UNIT 8

Family Trends

PREVIEW

A FAMILY TRENDS | Listen to the report. What family trend is being described: the relationship between education and family size OR the cultural prohibition of women's education in some places?

B ZOOM-IN | Read and listen to two colleagues discuss a relationship. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Lakshmi = South Asian English
Bryant = American English (standard)



Lakshmi: Bryant, Leo told me the good news. He said you and Robin have patched things up.

Bryant: We have!

Lakshmi: You know, I didn't even know you'd split up until last week! Shows you how out of touch I am. How long were you guys* apart?

Bryant: Actually, about a year, but I kind of kept it under wraps. I tend to be pretty private about my personal life with people at the office.

Lakshmi: Well, I hope I'm not out of line bringing it up.

Bryant: No. Not at all. As a matter of fact, I feel sort of bad I kept it to myself since you and I have known each other for so long. To make a long story short, . . .

Lakshmi: Bryant, please don't feel obligated.

Bryant: It's OK. So the relationship started going downhill after Robin lost her job and took on all the responsibilities at home. It was tiring and difficult, and we started bickering over nothing. Thank goodness she's working again, though.

Lakshmi: What a relief . . . You know, I've heard when couples start arguing like that, it's probably *not* over nothing. They say there's usually some larger underlying issue.

Bryant: Well, you've hit the nail on the head. In our case, that issue turned out to be quite big and got worse and worse. We'd been earning good salaries, but with no income Robin felt very dependent on me, and it made her angry. It took a while for us to figure that out.

Lakshmi: I understand . . .

Bryant: But we decided to sit down and start talking. And we haven't stopped. We realize how close we came to losing each other, and we're determined to make another go. And so far so good.

Lakshmi: Well, all's well that ends well, as they say. I'm so happy for you both.

*"You guys" is informal for plural "you."



C UNDERSTAND FROM CONTEXT | Circle the word or phrase with a similar meaning.

1 Robin and Bryant have patched things up. (gotten divorced / gotten back together)
2 They had split up for a year. (separated / stopped talking)
3 Lakshmi was completely out of touch. (unaware of a situation / aware of a situation)
4 Bryant kept the split-up under wraps. (happy / secret)
5 Lakshmi is afraid she might be out of line asking about the relationship. (feeling disappointed / acting inappropriately)
6 Bryant kept the whole thing to himself. (public / private)
7 Lakshmi told Bryant not to feel obligated. (he owed her the information / he didn't want her to know)
8 Their relationship went downhill. (improved / got worse)

D ACTIVATE VOCABULARY | Use one of these three featured phrases from Zoom-In to complete the conversations. Then read the conversations aloud with your partner.

- To make a long story short
- You've hit the nail on the head
- So far so good

1 **A:** I think money was the cause of the problem between Bryant and Robin.
B: ..... . That's exactly what it was about.

2 **A:** I had absolutely no clue they'd split up. What happened?
B: ....., they started bickering and things just went downhill from there.

3 **A:** So, it looks like they've got their marriage back on track.
B: Well, you can never be absolutely sure. ....., though.

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

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F TALKING POINTS | Take the self-test about parent and teen perspectives.

Whose side are you on?

Parents and teens are sometimes on opposite sides of the fence, but not always.
Rate each statement from 0 to 3, with 0 for "I don't agree at all" to 3 for "I strongly agree."

1 Curfews

TEEN'S SIDE 0 1 2 3

Once you're 16, you should be able to stay out as late as you want on the weekend.

PARENT'S SIDE 0 1 2 3

Sixteen-year-olds are way too young to be out unsupervised at night. They make bad decisions.



2 Money



TEEN'S SIDE 0 1 2 3

Parents should automatically give kids an allowance every week. It helps them learn to manage money and lets them buy things without having to ask their parents.

PARENT'S SIDE 0 1 2 3

If teens want money to buy things, they should earn it. They can get an afterschool job like babysitting, or they can ask their parents to pay them for household chores.

3 Privacy

TEEN'S SIDE 0 1 2 3

Teenagers have a right to privacy regarding their Internet activities. Their parents should trust them instead of looking over their shoulder all the time.

PARENT'S SIDE 0 1 2 3

Parents should be aware of what their teenage children are doing on the Internet. There are dangers out there, and it's the parents' job to protect their children.



4 Household chores



TEEN'S SIDE 0 1 2 3

Teenagers don't have much time for household chores. Their primary responsibility is their schoolwork.

