

READING

1 Look at the photos and discuss. What are the people doing and why are they wearing red noses?

2A Read the articles and answer the questions.

- 1 What is Comic Relief?
- 2 Who participates in Comic Relief events?
- 3 What happens on Red Nose Day?
- 4 How often does it happen?
- 5 Which of the activities described in the second article involve:
  - a) looking silly?
  - b) not talking?
  - c) not sleeping?

B Work in pairs and discuss the questions.

- 1 Would you be willing to do any of the activities in the article?
- 2 Do you think Red Nose Day would be successful in your country?

C Guess the meaning of the words in bold in the second article. Use questions 1–3 below to help you.

Then work in pairs and compare your answers.

- 1 Which part of speech is each word?
- 2 Is there anything in the surrounding context to help you work out the meaning?
- 3 Do you recognise any parts of the word, or is it similar to another word you know in English or in your language?

Eye-opening:

- 1) It's an adjective
- 2) She may be surprised or happy
- 3) It's made of eye and open so it probably means surprising

**Speakout TIP**

When you are reading, try to guess the meanings of new words so that you don't stop reading in order to look them up. Ask yourself about the part of speech, context and similarity to other words.

**Comic Relief** is a charity that was founded in 1985. It has been raising money for over twenty years to fund projects that help poor and vulnerable people both in the UK and across the world's poorest countries.

One of the ways Comic Relief raises money is through its Red Nose Day fundraising campaign, which is held in the spring every other year.

Red Nose Day involves fundraising events all around the UK including, as the name suggests, the wearing of Red Noses. Ordinary people all over the country participate, often doing unusual, silly things to attract attention to the cause and raise money. In the evening, the BBC hosts a seven-hour telethon which features celebrities in comedy sketches as well as powerful films about the projects Comic Relief supports in the UK and around the world.

To date, Comic Relief's Red Nose Day campaign has raised over a half a billion pounds, has sold nearly 60 million red noses, has produced fourteen singles (including eleven number ones) and has transmitted more than 190 hours of television. International versions of Red Nose Day have also been held in Canada, Finland, Iceland, Norway and Germany.

Would you be funny for money?

According to its website, Comic Relief's biggest tool 'is the ability to inspire people across the whole country – especially those who don't normally do charity – to do charity.' Red Nose Day seems to bring out the best and craziest in people, and this afternoon we were out and about asking people what they were doing.

'We came to work this morning in our pyjamas and took a bucket round to collect money from our colleagues,' said Maria D'Angelo outside the office where she works. 'It's been **eye-opening** actually. I've been working here for a year and it's the first time I've spoken to some of my colleagues.'

Down the street, outside a shoe shop, manager Chris Bayley was sitting in a bath full of something green. 'I've closed the shop and I'm spending the day in this **jelly**,' he explained, 'Do you want to try some? It tastes good!' How did he feel? 'I'm freezing! I've been sitting here for four hours now. But people walking by have been very generous.'

Traffic control officer, Sonia Gold, was taking a break from directing traffic. 'I've had this red nose on since eight o'clock this morning and I've had a great time. Everyone is in a good mood. A lot of the drivers have been waving at me or **hooting** and quite a lot of the cars are 'wearing' red noses too.'

And at Oakfield Junior School everyone had their red noses on but it was strangely silent in the **corridors**. One student, Wesley, wrote for us in his notebook: 'We're having a sponsored silence. I haven't opened my mouth all day, except to eat. Only one more hour now.' The teachers, I noted, seemed to be enjoying the **unaccustomed** quiet.

There was music, though, coming from the school hall where about forty people were taking part in a twenty-four-hour dance **marathon**. Paul Yelder looked **worn out**. 'I'm totally exhausted. We've been dancing for twelve hours, and I'm not sure I can survive till the end.' His partner, Yasmin McKay, was bursting with energy. 'Only twelve hours to go,' said Yasmin. 'My friends have said they'll double their **donations** if we finish!' Everyone was getting involved: with cake sales, pub quizzes, sponsored swims; you name it and someone was doing it. If this town is anything to go by, it looks as if Red Nose Day is set to break all records this year.



PRACTICE

5 Complete the text with the present perfect simple or continuous form of the verbs in the box. If both are possible, use the continuous form.

work follow become visit  
meet live (recently) recruit know  
double grow

I 1 *have been working* with Fairtrade organisations to help developing markets get fair prices for goods since I finished university, and I 2 \_\_\_\_\_ over thirty countries in connection with my work. This year 3 \_\_\_\_\_ in one of my favourite countries, Ghana.

I 4 \_\_\_\_\_ so many wonderful people here and been impressed by their strength and optimism. One of my closest friends is Kufuo, who I 5 \_\_\_\_\_ since I started coming here.

He 6 \_\_\_\_\_ cocoa all his life and 7 \_\_\_\_\_ Fairtrade guidelines for producing cocoa for several years now. He 8 \_\_\_\_\_ more than thirty other farmers into our group and they 9 \_\_\_\_\_ the volume of cocoa exported. As a result, Fairtrade 10 \_\_\_\_\_ one of the most important movements in this region.

6A Complete the questions with the present perfect simple or continuous form of the verbs in brackets. If both are possible, use the continuous form.

- 1 \_\_\_\_\_ hard recently? (you/work)
- 2 How long \_\_\_\_\_ your closest friend? (you/know)
- 3 You look well! What \_\_\_\_\_? (you/do)
- 4 How many times \_\_\_\_\_ your favourite film? (you/see)
- 5 \_\_\_\_\_ the same name? (your country/always/have)
- 6 How long \_\_\_\_\_ to this class? (you/come)
- 7 How many coffees \_\_\_\_\_ today? (you/drink)
- 8 How long \_\_\_\_\_ on this exercise? (you/work)

B Work in pairs and take turns. Ask and answer the questions in Exercise 6A.

