

UNIT 4 RULES, RULES, RULES

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to a disagreement between Ramona and her mom.
- Answer multiple-choice questions to show understanding of the story.
- 🎧 Consider four alternative opinions about rules and Ramona’s situation, and decide which opinions they agree with. Learn expressions for reacting to other people’s opinions.
- Extend the Topic by talking about
- Study the Opinion Network to solve problems between parents and their teenage children.
- Read a Culture Corner extract about good mother-and-daughter relationships.
- Share ideas about introducing themselves as children and describing how they have changed.
- Watch a follow-up video extract from Soon-Hi giving her views about rules and young people.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Joseph’s unit introduction.

The Issue

In this unit, Ramona has a disagreement with her mother about rules. Ramona feels that her mother makes too many rules and doesn’t give her enough freedom. Ramona’s mother feels that Ramona isn’t responsible and needs rules.

Questions Raised

- Should parents use rules to control their teenage children?
- How can parents teach young people to be responsible?
- Do parents try to control their teenage children too much?
- How can parents have a good relationship with their teenage children?

To Keep in Mind

- While many students are happy to talk about the parental rules or expectations they experienced as teenagers, some students may have had bad experiences at home (divorce, abuse, etc.) that make talking from their experiences embarrassing or difficult. Keep this in mind if some students hesitate to share their experiences.
- The use of rules to manage children and family is fairly common in the US and Western Europe, but may be less common in other countries. In many countries, children don’t follow rules so much as follow the expectations of their parents. There can be strong family pressure to act in a certain way, even though there are few explicit rules.
- The conversation between Ramona and her mother is highly negotiated—meaning that Ramona gives reasons for why she sees rules as unfair, etc. In many cultural communities, children are not expected to negotiate in this way. It could be seen as disrespectful to argue with one’s parents.

TEACHING GUIDE

Getting Ready

→ Explain to students that the theme of the unit is the rules that parents have for their children. Ask them to look at the questions in the Getting Ready section and write down their ideas. Be sure to explain any words that might be difficult, such as *curfew*. Then put students in pairs and have them share their ideas.

🎧 **Teaching Tip:** This can be turned into a conversation activity by putting the following pattern on the board:

A: At home do you have rules about (item from book)?

B: Yes, I did./No, I didn't. + (Explanation)

Situation

→ Explain the Situation before having students open the book. Have students work in pairs, reading along with the passage as they listen to the recording. Then have students read over the comprehension questions on page 23. For the second listening, have students try to answer the questions while listening. After students have checked their answers, have them share their answers with their partner. Have students practice the dialogue with a partner. One student plays the part of the mother, and the other plays Ramona.

🎧 **Teaching Tip:** When students are practicing a dialogue from the book, the technique used should vary depending on the teaching goal. For example, if you want to give students a chance to work on pronunciation and basic language production, having them read the dialogue with the books open is effective. If you want students to practice producing language for themselves, the dialogue can be practiced with the book closed. The goal in this case is to recreate the overall interaction and not the specific language in the book. As a compromise, students can be permitted to look at the book, but not to speak while the book is open.

Check Your Understanding

Answer Key

1. a 2. b 3. c 4. c 5. c

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Ramona's situation. Discussion should be done in pairs.

🎧 **Teaching Tip:** To make this into a listening activity, have students write the names of the four speakers on a sheet of paper (Mark, Anna, Shingo, Iris). Have them listen to their opinions with the book closed. Have them write "Yes" or "No" to show whose opinions they agree with. After listening, they can confirm their understanding by looking at the book.

✍ **Culture Point:** In Asia, family relationships are often said to be highly influenced by Confucian thinking. In the West, this is sometimes thought to mean simply that one must obey one's superiors. But from the Asian perspective, Confucian thinking is about responsibility and caregiving, not obedience. That is to say, parents are responsible for the well-being of their children, and children are responsible for doing their best to contribute to the family's well-being by putting family first.

Extending the Topic: A serious problem?

→ Have students work individually when filling out the questionnaire about problems between teenagers and their parents, and in pairs (or threes) for the follow-up discussion. Be sure to have them add their own ideas in the questionnaire.

