Unit 8 Family Trends

PREVIEW	Students listen to a report about the effect of education on family size, read a conversation discussing a relationship, and take a self-test about attitudes to rules for teenagers.	
LESSON 1 **Describe family trends**	***Grammar***	Repeated comparatives and double comparatives
LESSON 2 **Talk about parent and teen relationships**	***Vocabulary***	Parent and teen behavior
LESSON 3 **Compare the generations within a family**	***Listening skills***	Listen to confirm content; Listen to infer; Make personal connections
	Word Study	Using suffixes to transform verbs and adjectives into nouns
LESSON 4 **Discuss multi-generational households**	***Reading skills***	Summarize; Understand from context; Make personal connections
EXTEND-IT 4	*Research recent trends*; *Plan and make a presentation*; *Play the "Keep Talking" Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A FAMILY TRENDS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the title of the unit. Write it on the board: *Family Trends.* Elicit or explain that a *trend* is a general change towards something new.
- Read the directions. Have Ss listen to the conversation. To check comprehension, ask:
  Why is family size shrinking? (More women are staying in school for longer, so they are marrying and having children later.)
  What else decreases the chances of women marrying young and having large families? (joining the workforce)
  Where is this trend occurring? (everywhere where the education of women isn't discouraged or prohibited)
- Review the answer to the target question as a class.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What kind of good news are Lakshmi and Bryant discussing? (that Bryant and Robin are back together)
  Why did Bryant and Robin start having relationship problems? (because Robin lost her job and took on all the responsibilities at home)
  What was the underlying reason for their arguments? (Robin resented feeling so dependent on Bryant.)

LANGUAGE AND CULTURE

- *Bicker* means to argue over something unimportant.
- An *underlying issue* is a deeper problem than the one that is visible on the surface.
- *Make a go of something* is an informal way of saying to make something succeed, for example, a marriage or a business.
- *All's well that ends well* is used to indicate that a difficult situation has ended with a good result. There is a play with this title by William Shakespeare.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- After Ss complete the exercise, have them compare answers with a partner.

D ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the three featured phrases.
- Have Ss complete the statements individually.
- In pairs, have Ss read the conversations aloud and check answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- After Ss complete the task, have them share their sentences with a partner.

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Then read the self-test heading and the statement *Parents and teens are sometimes on opposite sides of the fence, but not always.* Elicit or explain that the expression *side of the fence* refers to a particular point of view in an argument. *Be on opposite sides of the fence* means to have completely opposing views.
- Invite Ss to look at the images in the self-test. Call on volunteers to read each self-test item as well as the speech balloon in the illustration for item 5. Clarify vocabulary as needed, referring to the Language Notes below.
- Tell Ss to complete the self-test individually. Reiterate that 0 indicates no agreement and 3 indicates full agreement.
- Bring the class together and poll, *Who has more points on the teen's side? The parent's side?* Then ask, *Were you surprised by your score?*
- Bring the class together and calculate the average score for the class. Add up all the individual scores on the board and divide by the number of people in the class to get the class score. Then write: *On average, our class is on the teen's side / is on the parent's side / can see both sides of the issues.*

OPTION (+5 minutes) Have Ss work in pairs to compare and discuss their opinions on the self-test.

CHALLENGE (+5 minutes) Invite Ss to speculate in pairs. Write on the board: *When you are older, do you think your point of view will change? Why?* Or ask, *When you were younger, did you have a different point of view?* Tell Ss to revisit the topics imagining themselves older (if they are young) or vice versa.

LANGUAGE NOTES

- Item 1: A *curfew* is the time decided by parents by which a child must be home or asleep in the evening.
- Item 2: *Chores* are small tasks family members have to do, especially work related to keeping a house clean.
- Item 4: *Help around the house* means to do different chores. *A sense of responsibility* refers to being aware of what one is supposed to do.
- Item 5: The verb *ground* means to stop a child from going out with their friends as a punishment for doing something wrong; the passive expression *I'm grounded* means the state of being punished in this manner.

EXTENSION (+10 minutes) Form pairs. Assign pairs one of the five categories: curfews, money, privacy, household chores, and discipline. Have pairs prepare a short role play illustrating their issue, with one partner as the parent and the other as the teenager. Then have them perform the role play. The class will identify the issue and then share their opinions about the situation. If Ss need an example of a role play, say, *A father and 14-year-old daughter arguing because the father searched his daughter's desk and found a phone he had never seen before.* (privacy) As Ss share opinions, encourage other Ss to share similar examples.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to read the directions and the two situations. Say, *The first topic refers to the content discussed in the self-test. The other topic relates to the Zoom-In conversation.* If time is limited, encourage Ss to focus on one of the two topics.
- Divide the class into groups. Remind Ss to provide specific examples in their stories. Tell Ss they don't have to talk about their own lives if they don't want to. The second question about relationships can be especially sensitive.

