

## IN THIS UNIT

## GRAMMAR

- *will, might* and *may* for predictions
- first conditional

## VOCABULARY

- nouns and verbs (2)  
(*consumer* vs *consume*)
- family
- negative adjectives (*un-* and *-less*)

## SCENARIO

- Having a discussion (expressing opinion)

## STUDY SKILLS

- Critical thinking

## WRITING SKILLS

- a short article (answering a set question)



'I know I want to have children while my parents are still young enough to take care of them.' Rita Rudner, 1953–, US comedian

## SPEAKING

## 1 Are these statements true about your country?

- 1 People retire at a younger age than 30 years ago.
- 2 More people go on holiday abroad than 20 years ago.
- 3 Nowadays, many people are using robots in their homes.
- 4 Most people spend more time on the internet than with real people.

## READING

## 2a Read the advert below. Who uses the institute and its services: politicians, business people or academics? Why?

## 2b Find words in the text that mean:

- 1 someone who studies the future
- 2 fashions, or changes over time
- 3 someone who puts money into a business
- 4 a chance to do something; a possibility of doing something

## VOCABULARY

## NOUNS AND VERBS (2)

## 3a Find the words in the advert. Are they verbs or nouns?

consumer information prediction investor  
improve analysis needs advice retire profit

## 3b What are the verbs for the above nouns, and the nouns for the above verbs?

*consumer (noun, person)...*

## 3c Complete this description of the IFA with a noun or verb from Exercise 3b.

The IFA <sup>1</sup> p\_\_\_\_\_ future trends and <sup>2</sup> a\_\_\_\_\_ business people so that they can make good <sup>3</sup> i\_\_\_\_\_ and <sup>4</sup> i\_\_\_\_\_ their chances to make a good <sup>5</sup> p\_\_\_\_\_. The IFA <sup>6</sup> a\_\_\_\_\_ key data and <sup>7</sup> i\_\_\_\_\_ about society, e.g. the age of <sup>8</sup> r\_\_\_\_\_ and <sup>9</sup> c\_\_\_\_\_ behaviour, and it also considers what people are likely to <sup>10</sup> n\_\_\_\_\_.

**ifa** The Institute of Future Analysis

IFA 0890 546 990  
www.ifa.co.uk

Are you planning for the future?  
Do you know what's coming next?

The world and your markets are constantly changing. Will the elderly be the big spenders of the future? When will middle-age begin? When will people retire? What will tomorrow's teenagers want to buy? Our futurologists can help you profit from the future.

## We provide:

- information about future trends in society.
- predictions about future consumer needs.
- analysis of your company and its future plans.
- advice for business investors.
- Call us now and improve your future opportunities.

## LISTENING

## 4a 6.1 Listen to a meeting between Susan, a futurologist, and Patrick, a business investor. Tick the future changes she discusses.

- 1 domestic use of technology
- 2 longer lives
- 3 use of the internet
- 4 people working from home
- 5 leisure activities and travel

## 4b Listen again and complete Patrick's notes.

Main trends are about <sup>1</sup>\_\_\_\_\_ and <sup>2</sup>\_\_\_\_\_.

In 15 years' time, more than a <sup>3</sup>\_\_\_\_\_ of people over 55, also people live <sup>4</sup>\_\_\_\_\_.

In 2030, more over-65s than <sup>5</sup>\_\_\_\_\_.

Fewer party and adventure holidays, more holidays on <sup>6</sup>\_\_\_\_\_.

Robots: to <sup>7</sup>\_\_\_\_\_, to <sup>8</sup>\_\_\_\_\_, to do the gardening.

Currently, robot technology is <sup>9</sup>\_\_\_\_\_.

<sup>10</sup>\_\_\_\_\_ important in a few ways

## 4c Contextualising information Discuss in groups.

- 1 Does your country have any of the trends that Susan discusses?
- 2 Do you think older people want to travel and go on activity holidays?
- 3 Why does Susan use *cruise ships* as an example?
- 4 What do you think of the three robot examples that she gives?
- 5 How is the internet important for the elderly?

## GRAMMAR

## WILL, MIGHT AND MAY FOR PREDICTIONS

## 5a 6.2 Complete the sentences below from the meeting with the words in the box. Then listen and check.

definitely (x2) might may will  
won't probably

- 1 These older people \_\_\_\_\_ live for much longer – we know that from the statistics.
- 2 They \_\_\_\_\_ live until they're 95, or even 100.
- 3 That \_\_\_\_\_ won't be good for business.
- 4 I'm sure they \_\_\_\_\_ have much money.
- 5 These people will \_\_\_\_\_ need things to do with this extra time, for sure.
- 6 They \_\_\_\_\_ also want activity holidays, but that'll depend on their health.
- 7 They \_\_\_\_\_ won't go bungee-jumping.

