

Unit 1

THE GENERATION GAP

GETTING STARTED



Our families

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to the generation gap and family rules
- Word formation: compound nouns

Pronunciation

Strong and weak forms of words in connected speech

Grammar

- Modals: *should, ought to*
- *Must vs. have to*

SKILLS

- Reading for specific information in an article about the generation gap
- Talking about parent-child relationship problems and offering advice on how to solve them
- Listening for specific information in a conversation between two teenagers about conflicts with their parents
- Writing a letter about family rules to a teenager staying with a homestay family

COMMUNICATION AND CULTURE

- The generation gap between teenagers and their parents
- The return of extended families in the UK and the USA



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the generation gap and family rules
- identify and pronounce strong and weak forms of words in connected speech
- use modals to give opinions and advice: *should*, *ought to*
- use *must* and *have to* to express obligation
- read for specific information in an article about the generation gap
- talk about parent-child relationship problems and offer advice on how to solve them
- listen for specific information in a conversation between two teenagers about conflicts with their parents
- write a letter about family rules to a teenager staying at a homestay family
- understand the concept of extended and nuclear families, and the reasons for the return of extended families in the UK and the USA

GETTING STARTED

Our families

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about the generation gap and family rules, two grammar points: *should* and *ought to* for giving opinions and advice, and *must* and *have to* for expressing obligation.

- To start the lesson, write the title of the unit THE GENERATION GAP on the board and ask Ss to list examples showing the gap between different generations. Tell Ss that these differences can be in the choice of music, clothing, values, lifestyles, ways of shopping (directly from shopping centres or online), or communication.
- Ask Ss questions about the picture: *This is a photo of a big family. Who are the people in the photo? Is this type of family popular in your community?* Elicit answers from Ss.

1 Listen and read.

Sam: Do you visit your grandparents every weekend?

Ann: Well, just my mom's parents, but I don't need to visit my other grandparents. You see, I live in a big house with my dad's parents and my uncle's family.

Sam: I see. You're part of an extended family then. You certainly have more fun than me. I live in a nuclear family with just my parents and my younger brother.

Ann: That's right. I think my parents are luckier than others because they don't have to worry about childcare. My sister and I also learn a lot of skills from my grandmother.

Sam: So, are there any problems between the generations in your family?

Ann: You mean a generation gap? Well, there are. My grandma has her own beliefs about things like hairstyles, appearance and table manners. She thinks women must do all the housework while my parents believe family members should share the chores.

Sam: What about your grandpa?

Ann: He's the most conservative person in my family. He thinks that I ought to get a job in a state-owned organisation after university. He says I should follow in his footsteps.

Sam: Oh, really? Do your parents share his viewpoints?

Ann: No, they don't. My parents are more open-minded. They just give us advice, but they never try to impose their decisions on us.

Sam: You mean there's no generation gap between you and your parents?

Ann: Well, sometimes conflicts do happen, but we sit together and discuss. We all think we need to understand each other better.

Sam: Lucky you! You must be so happy to have such a great relationship with your parents!

Ann: Thank you!

2 Read the conversation again. Are the following sentences true (T) or false (F)?

		T	F
1	Sam is part of an extended family.		
2	Ann is part of a nuclear family.		
3	Ann's grandparents look after their grandchildren.		
4	Ann's grandma thinks that all family members should share housework.		
5	Ann's grandpa wants her to do the same job and things in life as he did.		

3 Complete the following definitions, using the highlighted compound nouns in the conversation.

1. A(n) _____ is a family that consists of parents and children.
2. _____ is the care of children, especially while parents are at work.
3. A(n) _____ is the difference in attitudes or behaviour between younger and older age groups, which can cause a lack of understanding.
4. _____ are the rules of behaviour that are typically accepted while people are eating at a table.
5. A(n) _____ is a person's opinion about a subject.
6. A(n) _____ is a big family that includes not only the parents and children, but also grandparents, uncles, aunts and cousins, all living under the same roof.

4 Find other compound nouns in the conversation. Use a dictionary to look up their meanings, if necessary.

5 Read the conversation again and find verbs used to express duty, obligation, advice, or lack of obligation.

6 Work in pairs. Ask and answer the following questions.

1. Are you part of a nuclear or an extended family?
2. What do you like and dislike about your type of family?

- 1** Tell Ss that they are going to listen to a conversation between two friends, Sam and Ann. Let Ss guess what Sam and Ann are talking about.
- Play the recording. Ss listen to the conversation and read along.
 - Tell Ss not to worry about new language items as they will have a chance to come back to them later on.

- 2** Tell Ss this activity will help them to understand the conversation through comprehension questions.
- Ask Ss to read the statements and decide if they are true (T) or false (F) and refer to the conversation to find clues for their answers.
 - Check Ss' answers.

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

- 3** Tell Ss this activity focuses on compound nouns.
- Ask them to complete the definitions, using the highlighted compound nouns in the conversation.
 - Ask Ss to check answers in pairs.
 - Check Ss' answers.

Key

- | | |
|---------------------|-----------------------|
| 1. A nuclear family | 2. Childcare |
| 3. A generation gap | 4. Table manners |
| 5. A viewpoint | 6. An extended family |

- 4** Ask Ss to read the conversation again to find seven other compound nouns.
- Allow Ss to use a dictionary to look up the meanings of the compound nouns.
 - Tell Ss to compare their answers in pairs / groups. Then check answers as a class.

Key

grandparents, grandma, grandpa, grandmother, hairstyles, housework, footsteps

- 5** This activity focuses on *should*, *ought to*, *must* and *have to*.
- Ask Ss to read the conversation again, and find the verbs expressing duty, obligation, advice, or lack of obligation.
 - Have Ss compare their answers in pairs / groups. Then check answers as a class.

Key

- Opinion & advice: *should* and *ought to* in positive and negative forms
- Duty & obligation: *must* and *have to*
- Lack of obligation: *(not) have to*, *(not) need to*

- 6** This activity provides initial speaking practice, using the ideas from the conversation and Ss' own ideas.
- Ask Ss to work in pairs to ask and answer the questions.
 - Have some Ss tell the class about their partners' type of family and what they like and dislike about it.

