

Name: _____

Date: _____

Part 1: Reading

Directions: Read the story and then answer the questions that follow:

<p style="text-align: center;"><u>The Teenage Brain</u></p> <p>Parents, teachers, and others who deal closely with teenagers know how difficult the adolescent years can be. Adolescents have always been known to do wild, even dangerous, things. This was thought to be due to the “foolishness of youth.” Now, brain-imaging technology allows scientists to study the physical development of the brain in more detail than ever before. Their discoveries have led to a new theory of why teens act this way.</p> <p>A Work In Progress</p> <p>Recently, scientists discovered that though our brains are almost at their full size by the age of six, they are far from fully developed. Only during adolescence do our brains truly “grow up.” During this time, they go through great changes, like a computer system being upgraded. This “upgrade” was once thought to be finished by the age of 12. Now, scientists have concluded that our brains continue to change until age 25. Such changes make us better at balancing impulses with following rules. But a still-developing brain does this clumsily. The result, scientists claim, is the unpredictable behaviour seen in tennagers.</p> <p>Pleasure Seekers</p> <p>The studies confirm that teens are more likely to take risks and behave in extreme ways. Fortunately, the news isn’t all negative.</p>	<p>deal: (verb) to manage, or be concerned with someone or something</p> <p>adolescent: (adjective) of a young person</p> <p>wild: (adjective) excited, uncontrolled, or energetic.</p> <p>foolishness: (noun) lack of good sense; stupidity</p> <p>theory: (noun) a system of ideas to explain something</p> <p>upgrade: (verb) to raise a level, or improve</p> <p>conclude: (verb) to bring to an end</p> <p>impulse: (noun) a sudden, strong want to act or do something</p> <p>clumsily: (adverb) in an awkward or careless way</p> <p>risk: (noun) a chance or possibility something bad or dangerous will happen</p>
--	---

As brain scientist B.J. Casey points out, the teen brain inspires such behaviour in order to help teens prepare for adult life.

One way the brain does this is by changing the way teens measure risk and **reward**. Researchers found that when teens think about rewards, their brains **release** more of the chemicals that create **pleasure** than an adult brain would. Researchers believe this makes the rewards seem more important than the risks, and makes teens feel the excitement of new experiences more keenly than adults do.

Research into the structure of the teen brain also found that it makes social connections seem especially rewarding. As such, teens have an **intense** need to meet new people. Scientists suggest this is because as teens, we begin to **realize** our peers may one day control world we live in. Because it is still developing, a teen brain can change to deal with new situations. So it connects social rewards with even more pleasure. In this way, the brain encourages teens to have a wide circle of friends, which is believed to make us more successful in life.

Unfortunately, this hunt for greater rewards can sometimes lead teens to make bad decisions. However, it also means that teens are more likely, and less afraid, to try new things or to be independent. The scientists' findings suggest that **in the long run**, the impulses of the teen brain are what help teens leave their parents' care and live their own lives successfully.

*adapted from *Reading Explorer 2**

reward: (noun) a prize or honor for effort or achievement

release: (verb) to allow to move freely, to let escape or go free

pleasure: (noun) a feeling of enjoyment, or delight

intense: (adjective) of extreme force or strength; passionate or great in degree

realize: (verb) to become aware of something; to understand clearly

in the long run: (phrase/idiom) over a long period of time; eventually

Part 2: Vocabulary

Directions: Use the reading to help you identify the meaning of the words. Then match with their definitions. Write the word on the line to match it to the definition.

<i>adolescent</i>	<i>scientist</i>	<i>impulse</i>	<i>realize</i>
-------------------	------------------	----------------	----------------

- _____ (noun) a sudden, strong want to act or do something
- _____ (noun) a teenager
- _____ (verb) to understand clearly
- _____ (noun) a person who studies or is an expert in natural sciences

Part 3: Main Idea

Directions: Circle the number of the main idea of the text.

- Teenagers are foolish.
- Teens developing brains can lead them to bad decisions.
- Brains reach their full size by age six.

Part 4: Vocabulary

Directions: Complete each sentence with the correct answer. Write the letter on the line.

- If someone is **clumsy**, they are likely to _____.
 a. handle things with care b. break something
- If someone has an **impulse** to jump into a lake, they have _____.
 a. a great fear of it b. a sudden desire to do it
- Something that gives many people **pleasure** is _____.
 a. listening to music b. taking exams
- When you **realize** something, you _____.
 a. become aware of it b. choose not to think about it
- If you **release** an animal, you _____.
 a. catch it b. let it go

Part 5: Comprehension: TRUE/FALSE

Directions: Write **True** if the sentence is true. Write **False** if the sentence is false. Write **NI** if there is no information about the sentence in the text.

- _____ 1. Adolescents’ brains are almost their full size
- _____ 2. Adolescent brain structure makes social connections more rewarding
- _____ 3. Teens are less likely to take risks
- _____ 4. Scientists have concluded that our brains change up to age 25
- _____ 5. Teens brains care more about risk than reward

Part 6: Comprehension Questions (18 points; 1 for correct answer; 1 for correct grammar).

Directions: Write a **complete answer** to each question. **Short answers are not acceptable, use complete sentences.**

1. What could happen if a teenager doesn’t socialize?

2. When do our brains stop changing?

3. What does research show is especially rewarding to teen brains?

4. What leads teens to meet new people?

5. What leads teens to make bad decisions or act foolishly?

PART 7: Word Forms

Directions: Choose the right word form for each sentence below. Choose a word from Line 1 for Sentence 1, and so on. Use the right tenses. Some nouns are plural. Example number 1 is already done.

	Verb	Noun	Adjective
<i>0. Example</i>	<i>discuss</i>	<i>discussion</i>	<i>X</i>
1. impulse	X	impulse	impulsive
2. reward	reward	reward	rewarding
3. connection	connect	connection	connecting
4. research	research	researcher	X
5. develop	develop	development	developing

0. We discussed the marketing program for several hours. When the discussion finally ended, everyone was in a hurry to leave.
1. Joseph is very _____. He has to practice not giving in to his _____.
2. Some people look for jobs with big _____. But others find less high-paying jobs more _____.
3. _____ are very important to people. Lonely people often try to _____ online.
4. The _____ were very busy, but their _____ is important to learn more about the field.
5. It is hard work to _____ a new language. But with practice and time you will see _____ and improve.

