

Topic (b)

Teenagers have several bad health habits.

One habit is This is bad for their health because

Another bad habit is

A third bad habit is

Topic (c)

I miss many things about my childhood.

One thing I miss is because

Another thing I miss is because

A third thing I miss is because

Coursebook, pages 20 and 21
Workbook, pages 18 and 19

Lead-in

Discuss with students the differences between the past simple and the past continuous. Ask them to note down what they did last weekend, last night, yesterday, last week. To answer, they should use the past simple – *I visited my friend, I went to the cinema*. Then ask them to note down what they were doing when something else happened or was happening – e.g. *What were you doing when I called you? I was listening to music, I was watching TV*.

Introduce the topic of changing relationships. Many teenagers find that their relationships with adults change during the teenage years, especially with parents. Parents give teenagers more responsibility and freedom, but at the same time, expect more from them. Teenagers have to make more of their own decisions than when they were children.

Coursebook, page 20, Activity 1

In groups, students discuss the three questions, and think about their own relationships with their parents. They discuss the reasons why there might be a communication breakdown between teens and parents. This usually happens because of misunderstandings between the generations. One common teenage complaint is that “My parents don’t understand me.”

Teenagers often suffer from mood swings, which makes life at home difficult sometimes. On their side, parents are worried and confused about the changes they see taking place in their children, especially if they have never had to deal with teenagers before. For example sometimes a child who was always very talkative and open, becomes silent and withdrawn.

Regarding question **c**, it can be easier for a teen if their parents have already been through the

Theme 2 Unit 2

Teens and Adults

teenage experience with an older brother or sister. On the other hand, some teens complain that their parents compare them unfavourably to older siblings, and they can't seem to do anything right!

Coursebook, page 20, Activity 2

This dialogue between Nasser, a teenage boy, and his teacher, Mr Hamed, can either be read silently, or if you prefer, read or acted out between students in pairs.

As a lead-in, ask students whether they have been tempted to stay up too late online. Have their parents imposed any restrictions on the use of the Internet? If time allows, discuss the benefits and disadvantages of the Internet – e.g. the Internet is a great study resource, but also requires self-discipline as young people often waste time chatting to friends. You can link this theme with Theme 1 (Communication) and the positive and negative effects of using the Internet.

Coursebook, page 21, Grammar Recall

Direct students' attention to the Grammar Recall box, which focuses on the differences in usage between the past simple and past continuous. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. Refer students to the Grammar Reference section on page 74 of their Workbooks for further guidance.

Answers:

- 1 c
- 2 a
- 3 b

Coursebook, page 21, Activity 3

Students read the dialogue in Activity 2 again and find examples of the past simple and past continuous. They then choose the best form of each verb in the sentences a – e.

Answers:

Examples of the past simple

- wanted
- did
- was
- looked
- saw
- did you go
- did
- watched
- went
- did you go
- went
- chatted
- did you go

Examples of the past continuous

- were falling
- weren't paying attention
- were closing
- were snoring
- was working
- was finishing
- were chatting

Answers to Activity 3:

- a were having
- b wrote
- c experienced
- d were you doing . . . was drinking
- e fell

Workbook, page 18, Activity 1

Before students attempt the gap-filling activity, direct their attention to the vocabulary in the box on the left side of the page. Go over the words with them and make sure they understand the meanings. New words may be **interrogate**, **critical** and **moody**. Point out that **glued** can be used in an informal sense of giving something all your attention as in, "He's glued to his computer."

When you are sure that students understand all the vocabulary items, ask them to read each sentence and fill in the gaps with one word in each gap. They can do this with a partner.

When they have finished, and their answers have been checked, they should read the sentences again and discuss the views expressed in the sentences. Ask sentences such as:

- Do they share these teenage views about parents?
- Have their own parents ever said these things?
- Are there other things that they or their parents have said?

Answers:

- 1 suspicious
- 2 interrogate
- 3 comparing
- 4 critical
- 5 moody
- 6 glued
- 7 treats
- 8 untidy

As a homework activity, students should write sentences containing the words in their exercise books. Make sure they understand that they should create their own sentences, not just copy the sentences from their Workbooks.

