

SPEAKING

1 Work in pairs and discuss. What are the advantages and disadvantages of being the ages in the box?

- | | | | | | |
|----|----|----|----|----|----|
| 10 | 15 | 20 | 30 | 45 | 65 |
|----|----|----|----|----|----|

VOCABULARY age

2A Match the words/phrases in bold in questions 1–8 with meanings a)–h).

- If someone looks young for his or her **age**, is that good or bad?
 - When is someone in his or her **prime**?
 - If you tell a twenty-five-year-old man, '**Act your age!**' what kind of thing might he be doing?
 - At what age do people generally **come of age** in your country: seventeen; eighteen; twenty-one?
 - Do you think most eighteen-year-olds are too **immature** for university?
 - At what age do you think a person has the **maturity** to make a decision about marriage or a career?
 - At what age is a person **elderly**?
 - Does **age discrimination** affect people looking for jobs in your country?
- a) behave in a more adult way 3
 b) 'old' (said in a more polite way)
 c) in the best period of their life
 d) treating people unfairly based on age
 e) reach the age when legally an adult
 f) in relation to how old they are
 g) wisdom that comes with age
 h) childish

B Work in pairs and discuss the questions in Exercise 2A.

▶▶▶ page 153 **VOCABULARYBANK**

READING

3A Read the website forum entries and complete each one with one of the ages in the box in Exercise 1.

B Work in pairs and compare your answers.

C Read the forum entries again and answer questions 1–6. In some cases there may be more than one answer.

- Who feels much more confident?
- Who's enjoying more freedom?
- Who's afraid of something in the future?
- Who has no financial worries?
- Who exaggerates his or her achievements?
- Who only sees the positive aspects of their life?

D Work in pairs and discuss. What are the best and worst things about being your age?



Q What's the best and worst thing about being your age?

- A This year's been good because my parents have begun to trust me more. They say I can stay out late now – even six months ago I wasn't allowed to go out on a weeknight, and at weekends I had to phone them every hour to say where I was. So that's the best thing, I guess, and, of course, that I can hang out with friends. The worst thing about being _____ is not having enough money. Like, last Friday, I couldn't pay for my own cinema ticket because I didn't have the cash, so I had to borrow from my friend.
- B By _____, the best thing is you appreciate your friends and family and every moment you spend with them, you don't take anything for granted. All of my friends are still healthy and active, so we can do a lot of things together, such as travel, and we're lucky enough to have the money to do it. I must admit that if there is a worst thing it's the fear of growing older and that, one day, I won't be able to do the things I want to. I don't think of myself as elderly ... I'm still middle-aged. As they say, 'Old age is always ten years older than you are.'
- C The best thing about being _____ is living away from home! I live in a hall of residence and although we're supposed to attend lectures, I only go when I feel like it. To be honest, I prefer going out and enjoying myself. I do some reading for lectures and I study, but I know I ought to do more. So far it's been enough. I managed to pass my first set of exams, though it wasn't easy. The only bad thing for me is that I don't look my age, I still look quite young for my age, and girls think I'm immature, so I haven't managed to find a girlfriend yet.

- D The thing I find most difficult about being _____ is that I feel obliged to give everyone the impression that I'm successful. Older people keep telling me I'm in my prime, that I should enjoy this period of my life, so I pretend I have a good job, that I'm happy, but it's just a pretence. In fact, so far my working life hasn't been all that satisfying. And my friends seem to do the same, you know, trying to outdo each other. But the best thing I reckon is that there's plenty of time ahead of me, time to get things right.
- E I think the best thing is that I don't have to work and I don't need to worry about money. The worst thing? Homework! The teachers make us do two hours homework a day and we have to do four hours at the weekend. Oh, and my mum's always yelling at me for being noisy, she's always saying, 'Tina, act your age!' I tell her 'Mum, I *am* acting my age, I'm only _____!' Anyway, Mum says I mustn't write any more now 'cos I've got to do my maths. Then maybe she'll let me watch some TV. I'm never allowed to do anything fun before I finish my homework.
- F When I look back at the past, at how insecure I felt fifteen or twenty years ago, I have to laugh, because one thing I appreciate now is how comfortable I feel in my own skin. I've outgrown the need to seek other people's approval – I guess that's part of the maturity that comes with age and experience. I'm happy with the things I've achieved: my professional life has been OK, my marriage is fine, we don't have kids yet but I'm not in a panic about that. So, I'm _____ and I feel pretty content. I don't have a worst thing, or at least I can't think of one.

