

## Advertising and Consumers

## COMMUNICATION GOALS

- 1 Evaluate ways and places to shop
- 2 Discuss your reactions to ads
- 3 Discuss problem shopping behavior
- 4 Persuade someone to buy a product

## PREVIEW

**A FRAME YOUR IDEAS** Read four examples of shopping behavior and rate them.

READ  
ABOUT

## FOUR SHOPPING MISTAKES.

Number the mistakes in order of seriousness, from 1 to 4, with 4 being the most serious.



When I'm feeling blue, it cheers me up to go shopping and splurge on a few luxury items.



I may have gone a little overboard this time. But I just can't pass up a good sale, even if I don't need anything at the moment.



Everyone's buying it, so it must be terrific. I guess I'll buy it, too.



When I see a famous person I respect endorsing a product, then I know it's good.

**B DISCUSSION** In your opinion, what causes people to behave in the ways the people in the pictures do? In what way is their behavior similar? Do you know anyone like these people? Explain.



**C** ▶ 4:01 **SPOTLIGHT** Read and listen to a conversation between two colleagues. Notice the spotlighted language.

**Aldo:** Oh, no! **I could kick myself!**

**Sofia:** About what?

**Aldo:** You know how much I've been wanting to learn Spanish, right? Look at this great system I could have gotten for half price. Well, until yesterday, that is.

**Sofia:** Oh, come on. **Don't fall for that.** You can't learn a language while you sleep.

**Aldo:** I don't know. They say it's based on brain science. And it's risk-free. You get your money back if you don't learn. So it must be true.

**Sofia:** Oh, Aldo. **That's just wishful thinking.** Think about how long it took you to learn English.

**Aldo:** But **you're comparing apples and oranges.** Learning Spanish is a whole lot easier than learning English for Italian speakers like me.

**Sofia:** **That's debatable.** Not everyone would agree with that.

But whatever. Any new language takes plenty of study and practice.

**Aldo:** I know. But I hate being forced to learn grammar. In this method I don't think you have to.

**Sofia:** Sorry. **There are no two ways about it.** Learning a language takes work ... **Tell you what.** I'll teach you Spanish myself! Between now and the end of the year, we'll have dinner together a couple of evenings a week. We'll converse in Spanish. You'll learn fast.

**Aldo:** You really mean it? I'd be willing to pay you for the lessons.

**Sofia:** No way. Just make me a nice Italian dinner on those nights, and **we'll call it even.** It'll be fun!

**Aldo:** Dinner? No problem! I'd be making that anyway... Sofia, this is really generous of you.

**Sofia:** Well, you've done me a bunch of favors at work. I figure **I owe you one!**



**D UNDERSTAND IDIOMS AND EXPRESSIONS** Write an expression from Spotlight with a similar meaning to each sentence below.

- |  |  |
|--|--|
| 1 I'm going to suggest something to you.     | 5 I regret something I did.                    |
| 2 You won't owe me anything.                 | 6 There's only one correct opinion about that. |
| 3 These two things are completely different. | 7 Don't believe what they say.                 |
| 4 There is more than one opinion about that. | 8 You are hoping that it's true, but it isn't. |
|  | 9 It's my turn to do something nice for you.   |

**E THINK AND EXPLAIN** With a partner, answer each question. Support your answers with specific information from Spotlight.

- What is it about the ad that makes Aldo want to kick himself?
- What does Sofia think of the Miracle Method?
- What do you think Aldo hates about traditional language courses? Explain why.

**SPEAKING PAIR WORK** Discuss whether you think any of the people in the pictures on page 74 have anything in common with Aldo. Explain your reasons.



**GOAL** Evaluate ways and places to shop

EDUCATIONAL STRATEGIES

**A**

▶ 4:02

**VOCABULARY VERBS FOR SHOPPING ACTIVITIES**

Read and listen to what the people are saying. Then listen and repeat.

I'm not looking for anything in particular. I'm just browsing.



**browse** take one's time looking at things without necessarily wanting to buy anything

This is the best time to bargain hunt.



**bargain hunt** look around for things one can buy cheaply for less than their usual price

**comparison shop** look at the prices of the same or similar items in order to decide which to buy

Wow! Here's the reason to comparison shop before buying! Everyone should shop around before making a decision.



**window shop** look at things in store windows without going inside or intending to buy them

This place is a little pricey. But it doesn't cost anything to window shop!

**B**

▶ 4:03

**LISTEN TO ACTIVATE VOCABULARY**

Listen to the conversations about shopping.

Infer what the people are doing. Complete each statement with the correct verb phrase.

- 1 The shoppers are (browsing / bargain hunting).
- 2 The people are (comparison shopping / window shopping).
- 3 The men are (window shopping / comparison shopping).
- 4 The woman is (window shopping / browsing).



**C PAIR WORK** First, complete the chart. Then compare information with a partner.

Activity	When and why you do this activity
browsing	
bargain hunting	
window shopping	
comparison shopping	

“I go window shopping when I have time on my hands and don't feel like spending money.”

## NOW YOU CAN Evaluate ways and places to shop

**A** ▶ 4:04 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

**A: Quick question.** Where would you go if you needed some new furniture?

**B:** Well, **I find** Morton's a good place to go bargain hunting.

**A:** Morton's? They can be a little pricey, can't they?

**B:** But when their things go on sale their prices are rock bottom.

**A: That's good to know.**

**B: Why don't you** check out Morton's online? Maybe you'll get lucky.

**B** ▶ 4:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

**C NOTEPADDING** Make a list of four places to shop, the best items to buy in each place, and the best shopping activities there.

place	items to buy there	ways to shop there
the public market	handicrafts and gifts	bargain hunt
place	items to buy there	ways to shop there
1		
2		
3		
4		

### DON'T STOP!

- Discuss other places for bargains.
- Ask for recommendations for places to buy other things.
- Suggest shopping together.
- Say as much as you can.

### RECYCLE THIS LANGUAGE

- expensive
- cheap
- affordable
- pricey
- a bargain
- save money
- cost an arm and a leg
- rock bottom



**D CONVERSATION ACTIVATOR** Create a conversation similar to the one in Ex. A, using information from your notepad. Start like this: *Quick question.* Where ... Be sure to change roles and then partners.



**A** ▶ 4:06 **GRAMMAR SPOTLIGHT** Read the interviews. Notice the **spotlighted** grammar.



What's the most annoying commercial or ad you've ever seen?

That would be the toothpaste ad they keep playing on my favorite music station. It's loud and obnoxious, and it totally gets on my nerves. I hate **to be forced** to listen to a dumb ad over and over. It just drives me crazy.

Nadia Basri,  
English teacher  
Amman,  
Jordan

What's the funniest ad you've ever seen?

There's this one really funny TV commercial for a language school. This cat sticks its claw into a goldfish bowl. Suddenly, the goldfish starts barking like an angry dog and the terrified cat runs away. The words "It never hurts to know another language" appear on the screen. It just cracks me up every time I see it. I enjoy **being entertained** like that.

