driving alone. The biggest reason for fatal teen accidents is not showing off or alcohol. It's driver's error.

An increasing number of teens are obsessed with devices like digital music players, cell phones, digital cameras and hand-held organizers. Now it is common to be on-line IM-ing simultaneously several other kids. 37% of IM-ing teens have used IM to say something they would not have said face-to-face (to ask someone out or to break up with someone).

Americans are demanding less of their kids. One researcher asked an audience of 1250 parents how many of their kids did regular unpaid chores. Only about 50 parents raised their hands. Then he asked how many parents had done unpaid chores as children. Almost every hand went up.

Two-thirds of 13-year-olds said being a teenager is harder for them than it was for their parents. Five years ago teens were generally optimistic about the future. Now, almost half believe that by the time they are their parents' age, the U.S. will be a worse place to live in than it is now.

(Compiled and adapted from *Newsweek*, May 10, 1999; *Teenpeople*, October 2004; *Reader's Digest*, December 1990, April 1994, February 1996, August, 2004; *Wired*, 9/2002; *USA Today*, January 30, 2001; *Woman's Day*, 2/1/2004; *U.S. News & World Report*, April 8, 2002; *The Wall Street Journal*, April 6, 1993; *Parents*, September, 2004; *Parenting*, October, 2002; *Good Housekeeping*, April, 2002; *Glamour*, October 1994; *The New York Times and CBS News*, May 1994; *The New York Times*, November 14, 2005; *The Public Agenda Foundation* 1996; *National Center on Addiction and Substance Abuse* (Columbia University), 2000; *Time*, January 10, 2005; August 8, 2005; *Duluth News Tribune*, July 22, 2005).

**C). *Discuss the following in pairs or groups:***

What features of American life do the facts above reveal? Which of them surprised you? Which of them seem to be trustworthy? Why? Can you make your own guess about the respective data concerning Russian teens and their lifestyle? ***Make entries*** into your journals and the class display board (see Introduction). Have you found answers to the questions that you made up in task 6?

**D). *Make up chain stories*** trying to show the ***cause*** and its possible ***effects***, use the data given above: what will happen if teens do this or that?

Example: If a teenboy plays video games 23 hours a week, he will neglect his homework. If he neglects his homework, he will have conflicts with his teachers. If . . . .

Then ***draw your conclusions***.

**D) *Learning to do project work:*** (see Appendix 2, E and F). ***Identify*** the problems posed in the media and ***choose one*** for your group project.

9. ***MEDIA -BASED STORIES ABOUT MODERN AMERICAN TEENS***

**A).** American newspapers and magazines often come up with interesting stories and facts about teens. We offer you a digest of many of such stories (Appendix 1). We have compiled them from different sources. ***Read one story (one for one student - Appendix***

3), **suggest a title**, get ready to **share the information** from the story with everybody in the group.

**Organize the information into a chart** (you can **add** the relative facts and data from the statistics in task 8B):

For example:

<i>The risks that teens take:</i>	<i>Facts and key words:</i>
Smoking, Drinking, Drugs, Careless driving, Crime	

*My opinion:* \_\_\_\_\_  
*(cause and effect, solutions):* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B).** After sharing the information from all the stories and discussing their titles, in small groups **identify the issues** that the stories deal with and **give brief comments** on each of them.

*The Problems that Teens Face*



*My comments:* .....  
 .....  
 .....  
 .....

**C).** **Discuss:** Do the media stories **create any stereotypes** about American teens? Are they positive? How does this information add up to what you knew before reading these stories?

**D).** **Learning to do project work (see Appendix 2, E and F) and presenting its results. Look through Russian newspapers: What image of Russian teens do they create?**

**E).** **Make entries into your journals and the class display board.**



**UNIT 3 TEENS SPEAK OUT**

1. A). American teens answered a few questions. In groups, **read and discuss** their answers. **Decide** whether a boy or a girl replied and why you think so. If you don't agree with their opinions, try to put yourself in her/his shoes and see their arguments.

NELLY (17): - Being friends isn't all about being able to afford the same clothes or do the same things. It's about accepting each other for what you bring to the group. Sometimes, you might bring just a smile.

GLENN (16): - If you think about one person so much, you have a hard time enjoying other parts of life. I want to have friendly relationships with girls, get to know a lot of girls, but I don't want to get serious again until I'm ready to be married.

CHRISTINE (18): - Not all girls play with guys' heads by telling them one thing and expecting another. Not all girls are materialistic and have a guy spend all his money on the girl buying flowers and jewelry.

MARTY (14): - A lot of guys will flirt with a girl to find out more about her, or just have fun. Looks have something to do with it, but I also look for a girl that has an IQ higher than a potato but lower than a nerd. Humor plays a role as well.

JAMIE (15): - The way I see it, guys need to be honest with us. We like to be treated nice. We like to be treated like someone special – just don't overdo it.

PATTIE (17) – Up until about five months ago, my boyfriend and I were together all the time. He'd come to my house, we'd do our homework, he'd eat at my house. Then we both realized that we wanted to be with our friends too. The only part that was hurtful was that I'd kind of abandoned my other friends, and it was hard to fit back in.

BILL (17): - I've learned from my experience that if a girl does not like you, you probably will never have any luck with her. And don't try to win her over by buying stuff for her. If she doesn't love you for what you are, you're better off without her. There are plenty more fish in the sea.

DANNY (15): - Try to see what she is interested in, because you might have lots in common with her. Then strike up a conversation over something you both like. Once you get to know each other, ask her out.

KELLY (16): - Every guy I go out with has to meet my parents. Of course, they are going to ask him questions about himself. Guys have to put themselves in the parents' shoes. If he really wants to be with you, he'll meet your parents.

AVI (16): - I would never date my best friend's ex-girlfriend. It would probably ruin the friendship, and I would never ruin a friendship over a girl. It wouldn't be worth it. That would be really disrespectful.

JOSEPH (13): - Life is hard. There is a lot of responsibility. Everyone wants you to be perfect. But there is always somebody better than you. At school, I have to be bad in order to be cool. I have sometimes talked back to my teachers, and been disrespectful to them.

( adapted and abridged from: PARADE Magazine, 1991-1995; CHOICES Magazine, 1991; TEENPEOPLE, October, 2004; TIME, August 8, 2005).

**B). Decide what questions** were asked and **write them down**. **Choose** one or two of them (one/two questions for one student) and **ask** each of your groupmates.

**C).** After you have surveyed your groupmates, **write a summary** of their opinions. Don't forget to **express** your own point of view.

**D).** **Analyze** the gender differences concerning dating (on the basis of the statistics data - see Unit 2 tasks 7 and 8 - and the cases above): **consider** if Russian boys and girls have a lot in common with their American peers in this respect. **Make a presentation** of your ideas.

## 2. CASE-STUDY.

(before doing this task, look at Appendix 2 – G and discuss it all together).

### PART 1.

**A).** The subject that dominates teens' chat, instant-message sessions and thoughts is the hardest one of all: how to be popular. *List your reasons in writing* why it is so important to teens to be popular.

**B).** *Decide* how girls and boys can become popular in their high school. *Discuss* your ideas in groups.

**C).** *Read* the story about Tory and *decide* whether you came up with the same answers.

At this middle school in Connecticut, Tory rates the highest. One girl explains: "She has the right hair – straight and pretty, and the right eyes – big and brown; and long legs." Another girl adds: "I don't know one person that has ever said she's mean, 'cause she's just, like, a really nice person."

It wasn't always Tory. For the first six years of school, Tory kept to herself and she was too self-conscious to talk out loud in class. In fifth grade, Tory decided she was ready for a change. "I just told myself that I wanted to be noticed and I wanted to overcome my shyness," Tory says.

She describes how every morning in homeroom all the popular kids sat together. Each time she gathered up her courage and talked to them.

Then Tory persuaded her mom to let her get contact lenses, layered her long straight hair and spent her last month looking for the perfect outfit. It worked.

"As soon as attention started coming, it went to my head, and at first I didn't act like myself at all," Tory says. "I started caking on the makeup and making sure that I was always perfect. I just wanted to be whatever everyone wanted me to be." Besides being heavily made up, it meant not to be very smart. "Because I was blond, everyone was automatically like "ditz, stupid," whatever – so I tried to be stupid," Tory explains. She failed tests and pretended not to know basic words in Spanish.

Once, while watching "Hang Time" with some friends, Tory was inspired to change again. "A guy said that one of the reasons he liked a girl on the show so much was because she wasn't afraid to show people how smart she was," Tory says. She decided to ease up on the makeup and put the dumb act to rest.

A couple of weeks ago during lunch, Tory performed an act of kindness that served only to make her more popular.

A couple of kids started pegging basketballs at Jason, an eighth grader with few friends. Jason was cornered, alone and defenseless and reduced to tears, while most of the grade simply didn't look, not wanting to be associated with someone so obviously unpopular.

"I went over and took his hand and walked him to the nurse and then the guidance counselor," Tory says. She was the only one who'd stick up for him.

**D).** *List the advantages and disadvantages* of being popular.

**E).** *Discuss*: How has Tory changed? What are her relationships with her classmates like? Does she benefit from being popular or not? Do you have any questions about the situation described in the story?

**F).** *Write a dialogue* between two students from the same class discussing Tory and then *act it out* in front of your class.

**G).** *Write down a few tips* for a boy who would like to become popular: what he should look like, what he should do, how he should behave, how he should treat the other students and the teachers.

**H).** *Discuss* whether there is any difference between the factors that make a teen boy and a teen girl popular with their peers.

- I). **Write** a two-hundred word essay: How does it feel to be popular or not?

PART 2.

A). **List** the reasons why a teen boy or girl can lose his or her popularity and **discuss** them in groups. **Rank** them in the order of importance.

B). **Read** the story that took place in the same school and **comment upon** the situation described in it.

The blond, blue-eyed Melanie used to be very popular. Last summer, the in-crowd got mad at her for sending a long, angry e-mail message.

One of Mel's best friends, Desiree, said something mean about Tory to Julie, and Julie turned right around and told Tory what Des said. Mel came to her friend's defense and sent an e-mail message to Julie, calling her a "tattletale" and "traitor" and telling her to keep her "fat mouth shut" or she'd end up "being a big ugly loser".

