

FAMILY RELATIONSHIP

1 Ask and answer the questions in pairs.

- 1 Do you get on well with your parents?
- 2 Do your parents trust you?
- 3 Do you sometimes talk back to them?
- 4 Are you often grounded?
- 5 What did you do the last time you were grounded?
- 6 Do you always obey your parents?
- 7 Do you think you are a good child to your parents?
- 8 Are your parents often nervous?
- 9 Do they keep their promises?
- 10 Are your parents violent?
- 11 Do you often slam¹ the door and go to your room?
- 12 Can you rely on your parents?
- 13 Can they rely on you?
- 14 Are your parents understanding?
- 15 Do your parents always have time to listen to your problems?
- 16 Do your parents know about all your problems?
- 17 What do you like about your parents? What do you dislike?
- 18 What would you do if you were in your parents' place?
- 19 Would you behave the same way or differently?
- 20 What are the possible conflicts between children and parents?
- 21 What do you and your parents usually argue about? Is it:

- school and marks?
- staying out late?
- pocket money?
- friends?
- clothes?
- posters on the wall?
- telephone bills?
- your untidy room?
- doing the housework?
- doing your homework?
- listening to music too loudly?
- watching TV?
- brothers and sisters?
- playing computer games?
- going to the disco?
- wearing make-up?



¹to slam (the door) — грюкати (дверима)

- 2 Read the newspaper article and match the comments (1-10) made by people with the parts (a-k) of George's story on pages 76-77.

TEEN TERROR

A father was jailed last week for restraining¹ his daughter.

George Trimble was jailed for a few hours last week for physically trying to prevent his 15-year-old daughter Susie from going to see her boyfriend. He held her by the wrist², but she managed to escape. Later, she told the police he'd assaulted her, and he was held at the station for questioning. Susie has now dropped the assault charges and the family is trying to patch things up³.



- 1 Perhaps George doesn't really see the problems his daughters have. After all, this is a serious eating disorder and he treats it lightly.
- 2 George doesn't seem to want his daughters to grow up and be adults in their own right.
- 3 George says Susie's behaviour got worse, but perhaps she was just rejecting her father's values in order to find her own. Perhaps she was starting to look for her own identity.
- 4 George has a clear idea of the sort of boy who is right for his daughters — white, well-off and around their age.
- 5 This could have been a 'wake-up' call for her father to see what he could lose if he didn't start respecting her individuality.
- 6 He wants Susie to listen to him, but does he listen to her?
- 7 George clearly sees himself as the victim in the affair.
- 8 Perhaps George is over-ambitious for his daughters and resents the sacrifices he made. You can't buy someone's love.
- 9 Maybe George unquestioningly took on the values of his parents and now resents Susie's questioning of his values.
- 10 George has worked hard all his life for his family and now feels very frustrated that his daughter isn't turning out the way he wanted.



¹to restrain [ri'streɪn] — стримувати, приборкувати, вгамовувати

²a wrist [rɪst] — зап'ясток

³to patch things up — улагоджувати (сварку)

GEORGE'S STORY

- (a) I'm a respectable businessman and all I'd been trying to do was keep my daughter away from drugs and bad company, and I ended up in a police cell.
- (b) I've got two daughters, Helen and Susie. Helen's 17 and Susie's 15. I've had no trouble with Helen, apart from a bit of bulimia¹. Susie's the problem. She used to be a lovely girl with her dolls and toys, but a few months ago her behaviour started to deteriorate. She started dating people who were much poorer than her and staying out later at night. It was really worrying and annoying. Her American boyfriend was coloured and much older than her, not at all suitable for her.



We had some rows² about this, and after one row she stormed out and went missing for a whole

- (c) She used to be a lovely girl with her dolls and toys, but a few months ago her behaviour started to deteriorate. She started dating people who were much poorer than her and staying out later at night. It was really worrying and annoying. Her American boyfriend was coloured and much older than her, not at all suitable for her.
- (d) We had some rows² about this, and after one row she stormed out and went missing for a whole weekend. I think she was taking drugs. So then I started physically to stop her going out. But one night she went out when we'd gone to bed, and in the early morning the police brought her home. So I told her, 'You see what happens?' I told her she'd only got herself to blame. After that, I hoped she would start listening to me. But she didn't.
- (e) Then last week she wanted to go out again. I had had enough. I told her, 'You're going to do as I tell you.' But she shouted she'd do what she liked. I grabbed her by the wrists, but she pulled herself free and ran out of the house. I was sick with worry. And then the police came and arrested me for
- (f)
- (g)
- (h)



WORD FILE

- an adolescent [ˌædəˈlesnt]
 to assault [ə'sɔ:lt]
 to blame [bleɪm]
 to escape [ɪ'skeɪp]
 to interfere [ˌɪntə'fɪə]
 to obey [ə'beɪ]
 to prevent [prɪ'vent]
 to reject [rɪ'dʒekt]
 to remain [rɪ'meɪn]
 to resent [rɪ'zent]
 inevitable [ɪn'evɪtəbl]
 rebellious [rɪ'beljəs]
- to be grounded
 - to be jailed
 - to run out of
 - in order to

¹bulimia [buˈlɪmɪə] — булімія, ненормально підвищений апетит

²a row [rəʊ] — гучна сварка, суперечка



assault! I was taken to the police station like a common criminal. After a few hours, they released¹ me on bail, and I haven't been charged. But it was really unpleasant. I'm just a normal father trying to save my little girl.