Alex Winston,  
architect  
Pusan, South  
Korea



What's the most interesting ad you've ever seen?

An ad I saw yesterday really blew me away. There's this company that produces sports drinks. Their ad presents actual statistics of how the drink enhances athletic performance. It was so convincing I totally forgot it was an ad! Like most people, I resent simply **being sold to** and really appreciate **being informed** about a product's benefits. Ads like that can really build goodwill for a product.

Theresa Selden,  
advertising executive  
Minneapolis,  
USA

What's the most touching ad you've ever seen?

Actually, there's a billboard for a tablet that I see on my way to work. It shows this elderly woman having a video chat with her daughter and brand-new granddaughter. The tablet and the video chat are obviously something really new for the grandma. I'm not an emotional guy, but this ad just hits me in the heart and chokes me up. I know it's just an ad, but once in a while it doesn't hurt **to be reminded** about the important things in life.

Marcos Teixeira,  
medical student  
Fortaleza,  
Brazil

**B UNDERSTAND MEANING FROM CONTEXT** Match the expressions with their meaning.

- |                               |                                 |
|-------------------------------|---------------------------------|
| ..... 1 It blows me away.     | a It makes me feel like crying. |
| ..... 2 It gets on my nerves. | b It annoys me.                 |
| ..... 3 It cracks me up.      | c It amazes me.                 |
| ..... 4 It chokes me up.      | d It makes me want to laugh.    |

**Remember:**

- Some verbs are followed by gerunds, some by infinitives, and some by either.
- Certain adjectives are often followed by infinitives.
- Certain expressions are followed by gerunds.

See pages 123–124 for a complete list.

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR PASSIVE FORMS OF GERUNDS AND INFINITIVES**

Use the passive form of a gerund (**being** + a past participle) or an infinitive (**to be** + a past participle) to focus on an action instead of on who performed the action.

**Gerunds: affirmative and negative**

I don't like **being forced** to watch commercials.  
Susan hates **not being told** the truth.

**Infinitives: affirmative and negative**

We would like **to be called** when it goes on sale.  
They were angry **not to be told** about the meeting.

**Questions**

Do you enjoy **being entertained** by commercials on TV?  
Don't you resent **being required** to watch ads in movie theaters?

Doesn't your sister want **to be called** by her first name?  
Who likes **being shown** commercials every few minutes?  
Where do you like **being seated** in a restaurant?

**GRAMMAR BOOSTER** p. 136

The passive voice: review and expansion



**D GRAMMAR PRACTICE** Complete the conversations with passive gerunds or infinitives.

- 1 **A:** I think people enjoy (inform) ..... about new products.  
**B:** True, but I don't want (treat) ..... as if I don't know anything. Advertisers sometimes make me feel that way.
- 2 **A:** I don't like (show) ..... pictures of suffering animals in ads for animal charities. They're just too upsetting.  
**B:** I agree. I'm happy (ask) ..... to contribute just based on the facts. I don't need (show) ..... pictures.
- 3 **A:** This midnight sale is going to be great. Don't you love (give) ..... a chance to get everything at half-price?  
**B:** Actually, I'm annoyed at (force) ..... to wait in line all day and evening just to get in.
- 4 **A:** When I read an ad in a magazine, I would like (tell) ..... the whole truth, not half-truths.  
**B:** I know how you feel. I expect (treat) ..... with respect.
- 5 **A:** Companies want their products (advertise) ..... on TV during prime time—when the most people are watching.  
**B:** Maybe that's why advertisers complain about (charge) ..... so much for every minute they buy. They say that's why the products are so expensive.

**PRONUNCIATION  
BOOSTER**

p. 146

Vowel sounds /i/ and /ɪ/

**E GRAMMAR PRACTICE** Rewrite each sentence, using a passive gerund or infinitive to replace the underlined words. Don't use a *by* phrase.**Example:** I don't mind when advertisers inform me about new products.

- 1 I can't stand advertisers' forcing me to watch ads over and over again.  
 2 I resent one company's telling me that I shouldn't buy another company's product.  
 3 We can't tolerate telemarketers' calling us while we're eating dinner.

*I don't mind being informed about  
new products.*

**NOW YOU CAN** Discuss your reactions to ads**A FRAME YOUR IDEAS** Complete the chart with ads you are familiar with.

	Name or type of product	Type of ad
An ad that's interesting		
An ad that cracks me up		
An ad that gets on my nerves		
An ad that blows me away		
An ad that chokes me up		
An ad that drives me crazy		

**Types of ads**

- TV commercials
- pop-up ads on websites
- radio ads
- magazine or newspaper ads
- billboards on highways and buildings
- other online ads

**B DISCUSSION ACTIVATOR** Describe and compare the ads on your chart. Use passive forms of gerunds and infinitives. Say as much as you can.

“There's a TV commercial for shampoo that really gets on my nerves. I'm sick of being forced to watch it over and over!”

**Describing how you feel**

- |                    |                          |
|--------------------|--------------------------|
| • I like ...       | • I don't like ...       |
| • I appreciate ... | • I don't appreciate ... |
| • I love ...       | • I can't stand ...      |
| • I enjoy ...      | • I dislike ...          |
| • I hate ...       | • I resent ...           |
| • I prefer ...     | • I miss ...             |
| • I need ...       | • I want ...             |



**A READING WARM-UP** Are you a careful shopper? Or do you lack self-control when you shop?

DIGITAL  
STRATEGIES

**B** ▶ 4:07 **READING** Read the article. In what ways is compulsive shopping a problem?

# COMPULSIVE SHOPPING: An addiction or just something to get under control?

For some people, shopping is a favorite pastime and harmless, as long as they have the money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling.

**Research has shown** that compulsive shopping, like other addictions, causes the physical effect of a “high,” when brain chemicals such as endorphins and dopamine are released. This causes the addict to feel pleasurable sensations. These sensations make shopping hard to resist, and thus the habit hard to kick. What are the warning signs of a shopping addiction, or as it is sometimes called, “shopaholism”?

First, just as alcoholics tend to hide their bottles, shopaholics commonly hide their purchases. Shopaholics often lie to people in their families about how much money they’ve spent.

Second, the problem is long-lived, or “chronic,” meaning that the behavior doesn’t occur just once or twice a year. Rather, it’s a continuous problem that repeats itself over and over.

Third, shopaholics, like many people, purchase items on impulse. But unlike normal people who sometimes splurge and pick up an impulse item like a sweater they don’t need, shopaholics might buy ten.

Fourth, as with any addiction, a problem exists when the behavior has obvious consequences: going into debt, going shopping instead of taking care of family or work responsibilities, or uncontrollable spending that may deprive others in the family of money needed for other things.

What can true shopaholics do to get help? For some, self-help and group programs can be effective. For others, whose addiction results from underlying depression, seeing a psychotherapist or a physician can help, reducing the need to shop compulsively.

Thankfully, many people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help.

