

10a Cruel to be kind

Reading

- 1 Work in pairs. Look at the photo and answer the questions.
 - 1 What is happening in the photo?
 - 2 How would you describe the mother's attitude: strict, intense, something else?
 - 3 How strict were your parents with you when you were young? Are you happy that they were this way or not?
- 2 Work in small groups. Discuss which of these things you think should be a) controlled strongly by parents; b) controlled a little by parents; or c) left to the child to decide?
 - watching TV
 - playing computer games
 - practising a musical instrument
 - going out to play with friends
 - doing homework
 - choosing what subjects to study at high school
 - choosing extracurricular activities

- 3 Read the article and find out who *tiger mothers* are. What are their attitudes to the first five items in Exercise 2? How do these compare to the attitudes of a typical western mother?
- 4 What does the writer say about the results of the *tiger mother* approach to child-rearing? Does she approve or not? Do you agree with her?

Vocabulary raising children: verbs

- 5 Work in pairs. Look at the pairs of verbs below and discuss the difference between them. You will find the first verb in each pair in the article.
 - 1 *bring up* and *educate* children
 - 2 *praise* and *reward* good behaviour
 - 3 *rebel against* and *disobey* your parents
 - 4 *push* and *discipline* yourself
 - 5 *give in to* and *spoil* your children
 - 6 *nag* and *pester* someone
 - 7 *shame* and *punish* someone

C R U E L T O B E K I N D

Is there a right way to bring up children? Some parents read guides to find an answer, many just follow their instinct. Whatever they do, a doubt always remains: could I have done a better job?

A recent contribution to the subject is Amy Chua's controversial book *Battle Hymn of the Tiger Mother*, which describes the approach to child-rearing of an ambitious Chinese parent living in the West. According to Chua, western mothers are far too soft on their children. She says they are always praising their children for every effort they make, even if the result is coming last in a race or playing a piano piece badly. These are the kind of parents who will give in to their children's demands to go out and play rather than do their homework, if they protest loud enough.

The *tiger mother* method is very different and the key is total control. *Tiger mothers* will accept nothing less than 'A' grades in every subject – failure to achieve these is just proof that they have not worked hard enough. They will encourage not with praise and reward, but by punishing and shaming. Chua told her own daughter that she would take her doll's house to a charity shop if she failed to master a difficult piano piece. She even rejected a homemade birthday card from her daughter Sophia because she had drawn it in a hurry.

But that highlights another difference, says Chua, which is directness and honesty. A *tiger mother* will not hesitate to tell their child that they are lazy, whereas western parents are always telling their children not to worry, that they will do better next time, even if they think they have been lazy.

The constant nagging of the *tiger mother*, the banning of TV and computer games seems harsh, but perhaps it works. Chua's children have not rebelled, and they don't resent their strict upbringing. They regularly get the top grades at school and are proficient at violin and piano – stereotypical symbols of success, critics would say. By contrast, children with more freedom and more laid-back parents will often lack self-discipline and will fail to push themselves to achieve more.



Grammar habitual actions: present tenses, *will*

PRESENT SIMPLE, PRESENT CONTINUOUS and *WILL* FOR REPEATED ACTIONS

Present simple

Some parents read guides to find an answer.

Present continuous with *always*

She says they are always praising their children for every effort they make.

will

These are the kind of parents who will give in to their children's demands.

For further information and practice, see page 87.

6 Work in pairs. Look at the sentences from the article in the grammar box. Which tense is used to describe:

- 1 typical behaviour?
- 2 a habit which the speaker finds annoying?
- 3 a simple fact or general truth?

7 Find and underline:

- 1 an example of *tiger mothers'* typical behaviour; an example of typical behaviour of western mothers' children.
- 2 a simple fact about parents and a simple fact about Chua's children.
- 3 another thing Chua finds annoying about western mothers.

8 Complete these comments by parents and children by underlining the correct verb forms. Sometimes there is more than one possibility. Then discuss which ones you sympathise with and which you don't.

- 1 My parents *will always tell / are always telling* me to practise the piano and it just makes me feel it's a chore not a pleasure.
- 2 In my experience, children *will do / do* as little work as they can. So you have to make them do it.
- 3 Children *will want / want* to be loved. It's also true that they *will perform / perform* much better in a loving and secure environment.
- 4 Every parent *will hope / hopes* that their children will be successful, but they *won't always admit / aren't always admitting* it to their children or even themselves.
- 5 You have to have a different approach with different children. Some *will respond / respond* better to gentle encouragement; others *will need / need* to be pushed and challenged.
- 6 I don't like parents who *will always try / are always trying* to be friends with their children. There are too many parents who *will buy / buy* their children presents and let them do what they want just to get on their good side.

9 2.21 Read the anecdotes below by people about children in Mexico, the USA and India. Put the verb in the right form. Then listen and compare your answers.

I've seen this situation so many times in Mexico. What happens is children ¹ _____ (beg) their parents for some sweets. At first the parent ² _____ (say) no. So then the child ³ _____ (pester) and pester until the parent finally gives in – which they always do. It's against all the rules of parenting.



