

Unit 2 RELATIONSHIPS

GETTING STARTED



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to relationships

Pronunciation

Contracted forms: *nouns / pronouns, etc. + verbs; verbs + not*

Grammar

- Linking verbs: *be, seem*, verbs of perception
- Cleft sentences: *It is / was ... that ...*

SKILLS

- Reading for general ideas and specific information about teenage relationship problems
- Talking about problems and asking for advice
- Listening for specific information about parent-child relationships
- Writing an online posting about relationship problems

COMMUNICATION AND CULTURE

- Online friendship
- Dating around the world

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the topic *Relationships*
- pronounce contracted forms correctly
- use linking verbs to describe or identify the subject, and use cleft sentences for emphasis
- read for general ideas and specific information about teenage relationship problems
- talk about problems and ask for advice
- listen to a talk show about parent-child relationships
- write an online posting about relationship problems
- understand and talk about online friendship

GETTING STARTED

Romantic relationships

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to relationships, and two grammar points: linking verbs and cleft sentences.

1 Listen and read.

Mai: (on the phone) ... OK, bye-bye. See you tomorrow.

Mai's grandma: Who was that?

Mai: Oh, one of my classmates, Granny.

Mai's grandma: It was Nam that called you again. Right?

Mai: Yes. He called about our grammar homework.

Mai's grandma: You shouldn't talk to him all the time. I don't want to be too strict with you, but ... I think you're too young to start a relationship with a boy.

Mai: Granny, we're just friends, and he's not my boyfriend.

Mai's grandma: Well, I'm afraid there's no real friendship between a boy and a girl. You know, Mai, I'm worried you'll get involved in a romantic relationship sooner or later.

Mai: Don't worry, Granny. Nam and my other friends are good students. We just talk about schoolwork and things like that.

Mai's grandma: I don't know why boys and girls are allowed to be in the same school nowadays. When I was your age, we went to single-sex schools.

Mai: Didn't you feel bored?

Mai's grandma: Of course not. We were like one big family. I had some very close friends.

Mai: It's the same in my school. In my class, we're all good friends and help each other. All my classmates are very kind, caring and sympathetic.

Mai's grandma: Sounds good. But ... listen, Mai, I hope you're just friends with the boys. It's your studies that you should concentrate on.

Mai: I know that, Granny.

2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Nam is Mai's classmate.			
2	Mai and Nam are in a romantic relationship.			
3	Mai's grandmother thinks boys and girls can't be real friends.			
4	Mai's grandmother didn't have opposite-sex classmates.			
5	Mai's grandmother is not pleased because Mai does not study hard enough.			
6	Mai's classmates are helpful and sympathetic.			

3 Read the conversation again, and find the verbs that come before the words below. Write them in the space provided.

	Verbs	Adjectives
1	_____	involved
2	_____	bored
3	_____	very kind, caring and sympathetic
4	_____	good



- 1 Ask Ss to look at the picture and guess what the two people's relationship is and what they are talking or thinking about.

Suggested answers

They are grandmother and granddaughter.

The grandmother is telling her granddaughter to focus on schoolwork, while the girl is thinking about romantic relationships.

- Tell Ss that they are going to listen to a conversation between a student and her grandmother.
- Play the recording. Ss listen and read the conversation silently.

- 2 This activity focuses on comprehension. Ss read the statements about the conversation and decide whether they are true, false or not given.

Key

1. T ('oh, one of my classmates')
2. F (Mai tells her grandmother they're just friends and Nam is not her boyfriend.)
3. T ('... there's no real friendship between a boy and a girl.')
4. T (Mai's grandmother went to a single-sex school.)
5. NG
6. T (Mai tells her grandmother that all her classmates are very kind, caring and sympathetic.)

- 3 Have Ss work in pairs. Ask them to read the conversation again, and find the verbs that come before the words in the list. This activity helps Ss to discover the use of linking verbs with adjectives.

Key

1. get involved
2. feel bored
3. are very kind, caring and sympathetic
4. sounds good

Vocabulary

1 Write the words or phrases given in the box next to their meanings.

romantic relationship	lend an ear
be in a relationship	sympathetic
break up (with someone)	argument
be reconciled (with someone)	have got a date (with someone)

	Words / Expressions	Meanings
1	_____	have a meeting with a boyfriend or a girlfriend
2	_____	end a relationship
3	_____	a relationship based on love and emotional attraction
4	_____	a conversation in which people disagree
5	_____	showing that you understand and care about other people's problems
6	_____	listen to someone with sympathy
7	_____	be romantically attached
8	_____	become friends again after an argument

2 Complete the sentences with the words or phrases in 1.

- Carol was willing to _____ to John when he _____ with his girlfriend.
- James and his father were _____ after an argument.
- Their close friendship turned into a _____.
- Ann and John are _____ but are always having a lot of _____.
- I feel really excited because I _____ with Laura tomorrow.
- A true friend is someone who is _____ and always willing to help.