GRAMMAR modal verbs and phrases

4A Check what you know. Underline the modal verb in each sentence. Then put it in the correct place in the table.

- They say I can stay out late.
- We can do a lot of things together, such as travel.
- I study, but I know I ought to do more.
- The best thing is I don't have to work.
- Mum says I mustn't write any more now.
- We have to do four hours of homework at the weekend.
- I had to phone them every hour to say where I was.
- Older people keep telling me that I should enjoy this period of my life.

| | | | |
|---------------------|--|-------------|-----|
| obligation (strong) | | prohibition | |
| obligation (weak) | | permission | can |
| lack of obligation | | ability | |

B Match the phrases in bold in sentences 1–8 with rules a)–h).

- I **don't need to** worry about money.
- One day, I **won't be able to** do the things I want to.
- Although we're **supposed to** attend lectures, I only go when I feel like it.
- I **managed to** pass my first set of exams, though it wasn't easy.
- I **feel obliged to** give everyone the impression that I'm successful.
- The teachers **make us** do two hours homework a day.
- Maybe she'll **let me** watch some TV.
- I'm **never allowed to** do anything fun before I finish my homework.

Rules:

Use this phrase when:

- you should do something but you don't really want to.
- you mustn't do something.
- you don't have to do something.
- you talk about ability in the future. It's the future of *can* or *can't*.
- someone says you have to do something.
- someone says you can do something; it's OK to do it.
- you think you have to do something. It's more formal.
- something was difficult but you succeeded in doing it.

5A ▶ 6.1 Listen and write the sentences you hear.

B Underline the stressed word(s) in the positive and negative forms. Then listen and repeat.

▶▶▶ page 138 **LANGUAGEBANK**

PRACTICE

6A Complete the sentences with a modal verb or phrase. In some cases there is more than one possibility.

- Parents *should* be strict with babies or they _____ to control them later.
- The worst thing about school was that I _____ do what I wanted to.
- A good thing about being a child was that my parents often _____ me stay over at my friends' houses.
- When I was younger, I _____ help clean our apartment but I never did.
- The best thing about being an adult is that no one can _____ you do something if you don't want to do it.
- The worst thing about being a parent is that you just _____ get the flat tidy and then the family messes it up again!
- When I am older and richer I _____ afford an apartment in the city centre.
- One good thing about being retired is that you _____ work any more.

B Change the sentences to give your opinion. Then compare with a partner.

SPEAKING

7A Make notes on your answers to questions 1–3 below.

- Are most of the people you spend time with your age or a different age? Why?
- How is your generation different from older and younger generations? What sort of misunderstandings or conflicts does this cause?
- Is the 'generation gap' greater or smaller than it used to be? Why?

B Work in groups and discuss the questions.



VOCABULARY PLUS word formation

8A Complete the sentences with the noun form of the verbs in brackets.

- By sixty-five, you have more _____ of your friends. (appreciate)
- I'm happy with my _____. (achieve)
- My _____ is to go out and enjoy myself. (prefer)
- Young people ignore the _____ of older people. (advise)

B Complete the table with the noun form of the verbs in the box.

appreciate achieve pretend advise react involve judge
oblige impress interfere practise prefer encourage

| -ion | -ment | -ence | -ice |
|--------------|-------|-------|------|
| appreciation | | | |

9A Underline the stressed syllable in verbs and nouns 1–8.

- | | |
|-----------------------------|----------------------------|
| 1 appreciate – appreciation | 5 prefer – preference |
| 2 oblige – obligation | 6 interfere – interference |
| 3 achieve – achievement | 7 advise – advice |
| 4 encourage – encouragement | 8 practise – practice |

B ▶ 6.2 Listen and check. Then listen and repeat.

C Complete the rules with *-ence*, *-ion*, *-ice* or *-ment*.

Rules:

- Nouns ending _____ and _____ have the same stress as the verb.
- Nouns ending _____ have the stress on the next to last syllable.
- Nouns ending _____ have no fixed pattern.

 **speakout TIP**

Learning different forms of a word will help make your speech and writing more expressive and interesting. Rewrite this sentence replacing the underlined verbs with the noun form and making any other necessary changes: *We were discussing which film to see but neither of us could decide and in the end we just argued about it.*

10A Complete the sentences with a verb or noun.