• Shop with a list. It keeps you focused on the things you really need and want. And it ensures that you don’t get distracted by impulse items and go overboard, buying a lot of unneeded things.

• Avoid sales, coupons, and special offers. Spending any money on something you don’t need is overspending, even if it’s a bargain. Remember: Special offers are a way for store owners to get you into the store.

• Follow the “thinking time” rule: Don’t buy anything new on the spot. Make yourself wait a day, a week, or some other amount of time before making a purchase. Or do some comparison-shopping. You may find you don’t want the item after all, or you may find it at a much better price.

• Always try to be aware of your motivations when you shop. Don’t go shopping when you’re angry or upset. In the long run, the problem that upset you in the first place will still be there.

**C UNDERSTAND MEANING FROM CONTEXT** Find each of these words and phrases in the article. With a partner, discuss what they mean and write a sentence using each one.

1 an addiction

2 get something under control

3 a high

4 hard to kick

5 a shopaholic

6 chronic

7 splurge

8 go overboard

9 on the spot



**D IDENTIFY SUPPORTING DETAILS** Answer the questions, providing details from the article to support your answer.

- 1 In what ways is compulsive shopping like other addictions? Be specific.
- 2 Why are addictions so hard to overcome?
- 3 What are some consequences of shopaholism?
- 4 What is one possible cause for compulsive shopping in some people?
- 5 In what way is going overboard occasionally different from a true shopping addiction?

DIGITAL  
EXTRA  
CHALLENGE

## NOW YOU CAN Discuss problem shopping behavior

**A FRAME YOUR IDEAS** Check the statements that are true for you.

### What kind of **SHOPPER** are you?



Everyone goes a little overboard shopping from time to time. Take the survey to determine if your shopping is out of control.

- ☐ I could sometimes kick myself for how I spend my money.
- ☐ When I go shopping, I can't resist the temptation to buy something—I just can't come home empty-handed.
- ☐ I feel uncomfortable if I haven't bought anything in a week.
- ☐ I go shopping for an item I need, but I lose control and come home with a lot of things I don't need.
- ☐ I spend more than I should in order to get more expensive designer names and labels.
- ☐ I can't pass up a good sale. Even if I don't need anything, I just have to indulge myself and buy something.
- ☐ I sometimes lie to people about how much my purchases cost.
- ☐ I get more pleasure out of spending money than saving money.
- ☐ I don't have the patience to wait a day before buying something. If I want it, I buy it on the spot.

TOTAL THE NUMBER OF BOXES YOU CHECKED. IF YOUR TOTAL IS:



0-3 Great!  
Keep up the good habits!



4-5 Not too bad!  
Congratulations for admitting you're not perfect!



6-7 Uh-oh!  
Sounds like trouble may be around the corner!



8-9 Red alert!  
It's time to take the bull by the horns and change some of the ways you shop and spend money.

DIGITAL  
SPEAKING  
BOOSTER

**B DISCUSSION** Choose one of the topics and meet in small groups with other classmates who have chosen the same topic. Share your conclusions with the class.

- 1 Do you think most people tend to go a little overboard with their shopping? Explain.
- 2 Do you think people should spend money only on things they need and never on things they don't need? Is it OK to buy on impulse sometimes?

**OPTIONAL WRITING** Write a brochure offering help or advice for people with problem shopping behavior. Include a list of tips.

#### RECYCLE THIS LANGUAGE

- That's debatable.
- You're comparing apples and oranges.
- There are no two ways about it.
- That's just wishful thinking.
- You really mean it?
- Whatever.



**GOAL** Persuade someone to buy a product

- A LISTENING WARM-UP PAIR WORK** Read about eight advertising techniques used to persuade people to buy products. With a partner, discuss the techniques and write the letter of the example that illustrates each technique.

## 8 Eight techniques used by SUCCESSFUL ADVERTISERS

- 1 PROVIDE FACTS AND FIGURES**  
Prove the superiority of a product with statistics and objective, factual information. ☐
- 2 CONVINCE PEOPLE TO "JUMP ON THE BANDWAGON"**  
Imply that *everyone* is using a product, and that others should too, in order to be part of the group. ☐
- 3 PLAY ON PEOPLE'S HIDDEN FEARS**  
Imply that a product will protect the user from some danger or an uncomfortable situation. ☐
- 4 PLAY ON PEOPLE'S PATRIOTISM**  
Imply that buying a product shows love of one's country. ☐
- 5 PROVIDE "SNOB APPEAL"**  
Imply that use of a product makes the customer part of an elite group. ☐
- 6 ASSOCIATE POSITIVE QUALITIES WITH A PRODUCT**  
Promote a product with words and ideas having positive meanings and associations. ☐
- 7 PROVIDE TESTIMONIALS**  
Use a famous person or an "average consumer" to endorse a product so the consumer wants it too. ☐
- 8 MANIPULATE PEOPLE'S EMOTIONS**  
Use images to appeal to customers' feelings, such as love, anger, or sympathy. ☐

**Examples**

- a A professional soccer player recommends a particular brand of shirts.
- b A hotel chain shows a businesswoman in her room, calling home to talk to her children.
- c A soft drink manufacturer shows young people having a great time drinking its product at the beach.
- d A car manufacturer states how quickly its car can go from 0 to 100 kilometers per hour.
- e A coffee manufacturer shows people dressed in formal attire drinking its brand of coffee at an art exhibition.
- f A credit card company claims that its card is used by more people than any other card.
- g A clothing manufacturer promotes its clothes by saying they are made by and for people in this country.
- h An educational toy company suggests that other children will do better in school than yours will if you don't buy its toy today.

- B** ▶ 4:08 **VOCABULARY WAYS TO PERSUADE** Listen and repeat. Then, based on the way they are used in Exercise A, write the correct word for each definition.

- 1 personally recommend a product in exchange for payment: .....
- 2 show that something is definitely true, especially by providing facts, information, etc.: .....
- 3 suggest that something is true, without saying or showing it directly: .....
- 4 make sure people know about a new product in order to persuade them to buy it: .....

endorse  
promote  
imply  
prove



**C** ▶ 4:09 **LISTEN TO INFER** Listen to each ad. Write two techniques from Exercise A that the advertiser uses in the ad. Then listen again and take notes of what the ad says to support your choice of techniques.



Ad 1

Techniques used

.....  
 .....  
 .....

Supporting details

.....  
 .....  
 .....

Ad 2



Techniques used

.....  
 .....  
 .....

Supporting details

.....  
 .....  
 .....

Ad 3



Techniques used

.....  
 .....  
 .....

Supporting details

.....  
 .....  
 .....

**D APPLY IDEAS** With a partner, discuss some ads you know and decide which techniques they use.

## NOW YOU CAN Persuade someone to buy a product

**A NOTE-PADDING** In a group, choose a product and create a magazine, newspaper, Internet pop-up, or radio advertisement for it. Use one or more advertising techniques to persuade your classmates to buy the product. Make notes.

### Plan your ad

Type of product:

Name of product:

Type of ad:

Technique(s):

.....  
 .....  
 .....  
 .....  
 .....