Vocabulary

Compound nouns

1 Match each word (1-9) with another word (a-i) to make a compound noun. Four of them are written as one word.

1. nuclear

2. generation

3. table

4. house

5. junk

6. soft

7. hair

8. foot

9. school

a. style

b. drinks

c. food

d. steps

e. children

f. hold

g. family

h. gap

i. manners



2 Complete each question with one of the compound nouns in 1.

1. Have your parents ever complained about your _____?
2. Why is there a _____ between parents and children?
3. Is the _____ the perfect type of family?
4. Why are soft drinks and _____ not good for our health?
5. Do you think _____ should wear uniforms?

Pronunciation

1 Listen and repeat these sentences. Pay attention to the stressed words with the mark (ˈ) before the stressed syllables.

1. If you can ɪ'dentify your 'differences with your 'parents, you can 'have a 'good re'lationship.
2. You should be re'spectful when dis'cussing any 'areas of disa'greement.
3. 'Take 'time to 'listen to your 'parents' o'pinions, and 'ask them to 'listen to 'yours.
4. Being 'rude to your 'parents 'won't con'vince them you're 'right. 'This can 'have the 'opposite ef'fect.
5. 'How can 'parents sup'port their 'children through the 'bad 'times?



DO YOU KNOW...?

In a sentence, the following words are stressed:

1. Content words: nouns, verbs, adjectives, adverbs
2. Negative auxiliaries
3. Question words: *who, whose, when, where, why, what, and how*
4. Demonstrative pronouns that do not precede nouns: *this, that, these, those*
5. Possessive pronouns: *mine, yours, his, hers, ours, theirs*, except post-modifier constructions such as *of mine, of yours*, etc.

Example: I've just 'met a 'friend of mine.

LANGUAGE

Vocabulary

Compound nouns

- 1 Tell Ss that this activity focuses on the compound nouns in the unit and their spelling.
- Ask them to match each single noun (1-9) with another (a-i) to make a compound noun.
 - Tell them to check their answers in pairs, then check as a class. Give the meanings of these compound nouns, if necessary.
 - Draw Ss' attention to the four compounds written as one word: *household*, *hairstyles*, *schoolchildren*, *footsteps*.

Notes

A compound noun is a noun that is made up of two or more words.

Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

In compound nouns, the stress usually falls on the first word. This helps us to distinguish between compound nouns and free word combinations.

Example:

a **'greenhouse**: a place for growing plants (compound noun)

a **'green 'house**: a house painted green (free word combination)

(Review the formation of compound nouns: Tieng Anh 10 – Unit 5, Language section)

Key	1-g	2-h	3-i	4-f	
	5-c	6-b	7-a	8-d	9-e

- 2 This activity focuses on the use of compound nouns in appropriate contexts.
- Ask Ss to complete the questions with some of the compound nouns in 1.
 - Have Ss work individually first. Then ask them to work in pairs / groups, and compare their answers.
 - Check Ss' answers. Have them practise asking and answering all the questions in pairs.

Key	1. hairstyle / table manners	
	2. generation gap	3. nuclear family
	4. junk food	5. schoolchildren

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can distinguish between compound nouns and free combinations of words. I can understand vocabulary related to the generation gap.*

Pronunciation

- 1 This activity focuses on stressed and unstressed words in sentences, and enables Ss to discover a connection between stress and grammar.
- Play the recording for Ss to listen and repeat.
 - Ask Ss to pay attention to the stressed words with the stress mark before the stressed syllable.
 - Play the recording again for Ss to listen, pausing after each sentence. Have Ss work in pairs to find out the parts of speech of the words which are stressed in these sentences.
 - Ask Ss to study the *Do you know ...?* box for more information about words that normally receive stress in connected speech.

2 Are the words in bold stressed or unstressed? Listen and check. Practise reading the conversations in pairs.

- A: **When** did you start to help your parents with housework?
B: I don't remember exactly **when** I started to help them. Perhaps at the age of five or six.
- A: **These** shoes look really cool. Would you like to try them on?
B: No, I don't like them. I like **those** over there.
- A: **Do** you think parents are the best teachers?
B: Yes, I **do**. They are more mature and experienced, so they will always give us the best advice.



DO YOU KNOW...?

- We use *should* and *shouldn't* to give our opinions about something or advice to someone.

Example:

- *I think parents should spend more time talking with their teenage children.*

- Ought to* and *ought not to* mean the same as *should* and *shouldn't*.

Example:

- *I think she ought to share the housework with her mother.*

- Must* has a stronger meaning than *should* and *ought to*.

- Must* and *have to* are used to express obligation or the need to do something.

Examples:

- *You must show respect for the elderly.*

- *I have to clean the floor and cook dinner every day.*

- Must* expresses obligation imposed by the speaker while *have to* expresses external obligation.

Examples:

- *You must practise your English every day.* (a teacher telling a student)

- *I have to practise my English every day.* (a student telling his / her parents about school obligation)



Grammar

1 Underline the correct words to complete the sentences.

- I think you **should** / **shouldn't** talk to your parents about it. I'm sure they will give you the best advice.
- I don't think you **ought** / **ought not** to do your brother's homework. He must do it himself.
- You **must** / **mustn't** finish your homework before you go out with your friends.
- At our school, we **have to** / **don't have to** wear uniforms. It is a rule.
- You **mustn't** / **don't have to** take photographs here. This is a restricted area.

2 Rewrite each sentence without changing its meaning, using the word in brackets.

- It would be a good idea for you to talk to your parents about your problem. (**ought**)
⇒ *You ought to talk to your parents about your problem.*
- You are not allowed to use your mobile phone in the examination room. (**must**)

- It is not necessary for me to type my essay. (**have to**)

- I'd advise you to tell the truth to your family. (**should**)

- It is necessary for young people to plan their future career carefully. (**must**)

- 2** This activity focuses on words with either strong forms or weak forms depending on their function in the sentence.
- Explain the activity to Ss, drawing their attention to the words in bold.
 - Have Ss work individually first, then play the recording and ask them to check their answers in pairs.
 - Check answers as a class, highlighting the different cases. Then ask Ss to study the *Do you know ...?* box, and learn the rules for the weak forms.
 - Ask pairs of Ss to role-play the questions and answers in front of the class. Praise Ss who pronounce the strong and weak forms correctly.

