

# 3 THE NEXT GENERATION

## Objectives

FUNCTIONS	emphasising
GRAMMAR	quantifiers; <i>so</i> and <i>such</i> (review); <i>do</i> and <i>did</i> for emphasis
VOCABULARY	costumes and uniforms; bringing up children

## Student's Book pages 30–31

### READING

- 1 As a lead-in, show some photographs of people wearing fancy dress. Ask students: *Have you ever worn fancy dress to a party? What sorts of thing have you dressed as? What was your favourite costume when you were little?* Students discuss the questions in small groups. Listen to some of their answers in open class as feedback. You could also brainstorm a list of typical fancy dress costumes to gauge how familiar your students are with the vocabulary explored later on in this unit.

If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Read through the four captions, and nominate a student to choose a caption for each picture A–D. The rest of the class should confirm or reject answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class.

#### Answers

A – Kiss the chef; B – Go Chargers!; C – King for a day;  
D – Batman and Boy Wonder

- 2 **SPEAKING** Ask students to work with a partner to predict what the blog is about. Elicit students' predictions during open-class feedback, prompting students to expand as much as possible on their ideas, and noting them on the board to refer to after Exercise 3.
- 3 **▶ 1.16** Play the audio while students listen and read to check their ideas from Exercise 2. Tell them not to worry about unknown words, but to focus on checking their ideas. The focus here is on gist understanding. Check answers, referring back to the ideas on the board. Ask: *Did anyone guess correctly?*
- 4 Ask students to read questions 1–8 and underline any difficult words or phrases. Clarify these in open class before students read the blog in more detail and answer the questions. Tell them not to use dictionaries, but to try to understand difficult vocabulary from its context. Encourage them to underline the parts of the article that helped them

find the answers. Students compare answers in pairs before a whole-class check. During this stage ask students to refer to the parts of the article they underlined to justify their answers.

#### Answers

- 1 They waved from the doorstep. 2 180 days.
  - 3 Rain's brother and his mum. 4 American football player; pirate. 5 \$50
  - 6 He used the family fancy-dress collection, and friends and neighbours helped.
  - 7 He was embarrassed at the beginning, but thought he was pretty cool in the end.
  - 8 He's going to get more sleep each morning.
- 5 **SPEAKING** In pairs, students discuss the questions. Monitor and help with any difficulties, but as this is a fluency activity, do not interrupt to correct errors unless they impede communication. Listen to some of their ideas in open class as feedback, encouraging students to react to and debate with each other.

## TRAIN TO THINK

### Changing your opinions

- 1 Ask students to read the introduction and sentences 1–3. Ask them to work with a partner to complete the exercise. Check answers.

#### Answers

1 Rain 2 Rain's friends 3 Rochelle

- 2 **SPEAKING** Point out the use of *Initially* and *with time*. Ask students to work in small groups to discuss how the opinions of the other people changed. Encourage them to find evidence in the article to justify their answers. Listen to some of their thoughts in open class as feedback.
- 3 **SPEAKING** Give students a few minutes to prepare their answers. Monitor, help with ideas if necessary and prompt students to make notes. Divide the class into small groups. Students discuss their answers. Monitor, encouraging all students to participate in the discussion, but avoid error correction unless errors really hinder comprehension. Ask each group to nominate a secretary to note down their answers (this could be one of the quieter students, as a way to encourage them to participate). When students have some ideas, regroup them into new groups and encourage them to share information. Listen to some of the best ideas in open class during the feedback stage.

**Optional extension**

Write the following statements on the board:

*Cycling should not be allowed in the city centre.*

*People who write graffiti on walls should go to prison.*

*If students do not pass an exam they should do extra classes on Saturdays.*

Divide the class into two groups: A and B. Group A agrees with each of the statements. Group B disagrees. Give students three minutes to work with a student from their own group in order to brainstorm reasons why they might agree or disagree. Regroup students into AB pairs for students to debate the statements and to try to change each other's opinions. Ask volunteers to report back on their discussions during open-class feedback.

activity. At the end write them on the board for the whole class to copy, and praise the student(s) who used them. Also ask for volunteers to report back to the class on their discussion during feedback.

**Optional extension**

Ask students to create a table in their notebook with six columns. Ask them to write *hardly any / loads of / not many / a small number of / a lot of / a little* at the top of the columns. Call out various categories and a letter for students to race to complete as many columns as they can in, say, one minute. For example: *things in the classroom beginning with 's'*. You could set this up as a competition and get students to do this in groups, awarding points for each correct answer.