Pronunciation

1 Find the contracted forms in the conversation and write their full forms in the space below.

2 Listen and underline what you hear – the contraction or the full form.

- A: Why won't you help me with my homework?
B: *I will / I'll*. I will / I'll be with you in a minute.
- A: You must be pleased with your test results.
B: Yes, *I am / I'm*.
- A: I thought he was in Ha Noi today.
B: *He is / He's* in Ha Noi. That's where *he is / he's* calling from.
- A: Here *we are / we're*. This is my place.
B: *I did not / didn't* know it'd take two hours to get to your house.
- A: *I have / I've* been to Hawaii several times.
B: Really? *That is / That's* an interesting place to visit, I suppose.

3 Listen and repeat the exchanges in 2.

Grammar

Linking verbs

1 Choose the verbs in the box to complete the sentences. Make changes to the verb forms, if necessary.

look grow sound get stay seem

- A: Jane wants to reconcile with her friend.
B: That _____ good.
- Children become more independent as they _____ older.
- I can't _____ awake any longer. I'm sleepy.
- Turn off the air-conditioner. It's _____ too cold in here.
- Getting involved in a romantic relationship does not _____ right for you now. You are too young.
- Jack broke up with his girlfriend, but he didn't _____ sad when I saw him.

LANGUAGE

Vocabulary

- 1 Ask Ss to match the words or phrases with their meanings.

Key

- | | |
|--------------------------|------------------|
| 1. have got a date | 2. break up |
| 3. romantic relationship | 4. argument |
| 5. sympathetic | 6. lend an ear |
| 7. be in a relationship | 8. be reconciled |

- 2 Ask Ss to pay attention to the context in which the words or phrases in 1 can be used. When using a verb or a noun, Ss need to consider its suitable form (tense of verbs; singular or plural form of nouns).

Key

1. lend an ear, broke up
2. reconciled
3. romantic relationship
4. in a relationship, arguments
5. have got a date
6. sympathetic

Pronunciation

- 1 This activity focuses on contracted forms in casual speech. Ask Ss to find the shortened forms of verbs and negative words ('not') and write their full forms in the space provided.

Key

shouldn't - should not
you're - you are we're - we are It's - It is
there's - there is don't - do not he's - he is
you'll - you will Didn't - Did not I'm - I am

- 2 Ask Ss to listen and underline the contractions or the full forms in the exchanges. Explain some of the rules for contracted forms. Check answers as a class.

Key

1. I will, I'll
2. I am
3. He is, he's
4. we are, didn't
5. I've, That's

Notes

a. Noun / pronoun, etc. + verbs

- The short form 's (= is / has) can be used after nouns, pronouns, question words, *here* and *there*. The short forms 'd (= had / would), 'll and 're are usually used after pronouns, some question words, short nouns, and *there*.
- Full forms are used at the end of a clause (e.g. *Yes, he is.*) or when the speaker wants to emphasise some information, hence the primary stress on the full form (e.g. *He HAS done it, not WILL do it.*).

b. Verbs + not

- There are two possible contractions for negative expressions, e.g. *She's not ... / She isn't ...*
- Negative contractions can be used at the end of a clause, e.g. *No, they haven't.*

- 3 Play the recording for Ss to repeat chorally and individually.



Audio script

1. A: Why won't you help me with my homework?
B: I will. I'll be with you in a minute.
2. A: You must be pleased with your test results.
B: Yes, I am.
3. A: I thought he was in Ha Noi today.
B: He is in Ha Noi. That's where he's calling from.
4. A: Here we are. This is my place.
B: I didn't know it'd take two hours to get to your house.
5. A: I've been to Hawaii several times.
B: Really? That's an interesting place to visit, I suppose.

Grammar

Linking verbs

- 1 Explain to Ss that linking verbs are used to describe or identify the subjects of the verbs. An adjective or a noun can follow a linking verb, but the focus of the lesson is on the use of linking verbs with adjectives.
- First, have Ss choose a suitable verb for each sentence from the word box, and then ask them to use the correct form of the verb to complete the sentence.

Key

- | | | |
|------------|---------------|----------------|
| 1. sounds | 2. grow / get | 3. stay |
| 4. getting | 5. seem | 6. look / seem |

2 Underline the correct word to complete the sentences.

1. What's the matter with you? You look (unhappy / unhappily).
2. We greeted the visitors (warm / warmly) and made them feel welcome.
3. John (sudden / suddenly) appeared from behind the door and said hello to us.
4. Ann felt (excited / excitedly) when Alan suggested a date.
5. Who is he shouting at? He sounds very (angry / angrily).
6. He kept beeping the car horn loudly and the other drivers got (annoyed / annoyingly).
7. Last night's leftover food in the fridge smells (awful / awfully). Don't eat it.
8. Tomato plants will grow very (quick / quickly) in warm and sunny weather.



DO YOU KNOW...?

- Linking verbs do not express action. Instead, they connect the subject of the verb with an adjective or noun that describes or identifies the subject.
- We use an adjective or a noun after a linking verb.

	Linking verbs	Additional information about the subject
Subject	be, become, seem, appear, grow, get, remain, stay, look, sound, smell, taste, feel	adjective / noun

Examples:

- She became very depressed after her boyfriend left her.
- The dessert tastes delicious.
- She said she would become a famous singer someday.