Notes

In a sentence, the following words are unstressed:

1. Function words: pronouns, the verb *be*, auxiliary verbs, articles, conjunctions, and prepositions
2. *this, that, these, and those* when followed by a noun
3. *who, whose, when, where, why, what* and *how* when they introduce a relative clause

Exception:

When auxiliary verbs and modals are not followed by a verb, they have strong forms.

Key	1. A - strong	B - weak
	2. A - weak	B - strong
	3. A - weak	B - strong

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify the stressed and unstressed words in a sentence and pronounce them correctly.*

Grammar

- 1** Tell Ss that this activity focuses on the use of *should / shouldn't, ought to / ought not to, must / mustn't, have to / don't have to*.
- Ask Ss to underline the correct words to complete the sentences, and pay attention to the meaning of the sentences in order to choose the right word.
 - Have Ss work individually first, then ask them to compare their answers in pairs.
 - Check Ss' answers.

Key	1. should	2. ought	3. must
	4. have to	5. mustn't	

- Ask Ss to study the *Do you know ...?* box and learn how to use *should* and *ought to* to give opinions and advice; and *must* and *have to* to express obligation.
- Use the information from **Notes** to give further explanations, if necessary.

Notes

Ought to is not as common as *should* and is a little more formal in questions and negatives.

We use *I don't think we should / ought to* rather than *I think we shouldn't / oughtn't to*.

Example:

I don't think you should invite your friends to stay overnight.

In their negative form, *mustn't* and *don't have to* have different meanings. We use *mustn't* when an action is forbidden or prohibited.

Example:

You mustn't cheat in the exams.

We use *don't have to* when the action is not necessary.

Example:

Students don't have to go to school on Sundays.

- 2** This activity focuses on *should* and *ought to* to give opinions and advice, and *must* and *have to* to express obligation.
- Ask Ss to use the word in brackets to rewrite each sentence without changing its meaning.
 - Have Ss do this exercise individually. Monitor the activity and help them, if necessary.
 - Check Ss' answers by asking individual Ss to take turns to read aloud the sentences, and then write them on the board.

Key

2. You *mustn't* use your mobile phone in the examination room.
3. I *don't have to* type my essay.
4. You *should* tell the truth to your family.
5. Young people *must* plan their future career carefully.

LESSON OUTCOME

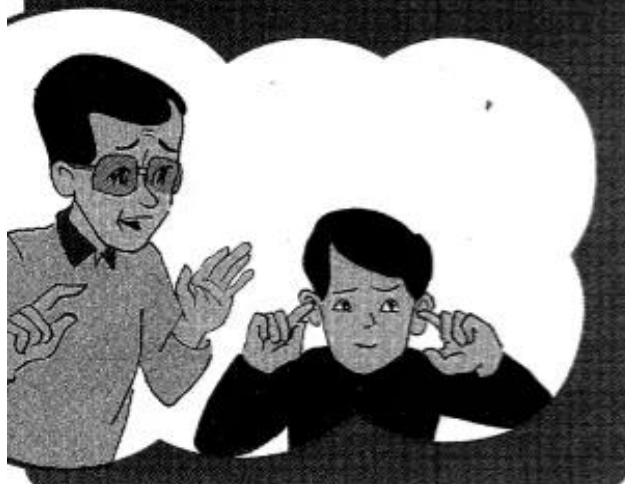
- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use should and ought to to give opinions and advice; must and have to to express obligation.*

SKILLS

READING

Where do conflicts come from?

- 1** You are going to read a text about the conflicts between parents and their teenage children. Which of the following do you think you may find in the text?



- a. parents and children having different tastes in music
- b. parents' strong opinions about everything related to their children
- c. children's objection to the way their parents treat them like small kids
- d. parents' objection to their children's clothes
- e. parents' expectations of their children's better use of free time
- f. parents' strong views about their children's education and future jobs
- g. parents and children having different beliefs

- 2** Read the text quickly and check your predictions in **1**.

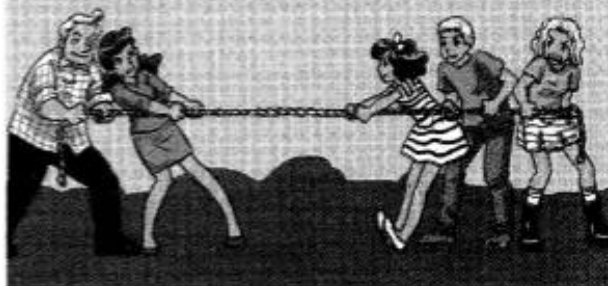
Throughout history, there have always been conflicts between parents and their teenage children. Here are some of the main reasons and explanations.

No matter how old their teenage children are, most parents still treat them like small kids. As they try to help their children to discover the surrounding world, parents strongly believe they know what is best for their children. However, as children grow up, they want to be more independent, create their own opinions, and make their own decisions. They don't feel comfortable when their parents still keep treating them like little kids.

One common area of conflict is the clothes children want to wear. Parents may think that these clothes break rules and norms of society, or distract them from schoolwork. What is more, some teens want expensive brand name clothes, which can lead to a financial burden on their parents because many cannot afford the high prices.

Another source of conflict is the way children spend their free time. Parents may think that their children should spend their time in a more useful way rather than playing computer games or chatting online. But children do not always see things the way their parents do.

Conflicts also arise from different interests between parents and their children. Some parents may try to impose their choices of university or career on their children regardless of their children's preferences. Actually, the list of conflicts seems to be endless. Open communication can really help to create mutual trust and understanding between parents and their teenage children.



SKILLS

READING

Where do conflicts come from?

Lead-in: Ask the question 'Where do you think family conflicts come from?' to elicit Ss' opinions.

- Have Ss brainstorm different factors leading to family conflicts.
- Ask individual Ss to share their opinions and encourage different viewpoints.

1 This activity focuses on Ss' predictions about the reading text.

- Introduce the reading text, and elicit some sources of conflict.
- Ask Ss to tick the conflicts (**a-g**) and then compare their choices with their partner's.
- Ask some Ss to share their opinions with the whole class.
- Don't give any comments at this stage. Help Ss with any unfamiliar words in the list (**a-g**).