PARENT'S SIDE 0 1 2 3

Teenagers should help around the house. It helps them develop useful skills and a sense of responsibility.

5 Discipline

TEEN'S SIDE 0 1 2 3

By the time a person is a teenager, he or she knows the difference between right and wrong. If teens make mistakes, they will learn from them with no need for parental discipline.

PARENT'S SIDE 0 1 2 3

Parents should make rules for teens' behavior, to keep them safe and teach them the difference between right and wrong. If teens break the rules, parents should ground them.



TOTAL YOUR POINTS

TEEN'S SIDE

PARENT'S SIDE

Whose side are you on? Or do you think you can see both sides of the issues?

START TALKING

GROUP WORK Tell your classmates about a time you or someone you know . . .

- had a different opinion from a parent or a teen regarding behavior and responsibilities.
- patched things up with a friend, romantic partner, spouse, or colleague after a serious disagreement.

Provide specific examples and use words and phrases from Zoom-In and Talking Points.

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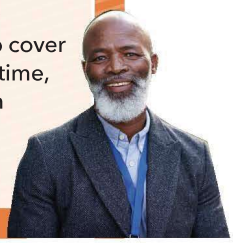
1 COMMUNICATION GOAL Describe family trends

A GRAMMAR CLOSE-UP | Read about the growing trend of adult children in the U.S. living with their parents. Notice the featured grammar.

"I don't know the statistics, but it just seems to me that a ton of adult children are living with their parents today—many more than when I was in my twenties. Personally, I've always thought that when kids finish school it's time for them to get a job and move out of their parents' house. I mean, the older they get without being financially independent, the harder it is for them to move on. But times are changing, right?

I have three adult children living at home right now, and I have a lot of sympathy for what they're going through. None of them wants to be financially dependent on me and my wife, but lately it's been getting more and more difficult for young adults—even those with a good education—to earn a living wage. I've even heard that in some cases, incredibly, the more education a person gets, the more difficult it can be to find a good paying job! And with rents rising higher and higher and single-family homes getting more and more expensive, fewer and fewer young people can afford a house until they're well into their thirties.

When I was in my twenties, I earned enough to cover my living expenses, take a vacation from time to time, and even put some money away towards a down payment on a house. Every day it seems that's getting less and less possible. What's the world coming to?"



Errol Walker, 58 Houston, U.S.

B PAIR WORK | Discuss the questions.

1 What had Mr. Walker always believed was the time for young adults to become financially independent?
2 Would you describe Mr. Walker's attitude about young adults as empathetic or critical? Explain.
3 How is life for Mr. Walker's children different from what his life was when like he was in his twenties?

C GRAMMAR | Repeated comparatives and double comparatives

Repeated comparatives

Use repeated comparatives to describe continuing increases and decreases.
Salaries are getting **lower and lower**.
People are becoming financially independent **later and later**.

Use repeated comparatives with more or less to modify adjectives or adverbs that don't use an -er comparative form. When the adjective or adverb is "understood," it may be omitted.
It's getting **less and less likely** for young adults to be financially independent at 21.
It's **more and more convenient** to live with parents than to try to rent an apartment on one's own.
This is happening **more and more** frequently. (OR This is happening **more and more**.)

Use repeated comparatives with more, less, and fewer to compare nouns. When the noun is "understood," it may be omitted.
More and more young adults are staying in their parents' home because **fewer and fewer** are able to afford a house before they're thirty.

GRAMMAR EXPANDER p. 127
- Making comparisons: review and expansion
- Other uses of comparatives, superlatives, and comparisons with as . . . as

Double comparatives

Use double comparatives and the to describe a cause-and-effect process.
The more money one earns, **the easier** it is to buy a house. (Earning more money makes it easier to buy a house.)
The less people earn, **the later** they become financially independent. (Earning less money causes people to become financially independent at a later age.)
The older one gets, **the harder** it can be to leave home. (Getting older makes it harder to leave home.)

Note: When be is used in double comparatives, it is sometimes omitted.
The better quality the education (is), **the higher** one's achievement level (is).

Be careful!
Don't use the present or past continuous in a double comparative statement. Use the simple present or past.
The longer young adults **live** with their parents, the more dependent they **feel**.
NOT The longer young adults ~~are living~~ with their parents, the more dependent they ~~are feeling~~.

D NOTICE THE GRAMMAR | Find an example of a repeated comparative in Zoom-In on page 78.

E GRAMMAR PRACTICE | On a separate sheet of paper, rewrite the sentences, using repeated comparative forms.