GRAMMAR present perfect simple and continuous

3A Work in pairs and check what you know. Complete the sentences with the present perfect simple or continuous. Then check your answers in the articles.

- 1 I' \_\_\_\_\_ here for a year. (work)
- 2 It \_\_\_\_\_ money for over twenty years. (raise)
- 3 To date, Comic Relief's Red Nose Day campaign \_\_\_\_\_ over half a billion pounds. (raise)
- 4 I' \_\_\_\_\_ this nose on since eight o'clock this morning. (have)
- 5 I'm totally exhausted. We' \_\_\_\_\_ for twelve hours. (dance)
- 6 I' \_\_\_\_\_ the shop. (close)

B Match rules 1–3 with the sentences in Exercise 3A.

Rules:

- 1 Use either the present perfect simple or the present perfect continuous (both are correct) for an activity or state which started in the past and continues up to now. 1, 2
- 2 Use the present perfect simple:
  - a) with a state verb.
  - b) for a completed action.
  - c) for a completed result, in answer to *How much / many?*
- 3 Use the present perfect continuous:
  - a) for a repeated or continuous activity.
  - b) when there is present evidence of a recent activity.

4A 2.1 Listen and write the sentences.

B Underline the main stresses and mark any weak forms (/ə/ or /ɪ/) in the auxiliary verbs. Listen and check. Then listen again and repeat.

How long have you been working here?  
/ə/ /ɪ/

**VOCABULARY** social issues

**7A** Complete the table with the social issues in the box below. Some issues can go with more than one category.

pollution poverty drought famine  
drunkenness and drug abuse divorce  
domestic violence debt obesity  
lack of drinking water homelessness

SOCIAL ISSUES

money poverty



health poverty



environment



family



**B** Put a cross next to the issues that are **not** a major problem in your country. Then work in pairs and compare your answers.

**SPEAKING**

**8A** Work in pairs and make notes on questions 1–3.

- 1 What do you think are the three main social problems in your country?
- 2 Do you think these problems are present all over the world or are they specific to your country?
- 3 For each problem, can you suggest one change or action that could make a positive difference?

**B** Work in groups and discuss questions 1–3 in Exercise 8A.

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**VOCABULARY PLUS** verbs/nouns with the same form

**9A** Complete the conversations with the correct form of one of the words in the box. Then listen and check.

decrease record sponsor export  
increase permit appeal project

- 1 **A:** Has malaria *decreased* in recent years?  
**B:** Yes, there's been a huge *decrease* because of the use of nets.
- 2 **A:** Does the BBC \_\_\_\_\_ Comic Relief?  
**B:** Yes, the BBC is one of their main \_\_\_\_\_.
- 3 **A:** Has there been an \_\_\_\_\_ in people's awareness of Fairtrade?  
**B:** Yes, and sales \_\_\_\_\_ by about thirty percent in Europe last year.
- 4 **A:** The UN has launched an \_\_\_\_\_ for the disaster.  
**B:** Yes, they're \_\_\_\_\_ for money and also tents and blankets.
- 5 **A:** When did Bonnie Tyler \_\_\_\_\_ her song *Total Eclipse of the Heart*?  
**B:** In 1983, and in 2008 it set a \_\_\_\_\_ for the most popular karaoke track ever.
- 6 **A:** What types of fruit do you \_\_\_\_\_ each year?  
**B:** Our main \_\_\_\_\_ are bananas and oranges, mainly to Canada.
- 7 **A:** Your latest \_\_\_\_\_ is research into rising sea levels.  
**B:** Yes, we \_\_\_\_\_ a rise of at least one metre in the next fifty years.
- 8 **A:** Do we need a \_\_\_\_\_ to enter the park?  
**B:** No, but we're not \_\_\_\_\_ to leave the main tracks.

**B** Which words in Exercise 9A are nouns (N) and which are verbs (V)?

**C** Listen again and mark the stress on the words. Which ones have the same stress in the noun and verb form and which are different?

**speakout TIP**

When the noun and verb form have the same spelling, the noun is usually stressed on the first syllable. Mark and practise the stress on these words: *an import/to import*, *a reject/to reject*, *a desert/to desert*.

**10A** Work in pairs. Student A: look at the quiz. Underline the stress in the words in bold. Student B: turn to page 158.

**QUIZ**

- 1 Which country **imports** more Japanese used cars than any other? Canada, Brazil, or Kenya?
- 2 In India, what colours is it unlucky to wrap a birthday **present** in? Black and white, red and green, or purple and yellow?
- 3 Which fruit do some plant experts **suspect** was the earth's first? The apple, the banana or the pear?
- 4 Which is the largest subtropical **desert**? The Arabian, the Kalahari or the Sahara?
- 5 **Research** has shown that what percent of homemade dinners served in the US include vegetables? 43%, 63% or 93%

**B** Work in pairs and take turns. Student A: read out your questions and possible answers. Student B: close your book and guess the correct answer.