Key Students' answers

2 This activity focuses on skimming (See *Introduction*).

- Ask Ss to skim the text and compare their predictions in **1**.
- Check Ss' answers, and ask them to give the clues from the reading text which helped them to work out the answers.

Key b c d e f

3 Match the highlighted words in the text with the definitions below.

1. have enough money to buy something
2. make somebody accept the same opinions or ideas as you
3. the name given to a product by the company that produces it
4. standards of behaviour that are typical or accepted within a particular group or society
5. situations in which people are involved in a serious disagreement or argument

4 Read the text carefully. Answer the following questions.

1. Why do most parents still treat their teenage children like small kids?
2. What do children want to be and do as they grow up?
3. Why are parents concerned about the clothes their teenage children want to wear?
4. How do parents want their children to spend their free time?
5. Do all parents let their children choose a university and career?



5 Discuss with a partner.

Do you get into conflict with your parents? Share your experiences with your partner.

SPEAKING

What are the conflicts about?

- 1 Read about three situations facing teenagers. Match them with the problems a, b, or c in the box below.**



1. I'm not happy that my parents set a time for me to come home in the evening. They expect me to be home at 9 p.m.! I wish they allowed me to stay out later, say 9.30 or 10 p.m., so I can spend more time with my friends. I have asked them many times, but they don't want to change their mind. What should I do?
2. My parents don't like some of my friends just because of their appearance. They have their hair dyed in different colours and have pierced noses. However, these friends of mine are excellent students, and have always been very helpful! and kind to me and other classmates. I wish my parents didn't judge them by their appearance, but got to know them better. What should I do?
3. My parents often complain that I don't help enough around the house. They think that I'm not responsible. I really try my best whenever I have a chance. But when I'm too busy with a lot of homework and many extracurricular activities, it's difficult for me to find time for anything else. What should I do?

- a. Doing more housework
- b. Missing curfews
- c. Parents' disapproval of friends

- 3** This activity focuses on working out the meaning of new words based on the context.
- Ask Ss to match the highlighted words in the text with the definitions given.
 - Tell Ss to go back to the reading text to locate the highlighted words and study the context surrounding the words to work out their meaning. Then match them with the definitions.
 - Have Ss work individually, then check their answers in pairs or groups.
 - Check the answers again as a class.

Key

- | | | |
|-----------|--------------|---------------|
| 1. afford | 2. impose | 3. brand name |
| 4. norms | 5. conflicts | |

- 4** This activity focuses on reading for specific information.
- Ask Ss to read the questions first to work out the type of information they will look for in the text.
 - Have Ss work in pairs / small groups to compare their answers.
 - Check Ss' answers as a class.

Notes

Reading strategies:

- Always look at the text first before you look at the questions to have a general idea what it's about.
- Read the questions and underline key words from the questions.
- Scan the text for key words and synonyms of key words from the questions.
- Read the sentences around the key words to get the information needed.

Key

1. Because they strongly believe they know what is best for their children.
2. They want to be more independent, create their own opinions, and make their own decisions.
3. They are worried because these clothes may break rules and norms of society, or distract them from schoolwork.
4. They want their children to spend their time in a more useful way.
5. No. Some of them try to impose their choices of university or career on their children.

- 5** This activity enables Ss to think about their own experiences in relation to the issues in the reading text and discuss them.
- Have Ss work in pairs and take turns to share their problems, and give opinions or advice.
 - Ask some pairs to report the results of their discussion.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can find specific details when reading a text about the sources of conflict between teenagers and their parents. I can guess the meaning of new words from the context.*

SPEAKING

What are the conflicts about?

Lead-in: Ask Ss to discuss the situations in the pictures and say what conflicts each one may lead to.

Example: *Parents may not like when their teenage children go out with their friends late at night.*

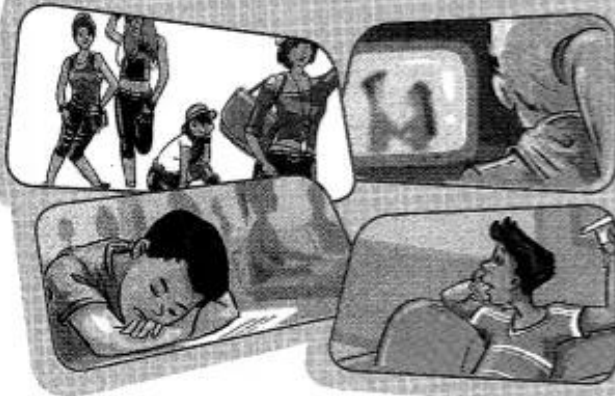
- 1** This activity focuses on conflicts between teenagers and their parents.
- Ask Ss to read about three situations facing teenagers, and then match them with the problems **a**, **b**, or **c** in the box.
 - Walk around and help Ss, if necessary.
 - Have Ss compare their answers. Check Ss' answers.
 - Ask Ss to further discuss if they have ever experienced these situations, and how they felt. They may give advice or express their opinions.

Key 1. **b** 2. **c** 3. **a**

2 Here are some of the things teenagers and parents complain about. Tick the complaints that you hear in your family. Add more if you can.

My children ...

- | | |
|---|---|
| <input type="checkbox"/> dress badly and have ugly hairstyles | <input type="checkbox"/> watch too much TV |
| <input type="checkbox"/> have strange friends | <input type="checkbox"/> don't study enough |
| <input type="checkbox"/> don't help with housework | <input type="checkbox"/> spend too much time on their mobile phones and computers |
| <input type="checkbox"/> don't listen to my advice | <input type="checkbox"/> have a lot of junk food and soft drinks |



My parents ...

- | | |
|---|---|
| <input type="checkbox"/> don't like my friends | <input type="checkbox"/> always tell me what to do |
| <input type="checkbox"/> complain about household chores and homework | <input type="checkbox"/> don't let me do what I want |
| <input type="checkbox"/> criticise my appearance | <input type="checkbox"/> keep comparing me with their friends' children |
| <input type="checkbox"/> don't respect my privacy | <input type="checkbox"/> try to control me |
| <input type="checkbox"/> don't listen to my opinions | <input type="checkbox"/> want me to follow in their footsteps |



3 Work in pairs. Tell your partner what you or your brothers / sisters and your parents complain about. Give advice on how to solve the problem.