## 5b Answer these questions about the sentences above.

- 1 In which sentences is the speaker certain that his/her idea about the future is true?
- 2 In which sentences is the speaker less certain?
- 3 What verb form do you use after *will, might* and *may*?
- 4 Do you usually put adverbs (e.g. *definitely*) before or after *will*? Do you put them before or after *won't*?

→ Language reference and extra practice, pages 112–113

## 5c Correct the mistakes in these sentences.

- 1 He might lives to the age of 90.
- 2 Many people will probably to work from home.
- 3 I will live definitely in my own country.
- 4 There won't probably be big families.

## 6a What do you think will happen to society in 20 years' time? Choose the correct word to complete your predictions.

- 1 *More / Fewer* people than now will leave my country to find work.
- 2 People *will definitely / may* spend more time using the internet than watching TV.
- 3 *More / Fewer* people will probably live alone.
- 4 Most people *will / won't* retire at the age of 55.
- 5 The differences between young and old people will probably be *greater / smaller*.
- 6 People will have *more / less* free time.

## 6b Compare your ideas with a partner, and explain your predictions. Which of the predictions are positive or negative for your country?

## SPEAKING

## 7a Make some predictions for the future. Choose three or four topics from this box. What will your life, your country and the world be like ten years from now?

education and work    technology and transport  
health and lifestyle    sports and entertainment  
business and trade    nature and the environment

## 7b In small groups, discuss and explain your predictions.

*What predictions did you make about ... ?*

*I think I will buy an electric car this year or next.*

*More people will go to university, and they may study in English.*

## WRITING

## 8 Write one or two paragraphs about your predictions for your society and country. Use your ideas in Exercise 7 to help you plan.

## VOCABULARY AND SPEAKING

**1** Work with a partner. How many words can you think of for people in families? How many people are there in your (immediate) family?

parents, children, ...

**2a** What age do you think these people are?

an adolescent    a middle-aged person    a young adult  
a person in his/her mid-thirties    a child  
an elderly person    a teenager    a retired person

**2b** What is the best age to:

- 1 move out of your parents' home?
- 2 have children?
- 3 be a grandparent?

## READING

**3a** Match these words with their definitions below.

birth rate    childcare    employer    old-fashioned  
responsible    suitable

- 1 not modern
- 2 you did it or caused it
- 3 a person or company that pays you to work for them
- 4 right for a particular purpose or situation
- 5 when someone looks after children while the parents are at work
- 6 the number of births for every 100 or 1,000 people in a particular year and place

**3b** Read the newspaper article below and complete this sentence in six or seven words.

This article is about ...

## Germany: What future for the family?

Germany has one of the highest percentages of childless women in the world. Thirty per cent of German women have not had children, and this figure rises to nearly 40% among female graduates. Germany's Labour Minister, Ursula von der Leyen, has said that if the birth rate does not go up, Germany will die.

Germany's birth rate is one of the lowest in Europe, with an average of 1.41 children per woman, compared with 1.67 in Sweden and 1.91 in the UK. German mothers are also (with British mothers) the oldest, with an average age of 30 when they have their first child – and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for Germany's low birth rate include poor childcare, a school day that still ends at 1 p.m. for many children, and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leyen, a mother of seven, believes that another difficulty is that some women cannot find a suitable man. 'Uncertain' men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more

children. First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister's own political party, are unhappy with this last idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after the children while men go out to work.



**3c** How is the text organised? Put these topics in order (1–4).

- a reasons for the low birth rate
- b possible solutions to the problem
- c reaction to the possible solutions
- d facts about the low birth rate

**3d** Read the text again. Are these sentences true or false? Correct the false ones.

- 1 Only 40% of German female graduates have had children.
- 2 German women have an average of 1.41 children.
- 3 Few parents have more than one child.
- 4 A university professor believes that German employers do not have modern attitudes.
- 5 The government will pay parents 1,800 euros a month so the father can take time off work.
- 6 Ms von der Leyen's ideas are not popular with everyone.

**4 Evaluating and predicting** Answer these questions.

- 1 What do you think of Ms von der Leyen's plan?
- 2 What are the advantages and disadvantages of a small/big family?
- 3 How important is family life in your country?
- 4 How do you think the family will change in the future?



