

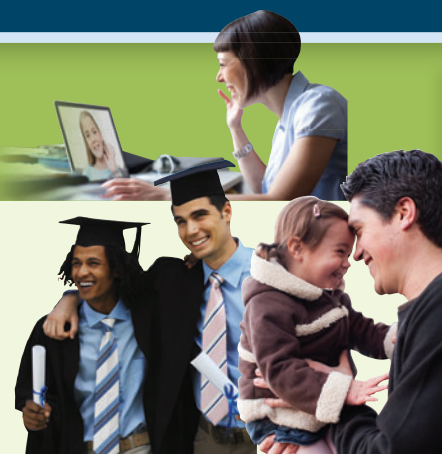
Unit

7

Relationships

In Unit 7, you . . .

- talk about relationships, marriage, and family life.
- express the idea of *if* in different ways.
- use *wh*- clauses as subjects and objects to focus information.
- finish a point with expressions like *in the end*.
- say *then* and *in that case* in responses to draw a conclusion.




Lesson A Parenting

1 Grammar in context

A What's the best age to become a parent? Tell the class your views.

B CD 3.02 Listen to the podcast. What's the speaker's main proposal about parenting?

STATIONS • ABOUT • SUPPORT • LOG IN • SIGN UP



Our Family Season continues with Rachel Birken's take on the topic of parenting.

PODCAST LISTEN LIVE

👍 | 🗨️ | 🖨️ | 📄 | SHARE

A friend of mine struggling with sleepless nights after the birth of her daughter recently said to me, quote, "Had I known having a baby would be this hard, I might have waited a few more years. Why aren't parenting classes mandatory, especially in high school?" Which got me thinking: Why *aren't* they?

Ask any new parent this question: "Would you have benefited from parenting classes?" and you'll probably get the answer, "Absolutely!" Most parents experience problems with sleepless nights, anxiety about their baby's health, and as their children grow, issues with behavior and setting boundaries. Should you think your experience will be any different, think again. Parenting is a skill to be learned.

Some school districts have recognized this and introduced programs where students take care of a computerized baby doll that behaves like a real baby. It cries in the night and needs to be changed and comforted. It helps young people understand what is involved in starting a family.

One college senior I know who did this told me it was a cool experience and that had he not taken that class, he wouldn't have realized what hard work a baby is.

Were I in charge of education, I would make all students from the age of 12 do this for a whole weekend every year.

Should you need further evidence that parenting classes are a good idea, school and city districts all over the country are expanding programs that offer workshops in parenting skills – not to students – but to *parents* of their students. Clearly, there is a need out there.

So let's make parenting classes mandatory. Otherwise, we run the risk of creating a generation of parents who are unprepared to tackle the most important job of their lives.

C **Pair work** Discuss the questions.

- What reasons does the speaker give or imply for her proposal? What are they?
- What gave her the idea in the first place?
- How does the baby doll program work? What is its goal?
- Why do you think parenting classes are offered by city and school districts?

2 Grammar Hypothesizing

Figure
it out

A Rewrite these phrases without *if*. Use the podcast to help you. Then read the grammar chart.

- If you ask any new parent this question, . . .
- If I had known having a baby would be this hard, . . .
- If you need further evidence that parenting classes are needed, . . .
- If we don't do this, we run the risk . . .

Conditional sentences without *if*

Grammar extra
See page 156.

You can use these structures to introduce a hypothetical idea without using the word *if*.

| | |
|--|---|
| Imperative . . . and . . . | Ask any new parent the question, <i>and</i> you'll get the answer, "Absolutely!" |
| Inversions <i>Were</i> + subject (+ infinitive) | <i>Were I</i> in charge of education, I would make this class mandatory. <i>Were she</i> to have another baby, she would be better prepared. |
| <i>Had</i> + subject + past participle | <i>Had I known</i> it would be this hard, I would have waited. |
| <i>Should</i> + subject + verb | <i>Should you think</i> your experience will be any different, think again. |
| <i>Otherwise</i> | <i>Let's make them mandatory. Otherwise,</i> parents will be unprepared. |

Writing vs. Conversation

Inversions are much more common in writing and formal speaking than in conversation.