- It's more important to imp_____ other people.
- It's easier to ignore obl_____.
- Your rea_____ time is quicker.
- You are more open to taking adv_____.
- You tend to jud_____ other people more harshly.
- You sometimes make a pre_____ of knowing more than you do.
- You understand that it's important to pra_____ what you preach.
- Fewer people int_____ in your everyday decisions.
- Enc_____ from other people is particularly important.
- You have a pre_____ for expensive things and a high level of comfort.

B Work in pairs and discuss. Which sentences above do you think are true for younger people and which are true for older people?

▶▶▶ page 153 VOCABULARYBANK

LISTENING

1A Think about your life over the next year. Write one thing you will definitely do / will probably do / aren't likely to do / definitely won't do.

B Work in pairs and compare your answers.

2 Read the programme information. Would you like to receive a letter from your younger self? Why/Why not?

3A ▶ 6.3 Listen to a woman reading a letter she wrote to herself four years ago. Is her letter optimistic?

B Listen again and underline the correct alternative.

At sixteen, Laura expected her twenty-year-old self to be ...

- unchanged/different.*
- abroad/in the UK.*
- with/without a partner.*
- with/without children.*
- happy/unhappy.*
- working/studying.*

C ▶ 6.4 Listen to the second part of the programme and answer the questions.

- How does Laura see her sixteen-year-old self now?
- Is she happy with the way her life has turned out?

GRAMMAR future perfect and continuous

4A Look at sentences a) and b) from Laura's letter. Which one talks about:

- things that will be completed before she opens the letter?
 - things that will be in progress around the time that she opens the letter?
- a) I'll have changed so much.
b) I bet when I get this, it'll be raining.

B Complete the rules.

Rules:

- To talk about something that will finish before a specific time in the future, use *will + _____ + _____*.
- To talk about something that will be in progress at or around a specific time in the future, use *will + _____ + _____*.

C Underline the correct alternative in the sentence and explain your reason.

In ten years' time, I expect *I'll be owning/I'll own* a flat.

5 ▶ 6.5 Listen to the sentences in Exercise 4A. Underline the stressed words and mark the weak forms of *have /əv/*, and *be /bɪ/*. Then listen and repeat.

▶▶▶ page 138 LANGUAGEBANK

Letters to myself

The idea is simple: write a letter to yourself, and futureme.org will keep it and send it back to you at a point in the future – you pick the date. You will get a glimpse of the person you used to be and discover if you have met the expectations and hopes of your younger self. In this BBC radio programme, people read aloud and comment on their letters.



PRACTICE

6A Complete the questions with the correct form of the future perfect, future continuous or future simple.

- By the end of the day, do you think _____ (you/receive) more than fifty emails?
- At 9 p.m. tonight, _____ (you/watch) TV? If so, what?
- Do you reckon _____ (you/fall) asleep by midnight tonight?
- Do you think _____ (you/drink) twenty cups of coffee or tea by the end of the week?
- This time next year, _____ (you/still/study) English?
- Do you think _____ (you/pass) any English exams by then?
- Do you reckon _____ (you/still/like) the same kind of music a few years from now?
- In twenty years' time, _____ (you/live) in the same town, do you think?

B Work in pairs and discuss the questions in Exercise 6A. Use words/phrases from the box in your answers.

Possibly That's pretty unlikely Yes, definitely
That's quite likely I doubt it No, definitely not
Perhaps I expect so I don't suppose so

Glass half full or half empty?

1

How do you feel about your English?

- It's going well.
- You **have your ups and downs**.
- You're stuck and **going nowhere**.
- You're always **taking one step forward, and two steps back**.



2

This weekend, you're going to a party where there will be a lot of people you don't know. How do you feel?

- You're **looking forward to** it.
- You **have mixed feelings**.
- You feel neither positive nor negative.
- It's **the last thing you feel like doing**.

3

Your partner rings you and asks to meet as soon as possible because he/she has something important to tell you. What do you think?

- You **look on the bright side** and think it'll be fantastic news.
- You think it'll just be news, nothing particularly positive or negative.
- You imagine it'll be terrible news.
- You're **dreading** it because you're sure he/she wants to break off your relationship.



4

When you think about the next year or two in your life, how do you feel?

- quite **upbeat** about it
- cautiously hopeful
- rather **cynical** about things getting any better
- quite **gloomy** about the prospects



5

How does the future in general make you feel?