Workbook page 28 and page 123

## Student's Book pages 32–33

**GRAMMAR****Quantifiers**

- 1 Students should have seen most of the quantifiers in these exercises before, but it is still an area in which students make a lot of errors, so certainly worth reviewing.

Ask students to try to complete sentences 1–6 before looking back at the article to check their answers. This encourages students to notice language and helps activate their curiosity around the target language. Check answers in open class.

Then ask students to work with a partner to complete the rule before checking answers. Use the sentences in Exercise 1 and further examples of your own to clarify.

**Answers**

1 many 2 all 3 loads 4 several 5 Some, most  
6 little

**Rule**

1 none 2 a little 3 several 4 loads 5 all

- 2 Students work with a partner to complete the exercise. Refer them to the rule to help them decide on and check their answers. Check answers in open class.

**Answers**

1 loads 2 a lot of 3 most 4 Most 5 Most  
6 hardly any

**Fast finishers**

Write the following on the board:

*Loads of students ... , Hardly any students ... ,*

*Almost all students ... , The vast majority of students ...*

Ask students to complete the sentences to describe students in their school.

- 3 **SPEAKING** In pairs or small groups, students discuss the sentences. Monitor and encourage them to answer in full sentences. Make a note of any nice expressions in English that students use during the



Be aware of common errors related to quantifiers. Go to Get it right! on Student's Book page 123.

**VOCABULARY****Costumes and uniforms**

- 1 Ask students to look at the photos on pages 30–31 and work with a partner to find the items. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say each item individually and nominate a student to say in which picture the object appears. Say the words for students to repeat and check pronunciation.

**Answers**

sword and shield – 5 leather jacket – no picture  
wig – no picture belt – 6 sunglasses – 4 helmet – 2  
cape – 7 mask – 8 apron – 1 football top – 3

**Fast finishers**

Ask students to write a list of classic fancy-dress costumes and what they consist of (e.g. *Father Christmas: a red jacket and trousers, a red hat with a white bobble, a big white beard, a sack*). After feedback on Exercise 1, ask students to describe their costumes in open class for other students to guess the character.

- 2 Students work with a partner to answer the questions. Check answers. Give students two minutes to discuss the difference between *a costume*, *a uniform* and *a kit* (a costume is worn to create the appearance of a particular period or character e.g. a cowboy costume; a kit is worn for a specific sport e.g. football kit; a uniform is worn by members of an organisation for doing a specific job e.g. an army uniform). You could ask students to work in small groups and brainstorm further examples of each one to extend their vocabulary further. Write some of their ideas on the board.

**Answers**

A kit B costume C uniform

- 3 **SPEAKING** Give students time to read the questions and check understanding. Ask them to work individually for a few minutes to note down their answers. Monitor and make a note of any lexical errors to correct during feedback. Divide the class into pairs or small groups to discuss the questions. Listen to some of their answers in open class.

Workbook page 30

## LISTENING

- 1 **1.17** Books closed. As a lead-in, write the following questions on the board:

*How often do you see your extended family (family members other than your parents and brothers/sisters)?*

*Do you have a fixed bedtime?*

In pairs, students discuss the questions. Nominate students to report back on their discussions in open class.

Books open. Ask students to work in pairs to describe what they can see and to try to explain what the captions refer to. Listen to some of their ideas in open class. Play the audio while students listen and match the countries to the pictures. Students check answers with a partner before whole-class feedback.

### Answers

No time for bedtime – Argentina  
 Let them solve their own problems – Japan  
 Introduce them early – France  
 Keep it in the family – Poland  
 Early to bed – Britain  
 Young chefs – Mexico

### Audio Script Track 1.17

Hello and welcome to Family Matters.

What is the best way to bring up children? Now there's a question. Many parents are caught between what they think they should do and what they end up doing and feeling guilty about. Well a new book by sociologist Miriam Keating might just help make those parents feel a little bit better. In her new book *Bringing up Babies*, Miriam questions some of the ideas we have on parenting and looks to other cultures to show how they do things differently. In each chapter she takes a different problematic area and shows us how parents from other countries do things differently.