B Change the *if* clauses, using the words or structure given.

Had I had

- ~~If I had~~ the chance to take care of a doll in school, I would have said, "No way." (*Had*)
- If I were to become a school principal, I would make parenting classes mandatory. (*Were*)
- If you make parenting classes mandatory, students will hate them. (imperative)
- If I were to become a parent in the next year, I'd be very happy. (*Were*)
- If you ask most kids what it's like to have children, they'll say, "It's easy." (imperative)
- Teaching kids about relationships is a good idea. If we don't, how do they learn? (*Otherwise*)
- I'd want my kids to take other "life" classes like personal finance, if that were possible. (*should*)
- If I had known more about life when I left school, things would have been easier. (*Had*)


About
you

C Pair work Do you agree with the sentences above? Change them to express your own views.

"*Had I had the chance to take care of a doll in high school, I would have done it.*"

3 Listening and speaking Bringing up baby?

A  CD 3.03 Listen. What was Brandon's class? Was it a positive experience?

B  CD 3.04 Listen again. Are the sentences true or false? Write T or F. Then correct the false sentences.

- It was a mandatory class. _____
- He knew before he did it how hard it would be. _____
- He found changing diapers the worst part. _____
- It taught him how much time a baby needs. _____
- His friends said how annoying it was to do. _____
- He's not sure if it's a good idea for his age group. _____

About
you

C Pair work Agree on four classes you would make mandatory to help students prepare for life.



Lesson B Questions to ask

1 Vocabulary in context

A  CD 3.05 **What issues do you think couples should discuss and agree on before they get married? Make a list. Then read the article. Which of your ideas are mentioned?**

Getting married? *Don't just wait and see what happens.*



So you've met the man or woman of your dreams and decided to become **husband and wife**. You're probably **sick and tired** of reading the divorce statistics, but they're not encouraging. In many Western countries, around 40 percent of marriages end in divorce. Why divorce rates are so high is not clear. But what many couples fail to do is to discuss the important issues before the wedding. So, **stop and think** now – you'll save yourself **time and energy** and maybe avoid a lot of **pain and suffering**.

MONEY

Is how you spend money a problem right now? When you're married, it will likely become a problem **sooner or later**. Agree now on how much you will spend – for example, on rent, vacations, entertainment, etc. – and what your financial goals are. Do you know if you'll keep separate bank accounts?

WORK

How many hours a week you work can be an issue. Tell each other now if you intend to work **above and beyond** a normal workweek; otherwise, **slowly but surely** those long hours will cause resentment. Discuss whether or not you would both move to another city because of work. How would you feel were your partner to work away from home and commute **back and forth** on weekends?

CONFLICTS

Every relationship has its **ups and downs**, but **in this day and age**, marriage is all about **give-and-take**. How you resolve differences can be critical and may predict the **success or failure** of a marriage. Can you agree without arguing how often your in-laws can visit? You can't always **pick and choose** where you **live and work**, but can you compromise should you have different views? [\[MORE...\]](#)



About you

B Complete the expressions with words from the article. Then discuss the comments with a partner. Do you agree with the views given?

- I know that divorce causes a lot of pain _____, but it takes a lot of time _____ to discuss these questions, too. I think you should just get married if you want to and then wait _____ what happens.
- I don't think people stop _____ before getting married. There are a lot more things to agree on above _____ the ideas in the article.
- Sooner _____ everyone argues. You can't avoid it as husband _____.
- All couples have their ups _____. You can't agree on everything, so pick _____ what you argue about.
- I agree marriage is about give _____, but I like to get my own way, and slowly _____ I usually do.
- In this day _____, we don't need advice about marriage. I'm sick _____ of reading articles like this.
- It's not a problem to live _____ in two places. It'd be fun to travel back _____.

Word sort

C Make a chart of the expressions in bold in the article. Add more ideas.

| and | but | or |
|--------------|-----|----|
| wait and see | | |



2 Grammar Information focus

Figure
it out

A Underline the sentences in the article with these meanings.