Cleft sentences with *It is / was ... that ...*

1 Rewrite each sentence to emphasise the underlined part.

Example:

She found learning grammar the most difficult at school.

⇒ *It was learning grammar that she found the most difficult at school.*

1. Her sad story made me cry.

2. You are to blame for the damage.

3. We really enjoy hiking in the forest.

4. You should really speak to your parents when you have problems.

5. I dislike his dishonesty the most.

6. Lana is in a relationship with Jim.

7. He became successful as a famous writer at the age of 20.

8. They had their first date in a nice coffee shop.

2 Write the answers to these questions. Use the words or phrases in brackets as the focus.

1. Did you have a date with Susan? (Mary)
⇒ *No. It was Mary that I had a date with.*
2. Did your father give you a new bike for your birthday? (a smartphone)
3. Are you going to spend the holiday in Nha Trang with your family? (in Tokyo)
4. Do you want to become a businessman? (a lawyer)
5. Does John earn 10,000 dollars a month? (his brother)
6. Is Mai in love with Phong? (Ha)
7. Can you speak three languages fluently? (my friend)
8. Do we have a meeting at 8 p.m. tomorrow? (at 8 a.m.)



DO YOU KNOW...?

- Cleft sentences are used when we want to focus on a particular part in the sentence.
- The focus is put after **It is / was**. The part of the sentence we don't want to emphasise is put into a clause beginning with **that**.

It is / was + focus + that ...

Examples:

John found a gold coin in his garden. (basic sentence with no particular focus)

- *It was John that / who found a gold coin in his garden. (focus on John)*

- *It was a gold coin that John found in his garden. (focus on a gold coin)*

- *It was in his garden that John found a gold coin. (focus on his garden)*

- 2 Ask Ss to read the sentences carefully and identify the linking verbs.
- Explain to them that some verbs (*appear, look, taste, smell, sound, and feel*) can refer to an action (= action verbs) and be followed by an adverb.

Key

- | | |
|-------------|------------|
| 1. unhappy | 2. warmly |
| 3. suddenly | 4. excited |
| 5. angry | 6. annoyed |
| 7. awful | 8. quickly |

Cleft sentences with *It is / was ... that ...*

- 1 Explain to Ss that cleft structures are used to emphasise a particular part of a sentence. *It is ...* is used when the main verb is in the present tense, and *It was ...* is used when the main verb is in the past tense.
- Ask Ss to put the underlined part (= the focus) in each sentence after *It is / was ...*

Key

1. It was her sad story that made me cry.
2. It is you who are to blame for the damage. / It's you that is to blame for the damage.
3. It's hiking in the forest that we really enjoy.
4. It's your parents that / who you should really speak to when you have problems.
5. It's his dishonesty that I dislike the most.
6. It's Jim that / who Lana is in a relationship with.
7. It was at the age of 20 that he became successful as a famous writer.
8. It was in a nice coffee shop that they had their first date.

Notes

- In cleft sentences, 'that' is commonly used after the focus. When the focus is on a person, 'who' can be used in a more formal style.
- When the focus / emphasised subject is a pronoun (I, you, ...), there are two possibilities for formal and informal styles.

Examples:

- *Formal* · It is I who am responsible.
It is you who are responsible.
- *Informal* It's me that is responsible.
It's you that is responsible.

- 2 Ask Ss to write the answers to the questions, using the words or phrases in brackets as the focus.
- Have Ss practise asking and answering the questions in pairs. Tell them not to emphasise any of the words in the questions. Encourage them to stress the words in focus in the answers.

Key

2. No. It was a smartphone that he gave me for my birthday.
3. No. It's in Tokyo that I'm going to spend the holiday with my family.
4. No. It's a lawyer that I want to become.
5. No. It's his brother that / who earns 10,000 dollars a month.
6. No. It's Ha that / who is in love with Phong.
7. No. It's my friend that / who can speak three languages fluently.
8. No. It's at 8 a.m. (tomorrow) that we have a meeting.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can recognise and pronounce contracted forms. I can use linking verbs to describe the subject of the verb and cleft sentences for emphasis.*

READING

Please help me!



1 Discuss with a partner.

1. What is happening in the pictures? What problems do you think these people have?
2. Whenever you have problems with schoolwork or relationships (at home or at school), who do you talk to?

2 An advice column in a newspaper offers help to readers when they are in trouble. Read the column and match the readers' names with their problems.

1. Van Ha

a. My friend wants to quit school.

2. Quang Nam

b. My friend betrayed my trust.

c. I don't have friends.

Question: *Hoa is my only friend at school. She's also the only person I completely trust. Two weeks ago, I told her I was very unhappy and lonely, and that I even wanted to drop out of school. She promised not to tell anyone ... but then she told our teacher about it. We had an argument and I stopped talking to her. Was I right?*

(Van Ha)

Counsellor: Dear Ha, I understand your feelings. But think of it this way: maybe Hoa was really afraid that you'd drop out of school. She didn't know what to do to help you. I'm sure she just wanted to help you in her own way, even if it's not the way that you wanted. Try to reconcile with Hoa, talk to her about it, and I hope you'll be good friends again. Good luck!