Helpful expressions:

Complaints

I don't like the way my parents keep + V-ing ...

My parents are always +V-ing ...

My parents believe that ...

Giving opinions and advice

I think you should / ought to ...

I don't think you should / ought to ...

In my opinion, you should / shouldn't ...

If I were you, I would / wouldn't ...

You'd better ...

You shouldn't / ought not to ...

Why don't you ...

Example:

Student A: What kind of conflicts do you get into with your parents?

Student B: Well, I don't like the way my mum keeps telling me what to do all the time. What should I do?

Student A: I think you should talk to her and explain how you feel. You should also show her that you are responsible and mature.

Student B: Thanks, I'll try. How about you and your parents?

Student A: My dad is always comparing me with Lan, the girl living next door. He says that Lan is more studious than me, and helps her parents with the household chores.

Student B: Perhaps you should make friends with Lan if your parents like her!

2 This activity focuses on the ideas and useful language that Ss can use in **3** when they talk about their problems with parents.

- Ask Ss to read the list of things teenagers and their parents complain about.
- Have them tick the complaints that they hear in their families.
- Encourage Ss to add some more complaints if they can.
- Help Ss with any new language they may need to express their ideas.

Key Students' answers

3 This activity focuses on speaking about conflicts between teenagers and parents, and giving opinions and advice to solve the problems.

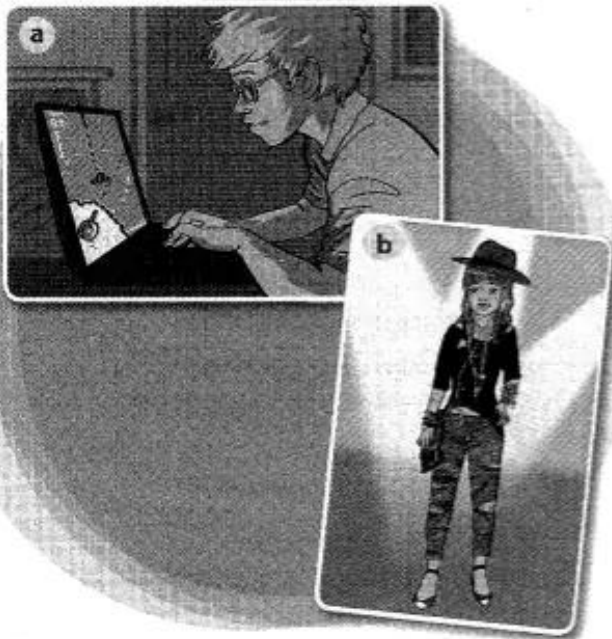
- Ask Ss to work in pairs and take turns to tell their partner what they or their siblings and their parents often complain about, and then practise giving advice on how to solve the problem.
- Encourage Ss to use the structures listed in *Helpful expressions*.
- Walk around and help Ss, if necessary.
- Ask some pairs to role-play their conversation, and give feedback on their performance.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I can talk about conflicts between teenagers and parents. I can give opinions and advice on how to solve the problems between teenagers and parents.*

LISTENING

How are we different?



1 You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?

clothes	hairstyles
table manners	not helping with the housework
watching TV / playing computer games too much	not studying enough

2 Match the words in the box with the appropriate definitions.

1. forbid (v)	a attracting attention by being bright, expensive, etc. but tasteless
2. flashy (adj)	b attractive and showing a good sense of style
3. elegant (adj)	c give full attention to something
4. concentrate (v)	d order somebody not to do something

3 Listen to the conversation. Decide if the following sentences are true (T) or false (F).

	T	F
1 Linda's parents are pleased with her choice of clothes.		
2 Tom shares Linda's opinion on clothes.		
3 Linda wants to look more fashionable.		
4 Tom's parents don't let him play computer games.		
5 Playing computer games is a form of relaxation for Tom.		

4 Listen to the conversation again and choose the best answer A, B, or C.

- What kind of clothes do Linda's parents want her to wear?
 - shiny trousers
 - tight tops
 - casual clothes
- What is Tom's opinion about Linda's choice of clothes?
 - He thinks that her parents are right.
 - He sympathises with Linda.
 - He disagrees with Linda's parents.
- What do you think Linda will do after talking to Tom?
 - She may start saving money to buy clothes.
 - She may follow her parents' advice.
 - She may offer her parents some advice.
- Why don't Tom's parents want him to play computer games?
 - They think some of the games are harmful.
 - They think playing computer games makes him neglect his studies.
 - They think none of the games are useful.
- What do Tom's parents want him to do?
 - Play a musical instrument.
 - Do more outdoor activities.
 - Browse the Internet to find information.

5 Work in pairs. Ask and answer the following questions.

- Do your parents like the way you dress? Why or why not?
- What do you think about computer games? Do your parents share your viewpoints?

LISTENING

How are we different?

Lead-in: Ask Ss to look at the photos of the two teenagers, and think about what problems they may have.

- Tell them to focus on hobbies (Photo **a**) and fashion (Photo **b**) and elicit Ss' opinions.
- Have Ss talk about what the parents of these teenagers might complain about.

- 1 Tell Ss that this activity focuses on listening for general ideas.
- Tell Ss that they are going to listen to two teenagers, Tom and Linda, discussing their conflicts with their parents. Ask Ss to circle what they think the speakers will mention in their conversation.

Key Students' answers

- 2 This activity focuses on new vocabulary items.
- Tell Ss to match the words with their definitions. These words will be heard in the conversation.
- Have Ss compare their answers. Check their answers.
- If you think your class might not be able to understand the conversation, pre-teach additional words.

skinny (adj), *top* (n), *stare at* (v), *balance* (v)

Key 1. **d** 2. **a** 3. **b** 4. **c**

- 3 This activity focuses on listening for specific information.

- Tell Ss that they are going to listen to the conversation between Tom and Linda and decide whether the statements are true (T) or false (F).
- Have Ss make guesses first. Encourage all possible answers and explanations. Write their guesses on the board so they can see if the guesses are correct later.
- Play the recording for Ss to listen.
- Check Ss' answers. If many students have the same incorrect answers, play the recording again, pausing at the places where Ss might have got the incorrect answers and discuss the problems.

