The Cutting Edge Intermediate/Upper Intermediate Video gives students a wealth of information about aspects of modern life, providing them with a rich source of authentic, real-life material. Based on the syllabus of the Cutting Edge Intermediate and Upper Intermediate students’ books, the language is graded accordingly through the six programmes. If you are using the Cutting Edge course, each video unit is designed to be used once students reach the consolidation unit sections in the corresponding students’ book.

The Video Workbook

The Cutting Edge Intermediate/Upper Intermediate Video Workbook helps students to understand the video through comprehension questions and exercises.

The units are divided into the following sections:

- **Preview** prepares students for the video topic and includes the pre-teaching of vocabulary. To help them with vocabulary, students are encouraged to use a good dictionary such as the Longman Active Study Dictionary or the Longman Dictionary of Contemporary English.

- **In view 1** accompanies the first viewing of the video all the way through and focuses on general comprehension.

- **In view 2** divides the video into short sections and presents students with more detailed comprehension questions. Students may need to watch the section more than once. After students have answered the questions, they watch the relevant section again to check their answers.

- **Review** starts with an exercise based on the content of the video to see what information students have retained. Review includes language practice and vocabulary sections for reinforcement. Short texts extend aspects of information given on the video.

- **Your view** sections after most In view 2 and at the end of Review encourage students to think about what they have seen, and to connect it to their own experience and views.
1 The time of your life

Preview

1 Answer the questions.

Telling the time
1 Do you always wear a watch?
2 Could you live without your watch?
3 How many times a day do you look at your watch or a clock?
4 Why do we need to be able to tell the time accurately?
5 Do you think our lives are controlled by time?
6 When did people first think about telling the time?
7 What was the first way of telling the time?

Vocabulary

2 Read the dictionary entries for the following words. Which of these do you think you will see on the video about time?

sundial /ˈsʌndɪəl/ n [C] an object that shows the time by using the shadow made on it by the sun
accurate /əˈkɪrət/ adj exactly correct

ornament /ˈɔːrnəmənt/ n [C] an object that you keep because it is beautiful rather than useful

hourglass /ˈauəglɑːs/ n [C] a glass container for measuring time, in which sand moves to the bottom in exactly one hour

shadow /ˈʃeɪdəʊ/ n [C] a dark shape that appears on the surface behind an object when light shines on it

measure /ˈmeʒə/ v [I,T] to find out the size, length or amount of something

pendulum /ˈpɛndjʊləm/ n [C] a long stick with a weight at the bottom that swings from side to side, used especially to make a large clock work

obelisk /ˈobɛlɪsk/ n [C] a tall pointed stone pillar
In view 1

1 Read the list below. Then watch and put them in the order they appear on the video.
   atomic clock ✔ hourglass ✔ obelisk ✔ pendulum clock ✔
   Stonehenge ✔ sundial ✔ water clock ✔

2 Which of these ideas are included in the video?
   1 The history of how we measure time.
   2 How we waste time.
   3 We never have enough time.
   4 The importance of time in many areas of life.

In view 2

Section 1 0:00 – 1:00

1 Read the following phrases. Then watch and tick the ones Martin and Emma use.
   there’s a time to … ✔ on time ✔ buy time ✔ kill time ✔
   spend time ✔ make time ✔ tell the time ✔ waste time ✔
   to have the time of your life ✔ to have a bad time ✔

You can watch again to check your answers.

Section 2 1:01 – 1:54

2 Watch the video, then read the following and decide whether they are true or false. Try to correct the ones which are false.
   1 We have always wanted to measure time.
      False. There was a time when no one used to think much about time.

   2 It is thought that Stonehenge was built to help people work out seasons, months and years, by noting the position of the sun.

   3 The Romans invented the obelisk.

   4 The shadow cast by the obelisk helped people to divide the day into morning and afternoon.

You can watch again to check your answers.
1 The time of your life

Section 3

Watch the video and complete the table to show the advantages and disadvantages of the sundial and the hourglass.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sundial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourglass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can watch again to check your answers.

Section 4

Read the sentences below. Watch and choose the correct sentence in each pair.

a) We see a water clock from Ancient Greece.
b) We see a model of a water clock from China.
c) The clock was very accurate.
d) The clock was not very accurate.
e) It was very difficult to control the speed of the water.
f) The water always flowed too fast.

You can watch again to check your answers.

Section 5

Watch the video, then complete the following. Use the words from the box.

Christiaan Huygens was a Dutch (1) ........................................... . He was not the first man to build a (2) ........................................... but he was the first to build one that was (3) ...........................................  to within one minute a (4) ........................................... . This was a (5) ...........................................  in the history of time-keeping. From then on, something going well was (6) ...........................................  .

Turning point  scientist  day  pendulum clock  running like clockwork  accurate

You can watch again to check your answers.
6 Look back at exercise 5 and say what the following expressions mean.

1 accurate to within one minute a day
2 a turning point
3 running like clockwork

Section 6 [3:51 – 4:32]

Before you watch the video, read the exercises (7–8), then watch and answer.

7 Read the following, then watch and tick (✔) the correct answer.

The atomic clock is accurate to:
1 within a second per year □
2 within a million seconds per year □
3 within one millionth of a second per year □
4 within a nanosecond (= a thousand millionth of a second) per year □

8 Watch [4:21 – 4:32] again without sound and put the following in the order you think Martin talks about them. You can watch this more than once.

electric power ☐ many other modern technologies ☐ communication ☐ transportation 1 ☐ manufacturing ☐

Now listen and check your answers.

Section 7 [4:33 – 5:22]

9 Before you watch, try to match the activities to the time we spend/waste on them. Then watch and compare your answers.

1 Eleven days a year a In the bathroom
2 Eight months of your life (in USA) b Stuck in traffic jams
3 Forty-five hours every year c Travelling to and from work
4 Twenty-four years of your life d Opening junk mail
5 Four years of your life e In bed
6 Two years of your life f On hold on the phone

Your view

• Which of the activities in question 9 do you think is really a waste of time?
• Can you think of other ways in which we waste time?
Language practice

Comparisons

Match the people to the deadlines.

<table>
<thead>
<tr>
<th>3 hours</th>
<th>2.5 hours</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>10 mins</td>
<td></td>
</tr>
</tbody>
</table>

1 Jo has much more time than Pete before her deadline.
2 Tom has more time than Sue, but a tighter deadline than Jo.
3 Sue’s deadline is not as tight as Pete’s.
4 Dee’s deadline is a lot tighter than Pete’s.

Look at the table which shows changes in the way children in America are spending their time.

<table>
<thead>
<tr>
<th></th>
<th>1981</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing</td>
<td>40% of time</td>
<td>30% of time</td>
</tr>
<tr>
<td>Watching TV</td>
<td>2 hours on weekdays</td>
<td>90 mins on weekdays</td>
</tr>
<tr>
<td>At pre-school</td>
<td>11.5 hours a week</td>
<td>20 hours a week</td>
</tr>
</tbody>
</table>

Now complete the sentences. Use information from the table above and words in the box below.

