



# Teenage Life

Multiple matching: teenage responsibilities | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What responsibilities do teenagers usually have?
2. Should teenagers be expected to help at home?
3. How can responsibility build independence?
4. When can responsibility become too much pressure?

### Exercise 2 at a glance

Read four short texts. For each statement, choose the correct teenager, A-D. One teenager may be used more than once. Read the whole detail carefully before you choose.

## 2. Read for overall understanding

Read the four texts. Which responsibility sounds most challenging? Give a reason.

### Taking Responsibility

#### A Sam

Sam started cooking dinner twice a week when his mother began working late shifts. At first, he only heated prepared meals, but now he can follow simple recipes and plan ingredients. He does not pretend to enjoy cooking every time, especially when homework is heavy. However, he likes knowing that his younger sister has eaten properly before evening clubs. Friends sometimes joke that he acts like a parent, which annoys him. Sam says he is not trying to be grown-up; he is just doing something useful because the family routine changed. He writes shopping notes on Sunday evenings.

#### B Keira

Keira volunteers to manage equipment for the school basketball team. She is not the captain and does not choose players, but training runs more smoothly when balls, bibs and water bottles are ready. She took the role after noticing that sessions often started late. The coach first thought she wanted an easier job than playing, but Keira still trains with everyone else. She likes responsibility when it solves a practical problem. The difficult part is reminding friends to return equipment without sounding bossy. She now keeps a checklist in the changing room.

#### C Imran

Imran looks after his own budget because he receives a small allowance for travel, snacks and phone data. His parents used to pay for each item separately, but they wanted him to understand spending choices. In the first month, he used too much data watching videos and had to walk home twice instead of taking the bus. Now he checks prices before buying food and saves some money for unexpected costs. He says budgeting is not exciting, but it gives him more control than asking for money every few days. He keeps receipts to see where the money goes.

#### D Rosa

Rosa mentors a younger student who recently joined the school. She volunteered because she remembered feeling lost when she arrived two years ago. They meet every Friday for ten minutes to talk about timetables, clubs and homework routines. Rosa cannot solve every problem, and she has been told to speak to a teacher if the younger student seems seriously unhappy. The role has made her more careful with advice. She used to say, 'Just ignore it', but now she asks questions first because small worries can be more complicated than they look. She records general topics, not private details, after each weekly meeting with her mentor teacher at school afterwards too.

### 3. Strategy focus

#### Check choice and pressure

Some responsibilities are chosen freely, while others happen because someone needs help. Check whether the statement refers to choice, pressure or independence.

### 4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which teenager...	A-D
1	took on a role because a family schedule changed	.....
2	accepted responsibility after seeing that delays were affecting a group	.....
3	learned from an early mistake involving entertainment and travel	.....
4	uses their own past experience to support someone newer	.....
5	has to ask friends for cooperation without seeming controlling	.....
6	knows when an issue should be passed to an adult	.....
7	says the responsibility is practical rather than an attempt to seem older	.....
8	gained independence because regular small payments replaced separate requests	.....
9	has changed the way they give advice to other people	.....

### 5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

### 6. Follow-up tasks

1. Discussion: What support would make each responsibility easier to manage?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for a teenager taking on a new responsibility.
4. Vocabulary: Circle words and phrases connected to independence, pressure and responsibility.

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## 2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to one or more details from the texts.

## 4. Exam-style matching questions

1. A
2. B
3. C
4. D
5. B
6. D
7. A
8. C
9. D

## Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.