### Ideas

- a car
- an airline
- a drink
- a smart phone
- a language school
- a brand of toothpaste
- your own idea: \_\_\_\_\_



**B PRESENTATION** Present your ad to your class. Show it, read it, or act it out. Analyze your classmates' ads and discuss which techniques were used. As a class, assign awards for these categories:

- the funniest ad
- the most annoying ad
- the most persuasive ad
- the most interesting ad
- the most touching ad





## WRITING Summarize and paraphrase someone's point of view

### A WRITING SKILL Study the rules.

A summary is a shortened explanation of the main ideas of an article. When writing a summary, include only the author's main points, not your own reactions or opinions. In your summary, be sure to paraphrase what the author said, putting the main idea into your own words.

Use a variety of reporting verbs to paraphrase the writer's ideas:

The report **argues** that ...

Doctors **believe** that ...

Experts **explain** that ...

**E** The article **states** that ...

The writer **points out** that ...

The journalist **reports** that ...

The author **concludes** that ...

Some other common expressions for reporting another person's ideas:

**F** **According to** [Smith], ...

**In** [the writer's] **opinion**, ...

**As** [the article explains], ...

**From** [García's] **point of view**, ...

### MODEL

**The original text:** "For some people, shopping is a favorite pastime and harmless, as long as they have the money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling."

**Your summary and paraphrase:**  
The author points out that shopping can be harmless for some but a serious addiction for others.

### B PRACTICE Paraphrase these sentences from the article on page 80.

1 "Research has shown that compulsive shopping, like other addictions, causes the physical effects of a "high," when brain chemicals, such as endorphins and dopamine, are released."

2 "For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling."

### C PRACTICE Reread the paragraphs that begin with *First*, *Second*, *Third*, and *Fourth* in the article on page 80. Then, in your own words, state the main idea of each paragraph, using reporting verbs and expressions suggested in Exercise A Writing Skill.

First

Second

Third

Fourth



### D APPLY THE WRITING SKILL Write a summary of the article on page 80 by combining the main ideas from your notepad. Be sure to paraphrase what the author says, using your own words. Your summary should be no more than four to six sentences long.

**OPTIONAL WRITING** Write a short article in which you suggest how to avoid compulsive shopping.

### SELF-CHECK

- ☐ Does the summary include only the author's main ideas?
- ☐ Did I paraphrase the author's ideas?
- ☐ Was I careful not to include my opinion in the summary?



**A** ▶ 4:10 Listen to each statement or question. Choose an appropriate response.

- 1 a There are no two ways about it.  
b They're comparing apples and oranges.
- 2 a Thanks! I owe you one.  
b That's just wishful thinking.
- 3 a Don't worry. We'll call it even.  
b That's debatable.
- 4 a Don't fall for that.  
b There are just no two ways about it.
- 5 a I know. I could kick myself!  
b Tell you what.

**B** On a separate sheet of paper, answer the questions.

- 1 What always cracks you up about your favorite TV comedy or movie?
- 2 Whose music blows you away?
- 3 What songs choke you up?
- 4 What gets on your nerves about public transportation?

**C** Complete the statements with passive forms of gerunds or infinitives.

- 1 I don't recall ..... any information.  
send
- 2 They want ..... more time for the project.  
give
- 3 She arranged ..... to the airport.  
take
- 4 I was disappointed ..... the news.  
tell
- 5 He risked ..... from his job.  
fire
- 6 We were delighted ..... to the wedding.  
invite

**D** On a separate sheet of paper, answer the questions in your own way.

- 1 What kinds of things do you like to splurge on?
- 2 Have you ever gone a little overboard when you were shopping? Explain.
- 3 What can't you resist the temptation to do? Why?

**E** Complete each statement with the correct form of one of the verbs.

promote    endorse    prove    imply

- 1 I'm sure Shiny Teeth toothpaste is the best. After all, it's being ..... by that British actor with the gorgeous teeth. What's his name again?
- 2 This month Banana computers is ..... a new laptop. It's smaller than a tablet and bigger than a smart phone, but it has full computer functionality.
- 3 Well, they don't have the statistics to ..... that their shampoo grows hair, but all the pictures and testimonials ..... that it probably will.





## Family Trends

## PREVIEW

## COMMUNICATION GOALS

- 1 Describe family trends
- 2 Discuss parent-teen issues
- 3 Compare generations
- 4 Discuss caring for the elderly

**A FRAME YOUR IDEAS** Fill out the opinion survey of your attitudes about parent-teen relationships.

Check the opinion in each pair that **YOU** agree with more.

- 1** Teens should have to help around the house. It helps them develop a sense of responsibility. ☐

Teens shouldn't have to help around the house. They already have enough to do with their schoolwork. ☐

- 2** Parents should buy things that teens demand in order to "keep the peace." ☐

Teens shouldn't always get everything they ask for. It would be a bad lesson for life. ☐

- 3** Parents should set curfews. Teens who stay out late are likely to get in trouble. ☐

Teenagers shouldn't have curfews. They should be able to decide what time to come home. ☐

- 4** Parents should make rules for teen behavior so teens learn right from wrong. ☐

Teens need to learn by making their own mistakes. ☐

- 5** Parents should always ground teens if they misbehave. If they can't go out with their friends, they'll stop misbehaving and won't become troublemakers. ☐

Teens who don't obey the rules should be given a second chance before being grounded. ☐

- 6** Parents should control what their teenage children do on the Internet. It's their job to protect their children from danger. ☐

Teenagers have a right to privacy, and their parents ought to respect it. What teens do on the Internet should be off-limits to parents. ☐



**B PAIR WORK** Compare your opinions on the survey with a partner. Support your opinions with reasons.

“Parents don't have the right to know everything their kids do on the Internet. It isn't possible, anyway, because kids can delete their online history if they don't want their parents to see what they're doing.”

“I think that depends on the age of the kid.”



**C** ▶ 4:11 **SPOTLIGHT** Read and listen to a conversation about relationships. Notice the **spotlighted** language.

**Grace:** Did you hear the good news? Emma and Max **patched things up!**

**Margot:** They got back together? I didn't even know they'd **split up!**

Shows you how out of touch I am. What happened?

**Grace:** Well, from what I understand, first they **had a falling out** about money, and then one thing led to another, and the marriage started **going downhill**.

**Margot:** What a shame. It's incredible how little things can snowball...

You know what, though? There's usually some bigger underlying issue when a marriage gets into trouble.

**Grace:** Actually, I think you've **hit the nail on the head**. Emma's been making more money than Max for the last couple of years, and then about six months ago he lost his job. So they figured it would be economical for him to be a stay-at-home dad. I mean, why pay a babysitter?

**Margot:** Makes sense.

**Grace:** But that's just about the time things began to **fall apart**, and they started arguing about who should make financial decisions. And then the more they fought, the worse things got. Apparently, the constant conflict affected the kids' behavior. They just stopped obeying family rules and started texting friends and playing on their phones during dinner—you know what kids do these days...