In 1981 children spent (1) .................. of their time playing than they do today. The figure has fallen from 40 per cent to 30 per cent. And children today seem to be ‘working’ (2) .................. than the previous generation as they spend nearly (3) .................. hours a week at pre-school. Perhaps the (4) .................. fact is that today’s children spend (5) .................. time watching TV, in fact half an hour (6) .................. each day.

<table>
<thead>
<tr>
<th>harder</th>
<th>most surprising</th>
<th>much more</th>
<th>twice as many</th>
<th>far less</th>
<th>less</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tense revision

5 Which of the sayings below is closest to your own experience? Write about your experience.

Everything takes twice as long as you think it is going to.

The task that you are doing expands to fit the length of time you have to do it.

Fewer people can achieve more in less time. The larger the number of people involved in a task, the less is achieved.

The past is history
The future is a mystery
This moment is a gift
And so it’s called the present.

Vocabulary

6 You can record new words connected to a topic. Add as many words as you can think of connected with time.

clockwise/anti-clockwise (adj)
pendulum clock/s (n)
accurate (adj)
inaccurate (adj)
measure time (v)

Choose the correct explanation for each sentence.

1 My watch has gained 10 minutes.
   a My watch is 10 minutes fast.
   b My watch is 10 minutes slow.

2 He arrived on the dot of 12.00.
   a He arrived at exactly 12.00.
   b He arrived around 12.00.

3 It will take a good hour.
   a It is a good idea to allow an hour.
   b It will take a full hour, maybe longer.

4 I’m running behind.
   a I’m just behind you.
   b I’m late.

5 He had a very tight deadline and he finished the work just in time.
   a He finished the work a very short time before the deadline.
   b He finished the work a long time before the deadline.

6 They had the time of their lives.
   a They had a great time.
   b They had a bad time.

7 I’ve got some time on my hands.
   a I’ve got some spare time.
   b I’m wearing a watch.

Your view

• Imagine life without a way to measure time. What would be the advantages and disadvantages?
2 Glorious failures

Preview

1 Answer the questions.

1 Look at the title ‘Glorious failures’. What do you think this means?
2 Make a list of five things that did not exist 100 years ago.
3 Which of these could you not live without today?
4 What do you think is the greatest invention of all time?

Vocabulary

2 Match the expressions to the correct definitions.

- to achieve fame and fortune
- baldness
- Hall of Fame
- to launch
- revolution
- to make the big breakthrough
- the thinking behind something
- glorious

1 a group of people who have been particularly successful usually in a certain area
2 to make an important advance or discovery, often after earlier failures
3 to become well known and rich
4 a complete change in ways of thinking, working, doing things; one complete circular movement on a central point e.g. of a wheel
5 to send a boat into the water; to bring something to the public's attention
6 the reason something has been done in a certain way
7 the condition of being bald, having little or no hair on the head
8 wonderful, splendid; enjoyable

In view 1

5:32 – 11:05

1 Watch the first part of the programme from 5:32 – 7:25. What do you think the rest of the programme will be about?

2 Now watch from 7:25 – 8:23. What do you think this next invention will be?

3 Watch the rest of the programme. Which invention do you think is the craziest?
In view 2

Section 1 [5:50 – 6:33]

1 Watch and listen for the following phrases. Tick each one as you hear it.
- exhibits
- developments in science and technology
- shaping the modern world
- inventors
- pioneered

2 Watch again. What do you think each word or expression means?

You can watch again to check your answers.

Section 2 [6:33 – 7:14]

3 Watch and match the people to the inventions and to the dates.

<table>
<thead>
<tr>
<th>Inventor</th>
<th>Invention</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Stephenson</td>
<td>table telephone</td>
<td>1860s</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>electric light bulb</td>
<td>1890</td>
</tr>
<tr>
<td>Louis Pasteur</td>
<td>the Rocket – a railway engine</td>
<td>1880</td>
</tr>
<tr>
<td>Lars Ericsson</td>
<td>microscope</td>
<td>1829</td>
</tr>
</tbody>
</table>

One of these people was NOT the inventor of the object. Which one?

You can watch again to check your answers.

5 Watch [6:33 – 7:01] again without sound and give your own voice-over commentary using the information in exercise 3.

*Here is George Stephenson's Rocket which was built in 1829.*

6 Watch the rest of this section with sound. Compare the list below with Emma's.

**What is missing in this list?**
- Vacuum cleaners
- Washing machines
- Radios
- Flush lavatory
Section 3  7:14 – 8:23

Read the exercises (7–9), then watch and answer.

7 Complete the sentence.
   What is not here, though, is any record of all those who ..................... and ..................... .
   All those, for example, who also dreamed of flying, but couldn’t get off the ground.

8 How many different flying machines do we see that ‘couldn’t get off the ground’?

9 What successful invention was possibly inspired by a ‘glorious failure’?

You can watch again to check your answers.

Section 4  8:24 – 10:06

10 Watch and complete the table (1–9).

<table>
<thead>
<tr>
<th>Inventor</th>
<th>Invention</th>
<th>Problem with invention</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edwin Solomons</td>
<td>1</td>
<td>2</td>
<td>a He was an English science teacher. Invented machine in 19 ...............</td>
</tr>
<tr>
<td>Dr Purves</td>
<td>Dynasphere</td>
<td>3</td>
<td>b Made in ...............</td>
</tr>
<tr>
<td>Mr Frodsham</td>
<td>4</td>
<td>5</td>
<td>c Launched in ...............</td>
</tr>
<tr>
<td>Man in Paris</td>
<td>6</td>
<td>7</td>
<td>d Invented in ............... . It led to the personal stereo 60 years later.</td>
</tr>
<tr>
<td>Harry Billeness</td>
<td>8</td>
<td>9</td>
<td>e Hoped he would make a lot of ...............</td>
</tr>
</tbody>
</table>

11 Watch again and complete the information (a–e) in the column ‘Other information’.

You can watch again to check your answers.

Section 5  10:06 – 11:05

12 Watch without sound.
   1 What is this robot doing?
   2 Why don’t we have robots in our homes today?

Now watch from 10:06 with sound and compare your answers.
Review

1 Put the inventions – the successful ones and the glorious failures – you have seen or heard about on the video into these categories. You can read the video script on page 41 to help you.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Transportation</th>
<th>Household appliances</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Watch the clips without sound. With a partner write a short description for each clip.

- 8:24 – 8:36 washing-up machine
  - Example
    - Here is Mr Solomons and his washing-up machine.
    - It was not a great success because it was just like washing-up by hand!

- 8:55 – 9:11 water-walking boots
- 9:23 – 9:48 radio hat
- 9:48 – 10:06 Harry Billeness’ baldness cure
- 10:30 – 10:41 domestic robot

.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................
.......................................................................................................

Watch again without sound and give your voice-over commentary.
A Glorious failure?