**C** Check the answers on page 162.

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**GRAMMAR** | the passive

**VOCABULARY** | technology and privacy

**HOW TO** | talk about surveillance



**VOCABULARY** surveillance

**1A** Look at the photo. How does it make you feel? Why?

**B** Work in pairs. Match the types of surveillance technology in the box with quotes 1–6.

phone cameras speed cameras CCTV cameras  
microchips street level cameras number plate recognition

- 1 I think they're **an invasion of privacy** because people can see the area where you live and how to get into your house or apartment.
- 2 There's not much evidence that they really prevent accidents and **law-abiding citizens** who drive safely have nothing to fear.
- 3 They act as a **deterrent to crime** because potential criminals know that their actions might be filmed.
- 4 These can make people more **accountable for** their actions because their photos can be taken and put up on the internet, so it's a good thing.
- 5 Because these are in all our credit cards and travel passes it means people can **monitor** and **log** information about our habits and movements as we move around a city but I don't like the fact that personal data on our shopping habits can be **handed over** to other companies.
- 6 I worry that the authorities can now **keep track of** you and where you are every minute of the day, that is if you drive, of course. It's all part of the growing **surveillance society**.

**C** Match meanings 1–8 with the phrases in bold in Exercise 1B.

- 1 record *log*
- 2 a way to stop people from doing something illegal
- 3 given
- 4 responsible for
- 5 people who aren't criminals
- 6 getting information about someone's private life in a way they don't like
- 7 watch or follow (two phrases)
- 8 a situation where there is a lot of observation, filming or recording of people

**D** Work in pairs and discuss the statements in Exercise 1B. Do you agree with them? Why?/ Why not?

**LISTENING**

**2A** Listen to people discussing surveillance. Which types of technology do they talk about?

**B** Listen again and complete the table.

Speaker	For (✓) or against (X)	Reasons
1		
2		
3		
4		
5		

**GRAMMAR** the passive**3A** Check what you know. Look at the sentences and underline the passive forms.

- They're just used by the government to make money.
- More crimes are being solved because of CCTV cameras.
- A few months ago I was robbed by two men but thanks to CCTV, the people who did it were all arrested.
- In my area, four cameras have been placed along one stretch of road.
- The technology will be used to tell us what we can and can't eat.
- Everyone has to be more careful because their photos might be sent to the newspapers.
- I hate being watched like that.
- I certainly don't want to be sent adverts from companies I don't know.

**B** Underline the correct alternative to complete the rules.

## Rules:

- Use the passive to put the focus on the person or thing *doing the action* / *affected by the action*.
- Use the passive when the person who did the action:
  - is / isn't* obvious
  - is known / unknown*
  - is / isn't* important
- Use the passive to bring the object of the verb to *the beginning* / *the end* of the sentence.

**C** Work in pairs. Match each of the rules above with the sentences in Exercise 3A.**4** 2.4 Mark the stress in phrases 1–6. Listen and check. Then listen again and repeat.

- They're just used by the government ...
- I hate being watched like that.
- I don't want to be sent adverts ...
- I was robbed by two men.
- Crimes are being solved ...
- ... their photos might be sent to the newspapers.

page 130 **LANGUAGEBANK****PRACTICE****5A** Complete the sentences with the correct form of the passive.

- In some companies, emails \_\_\_\_\_ (always / filter) for particular words and in this way company secrets \_\_\_\_\_ (can / keep) safe.
- Many people don't like \_\_\_\_\_ (tell) to carry their identity cards with them all the time.
- At this moment, your actions \_\_\_\_\_ (probably / film) by a camera somewhere.
- In the future, microchips \_\_\_\_\_ (place) in food packaging, so that you \_\_\_\_\_ (can / remind) when it's time to buy more.
- In the future, genetic screening \_\_\_\_\_ (may / use) to predict whether someone might commit a crime.
- Last year, thousands of people's personal data \_\_\_\_\_ (lose) by officials.
- To date, many criminals \_\_\_\_\_ (catch) because their details are on the DNA database.
- Social network websites \_\_\_\_\_ (often / infiltrate) by hackers in the last few years and people's personal data \_\_\_\_\_ (steal).

**B** Work in pairs and discuss. Which ideas in Exercise 5A do you find disturbing and which don't bother you?**SPEAKING****6A** Work in pairs. Read the article and answer the questions.

- Which of the police plans do you think would be most useful for cutting crime?
- How do you think the following groups of people would feel about the plans: the police, the local residents, parents, teenagers?

**Police to install town-wide surveillance**

In response to the recent surge in crime, police have announced plans to install the following security systems:

- CCTV cameras to cover the whole town
- speed cameras and number plate recognition on all main roads
- police spot checks for identity cards
- monitoring of mobile and landline telephone calls
- monitoring of social network websites
- all teenagers' mobile phones to be registered on police GPS systems

**B** Work in pairs. You belong to one of the four groups in Exercise 6A. Make a list of your reasons for or against the plans.**C** Work in groups. Role-play a meeting between the four groups to discuss the proposed plans.**WRITING** a letter of complaint**7A** Work in pairs and discuss. In what circumstances would you write a letter of complaint or make an official complaint? Have you ever done this? What happened?**B** Read the letter and answer the questions.

- Who is the letter to?
- Why is the writer complaining?
- What does he want to achieve?

15 Maple Road  
Hillhead  
HH12 84L  
5th February

Hillhead Local Council  
1662 Parkway  
Hillhead, H3 7JT  
Dear Sir or Madam,

- I am writing with regard to the Council's recent installation of CCTV cameras in our area.
- Briefly, the problem is that despite guarantees about safeguarding the CCTV images, it is possible for anyone to view them on their home computer because the system is internet-linked and not password-protected. As a result, pictures cannot be kept secure and, in fact, myself and my car can be identified in images that were recently posted online. I regard this as a serious invasion of privacy as well as a violation of the local council promise to taxpayers.
- I have already pursued this matter with the local police department, who have advised me to contact you immediately.
- In order to resolve this matter I am requesting that you remove the images where I appear without delay (specific coordinates are detailed in the enclosed document), and that you take action to prevent further invasions of privacy in the future. This would include ensuring that internet-based CCTV images are passworded and that techniques are used to blur the pictures so that individuals are unrecognisable.
- Please contact me within ten days of the date of this letter to confirm that these steps have been taken. If you need to contact me by telephone, you may reach me at (0141) 985-001.
- Thank you for your prompt attention to this matter.