My girls were lovely when they were younger. I drove them to piano lessons and drove them back. My wife always made sure they were dressed really nicely. We gave them everything we could, the sort of things I never had when I was a child. They were my pride and joy.

- (i) I don't understand this rebellious stuff. I never spoke back to my parents. I never went out drinking. In those days, if you didn't like something you just put up with it. I was working when I was 16, and I've spent my life building up a business for my family, so they would have a better future. And now this! I feel like my world has fallen apart.
- (j)
- (k)



3 Read the article and George's story again and guess the meanings of the words from the 'Word File'. Then check yourself consulting a dictionary.

4 Work with a partner and discuss the following questions.

- 1 How do you feel about the fact that George was jailed?
- 2 If you were Susie, would you have gone to the police? Why (not)?
- 3 How would you have handled the situation if you had been in George's shoes?
- 4 Why do you think George acted the way he did? Why do you think Susie acted the way she did? Justify your answer by referring to their characters, childhood and environment.

5 Work in groups and do the task below.

Suppose you had the opportunity to talk to any of the people mentioned in the article, what questions would you ask them? Write some questions and then discuss with your mates how these people might answer them.

¹to release [r'i:li:s] — звільняти

- 6 a) **Brainstorm the main areas of conflict between parents and adolescents.**
 b) **Think and say:**

- To what extent do you think that such conflict is inevitable? How can it be avoided?
- What does it mean to be a good son or a good daughter?
- Do you think the ability to be a good parent comes naturally or should people be taught certain rules? What rules?

- 7 **Read and say which passage, A or B, more closely reflects your opinion? Explain why.**

A All people need to have their own sense of identity to cope successfully with adulthood. If an adolescent just unquestioningly takes on the values of his parents, there is no struggle for identity but this can lead to problems later on in life if the individual then starts to question these values. Most adolescents need to reject their parents' values in order to find their own. Therefore, conflict with parents is almost an essential part of growing up.

B The amount of conflict between adolescents and their parents has been greatly exaggerated. Most conflicts between adolescents and their parents are caused by criticism of their choice of friends, too much interference in their social life and too little financial support. However, their fundamental values tend to remain similar to those of their parents, and it is their mother and father that are most likely to consult over educational and career plans.



1 *Brush up personality adjectives.*

a) *Group up the adjectives into the appropriate columns.*

tactful	fussy	hard-working	tactless
responsible	polite	quiet	lazy
talkative	rude	nervous	mature
strict	tidy	sensitive	relaxed

usually positive	usually negative	could be either
		<i>critical</i>

b) *Add one of these prefixes un-, im-, ir-, in- to each of the words from the box to make opposites.*

For example: critical — uncritical

critical, mature, polite, responsible, sensitive, tidy

2 *Refresh your knowledge of word formation.*

a) *Rephrase the sentences, adding the appropriate suffix to the noun in italics.*

-ful -ish -less -ly -y

For example: Alec did it without *care*. Alec was careless.

- 1 Don't be such a *fool*. Stop being ...
- 2 The magazine comes out every *week*. The magazine comes out ...
- 3 Look at all the *dirt* on your hands. Your hands are ...
- 4 The situation is without *hope*. The situation is ...
- 5 The injury is giving a lot of *pain*. The injury is ...

b) *Fill in the gaps with the appropriate form of the word on the right.*

- | | |
|---|-----------|
| 1 Sarah is not very <u>tolerant</u> of people who don't think the same as she does. | tolerance |
| 2 Dave always makes a ... contribution to class discussions. | value |
| 3 It is well-... that women tend to live longer than men. | know |
| 4 Lyn thinks she deserves special ... | treat |
| 5 Henry wants to finish the project by himself, without ... from anybody. | interfere |
| 6 In Britain, it is an ... to sell tobacco to under-sixteens. | offend |
| 7 You need ... from the boss if you want a day off work. | authorise |



GRAMMAR POINT

3rd CONDITIONAL

We use the **Third Conditional** for imaginary situations in the past.

Example: *If it had been sunny, we should have gone sailing.*

(But it wasn't sunny so we didn't go sailing.)

We can also use:

- other modals to show how possible or sure the result was.

Example: *If it had been sunny, we could / might have gone sailing.*

- the Perfect Continuous

Example: *If I had been feeling tired, I wouldn't have been driving.*

- passive forms

Example: *The medicine shouldn't have been discovered if there hadn't been an accident.*

	If + Past Perfect	would have	+ 3rd form (Past Participle)
Positive	If it had been sunny,	we would have	gone sailing.
Negative	If I hadn't gone skiing,	I wouldn't have	broken my leg.
Question	If you had had the money,	would you have	bought the house?

1 Read each sentence (1-6). Write 'T' for each true sentence (a-f) or 'F' for the false one.

- If I had had time, I would have watched *It's a Wonderful Life*.
a I didn't have time to watch *It's a Wonderful Life*.
- I would have recorded the film if my DVD hadn't broken.
b I recorded the film.
- John wouldn't have met Linda if he hadn't gone to his brother's party.
c John didn't go to the party.
- John would have been happier if he had become an architect.
d John became an architect.
- The film wouldn't have been so good if James Stewart hadn't played the part of George Bailey.
e James Stewart played the part of George Bailey.
- The enterprise wouldn't have been successful if they hadn't provided such a strong marketing company.
f The enterprise isn't successful.