- It **fills you with great optimism** and hope.
- It looks **promising** to you.
- It has its fair share of positive and negative prospects.
- It **fills you with despair**.



VOCABULARY optimism/pessimism

7A Work in pairs and read the quiz. Try to guess the meaning of the words/phrases in bold or check in a dictionary.

B Work in pairs and take turns to complete the quiz questions.

C Read the key on page 160 and work out your partner's score. Do you think the analysis is accurate?

8A Replace the phrases in bold in questions 1–8 with a phrase from the quiz.

- What's one thing you feel **positive and negative about at the same time**?
- What's one experience you're **thinking about in the future and feeling good about**?
- What's one relationship or job you have that **sometimes goes well and sometimes doesn't**?
- What's one experience coming up soon that you **are really worried about**?
- What's one thing in your life at the moment that you feel **positive** about?
- Is there one event in your country recently that **makes you feel hopeful**?
- Can you remember an event in your country that **made you feel pessimistic**?
- What's one profession you feel **suspicious and distrustful** about?

B Work in pairs and take turns. Ask and answer the questions in Exercise 8B.

SPEAKING

9A Think about your hopes and plans for the next five years. Make notes on the topics in the box below.

work or studies achievements travel
relationships children living situation

B Work in pairs and discuss your ideas.

A: What have you put for 'achievements'?

B: Well, in five years' time, I hope I'll have become fluent in English. I'd like to be working abroad somewhere, maybe Australia. How about you?

WRITING a letter

10A Read the letter from Greg to his future self. Which two words/phrases below describe his personality best?

- a pessimist
- a workaholic
- a family man
- a realist
- an optimist
- a dreamer



Dear FutureMe,

1 _____ I'm writing **to** see how you're doing and **because** you might appreciate a friendly message from the past.

2 _____ You'll probably be working in your father's business, you might even be managing one of his hotels yourself by then. I hope very much you'll be enjoying the work but I also hope you went into it because you wanted to and not because you were expected to. Are you still doing everything because of family pressure to conform?

3 _____ You could have started that band you were always talking about with Sammy and maybe you'll have made a million dollar album and will be rich and famous. Yeah, I like the sound of that! But somehow, I doubt it.

4 _____ I hope by now you will have quit smoking and will have found some great person to settle down with. Maybe you'll have some kids – make sure you spend enough time with them **so that** they'll actually **want** to spend time with you when you're older. Don't work all hours of the day and night **in order to** make money. Remember to keep in touch with your old friends **so as to** have people around you who know what you're really like (and don't mind). Why don't you phone up one of them now **for** a chat?

5 _____ Well, that's another story. I wish I could be there with you to see what it's like. Did they do something to sort out the environment? Did the global downturn end up being a good thing for some people, or for the world? Who are the great world powers now?

Look after yourself,

Greg

B Put sentences a)–e) in the correct places in the letter.

- Maybe your life will have turned out quite differently.
- And what about the rest of the world?
- Here I am in 2010 and there you are in 2020.
- Here's some advice and good wishes from 'present me':
- These are the things I expect you'll be doing.

LEARN TO use linkers of purpose

11A Work in pairs. Look at the linkers in bold in the letter and answer the questions.

1 Which linkers are followed by:

- an infinitive? **to**
- a subject + modal verb?
- a noun?

2 Which two linkers are often used in more formal situations?

3 How do you change the underlined linkers to make the sentences negative?

Make sure you keep practising in order to forget your English.

Send emails and phone your friends so as to lose touch with them.

B Join the sentences from other letters using the linkers in brackets.

1 I'm writing to you on my twenty-first birthday. I never want to forget how happy I was. (so that)

I'm writing to you on my twenty-first birthday so that I never forget how happy I was.

2 I wish I could get a letter back from you. Then I might know what to do next. (because)

3 I hope you took a year off. You wanted to take a round-the-world trip. (for)

4 If you haven't found a partner yet, try to do so soon. Otherwise, you might find yourself alone and lonely in your old age. (so that)

5 I imagine you're still doing sport every day. You always thought you could impress people that way. (so as to)

6 I guess you have to be optimistic. Otherwise, you wouldn't always dream about being rich and famous in the future. (to)

7 Make sure you read this every day. You need to remember how you used to be. (in order to)

8 If you're not happy in your job, try something else. You'll regret wasting years of your life doing something you don't enjoy. (in order not to)

12 Write a letter (120–180 words) to your future self to be opened five years from now. Make sure you mention:

- why you're writing.
- what you imagine you'll be doing.
- what you hope for your future self.
- advice for your future self.
- questions about changes that will have happened.