Yours faithfully,

Steven Jones

Steven Jones

**C** Write the number of the paragraph next to the correct topic.

- explain what you have done so far 3
- give a time frame for action and a way of contacting you
- state the overall reason for writing, in one sentence
- write a polite closing comment
- ask for specific action from the person/company you are writing to
- give additional detail about the reason for writing

**LEARN TO** use formal written language**8A** Match informal phrases 1–7 with formal phrases in the letter.

- Get in touch soon to let me know that you've done something
- To put things right, I want you to ...
- I'm writing about
- With best wishes
- Thanks for dealing with this problem quickly
- I'm sending something with this letter
- I've already discussed the problem

**B** Work in pairs. Underline all the examples of the passive in the letter. Why is it used so often?**speakout TIP**

A letter of complaint should follow 'The Four Cs'. It should be: concise, clear, constructive and considerate. Reread the letter. Does it follow all four of 'The Four Cs'?

**9A** Plan a letter of complaint.

- Read the notes below and choose one of the situations.
- Decide what you want to achieve in the letter.
- Make notes on the content of each paragraph.

**Situation 1**

Your neighbours / new burglar alarm / alarm gone off three times / neighbours away / tried to talk to them / too busy

Write a letter of complaint to your neighbours.

**Situation 2**

Recently you parked car / thought it was legal / returned / parking fine / no-parking sign / behind tree

Write a letter of complaint to your local council.

**Situation 3**

Recently you joined online DVD store / huge increase of spam / email unusable / store did not protect contact details

Write a letter of complaint to the customer service department of the online store.

**B** Write the letter (120–180 words).**C** Check the grammar, spelling and punctuation of your letter.**D** Exchange your letter with another student. Check that he/she has:

- followed The Four Cs.
- used paragraphs well.
- used a formal style.



A



B



C

1 Statistics show that good-looking people earn 10–15% more than plain-looking people in the same job – so it makes sense that some people want to get cosmetic surgery to improve their appearance.

2 It is theft and thieves can be punished. In fact, an American woman was fined nearly \$2 million for downloading and sharing songs.

3 Banning cars in the city centre has led to a 30% reduction in pollution levels and increased use of public transport. During the same period there has been a 10% reduction in shop sales although it is not certain that this is a result of the ban.

## SPEAKING

1 Work in pairs. Match the newspaper extracts 1–3 with the pictures A–C. Then discuss the questions.

- Which extract is for and which is against the topics discussed? Which one is neutral?
- Can you think of any other reasons for and against each idea?
- What is your own opinion about each idea?

## FUNCTION | opinions

2A ▶ 2.5 Listen to three conversations. Which speaker do you agree with in each conversation?

B Listen again and make notes. What is each person's opinion? What reasons do they give?

3A Work in pairs and complete the phrases.

## Giving opinions

I'm really <sup>1</sup> \_\_\_\_\_ it.

I'm in <sup>2</sup> \_\_\_\_\_ of it.

The <sup>3</sup> \_\_\_\_\_ I see it, ...

## Agreeing

I suppose <sup>4</sup> \_\_\_\_\_.

I <sup>5</sup> \_\_\_\_\_ what you mean ...

## Partially agreeing

You've got a <sup>6</sup> \_\_\_\_\_ there, but ...

I agree to <sup>7</sup> \_\_\_\_\_ extent, but ...

## Disagreeing

I <sup>8</sup> \_\_\_\_\_ disagree.

I'm not <sup>9</sup> \_\_\_\_\_ sure.

I'm still not <sup>10</sup> \_\_\_\_\_.

B Check your answers in the audio script on page 165. Which phrases show very strong or very weak opinions?

4A ▶ 2.6 Listen to the phrases and underline the stressed words. Then listen again and repeat.

B Add the phrases in the box to the correct groups in Exercise 3A.

I think ... Exactly! I take/see your point, but ...  
It seems to me that ... That's right. I agree.  
I don't agree with you. Fair enough, but ... I feel ...

▶▶▶ page 130 LANGUAGEBANK

5A Write the conversations in full.

## Conversation 1

A: I / favour / banning / smoking / all public places.

B: I / not / agree / you. / People / be / free to choose.

A: agree / some / extent, / but / what about the rights / other people?

B: way / see / freedom / choose / more important.

A: take / point, / but / passive smoking / can / very bad / you.

B: I / suppose, / but / banning / all places / too much!

## Conversation 2

A: I / against / too much / violence / films / because / effect on crime.

B: not / agree / you. / Thousands / people / watch films / but / only a few people commit crimes.

A: Okay. You / point / there, / but / seem / me even one person / be / one person too many.

B: know / what / you mean, / but / still / not convinced.

B Work in pairs and take turns. Practise the conversations using the prompts.