2 Choose the correct form of the 3rd Conditional.

- 1 If the Titanic (**didn't hit / hadn't hit**) an iceberg, it (**wouldn't have sunk / doesn't sink**).
- 2 If the Aztecs (**had defeated / defeated**) Cortes' soldiers, the Spanish (**mightn't conquered / mightn't have conquered**) Mexico.
- 3 What (**happened / would have happened**) if Columbus (**thought / had thought**) the world was flat?
- 4 If the Tsar's soldiers (**hadn't shot / wouldn't shoot**) demonstrating workers in 1905, there (**mightn't been / mightn't have been**) a revolution in Russia.
- 5 John Kennedy (**couldn't be assassinated / mightn't have been assassinated**) in 1963 if he (**hadn't been travelling / hadn't travelling**) in an open-top car.

3 Write sentences using the 3rd Conditional.

- 1 I / recognise / you / if / it / not be / dark
I'd have recognised you if it hadn't been dark.
- 2 If / my alarm / not ring / this morning / I / be / late for work
.....
- 3 If / you / ask / politely / I / lend / you / my car
.....
- 4 If / we / save / more money / we / might / be able to / afford / a holiday abroad
.....
- 5 If / you / read / the instructions / you / not break / the washing machine
.....
- 6 If / you / not remind / me / I / forgot / pay / my tax bill
.....

4 Complete the sentences following one of the patterns for the 3rd Conditional (see 'Grammar Point').

- 1 I would have enjoyed the party much more if
- 2 It ... if the sea hadn't been so rough.
- 3 Would you have been able to come next Tuesday if ...?
- 4 If you had taken my advice
- 5 If I had realised that you were really serious in what you said
- 6 If it hadn't been for the fact that his father had influence
- 7 If he had told me the truth in the first place
- 8 Would you have lent him the money if ... ?

- 5 Refresh your knowledge of Conditionals I, II, III and make up the sentences using the prompts below.

Example: to rain — not to go there

If it rains, I will not go there.

If it rained, I would not go there.

If it had rained, I would not have gone there.

- 1 to have money — to buy a new car
- 2 to employ her — not to have the right qualifications
- 3 to pass the exam — to study more
- 4 to win the game — to train hard
- 5 to buy the house — to be cheap
- 6 to be offered the job — to take it



- 6 Choose the 2nd or the 3rd Conditional form to complete each sentence. Use negatives if they are required.

- 1 I would go skiing more often if we lived (live) closer to the ski resorts.
- 2 The snow ... (clean) if I had had a shovel.
- 3 If I had a key, I ... (let) you inside.
- 4 If John ... (be) in town, he would invite you to this new restaurant.
- 5 If I ... (know) you were coming, I would have thrown a party.
- 6 If he had given her his email address, she ... (send) him the price list.
- 7 If we ... (get) lost, we would have arrived on time.
- 8 Where would you live if you ... (have) this house?

- 7 Choose the correct option to complete each sentence.

- 1 If you want to put on weight, you more regularly.
a) should have eaten b) should eat c) would have eaten d) would eat
- 2 We hope that we the way.
a) will find b) find c) would find d) found
- 3 We hoped that we the way when we got lost in the subway.
a) will find b) would find c) would have found d) shall find
- 4 If she you, she would be much stricter.
a) was b) were c) has been d) had been
- 5 If she longer, tell me in advance.
a) staying b) stayed c) stay d) is staying
- 6 If you rehearsing, I'll call the audience in.
a) will finish b) finished c) have finished d) had finished
- 7 If we in a big city, we would visit the theatre more often.
a) live b) have lived c) have been living d) lived

1 **In pairs, ask and answer the questions.**

- Which of the personal adjectives in task 1 on page 79 describe your parents' attitude to you as a teenager? Why?
- Which adjectives describe your attitude to your parents as a teenager? Why?

2 **Work in small groups.**

- Make a list of things that parents sometimes say about their teenage children.

For example:

He's so untidy! He's always leaving his clothes on the bathroom floor! She's very hard-working. She spends hours studying in her room.

- What do you think parents can do to live happily with their teenage children?

For example:

Listen to what their children say.



3 a) **Read the sentences and guess the meanings of the words in bold.**

approach, *n* — They introduced a new approach to teaching languages.

judgement, *n* — "In my judgement we should accept the proposal."

"Your judgement is not fair," she answered with a protest in her eyes.

assume, *v* — He didn't see her car, so he assumed she had gone out.

annoy, *v* — Sheila annoyed Bill with her unpleasant scream voice.

bring up, *v* — Tom was brought up a Catholic. "In my day, children were brought up to respect their parents," granny said.

irritating, *adj* — She has an irritating habit of interrupting everybody.

intention, *n* — They came with the intention of visiting the museum.

negotiation, *n* — This contract is the result of long and difficult negotiation between the businessmen of both companies.

b) **Work in pairs. Check your answers using a dictionary. Take turns.**

- 4 Listen about Penny Palmano, who has written a best-selling book on teenagers and say if she has a mostly positive or a mostly negative attitude to teenagers.