▶ **FUNCTION** | persuading ▶ **VOCABULARY** | collocations ▶ **LEARN TO** | ask for clarification

VOCABULARY collocations

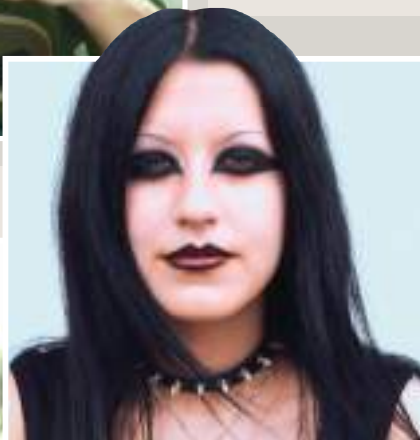
1A Underline the correct alternative.

- 1 making / doing a part-time job
- 2 owning / belonging a mobile phone
- 3 wearing / putting make-up
- 4 keeping / staying home alone
- 5 getting / making your ears pierced
- 6 going / using social networking websites
- 7 having / signing up your own credit card
- 8 driving / riding a scooter
- 9 babysitting / taking care for a toddler
- 10 journeying / travelling solo
- 11 staying / keeping up as late as you want
- 12 being in charge / running your own business

B Work in pairs. Which of the activities above can you see in the photos?

C Work in pairs and discuss. At what age do you think it's appropriate for someone to do activities 1–12?

D Tell the class any activities/ages you disagreed about.



FUNCTION persuading

2A ▶ 6.6 Listen to a radio phone-in and tick the three activities in Exercise 1A that the people discuss.

B Listen again and make notes about the callers' problems and the DJ's opinions.

| problem | DJ's opinion |
|---------|--------------|
| | |

C Work in pairs and check your answers.

D Work in pairs and discuss. What's your opinion about each of the situations from the phone-in?

3 Match examples 1–4 with meanings a)–d).

- 1 Is that an important part of growing up?
 - 2 That's an important part of growing up.
 - 3 Surely that's an important part of growing up.
 - 4 Isn't that an important part of growing up?
- a) an opinion
 b) a genuine question – the listener can answer yes or no
 c) an opinion where the speaker is inviting the listener to agree with them
 d) a strong opinion where the speaker thinks the listener *should* agree with them

4A Complete the questions from the phone-in.

- 1 _____ the parents' responsibility. (Surely/it/be)
- 2 _____ that the world used to be a safer place? (you/not agree)
- 3 _____ what every generation says. (Surely/that/be)
- 4 _____ that just normal nowadays? (not be)
- 5 _____ it's just a stage he's going through? (you/not think)
- 6 _____ to be like her friends? (she/simply/not want)

B ▶ 6.7 Listen and check.

C Listen again and repeat. Pay attention to the intonation.

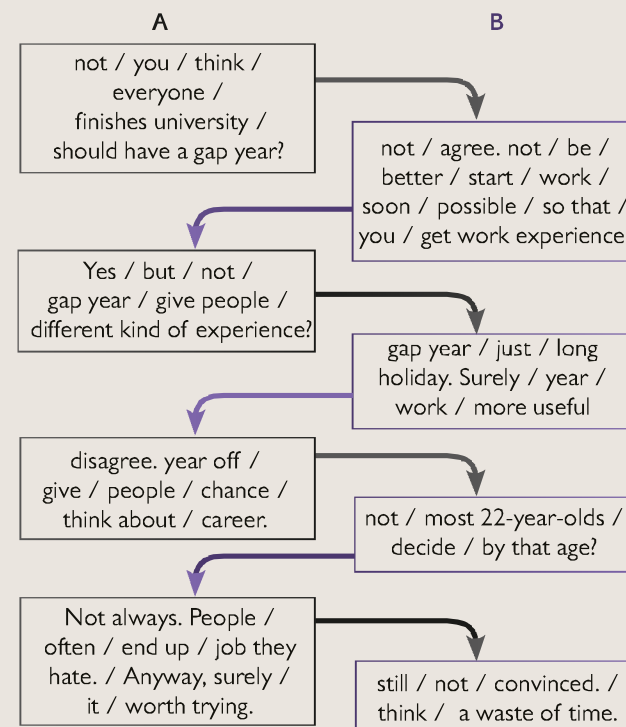
Surely that's what every generation says.