For example, in the first chapter, Miriam looks at the British obsession with bedtimes and making sure we get our children to bed before a certain hour. To look at this from a different perspective, Miriam takes us to Argentina where parents often let their children stay up late and where it's not uncommon to see children eating out late in restaurants with their parents. But it doesn't seem to do them any harm. What is important is that children get enough sleep. So if they go to bed late, they get up late. And that's exactly what they do. Furthermore, by going out in the evenings with their parents, Argentinian children also learn how to socialise well from a very early age.

Another familiar problem that Miriam looks at is food and most parents' fight to get their children to eat healthily. For a solution to this one she takes an example from France where children are introduced to all sorts of food from a very early age. French children are allowed to not like an item of food but they are not

allowed to not try it. And, if the child seems not to like a particular item of food, that's no reason to never try it again. Just wait a while and reintroduce it a little later. Unsurprisingly, Miriam found that French children were a lot less fussy than kids in the UK.

In Japan Miriam discovered an interesting idea on how to deal with children fighting. While watching children in one Japanese primary school she was surprised to see that when two five-year-olds started to argue about whose turn it was to use the computer, the teacher did nothing even though the children were getting quite loud. The teacher only did something if the children started to get physical. But she was even more surprised at how often the children were able to sort out their problem themselves. Instead of having an adult feeling they had to control the child's world, the children were learning the important life skill of negotiating from an early age.

Other chapters look at Poland, where the family is always kept very close together and Mexico where mothers teach their children how to cook from a very early age. Adults are bringing up children all over the world. The clear message from *Bringing up Babies* is that there is no single right way to do it and that it might be a good idea to take note of how parents in other cultures are doing it.

- 2 **1.17** This exercise is closely modelled on \* Listening Part 4 of the Cambridge English: First exam. Check/clarify: *guilty, bring up, attention, strict, argue*. Play the audio again while students complete the exercise. Allow them to compare answers with a partner, encouraging them to explain their choices as they do this, before checking in open class. If necessary, play the audio again, pausing to clarify answers.

### Mixed-ability

To increase the challenge for stronger students, give them the questions without the multiple choice options.

Give weaker students just two options for each question by identifying one incorrect option in each.

### Answers

1 C 2 C 3 A 4 B 5 C

## THINK SELF-ESTEEM

### Developing independence

- 1 Give students time to read the statements. Check/clarify: *set their own bedtimes, earn pocket money*. To check understanding, ask: *Who sets children's bedtimes?* (parents); *Who receives pocket money, children or adults?* (children); *What might you do to earn pocket money?* (clean cars, do gardening). Working individually, students complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into small groups. Nominate a secretary (or get students to do this) to make notes on the group's decisions. Students compare their answers. Monitor to encourage students to give reasons for their answers. During whole-class feedback, find out which questions the majority of the class agree/disagree on.

**Optional extension**

Tell students they are going to prepare a survey about teenagers and parents. Ask students to work in small groups and write questions like those in Exercise 1. Point out that all the questions should score 1 for *strongly agree* and 5 for *strongly disagree*.

When students have come up with at least five questions, regroup them for students to ask each other their questions and then discuss teenager/parent relationships. Listen to some of their findings in open class.

**Student's Book pages 34–35****READING****BACKGROUND INFORMATION**

Amy Chua (born October 26, 1962) is an American lawyer and writer. She is Professor of Law at Yale Law School. She published her parenting book *Battle Hymn of the Tiger Mother* in 2011. The book explains the strict methods she used to bring up her children. She describes these methods as typical for Chinese immigrant parents. The book was a bestseller in many countries, but the child-rearing methods described received a lot of criticism for being too strict and focussing on academic achievement over self-esteem. Other critics agreed with the sentiments of the book and welcomed a more disciplinary approach to parenting. Chua maintains that her book was ironic and should not be taken too seriously.

- 1 A recording of this text is available with your digital resources. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the book cover and ask: *What kind of book do you think this is?* Elicit ideas in open class, but do not comment at this stage. Ask students to read the introduction. Tell them not to worry if they do not understand every word, but to focus on getting a general understanding of what the book is about. Check/clarify: *the Chinese Way*. Allow them to discuss their ideas with a partner before checking answers in open class. Ask: *Would you like to read the book?*

**Answer**

A story about bringing up children the 'Chinese way'.

- 2 Tell students they are going to read two different opinions on the book. Students read the two opinions and answer the questions. Ask them to underline any phrases that support their answers. Students compare answers with a partner before whole-class feedback. Encourage students to refer to the texts when giving their answers.

**Answers**

Stephanie's opinion is 'against'. She believes that children should be able to enjoy their childhoods and watch TV and play computer games.