1 (A decreasing number of) young adults are financially independent before the age of thirty.
2 These days home purchases by people in their thirties are taking place (with decreasing frequency).
3 They say that people tend to live with their parents for (an increasing length of time) these days.

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F **PAIR WORK** | **Complete the statements logically, using the cues and double comparatives. Then discuss whether you agree or disagree with each statement. Support your opinion.**

1 The ..... (hard) students study, the ..... (good) their grades are likely to be.

2 The ..... (long) people continue their studies, the ..... (late) they marry.

3 The ..... (high) the quality of health care, the ..... (healthy) people usually are.

4 The ..... (young) people are when they have children, the ..... (low) their lifetime earnings.

5 The ..... (old) people are when they leave their parents' home, the ..... (financially dependent) they tend to be.

G **LISTEN TO ACTIVATE GRAMMAR** | **Listen to three people talking about trends in marriage and family life. Then listen again and complete each statement, according to what the speaker implies, using double comparatives.**

1 ..... education mothers get, ... medical care they receive.

2 ..... couples date, ... they marry.

3 ..... children stay in school, ... they live.

H **ERROR CORRECTION** | **Correct the errors in the sentences.**

1 The more I'm practicing my grammar, the more correctly I'm speaking.

2 The more ice cream I'm eating, the more I'm weighing.

COMMUNICATION ACTIVATOR

Now let's describe family trends.

A **TALKING POINTS** | **On the notepad, write statements with repeated and double comparatives about changing trends in your country. Compare statements and ideas with a partner.**

Families have been getting smaller and smaller.

Ideas

- the size of families
- the age people marry
- the number of children born in each family
- the amount of education the average person gets
- your own idea: ___

B **GROUP WORK** | **Use your Talking Points to discuss trends and how they will impact the families of the future. Include information about the following topics: education, income, housing, health, and family size.**

RECYCLE THIS LANGUAGE

It seems like . . .
I would think that . . .
The way I see it . . .

"The way I see it, if more and more people have fewer and fewer children, our population will decline. There are upsides and downsides to a declining population. On the one hand, . . ."

KEEP TALKING! ●●●

- **Provide examples from your own life or the lives of people you know.**
- **Include information from the news or current events.**
- **Say as much as you can.**

Watch the video for ideas!



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2 COMMUNICATION GOAL

Talk about parent and teen relationships

A VOCABULARY | Parent and teen behavior | Read and listen. Then listen again and repeat.

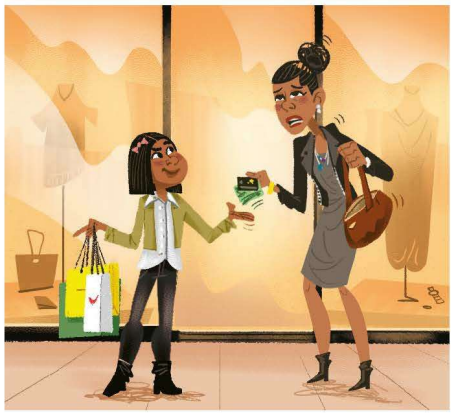
People criticize teens for being . . .



disrespectful / inconsiderate



rebellious



spoiled

People criticize parents for being . . .



(too) strict



(too) lenient



overprotective

B ACTIVATE VOCABULARY | First complete each statement with one of the adjectives. Use too with the adjective if that represents your opinion. Then, with a partner, discuss another example using the same adjective. The example can be invented or something that happened in your life.

My friend Carly has an 11:00 curfew. Last Saturday, she was at her friend Julie's house, and when she wasn't home at midnight, her parents got really worried, and they actually called the police!

Wow. That was pretty inconsiderate. Didn't she realize her parents would get worried?

1 Teens who refuse to obey their curfew are ..... .
2 Parents who only let their teens use their phones when their homework is completed are ..... .
3 Teens who wear messy, dirty clothes to dinner at their grandparents' house are ..... .
4 Kids who expect their parents to give them everything they ask for are ..... .
5 Parents who don't let their teens go to the mall with their friends because they're afraid the mall is unsafe are ..... .
6 Parents who let their teens go to the mall on school nights are ..... .

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C **LISTEN TO ACTIVATE VOCABULARY** | Listen to the conversations about parent and teen behavior. Then listen again and complete the statements with adjectives from the Vocabulary, using each adjective only once.