## LEARN TO | support your viewpoint

6 Look at the phrases in bold in 1–8 below. Which phrases are used:

- to give an example?
  - for facts which you have read or heard?
  - for a fact which you have read or heard when you are not sure if it is true?
- Take the case of** Mike's girlfriend; she actually had some Botox injections.
  - ... some kind of surgery, you know, **such as** liposuction to get rid of fat?
  - But **it's a well-known fact that** musicians get very little money from CD sales anyway.
  - ... spend a fortune on things **like** record companies and managers and ...
  - Apparently**, having only buses can bring in five times as many people.
  - ... **it's been shown that** buses are more polluting than cars.
  - According to** an article I read recently, file sharing's good because ...
  - For instance**, what about that woman in America?

7A Cover Exercise 6 and put the underlined phrases in the correct order.

A: <sup>1</sup>article to this according, women can't read maps and men can't listen.

B: That's just a stereotype. Men are often good at jobs that involve listening, <sup>2</sup>management in for jobs instance.

A: Yeah, you're right. <sup>3</sup>of my case the brother Take and his wife. She's a great map reader...

B: ... and your brother's good at 'female tasks', <sup>4</sup>cooking as listening or such to people – just not both at the same time.

A: Well, <sup>5</sup>well-known it's are women that fact a better at multi-tasking. It says so here.

B: No way; <sup>6</sup>'s shown it are that men been just as good. You shouldn't believe everything you read <sup>7</sup>that in like magazines.

A: I suppose not, <sup>8</sup>'s scientific based research it apparently on but.

## speakout TIP

In a discussion, either spoken or written, develop your argument by giving reasons for your opinions as well as examples. You can also refer to your reading and research by mentioning what people or books say about an issue.

B Work in pairs and discuss. Do you agree with any of the stereotypes about men/women in the conversation in Exercise 7A? Give examples and reasons.

## VOCABULARY | opinion adjectives

8A Match the adjectives in the box with opinions 1–8 below.

disturbing illegal unethical justifiable  
inevitable inoffensive sensible outrageous

- It makes me feel upset. *disturbing*
- It's a good idea – reasonable and logical.
- It's going to happen sooner or later, that's for sure.
- It's against the principles of what is right and wrong.
- If you do it, the police might arrest you.
- There's a good reason for it.
- I'm totally shocked and extremely angry.
- Maybe it bothers some people, but not me.

B Work in pairs and take turns. Student A: give one of the opinions above. Student B: close your book and reply using one of the adjectives.

A: It's going to happen sooner or later, that's for sure.

B: Yes, it's inevitable.

C Which of the adjectives in Exercise 8A can be made into their opposites by adding/removing a prefix?

## SPEAKING

9A Work in pairs and choose three topics to discuss.

- Everyone should be paid exactly the same amount for any job they do.
- What you wear is not important.
- Exams are a waste of time.
- University should be free for all.
- Friendship is more important than love.
- It's unethical to buy extremely cheap clothes from developing countries.



B Work in groups and discuss the questions.

- Do you agree or disagree with each statement? Why? Give at least two reasons.
- Which adjective(s) from Exercise 8A can you use to say how you feel about each topic?

## DVD PREVIEW

1 Work in pairs and discuss. Which ways of completing the statement do you agree with?

Money can't make you happy ...

- but doing a job you love can.
- What a silly thing to say! Of course it can!
- but you can't be happy with no money. You need a certain amount.
- but shopping does make me feel good.
- and neither can any objects or possessions.
- but I would still like to be very, very rich!

2 Read the programme information. What do you think the scientists will say in this episode?



## The Happiness Formula

People in many countries are far wealthier than fifty years ago but happiness levels have declined. As people have recognised the failure of consumerism to deliver happiness, scientists have taken an interest in what it is that does or doesn't make people happy. This six-part series explores their findings. In tonight's instalment, presenter Mark Easton finds out why the work-and-buy ethic has failed us, and what the science of happiness says about how we should change our way of life.



## DVD VIEW

3A Watch the DVD. What is the scientists' main point about how we should change our life?

B Work in pairs. Explain the connection between each pair of words.

- |                         |                            |
|-------------------------|----------------------------|
| 1 consume               | purchase                   |
| 2 status                | designer label             |
| 3 being in the rat race | being stuck on a treadmill |
| 4 increase              | diminish                   |
| 5 assumption            | evidence                   |
| 8 suspect (adj)         | unreliable                 |

C Watch again and answer the questions.

- 1 What is the significance of '£10,000 a year'?
- 2 The reporter says 'the science of happiness suggests we should do the opposite'. The opposite of what?
- 3 Professor Jackson talks about 'assumptions that we have to re-examine'. What is one assumption he mentions?

D Work in groups and discuss the questions.

- 1 What do you think has stopped people from being happier as they have become wealthier?
- 2 What do you think people can do to change their situation?

## speakout a happiness survey

4A Work in pairs and discuss. Which are the three most important 'ingredients' of happiness in the box below? Which three are the least important?

a life partner peace and quiet a nice car  
free time friendship sport or exercise  
money future plans good food music

B ▶ 2.7 Listen to a man answering questions about happiness. Which topics from Exercise 4A do they talk about? Which are the most important for him?

C Listen again and tick the key phrases you hear.

## keyphrases

[Could I/Do you mind if I] ask you some questions?

Which is the [most/least] important for your happiness?

What would you say is missing from your life?

Which would you find the [easiest/hardest/most difficult] to live without?

Are you more or less happy than you were five years ago?

How happy would you say you are, on a scale of one to five (five being very happy)?

5A Work in pairs and prepare a short happiness survey using the key phrases.

B Talk to other students and ask your questions. Make notes on their answers.

C Summarise your findings to the class.

## writeback tips for being happy

6A A website asked its readers for tips for being happy. Work in pairs. Read two of the responses and discuss which you agree with.