- How do you spend money? Is it a problem right now?
- Why are divorce rates high? It's not clear.
- Will you keep separate bank accounts? Do you know?
- Where do you live and work? You can't always pick and choose.

Wh– clauses as subjects and objects

Grammar extra
See page 157.

A *wh–* clause can be the subject or object of a verb. Using a *wh–* clause as the subject gives extra emphasis to it. Notice the statement word order in the *wh–* clause.

Subjects *Is how you spend money a problem right now?*
What many couples fail to do is (to) discuss the important issues.
How you resolve differences can be critical.

Objects *Can you agree how often your partner's family can visit without arguing?*
Tell each other now whether / if you intend to work long hours.
Agree now on what your financial goals are.

In conversation . . .

You can also say *whether or not* when there is a choice of two options.

Discuss **whether or not** you would both move to another city.

B Rewrite the two sentences as one sentence. Keep the clauses in the same order.

- Should you tell your husband or wife this? Which of his or her friends don't you like?
Should you tell your husband or wife which of his or her friends you don't like?
- Why do couples divorce? It's usually obvious, don't you think?
- How many hours a week do you work? It can easily become a problem, can't it?
- It's important to discuss this. Do you both want children?
- You should also decide this. How many children do you both want to have?
- You need to find this out. Does your partner have different religious or political views?
- Who does the chores? This will become an issue sooner or later.
- Is it important to decide this? How often will you go out separately with your own friends?

About
you

C Pair work Discuss the questions and statements above. Do you have the same views?

3 Viewpoint A manifesto for marriage

Pair work Discuss the 10 most important issues you need to agree on before you get married. Use these ideas and add your own.

| | | |
|--------------|------------------|------------------|
| chores | money | visiting in-laws |
| leisure time | raising children | work |

A *How you spend money is the first thing to discuss, I would say.*

B *Yes. It seems to me you should agree on what you spend money on.*

In conversation . . .

You can soften opinions with *I would say*, *I would think*, *I would imagine*, and *It seems to me*.

Speaking
naturally

See page 141



Lesson C *In the end*

1 Conversation strategy Finishing a point

A  CD 3.06 What are the advantages and disadvantages of Internet dating sites? Make a list. Then listen. What do Tara and Carmen think about them?



- Tara* Did I tell you I'm going out on a date tonight?
Carmen No. Who with?
Tara This guy I met on an Internet dating site.
Carmen Is that . . . all right?
Tara Oh, yeah. Talk to anybody these days, and you'll probably find they're using dating sites.
Carmen So you think it's OK, then?
Tara I do. Really and truly. It's just like being at a party. You see somebody you like, you arrange to meet and –
Carmen But you don't *really* know who they are. I mean, when all's said and done, surely it's better to get to know them a little first.
Tara Well, you do. You email or call. It's so convenient. And in the end, you don't waste time on people you're not interested in.
Carmen I guess.
Tara You know, all the time I spend working, I'll never meet anybody otherwise.
Carmen Well, in that case, do you have time to date? I mean, at the end of the day, if you're always working, you probably don't have time for a boyfriend.

B **Notice** how Carmen and Tara summarize and finish their points with expressions like these. Find examples in the conversation.

at the end of the day

in a word

in the end


in a nutshell

when all's said and done

In conversation . . .


The most common expressions are *in the end* and *at the end of the day*. In writing, you can use *in a word* and *in a nutshell* or the more formal *in the final analysis*.

About you

C  CD 3.07 Listen. Complete Tara's comments with the expressions you hear. Then discuss the views with a partner. Do you agree with her?

1. People don't go out to meet people – it takes time. _____, we're all too busy.
2. I read an academic article about Internet dating that said, "Online daters are just like face-to-face daters. _____, there is no difference between them."
3. You can email and call or video chat before you first meet. So really, _____, you're already friends.
4. You don't need to go out and spend money on movies or restaurants. _____, it's a lot cheaper.
5. And because you do it from home, you don't get into difficult situations. _____, it's safer, too.
6. There are lots of people that you can get to know online. _____, you don't have to choose just one.

2 Strategy plus . . . , then

 CD 3.08 You can end a response with **then** to draw a conclusion from what someone just said.