Key 1. **F** 2. **F** 3. **T** 4. **T** 5. **T**

- 4 This activity focuses on listening for specific information and inference (Question 3).
- Tell Ss that they are going to listen to the conversation again, and do a multiple choice exercise.
- Remind Ss to try to ignore any distractors that may appear in the recording, and listen for specific information.
- Ask Ss to check their answers with a partner.
- Check answers as a class.

Key 1. **C** 2. **A** 3. **B** 4. **C** 5. **B**

Audio script

- Tom:** You look upset, Linda. What's the matter?
Linda: Nothing serious. Just my parents keep complaining about my clothes.
Tom: Oh, why don't they like them?
Linda: They think my trousers are too skinny and my tops too tight. They don't like my sparkling clothes or high heels. They want me to wear more casual stuff such as jeans and T-shirts.
Tom: Well, it depends on where you're going. If you're going to a party, you could dress up, but I don't think you should wear flashy clothes every day.
Linda: But I really want to look more elegant and fashionable.
Tom: Well, have you thought about the costs? Perhaps your parents can't afford to buy expensive clothes.
Linda: Maybe you're right. What about you? Do you get into conflict with your parents?
Tom: Not really. But they forbid me to play computer games.
Linda: Sounds bad. What's wrong with computer games?
Tom: They think all computer games are useless. They want me to use my computer for more useful stuff.
Linda: But there are some positive benefits of playing computer games.
Tom: Yes, there are. I can read faster because I can concentrate more. Playing computer games after school also helps me to relax after a hard day.
Linda: But your parents may worry about your eyesight if you look at the computer screen for a long time.
Tom: Yes, they probably worry about it, and want me to have a healthier lifestyle with more outdoor activities.
Linda: That's right. I think you need to tell your parents that you agree with them, and explain the benefits of computer games.
Tom: That's a good idea. I hope my parents understand that. Thank you.
Linda: No problem. Thanks for your advice, too.

- 5 This activity focuses on some of the ideas from the listening conversation.
- Have Ss work in pairs to ask and answer the questions.
- Encourage them to share their experiences with their partner who is expected to give advice or express opinions.

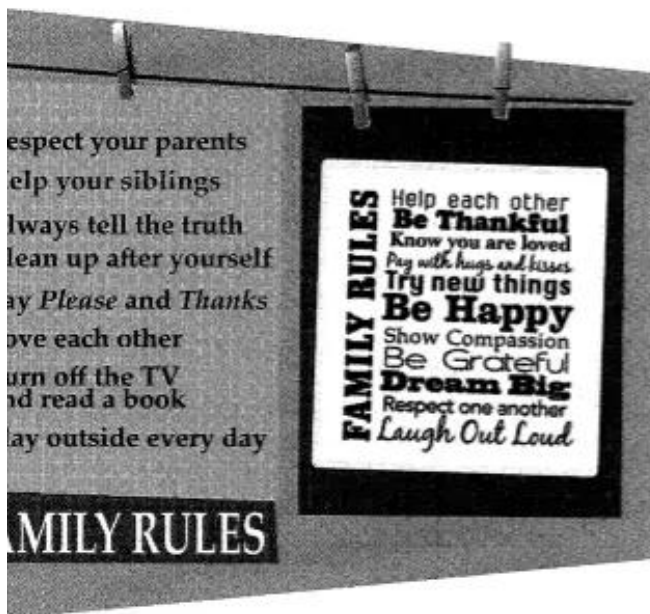
Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand differences in opinions and preferences, and related conflicts between teenagers and parents.*

WRITING

Family rules



1 The following are some family rules. Complete them, using the phrases below. Add a few more if you can.

1. My parents (do not) let me _____.
 2. They make me _____.
 3. They tell me (not) to _____.
 4. They warn me not to _____.
 5. They want me to _____.
 6. I am (not) allowed to _____.
 7. They forbid me to _____.
- keep my room tidy
 - respect the elderly
 - keep fit by taking up a sport
 - take my studies seriously
 - help around with the housework and other home duties
 - follow in their footsteps
 - have good table manners
 - visit my grandparents at least once a week
 - do morning exercise every day
 - play computer games at weekends only
 - not to swear
 - not to spit on the floor

2 Read the list in **1** again. Choose the three most important rules that your parents often apply to you. Think of the reasons, and write them in the space provided.

Example:

The most important rule in my family is that we should visit our grandparents at least once a week. We live about 10 km away, and my parents want us to have a closer relationship with our grandparents by visiting them regularly and making sure that they are not lonely.

1. One important rule in my family is that

2. Another important rule in my family is that

3. The third important rule in my family is that

3 An English teenager is going to stay with your family for two months on a cultural homestay programme. Complete a letter to inform him / her of the rules in your family. Write between 160-180 words, using the suggested ideas in the list above.

*Pham Ngoc Thach, Dong Da, Ha Noi,
Viet Nam
February, 10th, 20...*

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam. Looking forward to meeting you.

*Best wishes,
Ha*

WRITING

Family rules

Lead-in: Ask Ss to read the different family rules in this section, and say which ones are similar to theirs, e.g. respect one another; help each other; try new things, etc.

- Ask Ss if their families have any rules. If not, ask them whether they would like to have some in their families.
 - Encourage Ss to express their own opinions about this.
- 1 Tell Ss that this activity focuses on the language they need to write about family rules.
- Ask Ss to read the family rules provided.
 - Have Ss complete the sentences and think about the rules in their families. They may add more rules if they can.

Suggested answers

1. My parents don't let me **stay out late at the weekend**.
2. They make me **keep my room tidy**.
3. They tell me to **take my studies seriously**.
4. They warn me not to **smoke or take drugs**.
5. They want me to **have good table manners**.
6. I am not allowed to **stay overnight at my friends' house**.
7. They forbid me to **swear or spit on the floor**.

- 2 Tell Ss that this activity focuses on giving reasons or explanations.
- Ask Ss to choose the three most important rules that their parents often apply in their family, and then give the reasons in the space provided.
 - Tell Ss to read and analyse the example so that they know what they are expected to do.
 - Help Ss to express their ideas, if necessary.

Key: Students' answers

- 3 Ask Ss to complete a letter about family rules.