The letter ended with a threat: "If u EVER i mean ever tell anyone else one thing that i have said and told u not to tell i will make sure that ur life goes down the drain from there ..."

Within minutes, Julie sent the message to half the school.

"They made a group decision to hate me," Mel says. She didn't realize her decline in status until she returned from summer vacation and walked into the gym for the first day of cheerleading; no one would talk to her. Mel spent the rest of the fall crying and hoping her friends would take her back.

Mel wasn't welcome at popular events because Tory disapproved. Tory says, "We weren't trying to get involved. But some of the things Mel said to Julie were really hurtful. She is a mean person who only cares about popularity."

Mel now says she regrets writing the letter. "I did a bad thing, and they're making me pay. But I'm not mean. I just say what I think, and it gets me in trouble a lot of times."

Now she often hangs out in the house of her one remaining friend, Jessi. That day they watched TV and started listing their favorite TV shows until Mel, frustrated, cried out: "This is what we do without friends! We sit here and memorize what's on TV!"

(Adapted from The New York Times Magazine, April 8, 2001,  
"How To Be Popular." By Deirdre Dolan.)

C). **Imagine** yourself in Mel's place: how do you feel? Why do you regret having written the e-mail letter? What solution do you see?

D). **Imagine** yourself in Julie's place: how do you feel? Why did you tell Tory about Des' words? Why did you send Mel's e-mail to half the school? Do you feel like the winner? Do you feel sorry for Mel?

E). **Discuss** different ways out for Mel, their advantages and disadvantages.

F). **Write an e-mail** that Mel could send to Julie as an apology.

G). What is **your opinion** about this solution? Why?

H). **Analyze** the teens' behavior in the situations above:

- **find evidence** of some typical patterns and try to **explain** why they act this way;
- can you give some other **examples from your experience**?
- **ask** your groupmates to **express their opinions** concerning your examples.

I). **Write a list of tips on** "How To Become Popular With the Russian Teens?"

***Discuss them together.***

### **3. HOW DO TEENAGERS DEAL WITH THEIR PARENTS' RULES?**

A). What rules are there in your family? How do you feel about them? ***Share your ideas*** in small groups.

B). Then ***read*** what American teens have said about their parents' rules (one text for one student: see Appendix 2), ***share the information*** with each other and ***compare*** your opinions with those from the texts.

*Ida, 17:*

I live in a strict Italian home. Sometimes my parents are really great, but their rules for me are absolutely ridiculous. So I get around them. My friends will tell you I'm a good kid. I don't drink, I don't do drugs. But my parents think that, if I've gone out on a Friday night and I ask to go out on Saturday too, I'm asking for the world. If I'm going to a big party, and I have to get all dressed up they'll say, "Fine. Go." But if I say I'm going to hang out, they don't see the point. So I lie a lot.

*Christopher, 18:*

My parents never make their punishments stick. Like, I'll get my Jeep taken away for a week, and I'll get it back within six hours. Because my parents hate to see kids unhappy. I play right into it. They will punish me by not letting me go out, and after a while they feel bad, and they let me out. In a way, I wish it wasn't like that.. I haven't learned my lessons. I've repeatedly done things that should have deserved harsh punishment – not anything like stealing a car, but still ... And now that I'm going away to college, I kind of wish my parents had been tougher with me.

*Matt, 18, son of a Marine colonel:*

When my father yells at me – and he doesn't yell, he explains - he does it the same way he will do it to a major in the Marine Corps. Very calmly and coldly, he says what he wants done. But you don't want to pass a line. He and I get along fine. His rules are set rules. You do not break them, or you face the consequences. I do not like to face his consequences. So I abide by the rules. Besides, his rules are fair. They're not overly protective or constrictive.

(abridged and adapted, from PARADE MAGAZINE, July 14, 1991).

C). ***Develop character sketches*** of the teens and ***describe*** their relationships with their parents.

D). ***Write in your journals:*** Is your situation more like ...'s? Why? How?

E). Duresny Nemorin (13) from Miami wrote a poem. ***Read*** a part of it:



*Who am I?*

*I am a little-brother teacher, a big-girl group leader.*

*I have the wisdom of a 35-year-old and even though I don't show it,  
I know you must know.*

*I am a caring daughter to my mother's needs so I show*

*I can achieve most anything.*

*Who am I?*

*I'm a cookie-wild girl in love with music in this world.*

*I have a tendency to speak my mind*

*And even though it comes out sloppy or with a slur,*

*It's still my words.*

*Who am I?*

(Time Magazine, August 8, 2005)

**Discuss together:** what do you think the girl would like to express in her poem?



## RECAP

### Task 1.

**Write down in charts based on what we have been discussing (the more – the better):**

- a list of adjectives used by adults to describe teens and their behavior;
- a list of phrases which express the adults' complaints about teens;
- a list of phrases which express the teens' problems;
- a list of the values that American parents want to instill in their kids.

Then **compare your lists and expand** on them together.

### Task 2.

**Choose the right option based on our discussions and the materials of Unit 3:**

1. Of all the issues that trouble teenagers, /crime/ loneliness/ their future career/ ranks at the top of the list.
2. The most frequent teens' answer concerning the one best thing about school is /lunches/PE classes/friends.
3. A lot of American teens avoid good results in school because /they are afraid of being labeled as nerds/they don't care about their grades/their grades don't matter in the future.
4. Watching TV/partying/doing household chores/ occupies a great deal of the teens' free time/
5. The overwhelming majority of Americans believe that /punishment/help/counseling/ is the only way juvenile offenders need to learn from their crimes.
6. The number of drug-addicts among American teens /is growing/hasn't changed/has dropped/.
7. The biggest reason for fatal teen road accidents is /driver's error/alcohol/showing off/.
8. Often adults are excluded from the teens' world because adolescents /hate them/don't want to have anything to do with them/strive for independence/.

9. Two thirds of American teenage boys consider /looks/personality/a slender figure/ more important than anything else when they decide to date a girl.
10. /Few/very few/the majority/ of American teenage girls are planning to work after marriage.

### Task 3.

**Complete the following sentences using the information that you have learned from this book so far:**

1. Some factors that make the teens' lives stressful are ... .
2. A lot of modern American teens are hooked on ... .
3. Adults often complain ... .
4. Teens are vulnerable to negative influences because ... .
5. Peer pressure is revealed through ... .
6. Teens and their parents bicker a lot because ... .
7. Homework is often a source of ... .
8. Drug use and smoking are frequently encouraged by ... .
9. Half of American teens say they will never use drugs because ... .
10. The teens whose parents ... are less likely to smoke, drink, or do drugs.
11. A lot of high-school students say that the best way to motivate them in their studies and in doing household chores is to ... .
12. When teens drive, the crash risk grows if ... .
13. A lot of American teens have a part-time job because ... .

### Task 4.

- **Rearrange all the sentences** in tasks 2 and 3 to get one story. **Use connectors** to make it more logical.
- **Discuss** your stories in small groups.
- **Write the final story down** from your memory and **add your comments** comparing the state of things in the USA and Russia.



## UNIT 4 PARENTS' VOICES

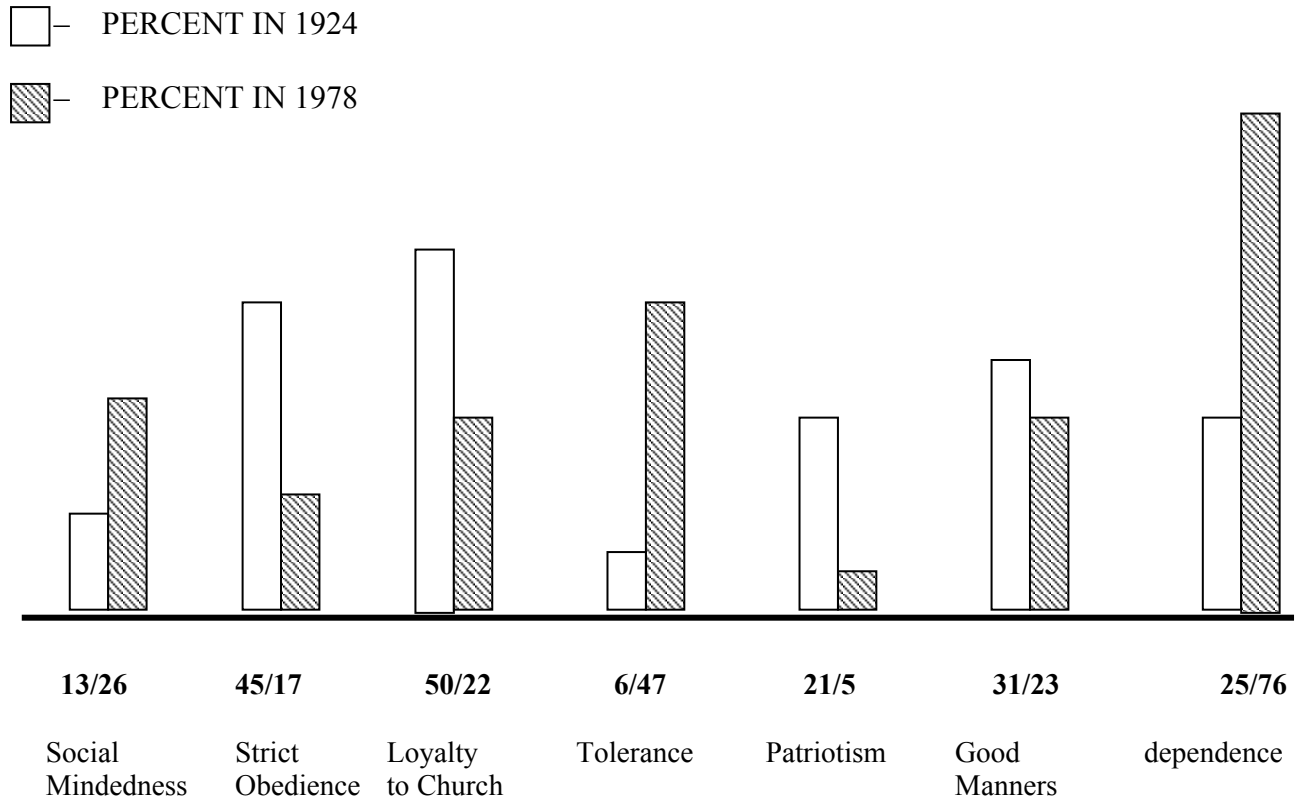
1. Thank God there is no getting away from parents. What role do they play in the teens' lives? **Brainstorm** your ideas. Then **draw your** conclusion about parents' role in a teens' life.

