

Unit 2 RELATIONSHIPS

GETTING STARTED



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to relationships

Pronunciation

Contracted forms: *nouns / pronouns, etc. + verbs; verbs + not*

Grammar

- Linking verbs: *be, seem, verbs of perception*
- Cleft sentences: *It is / was ... that ...*

SKILLS

- Reading for general ideas and specific information about teenage relationship problems
- Talking about problems and asking for advice
- Listening for specific information about parent-child relationships
- Writing an online posting about relationship problems

COMMUNICATION AND CULTURE

- Online friendship
- Dating around the world



1 Listen and read.

Mai: (on the phone) ... OK, bye-bye. See you tomorrow.

Mai's grandma: Who was that?

Mai: Oh, one of my classmates, Granny.

Mai's grandma: It was Nam that called you again. Right?

Mai: Yes. He called about our grammar homework.

Mai's grandma: You shouldn't talk to him all the time. I don't want to be too strict with you, but ... I think you're too young to start a relationship with a boy.

Mai: Granny, we're just friends, and he's not my boyfriend.

Mai's grandma: Well, I'm afraid there's no real friendship between a boy and a girl. You know, Mai, I'm worried you'll get involved in a romantic relationship sooner or later.

Mai: Don't worry, Granny. Nam and my other friends are good students. We just talk about schoolwork and things like that.

Mai's grandma: I don't know why boys and girls are allowed to be in the same school nowadays. When I was your age, we went to single-sex schools.

Mai: Didn't you feel bored?

Mai's grandma: Of course not. We were like one big family. I had some very close friends.

Mai: It's the same in my school. In my class, we're all good friends and help each other. All my classmates are very kind, caring and sympathetic.

Mai's grandma: Sounds good. But ... listen, Mai, I hope you're just friends with the boys. It's your studies that you should concentrate on.

Mai: I know that, Granny.

2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Nam is Mai's classmate.			
2	Mai and Nam are in a romantic relationship.			
3	Mai's grandmother thinks boys and girls can't be real friends.			
4	Mai's grandmother didn't have opposite-sex classmates.			
5	Mai's grandmother is not pleased because Mai does not study hard enough.			
6	Mai's classmates are helpful and sympathetic.			

3 Read the conversation again, and find the verbs that come before the words below. Write them in the space provided.

	Verbs	Adjectives
1	_____	involved
2	_____	bored
3	_____	very kind, caring and sympathetic
4	_____	good



LANGUAGE

Vocabulary

1 Write the words or phrases given in the box next to their meanings.

romantic relationship	lend an ear
be in a relationship	sympathetic
break up (with someone)	argument
be reconciled (with someone)	have got a date (with someone)

Words / Expressions	Meanings
1	have a meeting with a boyfriend or a girlfriend
2	end a relationship
3	a relationship based on love and emotional attraction
4	a conversation in which people disagree
5	showing that you understand and care about other people's problems
6	listen to someone with sympathy
7	be romantically attached
8	become friends again after an argument

2 Complete the sentences with the words or phrases in 1.

- Carol was willing to _____ to John when he _____ with his girlfriend.
- James and his father were _____ after an argument.
- Their close friendship turned into a _____.
- Ann and John are _____ but are always having a lot of _____.
- I feel really excited because I _____ with Laura tomorrow.
- A true friend is someone who is _____ and always willing to help.

Pronunciation

1 Find the contracted forms in the conversation and write their full forms in the space below.

2 Listen and underline what you hear – the contraction or the full form.

- A: Why won't you help me with my homework?
B: *I will / I'll, I will / I'll* be with you in a minute.
- A: You must be pleased with your test results.
B: Yes, *I am / I'm*.
- A: I thought he was in Ha Noi today.
B: *He is / He's* in Ha Noi. That's where *he is / he's* calling from.
- A: Here *we are / we're*. This is my place.
B: *I did not / didn't* know it'd take two hours to get to your house.
- A: *I have / I've* been to Hawaii several times.
B: Really? *That is / That's* an interesting place to visit, I suppose.