So you think it's OK, **then**?

You can also say **In that case**, which means "because of what was just said."

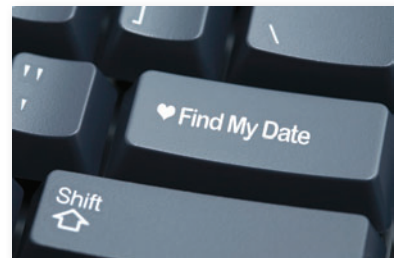
In conversation . . .

In that case usually comes near the beginning of what people say.

A Match the comments with the responses. Write the letters a–f. Then practice in pairs.

- Some research shows that 94 percent of online daters go out more than once. ____
- Apparently, only 5 percent of people who use online dating actually establish a relationship. ____
- Online daters prefer instant messaging to email because it's more like a real conversation. ____
- They tend not to use their webcams, though. ____
- What a lot of people do is to email or chat for weeks before they actually meet. ____
- Look at the people using Internet dating sites, and you'll find mostly middle-aged people. ____

- That's interesting. Email isn't considered a good way to get to know somebody, then.
- Well, in that case, you've got a good chance of getting at least a couple of dates.
- OK, so in that case, what do they have to talk about when they get together?
- So it's not just young people, then?
- Well, in that case, it doesn't have a very high success rate, then, does it?
- So in that case, you don't need to look your best when you're dating online.



About you

B Pair work Take turns reading the comments. Use your own responses with *then* or *in that case*.

3 Strategies

A Circle the best options to complete the rest of Carmen and Tara's conversation. Sometimes both are correct. Then practice in pairs.

Carmen: So if there are hundreds of people on the site, how do you choose one, **then / in a word**?

Tara: Well, you fill out a long questionnaire about yourself and the site gives you a short list. **In that case / At the end of the day**, they do all the hard work and match potential dates.

Carmen: So **in that case / in a word**, the computer chooses someone?

Tara: No. Well, kind of. I mean, it gives you a selection to choose from based on your questionnaire. I mean, **in that case / when all's said and done**, it's pretty efficient.

Carmen: That's one way of putting it. But I suppose it's just like regular dating. I guess **in the end / in that case**, it's really no different from meeting a stranger at a party.

About you

B Pair work What are the best ways to meet people? Discuss the ideas below and add your own.

online dating through friends at work / school through parents at clubs

Lesson D *Smart families*

1 Reading

- A Prepare** Look at the title of the article and the photo. Brainstorm ideas, words, and expressions that you expect the writer to include. What arguments do you expect to read?
- B Read for main ideas** Read the article. How many of your ideas were included?

TECHNOLOGY – is it driving families apart?

- 1 Look inside any family home in the evening, and you might see a typical enough scene: Mom and Dad, each on their own laptop or tablet, streaming movies, catching up on work, or maybe answering email on their smartphones. Meanwhile, one child is chatting online with one school friend while texting another. The other is playing a video game with a friend on the other side of the city at the same time as playing chess against an uncle in another state. Each member of the family is totally absorbed in his or her own piece of technology. How you interpret such a scene might depend on your attitude toward technology. Do you see a close family that is enjoying “quality time” together? Or do you perceive this family unit as “together” only in a physical sense, as a dysfunctional family whose members are isolated from one another, inhabiting parallel virtual worlds?
- 2 For some, the effect of technology on human relationships is worrisome. It appears to be the case that many people would much rather spend time with their gadgets than with one another. Technology, they claim, becomes a substitute for face-to-face human relationships, which is a cause for concern.
- 3 According to some experts, technology is changing how people interact with each other, and for the worse. Some teachers say it is difficult to get students’ attention and they have to compete with texting and surfing the Web to such an extent that many schools now require students to leave mobile devices in their lockers. In the same way, young people try to get their parents’ attention but have to contend with smartphones, tablets, and other technology.
- 4 However, a report from the Pew Internet and American Life Project offers a more hopeful and encouraging view, suggesting that far from replacing human contact, new technology can actually enhance family relationships.