2. **Discuss** in groups: Many American parents confess they dread their kids' teen-age years. What do you think they expect? Why? What stereotypes do some of them have? Where do these stereotypes come from? Why are they sometimes exaggerated? Do all teens inevitably rebel? How can negative stereotypes affect parents?

3. Willingly or unwillingly, parents strive to instill in their children some certain values which will help their kids get adjusted to the world around. *Values are moral principles, standards which guide our lives.* Do you think that values are different in different countries? Do they keep changing with time? What affects the priorities we give to some values?

B). In 1924 a group of mothers from “Middletown”(Muncie, Indiana) chose three traits they wanted their children to develop, revealing a strong leaning toward conformity. The preferences of mothers 54 years later, in contrast, emphasized autonomy. **Study** the chart from “PSYCHOLOGY TODAY” (October, 1988): **describe** their priorities and try to **explain** why they made those choices, keeping in mind the historical background.

#### THE TRAITS PARENTS VALUE



C). At the end of the 20<sup>th</sup> century “U.S. NEWS and WORLD REPORT” (August 1, 1994, adapted) asked some parents to speak about the values they consider important.

- **Read** a few extracts from their letters to their teenage children (one extract to one student).
- **Decide** what values they are writing about.
- **Point out** the reasons why they consider these values important.

Dearest Gabrielle,

A few weeks ago, you came to the office with me on Take Our Daughters to Work Day. That day was not your first glimpse into the world of work – you have lived my work with me your whole life.

Why do I work? I could afford not to. I don't love what I do more than I love being with you. In fact, there is nothing that means more to me than you. Yet, day after day, I choose to work.

Work is critical to my sense of a fulfilling life. It gives me variety, a mosaic of people and places. Working outside the home means the affirmation of being more than wife and mother.

I do not live your life or live for you. I am here to support you, guide you, praise you, console you – and I do all this better because I have another well to draw from for my own self-worth.

Love,  
 Mom.

Dear Emily,

Honesty. Not honesty in the abstract, but honesty at home between you and me. What is that like? Well, first, it's shouting, hurt feelings, one of us slamming doors. If this is honesty, who wants it?

Is a real display of feelings ever bad? I believe it is better to speak our minds than to stop free speech, as long as we keep trying to hear. It is the inability to speak, I think, that is more likely to lead to violence, to explosion.

Further, how can young people gain the self-respect crucial in hot disputes *unless* they have been listened to? So I go on speaking and trying to listen, as you do, believing that something will get heard.

Love,  
Dad.

Dear Andrea and Ramiro,

As teenagers, you have a lot of dreams, a lot of needs and desires. But you'll need to build a foundation from which these can be realized.

When I was a teenager, I joined a youth gang. Gradually, I lost sight of myself. I was drawn further and further into the atmosphere of violence.

The change came when I got involved with working with young people in the housing projects. I felt that they were looking to me for guidance and for answers. And pretty soon, it mattered to me that I was doing something important, that I had responsibility. I finally took control over my life. None of us are ever "done". We are all in a constant process of becoming.

There are no perfect people, but there are people who, when confronted with the necessity of change, apply themselves. Throughout history, there have been many women and men of profound spirit who have accomplished what seemed to be impossible. Learn from them, as I have. But ultimately you must make your own decisions and find your way.

Love,  
Your Dad.

Dear Miranda,

I first understood what intolerance does to people when I was in high school. I discovered that the kindest boy in my class was called names because he was different. I found him crying in the locker room, and he told me he was going to quit school to get away from it all. The experience made me think about the prejudice that many people endure.

Most Americans belong to families who came to this country from other places. We all look different.

If you ever hear someone say that one group of people is not as good as another, that's intolerance and you can't let it slip by.

Miranda, have fun dancing the dances others can teach you. Sing the songs that they sing; taste the food they eat. And when they cry, cry with them. Then you'll realize how much they are like you.

With all my heart,  
Pop-Pop.

D). ***Explain how you understand the following:*** Take Our Daughters to Work Day; a fulfilling life; a mosaic of people; self-worth; honesty in the abstract; to speak one's mind; a youth gang; to lose sight of oneself; a constant process of becoming; people of profound spirit; intolerance; a locker room; to get away from it all; prejudice.

E). **Discuss:** What values do these parents stress? Do you share their opinion? What other values do many Americans appreciate? (**Look through** the whole textbook for examples and recall what you know from other sources).

F). Do you know any proverbs used by the Americans which reflect their values?

For example: *Don't cry over spilt milk.*

*You have made your bed, now sleep in it.*

*A stitch in time saves nine.*

*Take care of today and tomorrow will take care of itself.*

What values do you think the given proverbs seem to be teaching?

In your journals, **write down a list of proverbs** and **discuss what their Russian equivalents are.**

G). **Develop a chart** which includes - a list of the most important values held by the Americans;  
 - a few reasons why they think so;  
 - through what these values are revealed.

H). **Compare** your charts and **expand** on them. Then **make entries** into your journals and the class display board.

I). **Survey** how the values have been changing (see tasks 3B and C) and **try to explain** what influenced those changes (**in writing**). Then **discuss your conclusions** all together.

J). **Discuss:** What values do you think Russian parents would emphasize? Why? **Ask your parents** and then **share** their opinions with your groupmates.

K). **Write a paragraph:** "Parents' Values in Russia and in the USA" (**in your journals**).

1. One father wrote "Life's Little Instruction Book" when his son went to college ("Life's Little Instruction Book, Vol.II" by H.Jackson Brown, Jr. – 1993, Rutledge Press, Nashville, Tenn.; Reader's Digest, July 1993. Abridged and adapted). It contains a list of tips.

A). Take **a survey** (one tip for every student) to **find out**

- a) how everybody interprets each tip,
- b) what they think it encourages teens to do or not,
- c) if everyone shares the same opinion and why.

- Don't let a little dispute injure a great friendship.
- Once in a while invite the person in line behind you to go ahead of you.
- Never be the first to break a family tradition.
- Don't stop the parade to pick up a dime.
- Never be photographed holding a cocktail glass.
- Give people more than they expect, and do it cheerfully.
- Someone will always be looking at you as an example of how to behave. Don't let him down.
- Be as friendly to the janitor as you are to the chairman of the board.
- Overestimate travel by 15 percent.
- Don't be so concerned with your rights that you forget your manners.

- Trust in God, but lock your car.
- Never say anything uncomplimentary about your wife or children in the presence of others.
- Brush your teeth before putting on your tie.
- Phone home if you are going to be more than 20 minutes late.
- Remember that everyone is influenced by kindness.
- When it comes to worrying or painting a picture, know when to stop.

B). **Make a presentation** of your friends' opinions and **comment upon** them.

C). In small groups, **decide on** what tips your parents would give you before your leaving home.

D). **Discuss**: Are your ideas similar or different? What do you think the parents' advice depends on? Do their tips differ from those that your grandparents gave to your parents when they were teens? Why?

5. **Imagine** you are a parent: **write a letter** to your child about the values you want him/her to develop. **Discuss** your letters in groups.

6. **Survey** your classmates on what values they consider of great importance in modern Russia.

7. **Learning to do project work**: in pairs or groups, **choose a value** that you consider very important and **research it**. **Prepare a presentation** (see Appendix 2).



## UNIT 5 PSYCHOLOGISTS' VOICES

1. . A). **Read attentively and suggest the translation (in writing)** of the extracts by different American researchers on teenagers and their world.

“Children are members of two social worlds: the world of adults and the world of their peers. (Ryan and Cooper, 1992, p.328).”

“For adolescents the most important associations are with one another rather than with adults. Home is merely a dormitory, whereas “real” living consists of activities unique to the peer group.” (Ryan and Cooper, 1992, p. 328).

“Studies of twins show that only about half of variation in personality, intelligence, and behavior is in the genes. The other 50 percent must come from something in the environment, most of it probably a child's peer group. And that's where parents can make the biggest difference, by helping determine whom their children hang with and how they are treated by the group.” (Steven Pinker – Nature's Son, U.S. News and World Report, October 21, 2002, p.71).

“One of the most special characteristics of early adolescents is their changeability. Physically, intellectually and socially, they are in a period of flux. Day-to-day, moment-to-moment their moods, thoughts, behavior and friends change. They are apt to test almost anything – ideas, fads, drugs, teachers – searching and exploring.” (National Science Teachers Association, Fall 1981).

“Large numbers of pupils experience an acute desire to achieve autonomy, unfortunately expressing it in ways which bring opposition from adults. ... The main impulse is to live fully today... . The fear of “loss of face” with peers is aroused... . The unavoidable increase of demands may cause pupils to react by avoidance of work or misbehavior (Hamblin, 1981, p.p.71-72).

“Presumably adolescence ends when the person achieves “psychological maturity” and puts away childish things to take on the responsibilities and attitudes of adulthood. ...”psychological maturity” cannot be a unitary event. A person may mature in one respect much more rapidly than in others... If the culture allows the adolescent to exercise responsibility early and to assume the role of the adult, the maturity of the adolescent is hastened.”(Krech and Crutchfield, 1969, p.p.68-69).

“Adolescents are actively looking for experiences to create intense feelings and thrill. They tend to seek out situations where they can allow their emotions and passions to run wild. They frequently misread emotional signals, seeing anger and hostility where none exists. In group play, teenagers start to take more risks in the presence of their friends than when playing alone. For social and biological reasons, teens have increased difficulty making mature decisions, exercising judgement and understanding the consequences of their actions.”(Time Magazine, May 10, 2004).

B). **Discuss** what **examples** from the stories and opinions in the whole textbook **prove** the assumptions of American psychologists (you can divide the textbook into parts and look for the examples in small groups).

C). In groups, **expand the list** of characteristics typical of teens on the whole and of the American teens in particular (using what you already know (**look through your journals**) and searching for the information in the Internet). **Give arguments** to support your ideas.

## 2. ADVISING PARENTS WHAT TO DO

American newspapers and magazines are full of all kinds of tips to the teens` parents. Psychologists are trying hard to help them cope with their rebellious kids. We have collected about two hundred of such tips.