3 Listen and repeat the exchanges in 2.

Grammar

Linking verbs

1 Choose the verbs in the box to complete the sentences. Make changes to the verb forms, if necessary.

look grow sound get stay seem

- A: Jane wants to reconcile with her friend.
B: That _____ good.
- Children become more independent as they _____ older.
- I can't _____ awake any longer. I'm sleepy.
- Turn off the air-conditioner. It's _____ too cold in here.
- Getting involved in a romantic relationship does not _____ right for you now. You are too young.
- Jack broke up with his girlfriend, but he didn't _____ sad when I saw him.

2 Underline the correct word to complete the sentences.

1. What's the matter with you? You look (unhappy / unhappily).
2. We greeted the visitors (warm / warmly) and made them feel welcome.
3. John (sudden / suddenly) appeared from behind the door and said hello to us.
4. Ann felt (excited / excitedly) when Alan suggested a date.
5. Who is he shouting at? He sounds very (angry / angrily).
6. He kept beeping the car horn loudly and the other drivers got (annoyed / annoyingly).
7. Last night's leftover food in the fridge smells (awful / awfully). Don't eat it.
8. Tomato plants will grow very (quick / quickly) in warm and sunny weather.



DO YOU KNOW...?

- Linking verbs do not express action. Instead, they connect the subject of the verb with an adjective or noun that describes or identifies the subject.
- We use an adjective or a noun after a linking verb.

	Linking verbs	Additional information about the subject
Subject	be, become, seem, appear, grow, get, remain, stay, look, sound, smell, taste, feel	adjective / noun

Examples:

- She became very depressed after her boyfriend left her.
- The dessert tastes delicious.
- She said she would become a famous singer someday.

Cleft sentences with *It is / was ... that ...*

1 Rewrite each sentence to emphasise the underlined part.

Example:

She found learning grammar the most difficult at school.

⇒ *It was learning grammar that she found the most difficult at school.*

1. Her sad story made me cry.

2. You are to blame for the damage.

3. We really enjoy hiking in the forest.

4. You should really speak to your parents when you have problems.

5. I dislike his dishonesty the most.

6. Lana is in a relationship with Jim.

7. He became successful as a famous writer at the age of 20.

8. They had their first date in a nice coffee shop.

2 Write the answers to these questions. Use the words or phrases in brackets as the focus.

1. Did you have a date with Susan? (Mary)
⇒ *No. It was Mary that I had a date with.*
2. Did your father give you a new bike for your birthday? (a smartphone)
3. Are you going to spend the holiday in Nha Trang with your family? (in Tokyo)
4. Do you want to become a businessman? (a lawyer)
5. Does John earn 10,000 dollars a month? (his brother)
6. Is Mai in love with Phong? (Ha)
7. Can you speak three languages fluently? (my friend)
8. Do we have a meeting at 8 p.m. tomorrow? (at 8 a.m.)



DO YOU KNOW...?

- Cleft sentences are used when we want to focus on a particular part in the sentence.
- The focus is put after *It is / was*. The part of the sentence we don't want to emphasise is put into a clause beginning with *that*.

It is / was + focus + that ...

Examples:

- John found a gold coin in his garden. (basic sentence with no particular focus)*
- *It was John that / who found a gold coin in his garden. (focus on John)*
- *It was a gold coin that John found in his garden. (focus on a gold coin)*
- *It was in his garden that John found a gold coin. (focus on his garden)*

SKILLS

READING

Please help me!



2 An advice column in a newspaper offers help to readers when they are in trouble. Read the column and match the readers' names with their problems.

1. Van Ha

a. My friend wants to quit school.

2. Quang Nam

b. My friend betrayed my trust.

c. I don't have friends.

Question: Hoa is my only friend at school. She's also the only person I completely trust. Two weeks ago, I told her I was very unhappy and lonely, and that I even wanted to drop out of school. She promised not to tell anyone ... but then she told our teacher about it. We had an argument and I stopped talking to her. Was I right?

(Van Ha)

Counsellor: Dear Ha, I understand your feelings. But think of it this way: maybe Hoa was really afraid that you'd drop out of school. She didn't know what to do to help you. I'm sure she just wanted to help you in her own way, even if it's not the way that you wanted. Try to reconcile with Hoa, talk to her about it, and I hope you'll be good friends again. Good luck!