Tim's opinion is 'for'. He thinks parents are too soft on their children and let them do what they want. They also don't have enough time for their children.

- 3 This exercise requires a deeper understanding of the texts. Give students time to read the sentences and check understanding. Clarify who Amy, Stephanie and Tim are. Working individually, students re-read the texts to complete the exercise. Divide the class into pairs for students to compare their answers and then check answers in open class.

**Answers**

1 Tim 2 Amy 3 Stephanie 4 Tim 5 Amy  
6 Stephanie

**SPEAKING**

In pairs or small groups, students discuss the questions and make notes on their answers. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations to correct students unless inaccuracy hinders comprehension. Listen to some of their ideas in open class.

**Optional extension**

This topic is likely to lead to quite a lot of discussion. It will be even more productive if you divide your class into teenagers and strict parents. Ask them to work initially with members of the same group and make notes on their opinions on Amy Chua's parenting methods. Then re-group into groups of four with two parents and two teenagers for students to discuss their opinions. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversation into a whole-group discussion.

**GRAMMAR****so and such (review)**

- 1 Ask students to complete sentences 1–2 before finding the sentences in the text to check their answers. Ask students to work with a partner to complete the rule. Check answers in open class. Refer to the examples in Exercise 1 to clarify and add further examples if necessary.

**Answers**

1 so 2 such

**Rule**

1 such 2 so

- 2 If you're short on time, you can set this exercise for homework.

Students fill the gaps and complete the sentences with their own ideas. Divide the class into pairs for students to compare answers. Listen to some examples in open class as feedback.

**Mixed-ability**

Weaker students could do the exercise in pairs before comparing with a different partner.

## Answers

1 so 2 such 3 so 4 such

### do and did for emphasis

- 3 To promote noticing, ask students to fill the gaps, and then find the sentences in the text to check their answers. Before they look at the rule, you could ask them to consider the effect of *do* and *did* in the example sentences.

## Answers

1 do 2 did

### Look!

Read through the information with students. Check that they are clear on the different usage of *so/such* and *too/not enough* by writing the following gapped examples on the board. Elicit the answers in open class:

It was \_\_\_ cold that we didn't go to the beach. (so)

It was \_\_\_ cold to go to the beach. (too)

It was \_\_\_ a cold day that we didn't go to the beach. (such)

- 4 This exercise is closely modelled on Reading & Use of English Part 4 of the Cambridge English: First exam. If you're short on time, you can set this exercise for homework.

Students work individually to complete the exercise, then check their answers with a partner before whole-class feedback. During feedback refer to the rules and Look! box for clarification.

## Answers

1 weren't enough chairs 2 doesn't save enough  
3 too boring to 4 did like 5 do think we shouldn't

Workbook page 28 and page 123

## PRONUNCIATION

For practice of adding emphasis go to Student's Book page 120.

## VOCABULARY

### Bringing up children

- 1 Before filling the gaps, ask students to read the text to answer the question: *Does the text suggest that parenting is easy or difficult?* (The aim of this is to encourage students to read a text first for gist understanding and then only on a second read, to complete the task assigned.) Divide the class into pairs for students to complete the exercise. Check answers. Draw attention to the expressions: *do their best*; *get ahead in life*; *bring up*; *grow up*; *do well* and give further examples to clarify meaning as necessary.

## Answers

1 do 2 get 3 bring 4 childhood 5 grow 6 do  
7 strict 8 soft

- 2 Ask students to read the definitions and check that they understand the language used. Students work with a partner to match the expressions in the text with their meanings.

## Answers

a to get ahead in life b bring up c grow up d do well  
e soft f do your best g strict h childhood

### Fast finishers

Ask students to circle the words to look for other interesting lexical chunks in the text. One approach would be for them to circle all of the words to the right of the space.

### Optional extension

This exercise can be made into a matching activity. Before the lesson, write each expression and each meaning on cards. Create enough sets of cards to allow for one set per four students. Mix up all the expressions and meanings and distribute one set to each group of students. Either ask students to match the expressions and meanings or ask them to turn all the pieces of paper face down and play a game of pelmanism, taking it in turns to try to find a matching pair.

Workbook page 30


## Student's Book pages 36–37

## LITERATURE

### BACKGROUND INFORMATION

**Nick Hornby** (born April 17, 1957) is an English novelist and screenwriter. His novels include *Fever Pitch* (1992), *High Fidelity* (1995), *About a Boy* (1998) and *A Long Way Down* (2005), all of which have been made into films. His novels mainly focus on music, sport and the difficulties of human relationships.