A). **Discuss**: Do you believe that parents need such help? Why? Do you think many of them seek advice and follow it? How and where do Russian parents get help and support in case they need it?

B). In small groups, **brainstorm a list** of situations in which teens` parents can turn to psychologists for help. **Then work out** your own tips which, in your view, could be of help in these situations. **Make a presentation** of the results (Appendix 2F).

C). **Read** the article where teens` parents get professional advice. **Comment upon** each tip and **express your opinions**. Do you think they will work in Russia?

Science

# 7 Rules For Parents

By LAURENCE STEINBERG

Drawing on the latest scientific studies of adolescents, Laurence Steinberg, a professor of psychology at Temple University, offers this advice for the parents of teens:

## 1. WHAT YOU DO MATTERS

Many parents mistakenly believe that by the time children have become teenagers, there's nothing more a parent can do. Wrong. Studies clearly show that good parenting continues to help teenagers develop in healthy ways, stay out of trouble and do well in school.

## 2. YOU CAN'T BE TOO LOVING

Don't hold back when it comes to pouring on the praise and showing physical affection. There is no evidence that adolescents are harmed by having parents who are unabashedly loving--as long as you don't embarrass them in front of their friends.

## 3. STAY INVOLVED

Many parents who were actively involved in their child's life during the early years withdraw when their child becomes a teenager. This is a mistake. It's just as important for you to be involved now--maybe even more so. Participate in school programs. Get to know your child's friends. Spend time together.

## 4. ADAPT YOUR PARENTING

Many parenting strategies that work at one age stop working at the next stage of development. As children get older, for example, their ability to reason improves dramatically, and they will challenge you if what you are asking doesn't make sense.

## 5. SET LIMITS

The most important thing children need from their parents is love, but a close second is structure. Even teenagers need rules and limits. Be firm but fair. Relax your rules bit by bit as your child demonstrates more maturity. If he or she can't handle the freedom, tighten the reins and try again in a few months.

## 6. FOSTER INDEPENDENCE

Many parents erroneously equate their teenager's drive for independence with rebelliousness, disobedience or disrespect. It's healthy for adolescents to push for autonomy. Give your children the psychological space they need to learn to be self-reliant, and resist the temptation to micromanage.



## 7. EXPLAIN YOUR DECISIONS

Good parents have expectations, but in order for your teenager to live up to them, your rules and decisions have to be clear and appropriate. As your child becomes more adept at reasoning, it's no longer good enough to say "Because I said so."

Laurence Steinberg's most recent book is *The 10 Basic Principles of Good Parenting* (Simon & Schuster) (Time, May 10, 2004).

(TIME MAGAZINE).

D). **Choose** the most and the least important tips from your point of view and **explain** your choice. Then **write a paragraph** on it in your journal.

### **5. COUNSELING**

*Case Studies (Appendix 2 – G) and Roleplay*

A). **Imagine** you are a counselor whose job is to listen (read), analyze, and suggest the best solution to handle the situation. **Read** the cases described below (one story for one student), then

- **identify the issues** and **propose** one or a few alternative solutions;
- **analyze** their cons and pros;
- **give your arguments** to justify the one that you personally support;
- **discuss** your choice with the other members of the group.

#### **Case 1: HOW TO BREAK THE ICE AND TALK TO ANYONE**

by Pearl Gaskins

I hate parties. So when my friend Alice was invited to one and asked me to go, I said, "Forget it."

"Oh, come on," she begged. "We'll have a blast! If we don't know anyone, we can hang out together." Can I have that in writing? I thought to myself/ "OK," I said to her.

We got to the party at 9:30. The door swung open and I smiled nervously. The place was packed with unfamiliar faces, all laughing, talking, and staring. The girls looked like clones. I ran to the bathroom for emergency face-repair work.

When I came out, Alice was talking to a guy. They were in a galaxy far, far away. I scanned the room in a panic. Couples were dancing, and others stood around in conversation clumps.

I pretended to be deeply engrossed in my diet Coke, while I waited to be rescued. I caught a few people looking at me with pity in their eyes. I knew they were thinking "What a loser." No one came near me. I slithered to the darkest corner.

Then I spotted a guy – he was standing alone! He smiled in my direction. Would he want to talk to me? No way, I thought. But what did I have to lose by finding out? Could making a fool of myself make me feel any worse?

The blood drained from my brain to my feet, which got heavier as they dragged me across the room. What will I say? I'll say something stupid, I'll forget my name. I took a sip of my drink. Not a good idea. It went down the wrong way. I immediately doubled over, gagging and hacking. Tears ran down my face, carrying my makeup along the ride. Everyone stopped talking and dancing – and stared at me. So did he.

(CHOICES, September, 1991).

**Case 2: WHAT SHOULD I DO ABOUT MY PARENTS?**

I am a 14-year-old girl with a big problem. Today, when my father and I went to the supermarket, I saw a book that looked interesting. It was called “How to Win at Love”. I picked it up not because I was having problem with my love life – I don’t even HAVE a love life – but I am curious about “love”, so I read a few pages and decided to buy it. My dad saw the title and got mad at me. Then one of my sisters started treating me like I was a freak. Now, I am scared my dad and sister will tell my mom, and then Mom will be mad, too.

My mom has told me I shouldn’t have a boyfriend until I’m finished with school. I know they both think I am too young to have a boyfriend, but that’s not it. The book isn’t about guys and marriage. It’s about being in charge of your own life.

It’s not my fault I am curious about love. It’s because my parents won’t talk about it with me. Every time I ask something about it, they say, “Why do you want to know? Do you have a boyfriend?” I hate that. Right now I don’t want to talk to my parents about anything! The only people I feel safe talking with are my friends. What should I do about my parents?

**Case 3: “ORPHANED”**

When I was 11, my parents divorced, and my mother moved to another state and took me with her. I saw my father only three times until I was 15. I’ve talked to him over the telephone a few times (I called him – he has never called me, not even on my birthday). He is now remarried and living a comfortable life with his second wife and two stepchildren.

How can a father ignore his own blood child? I have tried again and again to build some kind of relationship with him, but it hasn’t taken hold. I admit, I’ve had some problems growing up. I dropped out of high school, and every time I called him, he mentioned it, saying I didn’t live up to his expectations. Should I give up or keep trying? It probably shouldn’t bother me, but he is still my dad.

**Case 4: “UPSET”**

Our other wise responsible 15-year-old daughter is upset with her father and me because we won’t allow her to have her belly button pierced. She is a good kid, and we told her she could get it pierced if she improved her grades. However, after thinking it over, we changed our minds. Marie couldn’t believe we’d changed our minds. She worked hard and brought her grades up to A’s and B’s. Now she is in tears because we won’t let her have the piercing.

**Case 5: “CONCERNED”**

My 17-year-old son, who just graduated from high school, has been invited to accompany his girlfriend’s family on a month-long vacation across the country. As the girl’s parents did not consult me before inviting him, I am now in a position of being the mean mom if I refuse to let him go.

As a registered nurse in the obstetrical unit that provides service for about 100 unwed teenage girls a week, I am very much aware of the dangers of allowing teen-agers to spend large amounts of time together unsupervised.

Secondly, we have a 15-year-old daughter, and I can’t afford to set this kind of precedent for a similar situation involving her.

And finally, our son has a summer job to pay for his clothes and books for college this fall, and a month’s absence would significantly decrease his contribution to college financing.

Needless to say, our once-quiet household is being torn apart by this situation.

(Cases 2,3,4,5, - from “Dear Abby” – p.o. Box 69440, LA, CA, 90069)

**Case 6: “STRICT”**

Our daughter rebelled about a weekday party curfew. She accused us of ruining her life and insisted that her best friend’s superior parents allowed her to stay out much later. The words that in our family we do it differently didn’t work. When she continued to argue, we clarified her choices: to accept our curfew or to stay home. She decided to stay home – to punish us, we suspected.

My husband and I *did* suffer, thinking of the nice time she was missing. It would have been easier to give in. But we can’t expect our daughter to hold the line under pressure if we don’t do it ourselves. However, sometimes we are afraid that we are too strict with our daughter. (Adapted and abridged from *Woman’s Day*, 9/20/94).

B). **Choose** one of the cases and **role-play** it with your friend in front of the class, but you have to **introduce a few changes and additional details** into your presentation so that the viewers could **notice the difference** between the original story and your version.

C). After you **have role-played** and discussed the cases above, **look through** the media-based stories in Appendix 1 and in small groups **come up with your first-person presentations** featuring your imaginary examples of the problems covered in the stories.

D). Then, while **observing** each other’s presentations, **make a list** of the problems and **suggest your solutions. Make entries into your journals and the class display board.**

- American teens and their parents are not left alone. A wide network of various organizations and agencies have been established all over the country at different levels (in communities, schools, colleges, churches, towns and cities, etc.) and for different goals. They are financed by the government, businesses, fees, churches, charities, or by private donations. Their membership ranges from just a few people to millions. They are intended for kids and parents of diverse ethnic, religious, cultural and social backgrounds for educational, recreational, health, counseling and other purposes. Therefore, they exist in a great variety of forms (clubs, groups, programs, on-line sites, etc.) and offer a wide range of activities and information. Many of them are guided by adults who volunteer their services.

**A) Study the following stories (one story for one student) and fill out the table:**

<b>Organization /</b>	<b>set up by /</b>	<b>funding /</b>	<b>target participants /</b>	<b>goals /</b>	<b>activities.</b>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

H.E.L.P. stands for Hope and Education for Loving Parents. It consists of a number of support groups and was formed and run by Duluth parents. When parents first come to the group, they’re at a loss over what to do with their problem child. They feel helpless and alone. Some are overwhelmed by guilt, believing they’ve failed as parents. They need help and support to cope.

They meet once a week and share their stories learning from them. They talk about drugs, alcohol, truancy, falling grades, kids running away, the influence of older teens, about setting rules and limits, and then discuss possible solutions. Once a month they invite guest speakers who address useful topics such as adolescent development and stress management. There are no fees, just a coffee fund. Recently, they received a grant from the city’s Neighborhood Matching Grants Fund.