I teach in a school in San Francisco where we have quite a lot of ethnic Chinese and Japanese kids. By and large they ⁴ _____ (do) what you tell them. But the other kids ⁵ _____ (always / misbehave). You can tell them ten times to sit down before they do.



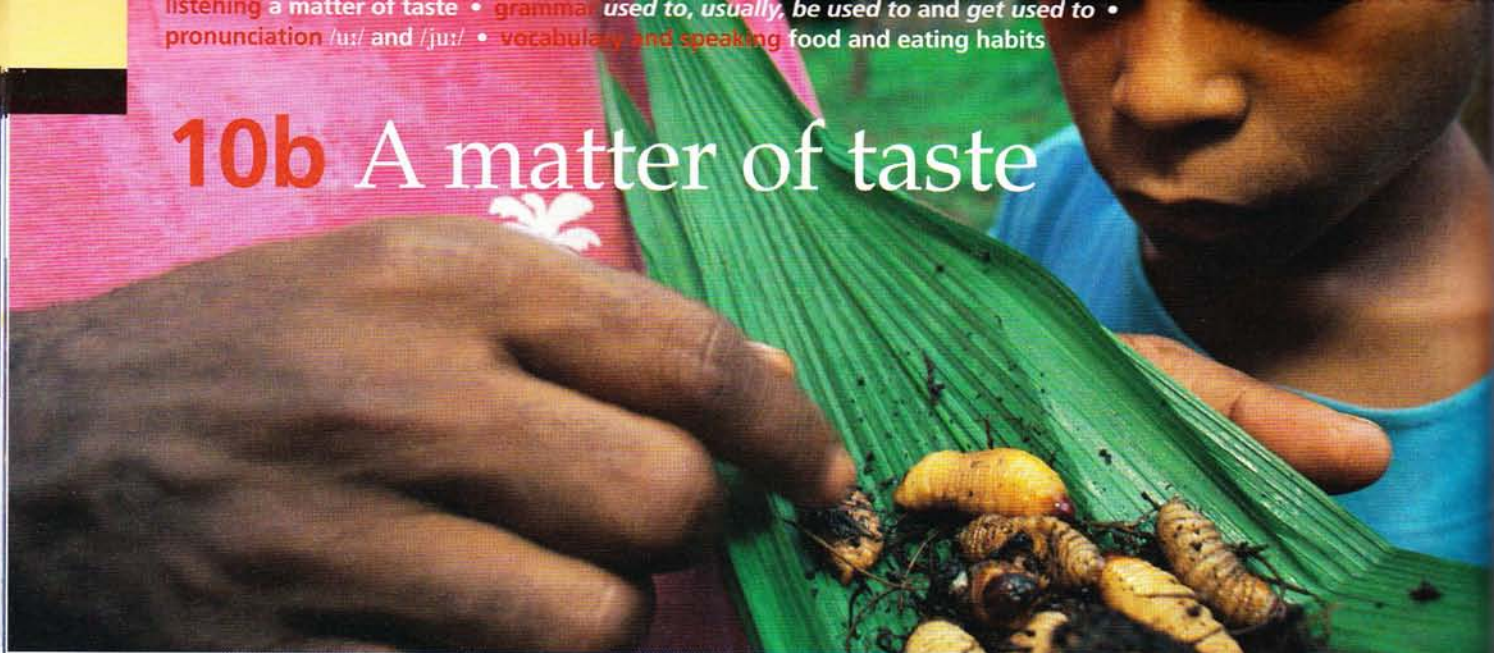
Where I live in India, it is common for young children to work. Kids still ⁶ _____ (depend) on their parents, but they have a different attitude to responsibility. Just as children in every culture ⁷ _____ (play) naturally, so children in India naturally ⁸ _____ (assume) responsibility for working and earning money.



Speaking

- 10 Work in pairs. Discuss the situations in Exercise 9. How familiar is each one to you? Does the behaviour seem right or wrong?
- 11 Think of three more examples of children's and parents' behaviour in your country: a simple fact about the way children or parents behave; an example of typical behaviour; an example of behaviour that annoys you or seems wrong.
- 12 Describe your examples to another pair. Are they similar to theirs?

10b A matter of taste



Listening

- 1 What is the strangest thing you have ever eaten? Why did you eat it? What did it taste like?
- 2 2.22 Listen to an extract from a radio programme about a tribe with an unusual diet. Answer the questions.
 - 1 Where is this tribe from?
 - 2 What do they eat mostly?
 - 3 How do they make sure there is enough of this food?
- 3 2.22 Listen again and choose the correct word or phrase to complete the statements.
 - 1 We live in an age where people are very _____ what they eat.
 - a nervous about
 - b aware of
 - c careless about
 - 2 Most people need _____ in order to live.
 - a red meat
 - b animals
 - c mammals
 - 3 In the past it was thought that the Nicobar Islands contained _____.
 - a no inhabitants
 - b no fresh water
 - c few animals
 - 4 The Nochmani didn't want to eat _____.
 - a sweets and cakes
 - b meat
 - c any of the food they were offered
 - 5 Insects have a lot of _____ in them.
 - a carbohydrate
 - b vitamins
 - c protein
 - 6 The speaker thinks we could all benefit from eating _____.
 - a less meat
 - b more insects
 - c alternative types of food

- 4 What do you think of the diet of the Nochmani? Do you think what we eat is just a matter of habit? Why? / Why not? Can we learn to eat anything if we have to? Or are there some things you could never eat?