**About a Boy** was made into a film in 2002, starring Hugh Grant as a rich lazy man who lives off the royalties from his father's music. Nicholas Hoult plays a young boy who is bullied at school and brought up by his single mother (Toni Collette). The film focuses on the difficulties of growing up, both for the young boy and the older man. It is an excellent film to show to teenagers in the classroom and can lead to a lot of discussion about relationships, bullying, parenthood, life as a teenager and so on.

- 1 Books closed. As a lead-in, brainstorm a list of films about teenagers and write the titles on the board. Divide the class into pairs for students to take turns to describe the plot of the films listed for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.
- Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Ask students to look at the photos and read the introduction. Check/clarify: *depressed*, *bullied*. Ask students to quickly discuss the question with a partner. Listen to some of their ideas in open class and write them on the board to facilitate feedback on Exercise 2.
- 2  1.20 Play the audio for students to listen and read to check their answer to Exercise 1. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow

students to compare with a partner before feedback in open class. Nominate students to give reasons for their answer.

- 3 Check/clarify *think highly of*. Ask students to underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again. Students then read the text again in order to check. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

#### Answers

- 1 when you were only twelve?
- 2 Marcus looked out of the bus window
- 3 neither of them was doing all right
- 4 But his mum seemed to be saying that there was more to it than that. / He hadn't even known until today
- 5 (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for).
- 6 Marcus thought he was lucky to have found him.

- 4 **VOCABULARY** Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

#### Mixed-ability

Stronger students can refer solely to the context provided by the extract in order to deduce meaning before referring to the definitions to check.

#### Answers

- 1 trendy 2 mess it up 3 doesn't know the first thing
- 4 straightforward 5 for nothing 6 swore
- 7 off her head 8 whichever way

- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions or lexical errors to refer to during feedback. At the end write both questions on the board to discuss and ask students to identify and correct the errors. Also ask for volunteers to report back to the class on their discussion.

## FUNCTIONS

### Emphasising

- 1 Books closed. As a lead-in, ask students: Which words can we use to make sentences more emphatic? Elicit answers in open class and write *so/such/do/did* on the board. If students have difficulty, write the following on the board and point out where the words should go in each sentence.

*He is (such) a nice man.*

*I am (so) tired.*

*I (do) like swimming in the sea.*

*I (did) do my homework.*

Books open. Students work with a partner to complete the exercise. During whole-class feedback, say the sentences for students to repeat and check pronunciation. Encourage them to be emphatic!

## Answers

- 1 He's such a good father.
- 2 She gets on so well with children./She does get on well with children.
- 3 She's so patient.
- 4 My dad did try his best.
- 5 My parents did make some mistakes.
- 6 She's so soft on her children.
- 7 He's such a strict father.
- 8 Parents do get it wrong sometimes.

- 2 Students discuss the question in pairs. Monitor to answer any questions and to help with ideas. Listen to some of their answers in open class.
- 3 **WRITING** Students work in pairs and develop one of the sentences into a dialogue. Students then practise their dialogues. Monitor during both stages. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to perform for the rest of the class.

#### Mixed-ability

If your class has a mix of levels, make similar-ability pairings where you can.

Encourage stronger students to speak spontaneously and to perform their dialogues without looking at their notes.

Encourage weaker students to write their dialogues in full before practising them.

- 4 Give an example of your own to get students started. Use emphasis when describing the person's personality and anecdotes to show how the person is good with children. Ask students to work individually to complete the exercise.
- 5 In pairs or small groups, students talk about the person they've chosen. Monitor to encourage students to use emphatic structures where possible. During feedback, ask for volunteers to share their descriptions with the class.

#### Mixed-ability

With stronger groups, ask students to give a two-minute presentation on their chosen person.

## WRITING

### An essay

This could be done as a collaborative writing activity in class or planning for this exercise can be done in class with the writing set as homework.

Ask students to discuss which essay they'd like to choose. Before writing, students should write a plan for their essay. This involves thinking of ideas for and against the statement and imagining other people's opinions, not just their own. Their own opinion should be presented and argued in the final paragraph.

When students have completed their essay, ask them to exchange with a partner/another pair and read each other's essays. Ask them to add a comment to the article of the type you might make in response to an online article. You may like to display the essays around the class for students to circulate and read.