

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

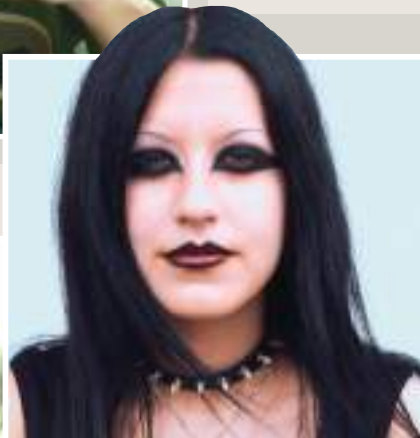
1A Underline the correct alternative.

- 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.

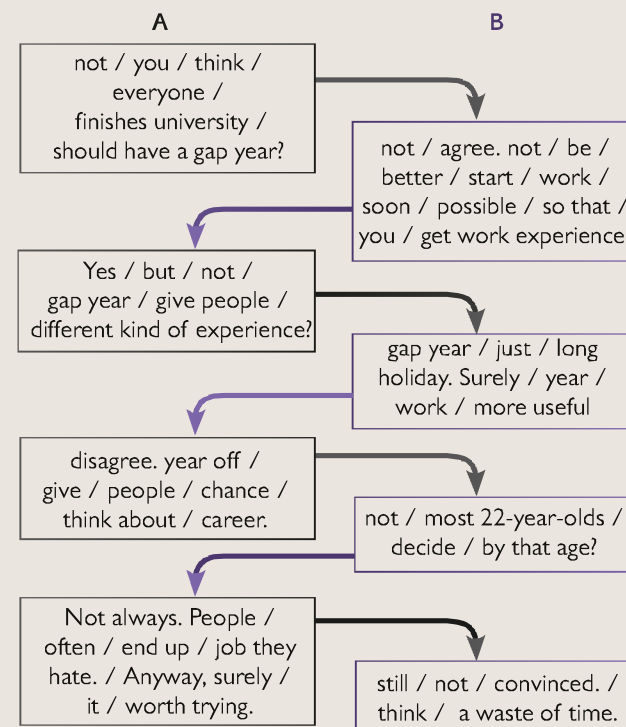
Surely that's what every generation says.

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.