- 5 Listen again and answer the questions.

- 1 What is the main idea of the new approach to dealing with difficult teenagers that Penny Palmano offers?
- 2 How many children does Palmano have?
- 3 Has she got any problems with clearing up at home?
- 4 Do teenagers annoy their parents intentionally?
- 5 Why can't many teenagers make good decisions and control their emotions?
- 6 What does Penny believe the keys to happiness for all are?
- 7 What does Palmano advise to do if a teenager comes home a little bit later than it was agreed?
- 8 Is it important to criticise a teenager for having an untidy room? Why?

- 6 In pairs, do the task below.

Write down on a piece of paper three things teenagers do, which their parents find annoying. Pass the paper to another student. Take turns to tell each other what parents should do to deal with the things that annoy them.



WORD FILE

- an approach [ə'prəʊtʃ]
- an intention [in'tenʃn]
- a judgement ['dʒʌdʒmənt]
- a negotiation [ni,ɡəʊʃi'eɪʃn]
- to annoy [ə'noɪ]
- to assume [ə'sju:m]
- irritating ['ɪrɪteɪɪŋ]
- to bring up

7

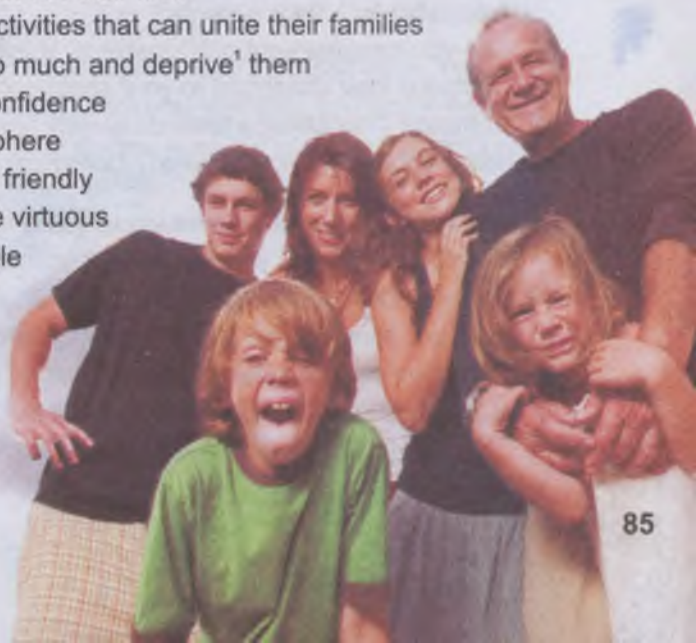
Refer the phrases (1-22) to the appropriate headings (A-C).
Explain your choice.

A Successful parents	B It is not advisable for adults	C Good children

- 1 treat their parents in the way they'd like to be treated themselves
- 2 be good friends to their brothers and sisters
- 3 develop a sense of responsibility in their children
- 4 spoil their children in every possible way
- 5 never forget to praise their children when they deserve it
- 6 be genuinely interested in their parents' problems
- 7 don't give their children any freedom of choice or give them too much freedom
- 8 not to treat all the children in the family equally, have favourites
- 9 always find time to spend with their children, hear them out and discuss their problems
- 10 raise their kids
- 11 be prepared to compromise and meet their parents halfway
- 12 make children feel low or ignored
- 13 give promises and break them
- 14 give their children plenty of love and patience
- 15 do their best to develop their children's minds and give them a good education
- 16 offer any possible help to their parents
- 17 lose their temper and shout at their kids
- 18 take part in all sorts of activities that can unite their families
- 19 criticise their children too much and deprive¹ them of self-respect and self-confidence
- 20 try and make the atmosphere in the house cheerful and friendly
- 21 teach their children to be virtuous and decent² to other people
- 22 teach them good manners

¹to deprive [di'praiv] — позбавляти

²decent ['di:snt] — пристойний, порядний



1 Read and express your opinion on the following.

- Many people say we have a responsibility to look after the elderly people in our family or community. Why is it important to take care of them? How should we take care of elderly people?

2 Ask and answer the questions in pairs.

- 1 Can young people understand old people?
- 2 Can old people have an understanding of the young?
- 3 What do you think about the saying "If I knew then what I know now" or "Childhood days are the happiest days"?
- 4 What do you think about the relationship between innocence and experience?
- 5 Can you give some examples of the generation gap from your own experience?
- 6 Can this gap be overcome? What causes it?
- 7 If you listen to music at full blast, do you think about possibly disturbing somebody else's peace?
- 8 Can you imagine a situation, in which you and your parents exchange roles?
- 9 What would be the same, and what would be different?
- 10 What is your relationship with your grandparents?
- 11 Do you feel a generation gap there?
- 12 What is your relationship with your parents?
- 13 Can you compare your relationship with your parents to their relationship with their parents?
- 14 Can you imagine your grandparents' childhood?
- 15 Compare their childhood to your childhood.
- 16 Compare their attitude towards elderly people then to yours now.
- 17 Has anything changed? What? Comment on this.