EXTENSION (+5 minutes) Direct Ss' attention to the second bullet point. Ask, *In your experience, do people typically share this type of personal information with colleagues at work? Would you?* Invite Ss to return to the Zoom-In conversation on page 78. Play the audio of the first half of the conversation as the Ss read along. Bring Ss' attention to Lakshmi's statements *I hope I'm not out of line bringing it up* and *Bryant, please don't feel obligated.* Point out that these are polite ways to navigate a delicate topic. Have volunteers practice reading the first half of the Zoom-In conversation with a partner.

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LESSON 1 Describe family trends

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Then have Ss look at the photo. Ask, *Who might Errol Walker be?* (a parent whose kids have returned home to live)
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, ask Ss to say whether the following statements are true or false based on Errol's comments. Tell Ss to correct the false statements.
  It's better to become financially independent sooner rather than later. (T)
  Young adults with a better education earn more money. (F: Even those with a good education find it difficult to earn a living wage.)
  I*n some cases, less education might be better for finding a good paying job.* (T)
  Life used to be more affordable. (T)
  Errol is confident his kids will be able to buy homes in their twenties. (F: He's concerned that fewer and fewer young people manage to do this.)
- Have Ss read the text again, focusing on the featured grammar.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs and have them discuss the questions.
- Bring the class together and call on volunteers to share their answers to the questions.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the three rules for repeated comparatives. Ask volunteers to read the examples.
- To check understanding, write these sentences on the board:
  1. It's becoming more and more difficult to save money.
  2. Fewer and fewer young adults are able to afford their own homes.
  Ask, *Which repeated comparative modifies an adjective?* (sentence 1) *A noun?* (sentence 2)
- Review that the words *more*, *less*, and *fewer* can be used to compare nouns and noun phrases. Remind Ss that *fewer* goes with count nouns, and *less* with non-count nouns. Note also that fewer and fewer people make this distinction in speaking, using *less* in both cases. In formal writing, the distinction is still important.
- Say, *Now let's think why repeated comparatives are used.* Write on the board:
  Salaries are getting lower and lower.
  Salaries are getting lower.
  Ask, *Is there a difference in meaning in these two sentences?* (no) *Why do you think the first sentence repeats the word* lower*?* (for emphasis)
- Then face one S and say, *Your English is getting better.* Next face another S and say, *Your English is getting better and better.* Ask, *Which statement emphasizes the improvement?* (the second one)
- Point out to Ss that repeated comparatives are mostly used with continuous verb tenses.
- Have volunteers read the explanation for double comparatives and the examples. After each sentence ask, *What is the cause? What is the effect?*
- Point out that the comma before the second comparative is necessary because each comparative is used in a separate clause.
- Draw Ss' attention to the **Note** at the end of the chart. Provide another example on the board: *The bigger the house, the more expensive the price tag.* Call on a volunteer to say where the form of *be* would fit in the sentence. (The bigger the house [is], the more expensive the price tag [is].)
- Then read the **Be careful!** note. Explain that continuous tenses are not used with double comparatives because double comparatives state facts, not ongoing actions.

GRAMMAR EXPANDER (optional, page T127)

D NOTICE THE GRAMMAR

Suggested time: 2.5 minutes | Your time:

- Have Ss find the example of a repeated comparative. Review as a class. You could ask Ss to paraphrase the sentence or explain what it means.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the exercise. For lower-level Ss, you can elicit the forms by asking, *Which words are used for decreasing number?* (fewer and fewer) *Which words are used for decreasing frequency?* (less and less) *Which words are used for an increasing length of time?* (longer and longer)
- Have Ss rewrite the sentences individually. Then have them compare answers with a partner.

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F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then discuss each statement with a partner.
- Go over the answers as a class. Have Ss notice that in each item, the first part of sentence is the cause and the second part is the effect.

G LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Write these topics on the board: *education, life expectancy, marriage, medical care, dating time.*
- Instruct Ss to listen, without referring to the Student's Book, and identify the two topics for each conversation. Point out that one of the topics will be used twice. (1. education and medical care, 2. dating time and marriage, 3. education and life expectancy)
- Have Ss listen again and complete the exercise individually. Review answers with the class.