Question: In my class, the girls are on good terms with all the boys, except me. The girls just don't even notice me, and the boys make jokes about it. I think that's because I'm short and fat, and girls don't find me attractive. I feel very lonely. Please help me.

(Quang Nam)

Counsellor: Well, don't worry too much. Everyone has qualities that make them attractive to other people. A person's true value does not lie in his appearance, but in his achievements and contributions to the community. I don't think it's your physical appearance that makes the girls stay away from you. If you study hard and become an excellent student, girls may notice you and ask you for help. Meanwhile, you should try building up friendships. Take the initiative and engage your classmates in friendly conversations. Ask them questions to find out what they like to talk about – a song, a film or something else – and then discuss that topic. I hope that will help.

1 Discuss with a partner.

1. What is happening in the pictures? What problems do you think these people have?
2. Whenever you have problems with schoolwork or relationships (at home or at school), who do you talk to?

3 Find the words or expressions in the text that have the following meanings and write them in the space below.

- be friendly and able to interact well with someone _____
- take an opportunity to act before other people do _____
- have confidence in someone _____
- take part in (a conversation) _____
- stop going to classes before finishing one's studies _____

4 Read the newspaper column again and answer the questions.

- What is the relationship between Ha and Hoa?
- What did Ha tell Hoa two weeks ago?
- Why did they have an argument?
- Does the counsellor agree with Ha's reactions?
- What does Quang Nam think about his own appearance?
- Why do his male friends make jokes about him?
- What does the counsellor advise Nam to do?

5 If you were the counsellor in charge of the advice column, what would you advise Ha and Nam to do? Discuss with a partner.

SPEAKING

Seeking advice

1 Choose sentences a-f to complete the conversation between two classmates.

- But I have an idea.
- What's the problem?
- Thanks for your advice.
- My parents said no.
- So did your parents give you permission?
- What should I do?

Van: Hi, Chi. You look sad. (1) _____

Chi: You know, Van, we were chosen to take part in the English Public Speaking Contest in Da Nang next month ...

Van: Yes. Only two students from each class were selected and we need to get our parents' permission.

Chi: (2) _____

Van: Yes, they did. They felt proud that I was selected. How about yours?

Chi: (3) _____. They said Da Nang is too far away, and I'll miss the TOEFL test already arranged for next month. But I really want to go.

Van: I understand. It's the chance of a lifetime ... (4) _____. You can take the test another time. Did you tell your parents about that?

Chi: I did. The real problem is that I've never been away from home, and they are worried. (5) _____

Van: Let's talk to our teacher. I think she can persuade your parents.

Chi: Good idea. (6) _____

2 Answer the questions.

- What is Chi's problem?
- What does Van advise her to do?

3 Practise the conversation with a partner.

4 Choose one topic. Use the ideas below to make a similar conversation.

Linda's problem:

- Her best friend, Carol, cheated in the exams, and Linda didn't know how to stop her from cheating.

Linda's father's advice:

- find out the reasons
- help Carol to revise the lessons and prepare for the exams

John's problem:

- His classmates made fun of him because of his poor grades.

His best friend's advice:

- try to study harder, complete all homework
- ask the teachers for help when having a problem
- find a tutor

5 Work with a partner. Talk about a problem that you have had at school or at home.

- What was the problem?
- How did you deal with it?
- Who did you ask for help?
- What advice did they give you?

LISTENING

Teenage relationships

1 If you have a boyfriend or girlfriend, will you tell your parents about it? Why or why not?



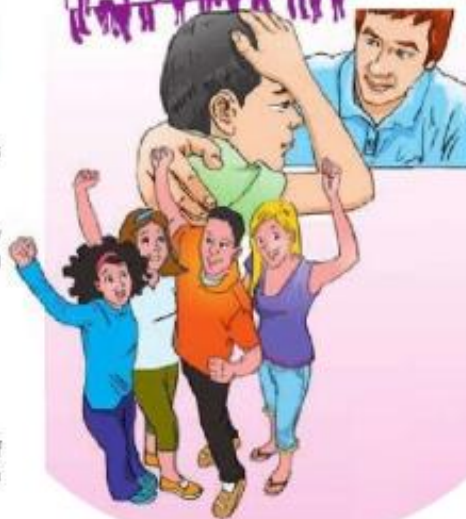
2 Listen to a talk show with host Vicky Holmes and guest speaker Dr Dawson. Choose the best answer to complete each statement.