## Don't read the news or watch TV

The news is filled with negative images and stories and each one contributes to your stress levels, making you feel more depressed. Following the news can also take up a great deal of your attention. Instead, use the time to do something you enjoy, such as cooking a meal, phoning a friend or going for a walk.

## Get a pet

Studies have shown that people who have a dog or cat are happier and live longer. A pet can give companionship that, for some people, is almost as good as having a partner. Be realistic about what type of pet would be most suitable for you and for your accommodation. Remember, if you choose a dog you'll have to take it for walks, whereas a cat is more independent.

B Work in pairs. Use the headings below to make notes on three tips for being happy.

Tip: *Do something new every day.*

Why this helps: *simple concept – keeps your brain alert – raises your energy levels – stimulating – makes you feel happier*

How to do it: *get off the train/bus a stop early and walk home – speak to someone you don't know – do a new type of puzzle*

C Write about your tips for the website (120–200 words). Use one paragraph for each tip.

D Read other students' tips. Whose tips would work best for you?



## GRAMMAR

## 2.1 present perfect simple or continuous?

Use both tenses to talk about situations or repeated actions which started in the past and continue into the present.

• Often there is no important difference, particularly with verbs such as *work, live, study*.

*Ella's worked / 's been working for the company for a year now.*

• The present perfect continuous is often used for verbs of longer duration (*wait, stay, run, play, sit, stand, etc.*).

*I've been staying with friends for the last six months.*

• The present perfect simple is used for state verbs (*know, have, understand, be*) and verbs of short duration (*drop, start, finish, leave, break, lose, etc.*).

*I've known Stella all my life. NOT I've been knowing Stella all my life.*

*Oh no! I've left my ticket at home. NOT I've been leaving my ticket at home.*

Use the present perfect continuous to emphasise a continuous or repeated activity and the present perfect simple to emphasise a completed action.

*I've been answering emails all morning.*

*I've answered all my emails.*

• The present perfect simple often emphasises a completed result and answers questions such as: *How many? How much? How far?*

*She's run 500 kilometres and she's raised 5,000.*

NOT *She's been running ... She's been raising ...*

• The present perfect continuous is used when there is present evidence of a recent activity.

*You look hot. Yes, I've been running.*

NOT *Yes, I've run.*

*Sorry about the smell. I've been cooking fish.*

NOT *Yes, I've cooked fish.*

## 2.2 the passive

Form the passive with *be* + past participle. In a passive sentence, the agent may or may not be mentioned.

	active	passive
present simple	The press follows him everywhere.	He's followed everywhere by the press.
present continuous	The police are monitoring his emails.	His emails are being monitored by the police.
past simple	Fire destroyed the building.	The building was destroyed by fire.
present perfect	Someone's eaten my sandwich.	My sandwich has been eaten.
will	Someone will tell you.	You'll be told.
modals	We can't do it this week.	It can't be done this week.
-ing form	I don't like people criticising me.	I don't like being criticised.
infinitive with to	The organisers want people to give feedback.	The organisers want to be given feedback.

Use the passive:

• when the object of the verb rather than the subject (the agent) is the focus of the sentence.

*The president was honoured by his staff at a special banquet.*

• when the agent is obvious, not important or unknown

*A man's been arrested on suspicion of murder.*

*I hate being watched when I'm practising Tai Chi.*

*I'm being sent all sorts of spam about weight loss.*

• to create a distance between the agent and the action, for example to avoid responsibility.

*Your ideas will be considered and the good ones put into effect.*

*All complaints will be taken seriously.*

• in more formal texts (e.g. academic writing, business reports) and certain text types (e.g. newspaper articles, radio/TV news).

*No survivors have been found in the disaster.*

**spoken grammar**

To avoid using passive in spoken English, we can use pronouns (e.g. *they/someone*) with an active voice.

*They say no one survived the crash.*

## 2.3 giving and responding to opinions

Use these expressions to express your opinion:

*I'm (very much) in favour of / (really) against ...*

*I think / feel / believe that ...*

*It seems to me that ...*

*The way I see it ...*

agreeing	partially agreeing	disagreeing
That's right. I agree (with you). Exactly/Absolutely/ Definitely I suppose so	You've got a point there, but ... I agree to some extent, but ... I take/see your point, but ... Fair enough, but ... I know what you mean, but ...	I (totally) disagree. I don't agree (with you). I'm not so sure. I'm (still) not convinced.

## PRACTICE

## 2.1 A Complete the answers with the present perfect simple or continuous form of the verbs in brackets.

1 Why are you looking so pleased with yourself?

Because I \_\_\_\_\_ for some clothes and I've found something I like. (look)

Because I \_\_\_\_\_ a new pair of jeans. (just buy)

2 You look hot.

Yes, I \_\_\_\_\_ 15 km. (do)

Yes, I \_\_\_\_\_. (run)

3 What's the matter?

We \_\_\_\_\_ to decide where to go on holiday this year. (try)

We \_\_\_\_\_ we can't afford a holiday this year. (decide)

4 What's up with Jake?

He \_\_\_\_\_ his knee (hurt)

He \_\_\_\_\_ with Serge again! (fight)

5 I feel sick.

That's because you \_\_\_\_\_ a whole packet of biscuits. (eat)

That's because you \_\_\_\_\_ ice-cream all afternoon. (eat)

**B Write a question about each sentence. Use the underlined verb in the present perfect simple or continuous form. If both are possible, use the continuous form.**