## VOCABULARY

## NEGATIVE ADJECTIVES

**5a** We can use *un-* and *-less* to show a negative or opposite, to mean 'not' and 'without'. Make negative adjectives of these words. Add an example if possible.

- |               |         |
|---------------|---------|
| 1 care        | 5 kind  |
| 2 comfortable | 6 lucky |
| 3 home        | 7 use   |
| 4 hope        | 8 usual |

*childless*: childless women

*unsure*: unsure about ...

**5b** Choose an adjective from above to complete the sentences.

- 1 Big families are \_\_\_\_\_ in Germany.
- 2 Is it dangerous for \_\_\_\_\_ people to sleep outside in winter?
- 3 The chairs in our living room are very hard – they're so \_\_\_\_\_!

**5c** Write questions with four of the negative adjectives. Then ask and answer the questions with your partner.

## GRAMMAR

## FIRST CONDITIONAL

**6a** You can use *if* to talk about the result of a possible future action. Look at the sentence halves below and match these labels with the two correct sections (1–3 and a–c).

main clause (result)    *if*-clause (condition)

- |                                               |                                           |
|-----------------------------------------------|-------------------------------------------|
| 1 If the father stays at home for two months, | a they will get help from the government. |
| 2 If parents need private childcare,          | b Germany will have a serious problem.    |
| 3 If the birth rate does not go up,           | c families will get 1,800 euros a month.  |

**6b** Match the beginnings (1–3) and endings (a–c) above to complete three sentences.

**6c** Look at the sentences in Exercise 6a. Then complete the rules.

*if*-clause: *if* + \_\_\_\_\_

main clause: *will* / *will not* (*won't*) + \_\_\_\_\_ without *to*

## GRAMMAR TIP

You can change the order of the *if*-clause and main clause in the sentence. Only use a comma when you start the sentence with *if*.

→ Language reference and extra practice, pages 112–113

**7** Complete these sentences with the correct form of the verbs in brackets.

- 1 If I \_\_\_\_\_ (see) him, I \_\_\_\_\_ (tell) him the news.
- 2 She \_\_\_\_\_ (be) ill if she \_\_\_\_\_ (not rest) more.
- 3 What \_\_\_\_\_ (you do) if you \_\_\_\_\_ (not pass) your next exam?
- 4 We \_\_\_\_\_ (not arrive) on time if we \_\_\_\_\_ (not hurry) up.
- 5 If you \_\_\_\_\_ (move) your car, I \_\_\_\_\_ (be) able to park.
- 6 I \_\_\_\_\_ (do) the washing-up if I \_\_\_\_\_ (have) time.

## GRAMMAR TIP

Use *might* instead of *will* when you are less sure that something will happen.  
*If the birth rate does not go up, that country might die.*

## PRONUNCIATION

**8a** **6.3** Contractions Listen to these sentences from Exercise 7. Listen again and repeat.

**8b** Think of things that you will, or might, do today / tomorrow / at the weekend, etc.

*If I have time, I'll wash my hair tonight.*

*If I see Angelina later, I might ask her to the party.*

## LISTENING

**9a** **6.4** You are going to role-play some situations where people discuss problems and possible solutions. Listen to the example conversation and answer these questions.

- 1 What is Shane and Evelyn's relationship?
- 2 What does Shane want to do?

**9b** Listen again and answer these questions.

- 1 What three problems does Evelyn mention?
- 2 What are Shane's solutions?
- 3 What does Evelyn think of Shane's plan?

## SPEAKING

**10** Work with a partner. Turn to page 143 and consider what you will do in the two situations.

## SITUATION

*Speak Out* is a television talk show. Robert Hughes is the presenter, and the audience takes part in the discussions. This week, the topic of the show is problems and responsibilities in families.

**1a** Discuss these statements with your partner. Do you agree or disagree?

- 1 Mothers should stay at home with their young children.
- 2 Working men do not need to share the housework.
- 3 Children shouldn't watch many hours of TV a day.
- 4 Parents should let teenagers choose when to come home at night.

**1b** **6.5** Listen to an extract from the show. Which of the above issues do they discuss?

**2a** Look at the different points made on the show.

Listen again and put them in order (1–8).

- a Some mothers can't stay at home because they need money.
- b A mother's love is important for her children. 1
- c Working mothers miss the best years of their children's lives.
- d Some mothers work because they want to.
- e TV is an everyday thing and children should know about it.
- f Parents should not let children watch TV at all.
- g Only let children watch a couple of hours of TV a day.
- h TV is bad for children.