Just over half of the 2,253 people surveyed agreed that technology had enabled them to increase their contact with distant family members and 47 percent said it had improved the interactions with the people they live with.

- 5 Thanks to more sophisticated, lighter, and more portable tablet, smartphone, and computer technology, family members who might otherwise have sat in separate rooms can now be in the same one while still occupying a different mental space. Look back at our typical family scene above. Is it any different from four people reading their own books? Does the fact that each person is immersed in a screen rather than a paper page make their activity any less sociable?
- 6 Moreover, even the closest of families and couples need time away from each other at some point to pursue their own interests. Technology allows people to be both present and absent simultaneously.
- 7 Where technology will lead us remains to be seen. How it affects the quality of our family relationships is up to all of us.

Reading tip

Writers sometimes give their own views in a question. *Is it any different from four people reading their own books?*

C Read for inference Do you think the writer would answer "yes" or "no" to these questions? Give reasons for your answers.

- Is technology driving families apart?
- Is reading books better for family relationships?
- Should families spend as much of their free time together as possible?
- Do we know where technology will lead us?
- Is it the responsibility of families to decide what impact technology has on their relationships?

D Read for detail Are the sentences true (T), false (F), or is the information not given (NG)? Find evidence in the article for your answers. Then compare with a partner.

1. The writer believes the family in the example is dysfunctional. _____
2. Some people believe that we prefer the company of our computers to being with other people. _____
3. Teachers who can't get their students' attention resort to using technology. _____
4. The Pew study says that technology makes family relationships more distant. _____
5. Technology allows people to do their own thing in the same part of the house. _____
6. Reading is better for family life than using computers. _____

2 Focus on vocabulary Building synonyms


A Replace the words in bold with expressions from the article. You may have to change the form.

1. When you read the first paragraph, how did you **understand** the family scene? (para. 1)
Did you **see** a **family that doesn't get along**? (2 expressions, para. 1)
2. Do you think technology is **replacing** face-to-face relationships? (para. 2)
Is this **something that you worry about**? (2 expressions, para. 2)
3. When have you had to **compete** with technology to get someone's attention? (para. 3)
4. Can technology **improve** family relationships, in your opinion? (para. 4)
5. Is it rude to be **absorbed** in a screen when you are with other people? (para. 5)
6. How often do you use more than one piece of technology **at the same time**? (para. 6)
7. Do you think it's important for families to **do** different activities? Why? Why not? (para. 6)

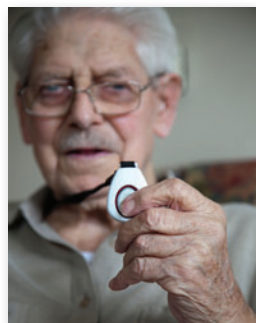
About you

B Pair work Ask and answer the questions above. Use all the new expressions in your answers.

3 Listening and speaking Keeping tabs on the family

A  **CD 3.09** Look at the ways of monitoring people. Which family members might use them and why? Then listen to a radio show and check (✓) the devices the expert describes.

| | Who might use it? | What does it do? |
|--|-------------------|------------------|
| <input type="checkbox"/> parental controls on a computer | | |
| <input type="checkbox"/> a screen-time control device | | |
| <input type="checkbox"/> a GPS tracking device for the car | | |
| <input type="checkbox"/> a camera in the living room | | |
| <input type="checkbox"/> a device that detects body movement | | |



B  **CD 3.10** Listen again and answer the questions in the chart. Write one example for each item.

About you

C Pair work Do you agree with the expert's views? What do you think about each monitoring device in the chart? Would you ever use one? How would you feel if someone monitored you?

Writing *It just takes a little thought.*

In this lesson, you . . .

- write a magazine article.
- use expressions like *a number of* and *a little*.
- avoid errors with *a number of*, etc.

Task Write a magazine article.

A college magazine has asked you to write an article called *Enhancing friendships – a how-to guide*.