(abridged and adapted from *Duluth News - Tribune*, April 9, 1995)

The Boys & Girls Club of Duluth serves over 1,400 children from ages six to eighteen. Their daily programs are organized into five core areas: Arts; Character & Leadership Development; Education & Career Development; Health & Life Skills; and Sports, Fitness & Recreation. These programs are developed to provide guidance, enhance self-esteem, and help youth, especially those from disadvantaged circumstances, realize their full potential as responsible, and caring citizens. They offer specific programs for boys or girls only, for example, a dance line, self-defence, girls-only gym time. Daily hours are convenient for the youth served. The membership fees are extremely low, and no youth is turned away if unable to pay. The local residents support the club with financial donations and volunteer help.

(abridged and adapted from *The Woman Today*, February/March, 2004).

The Woodland Hills program is an intensive day treatment program aimed at problem teens. It takes six to nine months to complete. Youths in the program tend to be bullies whose tantrums and fights are getting out-of-control. They're argumentative, uncooperative and irresponsible. Some have had minor scrapes with the law. The majority are ordered there by a judge, some are referred by County Social Services. Only parents who put their child in the program themselves pay the \$45-a-day fee. The goal is to help before a child's behavior deteriorates further. It's their last chance. The average age is 14. The sessions run from 8 a.m. to 6:30 p.m. During the day they have class at the school, with traditional subjects. Afternoons include community service and work projects, such as serving meals at the Union Gospel Mission, collecting aluminum cans to raise money and visiting residents at a nursing home. Playing games, acting tough, making excuses and blaming others are taboo. All problems are dealt with in group problem-solving meetings held five times a week. They graduate from the program only by tackling their problems and changing their behavior.

(abridged and adapted from *Duluth News - Tribune*, April 9, 1995).

The youth court concept dates back to 1947 in Mansfield, Ohio, where kids handled neighborhood trials for young bicycle snatchers. In recent years, the number of youth courts has been growing. There are more than 1,000 youth courts all over the USA. The jurors and lawyers are adolescents and so are the judge and the bailiff. They're in seventh through twelfth grades. The only adults in the room are parents, victims and police officers. The perps are limited to first-time offenders who are under the age of 19 and who admit guilt of minor crimes. Sentences are generally creative forms of community service. They usually range from 30 to 60 hours of service – cleaning, washing police cars, etc. Some youth courts are run by schools, others by police departments. Youth courts are often more effective in preventing repeat crimes than are other methods. They provide a more personal response and they show that society cares about teens.

(abridged and adapted from *Time*, July 18, 2005)

B) ***Discuss the tables***, then in small groups ***do the project*** “What programs and groups can be set up to address the American teens’ and their parents’ interests and problems?” (Appendices 1 and 2). ***Look through*** the textbook and your journals, examine the Internet and ***decide on your suggestions. Prepare your presentation.***

6. In your journals, ***write down your opinion*** on the following: “Do Russian Parents Need Help in Raising Teens?” ***Supply detailed arguments*** to support your point of view.



## UNIT 6 LEARNING TO BE AN ADULT

1. Teens keep changing. They are growing up not only physically, but emotionally and mentally as well.
  - A). In groups, **discuss**:
    - what changes take place in the teens' lives as they are growing up;
    - how they are still different from grown-ups and until what age they are considered not to be adults;
    - what signs and markers of becoming an adult emerge in the teens' behavior and attitudes;
    - what factors affect this process.

Then **write down the conclusions** you have reached during the discussion.

2. A). **Read** the following stories (one story for one student) and opinions and **share** their content in small groups (Appendix 3):

My nephew, 17 years old and ambitious to become a jazz singer, stepped out of the ranks of graduates and strode confidently to the microphone. With a nod to the pianist, he opened his mouth for the high note that began the song. What had sounded clear and lovely in rehearsal came out like the croak of a frog. What should have been a proud moment had turned into a humiliating failure. But he didn't give up and slink offstage. He kept going. And at the party that night, he faced his friends talking about sounding like a bullfrog with bronchitis. He didn't look defeated. Instead, he let his friends know it was all right to kid him about it.

I told him that if you don't have any experience at handling failures when you are young, you're not going to be very good at coping with life later on. We all know people who went from success to success in high school but then never amounted to anything in the world. They hadn't learned to weather setbacks.

(abridged and adapted from *Woman's Day*, 2/1/2003)

When I was younger, I was an awful bully. I was really bad. I would beat up kids. I would make them do what I wanted them to do. Because I was bigger and I could. I am not like that now. I stopped after I got to know some of the kids – when you get to know someone, you don't think of them anymore as just that body there, but as a person. Then, too, I grew up. I realized that I didn't need to do that. I didn't want to be treated that way myself. But when I was younger, it didn't bother me. When some kids bullied my younger brother, I realized that it really hurt.

(abridged and adapted from *Parade Magazine*, 9/18/1994)

One day everything changed in Angie's life. Moving into a small apartment in town, starting a new high school, and feeling lonely were experiences she bore alone. Mom worked as a waitress and was rarely home. Money was a big problem. Mom encouraged her not to take sides. But Dad wanted her to be on his side. He wanted her back and tried everything. Phone calls, bribes. Once, he was waiting for them. He pleaded with mom to come back, but she said no. He started yelling at her, and then picked up gravel and threw it at her. Angie tried to stay out of it. But it was hard. Mom seemed tired and drained. Dad was hostile. Now she realizes that they are totally different people who can't get along. He thinks a wife should stay home and take care of his needs. Mom wants to be more than a housewife. Angie says she doesn't want to get married till she is older and more sure of who she wants to spend the rest of her life with.

(abridged and adapted from *Choices*, September, 1991)

My first job was as a service clerk at a local grocery store. If customers complained, I would be patient and explain and agree with them. Every day you deal with people, so after a while you learn how to change their attitudes. It's your job to make them smile. The most important thing I learned was teamwork, like the time everyone wanted to leave, but a few of us weren't done with their duties so everyone stayed and helped. Or sometimes everyone needed to work together to ensure quickness and customer satisfaction. Another thing I learned was how to manage my money. My first paycheck was a lot more than I expected and I spent the whole thing in about two days. Later, I ended up owing my mom some money. Now I split my check in half – I put half in checking, for my bills, and the other half in savings to build up my account.

(abridged and adapted from *Careers & College*, Vol 21, N3, 2001)

B). After you have shared all the stories, **draw a chart** to demonstrate what factors affect the process of growing up.

C). **Write a brief essay** analyzing the changes that you notice in yourself and your friends (in your journals).

B). No one would say that as soon as a teen turns 19 or 20, s/he becomes an adult. What happens at this age? **Read** the following abstracts from the TIME article (January 24, 2005) and

A). say **what questions** the author answers and which he does not;

B). **point out** some aspects of the American lifestyle that are revealed in the article.

### **GROW UP? NOT SO FAST**

*Meet the twixters by Lev Grossman*

*(adapted and abridged)*

Society has decided that a young American is ready to drive a car at 16, to vote and serve in the Army at 18 and to drink alcohol at 21. Child welfare, the juvenile-justice system, special

education and support programs for young mothers usually cut off at age 18, and most kids in foster care get kicked out at 18.

Before most scientists believed the brain was largely a finished product by the time a child reached the age of 12. The new discoveries about teenage brain development prove that the part of the brain that makes teenagers more responsible (the part capable of planning, setting priorities, suppressing impulses, weighing the consequences of one's actions) is not finished maturing. The best estimate for when the brain is truly mature is 25.\*

The observations of psychologists and social scientists support the new findings. In the past, people moved from childhood to adolescence and from adolescence to adulthood, but today there is a new, intermediate phase along the way. The years from 18 until 25 and even beyond have become a distinct and separate life stage. They are betwixt and between. You could call them twixters.

It appears to take them longer to graduate from college, settle into careers and buy their first homes. They dress and talk and party as they did in their teens, hopping from job to job and date to date, having fun and putting off the iron cage of adult responsibility. Legally, they are adults. But 20% of them live with their parents. Researchers fear that growing up is harder now than it used to be. Is it that they don't want to grow up, or is it that the rest of society won't let them?

Scientists point out several reasons why it happens.

Nowadays, students are taking longer to leave college: 23% say they were 24 or older when they finished. And when they do get out of college, many find themselves in debt. Thirty years ago, most financial aid came in the form of grants, but now the emphasis is on lending. Recent college graduates owe 85% more in student loans than their counterparts of a decade ago.

The longer it takes to pay off those loans, the longer it takes twixters to achieve the financial independence that's crucial to attaining an adult identity, not to mention the means to get out of their parents' house. Moreover, the advantage in wages for college-degree holders hasn't risen significantly since the late 1990s. To compensate, a lot of twixters go back to school for graduate and professional degrees which cost precious time and money and pushes adulthood even further into the future.

Even though 43% worry about paying bills, they are big spenders. 32% say they spend more than most people do on eating out, 26% - on clothes, 17% - on going to/renting movies.

Maybe it has to do with advances in medicine. Twixters can reasonably expect to live into their 80s and beyond, so their working lives will be extended accordingly and they are aware of the fact that they will not work for the same company for the rest of their lives. Therefore, they experiment with jobs and move around a lot.

Twixters are looking for a sense of purpose and importance in their work, something that will add meaning to their lives. They want something that's more like a calling, that's going to be an expression of their identity. They don't consider money alone the key to job satisfaction. Job security, health benefits and interesting work are essential, in their opinion.

It's not that twixters don't want to become adults. They just can't afford to. Families and homes cost money, and people in their late teens and early 20s don't make enough to support a family. They don't expect to get married soon, maybe in the mid-30s.

Twixters have a special gift for friendship. They throw cocktail and dinner parties, hold poker nights, form book groups. They stay in touch constantly and in real time. They are also close to their parents. The majority spend time with their family and communicate with their parents every day by phone or e-mail. 39% say their parents have a great deal of influence over their lives.

Now popular culture trains young people to fear adulthood. To go to the movies or turn on the TV is to see a world where life ends at 30. "I don't ever want a lawn. I don't ever want to drive two hours to get to work. I do not want to be a parent. There's so much fun to be had while you're young", - some say. They do have a point. Twixters have all the privileges of grownups now but only some of the responsibilities.

\* *Time* May 10, 2004: What Makes Teens Tick by Claudia Wallis.