**2b** What do you think of the different arguments and points above?

## KEY LANGUAGE

## EXPRESSING OPINIONS

**3a** **6.6** Listen and complete these sentences.

- 1 \_\_\_\_\_, I think mothers should stay at home.
- 2 Well, I understand her \_\_\_\_\_, but sometimes mothers have no choice.
- 3 Well, that's a good \_\_\_\_\_, but I think some mothers work because they want to.
- 4 I agree \_\_\_\_\_ Sheila.
- 5 Well, \_\_\_\_\_ I think is that they shouldn't watch any TV.
- 6 Well, personally, I \_\_\_\_\_ disagree.
- 7 I think it's \_\_\_\_\_ if they know that TV is a normal thing.
- 8 Well, that's an interesting \_\_\_\_\_, but TV is different to phones.

**3b** Match the sentences above with these functions.

- a giving an opinion
- b accepting an opinion and then disagreeing

## PRONUNCIATION

**4a** **6.7** **Word linking** Listen and repeat this phrase. What happens between words that end in a consonant and those that begin with a vowel?

Well, that's a good point, but ...

**4b** **6.8** Which words do we link in these phrases? Listen and check.

- 1 Well, what I think is that ...
- 2 Well, that's an interesting idea, but ...
- 3 Well, I understand her opinion, but ...



**4c** Practise saying the phrases in Exercises 4a and 4b.

**5** Work with a partner. Use the opinions below and practise the key language. Student A gives an opinion; Student B accepts that opinion and then disagrees. Then change roles.

- 1 1st idea: Mothers should stay at home.  
2nd idea: Some mothers have no choice.

*'Personally, I think mothers should stay at home with their children.'*

*'Well, I understand your opinion, but some mothers have no choice. They have to work.'*

- 2 1st idea: TV teaches children about the world.  
2nd idea: Children should read books to learn things.
- 3 1st idea: Husbands should help clean the house.  
2nd idea: Men are tired after a day at work.

## TASK

## HAVING A DISCUSSION

**6** Work with a partner. Think of as many arguments as possible for and against these statements.

- 1 Parents should pay children to tidy the house.

*For: Stops arguments with the children. Children learn about work and money.*

*Against: Children need to learn about looking after a home. Money should not be part of family life.*

- 2 It is not a good idea for a man to be a househusband.
- 3 A teenager can stay out late without permission.
- 4 Young children should get pocket money.
- 5 Families should look after their elderly members at home.
- 6 Children should not have computers in their bedrooms.

**7a** Work in small groups. You are on *Speak Out*. One student is the TV presenter. He/She chooses one of the statements in Exercise 6 and asks the guests for their opinions on that topic. Use the Key language, the Useful phrases in the box below and your prepared arguments to help.

## USEFUL PHRASES

Right, the next topic is, 'Working men should ...'  
So, what's your name and what do you think?  
Do you agree with him/her?  
What do you say to that?  
What's your opinion?

**7b** After the first discussion, another student becomes the presenter and chooses a new statement to discuss.



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## STUDY SKILLS

## CRITICAL THINKING

**1a Critical thinking** Choose the best way to complete this sentence, then compare your answer with a partner.

Critical thinking means:

- a thinking about very serious or important things.
- b saying that you think a person or thing is bad or wrong.
- c asking questions about what you see, hear or read.

**1b** **6.1** Watch the video to check your answer to 1a.

**1c** **6.2** Look at these questions and watch the first part of the video again. Which questions are examples of critical thinking?

- 1 How many children are there in your family?
- 2 Is it true that most people will live until the age of 90 in the future?
- 3 Why are German families small?
- 4 How high is Mount Fuji?
- 5 How do we know that the gap between rich people and poor people will increase?
- 6 What will you do if you don't pass your next exam?

**1d** **6.3** According to the expert, critical thinking can help you understand reading texts better. Watch the second part of the video again and name three things you can look for in a text. Make notes on what she says about each thing.

- 1 Look for reasons ...
- 2 Look for ...
- 3 Look for ...

**2** You can also think critically about events. Ask one or two critical-thinking questions about these events.

- 1 the first Moon landing in 1969

*How do we know that someone really stood on the Moon's surface?*

- 2 the day in 1990 when Nelson Mandela walked free
- 3 the Wright brothers' first flight in 1903



**3 Judging reliability** You should also ask questions about where information comes from, to know if it is true or reliable. Which of these sources do you trust most? Put them in order from 1–5 (1 = the most reliable).