- From _____ years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.
 - 10 to 12
 - 13 to 14
 - 15 to 19
- Young people may feel more _____ to talk about their relationships in the future if they openly discuss feelings and friendships with their parents.
 - enthusiastic
 - confident
 - upset
- Most parents are willing to _____.
 - talk to a psychologist
 - talk about romantic relationships
 - lend a sympathetic ear to their children
- Dr Dawson's last advice to teenagers is that they should _____.
 - respect their parents' views
 - be friends with their parents
 - not get too anxious about break-ups

3 Listen again. Answer the questions.

- What is the main topic of the talk show?
- What do teenagers need to do to prepare for becoming adults?
- According to Dr Dawson, what should parents do when their children experience break-ups in their relationships?
- Should parents strongly oppose their children's romantic relationships?

TALK SHOW



4 In your opinion, what is the 'right' age for a romantic relationship? Discuss with a partner.



WRITING

Teen forum


1 Read an online posting on Teen Forum and fill the gaps. Use the words in the box.

shocked talented different
influence upset appearances

_____ >  

Re: My dad's being unreasonable!

by Lion King >> Tuesday, December 3, 20__ at 8.30 P.M.

Current mood: I'm so (1) _____! 

This afternoon I had my birthday party and all my close friends came to my house. We were playing some games when Dad came back from work. He looked (2) _____ when he saw Ts dyed hair and ripped jeans. I think T. felt uncomfortable, so he said goodbye to all of us and left. After the party, Dad told me T. could be a bad (3) _____ on me and I should stop being friends with him. He said a good student should not dye his hair and should dress properly. I think Dad is being unreasonable. He should not judge my friends by their looks. T. is one of the best students in my class, but he wants to look (4) _____. His dream is to become a famous actor and film director. He is very (5) _____ and has already acted in a few films. I can't stop being friends with someone just because my father doesn't like them. I wish Dad stopped judging my friends by their (6) _____. How can I make him understand this?



2 Put the following parts of the online posting in the correct order.

- The writer's opinion / feelings about the incident
- The writer's wish for things to be different
- The writer's name
- The writer's mood
- Description of the incident
- Date and time
- Title of the posting

3 Choose one of the stories below. Use the ideas to write an online posting of 160-180 words.

1	Story	- parents work late on weekdays and most weekends; alone at home with the housemaid or tutor; feeling lonely
	Wish	- parents to spend more time with you
2	Story	- best friend dropped out of school and started working; her / his parents can't support her / him; missing your friend at school
	Wish	- help your friend to continue her / his education
3	Story	- friend confided a secret to you; you failed to keep it secret; told it to other people; friend broke up with you; tried to apologise; your apology not accepted; feeling regretful
	Wish	- friend to forgive you; become friends again

4 Think of something that happened to you or another person. Write an online posting of 160-180 words.

You can write about:

- what happened, when and where, and who was involved
- how you and the other people felt
- your wish

COMMUNICATION AND CULTURE

Communication



1 Listen to Hung's opinions about online friends. Answer the questions.

1. What can Hung learn from his online friends? Why?
2. When can he contact these friends?
3. Why can he save money?
4. What is the most important benefit of having online friends?
5. What does Hung dislike about online friendships?



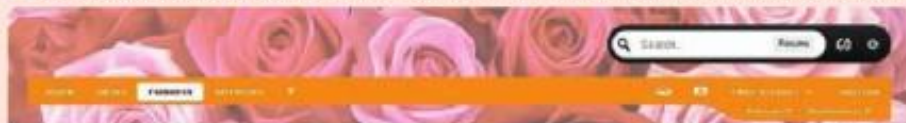
2 Discuss the following questions in groups.

Do you have any online friends? If yes, do you want to meet them face to face? If no, do you want to make friends online? Give reasons.