Doesn't she simply want to be like her friends?

▶▶▶ page 138 **LANGUAGEBANK**

5A Work in pairs. Do you know anyone who has had a 'gap year' either before they went to university or between university and work? What do you think of the idea?

B Use the prompts to complete the conversation.



C Work with a new partner and take turns to practise the conversation. Use the flow chart to help.

LEARN TO ask for clarification

6A Read the extract from the radio phone-in. Find two phrases where people ask for clarification of an idea.

DJ: So I gather your point is whether she's too young to have a mobile.

Vince: Yeah, yeah, that's right.

DJ: Er, surely it's the parents' responsibility to set some sort of guidelines ahead of time.

Vince: So what you're saying is I should have given her some rules?

B Read the audio script on page 170 and find three other phrases to ask for clarification.

speakout TIP

Asking for clarification of an idea by putting it into your own words is useful not only to check that you understand, but also to 'buy' time while you think about how to react.

C Complete statements 1–6 with your own ideas.

- 1 The biggest problem with young people today is ...
- 2 It's not fair that ...
- 3 I think it was a mistake to ...
- 4 I get upset when I see an elderly person ...
- 5 One thing I learned from my parents ...
- 6 If I regret anything, it's that ...

D Work in pairs and take turns. Student A: read out your statements from Exercise 6C. Student B: ask for clarification using any of the phrases below.

- If I've got it right ...
- I gather your point is (that) ...
- So what you're saying is (that) ...
- So, in other words, ...
- So what you're getting at is (that) ...

A: *It's not fair that people with money can get the best education.*

B: *So, in other words, education should be free?*

A: *That's right, and ...*

SPEAKING

7A Work in pairs. For each statement, think of two points that support the opinion and two points against it.

- Thirteen is too young to join a social networking site.
- A seventeen-year-old boy shouldn't be allowed to get a tattoo.
- An eighteen-year-old who has just passed his driving test isn't ready to drive the family car alone.

B You are going to take part in a radio phone-in. Student A: turn to page 159. Student B: turn to page 160. Student C: turn to page 162.

DVD PREVIEW

1 Work in pairs and discuss the questions.

- Who is the oldest person you know or have known?
- What do you think they would say is the secret to a long life?

2A Match 1–8 with a)–h) to make collocations.

- | | |
|----------------|-----------------------------|
| 1 keep | a) some gentle exercise |
| 2 follow | b) into monotonous routines |
| 3 do | c) a sensible diet |
| 4 don't fall | d) mentally active |
| 5 avoid | e) a positive attitude |
| 6 stay | f) healthy |
| 7 maintain | g) depressed |
| 8 don't become | h) stress |

B Work in pairs and discuss. Which two factors do you think are the most important for a long life?

3 Read the programme information. Which three places are mentioned and what do they have in common?

BBC

Horizon: How to Live to 101

The quest to live longer has been one of humanity's oldest dreams, but while scientists have been searching, a few isolated communities have stumbled across the answer. On the remote Japanese island of Okinawa, in the Californian town of Loma Linda and in the mountains of Sardinia people live longer than anywhere else on earth.

A group of scientists have dedicated their lives to trying to uncover the secrets of these unique communities. Tonight's documentary travels to Okinawa to meet some of its long-living and remarkably healthy inhabitants.

DVD VIEW

4A Watch the DVD. What are the two main reasons mentioned for why Okinawans live such long lives?

B Are the statements true (T) or false (F)? Watch the DVD again and check your ideas.

- Okinawa has double the percentage of people over a hundred that Britain and America has.
- The Okinawans think a lot about the effect of their lifestyle on their longevity.
- Bradley and Craig have been studying the Okinawan diet for 20 years.
- Their diet is rich in antioxidants and protein from meat and eggs.
- The Japanese saying *hara hachi bu* means eat about a thousand calories a day.
- Bradley sees the attitude towards eating as different from in the west.

C Watch the DVD again and underline the word you hear.

- Unaware of the latest diet or lifestyle *fad/fashion*, Mr Miyagi has developed his own way of *defying/fighting* the ageing process.
- The explanation for this extraordinary *miracle/phenomenon* begins in the most ordinary of places.
- They've identified a number of crucial *qualities/properties* that guard the Okinawans from disease.
- You go and you load up at the all-you-can-eat restaurant and you walk away with this *swollen/bloated* feeling.