H ERROR CORRECTION

Suggested time: 2.5 minutes | Your time:

- Give Ss a few minutes to correct the errors. Then go over the answers as a class.
- Ask, *Why is the present continuous not correct here?* (because double comparatives state facts, not ongoing actions)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample statement. Draw Ss' attention to the **Ideas** list.
- Have Ss write statements about changing trends in their country and then compare their ideas in pairs. Reinforce that Ss shouldn't just write anything they think of, but rather make statements about things they observe in their own lives or think might be true. Assist as needed.
- Remind Ss to use repeated comparatives and double comparatives. Write examples on the board for reference: *More and more kids are moving back home to live with their parents.*

EXTENSION (+20–30 minutes) For a more academic focus, have Ss write a paragraph developing one of their statements from Talking Points and including information from the Internet to back up their statements with facts and figures. Encourage them to use the repeated and double comparatives in statements such as this: *In the last ten years, people have been getting married later and later, and a declining number of women are having children in their early twenties. In addition to marrying later, an increasing number of people are waiting longer and longer to have children. This has resulted in a higher standard of living across the country because it has been found that the longer people wait to have children, the faster their income rises at the beginning of their careers.*

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the example answer.
- Form groups and have Ss discuss topics from their Talking Points notes. One S in the group should take notes so they can report back to the class.
- Monitor Ss' conversations, encouraging Ss to use repeated and double comparatives.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ describing family trends

✓ using repeated comparatives and double comparatives

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Display the audio script for Exercise A on page 78 (found under Printable Resources in the Portal). Write on the board:

1. *Write two examples of repeated comparatives in the audio.* (. . . more and more women are staying in school; . . . as more and more women join the workforce)
2. *Write two examples of double comparatives in the audio.* (. . . the more education women get, the smaller families they have; . . . the longer they stay in school, the better their opportunities for employment)
3. *Rewrite this statement as a double comparative:* When women remain in school, they tend to marry later and have children later. (The longer women remain in school, the later they tend to marry and have children.)

Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 2 Talk about parent and teen relationships

A VOCABULARY

Suggested time: 5 minutes | Your time:

- First, brainstorm ideas about the lesson topic without referring to the Student's Book. Write on the board:
  People criticize teens for being . . .
  People criticize parents for being . . .
  Elicit ways to complete these statements and write them on the board. If Ss get stuck, hint that you are looking for adjectives to complete the sentences. However, accept separate statements, too. (For example: Kids never say "Good morning" to adults anymore. Parents buy their kids too much stuff.)
- Have Ss look at the pictures and captions in the Student's Book, and see if any adjectives on the board match those in the book.
- Have Ss read and listen. Then have them listen and repeat.
- To check comprehension, say, *I'm going to read a description, and you will say which word it describes:*
  Parents set a lot of restrictions and expect kids to obey rules. What are they? (strict)
  Parents let their kids have or do anything they want. What are they? (lenient)
  Parents worry too much about their kids. What are they? (overprotective)
  Kids refuse to obey family rules and just do whatever they want. What are they? (rebellious)
  Kids expect to have or get whatever they want. What are they? (spoiled)
  Kids are rude and often talk back to adults. What are they? (disrespectful / inconsiderate)

LANGUAGE NOTE Bring Ss' attention to the possible use of *too* with the adjectives *strict* and *lenient*. Review with Ss that *too* means more than is acceptable or necessary. By saying someone is *too strict* or *too lenient*, you are voicing your opinion that it's more than is necessary. Point out that the prefix *over-* in the word *overprotective* also means *too*. See the Teaching Tip below.

TEACHING TIP At the high-intermediate level, Ss should be encouraged, where possible, to try to deconstruct words to decode meaning. In Units 4 and 5, Ss studied some prefixes in Word Study exercises. In this unit, they study suffixes in Lesson 3. Encourage Ss to make a habit of looking at the different parts of a word to determine what it means.

EXTENSION (+5 minutes) Have Ss work in pairs to discuss the details in each picture. Encourage them to first discuss the elements of each picture in relation to the term being illustrated, before noticing other little details. Assist as needed. Make sure Ss are using the present continuous.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Complete the first item as a class. Have Ss write the answer and ask a volunteer to read it. Then call on two more volunteers to read the example conversation.
- Have Ss complete the rest of the exercise individually. Then have them compare answers with a partner and discuss another example situation for each adjective. As Ss work, monitor and assist as needed.
- Then bring the class together and have volunteers share some of their examples.