The Dynasphere was built by Dr Purves in 1932. The driver’s seat and controls were inside this 4m high structure which was powered by an electric engine. Difficult to steer, and difficult to see where you were going, it was thankfully too slow to be dangerous. It was said to be good on ice. It even had a little hood to keep off the rain! Surprisingly a modern-day version exists. Dr Owen, a professor at Bath University in England has built one which he calls a monowheel. Unlike Dr Purves, who thought his invention would revolutionise modern transport, Dr Owen says that he built his for fun, to make people laugh. An American, named Kerry McLean seems to take things rather more seriously. He has built a much smaller modern day Dynasphere capable of travelling at 85km/h and is aiming at reaching 160km/h! Pedestrians, take cover!

Questions

1. Who invented this?
2. What were the difficulties in driving it?
3. What has Dr Owen done?
4. Is he as ambitious as Dr Purves?
5. What does McLean hope to achieve?
6. Do you think this form of transport could become common?
7. Would you like to drive one? Why? Why not?

Which of the following sayings applies to the inventors of glorious failures?

1. If at first, you don’t succeed, try and try again.
2. Failure is not falling down, it is not getting up again.
3. Our inventions are … pretty toys, which distract our attention from serious things. They are … improved means (ways) to an unimproved end.
4. The greatest sadness is not to try and fail, but to fail to try.
Vocabulary

Which words in the box describe:

a the inventions
b how the inventors probably felt?

disappointing disappointed
embarrassing embarrassed
depressing depressed
exciting excited
annoyed annoying
frustrated frustrating

Choose the correct adjective in each sentence.

1 I'll be so disappointed/disappointing if this doesn't work.
2 They found they had made a mistakes in their measurements which was rather embarrassed/embarrassing for them.
3 She always gets so depressed/depressing when things go wrong. She's quite depressed/depressing to be with!
4 They got very excited/exciting when they heard about the new idea.
5 Everyone agreed that he was brilliant, but that he could also be really annoying/annoyed because he never listened to anyone else.

Write five sentences using one adjective from each pair.

When you learn a new word, try to learn the other parts of speech too. For example, if you learn a noun, then learn the verb too. Put the words below in the table.

<table>
<thead>
<tr>
<th>Noun (thing)</th>
<th>Noun (person)</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhibit</td>
<td>exhibition</td>
<td>to exhibit</td>
</tr>
</tbody>
</table>

Can you think of an example for each of the nouns above – things and people?

Example

*exhibit: the Mona Lisa in the Louvre*

Your view

- Why do you think inventors do what they do?
- What qualities do you need to be an inventor?
- Can you think of an invention that would make your life easier today?
3 Rules and freedom

Preview

1 Think of five rules.
2 Do you think they are sensible rules?
3 Do you think it’s important to obey rules?
4 Why do we need rules?
5 In a programme about rules and freedom what do you think might be included?

Vocabulary

Read the following. Underline any information which is new to you. You can use your dictionary to help you with any new words.

The United Nations (UN)
The United Nations was set up after the end of World War II to prevent future wars. It is concerned with world peace and social justice. More than 170 nations belong to the UN.

The Geneva Convention
The Geneva Convention is an international agreement about how to limit the harmful effects of war, for example, how to protect civilians, hospitals and people who are hurt or taken prisoner. It was an agreement signed at Geneva in 1864 and later revised.

suffragette
A suffragette was a woman who tried to obtain the right for women to vote in Britain and the US in the early 20th century. The suffragettes did everything they could to bring their demands to public attention.

campaign
A campaign is a series of things that you plan and do in order to achieve a particular result, especially in business, politics or in the military.

right
If you have the right to do something this means you are legally or morally allowed to do it.

In view 1

On the video you will hear lots of different rules. Write down at least five rules that you hear.
According to Emma and Martin are they crazy or sensible rules?

Which rule did one group of people fight very hard to change?
In view 2

Section 1 11:33 – 12:24

Read the exercises (1–2), then watch and answer.

1 Read the rules below then watch and match the rules to the places.

   1 London, UK
   2 Switzerland
   3 Pennsylvania, US
   4 Finland

   a You must not wash your car on a Sunday.
   b You must not sing in the bathroom.
   c If you cannot read, you must stay single.
   d Taxis must carry food for horses.

You can watch again to check your answers.

2 Do you think these rules are obeyed today?

Section 2 12:24 – 12:56

Read the exercises (3–5), then watch and answer.

3 Complete the sentences.

   Emma: Of course, these are .................. .................. and regulations which no one
           bothers to .................. any more. But they show how rules .................. every
           aspect of our lives.

   Martin: Almost whatever we do, almost wherever we are, there are ..................
           .................. what to do and what not to do.

4 Watch 12:42 – 12:56 without sound and say out loud what you think the rules are.

   Watch

5 Now listen to check.

   Do you think these rules are sensible? Why? Why not?
3 Rules and freedom

Section 3 12:56 – 13:47

Read the exercises (6–7), then watch and answer.

6 Watch, then complete the gaps.
   a Emma says that rules apply to countries, populations and .......................................... .
   b The Geneva Convention focuses on rules of ..................... .
   c The United Nations (UN) has rules of conduct relating to:
      freedom of .....................
      freedom from cruelty
      freedom from .......................................... .

7 Watch and tick the boxes.
   Emma says some rules are based on:
   Freedom ☐
   Prejudice ☐
   Deserving power ☐
   Preserving power ☐
   Treating people unequally ☐

   You can watch again to check your answers.

Section 4 13:47 – 14:17

Read the exercises (8–9), then watch and answer.

8 Read the following.
   Then watch and fill in the gap.
   Emma: Like the rules which denied freedom and equality to half the population in some of
   the world’s most developed countries. ..................... !
   Which words in the sentence refer to the missing word?

9 Which of these things have women not been allowed to do at some stage in the last 150 years? Tick the boxes.
   Become teachers ☐
   Become nurses ☐
   Become doctors ☐
   Own anything when married ☐
   Vote ☐

   You can listen again to check your answers.
Section 5 14:18 – 15:11

10 Read the questions, then watch and answer.

1 Who were Emmeline and Christabel Pankhurst?
............................................................................................................................

2 Who were the suffragettes and what did they want?
............................................................................................................................

3 What did they do?
............................................................................................................................

4 What does the picture on the right show?
What was probably going to happen to this woman?
............................................................................................................................

You can watch again to check your answers.

Section 6 15:11 – 16:30

Read the exercises (11–12), then watch and answer.

11 Read the sentences. Then watch the video and add the correct date.

a Emmeline Pankhurst told suffragettes
to stop demonstrating ....................

b Start of World War I ....................

c End of World War I ....................

d Many rules were relaxed ....................

e In America women were given the right
to vote ....................

f In Britain all women were given the right
to vote ....................

g Emmeline Pankhurst died ....................

12 Watch and answer the question.

What do the following numbers refer to?

18  40 %

You can watch again to check your answers.

Your view

• Were the suffragettes justified in using violence? Why? Why not?

• When did women get the vote in your country?