**Margot:** You know, I'm feeling sort of like a gossip talking about them **behind their backs**. Let's just be thankful they're back together now.



**D UNDERSTAND IDIOMS AND EXPRESSIONS** Choose the word or phrase with the same meaning.

- 1 It's hard to patch things up after a breakup.
  - a repair a relationship
  - b have financial problems
  - c get a divorce
- 2 I didn't realize they'd split up.
  - a separated
  - b gotten back together
  - c gotten out of touch
- 3 Lyn and Ed had a falling out about the children.
  - a argued
  - b agreed not to talk
  - c made strict rules
- 4 Our relationship started going downhill last year.
  - a improving
  - b getting worse
  - c getting back together
- 5 Anne hit the nail on the head when she figured out the underlying problem.
  - a realized what the real reason was
  - b became violent
  - c made a lot of money
- 6 A husband and wife should discuss their problems before things start to fall apart.
  - a get bad
  - b get interesting
  - c get better
- 7 When you talk about people behind their backs, you are a gossip.
  - a so they know what you think about them
  - b so they don't know what you say about them
  - c so they're thankful

**E THINK AND EXPLAIN** Answer the questions with a partner. Then discuss with the class.

- 1 What is your opinion of the decision to have Max stay home to care for the kids?
- 2 Why do you think some couples get back together after breaking up?

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

- had a difference of opinion with a parent or child
- had a falling out with a friend, relative, or colleague

Provide specific examples and use language from Spotlight and Preview if possible.



**A** ▶ 4:12 **GRAMMAR SPOTLIGHT** Read the information in the article. Notice the spotlighted grammar.

Today's News

January 22

# FALLING BIRTHRATES

Current trends show the size of families is changing, impacting societies worldwide. Women are marrying later, and couples are waiting longer to have children. And **the longer** couples wait to have children, **the fewer** children they have.

Two key factors that impact family size are the education and the employment of women. Studies show that **the more** education women get, **the smaller** families they have. Moreover, **the longer** women stay in school, **the better** their opportunities for employment. Working women are less likely to marry young and have large families.

In addition to the falling birthrate, there is a rising life expectancy. With people living **longer and longer**, families are going to have to face the challenges posed by an aging population. **The longer** people live, **the more** care they require. Traditionally, children have cared for their elderly parents at home. However, **the more** the birthrate falls, **the harder** the future may be for the elderly. With fewer children, families may find it **more and more** difficult to care for their older members.



**B PAIR WORK** Discuss the questions.

- 1 According to the article, what factors explain why more couples are having fewer children?
- 2 Why do you think populations are living longer? What problems can be caused by a larger elderly population?

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR REPEATED COMPARATIVES AND DOUBLE COMPARATIVES**

## Repeated comparatives

Use repeated comparatives to describe continuing increases and decreases.

The birthrate is getting **lower and lower**.

By the end of the twentieth century, couples were waiting **longer and longer** to marry.

Changes are occurring **faster and faster**.

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 becoming **more and more difficult** to predict life expectancy.

It's **less and less possible** to raise birthrates in modern societies.

That's happening **more and more** (often) these days.

Use repeated comparatives with **more**, **less**, and **fewer** to compare nouns. When the noun is understood, it may be omitted.

**More and more** people are marrying later.

**Fewer and fewer** (people) are having children before they are thirty.

## Double comparatives

Use double comparatives to describe a cause-and-effect process.

**The more** education women get, **the later** they marry. [Women are getting more education, so they're marrying later.]

**The less** children studied, **the more** slowly they learned. [Children studied less, so they learned more slowly.]

**The older** one gets, **the harder** it can be to find a husband or wife.

Note: When **be** is used in double comparatives, it is sometimes omitted.

**The better** the quality of health care (is), **the higher** the life expectancy (is).

## GRAMMAR BOOSTER p. 137

- Making comparisons: review and expansion
- Other uses of comparatives, superlatives, and comparisons with **as ... as**

## Be careful!

Don't use the present or past continuous in either clause of a double comparative statement. Use the simple present or the simple past tense instead.

The longer couples **wait** to have children, the fewer children they **have**.

NOT The longer couples are waiting to have children, the fewer they're having.



**D NOTICE THE GRAMMAR** Find a sentence using a double comparative in Spotlight on page 87.

**E ▶ 4:13 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.

- ..... education mothers get, ..... medical care they receive.
- ..... couples date, ..... they marry.
- ..... children stay in school, ..... their life expectancy.

**F GRAMMAR PAIR WORK** First complete the statements logically, using the cues and double comparatives. Then, with a partner, discuss whether you agree or disagree with each statement. Support your opinion.

- ..... old ..... people are when they marry, ..... few ..... children they have.
- ..... high ..... the life expectancy, ..... large ..... the elderly population is.
- ..... hard ..... people work, ..... successful ..... they are.
- ..... good ..... the quality of health care is, ..... low ..... the death rate.
- ..... developed ..... the country is, ..... low ..... the life expectancy.
- ..... young ..... women are when they have children, ..... likely ..... they are to get a higher education.

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

- (An increasing number of) couples are having (a decreasing number of) children.
- Divorces are taking place (with decreasing frequency).
- People say that children are growing up (with increasing speed).

**H GRAMMAR PRACTICE** Correct the errors in the sentences.

- The more I'm eating, the later I'm sleeping.
- The fewer grammar mistakes I'm making when I speak English, the better I am communicating.

## NOW YOU CAN Describe family trends

**A PAIR WORK** With a partner, take turns making statements with repeated and double comparatives about the way families are changing in your country.

“ Families have been getting smaller and smaller. ”

**B SUMMARIZE** On a separate sheet of paper, write a paragraph developing one of the statements you made in Exercise A. Add details.

*In the last few decades, family size has declined. Fewer and fewer people are having big families, so their standard of living is higher. The higher the standard of living is, the healthier the population will be.*

**C DISCUSSION ACTIVATOR** In small groups, discuss family trends in your country. Talk about how changing trends will impact the families of the future. Include the ideas below in your discussion. Say as much as you can.

### Ideas

- birthrate
- life expectancy
- age at marriage
- health
- education
- income
- employment opportunities
- generational differences

“ It seems like more and more people are having fewer and fewer children. This could be a problem later because ... ”



DIGITAL STRATEGIES

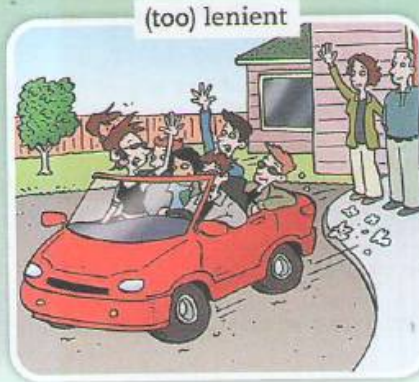
**A** 4:14 **VOCABULARY** DESCRIBING PARENT AND TEEN BEHAVIOR

Read and listen. Then listen again and repeat.