Grammar *used to, usually, be used to and get used to*

- 5 Look at these sentences from the extract (1–5). Match each verb form in bold to the meaning (a–e).
- 1 We **didn't use to think** so much about what we ate.
- 2 People **usually need** mammals in order to live.
- 3 The Nochmani **were not used to eating** meat.
- 4 If you **are used to** a certain type of food, other types may be completely indigestible.
- 5 If more of us could **get used to eating** unconventional foods, ...
 - a refers to something that was strange or abnormal for someone
 - b refers to something that happens regularly or is generally the case
 - c refers to learning to cope with something difficult or unfamiliar
 - d refers to what someone did regularly in the past, but doesn't do anymore
 - e refers to something that is normal and not strange

▶ USED TO, USUALLY, BE USED TO and GET USED TO

Past habits	Present habits
<i>used to + infinitive</i>	<i>(not) usually + present simple</i>
<i>I used to eat ...</i>	<i>I usually eat ...</i>
<i>I didn't use to eat ...</i>	<i>I don't usually eat ...</i>
<i>Did you use to eat?</i>	<i>Do you usually eat?</i>
Familiar (and unfamiliar) habits	Habits that are becoming familiar
<i>be used to + noun or -ing form</i>	<i>get used to + noun or -ing form</i>
<i>I am used to (eating) Italian food.</i>	<i>I am getting used to (eating) English food.</i>
<i>I am not used to ...</i>	<i>I am not getting used to ...</i>
<i>Are you used to ... ?</i>	<i>Are you getting used to ... ?</i>

For further information and practice, see page 87.

- 6 Look at the grammar box and then choose the right form to complete sentences 1–9 in A, B and C. Note that we use *be used to* and *get used to* for things that are not strange or difficult to do.

A In China, people ¹ *do not usually finish / used not to finish* everything on their plate, because it is a sign that they have not had enough to eat. Visitors from the West find it difficult to ² *be used to / get used to* this, because they ³ *usually eat / are used to eating* everything up to show that they like it. When a Chinese host sees their empty plates, he ⁴ *usually assumes / is used to assuming* that they want more.

B Fifty years ago, people in the USA ⁵ *got used to sitting / used to sit* down for meals with their families each evening. Families nowadays ⁶ *usually eat / are used to eating* together only three times a week, because busy lives and TV get in the way. But it is believed that if more families could ⁷ *be used to dining / get used to dining* together, it would strengthen family relationships.

C Eating a traditional English breakfast of eggs, bacon and sausages ⁸ *used to be / was used to being* a common thing in the UK. A big breakfast was important because people ⁹ *didn't use to eat / weren't used to eating* so many snacks during the day.

- 7 Put the verb in the most appropriate form to complete these sentences.

- We _____ (eat) out a lot, but restaurants are so expensive these days that we don't anymore.
- I _____ (have) a tuna and mayonnaise sandwich for my lunch.
- I _____ (take) sugar in my coffee, but now I have a sweetener. It took a little while to _____ the taste, but now I can't tell the difference.
- When I was staying with my friends in England, we ate at six o'clock in the evening. It was strange, because I _____ (eat) much later.

- 8 Are any of the sentences in Exercise 7 true for you? Do you have similar experiences?

9 Pronunciation /u:/ and /ju:/

- a** 2.23 In the words in bold the letter *u* is pronounced /ju:/. Listen to the sentences and repeat.

- I **usually** eat a big breakfast.
- Did you **use** to eat a big breakfast?
- I'm not **used** to eating a lot of meat.

- b** Work in pairs. Practise saying the other words with the same sound.

consume cucumber future human
nutritious opportunity produce tuna
useful

- c** 2.24 In these words there is no /j/ sound before the /u:/ sound. Practise saying them. Then listen and check. Which sounds does /u:/ follow in these words?

fruit juice June rule true

Vocabulary and speaking

- 10 Work in pairs. Place these four items of food into the correct category (a–d). Think of two more items for each category. Then compare your list with another pair.

breakfast cereal chocolate bars rice
yoghurt

- dairy products, e.g. milk
- processed food, e.g. frozen peas
- staple foods, e.g. potatoes
- snacks, e.g. crisps

- 11 Complete these sentences by putting in information about eating habits in your country. Go around the class and exchange your information with at least three other people. Then work with your partner. Tell each other the two most memorable statements you heard.

- When I was growing up, a lot of families used to ...
- The main staple food is ... People aren't used to eating ...
- For breakfast, people usually ...
- I think visitors find some of our eating customs strange, because they are not used to ...
- People in my country don't usually eat ...
- I think young people find it difficult to get used to ...