WORD FILE

- a community [kə'mju:nəti]
- a generation [ˌdʒenə'reɪʃn]
- an innocence ['ɪnəsns]
- a madman ['mædmən]
- to avoid smth [ə'vɔɪd]
- to disturb [dɪ'stɜ:b]
- to encourage [ɪn'kʌrɪdʒ]
- to overcome [ˌəʊvə'kʌm]
- to recognise ['rekəɡnaɪz]

3 Read the episode of a TV show and act it out in a group of four.

WHAT WOULD YOU DO?

Show Host: Your teenage daughter has started using the telephone to chat to her friends in the evening and quite often she talks for more than an hour, and it means that you can't use the phone yourself. You've told her to stop phoning her friends but now her friends phone her instead. What would you do about that?

Rebecca: Oh it's a difficult one. I think I'd try to reason with her and say — I mean I wouldn't say, "You must not ring your friends and your friends must not ring you" because I think that's unfair. What I would say is, "If your friends ring you, can you just keep the conversation a bit shorter so that other people can use the phone?", which seems quite reasonable to me.

Show Host: Nick, what do you think?

Nick: I think what I'd do is stop my daughter from answering the phone and monitor the calls as they came in. And she would only be allowed to take one call in the evening from a friend, and if any other calls came in we'd inform her friends saying, "No, I'm sorry, she's already talked to Angela or Julia or whatever and so she can't talk to anyone else" and take control of it that way.

Show Host: Aisha, do you agree with that?

Aisha: Not really. I think you should always try and remember what it felt like at that age and actually how important it felt to try and talk to your friends. What I'd do, I think, is really encourage her to visit her friends and to have her friends round more so they could actually talk in person rather than on the telephone.



4 Discuss the following questions in groups.

- When couples have their first-born child, they become parents and face an utterly¹ new stage in their lives. What should parents do to be successful?
- What parents shouldn't do to be successful?
- In their turn teenagers are old enough to realise that adults are not saints and may make mistakes and that the so-called generation gap should not necessarily spoil their relations. What should good children do?

¹utterly ['ʌtəli] — цілком, абсолютно



- 5 a) Read what teenagers sometimes say about the points that annoy in their parents.

I love my dad but he has absolutely no sense of rhythm. That wouldn't matter if he didn't insist, even at his advanced age, on dancing at parties and weddings. Worse than this, he once started playing an imaginary guitar in a CD shop. They were playing a track from the latest hit parade which dad recognised. So he started jumping about like a madman, not caring I was standing right beside him. I was shocked and embarrassed. Later he told me that when he was a teenager, he'd been in a band for a few weeks.



Max



Kate

Usually my mum is very sweet and tactful, but she has moments when she totally loses her tact and becomes dictatorial. You never know when this will occur. The most recent was when I was innocently watching TV, and she suddenly stood in front of the telly, shouting, "You're not watching this stupid programme, are you? You must have something better to do with your time than that." She went on like this for several minutes. But I was calm and patient with her and after a bit she calmed down again leaving me in front of the telly watching my programme. I think I have learned to avoid conflicts. The main thing is to control yourself.

- b) Imagine you are Max or Kate. What would you say to your dad (mum)? Role-play the situations in pairs.

6

Read and comment on the following statements.

*If there is right in the soul,
There is beauty in the person.
If there is beauty in the person,
There will be harmony in the home.
If there is harmony in the home,
There will be order in the nation.
If there is order in the nation,
There will be peace in the world.*



1 Complete the text with the words from the box.

reasons, adults, in love, get angry, intolerance,
conflicts, argument, get along with, violence, decide



There are (1) ... everywhere: in families, between neighbours or between the boys and the girls in your class. What are the (2) ... of these conflicts? Perhaps the neighbours (3) ... because your football lands in their garden, or because your music is too loud. May (4) ... say hasty things about your hairstyle or about the way you dress. Perhaps your mother has a serious (5) ... with you because of your boyfriend. Perhaps your brother and his best friend have become bitter rivals because they are (6) ... with the same girl. Or a friend in your class cannot (7) ... which classmates or teachers he/she should invite to a party.

And if you open a newspaper, almost every day you will find reports about individuals, groups of people or countries that do not (8) ... each other at all. Lies, misunderstandings, prejudice¹, (9) ... and discrimination often cause serious problems which can lead to (10) ... or even war.



¹a prejudice [ˈpreɪdʒɪdɪz] — упередження

2 Write sentences using the 3rd Conditional.

- As a young child Ellen Macarthur went on a sailing trip with her aunt. A few years later she took up sailing.
If Ellen Macarthur hadn't gone on a sailing trip with her aunt, she might not have taken up sailing.
- She saved up her school dinner money. She was able to buy a boat.
If she money,
..... a boat.
- She decided not to study to be a vet. She became a sailor.
She a sailor
..... a vet.
- At 18 she sailed around Britain single-handed. She won the Young Sailor of the Year Award.
She the Young Sailor of the Year Award if single-handed.
- She had a good boat. She broke the round-the-world record by 31 hours.
If she, she
..... by 31 hours.
- The navigational equipment worked. The boat's generator didn't fail.
If the boat's generator, the navigational equipment

3 Put the verbs in brackets into the correct tenses.

- If you ... (*find*) a skeleton in the cellar don't mention it to anyone.
- If you pass your examination we ... (*have*) a celebration.
- What ... (*happen*) if I press this button?
- I should have voted for her if I ... (*have*) a vote then.
- If you go to Paris where you ... (*stay*)?
- If someone offered to buy you one of those rings, which you ... (*choose*)?
- The flight may be cancelled if the fog ... (*get*) thick.
- If the milkman ... (*come*), tell him to leave two pints.
- Someone ... (*sit*) on your glasses if you leave them there.
- You would play better bridge if you ... (*not talk*) so much.
- What I ... (*do*) if I hear the burglar alarm?
- If you ... (*read*) the instructions carefully you wouldn't have answered the wrong question.