- Explain that they can use the ideas provided previously to write the letter.
- Have Ss exchange their letters for peer checking. Walk around and help Ss, if necessary.
- Collect Ss' letters to give further feedback.

Suggested answer

Pham Ngoc Thach, Dong Da, Ha Noi,
Viet Nam
February, 10th, 20...

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

One important rule in my family is that every member of the family has to keep his or her room tidy. My brother and I have to make our beds every morning, and clean the floor and windows twice a week.

Another important rule is that my brother and I must be home before 10 p.m. My parents are very strict and believe that setting a curfew will help us to become responsible, and stay safe and healthy.

The third important rule is that we mustn't invite friends to stay overnight. This is not only our family rule, but also the rule for all people living in the building.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam.

Looking forward to meeting you.

Best wishes,

Ha

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I can write a letter to a teen to inform him / her about the rules in my family before his / her homestay with us.*

COMMUNICATION AND CULTURE

Communication

1 Work in groups. Practise asking the following questions and take notes of their answers.

1. What kind of family do you live in?
2. What do you think the advantages and disadvantages of living in an extended or a nuclear family are?

2 Report your group's opinions to the class.



Culture

The return of the extended families in the UK and the USA

1 Read the following text about the coming back of the extended families and answer the questions.

Over the past few years, in both the USA and the UK, the number of multi-generational households with three or four generations living under the same roof has increased. This trend has been the result of several economic factors.

High unemployment rates, part-time work and low-paid jobs have forced young adults to move back with their parents. In addition, families now face higher costs of housing and heavier pressures of both childcare and elderly care.

Living under the same roof with three or four generations can be frustrating because of the lack of space, independence and privacy, and the daily conflicts brought about by differences in values and attitudes.

However, its advantages outweigh the disadvantages. When living with members of their extended family, young children can develop relationships with adults other than their parents, and old people can become more active when interacting with the younger generations.

Whether we accept it or not, the trend keeps growing as more and more people are choosing traditional extended families.

Questions

1. What family trend has increased in the USA and the UK?
2. What are the reasons for this family trend?
3. List some disadvantages of living in an extended family.
4. How do young children benefit from living in an extended family?
5. How can old people benefit from living in an extended family?



2 Discuss with a partner.

1. What is the current family trend in Viet Nam?
2. What are the reasons for the current trend?
3. Do you think children are happier growing up in extended families?

COMMUNICATION AND CULTURE

Communication

- 1 This activity aims at giving Ss further speaking practice related to the unit topic.
- Ask Ss to work in groups to practise asking and answering the questions.
 - Have Ss take notes of their partners' answers, and help them to express their ideas, if necessary.

Key

Students' answers

(Suggested answers for question 2)

Living in an extended family:

Advantages: *have more support from other family members, ...*

Disadvantages: *there are a lot of conflicts between different generations, ...*

- 2 Ask each group to choose one person to report the group's opinions to the class.
- Other Ss listen and ask questions about the report.

Culture

The return of the extended families in the UK and the USA

Lead-in: Introduce the topic and ask Ss to think of any reasons for this phenomenon. Have Ss discuss in pairs or groups.

- 1 Ask Ss to read the text carefully and highlight any words they may not know. Explain their meaning or have Ss look up the words in a dictionary.
- Encourage Ss to compare their guesses about the reasons for the return of the extended families in the UK and the USA with the ones provided in the text.
 - Have Ss answer the questions, and compare their answers.
 - Check answers as a class.

Key

1. The number of multi-generational households with three or four generations living under the same roof.
2. Unemployment, part-time work and low-paid jobs have become more common. The cost of housing has become higher. The pressures of childcare and elderly care have become heavier.
3. The disadvantages are the lack of space, independence and privacy, and the daily conflicts.
4. They can develop relationships with adults other than their parents.
5. Old people can become more active when interacting with the younger generations.

- 2 Tell Ss that this activity aims at providing opportunities for discussions of the current family trend in Viet Nam.
- Ask Ss to work in pairs to discuss the questions.
 - Ss are encouraged to say what they know about the issue, and discuss any possible reasons for the current trend.
 - Ask some pairs to report the results of their discussion.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk and express my views about the advantages and disadvantages of living in a nuclear or an extended family. I can understand the current family trend in the UK and the USA.*

LOOKING BACK

Pronunciation

1 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables in the following statements. Listen and check your answers.

1. Tim and his parents often argue about what time he should come home.
2. Money is a source of conflict for many families.
3. Susan's parents want her to do well in school, and if that doesn't happen, her parents get angry, so she gets worried.
4. Kate's parents often complain that she doesn't help clean the house.

2 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables. Listen and check your answers.

1. A: At what age were you allowed to stay at home alone?
B: I don't remember exactly. I think it was when I was nine or ten.
2. A: These jeans look really cool. Would you like to try them on?
B: No, I don't like them. I like those over there.
3. A: Do you think life is safer in the countryside?
B: Yes, I do. It's also cleaner.

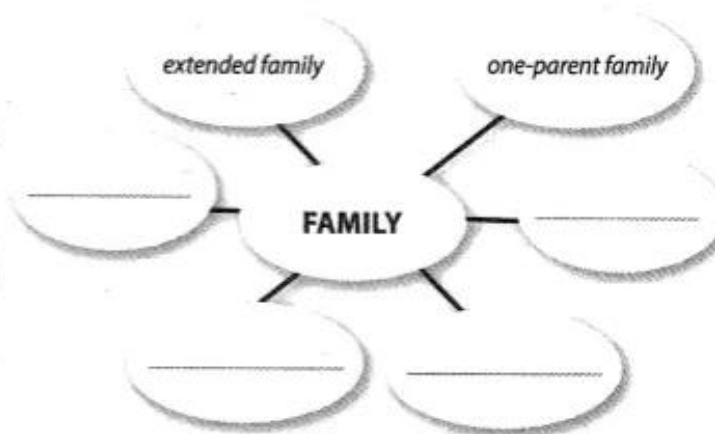
Vocabulary

1 Fill the gaps with the words / phrases from the box.

curfew generation gap homestay
conflicts nuclear family

1. If you just live with your parents and your siblings, you live in a _____.
2. My grandparents and I like to listen to the same music, so there isn't always a _____.
3. If you want to learn English quickly, you should join a _____ programme in an English speaking country.
4. _____ in a multi-generational family are unavoidable.
5. I have a 9 p.m. _____, I would be punished if I returned home after that time.