Question: *In my class, the girls are on good terms with all the boys, except me. The girls just don't even notice me, and the boys make jokes about it. I think that's because I'm short and fat, and girls don't find me attractive. I feel very lonely. Please help me.*

(Quang Nam)

Counsellor: Well, don't worry too much. Everyone has qualities that make them attractive to other people. A person's true value does not lie in his appearance, but in his achievements and contributions to the community. I don't think it's your physical appearance that makes the girls stay away from you. If you study hard and become an excellent student, girls may notice you and ask you for help. Meanwhile, you should try building up friendships. Take the initiative and engage your classmates in friendly conversations. Ask them questions to find out what they like to talk about – a song, a film or something else – and then discuss that topic. I hope that will help.

SKILLS

READING

Please help me!

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information.

- 1** Ask Ss to look at the people in the three pictures, paying attention to their body language. Have Ss work in pairs and guess what is happening to these people or how they are feeling.

Suggested answers

Picture **a**. The teacher is returning students' papers. The boy is depressed because of his poor grades.

Picture **b**. Their relationship is breaking up.

Picture **c**. They're having an argument.

- 2** Tell Ss that they are going to read an advice column in a newspaper including readers' questions and a counsellor's replies.

- Ask Ss to read the questions and replies quickly and find the main ideas.
- Have Ss choose the best summary of each reader's problem.

Key

1. **b** (Van Ha: My friend betrayed my trust.)

2. **c** (Quang Nam: I don't have friends.)

Notes

The part of a newspaper or magazine in which a counsellor gives advice to the readers who have sent letters about their personal problems is usually called an *agony column*. In British English, the person who gives advice is called an *agony aunt* or *agony uncle*.

3 Find the words or expressions in the text that have the following meanings and write them in the space below.

1. be friendly and able to interact well with someone _____
2. take an opportunity to act before other people do _____
3. have confidence in someone _____
4. take part in (a conversation) _____
5. stop going to classes before finishing one's studies _____

4 Read the newspaper column again and answer the questions.

1. What is the relationship between Ha and Hoa?
2. What did Ha tell Hoa two weeks ago?
3. Why did they have an argument?
4. Does the counsellor agree with Ha's reactions?
5. What does Quang Nam think about his own appearance?
6. Why do his male friends make jokes about him?
7. What does the counsellor advise Nam to do?

5 If you were the counsellor in charge of the advice column, what would you advise Ha and Nam to do? Discuss with a partner.

SPEAKING

Seeking advice

1 Choose sentences a-f to complete the conversation between two classmates.

- a. But I have an idea.
- b. What's the problem?
- c. Thanks for your advice.
- d. My parents said no.
- e. So did your parents give you permission?
- f. What should I do?

Van: Hi, Chi. You look sad. (1) _____.

Chi: You know, Van, we were chosen to take part in the English Public Speaking Contest in Da Nang next month ...

Van: Yes. Only two students from each class were selected and we need to get our parents' permission.

Chi: (2) _____.

Van: Yes, they did. They felt proud that I was selected. How about yours?

Chi: (3) _____. They said Da Nang is too far away, and I'll miss the TOEFL test already arranged for next month. But I really want to go.

Van: I understand. It's the chance of a lifetime ... (4) _____. You can take the test another time. Did you tell your parents about that?

Chi: I did. The real problem is that I've never been away from home, and they are worried. (5) _____.

Van: Let's talk to our teacher. I think she can persuade your parents.

Chi: Good idea. (6) _____.

2 Answer the questions.

1. What is Chi's problem?
2. What does Van advise her to do?

3 Practise the conversation with a partner.

4 Choose one topic. Use the ideas below to make a similar conversation.

Linda's problem:

- Her best friend, Carol, cheated in the exams, and Linda didn't know how to stop her from cheating.

Linda's father's advice:

- find out the reasons
- help Carol to revise the lessons and prepare for the exams

John's problem:

- His classmates made fun of him because of his poor grades.

His best friend's advice:

- try to study harder, complete all homework
- ask the teachers for help when having a problem
- find a tutor

5 Work with a partner. Talk about a problem that you have had at school or at home.

1. What was the problem?
2. How did you deal with it?
3. Who did you ask for help?
4. What advice did they give you?

- 3 Have Ss read the five definitions in this part. Ask them to find the words or expressions in the text to match with these definitions.

Key

1. be on good terms with someone
2. take the initiative
3. trust
4. engage in (a conversation)
5. drop out (of school)

- 4 Have Ss work in pairs and practise asking and answering questions.

Key

1. They are close friends.
2. Ha told Hoa about her depression and her intention to drop out of school.
3. Because Hoa promised to keep Ha's story secret, but then she told their teacher about it.
4. No. She tries to explain why Hoa told the teacher about Ha's problem, and advises Ha to talk to Hoa again.
5. He thinks he is short and fat, and girls don't find him attractive.
6. Because Nam does not have a good relationship with the girls in his class.
7. The counsellor advises Nam to focus on his studies, become an excellent student and learn how to start a friendly conversation with his classmates.