1 He thinks she's too ..... .
2 Lizzie's friend criticizes Lizzie for being ..... .
3 He thinks she's ..... .
4 She's angry because he's ..... .
5 He thinks she's really ..... .
6 She thinks he's too ..... .

D **MAKE PERSONAL COMPARISONS** | Are you or anyone you know like any of the speakers in the conversations in Exercise C? Explain.

COMMUNICATION ACTIVATOR

Now let's talk about parent and teen relationships.



A **CONVERSATION MODEL** | Read and listen.

A: So, here's a question. What do you think I should do about Abby?
B: Why? Is something wrong?
A: Well, her teacher said she hasn't been paying attention in class lately. And her behavior is getting worse and worse.
B: That's so hard to believe. Abby's always been so respectful.
A: Well, I'm at my wits' end, and I don't know what to do.
B: Well, I hate to say it, but there's not much you *can* do.
A: Why's that?
B: Well, the older they get, the harder it is to control them. By the time they're teens, they just have to start taking responsibility for their own behavior.

Social language
Preface a hard truth with:
Well, I hate to say it, but . . .
I'm sorry to say . . .
To tell you the truth, . . .
Unfortunately, . . .
The sad fact is . . .

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **IN YOUR OWN WORDS** | Create your own conversation about parent and teen relationships. Start like this: *So, here's a question.* Be sure to change roles and then partners. (Option: Use the Unit 8 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Give examples of your own experiences.**
- **Discuss other parent / teen issues.**
- **Say as much as you can.**

Watch the video for ideas!

Ideas
- behaving badly at school
- staying out late without permission
- being rude or disrespectful
- being a troublemaker
- hanging out with inappropriate people

D **DISCUSSION** | If you could give parents advice, what would it be? If you could give teenagers advice, what would it be? Provide reasons.

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3 COMMUNICATION GOAL Compare the generations within a family



New York's Lower East Side, 1930s

A LISTEN TO CONFIRM CONTENT | Listen to Arthur Brody, founder and CEO of Joan and Arthur's Artisan Pickles, talk about the generations of his family. Write T (true), F (false), or NI (no information) for each of the statements, according to Arthur Brody's story.

..... 1 Arthur Brody is an immigrant from Russia.
..... 2 Ben was born on the Lower East Side of New York City.
..... 3 The family had Italian friends.
..... 4 Sam and Eva made pickles in their home.
..... 5 Ben went to law school, but he hated the law.
..... 6 Both Arthur's parents were doctors.
..... 7 Arthur and Joan bought a farm and began growing vegetables for food.
..... 8 Joan and Arthur earn more money than Ben and Stella.



Italian *giardiniera*



Vietnamese *do chua*

B LISTEN TO INFER | With a partner, answer the questions, based on Arthur's story. Listen again for the information that supports your inferences.

1 What was life like for Arthur's grandparents when they first arrived?
2 How did Sam and Eva's lifestyle differ from Ben and Stella's?
3 What does Arthur mean at the beginning and end of his story by, "The more things change, the more they stay the same"?

C MAKE PERSONAL CONNECTIONS | Which (if any) generation of Arthur Brody's family do you identify most with in terms of values, expectations, and achievements? Explain your reasons.

a Eva and Sam's (the first generation)
b Stella and Ben's (the second generation)
c Joan and Arthur's (the third generation)

D WORD STUDY | Using suffixes to transform verbs and adjectives into nouns | Note that some of the words undergo spelling changes when the suffix is added. Listen and repeat.

Noun suffixes	Nouns
-ness	competitive → competitiveness rebellious → rebelliousness selfish → selfishness strict → strictness unhappy → unhappiness
-ity	generous → generosity mature → maturity necessary → necessity secure → security
-ance **-ence**	important → importance independent → independence obedient → obedience lenient → lenience

Noun suffixes	Nouns
-ation **-tion** **-ssion**	expect → expectation immigrate → immigration prepare → preparation select → selection discuss → discussion permit → permission
-ment	develop → development encourage → encouragement
-y	difficult → difficulty discover → discovery
-ility	reliable → reliability responsible → responsibility

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E **WORD STUDY PRACTICE** | **Circle all the words in each row that are nouns. Check a dictionary if you are not sure about the meaning of a word.**

1	dependency	depend	dependence	dependent
2	confidence	confident	confide	confidently
3	consider	consideration	considerate	considerately
4	different	difference	differentiate	differentiation
5	attraction	attract	attractive	attractiveness
6	important	importance	importantly	
7	unfair	unfairness	unfairly	
8	closeness	close	closely	
9	identify	identity	identification	

PRONUNCIATION LESSON p. 137
Stress placement: prefixes and suffixes

F **ACTIVATE VOCABULARY** | **With a partner, create statements and questions about Arthur Brody's life, using as many of these words as you can.**

competitive / competitiveness	immigrant / immigration
encourage / encouragement	independent / independence
expect / expectation	prepare / preparation
important / importance	unhappy / unhappiness

COMMUNICATION ACTIVATOR

Now let's compare the generations within a family.