• Say what you think the future will be for women in your country.
  Think about: Education  Jobs  Children
Questions

a What organisation had Emmeline Pankhurst belonged to before she founded WSPU?

b Why did she form new organisation?

c Why did Christabel start shouting at Winston Churchill.

d Was the WSPU violent from the start?

e By the start of World War I, what had the suffragettes achieved?

f Why was women’s position very different at the end of the war?

Review

1 Answer the questions.

1 How many rules can you remember?
2 Which rule do you think is the strangest rule?
3 Which rule do you think is the most important to keep?
4 What images from the video can you remember?

2 Look at the pictures and say who the women are. Then read the text and answer the questions.

Emmeline Pankhurst joined the National Union of Women’s Suffrage Societies (NUWSS), but she left it in 1903 as she had become frustrated with their lack of success. She and her daughters Christabel and Sylvia then set up the Women’s Social and Political Union (WSPU). This started out relatively peacefully, but gained publicity in 1905 when Christabel and another suffragette, Annie Kenney, attended a political meeting and asked the speaker, Winston Churchill, if women should have the vote. Failing to get an answer from him, they started shouting and took out their ‘Votes for women’ banners. They were arrested and put in prison.

Christabel Pankhurst was one of the suffragettes who believed their campaign had to be violent to be heard: they burned down churches, vandalised Oxford Street, attacked politicians and chained themselves to the railings at Buckingham Palace. In 1913 The suffragette Emily Wilding Davison threw herself under the king’s horse in protest and was killed. Many men at the time said ‘If this is how an educated woman behaves, what would a less educated woman do? How can they possibly be given the vote?’.

During the war women really proved what they could do. With the men away fighting, they worked in jobs that had previously been for men only. They worked as bus and tram drivers, mechanics, in factories, in shipyards and on farms.

At the end of the war women aged 30 and over were given the vote and 10 years later all women aged 18 and over finally won the right to vote.

3 Complete the sentences, using the verbs in brackets.

a If the suffragettes ......................... (not fight) for votes for women, women might not have won the right to vote until much later.

b If Emmeline Pankhurst ..................

......................... (not be) frustrated with the NUWSS, she would not have founded the WSPU.

c If Christabel Pankhurst

......................... (not disrupt) the political meeting, she would not have been arrested.

d If the First World war had not started in 1914, the suffragettes

......................... (continue) their campaign.
Language practice

Obligation

4 Below are some strange rules, past and present, from around the world. Write a sentence for each rule.

PRESENT DAY RULES

Prohibited
Filling your bath with water to a level of more than 8.75 cm

You are not allowed to/mustn't fill your bath with water to a level of more than 8.75 cm.

Entering the country with cigarettes.

Throwing away chewing gum.

Obligation
Wear a shirt while driving a car.

You must/have to wear a shirt while driving a car.

Every office has a view of the sky.

Walk on the left side of the pavement.

Only a licensed electrician changes a light bulb.

PAST RULES

Prohibited
Illegal to ride a bicycle without a licence.

Kissing in the cinema as a member of the audience.

Obligation
If you have snow tyres – have a sticker in your car to say so.

Illegal to drive a car without a person walking in front carrying a red flag.

5 Which of these rules do you think is the strangest? Why?

Vocabulary

6 A lot of verbs can be used with ‘rules’. Can you unjumble the verbs?

nebd ....................
feorcen ....................
yobe ....................
elrax ....................
kame ....................
rabek ....................

7 Complete the sentences, using the verbs in exercise 6 above.

a Things used to be very strict, but over the last five years or so they .......................................... the rules.

b He seems to think it’s one rule for him and another for everyone else! He’s always ..................... the rules.

c You know what you’re asking is against the rules, but I’m prepared to ..................... the rules just this once and say that you can.

d Some people say ‘Rules are ..................... to be .....................!’.

But if you do ..................... them, you’ll probably be punished sooner or later, so it’s best to ..................... them!

e The police are determined to ..................... the speed limit.

Do you know these expressions?

As a rule  A rule of thumb

Check them in your dictionary.

Your view

• What would the advantages and disadvantages be of a world without rules?
4 In search of happiness

Preview

1 Answer the questions.

1 Can you define happiness?
2 Which things, experiences, people make you happy?
3 Can you think of anything that would make you happier?
4 What one thing do you think most people say would make them happier?
5 Do you think we are happier today than fifty years ago?

Vocabulary

2 Put the following verbs into the correct space.

to fall  to rise  to boost  to improve  to increase

to plummet  to drop  to decrease  to soar

In view 1

Read the questions (1–3), then watch the video and answer.

1 Which three things are mentioned as sources of happiness?
   1 ..............................................................
   2 ..............................................................
   3 ..............................................................

2 Stop at 19:41 and answer Martin's question.

3 Are the things in question 1 really a source of happiness?
In view 2

Section 1 16:59 – 18:11

1 Read the questions, then watch the video and answer.

1 What is happiness?
2 Emma and Martin give examples of things that make people happy.
   Tick the ones you hear.
   a being with friends
   b being with your family
   c being with your partner
   d walking in the countryside
   e listening to music
   f being in control

You can watch again to check your answers.

Section 2 18:11 – 19:21

Read the exercises (2–3), then watch and answer.

2 What are both men and women spending more money on? Why?

3 Complete the statistics for the UK.

<table>
<thead>
<tr>
<th>Looking good?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hair and beauty salons</td>
<td>a 41,000</td>
</tr>
<tr>
<td>Number of employees</td>
<td>b</td>
</tr>
<tr>
<td>Number of customer visits</td>
<td>c</td>
</tr>
<tr>
<td>Amount spent by customers in hair and beauty salons</td>
<td>d</td>
</tr>
<tr>
<td>Amount spent by customers in health and fitness centres</td>
<td>e</td>
</tr>
</tbody>
</table>

You can watch again to check your answers.
4 In search of happiness

Section 3 19:22 – 20:14

Read the exercises (4–5), then watch and answer.

4 Choose the correct answer.

Real happiness is
a a short-term state of mind
b looking beautiful
c passing an exam
d getting a job
e a long-term state of mind
f winning a lot of money

5 Complete the happiness graph for people winning the lottery:

a cheerful people
b miserable people

Level of happiness

+ 

Before win Win After win

You can watch again to check your answers.

Section 4 20:15 – 21:42

Read the exercises (6–8), then watch and answer.

6 What does Martin mean when he says:

‘In the developed world at least, the link between money and happiness hardly exists.’?

What are the implications of this for the rest of the world?

7 Read the following. Correct any mistakes after you have watched the video.

Robert Frank is an Economist at Cornell University in the US.
In his book, *Luxury Living*, he supports the view that money
creates happiness. Most people earn more and spend more than
ever before and increased wealth has made them happier.
This is particularly significant in a country which is founded
on life, liberty and the pursuit of wealth.
8 Look at the graph and add these labels:
- air conditioners
- clothes dryers
- dishwashers
- income
- levels of happiness

You can watch again to check your answers.