TEACHING TIP Be mindful that while some Ss will gladly share details from their lives, others will be less inclined to do so. Always present the option to invent information or talk about other people, or even refer to characters from TV shows, movies, and so on. Certain topics might be unexpectedly difficult for Ss to talk about. When you see a S hesitate or resist, adjust the activity or focus of the lesson accordingly.

OPTION (+5 minutes) If Ss have used the intensifier *too* in their sentences, ask them to explain why.

CHALLENGE (+10–15 minutes) Have Ss write four more situations using the statements in Exercise B as a model. Remind them not to include the adjectives. Then have them exchange statements with a partner and choose the adjective the situation describes.

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C LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Have Ss listen to the six conversations without referring to the Student's Book.
- Then have Ss listen again and complete the statements. Remind Ss to use *too* when necessary.
- Go over the answers as a class.

LANGUAGE NOTES

- Conversation 1: *Set limits* means to have specific rules that have to be followed.
- Conversation 1: The expression *no ifs, ands, or buts about it* means there is no negotiation on a matter.

D MAKE PERSONAL COMPARISONS

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss people who exhibit the various types of behavior. If Ss can't think of anyone or don't want to talk about themselves, they can refer to a movie or TV character with these traits.
- Encourage Ss to provide details.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Preface a hard truth with expressions such as *Well, I hate to say it, but . . . , I'm sorry to say . . . , To tell you the truth, . . . , Unfortunately, . . . , The sad fact is . . .*
- Use *Why's that?* to ask someone to elaborate on an opinion

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What are the women discussing? (Abby's behavior)
  Was Abby always disrespectful? (no)
  Why does the second woman think there isn't much Abby's mom can do? (She thinks that as kids get older it's harder to control them.)
- Call Ss' attention to the **Social language** box and read the heading. Review that the verb *preface* means to introduce. Model each item for Ss to listen and repeat.
- To review the Lesson 1 grammar, ask Ss to find one repeated comparative and one double comparative. (And her behavior is getting worse and worse; The older they get, the harder it is to control them.)

LANGUAGE NOTE *Be at your wits' end* means to be very upset and not know what to do about a situation, often because you have tried everything possible to resolve it.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they
  - use an engaging tone for *So, here's a question.*
  - use falling intonation for *What do you think I should do about Abby?, Why?* and *Why's that?*
  - use rising intonation for *Is something wrong?*
  - use emphatic stress for *can* in . . . *there's not much you can do*
  - pause slightly after *Well, I hate to say it, . . .*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Read the directions.
- Draw Ss' attention to the situations in the **Ideas** box. Tell Ss they can also think up their own examples. Remind Ss to use the opener *So, here's a question.*
- Monitor Ss' conversations. Assist as needed. Have Ss change roles and practice again, using new ideas before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

OPTION Use the Unit 8 Energizer Worksheet (see Printable Resources in the Portal).

D DISCUSSION

Suggested time: 5 minutes | Your time:

- Lead a class discussion. Give each S a minute to write one piece of advice for parents and one piece of advice for teenagers.
- Write two column headings on the board: *Advice for Parents* and *Advice for teenagers.* Call on volunteers to share their ideas.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using adjectives to describe parent and teen behavior
✓ using expressions to preface a hard truth

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *You will hear Conversation 4 from Exercise C again. With a partner, discuss the mother's reaction, using vocabulary and expressions from the lesson. Then imagine how the son might respond to his mother telling him he's grounded.* Take notes to identify areas for review and extra practice.

Remind Ss of additional vocabulary and speaking practice in their digital resources.

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LESSON 3 Compare the generations within a family

A LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Invite Ss to describe what they see in the three photos. Then ask a volunteer to read the caption of the black and white photo. Invite Ss to say what they know about the Lower East Side. See the Language and Culture notes below.
- Read the directions and tell Ss to skim the statements. Then play the audio.
- Clarify vocabulary by referring to the Language and Culture notes as needed.
- Have Ss complete the exercise. Then, in pairs, have Ss compare answers.

OPTION (+5 minutes) Invite Ss to make the false statements true.