- 5 Have Ss discuss with a partner. Ask them some guiding questions before they start their discussion: *If you were Ha or Nam, would you feel pleased with the counsellor's advice? If you were the counsellor, what else would you tell them?*

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand a text about teenage relationship problems in an advice column. I know where people could seek advice when they have problems.*

SPEAKING

Seeking advice

Lead-in: Inform the class of the lesson objectives: talking about personal problems; asking for and giving advice.

- 1 Ask Ss to read the conversation quickly to get the main idea. Then they read it again and match the sentences (a-f) with the gaps (1-5) in the conversation.

Key 1. b 2. e 3. d 4. a 5. f 6. c

- 2 Have Ss identify the main ideas in the conversation. Ask them to answer the questions.

Key

1. She was chosen to take part in the English Public Speaking Contest in Da Nang, but her parents don't allow her to go there. They are worried because she has never been away from home.
2. Van advises Chi to ask their teacher to persuade Chi's parents.

- 3 Ask Ss to practise the conversation in pairs.

- 4 Have Ss work in pairs, choose one topic and make a similar conversation.

- Ask them to use the expressions when talking about problems, asking for advice and giving advice: *What's the problem? What should I do? I have an idea ...*

- 5 Ask Ss to work in pairs or groups. Have them take turns talking about the problems that they have had at school or at home (e.g. conflicts or misunderstandings between them and their friends, siblings, parents, or teachers), and what they did to deal with the problems.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about personal problems, ask for advice and give advice.*

LISTENING

Teenage relationships

- 1 If you have a boyfriend or girlfriend, will you tell your parents about it? Why or why not?



- 2 Listen to a talk show with host Vicky Holmes and guest speaker Dr Dawson. Choose the best answer to complete each statement.

- From _____ years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.
A. 10 to 12
B. 13 to 14
C. 15 to 19
- Young people may feel more _____ to talk about their relationships in the future if they openly discuss feelings and friendships with their parents.
A. enthusiastic
B. confident
C. upset
- Most parents are willing to _____.
A. talk to a psychologist
B. talk about romantic relationships
C. lend a sympathetic ear to their children
- Dr Dawson's last advice to teenagers is that they should _____.
A. respect their parents' views
B. be friends with their parents
C. not get too anxious about break-ups

- 3 Listen again. Answer the questions.

- What is the main topic of the talk show?
- What do teenagers need to do to prepare for becoming adults?
- According to Dr Dawson, what should parents do when their children experience break-ups in their relationships?
- Should parents strongly oppose their children's romantic relationships?



- 4 In your opinion, what is the 'right' age for a romantic relationship? Discuss with a partner.



LISTENING

Teenage relationships

Lead-in: Inform the class of the lesson objectives: listening to a talk show for specific information.

- 1 Have Ss discuss the questions in Activity 1 with a partner. Ask Ss some other guiding questions: *Do you usually tell your problems or secrets to your parents? Are they willing to lend an ear? If you have a boyfriend or girlfriend, will you tell your parents about it?*

Suggested answers

- Yes, because my parents are sympathetic. They can give me some advice.
- No, because my parents are very strict and unsympathetic.

- 2 Ask Ss to listen to a talk show for specific details and choose the best option to complete each statement. If Ss cannot find the answer, stop the recording after the sentence containing the information for the answer.
- Ask Ss to compare their answers with a partner.

Key: 1. C 2. B 3. C 4. A

Audio script

Vicky: Welcome to our talk show with guest speaker Dr Dawson, a psychologist, who will be talking about how teenagers and their parents deal with problems.

Dr Dawson, most parents are worried about their children getting involved in romantic relationships. What's your opinion on this?

Dr Dawson: From 15 to 19 years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.

Vicky: So do you mean this is part of the teen normal growth and development?

Dr Dawson: Yes, young people learn how to form safe and healthy relationships with friends, parents, teachers and romantic partners. This can prepare them for adult life. So parents should not oppose their relationships.

Vicky: I suppose many parents will feel surprised to hear this. What's your advice for the teenagers then?

Dr Dawson: Well, they should not be afraid to talk to their parents about their feelings and friendships. This can help them feel confident to discuss their relationships in the future.

Vicky: So you mean teenagers should listen to their parents and ask them to listen to what they are saying?

Dr Dawson: Exactly. Most parents are always willing to lend an ear to what their children are saying. This is even more important when young people suffer break-ups or broken hearts. They need a shoulder to cry on and a sympathetic ear.

Vicky: Thank you, Dr Dawson, for your very helpful advice to teenagers and their parents. Do you have any last words for them?

Dr Dawson: Parents shouldn't get very anxious when their teenage children are in a relationship. Saying strongly 'no' will make teenagers stop speaking about their feelings. Teenagers should also listen to their parent's views and be respectful.

- 3 Activity 3 focuses on listening for more specific information. Ask Ss to read the questions before listening, and underline the key words in each question.

Example:

Q1: main topic

Q2: teenagers, prepare for becoming adults

Q3: what, parents do, children experience break-ups

Q4: parents, strongly oppose, romantic relationships

- Play the recording without pausing. Ask Ss to listen, write down the answers, and then discuss their answers in pairs.