A **TALKING POINTS** | **Write notes on the chart about three generations of your family: your grandparents' generation, your parents', and your own. Note: If there is no relevant information, write N/A (not applicable). If you don't know, write Unknown.**

	Grandmother / Grandfather	Mother / Father	Myself / Siblings / Spouse
place of birth			
education			
age at marriage			
place lived most of life			
occupation(s)			
lifestyle			
habits and tastes			



European immigrants arriving in New York, early 20th century

B **DISCUSSION** | **Discuss the questions with your classmates. Use information from Talking Points for ideas.**

1. In what ways is your generation different from earlier generations in your family? What do you respect most about your parents' generation?
2. How do you imagine the next generation in your family will differ from or be similar to a prior generation?

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

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4 COMMUNICATION GOAL Discuss multi-generational households

A READING | Read an article about multi-generational households in the United States. Which generation in those households benefits the most?

Today's Multi-generational Household



Tae and Monnica Kim moved into Tae's parents' home in Southern California several years ago for a variety of reasons, not the least of which was financial. Tae and Monnica made the mortgage payments on the house and covered other expenses as well while Tae's mother took care of their two children. Tae and Monnica have grown to feel that the benefits of having their parents there have far outweighed any possible inconveniences. One benefit is the daily contact their children have with their grandparents—increasing quality time and building a lifetime of happy memories.

In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans—about 20% of the U.S. population—living with people of two or more generations, and the number of such households continues to grow.

According to the Pew Research Center, a multi-generational household includes at least two adult generations or grandparents with grandchildren younger than 25. The trend toward such households has profound consequences on both family culture and the well-being of all.

A multi-generational household confers benefits on each generation. Taking a three-generation household, with grandparents, parents, and school-age children living together as an example, here are some.



Most parents in the developed world work outside the home and need skilled childcare, especially when children are of preschool age, but also when they are in school. When parents don't have to transport children to and from daycare or school—or hire and pay unknown people to care for their children at home in a live-in or part-time capacity—they have peace of mind about the safety of the children, are able to focus on their careers, and save money. After all, who is better at caring for children than a trustworthy and loving grandparent? And when parents arrive home from work in the evening, grandparents might have already made sure homework has been done, baths have been taken, and dinner has been prepared.

For young grandchildren, the loving care grandparents contribute is priceless: It can nurture children's self-confidence day by day. Grandparents recount stories about the history of the family and provide "eyewitness" accounts of mom or dad's childhood, delighting grandchildren about what life was like "in the olden days." They hand down the family's traditional favorite recipes. And grandparents are famously less strict than parents, so much so that some say their lenience "spoils" grandchildren!

For grandparents, especially those who are divorced or widowed, living with children and / or grandchildren can prevent loneliness and depression and provide a sense of purpose. If they cook dinner for the children, or even for the whole family, they will be assured of good nutrition for themselves, so important for maintaining health and increasing lifespan. And realizing the contribution they are making to the other generations of the family will increase their satisfaction with their own lives as a whole.

It's hard not to see the benefits to all generations in this growing trend.

B SUMMARIZE | In your own words, summarize the benefits a grandparent can bring to a household with younger generations.

C UNDERSTAND FROM CONTEXT | **Paraphrase the following statements from the article.**

1 "In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans — about 20% of the U.S. population — living with people of two or more generations, and the number of such households continues to grow."
2 Regarding multi-generational households, "The trend toward such households has profound consequences on both family culture and the well-being of all."
3 "For young grandchildren, the loving care grandparents contribute is priceless: it can nurture children's self-confidence day by day."
4 "And grandparents are famously less strict than parents, so much so that some say lenience 'spoils' grandchildren!"

D MAKE PERSONAL CONNECTIONS | **Based on the information in the article, what do you imagine the future of your family will be as its older generations age?**

> "In this country, trends are also beginning to change. Multi-generational households have been typical here. I think in the future, they will become less common."