LANGUAGE AND CULTURE

- From the 1850s to the 1920s, millions of immigrants came to the United States. The first waves of immigrants were mainly from Ireland and Germany. Later waves of immigrants came from Italy and Eastern Europe.
- The Lower East Side is a neighborhood in the southeastern part of Manhattan. One of the oldest New York City neighborhoods, it has historically been a gateway for immigrants. It currently has a large Chinese immigrant community.
- *Tenement buildings* were low-rise and narrow buildings with multiple apartments. They had minimum standards of sanitation and safety, such as no indoor plumbing, poor ventilation, and insufficient lighting; as a result, the rent was low.
- The term *the old country* refers to the country that a person was born in, but no longer lives in.
- *Prosperous* means rich and successful.
- *Fervently* means feeling something very strongly and sincerely.
- *Be cut out for something* means to naturally be able to do something.
- *Drop out* means to leave a school or university before your course or program of studies has finished.
- *Scrape together* means to get enough money for a particular purpose, when this is difficult.
- A *bumper crop* is a very large crop.
- *The rest is history* is an informal expression which means that everyone knows the rest of the story.
- *Penniless* means having no money.

B LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- In pairs, have Ss answer the questions based on what they remember from Exercise A. Then play the audio again for them to check or add to their answers.
- Assist as needed. Then review answers as a class.

C MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit or explain that *identify with someone* means to feel sympathy with someone or be able to share their feelings.
- In pairs or groups, have Ss discuss and infer the values, expectations, and achievements of the three couples. As Ss discuss, tell them to say who they identify with.
- Time permitting, bring the class together and ask, *Who identifies with Eva and Sam? Stella and Ben? Joan and Arthur?*

D WORD STUDY

Suggested time: 10 minutes | Your time:

- To introduce the concept of suffixes, write *responsible* on the board. Tell Ss not to refer to the Student's Book. Elicit the part of speech (adjective) and an example sentence. (For example: Michael is a responsible student.) Ask, *What is the noun form of* responsible? Erase *-le* and add the ending *-ility*.
- Direct Ss' attention to the two lists in the Student's Book. Have Ss study the transformations into the noun forms. Then have them listen and repeat.
- Point out that the charts contain examples of both adjectives and verbs that can be transformed into nouns. Ask, *Which suffix can be added to both an adjective and a verb?* (-y) Have Ss identify the verbs and the adjectives. (The left-hand chart has all adjectives; the first half of the right-hand chart has verbs [*expect* to *encourage*] and then adjective, verb, adjective, adjective.)
- Say, *Some spelling changes are internal spelling changes.* Write on the board: *generous / generosity*. Then say, *Others are spelling changes to the end of the original word.* Write on the board: *mature / maturity.* Say, *We drop the final* e *when adding a suffix that begins with a vowel.* Write on the board: *unhappy / unhappiness.* Say, *We change the final* y *to an* i.
- Have Ss look up words they don't know in the dictionary. Then have Ss share the words and definitions with the class.

LANGUAGE NOTE Point out that most words do not follow set rules for the formation of nouns; they just have to be learned.

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E WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Reiterate that there can be more than one noun for each item.
- Have Ss compare answers with a partner and use a dictionary to confirm their answers and check meanings. Monitor and assist as needed. Note that *dependent* can be both an adjective and a noun.

PRONUNCIATION LESSON (optional, page T137)

F ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Write on the board: *Eva and Sam's generation; Stella and Ben's generation; Joan and Arthur's generation.* Model the first item. Ask, *Who from the three generations demonstrated competitiveness or a competitive attitude?* (Stella and Ben: They both became successful doctors.) Ask, *Who was not interested in a competitive lifestyle?* (Arthur: He tried law school and realized it wasn't for him.)
- Encourage Ss to use the generation references on the board as they work to recall which context the words may apply to. Help as needed. Monitor for correct use of noun, verb, or adjective.
- Bring the class together and have Ss share.

OPTION For lower-level classes, share the audio script (found under Printable Resources in the Portal).

OPTION (+5 minutes) Write these sentences from the audio script on the board for Ss to complete with the listed words in Exercise F. Remind them to be mindful of tense for the verbs. Then check answers as a class. Ask Ss to identify the part of speech.

1. *Sam and Eva's story was the story of many ___ to the U.S.* (immigrants: noun)
2. *They believed fervently in the ___ of education, and they ___ Ben to study hard.* (importance: noun, encouraged: verb)
3. *I had always assumed that I would ___ for a profession like my parents'.* (prepare: verb)
4. *I had a series of jobs and earned enough to be ___ of my parents.* (independent: adjective)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Invite Ss to look at the photograph. Ask, *Do you think it is the same time more or less as the photo on page 84?* (yes) Hint to Ss to read the caption to confirm. Elicit or explain that *the early 20th century* means approximately 1900 to 1930.
- Read the directions and have Ss skim the chart. Elicit or explain that *lifestyle* refers to the way a person or group of people live, including the place they live in, the things they own, the kind of job they do, and the activities they enjoy.
- Have Ss write their ideas on the notepads individually. Tell them to fill in all the cells for which they have information. If Ss need more room to write about lifestyle or habits and tastes, tell them to use a sheet of paper.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Ask volunteers to read the discussion questions.
- Divide the class into small groups to discuss. Have each group write a list of ideas describing the next generation.
- Bring the class together and call on volunteers to share the group's ideas.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating words from the Word Study to talk about generations