- C). *Explain the meaning* of the following: child welfare, the juvenile-justice system, special education, foster care, grants, student loans, graduate degree, health benefits.
- D). *Organize the main points* of the article in a suitable form (see Appendix 2, B).
- E). *Answer the questions:* what are the main characteristics of twixters? Why are they neither adults in the full meaning of the word nor teens any longer?
- F). *Express your opinions in writing* and then *discuss* them together.

3. A). *Think* of somebody you know among your acquaintances of the age 18 - 20. *Prepare a case study* to find out whether this person can be considered an adult or not and why.
- B). In class, *pool* together your cases and *draw your conclusion:* do we have twixters in Russia?



## UNIT 7. FINAL RECAP

### Task 1.

*Look through your journals and the class display board and group the words that denote some cultural phenomena typical of the USA into as many categories as you can think of.*

### Task 2.

*Look at the spider webs you drew at the beginning (Introduction N2,3,5), introduce some changes if necessary. Then give you comments on each aspect based on the information from the whole textbook: AMERICAN GENERATION Y – What are they like?*

### Task 3.

*In small groups, do the following (one task for one group):*

- *prepare a quiz based on the information from the textbook;*
- *prepare a matching assignment based on the realia and their definitions;*
- *prepare a sentence completion assignment based on the information from the textbook;*
- *prepare a set of riddles based on the information from the textbook.*

*Then form new groups (one student from each of the previous ones) and ask everybody to do the assignments.*

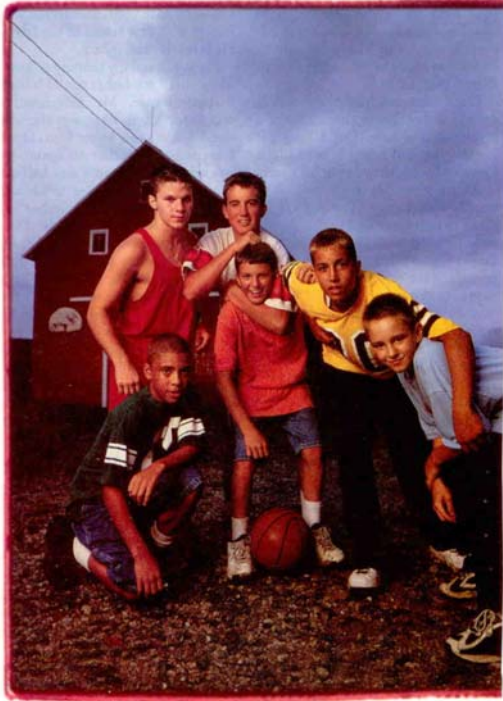
### Task 4.

*In small groups, choose one of the given topics or suggest your own and then do a project:*

- *Teens and Ads.*
- *Sites for Teens.*
- *Show Business and Teens.*
- *Teens` Magazines.*
- *Stereotypes about Teens.*
- *Teens` Code.*
- *Teens` Slang.*
- *Do Teens Really Need Help?*
- *When Does Teenhood End?*

*Your projects should be based on the comparative analysis of Russian and American teens*





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**LEAVE ME** (Okay, it may seem like I hate my parents, but I'm really demonstrating what a therapist would call "asserting my identity," so I can grow up to be a well-adjusted individual. Sure, I say I want freedom, but without parental supervision, I'm much more likely to smoke pot and stuff. I hope my parents don't try to act like my friends. What I really need is parents.) **ALONE.**

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TO QUESTION

TO ANSWER

TO MOTIVATE

TO LIGHT

TO INSPIRE

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HANDBOOK**

Pleasure principle:  
If you have to  
ask, you're not  
having fun yet.



BY 14, YOU'RE OUT OF THE PICTURE.  
 AT 5, THEY MAKE YOU A PAINTING.

They grow up  
 in a split second.  
 Talk to your kids  
 about not smoking  
 while they're  
 still young and  
 still listening.

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 TIME TO NOT HELP  
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SEEK WE LEAD HAPPY, HEALTHY, PROSPEROUS LIVES. BUT THAT DOESN'T MEAN WE CAN'T MAKE A FEW MINUTES TO IGNORE AFTERSCHOOL PROGRAMS. IT'S OUR WAY OF NOT GOING BACK TO OUR COMMUNITIES! AFTERSCHOOL PROGRAMS. IGNORE THEM AND THEY'LL GO AWAY.

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Hey, Mom, did you ever smoke when you were a kid?

No, I never did.

Why not?

Your grandma told me that once you start it's hard to quit.

Exactly.

Hey, that's what you told me.

**TALK TO YOUR KIDS ABOUT NOT SMOKING. THEY'LL LISTEN.**  
 Youth Smoking Prevention Philip Morris USA

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SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, And Emphysema.



**Unit 8** . **TEENS' ALBUM** ( not completed. Photos are to be added)

**SET 1:**

1. . In groups, **choose one photo and discuss**
  - why it was included into the album;
  - what information concerning American teens it reveals.
2. Then **form new groups** (one student from each of the previous ones): **ask the others** a few questions to find out if your new partners share the ideas you got in task 1.
3. **Draw your conclusions** together.
4. Get back to your original groups: **pool your conclusions** and **write one story** that can accompany the photo in a magazine. **Display** your stories on the class board.

At home you can **search** [www.google.com](http://www.google.com) search system for additional photos, bring them to the classroom and display for everybody to discuss them.

5. **Take pictures** of Russian teens (real episodes or act a scene out). Try to choose those which could encourage discussion. Then **let your groupmates guess** why you took this photo and what your message is.
6. **In writing, compare** a few pictures of Russian and American teens and **display** your stories on the class board.

**SET 2 (public service announcements).**

1. **Compare** the photos from Set 1 and Set 2 (who they are addressed to, their goals and messages, what images of teens they create and what feelings they appeal to, your reactions).

Then **compare the photos** from Set 2 with commercials

**Discuss your observations** as a class. Does the message get through? Why? Why not?

**Predict** the possible reactions of Russian teens and their parents.

2. **In groups, brainstorm** some other problems that can be addressed in public service announcements (you may look through the whole textbook for some ideas).

**Compare** your list with the others' and **discuss** them **supporting your ideas with comprehensive arguments**.

3. **Do a project** (in groups): **design** a public service announcement aimed at teens or their parents related to one of the problems. **Make its presentation** (see Appendix 2 - E,F).

4. **Write down your opinion:** what possible ways of preventing/solving this problem you suggest. **Display** your story on the class board and **discuss** each other's opinions.
5. **Group Discussion:** What teens will be like when we get old?
6. **Do Projects:**

It is surprising that as years go on, we keep memories of some events and people and easily forget the others. Very often, photos remind us of what has happened in our lives.

**Reflect on** the following issues:

think what our memories depend on, what we are more likely to forget quickly and what not, try to predict what you will still remember about your teenhood when you are old, what photos from your family album you will preserve and often look at and why.

#### 7. **MOVIES:**

- A) . Teens often become the main characters in American movies. **Read** the following brief reviews of the content of some of them and **say** what aspects of the teens' life and culture they reveal and if you would like to see them and why.
- B) . **Remember** a few Russian movies about teens. Do they create a true picture of Russian teens or do they somehow distort their lifestyle and promote stereotypes? Why? Which of them would you advise to see to get a better understanding of Russian teens?

#### “FERRIS BUELLER'S DAY OFF”

Ferris Bueller. Larger than life. Blessed with a magical sense of serendipity. He's a model for all those who take themselves too seriously. A guy who knows the value of a day off.

It chronicles the events in the day of a rather magic young man, Ferris. One spring day, toward the end of his senior year, Ferris gives into an overwhelming urge to cut school and head downtown Chicago with his girl and best friend to see the sights, experience a day of freedom and show that with a little ingenuity, a bit of courage and a red Ferrari, life at 17 can be a joy. (Paramount Pictures Presents a John Hughes Film – 1986).

#### “CLUELESS”

It's not easy being the most popular and glamorous girl at Beverly Hills High. Especially when you're the envy of scheming Betties (female babes), persistent Barneys (unattractive guys), loser loadies (potheads), and teachers who go postal (freak out) when you turn your homework in late! Yet somehow 15-year-old Cher keeps it all together, even finding a love match for her debate class teacher, and giving a dowdy friend a fashion makeover. But Cher's tidy world starts to unravel with the sudden appearance of two total Baldwins (hunks): a sexy and stylish new classmate, and Cher's square but cute “ex-stepbrother”. Now Cher is about to learn that when it comes to love, she's ... well, **Clueless**.

(Paramount Pictures presents a Robert Lawrence and Scott Rudin film – 1995).

#### “THE BREAKFAST CLUB”

They were five teenage students with nothing in common, faced with spending a Saturday detention together in the high school library. At 7 a.m., they had nothing to say, but four p.m., they had bared their souls to each other and become good friends. To the outside world they were simply the Jock, the Brain, the Criminal, the Princess, and the Kook, but to each other they would always be THE BREAKFAST CLUB.

(Universal presents a John Hughes film – 1985).



## APPENDICES

### APPENDIX 1

#### *TEXT 1.*

Many teens say their lives are stressful, filled with social pressures, fears and worries. Some complain that the pressures of a world with AIDS and drugs and violence are just too hard to bear. They feel overwhelmed by responsibilities. 32 % have a regular paid job which takes nearly five hours a week. They spend hours doing their homework every night. Doing household chores takes more than four hours a week. Many look after their younger siblings in the afternoon. Sometimes teenagers are so tired that they are nearly asleep in early-morning classes.

But there are teens who believe that hard work is for fools. In **some inner cities**, black youngsters who try to work hard and achieve are ridiculed by their peers for “acting white”. In the suburbs, students from well-off families act as though their lives will be privileged whether they work hard or not. In some high schools it’s considered cool to do the least work possible and get the best grades.

#### *TEXT 2.*

In the teenage years, the relationship between parents and children is constantly changing. This is a time when they bicker a lot and parents are caught by surprise. They discover that the tricks they have used in raising their kids stop working. Nowadays, parents work more, so their teenage children are often left unsupervised. In fact, of all the issues that trouble teenagers, loneliness ranks at the top of the list. Many kids say they feel alone and alienated, unable to connect with their parents, teachers and sometimes even classmates. A survey shows that they spend an average of three hours and a half alone every day. Half of them have lived through their parents’ divorce.