Section 5 21:42 – 22:38

Read the exercises (9–11), then watch and answer.

9 What do Professor Oswald’s findings show?

- a Being popular with the opposite sex brings real happiness.
- b Being popular with the opposite sex brings real happiness only if you are in a lasting relationship.
- c It is impossible to achieve happiness on your own.
- d Smiling makes you happy.

10 Read, then watch and answer.

1 Do you think Professor Oswald’s findings are reliable?
2 He has studied .................... people over ................. years.
3 What age were the people?
4 How long has he studied people?

11 What does Martin suggest is the best way to find happiness?

You can watch again to check your answers.

Your view

- What is your own view about the link between
  - money and happiness?
  - looking good and happiness?
  - being in a long-term relationship and happiness?
Review

1 Read the following summary of the video. Find the seven mistakes and correct them.

We are all searching for happiness even though we cannot say exactly what it is. It is different for different people. But most people, in the Western world at least, believe that if they had more money, looked more beautiful and were in a short-term relationship, they would be unhappy. Research shows that this is the case: a lottery win may bring short-term euphoria, but it does not create lasting happiness. Statistics for Japan point to a nation that has become more affluent and more cheerful. In the UK people do not spend a great deal of money on trying to look good, although there is no evidence that this really makes them happy. The only thing that does not seem to bring happiness is a lasting relationship with someone we love. But maybe we’re all trying too hard to find happiness, instead of recognising it in our everyday lives.

2 Read the following quotations about happiness, then answer the questions.

a We hold these truths as self-evident: that all men [have] certain … rights; that among these [rights] are life, liberty and the pursuit of happiness.
Thomas Jefferson 1743 – 1826
US President

b Ask yourself whether you are happy, and you [stop being happy].
John Stuart Mill 1806 – 1873
English philosopher

c I can sympathise with people’s pains, but not with their pleasures. There is something curiously boring about somebody else’s happiness.
Aldous Huxley 1894 – 1963
English author

d Which of us is happy in this world? Which of us has his desire, or having it, is satisfied?
William Makepeace Thackeray 1811 – 1863
English author

e Our object in the construction of the state is the greatest happiness of the whole …
Plato c428–c348
Greek philosopher

f A lifetime of happiness! No man could bear it; it would be hell on Earth!
George Bernard Shaw 1856–1950
Irish dramatist, critic

1 Which are positive statements about happiness?
2 Which is selfish?
3 Which rejects happiness?
4 Which indicates it is best not to analyse happiness?
5 Which applies to lottery winners?
6 Which is part of the Declaration of Independence of the USA?
7 Which is concerned with universal happiness?
Language practice

Passive

3. Read the conversation and then the excerpt from an article. Complete the article using the verbs in brackets. Use the tenses in the conversation to help you.

Rick: Have you seen this advert?
Olivia: What’s that?
Rick: It’s for an organisation which claims to help you find happiness.
Olivia: Oh yeah? Another one! They’re setting those up all the time! Given how many there are, we should all be very happy by now!
Rick: You old cynic! I think there’s possibly something in it. I think they have helped lots of people.
Olivia: You mean brainwashed!
Rick: Well, whatever! The outcome seems quite positive, they seem to change negative attitudes to life pretty quickly. Do you fancy trying it out?!
Olivia: As the great man said, you cannot be serious!

Vocabulary

4. Put the expressions in the box into the appropriate circle.

- feel awful
- be/feel positive
- be/feel negative
- be/feel depressed*
- have a great sense of well-being
- be/feel stressed*
- be in a good mood
- be bad-tempered*
- be/feel cheerful*
- be/feel miserable
- be/feel anxious*
- be/feel nervous*
- be/feel on top of the world
- be/feel down in the dumps
- be bored*
- be euphoric*
- be ecstatic*
- be over the moon

Feeling good

Large numbers of organisations which claim to help people find happiness
(1) ........................................ (set up).
Many of their ‘clients’ claim that they
(2) ........................................................
greatly ....................... (help) while sceptics consider that these people
(3) ........................................................ (brainwash). However, it does seem that negative attitudes to life
(4) ........................................ (transform) to a much more positive approach even after a short session.

5. Look at the words marked with an asterisk* in exercise 4. Use your dictionary to find the noun for each one.

Example

depressed  depression

Your view

- Do you think people’s levels of happiness remain more or less the same throughout their lives?
5 The car – friend or enemy?

Preview

1 Answer the questions.

1 What is your preferred form of transport?
2 What are the advantages and disadvantages of each form of transport in your country?
3 What images come into your head when you think about driving?
4 Do you or your family own a car/ more than one car?
5 Could you live without a car?
6 Do you think the car is a friend or an enemy?

Vocabulary

2 Read the words in the box below. Some words have a positive meaning, some have a negative meaning. Put them in the table. You can use your dictionary to help you.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>safety</td>
<td>accidents</td>
</tr>
</tbody>
</table>

accidents safety benefit congestion to develop efficient to encourage freedom global warming noisy object of pride and pleasure pollution progress to protect suffer serious injuries to worry

In view 1

1 Watch the video from the start, then stop at 24:19 and answer the questions (1–3).

1 What is Emma’s attitude towards the car?
2 What is Martin’s attitude?
3 Describe:
   their locations their cars the speed they are driving

2 Now watch the rest of the video.

1 Do Emma and Martin’s attitudes change?
2 Who do you think has the strongest arguments? Why?
In view 2

Section 1 23:06 – 24:19

Read the exercises (1–3), then watch and answer.

1 How does Emma describe the car? Tick the boxes.
   - Dream machine
   - Essential for millions of people
   - Popular
   - Means of transport
   - Object of pride and pleasure
   - Symbol of success

2 Circle the correct answer.
   The number of cars manufactured world-wide every year
   15 million  50 million  55 million  500 million

3 Complete the sum.
   Cars manufactured each year + cars already on the road = ?

You can watch again to check your answers.

Section 2 24:19 – 25:13

Read the exercises (4–5), then watch and answer.

4 Mark the following sentences T (true) or F (false). Correct any that are false.
   1 The car has had a major impact on our lives.
   2 The popularity of the car has led to the construction of more and more roads.
   3 The popularity of the car has led to towns being redesigned.

5 Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speed at which motorists had to travel at the start of 20th century</td>
</tr>
<tr>
<td>2</td>
<td>Average speed of cars in London today</td>
</tr>
<tr>
<td>3</td>
<td>Average speed of horse-drawn vehicles at the start of 20th century</td>
</tr>
</tbody>
</table>

You can watch again to check your answers.
5 The car – friend or enemy?

Section 3 [25:14 – 26:52]

6 The following chart summarises the way Emma and Martin develop the argument for and against cars. Watch and complete the chart.