✓ comparing different generations within their families

OPTION (+20–30 minutes) Have Ss choose one of the questions they discussed in Exercise B, Discussion, and summarize their ideas in a paragraph. Ss can read each other's summaries and offer feedback.

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *Study the picture of the immigrants coming off the boat. Describe what is happening and what the people may be feeling. Think about what might have brought them to New York. Use various forms of the words in Exercise D on page 84 and Exercise E on page 85.* Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional listening, vocabulary, and pronunciation practice in their digital resources.

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LESSON 4 Discuss multi-generational households

A READING

Suggested time: 15 minutes | Your time:

- Write on the board: *multi-generational households.* Ask, *How many generations typically live in a family household?* (two: parent[s] and kid[s]) *What do you think a multi-generational household is then?* (a household consisting of three or more generations) Ask, *Has anyone here lived in a multi-generational household?* If Ss answer yes, invite them to share.
- Read the directions and the target question. Ask Ss to preview the pictures and speculate. See the ideas in the first Teaching Tips section on this page.
- Call on a volunteer to read the title of the article. Then ask, *Why do you think the article says Today's?* (the article talks about present day multi-generational households, not those of the past) *Do you think today's multi-generational households are different from those of the past?*
- Play the audio if appropriate. As Ss read and listen, have them underline information in the article that will help them answer the target question.
- Direct Ss' attention to the first two sentences in the article. Ask, *What was an important reason why Tae and Monnica moved into Tae's parents' house?* (financial) Invite Ss to speculate as to how combining the households made financial sense. (For example: There is only one mortgage to pay off, and Tae and Monnica don't have to pay for childcare.)
- Bring the class together. Ask, *Do you think there is a single generation that benefits the most?* Invite Ss to share, using examples from the text. (For example: No, each generation benefits equally. Children get attention and care from their grandparents, parents get much needed childcare while they work, and grandparents have company, eat properly, and feel useful.)

LANGUAGE AND CULTURE

- To say *the benefits far outweigh the inconveniences* means that there are more advantages than disadvantages to a situation.
- *Confer [benefits]* means to give an advantage or help in some way.
- *Priceless* means extremely valuable.
- *Nurture* means to help something develop.
- *Recount* means to tell a story or describe a series of events.
- *The olden days* is used to refer to a period in the past. The term is typically used for past times that are remembered fondly; another similar expression is *the good old days*.

TEACHING TIPS

- Always be sure to exploit photos for previewing texts. The photos in the current text allow Ss to engage with the target question before reading the article. They get Ss' attention and help them frame ideas about a multi-generational household.
- This article shows a growing trend in the U.S. However, in many parts of the world, multi-generational households have always been the norm. You may wish to discuss trends in other parts of the world.

B SUMMARIZE

Suggested time: 10 minutes | Your time:

- Read the directions. Point out that Ss should not summarize the entire article, just the benefits a grandparent can bring to a household. See the Teaching Tip below about following directions carefully.
- Have Ss work in pairs. Decide if Ss will summarize the benefits orally or in writing.
- Encourage Ss to skim the article again and underline or take notes.
- Remind Ss to use their own words and not include their personal opinions.

CHALLENGE (+5 minutes) Read lines 5–7 in the article: *Tae and Monnica have grown to feel that the benefits of having their parents there have far outweighed any possible inconveniences.* Ask, *Does the article go on to mention any potential inconveniences?* (no) Invite Ss to consider negative aspects of multi-generational households. See the second Teaching Tip below for ideas to balance a viewpoint. Ask, *What do you think could be some challenges to several generations living together?* (For example: Older generations could find helping raise the younger generation tiring. Older generations may need care themselves if they are in poor health.)

TEACHING TIPS

- Always reiterate to Ss the importance of reading directions carefully. Point to the Exercise B heading. Say, *Even though the heading says summarize, the task is NOT to summarize the entire article. It's to summarize one aspect.* Discuss with Ss that they should never just *skim* directions. They should read them carefully and then reread them to confirm. Then they should ask for clarification if unsure. This is particularly important when writing an essay or taking an exam—misunderstood directions could cost a person a grade as well as waste their time.
- When a reading or recording presents only one view on a topic, be sure to invite Ss to share other ways of looking at the topic. If necessary, present a scenario to elicit a different picture than the one presented.