About 85 % of teens say that Mom cares very much about them; 58 % say the same about Dad. Though teens strive for independence, still they need attention. Practically every kid psychologists talked to, said that they wished they had more adults in their lives, especially their parents. When kids complete high school and leave home, many parents suffer from **the empty nest syndrome** and young people start missing their parents too.

**TEXT 3.**

Teenagers usually create their own secret worlds and invent private codes of style and behavior. Adults are excluded. New technologies and the entertainment industry have more deeply isolated grown-ups from teenagers. The net, videogames and music are creating new worlds, almost a **virtual reality** without adults. With the computer often in the teen`s bedroom, kids are unsupervised, looking at whatever they please. They have more access to any information online which they are not able to evaluate. A lot of teenagers have gotten hooked on violent videogames which can be more harmful than movies because the player becomes the aggressor, the one who does the killing. Such games are easily accessible to kids.

Another problem that is caused by late TV-viewing and Internet surfing, is lack of sleep. The teenagers who are hooked on these activities, usually get from 2 up to 5 hours less sleep than they need. They face difficulties at school because they are irritable, impatient and can`t concentrate and follow directions.

**TEXT 4.**

People complain teenagers are no good. They make too much noise in **shopping malls**, they drive recklessly up and down America`s main streets and cut classes. They are too self-centered, irresponsible, sex-driven, booze-drinking. They can be angry, aggressive and rebel against parents and other adults. All teens take risks because they want to be independent, but often they are not able to assess danger. Some get engaged in high-risk behaviors including drinking, smoking, drug use, stealing, violence. Boys often hurt themselves or others because they are bullied by their peers and feel excluded or humiliated. They want revenge, they need to feel strong and powerful. Many teens are eager to keep up with the others and follow their example. But peers can also influence teens in a positive way.

Parents and other adults should encourage young people to take healthy risks such as playing sports, traveling, going on camping trips or even **bungee jumping**. Parents need to teach them to distinguish between healthy and dangerous risks. But often parents are too hard on their kids: they set strict rules and expect too much or press too hard for good grades and perfection.

**TEXT 5.**

Half of high-school seniors have used illegal drugs at least once. Many of them start doing drugs out of curiosity or because they want to be accepted. Others find in them a way out of their problems. The drug epidemic is also encouraged by popular culture, especially by rock

and rap music. In a recent study of 12- to 17-year-olds 76 % said that the entertainment industry encourages illegal drug use. They say, “Almost every song you listen to says something about it. It puts it into your mind constantly. When you see the **celebrities** doing drugs, it seems okay.” Children receive **pro-drug messages** through their computers too. On the Internet, they can find detailed instructions on how to use drugs.

In the teenage years, parents start discussing the most important issues with their kids, such as alcohol and drugs, violent situations and AIDS, etc. Teens know that drugs do a lot of harm to their brain, lungs, memory, coordination skills. Addicts become lazy, skip school, feel depressed. Moreover, drug addiction is linked to criminal behavior. More than half of arrested juveniles tested positive for marijuana.

#### ***TEXT 6.***

Each year as many as 1.3 million teenagers run away from home in the USA. Social workers are finding that the numbers are going up and the kids are getting younger. In Houston the average age is 15. Living on the streets, runaways are the most vulnerable to alcoholism, drugs, AIDS, homicide.

Thousands of youths run to New York, San Francisco and Hollywood. Homeless youths sleep in abandoned buildings, on park benches or at youth shelters. Afternoons are spent panhandling tourists and hanging out downtown. They survive on food from **the youth shelters**, money from tourists, prostitution and drug dealing, or stealing the leftovers from the tables at fast-food restaurants.

They face a lot of emotional problems too: many miss their homes and siblings, they fear the future when they get older. Runaways say they must be strong all the time because everybody wants to hurt them somehow. Whenever police appear, the youths simply move elsewhere for a while. **The counselors** from youth shelters try to find them places to live, offer drug treatment and job training.

#### ***TEXT 7.***

In a few recent studies, teenage girls were asked to talk about their experiences and problems. Many girls said they wanted more interaction with their parents about all kinds of “real life”. Most of them feel that their schools don’t provide them enough opportunity for friendly relations with their teachers. Some complain about bullying in schools. Not only boys, but girls can be bullies too, when they gossip about someone, pick on their victims or completely ignore them.



Teenage girls also spoke of the pressure that they felt around “image and appearance”, the power of cliques, and their desire for a school environment that was “not so judgemental”. Their answers show their anxiety about measuring up to beauty stereotypes and peer pressure about social exclusion, rumors, threats and other forms of aggression. Society imposes on them ideals of bodily perfection, they get messages to be a certain shape and size and weight through media, beauty contests, plastic dolls. If they don’t measure up, they feel unhappy and worthless.

***TEXT 8.***

Teenagers are influenced by the pop-culture industry, ads on MTV and the Internet. That is why the biggest thing for them is wearing name-brand clothes. If you even think of wearing a non-name brand, you have guts. The coolest brands among both boys and girls are Nike and Adidas. Looks are really important, too. If you are not pretty, people won’t want to hang out with you. Some girls with dark hair even dye their hair blonde to look cool.

Everything is just one big competition. Some girls leave the house wearing one thing, and then change into tight, short skirts. Dressing alike is a refuge, a way of hiding in the group. That is why at 16, the majority want body piercings, keep extreme diets and wear similar clothes. Many have part-time jobs to pay for their clothes and entertainments. Peers’ opinions matter a lot. The school is divided into different groups which often have their own uniforms, hobbies and habits. To be popular in high school either you have money and can throw a really great party, you look good or you play football.

***TEXT 9.***

Every day 14 children die in gun accidents, suicides and homicides. At this pace, guns will replace cars as the nation’s most deadly product. Hundreds more are wounded, many crippled for life. Some teenagers kill their bullies or commit suicides trying in this way to settle their conflicts. Some get shot in shooting accidents or while playing with their parents’ guns. Even the best-behaved kids might try to get a gun when afraid or under the influence of alcohol or drugs. Gun homicide is the main cause of death for young African-American men. The U.S. teen-age murder rate is seven times higher than any nation in Western Europe.

Many teens are really scared. They don’t feel safe and try to avoid trouble while on the streets: travel in groups, leave valuables at home. More than half the 3,000 students polled, said they could get a gun if they wanted to. Many high schools have security guards who check pockets and bags or use metal detectors.

Psychologists say that Americans are raising a generation of children in a culture of violence in which guns solve all problems.

*(Adapted and abridged from Newsweek, May 10, 1999; Time, November 21, 1994; U.S. News & World Report, November 1, 1993 and September 9, 2002; Reader's Digest, April, 1994; February, 1996; The Wall Street Journal, April 6, 1993; The New York Times, January 14, 2001; The Chronicle of Higher Education, November 24, 2000; Milwaukee Journal Magazine, November 1, 1992; Family Circle, 3/16/1994).*

**TEXT 10.**

That is what one American teenager says about his peers:

In my opinion, American teenagers have too much freedom. I find that we are too pampered and spoiled. In my high school, lots of my friends had their own cars, telephones and other things too. As my Mom said, "What do they have to look forward to when they are older?" Often the same people were not disciplined.

Too many times I see kids with their own cars are snobby about it. They don't appreciate anything they have, are not grateful at all. That's not the way life should be. I think people should be happy with what they have. Life is too short to be complaining and taking, not giving anything in return. Also teenagers here get bored easily. They can't sit in their rooms for more than eight minutes in peace and quiet. They always have to be out with friends partying. The reason why I am making all these negative comments is because I used to be like that. I didn't stop to think about my Mom supporting me. I was just living for the present, not for the future. Now that I'm on my own, I realize and appreciate, to say the least, what my Mom has done for me.

**TEXT 11.**

In the junior high school, teens begin to move away from their families. They find support and comfort among their peers. Different subcultures and cliques develop around particular interests: pastimes, music, fashion, attitudes to school, cars, or drugs. Researchers speak about jocks, burnouts, and nerds.

Jocks enthusiastically participate in all school activities, in school government and strive to achieve good academic results. They disdain smoking and drugs. Burnouts accept school only as a necessity. They smoke in parking lots, tend to avoid school activities and be independent. They hate the jocks' interest in achievement and student government.

In high schools the most popular students are athletes and those with good looks. Many high school students dread being labeled as nerds, who are good at many subjects, but actually have no friends. Though in the last twenty years, teen geniuses have won at least a little more respect.

Lately, high schools have grown larger and a diversity of gangs and cliques has also increased.

## APPENDIX 2 (for students)

### A KEEPING A JOURNAL

While researching the subject of American teens, keeping a journal will be of great help to you. Doing research requires careful notetaking. "Because there is too much data to hold in your minds, keeping good notes is necessary." (Wolford and Vanneman, 1992, p.202). Your notes will help you collect, analyze, classify, summarize all the relevant information and ideas and draw conclusions.

The fundamental classifications of the information needed for doing research or project work are: data, information, ideas (Wolford and Vanneman, 1992, p.33) and examples from different sources including your own past experience.

*Data* are numbers or facts. Information is meaningful data; that is, *information* is numbers or facts, or both, put together in such a way as to create meaning. *An idea* is a thought or opinion (Wolford and Vanneman, 1992, p.33). An example is "a particular case illustrating a general rule or position" (Hamblin, 1981, p.341).

Taking notes, think about the following: Is the information relevant? Is there enough information to draw conclusions?

Research sources are of two kinds: primary and secondary. Primary information is from first-hand sources: interviews, questionnaires or surveys, personal observation and experience, lab reports and other experiments (Wolford and Vanneman, 1992, p.201). Gathering your own ideas may take any forms: listening to your own random thoughts; writing lists; answering journalists' questions (who, what, when, where, how, and why); puzzling through the problem from facts to connections among the facts and, finally, to solutions. Brainstorming ... is ... tossing out ideas, connections, and solutions as they occur (Wolford and Vanneman, 1992, p.203).

Second information is gathered from second- or third-hand sources (books, articles, reports, memos, and letters) (Wolford and Vanneman, 1992, p.201).

### B TAKING NOTES

To get a better understanding of the problem, to better organize and summarize the collected information, we can take notes in different forms which best suit our goals (use suitable graphic organizers):

- key words, phrases, sentences;
- lists, cards, outlines, headlines with subsidiary ideas or facts;
- tables, circle charts, bar charts with vertical and horizontal axes, line graphs, schema;
- diagrams, clusters, webs, mind-mapping, family-tree diagrams,

- flow charts (showing the stages of a process as it flows from one stage to the next one), chain diagrams (sequences);
- drawings.