Parents can sometimes be ...



They set a lot of restrictions and expect kids to obey rules.

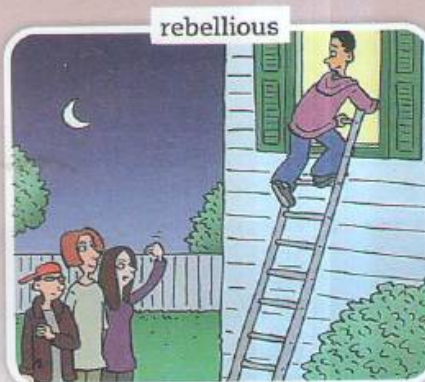


They let their kids have or do anything they want.



They worry too much about their kids.

Teenagers can sometimes be ...



They refuse to obey family rules and just do whatever they want.



They expect to have or get whatever they want.



They are rude and often talk back to adults.

**B** **VOCABULARY PRACTICE** Complete each statement with one of the adjectives. Use too with the adjective if that represents your opinion.

- 1 Parents who always allow their teenage children to stay out late are .....
- 2 Teenagers who demand that their parents buy everything they ask for are .....
- 3 When parents never let their children do things because they are afraid they'll get sick or hurt, they are being .....
- 4 If a father tells his teenage son not to get a tattoo and he disobeys and gets one anyway, we say he is .....
- 5 Parents who make their teenage children clean their rooms every day are .....
- 6 Teens who act uninterested in class are .....



**C ▶ 4:15 LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations about parent and teen behavior. Then listen again and determine which adjective from the Vocabulary best completes each statement.

- |                                |  |
|--------------------------------|--|
| 1 She thinks he's .....        | 4 He's angry because she's being ..... |
| 2 She thinks he's acting ..... | 5 He thinks she's .....                |
| 3 He thinks she's .....        | 6 She criticizes him for being .....   |

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

**E PROVIDE EXAMPLES** With a partner, describe people you know who exhibit the following kinds of behavior. Explain, providing real details.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 a parent who is too strict     | 4 a teenager who is rebellious    |
| 2 a parent who is too lenient    | 5 a teenager who is spoiled       |
| 3 a parent who is overprotective | 6 a teenager who is disrespectful |

## NOW YOU CAN Discuss parent-teen issues

**A ▶ 4:16 CONVERSATION SPOTLIGHT**  
Read and listen. Notice the **spotlighted** conversation strategies.

**A:** What do you think parents should do if their teenage kids start smoking?

**B:** Well, I'm sorry to say there's not much they can do.

**A:** **Why's that?**

**B:** Well, teenagers are out of the house most of the day, so parents can't control everything they do.

**A:** **I suppose. But** they can ground them if they don't shape up.

▶ 4:18

I'm sorry to say  
I hate to say it, but  
To tell you the truth,  
Unfortunately,  
The sad fact is

**B ▶ 4:17 RHYTHM AND INTONATION**  
Listen again and repeat. Then practice the conversation with a partner.

DIGITAL  
VIDEO  
DIGITAL  
SPEAKING  
BOOSTER

**C CONVERSATION ACTIVATOR**  
Create a similar conversation. Use the Vocabulary, examples of bad behavior from the list, and language from Preview on page 86. Start like this: *What do you think parents [or teenagers] should do if...?* Be sure to change roles and then partners.

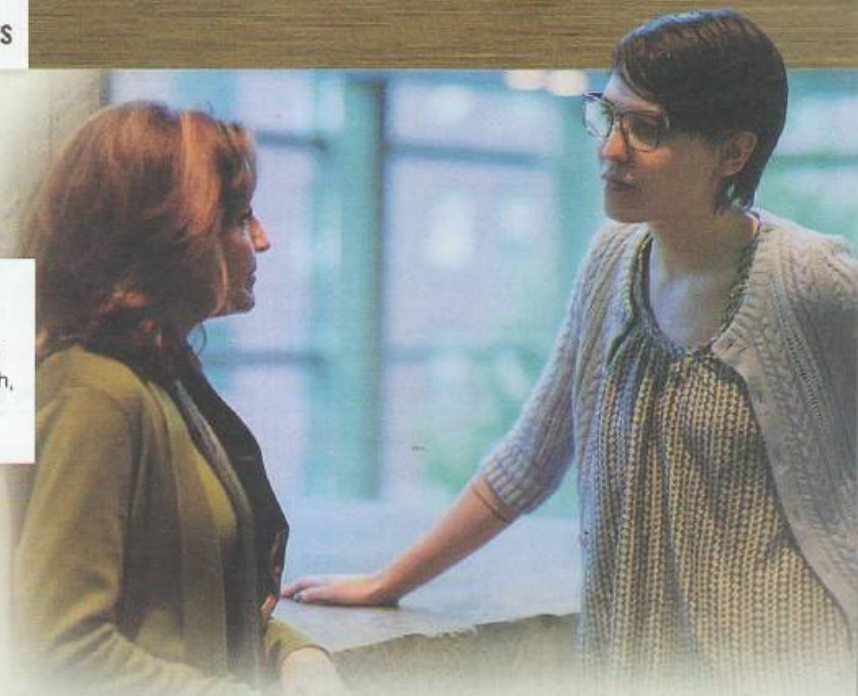
**D DISCUSSION** If you could give parents one piece of advice, what would it be? If you could give teenagers one piece of advice, what would it be? Provide reasons.

### DON'T STOP!

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

### Examples of bad behavior

- acting up at school
- staying out late without permission
- being rude or disrespectful
- becoming a troublemaker
- another example: .....





STRATEGIES

**A** ▶ 4:19 **LISTENING WARM-UP** WORD STUDY TRANSFORMING VERBS AND ADJECTIVES INTO NOUNS  
Listen and repeat.

Noun Suffixes	Nouns
-ation	expect → <b>expectation</b>
-tion	explain → <b>explanation</b>
-ssion	frustrate → <b>frustration</b>
	permit → <b>permission</b>
-ment	develop → <b>development</b>
	involve → <b>involvement</b>
-y	courteous → <b>courtesy</b>
	difficult → <b>difficulty</b>
-ility	responsible → <b>responsibility</b>
	reliable → <b>reliability</b>
	capable → <b>capability</b>
	dependable → <b>dependability</b>
	disabled → <b>disability</b>

Noun Suffixes	Nouns
-ness	fair → <b>fairness</b>
	rebellious → <b>rebelliousness</b>
	selfish → <b>selfishness</b>
	strict → <b>strictness</b>
-ity	generous → <b>generosity</b>
	mature → <b>maturity</b>
	mobile → <b>mobility</b>
	secure → <b>security</b>
	productive → <b>productivity</b>
-ance	important → <b>importance</b>
-ence	significant → <b>significance</b>
	independent → <b>independence</b>
	lenient → <b>lenience</b>
	obedient → <b>obedience</b>

**B** **WORD STUDY PRACTICE** Circle all the words 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 impatient  | impatience    | impatiently   |                 |
| 7 unfair     | unfairness    | unfairly      |                 |
| 8 closeness  | close         | closely       |                 |
| 9 happily    | happy         | happiness     |                 |

PRONUNCIATION BOOSTER

p. 147

Stress placement: prefixes and suffixes

STRATEGIES

**C** ▶ 4:20 **LISTEN FOR SUPPORTING INFORMATION**  
Listen to Part 1 of a man's description of the generation gap in his family. Then answer the questions.