COMMUNICATION ACTIVATOR

Now let's discuss multi-generational households.

A TALKING POINTS | **With a partner, discuss and write notes on the notepad to describe the most common parenting practices in your country.**

Who usually cares for preschool children on weekdays when both parents work outside the home?

Who usually cares for preschool children when one parent stays home during the day?

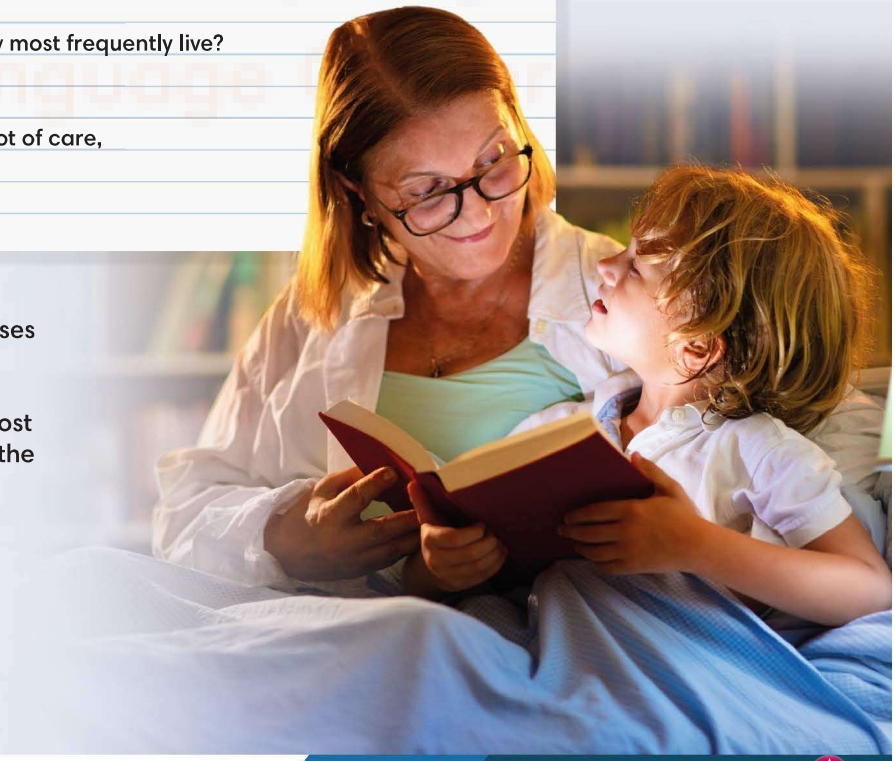
Who usually cares for school-age children after school?

Who makes an evening meal most often during the week?

Who supervises homework in most families?

Where does the oldest generation in the family most frequently live?

If the people of the oldest generation need a lot of care, who usually takes care of them?



B DISCUSSION | **Compare and discuss responses from Talking Points. Discuss agreements and disagreements, supporting your ideas with details. Discuss how you would change the most common practices if you could. (Option: Use the Unit 8 Soft Skills Booster, p. 158.)**

WRITING HANDBOOK p. 148
- **Skill** Avoiding run-on-sentences and comma splices
- **Task** Write a blog post with advice for parents and teens

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe family trends.
- ☐ Talk about parent and teen relationships.
- ☐ Compare the generations within a family.
- ☐ Discuss multi-generational households.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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Extend-It 4

1 Research RECENT trends

Form small groups. Choose a topic to research for a presentation. Assign each person in the group one aspect of the topic to research. Make notes on a notepad.


Tourism in your country


Use of alternative energy sources in transportation and homes


Changes in the population


Use of the Internet at home, school, and on the road


Birth rates

2 Plan and make a presentation

Using notes from Activity 1, plan a digital or poster presentation with your group. Use a presentation app or the rectangles to the right to prepare each part of your presentation. Divide up the presentation among group members and present the topic to the class.

3 Play the "KEEP TALKING!" Game

Look at the numbered questions in the game at the bottom of the page. Prepare your responses in notes on the notepad.

Play with a partner. Put your coins on START and decide who goes first. Flip another coin to move. When you land on a space, answer the question and KEEP TALKING. If you can KEEP TALKING for 30 seconds, move forward one space. Your partner then flips the coin and moves. The first partner to reach FINISH is the winner.

1 curfews	6 appropriate clothing for the office or class
2 pocket money	7 dating
3 screen time	8 truth in advertising
4 voting age	9 community service
5 driving age	10 punctuality



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