- 4 Read, then express your opinion on the charter.

The Bell Family Charter

- Housework:** All members of the family must do an equal share of the housework according to age and ability. A list of duties will be put up each week.
- Free time:** Children and parents have an equal right to free time.
- Visitors:** Children have a right to bring friends home whenever they like.
- Bedtime:** Bedtime will be fixed according to age. Children of 15 may go to bed when they like.
- Rules for parents:** Parents must not break promises. Parents must not cancel plans suddenly. Parents must not criticise their children in public.
- N. B.** Parents are not always right.

- 5 Divide into two groups. The first one writes the list of the ways to describe successful relationships, the second group writes the list of the ways to describe unsuccessful relationships. The winner is the group with the longest list.

- 6 Read the introductory sentences of two paragraphs. Complete them.

In the past the family unit was much bigger. ...

Nowadays one-parent families are more common ...



7 Match questions with the answers to make an interview.

Interviewer: What's wrong with today's teenagers?

A: ...

Interviewer: For example?

B: ...

Interviewer: Do you have any problems with your teenage children?

C: ...

Interviewer: What do you think about your parents, Paul?

P: ...

- 1 My son's fine, he works hard at school, but I have problems with my daughter Susan. She never listens to us. I think she doesn't even like us. She and her friends just use the house like a convenient hotel, and she wears these terrible clothes. I think she does it to upset us.
- 2 They want to be treated like adults, but they won't take adult responsibilities. They just sit around, listening to loud music.
- 3 Well, they're so boring. I mean, they want us to be like them and accept their way of life.
- 4 That's easy — everything.

8 Role-play the situations (1, 2) in pairs.

- 1 You belong to a very close family who have always done things together. You'd like to spend more time with your friends, especially at weekends. But your parents always organise family activities that fill up the whole weekend, and say you're too young to go off on your own. What would you do and say to your parents?
- 2 Susan is 16. Every year she, her parents and her younger brother who is 14 go on a family holiday to their house by the lake. A week before the holiday Susan's boyfriend Andrew who is 18 asks her to join him and a group of friends on a camping trip. She wants to go but knows that it will not be easy to persuade her father. Also, she does not want to upset or disappoint her parents. She decides to speak to her father and mother after dinner.



- 9 In groups, read and make notes on your answers to the questions below and organise them into sections. Use your notes to give your speech. (See tips on presentation on page 37 and the letter on page 96).

WHAT ABOUT UKRAINE?

Dr Margaret Haster is carrying out research into how the generation gap is perceived in different cultures in Europe. She will be visiting schools in Ukraine to hear the viewpoints of Ukrainian children.

She has sent you the following questions that she would like to discuss with you.

- What do parents expect from their children?
- What do children expect from their parents?
- Where do you learn your social survival skills from most — family, school or peers?
- To what extent is there a generation gap? How do you feel about it?

10

Do the individual project 'Three Generations' following the items below.

- 1 Interview your grandmother or grandfather, or the grandparents of one of your friends. Think carefully what questions you are going to ask them. (Ask them about their childhood and their relationship with their own parents and grandparents.)
- 2 Ask your parents the same questions.
- 3 Answer the same questions yourself.
- 4 Compare the answers and discuss the generation gap (what is the same, what is different).
- 5 You can decide on the questions, each of you within the group is going to ask, so that you have a greater range of answers to compare. Try to reach some kind of conclusion on the generation gap question.
- 6 Share your conclusions in class.





Letter to the Editor or to the Authorities

Letters to the editor or to the authorities are formal letters expressing a person's opinion or views on specific issues.

This kind of letter includes the typical elements of a formal letter: a formal greeting and a formal ending with the writer's full name. The **introductory paragraph** states the reason(s) for writing and an opinion regarding the issue. The **body paragraphs** present the problem under discussion and then either some suggestions or reasons to support the opinion expressed in the introductory paragraph. Different points should be written in separate paragraphs.

Letters to the editors of newspapers or magazines are basically written for two reasons. Firstly, you wish to express your agreement or disagreement concerning a certain issue in question. Secondly, you wish to state your opinion with regard to the letters or articles that have already been published.

THE LETTER TO THE EDITOR The Structure

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

*stating reason(s) for writing
& your opinion*

BODY PARAGRAPH

Paragraph 2-3

*presenting the problem
(causes and effects) or arguments
supporting your opinion*

Paragraph 4-5

*giving suggestions or opposing
already published views*

CONCLUDING PARAGRAPH

Paragraph 6

*summarising or restating
your opinion & writing
closing remarks*

FORMAL ENDING

writer's full name



1 In pairs, read the situation and match the structural elements (1-4) with the appropriate content outline notes (in A-D).