<table>
<thead>
<tr>
<th>MARTIN</th>
<th>EMMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has not been a lot of progress.</td>
<td>There has been tremendous progress: Better (1) ........................................, (2) ........................................, (3) ........................................ Car manufacturers have been improving standards throughout 20th century. Cars are more exciting, more comfortable and (4) ......................... to drive.</td>
</tr>
<tr>
<td>Safe? Many (5) ................................. on American and ................. roads.</td>
<td>Europe has introduced (6) ................................. ................................. .................................</td>
</tr>
<tr>
<td>How do we protect ourselves against (7) ................................. ?</td>
<td>We can protect ourselves by driving more carefully.</td>
</tr>
</tbody>
</table>

You can watch again to check your answers.

Read the exercises (7–9). Watch Section 3 again and answer.

7 Complete the following.

1 Number of cars on American roads ......................
2 Number of households in the US with two cars ......................
3 Number of new and used cars sold in the US every year ......................
4 Number of Americans who have died in road accidents in the last ten years ......................
5 Number of people who die or suffer injuries on European roads every day ......................
8 Complete the text.

Scientists say that the climate is changing more (1) ..................... than at any other time in the world's history and that, in (2) ..................... years from now, average temperatures (3) ........................................... by (4) ..................... degrees and sea levels by a metre or more.

9 What effect of global warming does the video show?

You can watch again from 25:35 to compare your answers.

Section 4 26:53 – 27:46

Read the questions (10–11), then watch and answer.

10 According to Emma, what benefits has the car brought us?

11 What is Martin's counter argument?

You can watch again to check your answers.

Section 5 27:46 – 29:15

12 Martin and Emma offer some solutions to the problems. Read the following and decide who says what. Write E or M by each sentence.

1 Cars are being developed which will solve some of today's traffic problems. .....................

2 Major car companies are working on engines which use alternative fuels, such as electricity, to solve the problem of pollution. .....................

3 Stop driving in cities. .....................

4 Improve public transport. .....................

5 Drive smaller cars. .....................

6 Encourage people to share cars. .....................

7 Ease congestion by building more roads. .....................

8 For every £10 billion spent on new roads in Britain the motorist gains one minute a week. .....................

Now watch to see if you were right.

Your view

• Has any of the information in the video changed your opinion about the car?
• Was there any information which surprised you?
The following predictions were made in 1903 when there was only a small number of cars on the road. Read the predictions and say which ones became a reality.

1. The car will have a great effect on urban and rural life.
2. It will save taxpayers some money because roads will not need to be repaired. The car will be much kinder to road surfaces than horses.
3. The streets will be cleaner and healthier.
4. The cities will be quieter.
5. There will be fewer accidents.
6. Journeys in cities and in the country will be much faster.
7. Car racing will replace horse-racing.

Read about the developments that are taking place today. What do you think will have happened by 2015?

1. Some city centres are closed to traffic.
2. Some public transport is made free at periods of the worst pollution.
3. The internet is becoming an important way of selling cars.
4. Computers showing air pollution levels are being introduced into some cars.
5. Car manufacturers are committed to producing cleaner cars.
6. Cars are being developed which have powerful computers. These computers are designed to take over some motorway driving.
7. Skycars are being developed.
8. Internationally, governments cannot reach an agreement on measures to reduce pollution.
5 Vocabulary

Circle the words in the list which do not complete the sentence.

1 Traffic congestion can lead to:
   frustration anger road rage
   ill-health pleasure a love affair

2 The car is:
   a dream machine
   a means of transport
   a motorist
   a cause of pollution
   a symbol of success
   an object of pride and pleasure
   a vehicle
   a horse-drawn vehicle

3 Driving today may involve all of the following:
   parking stopping getting out
   speeding going at walking pace
   following a man with a red flag
   having an accident flying
   not going anywhere
   transporting things
   giving people a lift
   breaking down
   standing up
   paying a lot of money

6 For the following adjectives find the nouns in the video script on page 45.
   safe (adj) ..............................................
   congested (adj) .................................
   noise (adj) ...........................................
   popular (adj) .................................
   injured (adj) .................................
   polluted (adj) .................................
   free (adj) ..............................................

7 Complete the sentences with a noun or an adjective from exercise 6.

1 The roads are always so ...................... . It’s not just in the rush hour.

2 The car has given us the ...................... to go where we want, when we want.

3 The car is the most ...................... means of transport.

4 Around 250 people die or suffer serious ...................... on our roads every day.

5 When the car first appeared in the early 1900s, it frightened people because it was very ...................... .

6 Car emissions which contain carbon dioxide are a major cause of ...................... and global warming.

7 He drives so fast that I don’t feel ...................... with him.

8 Look at the diagram below. Use your dictionary to check you understand all the words. Then add your own words.

Your view

• What is your dream machine?
• What do you think the future holds for the car?
6 The Square Mile

Preview

1 Answer the questions.

1 Have you heard of the Square Mile?
2 What is the difference between the city of London and the City of London?
3 Think of your capital city. What are the main areas?
4 Is there a financial area?
5 Which cities in the world are well-known as financial centres?

Vocabulary

2 Brainstorm as many words as you can connected to money and the world of finance. You can draw a diagram like the one on page 33.

3 Look at the words in bold without reading the definitions. How many of them do you know? Now read the definitions to find out what they mean in a financial context.

**Bonus** /ˈbəʊnəs/ n [C] money added to someone’s usual pay for example because they have worked hard or their company has been very successful

**Deal** /diːl/ n [C] an agreement or arrangement, especially one that involves the sale of something

**Encounter** /ɪnˈkaʊntər/ n [C] when two people or groups meet, in a way that is dangerous or not expected

**Foreign exchange** /ˈfɔːrɪn ɪkˈseɪndʒər/ n [U] the activity of buying and selling currencies (= foreign money)

**Insurance** /ɪnˈʃərəns/ n [U] an arrangement in which a company collects money regularly from a person or organisation and in return agrees to pay them a sum of money if they are involved in an accident, have something stolen, or cause harm or injury to others

**Invest** /ɪnˈvest/ v [I:T] to buy shares, property etc. in order to make a profit

**Share** /ʃeə/ n [C] one of the parts into which ownership of a company is divided

**Stock exchange** /stɒk ɪksˈtʃeɪndʒ/ n [C] where company shares are traded The London/New York Stock Exchange

**List** /lɪst/ v to make shares officially available on a stockmarket

**Turnover** /ˈtɜːnəvər/ n [singular] the amount of money a business earns in a period of time
In view 1

1 Watch the video from the start, then stop it at 30:12.
   1 Do you know the name of the building behind Martin?
   2 Where is the Square Mile?

2 Read the exercises (2–4), then watch the rest of the video and answer.

   The Square Mile is also known as the City. What is it?

3 Put these in the order they appear on the video.

   Changes in the Square Mile
   What makes the Square Mile unique
   Salaries earned in the Square Mile
   Facts and figures about the Square Mile e.g. number of banks, types of bank etc.