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C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Review that *paraphrase* means to restate something in a shorter, clearer way using your own words. See the Teaching Tip below on paraphrasing.
- Say, *Find the four statements in the article and underline them.*
- Have Ss work individually to paraphrase the passages. Explain that key terms like *multi-generational households* don't need to be paraphrased. Assist as needed. If necessary, hint to Ss to paraphrase words like *consequences* and *famously*. Say, *Just like with translation, you can't just replace words when paraphrasing. To paraphrase effectively you need to take the whole idea, process it, and say it in a different way.*
- In pairs, have Ss compare answers and improve their paraphrases.
- Bring the class together and call on volunteers to read a paraphrase for each statement.

TEACHING TIP Ss may mainly associate paraphrasing with the need to avoid plagiarism. While that is a very important reason to learn how to paraphrase, paraphrasing is also a useful way of confirming comprehension.

D MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Call on a volunteer to read the example statement. To poll the class, ask, *Would you like your elderly parents to live with you in the future?*
- Draw two columns on the board labeled *Advantages* and *Disadvantages*. Ask Ss who say they would like their elderly parents to live with them in future to elaborate. Write notes in the *Advantages* column. Then ask Ss who don't agree to explain their views. Write notes under the *Disadvantages* column.
- To wrap up, say, *For some people it's a choice to live in a multi-generational household; however, for others it's a necessity. What can families do to help a multi-generational household function well?* (For example: They can set clear boundaries and have family meetings to clarify roles and to make sure everyone is comfortable.)

EXTENSION (+5 minutes) Have Ss participate in a debate about multi-generational households. Half the class will argue in favor and half the class will argue against. Tell Ss to do their best to make their arguments convincing even if they don't agree with the side they were assigned. First one side presents their view, and then the other. After both sides have spoken, each team gets to disprove any arguments the other side made. Finally, the teacher points out the strongest arguments on both sides.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Call on volunteers to read the questions. Reiterate that Ss will take notes for information that is true for the country they come from.
- In pairs, Ss discuss the questions and write notes.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Ask Ss to describe what the photo shows. (a grandmother reading a bedtime story to her grandchild)
- Read the directions. Write the second part of the task on the board: *Discuss how you would change the most common practices if you could.* Point out that if Ss don't think change is necessary, they should indicate why they think common practices are just fine as they are.
- In small groups, have Ss discuss. Refer them to the optional Soft Skills Booster on page 158 for ways to paraphrase an opinion and respond. Tell them that confirming understanding like this shows open-mindedness.
- Monitor as Ss speak. Prompt with questions and assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ discussing multi-generational households
✓ supporting their ideas with details

WRITING HANDBOOK (optional, page T148)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *According to the article, grandparents are less strict than parents. Say, Write a short paragraph responding to this statement, either agreeing or disagreeing. Give examples from your own experience.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Extend-It 4

OPTION Use the Phrase Book to ensure that Ss recycle and use known language from earlier levels and units. The Phrase Book is located under Printable Resources in the Portal.

1 RESEARCH RECENT TRENDS

Suggested time: 15 minutes | Your time:

Note: In Activities 1 and 2, Ss work in groups to research and present a recent trend. Activity 3 involves pairs of Ss playing a "Keep Talking" game giving their opinions.

- Call on volunteers to read the captions. Elicit that *birth rate* refers to the number of births for every 1,000 people in a particular year in a particular place.
- Read the directions and form groups of four. To make sure different topics are represented, you can assign topics to groups or have each group choose a topic out of a hat.
- Elicit that an *aspect* is one part of something that has many parts. To model how Ss might come up with aspects of a topic, say, *Let's look at the trend of multi-generational households from Lesson 4. What are some aspects of this trend that could be researched?* (the number of such homes and the growth; the benefits; the drawbacks; where they are most common and why)
- Tell Ss to brainstorm aspects of the trend they will be researching. Point out that the topic *Tourism in your country* specifies a trend in a particular country. Tell Ss they can talk about the other topics either in relation to the whole world, or in the context of a particular country or region. If Internet access is available, encourage Ss to look up ideas for aspects of the topic online. Monitor and assist.
- Bring the class together briefly. Check that all Ss have been assigned aspects to research. Say, *Write down what your other group members will be working on. That way, if you find something interesting during your research that fits better with another person's aspect, you can pass it on to them.*
- Decide if Ss will do digital presentations or use posters for Activity 2. While they research, they will need to either save or print images to use in their presentations, such as photos, maps, or graphs with statistics.
- Have Ss complete their individual research outside of class time if necessary. They should take notes rather than write full sentences.