Key

1. The talk show is about how teenagers and their parents deal with problems.
2. They need to learn to form safe and healthy relationships with other people (friends, parents, teachers and romantic partners).
3. Parents should offer a shoulder for their children to cry on and listen to them.
4. No. Because their strong opposition will make their children stop talking about their feelings.

- 4 Ask Ss some questions before they start the discussion.

What is the purpose of a romantic relationship? Do people start a relationship just for fun or for a possible marriage?

- Tell Ss that the answers to these questions will help them to decide on the 'right' age for a romantic relationship.

Suggested answer

A person should start a romantic relationship when he / she is at an age or stage in life when he / she is mature enough, and is ready for a possible marriage. For this reason, the 'right' age can be different from person to person.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about teenage relationships and what teenagers and parents should do when there are problems. I have practised listening to a talk show for specific details.*

WRITING

Teen forum

1 Read an online posting on Teen Forum and fill the gaps. Use the words in the box.

shocked talented different
influence upset appearances

Re: My dad's being unreasonable!

by Lion King >> Tuesday, December 3, 20__ at 8.30 P.M.

Current mood: I'm so (1) _____!



This afternoon I had my birthday party and all my close friends came to my house. We were playing some games when Dad came back from work. He looked (2) _____ when he saw T's dyed hair and ripped jeans. I think T. felt uncomfortable, so he said goodbye to all of us and left. After the party, Dad told me T. could be a bad (3) _____ on me and I should stop being friends with him. He said a good student should not dye his hair and should dress properly. I think Dad is being unreasonable. He should not judge my friends by their looks. T. is one of the best students in my class, but he wants to look (4) _____. His dream is to become a famous actor and film director. He is very (5) _____ and has already acted in a few films. I can't stop being friends with someone just because my father doesn't like them. I wish Dad stopped judging my friends by their (6) _____. How can I make him understand this?



2 Put the following parts of the online posting in the correct order.

- The writer's opinion / feelings about the incident
- The writer's wish for things to be different
- The writer's name
- The writer's mood
- Description of the incident
- Date and time
- Title of the posting

3 Choose one of the stories below. Use the ideas to write an online posting of 160-1 words.

1	Story	- parents work late on weekdays and most weekends; alone at home with the housemaid or tutor; feeling lonely
	Wish	- parents to spend more time with you
2	Story	- best friend dropped out of school and started working; her / his parents can't support her / him; missing your friend at school
	Wish	- help your friend to continue her / his education
3	Story	- friend confided a secret to you; you failed to keep it secret; told to other people; friend broke up with you; tried to apologise; your apology not accepted; feeling regretful
	Wish	- friend to forgive you; become friends again

4 Think of something that happened to you or another person. Write an online posting of 160-180 words.

You can write about:

- what happened, when and where, and who was involved
- how you and the other people felt
- your wish

WRITING

Teen forum

Lead-in: Inform the class of the lesson objectives: writing an online posting about relationship problems.

- 1 Explain to Ss that people now tend to write about recent events or any topics of interest and post their stories on the Internet (through social networking sites or online forums).
- Ask Ss to read through the posting and complete it with the words in the box.

Key

- | | | |
|--------------|-------------|----------------|
| 1. upset | 2. shocked | 3. influence |
| 4. different | 5. talented | 6. appearances |

- 2 The focus of this activity is on the different parts of the story posted to the teen forum. Ask Ss to read through the list (a-g) and put the parts in the order they appear in the online posting in 1.

Key

1. g 2. c 3. f 4. d 5. e 6. a 7. b

- 3 Explain to Ss that there are three topics for them to choose from. These topics are about teenagers' relationship problems with parents or friends. Encourage Ss to add more details when they write the story.
 - Ask Ss to write their drafts individually, and then exchange their writing with a partner for peer feedback. Encourage Ss to make revisions, if necessary.
 - Collect some of Ss' final drafts and give comments.
- 4 This activity is optional. Have Ss do it in class if there is enough time or let them do it at home. Collect Ss' drafts in the next lesson for further comments and grading.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I can write an online posting to tell about an incident or a relationship problem, and how I felt about it.*

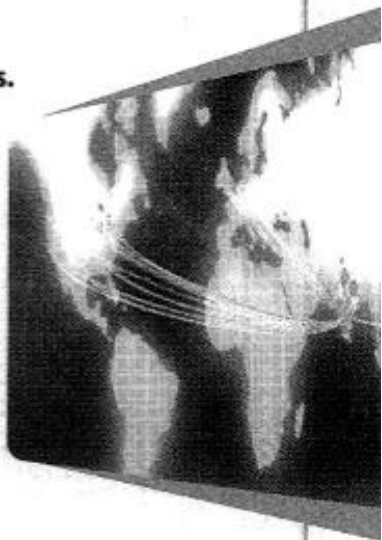
COMMUNICATION AND CULTURE

Communication



1 Listen to Hung's opinions about online friends. Answer the questions.

1. What can Hung learn from his online friends? Why?
2. When can he contact these friends?
3. Why can he save money?
4. What is the most important benefit of having online friends?
5. What does Hung dislike about online friendships?



2 Discuss the following questions in groups.

Do you have any online friends? If yes, do you want to meet them face to face? If no, do you want to make friends online? Give reasons.



COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skill development.

Communication

- 1** This activity provides further listening practice. Explain to Ss that when people use the Internet, they have a lot of opportunities to make online friends from around the world.
- Have Ss read the questions and underline the key words before listening.
 - Play the recording once or twice depending on Ss' level.
 - Ask Ss to work with a partner to compare their answers. Check answers as a class.

Key

1. Hung can have more knowledge of different cultures and lifestyles because his online friends come from different places around the world.
2. He can contact his friends whenever he wants, as long as they are online.
3. Because he doesn't have to spend money on dinners, parties or cinema tickets.
4. The most important benefit of having online friends is that he can end a relationship quickly.
5. Sometimes he doesn't know for sure who these friends really are, as they may not use their real names.

Audio script track 14

Well, there are many advantages of having online friends. First, they can be anywhere in the world, so I can learn about different cultures and lifestyles. Distance does not matter, as all I need is a computer. Second, I can contact them whenever I wish - as long as they are online, and I can end the conversation easily when I have other things to do. What's more, I can save a lot of money as there'll be no dinners, parties or get-togethers. I don't have to spend money on things like food and drinks or cinema tickets. Most importantly, I can quickly end a relationship when I don't feel comfortable with the person any more.

The only thing I don't like about this kind of friendship is that sometimes I don't know for sure who these friends really are. They may not use their real names and post other people's photos.

- 2** Have Ss work in groups and discuss the questions.
- Ask the representatives of some groups to report their groups' opinions to the rest of the class.

1 Read the text about dating around the world, and complete the information in the table below.



Dating around the world

Having a relationship with someone is important to people around the world; however, dating is different from culture to culture. Here are some examples.

Group dating is popular among young people in Europe and Australia. Groups as large as 30 people take part in events, such as going camping or having a party. This is seen as a safe way to spend time together, and to help to ease tension because people feel more comfortable in the company of friends before deciding whether to go on a one-to-one date.

In Singapore, since many young people stay single, the government has tried its best to encourage dating. Dating services are offered to single people. One of them is speed dating, in which singles will spend a few minutes talking to one person before moving on to meet the next one.

Online dating is a common way of matchmaking in the United States. Internet companies are now offering a service called 'online dating assistant' to help busy people to find a partner. An assistant helps customers to build their profiles, selects potential matches, and then sends several emails to the possible matches until the two people agree to meet face to face.



Kinds of dating			
Where			

2 Read the text again. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1 Group dating helps people to feel more at ease.			
2 Australian people don't like one-to-one dating.			
3 The Singaporean government encourages young people to take part in dating events.			
4 One-to-one dating is not popular in Singapore.			
5 Online dating is popular in the United States because it does not cost too much money.			
6 People using the 'online dating assistant' service need to communicate by email before meeting face to face.			

3 Discuss with a partner.

Are group dating, speed dating, and online dating popular in Viet Nam? Why or why not?

Culture

1 Have Ss read the text about dating in some countries and write the information below the pictures.

- Ask them to look at the pictures carefully to find out what the people in the pictures are doing.

Example:

In Picture a: A woman is typing on a computer. The roses indicate that she is probably on a dating site and someone has sent her a love message.

In Picture b: People are talking in pairs. They want to know more about their partners.

In Picture c: A group of young people are probably going camping or hiking.

Key

- a. online dating / US
- b. speed dating / Singapore
- c. group dating / Europe and Australia

2 Ask Ss to read the text again to decide whether the statements are true, false, or not given.

- Have Ss compare their answers with a partner.

Key

- | | | |
|-------|-------|------|
| 1. T | 2. F | 3. T |
| 4. NG | 5. NG | 6. F |

3 Have Ss discuss the question in pairs. After their discussion, ask some pairs to report their opinions to the class.

Suggested answer

Group dating is very popular in Viet Nam, especially among young people. Speed dating is not popular as there are no companies that provide that kind of service. Online dating services can be found on the Internet, but they are not very popular as many people think online dating is not safe.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have improved my listening, speaking and reading skills. I have learnt about the advantages and disadvantages of having online friends, and about the different ways of dating around the world.*

LOOKING BACK

Pronunciation

1 Underline the words which could be contracted in these exchanges.

- A: My teacher will phone to say if she is coming to the party.
B: I hope she is.
- A: I am not sure if I will pass the exam.
B: But I am. You have worked so hard.
- A: It would be better for him to talk to his parents about his problems.
B: He cannot because he is living with his grandpa.
- A: It is difficult to read your handwriting. Our teacher will not accept your paper.
B: I hope she does. I do not have time to type it.

2 Listen to check your answers.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

meet face to face dating
romantic relationships break up
be in a relationship lend an ear

- Online _____ services have helped lots of single people to find future husbands or wives.
- When I am in trouble, my close friends are always willing to _____ and give me some advice.
- Teenagers' _____ may last only a few weeks or a few months.
- I don't like to make friends online because we can't _____.
- She felt very upset after she _____ with her boyfriend.
- Jim and Susan must _____. They look very happy together.