- How did Rimas grow up differently from his parents?
- Why does Rimas's father think teenagers nowadays have more problems than when he was growing up?

**D** ▶ 4:21 **LISTEN FOR DETAILS** Listen to Part 1 again. Then complete each statement.

- Rimas grew up in \_\_\_\_\_, but his parents grew up in \_\_\_\_\_.
  - Rimas's extended family includes \_\_\_\_\_ aunts and uncles on his mother's side.
  - When Rimas's mother was growing up, every evening she ate dinner \_\_\_\_\_.
- However, when Rimas and his sister were kids, they sometimes had to eat \_\_\_\_\_.

Rimas Vilkas  
Vilnius, Lithuania



- E** ▶ 4:22 **LISTEN TO COMPARE AND CONTRAST** Now listen to Part 2. Then listen again and complete the chart by describing the differences between the two generations. Compare charts with a partner.

	How are they different?	
	Rimas's parents' generation	Rimas's generation
career choices		
mobility		
influences from other cultures		
age at marriage and childbearing		
work experience		
closeness of family		

- F** **RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

- 1 Rimas's parents worry about him and their own future. From your experience, why do you think parents worry about their children and the future?
- 2 In what ways is the Vilkas family's story similar to or different from yours?

## NOW YOU CAN Compare generations

- A** **NOTEADDING** Compare your parents' generation with your generation. Write your ideas. Discuss them with a partner.

	My parents' generation	My generation
music		
style of clothes		
hairstyles / facial hair		
attitude toward elders		
family responsibility		
language (idioms, slang)		
marriage and childbearing		
values and beliefs		
use of technology		
other:		

- B** **DISCUSSION** Discuss these questions with your classmates. Use information from your notepads for examples.

- 1 In what ways is your generation the most different from your parents' generation? What do you like best or respect the most about your parents' generation?
- 2 What contributions do you think your generation will make to the next generation? How do you think the next generation will differ from yours?

- OPTIONAL WRITING** Summarize your discussion in writing.





**A READING WARM-UP** In your country, how are older family members traditionally cared for?

**STRATEGIES**

**B** 4:23 **READING** Read the report on the increase in the global population of older people. What will some consequences of this demographic shift be?

## WORLDWIDE GROWTH OF AGING POPULATIONS

The world is facing a huge demographic shift without precedent. For the first time in history, we soon will have more elderly people than children, and more extremely old people than ever before. As the population of older people gets larger and larger, key questions arise: will aging be accompanied by a longer period of good health, social engagement, and productivity, or will it be associated with more illness, disability, and dependency?

What we do know is that the more elderly people there are in the population, the more cases of age-related diseases such as heart disease, stroke, diabetes, and cancer there will be. Societies will have to find ways to address this growing need. And the older people get, the higher the prevalence of dementia, especially Alzheimer's disease; an estimated 25–30 percent of people aged 85 or older have dementia and lose their ability to remember, have difficulty reasoning, and undergo some personality changes.

Unless new and more effective ways to treat or prevent Alzheimer's disease are found, cases are expected to rise dramatically with the increased aging of the population worldwide. And because most dementia patients eventually need constant care and help with the most basic activities of daily living, more institutions will need to be built for their care, more medications provided for their treatment, and more caregivers trained to aid them in their daily life.

What are some of the other social and economic consequences of this demographic shift? Even if they don't have dementia,

**SALVADOR DUARTE** is in rehabilitation to learn to walk after a stroke. In the coming decades more and more elderly patients like Mr. Duarte will require costly rehabilitation.

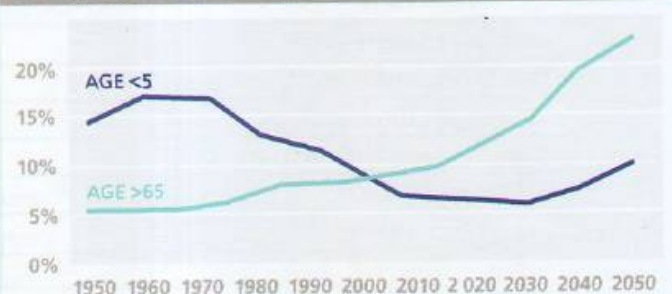


**ELEANOR HARRIS** (left) lived on her own until last year, when her daughter found her in the kitchen cooking what she thought was soup, but which was actually just a pot of boiling water. It became obvious that she could no longer take care of herself. She is now living in a group home for elderly people.

many of the oldest-old lose their ability to live independently, and many require some form of long-term care, which can include nursing homes, assisted living facilities, in-home care, and specialized hospitals.

The significant costs associated with providing this support may need to be borne by families and society. And as fewer and fewer adult children are able or want to stay home to care for older relatives, the shift to institutional care for elders will represent an immense social change, especially in those cultures where older generations have traditionally lived with younger ones. And the more residents of developing countries seek jobs in cities or other areas far from where they grew up, the less access to informal family care their older relatives back home will have.

### YOUNGER AND OLDER PEOPLE AS A PERCENT OF WORLDWIDE POPULATION BY DECADE



**C SUMMARIZE** In your own words, summarize the changes described in the article.

**D UNDERSTAND MEANING FROM CONTEXT** Paraphrase the statements, based on your understanding of the underlined words and phrases.

- 1 The world is facing a huge demographic shift.
- 2 These changes are without precedent.
- 3 We soon will have more elderly people than children.
- 4 And the older people get, the higher the prevalence of dementia.
- 5 Many of the oldest of the elderly population lose their ability to live independently.
- 6 Many require some form of long-term care.
- 7 Institutional care for the elderly will represent an immense social change.



**E CRITICAL THINKING** Choose the best answer about the future, based on information in the report.

- 1 Who will pay for long-term care of people who can no longer live independently?
  - a Stay-at-home adults.
  - b Families and society.
  - c Older people themselves.
- 2 Why will fewer old people be able to get informal home care?
  - a Because their younger relatives may have moved elsewhere.
  - b Because there will be more institutional care available for them.
  - c Because they will seek work.

DIGITAL  
EXTRA  
CHALLENGE

**F DRAW CONCLUSIONS** Based on information in the report, what challenges do you think you will face as the people in your immediate or extended family age?

**NOW YOU CAN** Discuss caring for the elderly

**A FRAME YOUR IDEAS** With a partner, discuss these statements and check those you think are true about care for the elderly in your country.