The district authorities have decided to build a new shopping arcade near the town's day-care centre. You are a local resident who strongly opposes such decision. You're going to write a letter to the editor of the *Sunderland Daily News* regarding the issue.

- 1 reason(s) for writing your opinion
- 2 your arguments + suggestions
- 3 opposing views and your counterarguments
- 4 closing remarks

- A ● financial benefits should not be the only criterion
- the long term consequences are more damaging
- B ● district authorities' decision to build a large shopping arcade near the town's day-care centre
- total disapproval
- C ● strong disagreement; local residents must be consulted
- D ● a description of the surrounding park
- a significant rise in the number of cars (accidents, pollution)
- piles of litter from nearby restaurants, bars, etc.



2 Read the letter and answer the question after it.



Dr Margaret Haster, a British psychologist who specialises in adolescence, wrote the following letter to the newspaper in response to the story of George Trimble. (See Reading on pages 75-77.)

22 Robin Hill
Sunderland
September 2011
Sunderland Daily News
Editor

Dear Sir/Madam,

I am writing to tell you that the case of George Trimble in your edition of September 14th highlights one of the major issues that faces society today.

As to a psychologist who specialises in adolescence, it is clear to me that the problems confronting young people are increasing. More teenage girls are getting pregnant and there are more single mothers. There is also a higher incidence of teenage boys dropping out of school and more gangs on streets corners. 22 percent of boys up to age 18 are reported by a school or other authority for delinquency. Moreover, suicide rates among young men are climbing and a third of teenagers suffer depression at some point.

But what are parents to do? Should they be more liberal and risk losing authority in the child's eyes? Or more authoritarian and risk alienating¹ their children so much they won't talk about their fears and concerns? Should they try to stop them having sex or encourage safe sex? It is no easy thing to find a balance between discipline and tolerance. No one seems to know what the rules are any more.

However, unless we start to address these questions as a society, and that means government, schools and parents, things will only get worse.

Yours faithfully,

Dr Margaret Haster

¹to alienate ['eɪliəneɪt] — відштовхувати

- Which of the statements below (A-C) best summarises her point of view?
 - A Parents should be more strict with their children.
 - B Parents should be less strict with their children.
 - C We don't know whether parents should be more strict or less strict with their children.

3 *In groups, discuss the following question.*

- What's your view on 'the balance between discipline and tolerance' that Dr Haster mentions? Where would you draw the line?

4 *Look back at Dr Haster's letter and answer the questions in pairs.*

- 1 The letter has four paragraphs. What is the main idea or purpose of each one?
- 2 Find examples of the use of facts to support opinions. Why does the writer use them?
- 3 Find uses of transitional phrases. Why are they used?
- 4 Find examples of rhetorical questions, i.e. questions that the writer does not expect an answer to. Why does Dr Haster use them?

5 *Margaret Haster's letter appeared in the 'Letters to the Editor' column of a newspaper. Write an answer to Margaret Haster that could be put in the column. Follow the instructions below.*

First, identify the points in the letter that you need to answer (the questions in the 3rd paragraph).

Second, write down some ideas (*you can use your ideas from the discussion above and the one on the 'Teen Terror' article at the beginning of this unit*).

Next, organise your ideas into paragraphs, making sure you have support for your opinions. Then, write your letter using paragraphs (don't forget introduction), but don't overuse them:

Finally, check your work for mistakes.

6 *a) Read the situation and make notes which will help you to write the letter. Work in pairs.*

A local newspaper has recently published a series of articles about young people. In most of the articles, young people are described as irresponsible, rude and looking only for cheap entertainment. These opinions are mainly based on a few recent incidents in the local discotheque.

You're going to write a letter to the editor expressing your disapproval not only with the editorial policy of treating the topic, but also with the perception¹ of young people.



Make notes which will help you to write the letter.

reason(s)
for writing
your
opinion

your
arguments +
suggestions

opposing
views & your
counter-
arguments

closing
remarks

b) Write a letter to the editor using your notes. Use transitional words and phrases for expressing opinion, causes, consequences / results and how to list the points. (See pages 168-169 of the Appendix: Common Transitionals in the 'English-10' textbook.)