**Examples:** see Introduction (a spider web), Unit 1 task 1 (a flow chart), Unit 2 tasks 5 and 9 (a chart, a family-tree diagram), Unit 4 task 3 (a diagram), Unit 5 task 5 (a table).

### **C REFERENCE BOOK**

It will be useful to keep a personal American reference book which will contain your personal notes and definitions of specific phenomena of American culture.

Remember that **a definition** is a brief and precise description of a thing by its qualities; an explanation of the significance or meaning of a word or thing (Hamblin, 1981, p.262).

### **D STATISTICS**

**A Statistic** is a numeral fact that is collected and used as information about a particular subject. "People like numbers because numbers are precise, take the place of many words, and, properly presented, do not lie... They need to be interpreted." (Wolford and Vanneman, 1992, p.418). If the statistics are accurate, unbiased and meaningful, then it is possible to draw important conclusions from them and make our arguments more convincing.

### **E LEARNING TO DO A PROJECT**

1. Просмотрите предложенные данные и составьте перечень возникающих проблемных вопросов (или выявленных тенденций, характеристик).
2. Обсудите в рабочих группах свои перечни. Решите, по каким категориям их можно сгруппировать. Затем выберите одну из них для своего проекта.
3. Определите цель и задачи своего проекта: что вы хотите исследовать, в какой форме представить результаты исследования (советы, рекомендации, эссе и т.п.).
4. Составьте примерный план работы над проектом, распределите задания между участниками группы (на какие вопросы вы постараетесь ответить в своем проекте, какая дополнительная информация вам потребуется, где можно ее найти, какие методы исследования можно использовать – наблюдения, беседа, опрос, анкетирование). Проконсультируйтесь с учителем или с другими студентами.
5. Проведите в группе мозговой штурм по возможным гипотезам/вариантам решения проблемы. Запишите плюсы и минусы каждого. Сравните результаты. Договоритесь, какие из них вы будете анализировать в своем проекте.
6. Дальнейшая работа проводится в соответствии с рекомендациями в следующем разделе.

### **F PRESENTATION OF YOUR PROJECT**

1. Define purpose, goals, and scope (to inform, to persuade, and to express your ideas, opinions, arguments).
2. Analyze the reader/listener (their background knowledge, their attitude to the subject, their possible response).
3. Schedule time ( your presentation should not be longer than 10-15 minutes and you will need time to answer the audience`s questions and respond to their comments).

4. Study the subject (gather ideas and data from different sources, analyze them, determine trends, correlations, conclusions, identify the major points, decide on examples, statistics, arguments).
5. Organize the presentation (there are a number of patterns: **chronological** - you relate a narrative of events in the order they occur; **cause and effect** – you relate the chain of events that led to a particular situation, problem, or solution; **categorical** – you divide the subject into categories; **priorital** – you address priorities; **topical** – you answer who, what, when, where, why, and how) (Wolford and Vanneman, 1992, p.p.368-369). Consider the things the audiences like and dislike.
6. Draft and revise (make it clear, logical, accurate, complete). Review the presentation with an audience`s eye (what will they understand? Not understand? What words need to be explained? In what order should the information be presented so that they may best understand?) (Wolford and Vanneman, 1992, p.37). Remember that we can persuade the audience by appealing to four human qualities: **self-interest, reason, emotion, and ethics** (importance for individuals and for society) (Wolford and Vanneman, 1992, p.38-39). Think how you can involve the audience into the discussion of the subject-matter and anticipate their questions.
7. Practice your presentation (intonation, clarity, pronunciation).

## **G CASE STUDY**

**A case study** is a study or analysis of the background of a particular person or a description of a situation where there is a problem which must be identified and solved.

Studying a case consists of a few steps, or stages, which help us get a detailed understanding of the situation, consider the pros and cons of different solutions and finally decide on what should be done and why.

### **Steps:**

1. . **What We Know** (description of the situation and of the circumstances):

Who	Actions	The Outcomes of the	Additional
Where		Actions	Notes
When			

Result: **Diagnose the Problem.**

2. **What We Can Guess** (what caused the problem):

Motives	Characteristics	Additional
		Notes

Result: **Explain the hidden reasons and implications.**

3. **What If ?** (hypothesis about the past):

What should (not) have been done?	Why ?	How could it have changed the situation ?
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Result: **Estimate the problem areas which make the case more difficult/easier to solve.**

4. *What to Do?* (brainstorming and analyzing alternative solutions):

Alternative Solutions	Why?	Predicting outcomes	Their Pros	Their Cons
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Result: *Draw conclusions and express your opinions with supporting arguments.*

## APPENDIX 3 (for teachers)

1. Какие **методические идеи** положены в основу данного пособия?

- мы стремимся сформировать у учащихся широкий взгляд на мир и на общество: показать многообразие явлений культуры, ценностей, мнений; убедить их в том, что, прежде чем делать поспешные выводы и давать оценки, следует попробовать встать на другую позицию, выявить не только отрицательные, но и положительные аспекты, преодолеть стереотипы;
- важно смоделировать ситуацию успеха для каждого ученика, т.е. учесть посильность и доступность заданий и материалов, что позволит ему более успешно справиться с задачей, самореализоваться и проявить себя;
- содержание материалов имеет существенный воздейственный потенциал на эмоциональную и интеллектуальную сферы личности обучаемого, побуждает его к размышлению, обсуждению, имеет реальный жизненный смысл, мобилизует имеющийся жизненный опыт (припоминаются свои примеры, ассоциации, аргументы) и расширяет его (формируются новые знания, мнения, взгляды на основе новых фактов, их сравнения и обобщения);
- учащиеся побуждаются к осмысленному взаимодействию с предложенными материалами, друг с другом. В процессе такого взаимодействия реализуются основные функции общения в связи с конкретным актуальным содержанием, мобилизуются знания, полученные из различных источников. Каждый ученик может выявить свою позицию, стать носителем образцов, фактов, мнений, информации, делиться ими с другими, действовать более независимо от учителя, устанавливать взаимоотношения с одноклассниками;
- стимулируются самостоятельный поиск информации, решение проблем, самостоятельные исследования, формулирование вопросов, самоорганизация собственной деятельности (планирование, отбор способов и средств, оценка результатов), когда продуктивная деятельность превалирует над репродуктивной;
- развивается критическое мышление, опирающееся на логические операции анализа, сравнения, выявление плюсов и минусов разных альтернатив, на выбор позиции и ее аргументацию. Учащиеся учатся выражать и отстаивать взгляды, убеждать других в своей правоте, проявляя вместе с тем уважительное отношение к чужим мнениям. Таким образом происходит не только диалог национальных культур, но и диалог субъектов, и диалог с самим собой (присвоенной ранее и новой культур).

2. Посредством **каких приемов** реализуются данные методические установки в пособии?

В первую очередь через индивидуализацию, варьирование материалов (принцип **«разные ученики – разные материалы»**), что позволяет создавать разницу в информации (information gap) у разных обучаемых и мотивировать их взаимодействие. Поэтому в пособии часто предлагается не один, а сразу несколько материалов в одном задании (мнений, писем, статистических данных, текстов из газет и журналов, фотографий и т.п.). В этом проявляется одно из основных отличий данного пособия. Рассмотрим несколько вариантов работы с этими материалами:

**Вариант 1.** Учащиеся читают два разных текста по одной теме/проблеме. Возможные задания:

- ученики, прочитавшие дома один и тот же текст на уроке, объединяются в две группы (или можно в пары). Выполняются задания, направленные на подготовку к последующему взаимодействию с теми, кому данное содержание незнакомо (например: составьте план своего рассказа с ключевыми словами, подготовьте вопросы по проблеме, выпишите главные предложения и т.п.). Затем проводится перегруппировка в пары, образованные из учащихся, прочитавших разные тексты. Они получают задание: 1) поделиться друг с другом тем, что узнали, и 2) например, найти общее/различное, плюсы и минусы, объединить информацию, ответить на вопросы, сделать выводы, заполнить таблицу и т.п.

**Вариант 2.** Учащиеся читают 3-4 разных текста. Возможные задания:

- ученики, прочитавшие дома одинаковые тексты, сначала работают вместе, готовясь к тому, чтобы как можно лучше сообщить его содержание тем, кто незнаком с ним. Затем проводится перегруппировка: в одну группу объединяются те, кто прочитал разные тексты (тройки или четверки). Они делятся друг с другом информацией, которую получили из текстов, и, обобщая ее, выполняют различные задания.

**Вариант 3.** Половина учащихся класса/ каждый ученик (это зависит от количества текстов) дома читают разные тексты. На уроке в этом случае можно работать по-разному:

- в классе со средним уровнем обученности в парах сменного состава одновременно каждый пересказывает свой текст тому ученику, который незнаком с его содержанием, затем они меняются парами. Ученики-слушатели собирают и обобщают информацию всех текстов;

- в классе с невысоким уровнем обученности ученики, прочитавшие тексты, становятся «экспертами». Меняясь парами с теми, кто еще незнаком с текстами, «эксперты» просят товарищей прочитать, перевести и ответить на вопросы по текстам, сделать записи и т.п.;

- в классах с высоким уровнем обученности все садятся в круг: прочитавшие тексты чередуются с теми, кто не читал. Задание: прослушать друг друга, сделать записи, а затем, повернувшись к соседу с другой стороны, поделиться с ним тем, о чем только что услышал. Так заслушивается и передается содержание всех текстов. У каждого накапливается вся информация, которая затем обсуждается всем классом.

Предложенные варианты следует использовать в каждом параграфе, когда даются несколько текстов (мнений, ситуаций, советов, фотографий и т.д.).

Другими, не менее важными технологическими принципами данного пособия, являются принцип **«приоритета заданий, побуждающих учеников к критическому размышлению»** и **«обучения по спирали»** (через сквозные задания ретроспективного и перспективного характера, которые требуют долгосрочного планирования, постоянного возврата к изученному ранее в целях его систематизации, обобщения и переосмысления в новом контексте).

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The author has tried hard to make the references precise and complete. Nevertheless, we admit that something could occasionally have been left out.

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