A Look at a model Look at the extract from an article. Which topics does it cover? Write them in the article. Brainstorm other ideas that the article could include.

being considerate communication remembering birthdays, etc. spending time together

Relationships with friends are very important to our well-being. However, many of us often take the people closest to us for granted, which can result in losing friends. There are a number of factors that lead to improved relationships, including _____, _____, and support. With just a little thought, you can enhance any friendship. . . .

There are a variety of ways to keep in touch with people. Social networks, texts, and phone calls enable us to find out what is happening in our friends' lives and update them about events in our own. They don't take a great deal of effort but do contribute to a feeling of closeness.

Not seeing friends can have a negative impact on your relationship. Therefore, it's important to spend a certain amount of time with them.

B Focus on language Read the chart. Underline examples of the expressions in the article above.

Expressing number and amount in writing

With plural countable nouns, you can use: *a (large / huge / small) number of*, *a (wide) variety of*, *a (wide) range of*, *several*, *many*, *various*; *a few* (= some), *few* (= not many).

There are **a number of / several** factors that lead to improved relationships.

With uncountable nouns, you can use: *a great deal of*, *a(n) (large / small) amount of*; *a little* (= some), *little* (= not much).

They don't take **a great deal of** time / effort. It takes **little** time / **a little** thought.

Expressing effect

contribute to, *create*, *lead to*, *result in*, *affect*, *have an effect / impact on*, *as a result*, . . .

Common errors

Use a plural verb with *a number of*, *several*, etc. + plural noun.

There **are** a number of factors that **lead to** . . . (NOT *There is* . . . *that leads to* . . .)

C Circle the best expressions to complete the article. Sometimes there are two.

Spending quality time together doesn't need to cost a **huge amount of** / **a number of** / **various** money. It just takes **little** / **a little** / **a small amount of** imagination. **Few** / **A few** / **A variety of** friendships can survive without regular contact, and there are **various** / **a great deal of** / **a variety of** ways you can spend meaningful time together. Here are just **a little** / **a few** / **few** ideas: Take a walk. Go to a museum. Exercise.

Sending a message to say "Hi" doesn't take a **great deal of** / **several** / **little** time, either, but it can create **a number of** / **an enormous amount of** goodwill. Don't just send messages on birthdays or other special occasions. A birthday card may have **little** / **several** / **a few** effect if you are not in regular contact. You can find **a range of** / **various** / **few** websites that have fun greeting cards to send at any time of year.

D Write and check Look at the Task at the top of the page. Write your article. Then check for errors.

Vocabulary notebook *Now or never*

Learning tip Personalized sentences

When you learn a new expression, use it in a personalized sentence to help you remember it.

pain and suffering

Divorce can cause a lot of **pain and suffering**, and I feel lucky that my parents never got divorced.

A Use the expressions in the box to complete the sentences.

above and beyond live and work success or failure back and forth sick and tired wait and see

- I'm not sure how I did on my last exam. I'll just have to _____.
- People are always throwing trash around in my neighborhood. I'm _____ of it.
- My dad is so great. If I ever ask a favor, he always goes _____ what I ask for.
- What determines the _____ of a relationship is your ability to communicate.
- When I'm working on a project with classmates, we send each other files _____ all day.
- I'm lucky that I get to _____ in the same city.

B Write personalized sentences for these expressions.

- time and energy _____
- stop and think _____
- ups and downs _____
- give-and-take _____
- sooner or later _____
- slowly but surely _____

C Word builder Find the meanings of these expressions. Then use each one in a personalized sentence.

far and away now and then out and about to and from
 last but not least now or never over and above

I think communication is far and away the most important thing in any relationship.

D Focus on vocabulary Complete the questions with the words in the box. Then write true answers. Refer to Exercise 2A on page 81 to help you.

contend dysfunctional enhance immersed perceive pursue simultaneously substitute worrisome

- Why do you think some families are _____? What can _____ their relationships?
- Is a long email from a friend a good _____ for having a conversation with that person?
- Do you _____ any differences in the way that older and younger people use technology?
- Do you find it _____ that people spend so much time on their computers?
- Do you ever have to _____ with television to get the attention of your family?
- Do you ever get so _____ in your work that you forget to have dinner?
- What two things can you do _____?
- Are there any interests you'd like to _____ when you're older?