- 1 Wikipedia
- 2 BBC News
- 3 a webpage from 2004
- 4 something your parents tell you
- 5 a government website

**4a Considering evidence** Look at these facts. How do you know they're true?

- 1 The population of Germany was nearly 82 million in 2011.
- 2 People cannot live without water.

**4b Compare these claims. Which do you believe more? Why?**

- 1 A mother's love is important for her children.
- 2 A mother's love is important for her children. Without it, it is difficult for a child to grow up into a normal, healthy human being. A number of studies over many years have shown this. These studies took place in several countries around the world, with very similar results.

**5a Developing self-awareness** You should ask questions about yourself, the reasons why you do things and the results of your actions. Look at these examples. Have you ever asked yourself these questions?

*Why am I doing this?*

*What do I want to get from this?*

*What did I learn from that experience?*

*How can I do that better in the future?*

**5b** In Unit 2, you saw how it is possible to ask and answer questions like the above in a reflective blog. Look again at page xxx. Then think of something you did recently, or are going to do in the future. Write three questions like those above, then answer them.

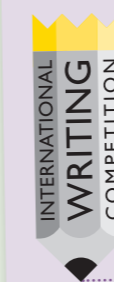
## WRITING SKILLS

## A SHORT ARTICLE

**6a** Discuss these questions with a partner.

- 1 Have you ever entered a competition?
- 2 Have you ever written anything for a competition?
- 3 Have you ever won anything?

**6b** Read this poster. How can you win a prize? How many people will win a prize?



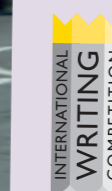
### What makes you proud of your society today?

The Global Council for Youth invites young people around the world to write about what makes them proud of their society today (maximum 200 words). The top 20 entries will receive a prize of 250 US dollars and will appear on the Council's website.

**7** Read this competition entry. What do you think the judges liked and disliked about it? Think about ideas, organisation of ideas, etc.

What to choose? It's difficult to decide, as I feel proud of many things in my society today: for example, our education system, our creativity in the arts and our science. Two things, however, make me especially proud of my society. First, our big cities are very multicultural, so you see people of many different races, colours and religions. These people all live and work side by side. I think it's a great example of how people can come together and create a mixed, peaceful society. The second thing is less obvious, as it often happens out of sight. It's the fact that every day of the year, thousands of British people do voluntary work. They give up their time to help others for nothing. They help their local hospitals, look after old people and collect money for good causes. Because of these things, I feel proud of my society and see a positive future for it. However, I also want to contribute to it. In my life, many people have helped me, so now I would like to give something back.

*Silvia Hussein, 20-year-old business student from Birmingham*



**8a Paragraph organisation** Look at Silvia's answer again. It should be four paragraphs, not one. Divide it into four paragraphs.

**8b** What is the topic of paragraphs 2 and 3 of Silvia's answer?

**8c** What evidence does Silvia give for the two main things she is proud of?

**9a Sentence structure** Sometimes when there are three short, related sentences, it is possible to join them together to make one sentence. Look at this example and underline the repeated information.

They help their local hospitals. They look after old people. They collect money for good causes.

*They help their local hospitals, look after old people and collect money for good causes.*

**9b** Join these sets of sentences to make one sentence.

- 1 Silvia studies business at university. She lives with her parents. She helps in her parents' shop at weekends.
- 2 Her sister studies at school. She likes boy bands. She wants a car.

**10 Linkers** Study the use of the linking words *so*, *as*, *however* and *because of* in Silvia's answer. Then use them to complete the judges' report.

There were a very large number of entries (over 3,000). <sup>1</sup>\_\_\_\_\_ it took a long time to read them all. <sup>2</sup>\_\_\_\_\_, the judges' task was interesting <sup>3</sup>\_\_\_\_\_ the young people wrote about a wide range of topics. The standard of entries was also very high, <sup>4</sup>\_\_\_\_\_ it was extremely difficult to choose the winners. After much discussion, <sup>5</sup>\_\_\_\_\_, the judges agreed on the top 20 entries.

The judges were impressed by Silvia Hussein's article, <sup>6</sup>\_\_\_\_\_ her modern vision and a feeling for other people. They also liked the style of her entry, <sup>7</sup>\_\_\_\_\_ she communicated her ideas very clearly. <sup>8</sup>\_\_\_\_\_, they were not happy with her paragraph organisation.

**11** Write your answer to the question: *What makes you proud of your society today?* Use the model in Exercise 7 and the sentence starters below to help you. Think critically as you write and pay attention to your paragraph organisation.

Two things make me proud of my society ...  
First ... The second thing is ...