D Work in pairs and discuss. How easy do you think you would find it to live on Okinawa? Is there anything you would find difficult?

speakout a debate

5A Look at the topic for a debate. Work in pairs and write one idea in favour of the statement and one idea against it.

Age discrimination should be illegal at work.

B ▶ 6.8 Listen to part of the debate. Which speaker do you agree with most?

C Listen again and tick the key phrases you hear.

keyphrases

The first point I'd like to make is that ...

I would like to start off by saying that ...

I would like to support the point made by ...

Going back to what [Juniko] said

I would like to pick up on the point made by ...

In [answer/reply] to the point made by ...

6A As a class, choose one of the topics for a debate.

- Junk food can shorten lives and should be made illegal.
- Politicians should be young – younger adults understand the changing world better.
- Children should take care of their parents when they get old.

B Work in pairs either for or against the statement. List at least four points to support your opinion.

C Work in groups and debate the topic. At the end, have a vote.

writeback a forum comment

7A Read the forum comment and discuss in pairs. Do you agree with the writer?

I grew up in a traditional society, where my grandparents lived with us and were always in the house. When I came to this country, it surprised me how unusual it was for three generations to live together. I accept that most young people's lifestyles don't fit with those of grandparents. However, in my opinion, we are fully responsible for taking care of our ageing parents and grandparents. My reasons are that:

- our parents and grandparents invested a lot in caring for us, and it's our duty to do the same for them.
- elderly people can experience loneliness and helplessness. If we care about someone, we should protect them from these feelings.
- it's more expensive and wasteful for people to live in separate homes.

I feel strongly that everyone should reconsider the way they live, and move towards a more traditional family structure, even in a modern context.

B Number parts a)–d) in the order they occur in the forum comment.

- summary statement
- reasons for opinion
- statement of opinion
- personal background

C Choose one of the topics from Exercise 6A and write a forum comment giving your point of view.



GRAMMAR

6.1 modal verbs and phrases

| | present | past |
|---------------------|--|--|
| obligation (strong) | have to/have got to must need to am obliged to am required to | had to/had got to — needed to was obliged to was required to |
| obligation (mild) | should ought to am supposed to | should have ought to have was supposed to |
| lack of obligation | don't have to don't need to needn't am not obliged to am not required to | didn't have to didn't need to needn't have wasn't obliged to wasn't required to |
| prohibition | mustn't can't oughtn't shouldn't am not supposed to am not allowed to | — couldn't oughtn't to have shouldn't have wasn't supposed to wasn't allowed to |
| permission | can am allowed to may | could was allowed to might |
| ability | can am able to manage to | could was able to managed to |

obligation

To express that someone causes another person to do something, use *make someone do something*.

My mum makes me study for two hours every night.

Must can express that the obligation is internal, not (only) because of a rule.

I must finish this report – I don't want to annoy the boss.

lack of obligation / prohibition

Note the difference between *don't have to* and *mustn't*:

You don't have to arrive before 5pm. (it's not necessary, but you can)

You mustn't arrive before 5pm. (you're not allowed to)

permission

Use *let + someone*, or *allow someone to* to say that someone gave permission to someone.

Do you think she'll let me take a day off?

My company allows us to work from home one day a week.

ability

For ability on a single occasion in the past, use *was/were able to* or *managed to* (not *could*).

He was able to find his way out of the forest and get help.

NOT He could find his way...

Use *manage to* for something that is/was difficult to do.

It was his first marathon and he managed to run it in under three hours.

- things that will happen in the future, when you don't want to express the idea that the action is part of a particular plan or intention, but will happen in the normal course of events.

I expect I'll be talking to Ian tomorrow, so I could ask him then.

Will you be phoning Mum this weekend?

spoken grammar

In spoken English, we often add an adverb and the modal verbs *might*, *could*, *may* to express degree of likelihood.

By tomorrow morning he'll probably have realised that it was a big mistake to leave her.

I definitely won't have spoken to him by then.

By then I might have passed my driving test, so we could drive there.

Use negative questions when you want to persuade someone by inviting them to agree with you.

| | |
|--|---|
| Don't you agree that Don't you think Isn't it true that Don't you see that Isn't it obvious that | the internet is destroying human relationships? |
| Shouldn't people Don't parents need to | spend more time with their families? |

6.2 future perfect/future continuous future perfect

Use *will + have + past participle* to talk about something that will finish before a specific time in the future.