Workbook, page 19, Activity 2

Tell students they are going to hear a conversation between Carol Brown – a mother of a teenage girl, Jane – and her friend Sally. Their first task is to listen for the reason that Carol is worried about Jane, and write it on the writing line beside question **a**. Play Listening 2.2.1. Repeat as necessary.

Listening Script 2.2.1

Carol: I'm really worried about Jane.
 Sally: Oh dear. What's the problem?
 Carol: Well, last night she was upstairs in her room. I went up to ask her to come down to dinner. I knocked on her door but she didn't hear me. So I

So I went inside. There was an awful smell in her room.

Sally: What kind of smell?

Carol: Cigarettes.

Sally: No! Was Jane smoking?

Carol: No, she wasn't. She was sitting on her bed, reading a book. But then I noticed something under her bed. I bent down and picked it up.

Sally: What was it?

Carol: An empty packet of cigarettes.

Sally: How shocking!

Carol: I know. I'm so worried. I don't want Jane to start smoking. She's only sixteen.

Answer to Question a:

Carol is worried because Jane has started smoking.

Direct students to the part **b** of the activity. Give them a few minutes to focus on what kind of information is needed to fill in the table – i.e. two reasons why Jane likes smoking, and three reasons why Carol says she shouldn't smoke.

Before you play the second part of the dialogue, pre-teach the phrase *freak out*. This is used informally and describes the behavior of someone who becomes extremely upset.

The answers are given in **Bold** in the Listening Script below.

Listening Script 2.2.2

Sally: What did you do? Did you freak out?

Carol: No, I tried to keep calm. I said, "Jane, are these your cigarettes?" She said "Yes." So then I said, 'But, Jane, why are you smoking? Don't you know it's bad for you?'

Sally: What did she say?

Carol: She said, "Yes, Mum, I know it's a bad habit. But **smoking is so cool**. And besides, **all my friends smoke**. I

Theme 2 Unit 2

Teens and Adults

want to be like them.”

Sally: Oh dear. What did you tell her?

Carol: I gave her three good reasons why she shouldn't smoke. I said that firstly, **smoking is a major cause of cancer and other diseases.** Secondly, **it will spoil her good looks.** Her teeth will turn yellow and her breath will smell. And thirdly, I told her **she'll never get a husband if she smokes.**

Sally: Did she pay any attention?

Carol: Yes, she did. She said she was sorry. And then she said, "You're right,

Mum. I'm going to stop smoking!"

Workbook, page 19, Activity 3

Students read through the text and complete it by writing the verbs in the past simple or the past continuous.

- 1 happened
- 2 caught
- 3 was sitting
- 4 came
- 5 asked
- 6 answered
- 7 saw
- 8 said
- 9 were you doing
- 10 Were you smoking

Workbook, page 19, Activity 4

Students read the example sentences, and then make up five sentences of their own which contain one verb in the past simple and one verb in the past continuous. Give them time to compare their sentences with a partner. Go round the class and write some of the best examples on the board.

Coursebook, page 21, Activate Your English

This gives students the opportunity to create a role play based on the ideas in the list.

However, if they prefer, they can think of other things that might lead to conflict between parents and teenagers, and make up a role play. Students can swap roles between parents and teenagers. Emphasise that they should try and reach an agreement in their dialogues.

Choose some of the best role plays, and ask students to act them out in front of the class.

Workbook, page 19, Activity 5

The Grammar Practice activities on page 65 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 74 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 a Irregular verbs in the past simple

Students can choose any three of the following:

- met
- was
- came
- had
- saw
- began
- became

b Regular verbs in the past simple

Students can choose any three of the following:

- didn't live
- invited
- arrived
- walked
- looked
- started

c Verbs in the past continuous

Students can choose any three of the following:

- was spending
- was working
- was living
- was studying
- was wearing

2 1 happened

2 won