¹a perception [pə'sepʃn] — сприйняття

VOCABULARY

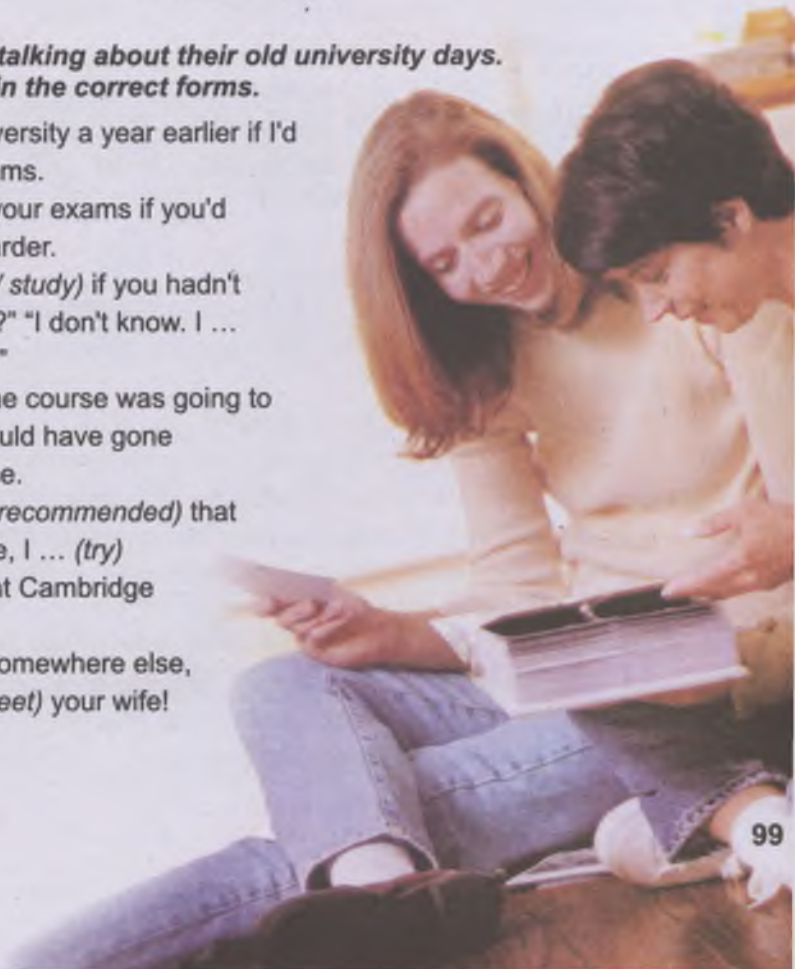
1 Match the words with their definitions.

- | | |
|-----------------|---|
| 1 an adolescent | a to say or think that someone or something is responsible for something bad |
| 2 an approach | b to do what someone in a position of authority tells you to do |
| 3 negotiation | c to attack someone in a violent way |
| 4 to assault | d a young person who is developing into an adult |
| 5 to blame | e to stop someone from doing something or to stop something from happening |
| 6 to interfere | f a method of doing something or dealing with a problem |
| 7 to obey | g to get involved in a situation that does not concern you, and try to influence what happens in a way that annoys people |
| 8 to prevent | h discussions between the representatives of opposing groups |

GRAMMAR

2 Two friends are talking about their old university days. Write the verbs in the correct forms.

- I ... (go) to university a year earlier if I'd passed my exams.
- You ... (pass) your exams if you'd worked a bit harder.
- "What ... (you / study) if you hadn't studied history?" "I don't know. I ... (study) politics."
- If I ... (know) the course was going to be so dull, I would have gone somewhere else.
- If you ... (not / recommended) that university to me, I ... (try) to get a place at Cambridge university.
- If you ... (go) somewhere else, you ... (not / meet) your wife!



LISTENING

3 Listen to the story and name in one word the person who:



- 1 started the quarrel more and more _____
- 2 began working more hours than ever _____
- 3 gathered in the television room _____
- 4 had an announcement to make _____
- 5 assured Marc that there would be no divorce _____
- 6 told Marc that they would leave their home _____
- 7 tried to fill the house with warmth and care _____
- 8 asked Mark about school _____
- 9 changed their concept about perfect family _____

READING

4 Read the article and refer the headings (A-E) to the appropriate paragraphs (1-5).

- A All we need is tolerance.
- B Parents are more tolerant nowadays.
- C Spend more time practising to produce sweet harmony.
- D You'll know about parents' love when you become a parent yourself.
- E Self-development is a great thing!

RELATIONSHIP WITH PARENTS

- 1 Do your parents love you? Whether you believe they do or not, I have no intention of trying to persuade you one way or the other. Instead, I will tell you just when you find this out for yourselves. Actually not until you become parents yourselves. Then you will know.
- 2 Mark Twain, the great American writer, used to say when he was fourteen his father was so ignorant he could hardly stand to have him around. But when he was twenty-one he was astonished at how much his father had learned in those seven years.



- 3 Today, your parents may seem to you to be people who keep on saying: "Now when I was young..." But, believe me, that is how their parents seemed to be when they were young. Today parents are, in my opinion, more tolerant of the behaviour of their sons and daughters than ever before. I wonder, however, whether you are tolerant.
- 4 I heard recently of a father who was found sitting on the front steps of his house at three in the morning by a policeman. "What are you doing here?", asked the policeman. "Oh," said the man, "I've lost my key so I'm waiting for my children to come home and let me in." But few parents stay out "partying" until the early hours of the morning. I wonder how you would feel if your parents started doing this and you had to wait up until they came in? Even if you didn't wait up for them! Would you not be asking such questions as "Where have you been? What have you been doing?" How would you react to their answers? What we all need, the young people and those who are older, is tolerance.
- 5 There are, you all know, black and white keys on a piano. Play them together thoughtlessly, without any rules, and you get discord. But if you understand music and spend some more time practising, you can, with the same black and white keys, produce sweet harmony. Why not try? You start. You'll be surprised at how quickly your people will respond.

(after Gordon Williams)



CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about family relationship
- listen and understand about the period of adolescence
- talk about generation gap and teenagers' behaviour
- discuss about the ways to improve relationship with parents
- understand and use the 3rd Conditionals
- write a letter to the editor (opinion letter)

CAN YOU ...
IN ENGLISH?