2 Can you find other compound nouns with the word *family*? Use a dictionary, if necessary.



Grammar

1 Complete the following sentences with *should* or *ought to* in either positive or negative form.

1. I'm having so much fun at the party, but I _____ go home now to revise the grammar points for my English test tomorrow.
2. Your English is very good. You _____ worry so much. You _____ relax now.
3. I have prepared carefully for the test. I know I _____ panic, but I can't help it.
4. You _____ create problems for yourself now. Instead, you _____ take a break.

2 Complete the following sentences with *must / mustn't* or *have to / has to* or *don't have to / doesn't have to*.

1. I _____ wash up after dinner, and my brother _____ clean the floor. That's the rule in my family.
2. You _____ argue with your father all the time. Try to listen to his advice.
3. You _____ wear a nice dress tonight. You can't go to the concert in these old jeans.
4. I like Sundays because I _____ get up early.

LOOKING BACK

Lead-in: Ask Ss to recall what they have learnt in this unit.

- Have them point out the language items.

Pronunciation

1 This activity aims at revising strong and weak forms of words in connected speech.

- Ask Ss to identify the stressed words and put a stress mark before the stressed syllables.
- Have them listen and check answers.
- Ask several Ss to read the sentences aloud. Praise Ss who try to stress the correct words, and reduce the unstressed vowels.

Audio script

1. 'Tim and his 'parents 'often 'argue about what 'time he should 'come 'home.
2. 'Money is a 'source of 'conflict for 'many 'families.
3. 'Susan's 'parents 'want her to 'do 'well in 'school, and if 'that 'doesn't 'happen, her 'parents 'get 'angry, so she 'gets 'worried.
4. 'Kate's 'parents 'often com'plain that she 'doesn't 'help 'clean the 'house.

2 This activity focuses on the stressed words in short exchanges.

- Ask Ss to identify the stressed words and put a stress mark before their stressed syllables.
- Have them compare their answers with a partner, and then listen and check.
- Ask Ss to practise reading the exchanges in pairs.

Audio script

1. A: At 'what 'age were you a'l'lowed to 'stay at 'home a'lone?
B: I 'don't re'member e'xactly. I 'think it was when I was 'nine or 'ten.
2. A: These 'jeans 'look 'really 'cool. Would you 'like to 'try them 'on?
B: No, I 'don't 'like them. I 'like 'those over 'there.
3. A: Do you 'think 'life is 'safer in the 'countryside?
B: Yes, I 'do. It's 'also 'cleaner.

Vocabulary

1 This activity aims at revising some of the vocabulary items used in the unit.

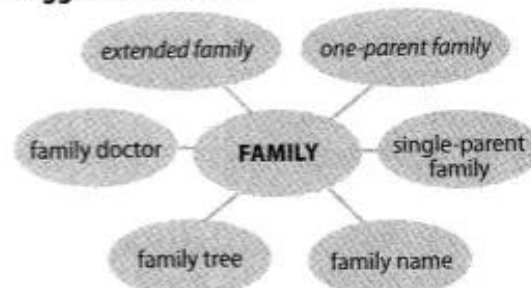
- Have Ss read the instructions and do this activity individually. Then ask them to compare their answers in pairs.
- Check the answers as a class.

Key 1. nuclear family 2. generation gap
3. homestay 4. Conflicts 5. curfew

2 This activity focuses on compound nouns with the word *family*, and dictionary skills.

- Ask Ss to make compound nouns with *family*.
- Ss can use a dictionary, if necessary. Then they compare their answers in pairs or groups.

Suggested answers



Others: family man, family room, blended family

Grammar

1 This activity aims at revising *should* / *shouldn't* and *ought to* / *oughtn't to* for giving opinions and advice.

- Ask Ss to complete the sentences with *should*, *shouldn't*, *ought* or *oughtn't*.
- Have Ss do the task individually first, and then compare their answers.
- Check answers as a class.
- Ask Ss to formulate the rules for using these modals. Encourage them to go back to the grammar box on page 8, if necessary.

Key 1. ought to 2. shouldn't, ought to
3. shouldn't 4. oughtn't to, should

2 Tell Ss that this activity aims at revising the use of *have to* and *must* expressing obligation.

- Ask Ss to complete the sentences with *must* / *mustn't* or *have to* / *has to* and *don't have to* / *doesn't have to*.
- Have Ss do the task individually first, and then compare their answers.
- Check answers as a class.
- Ask Ss to formulate the rules, using *must* / *mustn't* or *have to* / *has to* and *don't have to* / *doesn't have to*.

Key 1. have to, has to 2. mustn't
3. must 4. don't have to

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify and pronounce stressed and unstressed words in a sentence. I can use and form compound nouns. I can use modal verbs to express obligation, opinions and advice.*

PROJECT

The class is divided into groups of 6 to 8. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class.

Suggested questions for your interview:

1. Are there any problems in your family?
 - What are they about?
 - Where do they come from?
 - How do you deal with them? How do your parents deal with them?
2. What would you like to change about yourself so that you can deal with the conflicts better?
3. Do you think your parents should change their attitudes and rules? Why? Why not?



NOW YOU CAN

- ▶ Use words and phrases related to the generation gap and family rules
- ▶ Identify and use strong and weak forms of words in connected speech
- ▶ Use the modals *should* and *ought to* for giving advice; use *must* and *have to* for obligation
- ▶ Understand conflicts between different generations
- ▶ Talk about fights between teenagers and parents
- ▶ Write a letter to a teenager staying with a homestay family about household rules

PROJECT

- Tell Ss that this project aims at providing additional speaking practice and helps Ss to consolidate the language they have learnt throughout the unit.
- Ask Ss to work in groups of 6 to 8. Each group will interview 15 teenagers, aged 15-17, living in their area, and take notes of their answers. Ss can use the suggested questions.
- Ss report their group's findings to the whole class.
- Encourage Ss to ask additional questions related to the report.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I can use the new language in this unit. I can talk about common conflicts between parents and their teenage children.*