1 I teach biology at the high school.

How long \_\_\_\_\_

2 I collect antique books.

a) How long \_\_\_\_\_

b) How many \_\_\_\_\_

3 I think Dan's a bit of an idiot.

How long \_\_\_\_\_

4 I'm saving up money for university.

a) How long \_\_\_\_\_

b) How much \_\_\_\_\_

5 I have a house on a Greek island.

How long \_\_\_\_\_

6 I know Maria well.

How long \_\_\_\_\_

## 2.2 A Put the words in the correct order to make sentences.

1 cat's / operated / this / My / being / on / afternoon

2 be / He'll / later / or / sooner / caught

3 badly / in / fire / was / burnt / the / Kim

4 of / middle / the / in / up / woken / being / mind / don't / They / night / the

5 hurt / you / care / Someone / get / if / could / take / don't

6 the / asked / whole / I've / give / been / to / speech / to / school / a

7 at / by / She's / be / desk / day / to / her / 9a.m. / expected / every

8 monitored / sometimes / emails / supervisor / by / their / are / Employees'

**B Complete the article with the correct active or passive form of the verbs in brackets.**

## Google street view helps find missing child

Google Street View <sup>1</sup>*has been used* (use) to help find a kidnapped child in rural Georgia. Ten year old Maria Nadal, from Atlanta, Georgia, <sup>2</sup>\_\_\_\_\_ (find) safely at a motel on Tuesday. She <sup>3</sup>\_\_\_\_\_ (discover) by Police Officer Ned Beales and Deputy Fire Chief Louis Thomas. They <sup>4</sup>\_\_\_\_\_ (put) the coordinates from Maria's mobile phone into Google Street View and were able to identify one of the buildings as a motel.

A woman <sup>5</sup>\_\_\_\_\_ (arrest). She <sup>6</sup>\_\_\_\_\_ (believe) to be Maria's grandmother, and family friends said that the woman had complained about <sup>7</sup>\_\_\_\_\_ (separate) from the little girl. Legal experts say she <sup>8</sup>\_\_\_\_\_ (might/give) a warning and a fine rather than go to prison because she is a family member.

## 2.3 A Complete the conversation with the words in the box.

in it still what to the enough point sure

A: I'm <sup>in</sup> favour of the idea of compulsory school uniforms.

B: Are you? I'm really against.

A: Well, way I see it, with uniforms everyone's the same, rich or poor.

B: I take your, but they can be very expensive – especially as children get bigger.

A: I know you mean, but kids' clothes are expensive anyway.

B: Fair, but having uniforms deprives children of individual expression.

A: I agree some extent, but uniforms provide a sense of belonging.

B: I'm not so. Lonely kids don't feel any less lonely just because they have a uniform on.

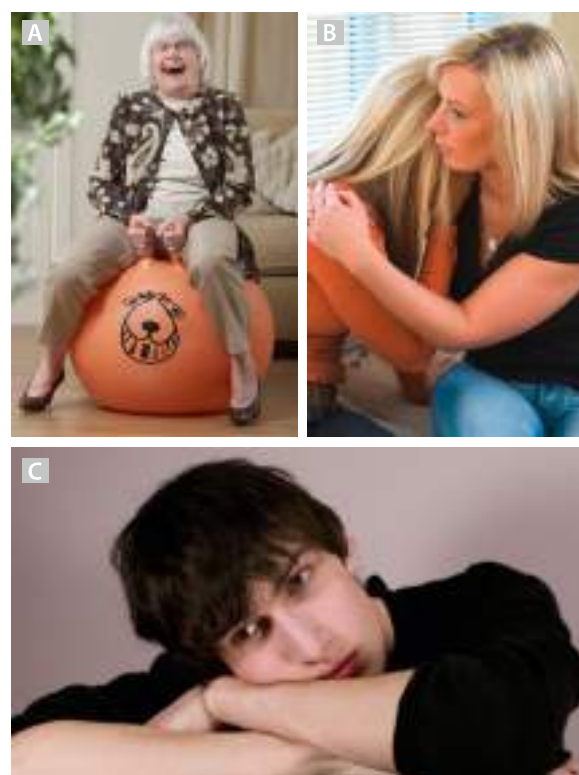
A: Maybe not, but I'm not convinced.

## PERSONALITY ADJECTIVES

1A Match the adjectives in the box with descriptions 1–10.

cautious eccentric flexible genuine mean moody  
naive sympathetic trustworthy witty

- My friend always has time for me when I've got a problem. She seems to understand and wants to help.
- Cheung always takes a long time to make up his mind and he's careful to avoid problems or danger.
- Joe thought his first job would be easy and people would be nice. He soon learnt differently!
- I really like your fiancé – he seems honest and sincere.
- Lucia makes me laugh a lot. She's very quick-thinking and clever with words.
- My last teacher wasn't very kind. She often laughed at students when they made mistakes.
- Noriko is a great addition to the team. She adapts quickly to new situations and doesn't mind change.
- Karl acts a bit strange sometimes and wears the oddest clothes, but he's a good guy.
- You can tell Marta a secret and you know she'll never tell anyone else.
- Sam's a typical teenager. He always seems to be unhappy or else he suddenly gets angry for no reason.



B What type of personality do you think the people in photos A–C have?

## WORD FORMATION

2A Complete the table with the adjective form of the nouns.

noun	adjective
absence, presence violence, patience	<i>absent</i>
secrecy, accuracy democracy, decency	<i>secret</i>

B Complete the table with the adjectives below and add the noun forms. Use a dictionary to help.

independent      urgent  
fluent      silent  
private      permanent  
intelligent

C Complete the questions with the noun or adjective form of one of the words in the table.