Culture

1 Read the text about dating around the world, and complete the information in the table below.



Dating around the world

Having a relationship with someone is important to people around the world; however, dating is different from culture to culture. Here are some examples.

Group dating is popular among young people in Europe and Australia. Groups as large as 30 people take part in events, such as going camping or having a party. This is seen as a safe way to spend time together, and to help to ease tension because people feel more comfortable in the company of friends before deciding whether to go on a one-to-one date.

In Singapore, since many young people stay single, the government has tried its best to encourage dating. Dating services are offered to single people. One of them is speed dating, in which singles will spend a few minutes talking to one person before moving on to meet the next one.

Online dating is a common way of matchmaking in the United States. Internet companies are now offering a service called 'online dating assistant' to help busy people to find a partner. An assistant helps customers to build their profiles, selects potential matches, and then sends several emails to the possible matches until the two people agree to meet face to face.



Kinds of dating			
Where			

2 Read the text again. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1 Group dating helps people to feel more at ease.			
2 Australian people don't like one-to-one dating.			
3 The Singaporean government encourages young people to take part in dating events.			
4 One-to-one dating is not popular in Singapore.			
5 Online dating is popular in the United States because it does not cost too much money.			
6 People using the 'online dating assistant' service need to communicate by email before meeting face to face.			

3 Discuss with a partner.

Are group dating, speed dating, and online dating popular in Viet Nam? Why or why not?

LOOKING BACK

Pronunciation

1 Underline the words which could be contracted in these exchanges.

- A: My teacher will phone to say if she is coming to the party.
B: I hope she is.

A: I am not sure if I will pass the exam.
B: But I am. You have worked so hard.

A: It would be better for him to talk to his parents about his problems.
B: He cannot because he is living with his grandpa.

A: It is difficult to read your handwriting. Our teacher will not accept your paper.
B: I hope she does. I do not have time to type it.

2 Listen to check your answers.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

meet face to face dating
romantic relationships break up
be in a relationship lend an ear

- Online _____ services have helped lots of single people to find future husbands or wives.
- When I am in trouble, my close friends are always willing to _____ and give me some advice.
- Teenagers' _____ may last only a few weeks or a few months.
- I don't like to make friends online because we can't _____.
- She felt very upset after she _____ with her boyfriend.
- Jim and Susan must _____, They look very happy together.

Grammar

1 Put the words in the correct order to make questions.

- How / feel / broke up / his girlfriend / Peter / with him / when / did / ?
- How / if / I / look / cut / short / will / I / my hair / ?
- How / feel / you / did / when / the game / lost / you / ?
- How / on TV / sound / Martin's / in the live show / voice / did / last night / ?
- How / taste / your soup / does / ?
- How / feel / you / had / would / no friends / if / you / ?

2 Write the answers to the questions in 1, using the suggested words.

- _____ (depressed)
- _____ (attractive)
- _____ (disappointed)
- _____ (awful)
- _____ (great)
- _____ (lonely)

3 Join the two parts to make cleft sentences.

- | | |
|-------------------------------------|--|
| 1. It was me | a. that Sue usually visits her grandmother. |
| 2. It's travelling around the world | b. that is always telling lies. |
| 3. It's on Friday | c. that I got the news from. |
| 4. It's his attitude towards others | d. that has helped me to learn about other cultures. |
| 5. It's John | e. that I started my first romantic relationship. |
| 6. It was my old friend | f. that started arguing with Jim. |
| 7. It was in Paris | g. that really upsets me. |

PROJECT

1 Your group is going to take part in a storytelling contest organised by your school. Each group member tells a story about friendship or teacher-student relationships. Think about the following questions.

- When and where did it happen?
- What happened to the people in the story?
- What do you like most about the story, or what lessons can you learn from the story?



2 Your group chooses the best story which meets the following criteria.

- Content: interesting and relevant to the topic; conveying a moral message
- Use of expressive voice, facial expression and gestures, mime, pace, rhythm, eye contact and engagement with the audience

NOW YOU CAN

- ▶ Talk about relationship problems and how to deal with them
- ▶ Use contracted and full forms correctly
- ▶ Use linking verbs to describe the subject and cleft structures for emphasis
- ▶ Write an online posting about relationship problems