I'll have finished this report by the end of the week.

Future perfect is often used in conjunction with the time expression *by ...*, meaning 'at the latest'.

future continuous

Use *will + be + -ing form* to talk about:

- something that will be in progress at or around a specific time in the future.

I'll be driving home when you call, so just leave a message.

6.3 persuading

Use the following phrases to persuade someone by giving a strong opinion:

| | |
|--|---|
| Surely Clearly Anyone can see that | parents need to take more responsibility for their kids' education. |
|--|---|

PRACTICE

6.1 A Underline the correct alternatives in the blog.

TRAVELLER'S JOURNAL – CHANGING TIMES

... it was the 1980s and travel there was very restricted back then. Of course you ¹*should / had* to get a visa to enter the country, but you also ²*needed to / must* get a permit to travel to most cities. Or at least you ³*were supposed to / needed* to get a permit; I didn't always get one, and still I ⁴*could / managed* to go to many places that foreigners technically ⁵*couldn't / needn't* go to. In one remote town, the police called me in for questioning; I spoke the language a little so I was ⁶*able to / obliged* to communicate with them. Once they were convinced that I wasn't a spy, they ⁷*allowed / let* me go and I was ⁸*allowed to / obliged* to stay there as long as I wanted.

Of course, it's changed so much now. You still ⁹*must / have* to get a visa to enter, but you're not ¹⁰*supposed to / obliged* to get a permit to go anywhere within the country. As was always the case, if you ¹¹*could / can* speak the language, it's a really enriching experience, and I think everyone ¹²*should / is supposed* to try to spend at least a few weeks travelling there.

B Rewrite the sentences. Use the word in brackets so that the meaning stays the same.

- I fell asleep. It was difficult. (manage)
I _____
- We stayed for dinner. It was our obligation. (oblige)
We _____
- It's OK to listen to your MP3 player here. I give you permission. (allow)
You _____
- It was too dark to see anything. (not able)
He _____
- It's a good idea for her to leave before dark. (ought)
She _____
- The rule was to pay before going in. We didn't pay at all. (suppose)
We _____
- The maximum age to enter this disco is eighteen. (not allow)
Adults _____
- A passport was necessary. (have to)
We _____

6.2 A Complete the sentences with the future perfect or the future continuous form of the verb in brackets.

- Her plane lands at 11.45p.m.
At 11.50 tonight she _____ the plane. (probably/get off)
By the time we wake up tomorrow, she _____ home. (arrive)
- The film starts at eight, and it's about two hours long.
At nine, I _____ the film. (watch)
By eleven, the film _____ (finish).
- The world hotdog-eating champion can eat more than six hotdogs a minute.
In ten minutes from now, he _____ over sixty hotdogs. (eat)
Tonight in his sleep, he _____ about hotdogs! (dream)
- Give me a day to think about it.
By this time tomorrow, I _____ (decide).
This time next week, I _____ my decision. (definitely/not regret)

B Find and correct the mistakes in A's part of the conversations.

Conversation 1

A: ¹Will you seeing Frank today?

B: Yes, do you want me to give him a message?

A: ²Yes, could you tell him I won't probably have finished the report until tomorrow.

Conversation 2

A: ³Just think – this time tomorrow you'll finish all your exams.

B: I know. That's what keeps me going.

A: ⁴And you be celebrating with your friends.

Conversation 3

A: ⁵Will you use your computer at lunchtime today? I've got a problem with mine.

B: No, I'm going out and I won't be back till four if you want to use it till then.

A: ⁶I might still using it when you get back. The technicians might not have fixed mine by then.

6.3 A Write the underlined phrases in full.

A: ¹Don't / agree / people / should / able / start a family when they're teenagers?

Don't you agree that people should be able to start

B: What, even at 16 or 17?

A: Yes. ²Clear / they at the peak of their physical health.

B: ³Is / obvious / most / 17-year-olds aren't even mature enough to be responsible for themselves?

A: Yeah, ⁴but does / depend / the individual? Some 18 year-olds might make good parents.

B: ⁵But / sure / they / need / time to sort out their own lives first.

A: ⁶But / is / it / fact / that in some cultures 18 is a normal age to have a family?

B: Yes, ⁷but / anyone / see / that what works in one culture won't necessarily work in every culture.

A: Hmm. Maybe you're right.