Give students plenty of time to read each item and mark their answers. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Culture Corner

Have students work in pairs or groups of three. Students read through the advice for building a good mother-daughter relationship. Give them an opportunity to ask about unknown words and expressions, such as *give someone space*, *involve someone in your life*, *see someone as they are to someone else*. You can ask for students' general reaction to the suggestions. Ask them if they have any other suggestions, based on their own experience. Ask if they think this list applies to father-son relationships as well.

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: Teenage children should follow family rules. Two other students (students C and D) take the position: Parents should give teenage children (a lot of) freedom. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some

students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking. You can also alternate groups, so that all students have an opportunity to “argue” for both positions.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times. The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

Sharing My Ideas: Introducing...me as a child!

→ Choose

Explain each of the possible titles. “How I was as a child” could refer to personality, but also physical things, hobbies, games played, etc. In the same way, “How I have changed” could refer to a wide range of things.

→ Prepare and Rehearse

Have students check the items that they would like to talk about. They can make notes about those items on a separate sheet of paper to serve as their outline. Remind them to use the Language Hints.

Once students are ready, put them into pairs for the Rehearse step. The silent preparation phase of this activity is to give students a chance to remember more things that they can add to their presentation. Tell students to add more information to their notes after having done the silent preparation. Then students practice with a partner. Be sure that listeners are doing the Listener task, and point out the Presentation Tip so that students have an opportunity to practice using gestures, before moving on to Step 4.

Sample Presentation

I am going to talk about myself as child. I think I haven't changed so much since I was a child. As a child I was rather calm. I really liked reading books and making pictures. I often played by myself. Now, I still like to do calm things. In my room, I had many books and I still have many books in my room. When I was a child I had comics, but now I have regular books. One of my favorite memories is going to visit my grandfather in the countryside. We only saw him once a year. I loved going there. He had many books in his office. I loved looking at them. In conclusion, I must say I haven't changed much since I was a child.

→ Present

Have students work with a new partner, or put them in small groups. Presenters should have additional details in their story when they present this time. Go over the Listener task and have the audience take notes during the presentations. This will help them prepare a question to ask at the end of the presentations.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- | | |
|--|-----------|
| 1 – The presentation was easy to follow. | ★ ★ ★ ★ ★ |
| 2 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 3 – The presenter showed emotion. | ★ ★ ★ ★ ★ |
| 4 – The presenter used gestures and facial expressions. | ★ ★ ★ ★ ★ |
| 5 – The presenter answered the questions at the end of the presentation. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Soon-Hi's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Soon-Hi

In this case, I think the mother deserves more respect. I think that the daughter should listen to her mother more, because she does live in her mother's house, and it seems she has been doing some questionable things, such as smoking, getting bad grades in school, and spending too much money. At the same time, though, I also think the mother should give her some space to gain responsibility. Perhaps if she gave her daughter more space, she might follow the rules more.

In my case, I grew up in a house without too many rules. And I think that experience gave me the space and freedom to be able to be responsible for the things I did. And I think that if I had had more rules growing up, I would have become more rebellious.

Video Script

I think that the daughter should listen to her mother more, because she does live in her mother's house, and it seems as though she has been doing some bad things, such as smoking, showing bad grades, and spending too much money. However, I also think that the mother should give her some space for her to be able to gain responsibilities. And if she gave her more space, she might follow the rules more.

In my case, I grew up in a house without too many rules. And I think that gave me the space and freedom to be able to be responsible for the things I did. And I think if I had more rules while growing up, I would have become more rebellious.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding Ramona and her mother's different points of view on the rules that Ramona's parents have created for her.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students match four words with their definitions.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

A. 1. b 2. c 3. a 4. d 5. d B. 1. c 2. a 3. d C. 1. b 2. c

LINKS

If you would like the class to do additional research on rules and family communication, here are some useful links:

Setting rules for children:

http://raisingchildren.net.au/articles/family_rules.html

Using rules to deal with teenagers who have problems:

<http://www.teenswithproblems.com/familyrules.html>

Guidelines for good parent/child communication:

<http://www.childdevelopmentinfo.com/parenting/communication.shtml>