- What do you think is the best way to gain \_\_\_\_\_ in a language?
- How \_\_\_\_\_ is your spelling in your language and in English?
- Are you good with young children or do you lose \_\_\_\_\_ very easily?
- Is it better to have a boring but \_\_\_\_\_ job for life or a number of short-term jobs that you love?
- Some people aren't academically brilliant, but have high emotional \_\_\_\_\_. Which is more important?
- Would it be possible for people in your town to give up their \_\_\_\_\_ cars and use only public transport?
- How often are you \_\_\_\_\_ from English lessons or from work due to bad health?
- Do you think there is too much \_\_\_\_\_ on television nowadays?

D Ask and answer the questions.

## ISSUES

1 Match the natural disasters to the photos.

- |               |                     |
|---------------|---------------------|
| 1 flood       | 5 landslide         |
| 2 earthquake  | 6 tornado           |
| 3 drought     | 7 tsunami           |
| 4 forest fire | 8 volcanic eruption |

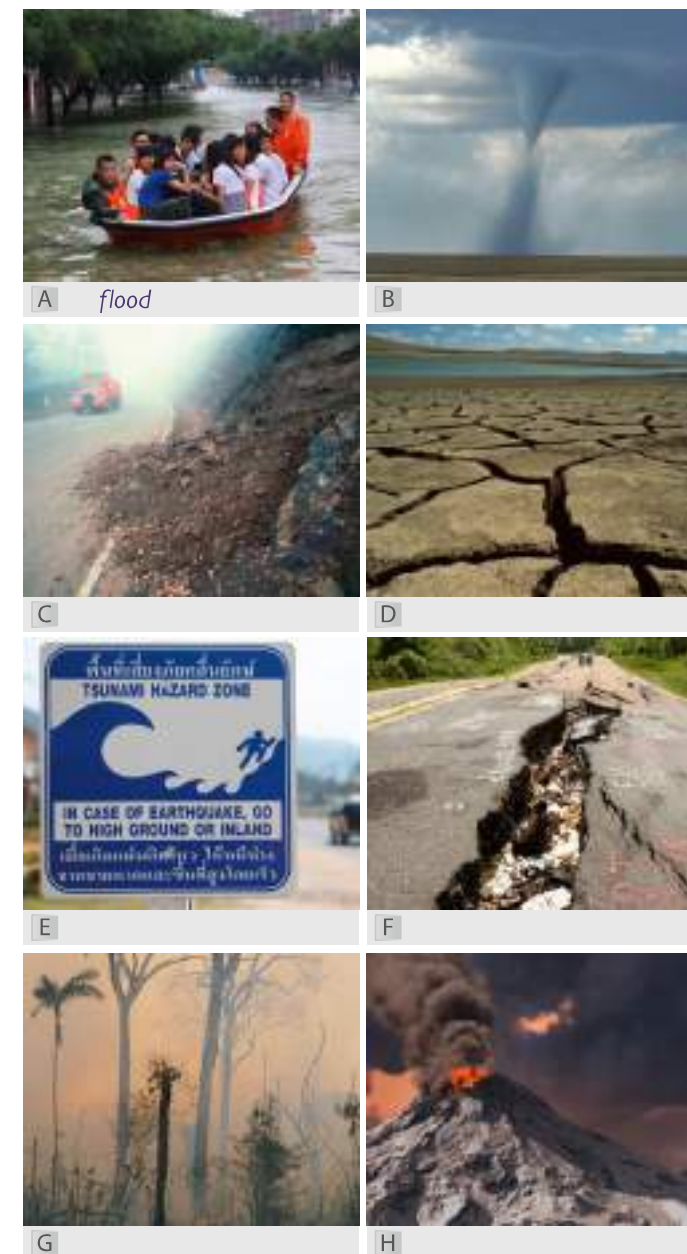
2A Complete the collocations with *issue/question/problem* using an adjective from the box.

political economic ethical global  
industrial domestic rural urban

- This problem has nothing to do with any other country. It's a purely \_\_\_\_\_ issue.
- You can't decide on the basis of finance or politics. It's a/an \_\_\_\_\_ question – a matter of right or wrong.
- People in cities don't understand. It's a/an \_\_\_\_\_ problem.
- The decision on the election date is a/an \_\_\_\_\_ question and will depend on the government's popularity.
- The country has serious \_\_\_\_\_ problems, which mean that taxes will probably have to double next year.
- The typhoid epidemic started as a/an \_\_\_\_\_ problem but has rapidly spread to the countryside.
- The situation can't be decided by one or two countries acting alone. It's a/an \_\_\_\_\_ issue.
- These are typical \_\_\_\_\_ problems and affect most kinds of factories, from food production to car manufacture.

B Write the equivalent noun for each adjective in Exercise 2A. Keep the same context.

*political* – *politics*  
*urban* – *city*



## VERBS/NOUNS WITH THE SAME FORM

3A Underline a word in each question which has the same noun/verb form.

- What's the worst delay you've ever experienced on a flight?
- Do you have an exam at the end of the course or does your teacher test your English every week?
- Do you ever shout when you're angry or do you take a deep breath and count to ten?
- Would you ever queue overnight for a product you've seen in a sale?
- When you're cooking, do you weigh everything exactly or do you just make a guess?
- Is the best cure for a headache to take a pill or just to relax?
- Do you think people should get a fine for driving too fast or should they lose their licence?
- In a restaurant, do you complain if the service is bad? Do you always tip the waiter if it's good?
- Would you ever lie or do you always tell the truth?
- When you compare yourself to other people, are you quite calm or are you often in a hurry?

B Work in pairs and discuss the questions.