- |   |  |
|---|--|
| <input type="checkbox"/> Most elderly people are adequately cared for.              | <input type="checkbox"/> The government makes sure the elderly have affordable care.               |
| <input type="checkbox"/> The way the elderly are cared for has been changing.       | <input type="checkbox"/> Younger people accept care for elderly relatives as their responsibility. |
| <input type="checkbox"/> The elderly usually live with younger family members.      | <input type="checkbox"/> Older people generally prefer not to socialize with younger people.       |
| <input type="checkbox"/> The elderly usually live in their own homes or apartments. | <input type="checkbox"/> Other: .....  |
| <input type="checkbox"/> The elderly usually live in special nursing homes.         | .....  |

**B PAIR WORK** With a partner, discuss the challenges each person is facing and recommend solutions.

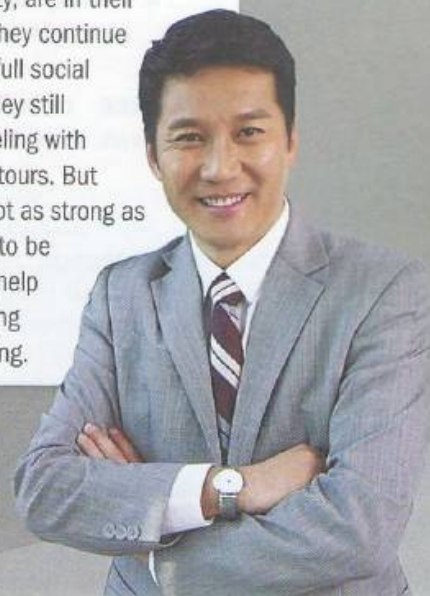
**Suzanne** is divorced and has three young daughters. Her mother died years ago, and her seventy-five-year-old father can no longer take care of himself. He often forgets things. She worries that he might get hurt.



**David** and his wife have two children and live in a small two-bedroom apartment. They both work long hours to make ends meet. David's mother just turned eighty and lives alone. David is concerned about his mother's well-being.



**Peter's** parents, who live in another city, are in their nineties. They continue to have a full social life, and they still enjoy traveling with organized tours. But they are not as strong as they used to be and need help with cooking and cleaning.



DIGITAL  
SPEAKING  
BOOSTER

**C DISCUSSION** How do you think the elderly will be cared for by the time you are old? How would you like to be cared for? Use Frame Your Ideas for support.



## WRITING Avoiding run-on sentences and comma splices

### A WRITING SKILL Study the rules.

Note two common errors that writers often make when joining two sentences:

**Run-on sentences** (connecting sentences or independent clauses without using punctuation)

INCORRECT: My grandmother was strict with my mom however, my mom isn't at all strict with me.

**Comma splices** (connecting two sentences or independent clauses with a comma and no conjunction)

INCORRECT: My dad and I used to have lots of arguments, now we get along great.

To correct a run-on sentence or a comma splice, choose one of the following techniques:

- Use a period, and capitalize the following word.  
My grandmother was strict with my mom. However, my mom isn't at all strict with me.  
My dad and I used to have lots of arguments. Now we get along great.
- Use a semicolon.  
My grandmother was strict with my mom; my mom isn't at all strict with me.  
My dad and I used to have lots of arguments; now we get along great.
- Use a comma and a coordinating conjunction.  
My grandmother was strict with my mom, but my mom isn't at all strict with me.  
My dad and I used to have lots of arguments, but now we get along great.

#### Coordinating conjunctions

and	for	or	yet
but	nor	so	

### B PRACTICE All the sentences have errors. Label each sentence R (for run-on) or C (for comma splice). Then, on a separate sheet of paper, correct each sentence, using one of the techniques.

- Older people will use a lot of societal resources in the future, they will require caregivers and special institutions.
- In the future, there will be many more people in the oldest demographic however, we expect to have more treatments for some of their most common ailments.
- I worry a lot about my grandparents they both have had diabetes for many years.
- It's very difficult for my mother to stay home to care for my great-grandfather, he needs care because he has Alzheimer's disease.

### C PRACTICE On a separate sheet of paper, rewrite the paragraph, correcting any run-on sentences or comma splices.

My husband and I don't know what to do with our teenage daughter, Beth. Beth has always been a bit rebellious however, lately her behavior has really been going downhill. Yesterday, Beth's teacher told us that she was disrespectful in class she hadn't done her homework. We're at our wits' end with her. At home Beth has developed a spoiled attitude, she isn't willing to help at all. She used to make her bed and clean up her room, recently she has been leaving her things everywhere. My husband and I may have been too lenient with Beth as she was growing up, now that she's a teenager we have to get her to shape up.

DIGITAL  
WRITING  
PROCESS

### D APPLY THE WRITING SKILL

Write a blog post with advice for parents and teens who don't have a good relationship. Use the vocabulary and expressions from this unit. Write at least three paragraphs, each one with a topic sentence stating its main idea.

#### SELF-CHECK

- ☐ Did I avoid run-on sentences and comma splices?
- ☐ Do all the sentences support the topic sentence?
- ☐ Did I use the vocabulary and expressions I learned in this unit?



**A** ▶ 4:24 Listen to the conversations about generational issues. Then listen to each conversation again and complete the statement with the correct comparative.

- 1 Jordan has been spending ..... time on the Internet.  
a more and more                      b less and less
- 2 ..... , the more her mother worries.  
a The later Sandi stays out        b The older Sandi gets
- 3 The stricter Jill's father gets, ..... she becomes.  
a the more rebellious              b the more spoiled
- 4 The older the sisters get, .....  
a the smarter they become        b the more they appreciate their parents

**B** Write the adjective that best describes the behavior in each statement.

- 1 Mark's parents don't allow him to watch more than two hours of TV a day, but most of his friends can watch as much as they want. He feels that his parents are .....
- 2 Karen has a closet full of expensive clothes, yet she always complains about not having anything to wear. Her parents usually buy her whatever she wants. A lot of people think Karen is .....
- 3 Even though she has had her driver's license for a year and a half, Marissa's parents worry about her driving at night. They say that it's too dangerous, but Marissa thinks they're just being .....
- 4 When Clyde's grandfather asked him to turn down the volume of his music, he ignored him. Clyde's grandfather thought this was very .....
- 5 Rodney and Carolyn believe parents don't need to be so concerned about their children. They rarely set rules for their kids. Carolyn's sister thinks this is a bad idea. She feels they're .....
- 6 Deanna wears clothing that her parents find shocking. She also has friends that her parents don't approve of. Her mother wishes she weren't so .....

**C** Read the sentences. If the underlined word is in the incorrect part of speech, correct it.

- 1 Teenagers were given a lot more responsibility when I was young.
- 2 I think teenagers today lack the mature to make decisions for themselves.
- 3 The main reason young people are rebellious today is selfishness.
- 4 If kids today were taught about courteous, they would be better behaved.
- 5 There's no question that teenagers today demand more independent than they did fifty years ago.
- 6 It's important for parents to be involved in their children's development.
- 7 Young people have a lot more mobile than they did several generations ago.
- 8 It seems like there's a lot more rebellious among teenagers today.