2 PLAN AND MAKE A PRESENTATION

Suggested time: 60 minutes | Your time:

- Read the directions to clarify the procedure. The rectangles can be used for the actual presentation or just for planning what Ss will put on a real digital or poster presentation.
- Have Ss assemble in their groups and share their research. Tell Ss to collaborate to prepare the presentation digitally or as a poster. Remind Ss to formally introduce the trend and the aspects different people will talk about at the beginning. Also, Ss should formally close the presentation at the end. Write these questions for self-evaluation on the board to help keep groups on track:
  1. *Have we organized the aspects of our trend well?*
  2. *Do we have an introduction and closing?*
  3. *Does each speaker present the topic clearly?*
  4. *Does each speaker use good examples and visuals?*
  5. *Does each speaker speak clearly / at a good volume / at a good pace?*
  6. *Does each speaker stand up straight / make eye contact / use hand gestures?*
- As Ss work, assist as needed. Monitor that each Ss is involved and has a role. See the Teaching Tip on the next page for ideas to help Ss navigate a group presentation project.
- Bring the class together and instruct groups to present. If time is short, two groups can present to each other. Encourage Ss to think of questions to ask at the end of each presentation.

OPTION (+5 minutes) Write the following questions on the board for Ss to refer to as they evaluate each group's presentation. Tell Ss to take notes as each group speaks. Encourage Ss to highlight what groups did particularly well.

Peer Evaluation of Presentation

1. *Did the group organize the aspects of their trend well?*
2. *Is there an introduction and closing?*
3. *Did the speakers present their topic clearly?*
4. *Did the speakers use good examples and visuals?*
5. *Did the speakers speak clearly / at a good volume / at a good pace?*
6. *Did the speakers stand up straight / make eye contact / use hand gestures?*

At the end of all the presentations, the class can come together and share feedback. Remind Ss to give constructive feedback: They should be positive and polite.

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TEACHING TIP Stress to Ss that a group presentation requires effective collaboration between group members. They have to rely on each other to complete the different research tasks and then tie everything together. If individual Ss don't complete their assigned task, the teacher must intervene or encourage creative problem-solving so the group presentation can proceed. If a S has not researched their assigned aspect, the group needs to adjust the original plan. For example, the S could talk about an aspect that can be discussed more subjectively and doesn't require research. Alternatively, another S may share some research for that S to present. Repercussions such as awarding grades can come later. The key is to keep Ss focused on the presentation task in class.

3 PLAY THE "KEEP TALKING" GAME

Suggested time: 15 minutes | Your time:

- Make sure you or Ss have three coins for each pair. Use two different coins or other small objects for the game pieces, and one coin to flip to determine moves in the game. Each pair will also need to use a timer on their phone or watch.
- Read the first set of directions. Call on Ss to read the ten questions in the purple boxes. For space 2, review that *pocket money* is a small amount of money that parents give regularly to their children. Ask, *What is another word for pocket money?* (an allowance) For space 10, elicit or explain the meaning of *punctuality*. (being on time) See also the Language and Culture note on this page.
- Give Ss a few minutes to take notes on the notepad.
- Read the second set of directions. Flip a coin to demonstrate the verb *flip*. If appropriate, explain: *To flip a coin to see who goes first requires one person to call* heads (*the side of the coin that shows an image representing the country*) *or* tails (*the side showing the value of the coin*). *Once a flipped coin lands, the side that is face up wins and that person goes first.*
- Ask a Ss to read the directions under *START*. Clarify: *The coin will continue to be flipped to determine each move throughout the game.* Alert Ss not to mix up the coin being flipped and the ones on the board.
- Confirm that Ss understand that each person will time their partner as they talk. Speaking successfully for 30 seconds allows the player to move forward one space, but the player doesn't speak again in that turn.
- In pairs, have Ss play until one person wins.
- Assist with navigating the game. Also monitor content.
- Bring the class together and ask the winners to raise their hands. Ask, *Was it difficult to speak for 30 seconds? Does 30 seconds go by quickly?*

LANGUAGE AND CULTURE *Community service* refers to work that is not paid that someone does to help other people. Teens are often encouraged to dedicate some of their time to a good cause. Community service is also used as punishment for less serious crimes.

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