4 What four main changes have taken place in the Square Mile?

In view 2

Section 1 29:43 – 31:11

1 Look at the table, then watch and complete.

<table>
<thead>
<tr>
<th>The Square Mile – facts and figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Location</td>
</tr>
<tr>
<td>2 Age</td>
</tr>
<tr>
<td>3 Approximate size in km</td>
</tr>
<tr>
<td>4 Size of London</td>
</tr>
<tr>
<td>5 Features</td>
</tr>
<tr>
<td>6 Other name</td>
</tr>
<tr>
<td>7 Main function</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

You can watch again to check your answers.
Section 2 31:11 – 32:28

Read the exercises (2–3), then watch and answer.

2 Which of the following in the City are the biggest in the world? Tick (✓) the boxes.
   1 International bank lending
   2 Foreign exchange market
   3 Number of foreign companies listed on its Stock Exchange
   4 International Insurance market
   5 Film industry
   6 Aviation industry

3 Read the questions, then watch the video and answer.
   1 In what way does tradition live on in The City?
   2 Who would find it hard to recognise the Square Mile today?
   3 Who worked there thirty or forty years ago?
   4 What did they wear?
   5 What did they do?

   You can watch again to check your answers.

Section 3 32:28 – 33:27

4 Choose the correct tense to show which of these things is true today and which used to be true. Some things may be true both today and in the past.
   1 They make/used to make lots of money in the City.
   2 They make/used to make as much as 6 per cent of the UK economy.
   3 Men wear/used to wear bowler hats.
   4 Many people wear/used to wear casual clothes.
   5 There is/used to be both traditional and bold modern architecture.

   You can watch again to check your answers.

Section 4 33:27 – 34:22

Read the exercises (5–6), then watch and answer.

5 Complete the table.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Way of doing business</td>
<td>1 Face-to-face encounters on the floor of the Stock Exchange</td>
</tr>
<tr>
<td>Women's role</td>
<td>3 ..............................................</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
</tr>
</tbody>
</table>
Watch this section again and circle the correct answers.

1. Martin describes the use of the computer as
   efficient  meeting the needs of the new millennium  good looking  impersonal
2. He describes women's presence as
   a change  a revolution  obvious  male-dominated

You can watch again to check your answers.

Section 5  34:22 – 35:07

Read the exercises (7–9), then watch the video and answer.

7. Emma says that there is one thing that hasn't changed.
   Complete her sentence:
   The 280,000 men and women who work here are determined to keep the City at the
   ........................................  ........................................... of world business.

8. What is/are:
   1. getting smaller?
   2. getting bigger?
   3. getting longer?
   4. getting shorter?

9. Answer the questions.
   1. How much money do some people in the City receive as an end-of-year bonus?
   2. Is this their salary?
   3. What is the average yearly salary in Britain?
      a. £2,000  b. £20,000  c. £200,000

You can watch again to check your answers.

Section 6  35:07 – 35:50

10. Watch then answer. Are the following sentences true (T) or false (F)?
    Correct any that are false.
   1. The City is the same as the rest of Britain and the rest of London.
      ........................................................................................................
   2. The City works twenty-four hours a day.
      ........................................................................................................
   3. The City is a residential area.
      ........................................................................................................

Your view

• What are the advantages and disadvantages of working in the City?
• Would you like to work there, or in a financial area in your country?
Review

1 Answer the questions.

1 What images from the video can you remember?
2 What is the City’s century-old reputation?
3 What changes have taken place in the City?

2 Read the article and answer the questions.

Dress-down time

Bowler hats and pinstripe suits used to be the City’s uniform, and anyone wearing anything more casual would probably have been shown the door. Things have changed dramatically and casual clothes are now considered the most appropriate dress for work. It all started with ‘dress-down Fridays’ when, following the American lead, City firms allowed employees to wear casual clothes to work. It has since spread to the rest of the week and major City firms such as Arthur Andersen, Credit Suisse First Boston, Merrill Lynch and Morgan Stanley are among those who have adopted the practice.

While some employees have found this new freedom hard to handle – the question is what to wear? – others are very much in favour of this more relaxed approach. They say they feel more comfortable have a greater sense of their individual identity in the workplace.

But is it good for business? It certainly seems to be a growth opportunity for clothing manufacturers and retailers. Men, in particular, are spending more on casual clothes than they did on business suits. They opt for designer labels to give them a sense of security and buy more frequently because of the rapidly changing styles.

The professional image makers too are benefiting from this change. Recognising that freedom to dress casually can lead to confusion, they offer their advice on what constitutes ‘business casual’. The mantra1 of the 1980s and 90s ‘Dress for success’ has become ‘Casual power’. Losing the suit and tie should not mean losing out on the corporate ladder.

1 mantra = a word or phrase that is repeated many times

Questions

1 What do you understand by ‘dress-down Fridays’?
2 What did ‘dress-down Fridays’ lead to?
3 What are the advantages and disadvantages of wearing casual clothes to work?
4 Who is benefiting financially? Why?
5 What do you understand by ‘Casual Power’?
6 What do you think it is appropriate to wear for work?
7 Do you think what you wear to work has an effect on how you do your work?
Language practice

Modal verbs: must, must have, could, should have

Read the text about Clara Furse. Then answer the questions using the modal verbs (in brackets).

Clara Furse was appointed as Chief Executive to the London Stock Exchange (LSE) at the beginning of 2001. She is the first woman to hold this job in the exchange’s 200 year history. And it is a job that is described as the ‘toughest’ in the City.

Before taking it on, she worked in senior roles at UBS and Credit Lyonnais. She studied at the London School of Economics (LSE) and has twenty years of experience in the City, though not of buying and selling shares – the Stock Exchange’s main function.

The forty-three-year old mother of three was born in Canada, but has Dutch parents and speaks five languages.

‘She brings to the appointment considerable character, business experience and IT expertise’, said LSE Chairman, Don Cruickshank.

1 Do you think she’s good at what she does? (must and wouldn’t have)

She must be very good, otherwise she wouldn’t have got this job.

2 How do you think she felt when she heard she had been appointed as Chief Executive? (must have)

..........................................................

..........................................................

3 Do you think some people were surprised when she got the job? (Think about her experience.) (must have)

..........................................................

..........................................................

4 Name two of the five languages she speaks. (must)

..........................................................

..........................................................

5 Is Don Cruickshank the Chairman of the London School of Economics or of the London Stock Exchange? (could and must)

..........................................................

..........................................................

6 Do you think it was the right time to appoint a woman as Chief Executive of the London Stock Exchange? (should have)

..........................................................

..........................................................

Vocabulary

4 Match the words on the right to the words on the left.

bowlerr Exchange

cutting dealing

derangered jet

deadated information Bridge

dumbo hat

London technology

share edge

Square species

Stock Mile

5 Choose the correct words.

1 The City of London is a major financial centre/an endangered species.

2 Information technology/foreign banks has changed the way the City works.

3 In the high-pressure world/financial centre of modern finance the rewards are high: bonuses can be £1 million a year.

4 The City is determined to remain at the cutting edge/financial expertise of world business.

Your view

• In your country which sectors e.g. finance, film industry, aviation etc. are at the cutting edge?
1 The time of your life

Martin: We live by time. Almost everything we do is controlled by time. There’s a time to work, to eat, to sleep, to catch a train, to be on time.