Grammar

1 Put the words in the correct order to make questions.

- How / feel / broke up / his girlfriend / Peter / with him / when / did / ?
- How / if / I / look / cut / short / will / I / my hair / ?
- How / feel / you / did / when / the game / lost / you / ?
- How / on TV / sound / Martin's / in the live show / voice / did / last night / ?
- How / taste / your soup / does / ?
- How / feel / you / had / would / no friends / if / you / ?

2 Write the answers to the questions in 1, using the suggested words.

- _____ (depressed)
- _____ (attractive)
- _____ (disappointed)
- _____ (awful)
- _____ (great)
- _____ (lonely)

3 Join the two parts to make cleft sentences.

1. It was me	a. that Sue usually visits her grandmother.
2. It's travelling around the world	b. that is always telling lies.
3. It's on Friday	c. that I got the news from.
4. It's his attitude towards others	d. that has helped me to learn about other cultures.
5. It's John	e. that I started my first romantic relationship.
6. It was my old friend	f. that started arguing with Jim.
7. It was in Paris	g. that really upsets me.

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

- 1 Help Ss to review the pronunciation rules for contracted and full forms. Have Ss underline the words which could be contracted in the exchanges, and then work with a partner to compare their answers.

Key

1. A: (she) is
2. A: (I) am, (I) will B: (You) have
3. A: (It) would B: (can) not, (he) is
4. A: (It) is, will not B: (do) not

- 2 Play the recording. Have Ss listen and check their answers.



Audio script *tracks*

1. A: My teacher will phone to say if she's coming to the party.
B: I hope she is.
2. A: I'm not sure if I'll pass the exam.
B: But I am. You've worked so hard.
3. A: It'd be better for him to talk to his parents about his problems.
B: He can't because he's living with his grandpa.
4. A: It's difficult to read your handwriting. Our teacher won't accept your paper.
B: I hope she does. I don't have time to type it.

Vocabulary

- The six words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the blanks, making changes to the verb forms, if necessary.

Key

1. dating 2. lend an ear
3. romantic relationships 4. meet face to face
5. broke up 6. be in a relationship

- Extend the task by asking Ss to make their own sentences with these words and phrases.

Grammar

- 1 This activity aims to help Ss to make questions with linking verbs. This is the first step before Ss answer these questions, using adjectives after the linking verbs.

Key

1. How did Peter feel when his girlfriend broke up with him?
2. How will I look if I cut my hair short?
3. How did you feel when you lost the game?
4. How did Martin's voice sound in the live show on TV last night?
5. How does your soup taste?
6. How would you feel if you had no friends?

- 2 Have Ss write their answers in the gaps, using the given adjectives. Then ask Ss to practise in pairs. One student asks questions and the other gives answers.

Suggested answers

1. He felt depressed.
2. You'll look attractive.
3. I felt disappointed.
4. His voice sounded awful.
5. It tastes great.
6. I'd feel lonely.

- 3 Activity 3 focuses on cleft sentences. Draw Ss' attention to the verb tense of *be* (*is / was*) after *It* and the focus in the first part of each sentence. This will help them to choose the right answer.

Key

- 1 **f** It was me that started arguing with Jim.
2 **d** It's travelling around the world that has helped me to learn about other cultures.
3 **a** It's on Friday that Sue usually visits her grandmother.
4 **g** It's his attitude towards others that really upsets me.
5 **b** It's John that is always telling lies.
6 **c** It was my old friend that I got the news from.
7 **e** It was in Paris that I started my first romantic relationship.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the contracted forms of verbs and negative words correctly. I can use linking verbs to describe the subject, and can use cleft structures to emphasise a particular part in a sentence.*

PROJECT

1 Your group is going to take part in a storytelling contest organised by your school. Each group member tells a story about friendship or teacher-student relationships. Think about the following questions.

- When and where did it happen?
- What happened to the people in the story?
- What do you like most about the story, or what lessons can you learn from the story?



2 Your group chooses the best story which meets the following criteria.

- Content: interesting and relevant to the topic; conveying a moral message
- Use of expressive voice, facial expression and gestures, mime, pace, rhythm, eye contact and engagement with the audience

NOW YOU CAN

- ▶ Talk about relationship problems and how to deal with them
- ▶ Use contracted and full forms correctly
- ▶ Use linking verbs to describe the subject and cleft structures for emphasis
- ▶ Write an online posting about relationship problems

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic in a collaborative way.

- 1** For this project, Ss vote for the best story for a storytelling contest organised by the school.
 - First, ask Ss to think about the questions in the Student's Book and take notes. They can do this individually.
 - Then have them discuss their notes in groups, and get some feedback from the group members.
 - Next, have Ss work individually to write their stories. Ask them to think about the following ideas when they draft their stories:
 - * setting (where it happened)
 - * characters (who was involved; what their personalities were)
 - * structure or planning (introduction, incidents or events, conflicts, solutions)
 - * moral lesson of the story (Examples: *Don't tell lies to your friends or parents; don't run away from problems; be ready to help people in need.*)
 - Finally, ask Ss to practise telling their stories in groups.
- 2** Each group chooses the best story which meets the two criteria (content and storyteller's performance).
 - The best storyteller of each group tells his / her story in front of the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I can tell a story about friendship
or teacher-student relationship.*