Emma: And time is in the way we speak. We buy time. We spend time. We make time. We waste time. We’re having the time of our lives. We’re having a bad time.

Martin: But there was a time when no one used to think much about time. When it had no real meaning. When no-one counted the hours. When it was simply light or dark, day or night.

Emma: For some people, this was not enough. They noted the position of the sun as it seemed to move through the sky, and worked out ways of measuring seasons, months and years. There are those who believe that this was the purpose of Stonehenge, in England, built more than 4,000 years ago.

Martin: It wasn’t much good at telling the time though. The eight-metre high circle of stones was more a calendar than a clock, and it took the Egyptians to think of something more useful in the form of the tall and slender obelisk. The shadow this cast helped them divide the day into morning and afternoon.

Emma: Using a shadow to tell the time was an idea which lasted for centuries. In fact, the sundial, with an arm surrounded by a simple scale marking the hours, is still with us: an ornament in many parks and gardens. In the 18th and 19th centuries, they even had sundials which could be carried around.

Martin: Nice idea. And nice to look at. But so was the hourglass which had been around since the 14th Century.

Emma: The problem with the sundial, of course, is that it’s not very accurate. And it’s no use at all on a cloudy day.

Martin: And the problem with the hourglass is that someone has to keep turning it over.

Emma: What was needed was a clock. A means of measuring time that works on its own and doesn’t depend on sunshine. Something that keeps running. Like water.

Martin: There were water clocks in Ancient Greece. One of the most famous, though, was made in China in 1088. A model shows how it worked, with the continuous flow of water turning the wheel which drives the mechanism, but the original was ten metres high and rang bells to indicate the passing hours.

Emma: Again, the problem was accuracy. It was very difficult to control the speed at which the water flowed.

Martin: And the same sort of difficulty was found with early pendulum clocks. No one could work out how to keep the pendulum swinging at a constant rate.

Emma: Until a Dutch scientist named Christiaan Huygens came up with the answer in 1656.

Martin: Huygens built a pendulum clock which was accurate to within one minute a day. This was a turning point in the history of time-keeping.

Emma: From then on, something going well wasn’t running like water. It was running like clockwork.

Martin: In the 350 years since Huygens, incredible advances have been made in the field of clock-making.

Emma: With the development of the atomic clock, we can now tell the time to an accuracy of one-millionth of a second per year.

Martin: Our world depends on accurate time-keeping. Transportation, communication, manufacturing, electric power and many other modern technologies demand clocks which are better than ever before.
Emma: And if it seems we never have a moment to escape the demands of time, don’t worry. Having spent so many centuries making sure we can measure time so precisely, we’ve also thought up lots of ways to waste it.

Martin: People in Britain spend something like eleven days a year doing nothing at all – stuck in traffic jams.

Emma: Americans spend eight months of their lives opening junk mail.

Martin: We spend about forty-five hours every year on hold when making telephone calls.

Emma: With an average life expectancy of seventy-six years, we spend twenty-four years in bed...

Martin: ... four years travelling to and from our place of work ...

Emma: ... and two years in the bathroom.

Martin: Time to go!

2 Glorious failures

Emma: This is the Science Museum, in London. It’s a major tourist attraction, with more than 10,000 exhibits on seven floors.

Martin: They show the many developments in science and technology that have played a part in shaping the modern world.

Emma: In many ways, the museum is a Hall of Fame for inventors who have pioneered new forms of travel, work, communication, medicine, entertainment ... new ways of living.

Martin: Here is English engineer, George Stephenson’s Rocket: the railway engine he built in 1829 to pull passenger carriages between Liverpool and Manchester.

Emma: Here is American inventor, Thomas Edison’s electric light bulb, made in 1880.

Martin: Here is the microscope used by the famous French scientist Louis Pasteur in the 1860s.

Emma: Here is Swedish inventor, Lars Ericsson’s table telephone, made in 1890.

Martin: Here is the story of flight: from the earliest days to space exploration.

Emma: Here are vacuum cleaners and washing machines, radios and televisions. Even one of the first flush lavatories.

Martin: What is not here, though, is any record of all those who tried and failed.

Emma: All those, for example, who also dreamed of flying, but couldn’t get off the ground.

Martin: They were failures but, in many ways, they were glorious failures. People who thought they could make a difference, make the big breakthrough, achieve fame and fortune.

Emma: And it may well be that they inspired some of the people who did become famous, whose inventions are displayed here. For example, did the inventor of the modern dishwasher know about the pioneering work of Edwin Solomons?

Martin: An English science teacher, he brought his washing-up machine to the world’s attention in 1950. But because it was probably no better and no quicker than washing-up by hand, the world was not impressed.

Emma: Another glorious failure was the Dynasphere. When it rolled into view in 1932, its inventor claimed that it would ‘revolutionise modern transport’. But it wasn’t enough of a revolution to find a place in the Science Museum.

Martin: The Dynasphere was a huge success, though, compared with Mr Frodsham’s water-walking boots. Launched in 1930, they carried him to nowhere anyone else wanted to go – and, very soon, they sank out of sight.
Emma: On water, on land, in the air – there have been numerous inventions connected with travel: from jet aircraft to motorised roller skates.

Martin: But in every field of activity there’s always someone with a new idea. Like the man in Paris in 1931 who wanted music wherever he went, and built a radio into his hat.

Emma: Though no-one thought much of his invention at the time, the thinking behind that glorious failure resulted in glorious success almost sixty years later, when the personal stereo arrived.

Martin: The thinking of Harry Billeness was right too. If he could cure baldness he would make a lot of money. Needless to say, his unusual treatment proved disappointing, for all concerned and, instead of a lot of money, the only result was a lot of sore heads.

Emma: The tradition of glorious failure goes on. Right now, there are millions of people who are working on inventions that could change their lives. And, possibly, change the world.

Martin: Only a very few of them will end up here. Ideas which bring about change are rare. And, even if the science is right, the world has to want them.

Emma: Thirty-five years ago, there were those who thought that by the year 2000 we’d all have robots in our homes. That we’d get up in the morning and have our breakfast prepared by a machine.

Martin: Well, I’m still buttering my toast! For some reason, failure seems more fun than success. In addition to the Science Museum, perhaps there should be a museum devoted to all those inventions which never got there. Good idea?

Emma: Great idea. Trouble is, there just wouldn’t be anywhere big enough!

3 Rules and freedom

Martin: London taxis are supposed to carry food for horses.

Emma: It’s a rule which dates back to the time of the horse-drawn cab. A rule which has never been changed.

Martin: There are equally strange rules in other countries. For example, in Switzerland you may not wash your car on a Sunday.

Emma: If you’re happy about washing yourself, it’s best not to live in Pennsylvania, in America. There they have a rule against singing in the bathroom.

Martin: And if you aren’t able to read the rules, don’t try to get married in Finland. People who can’t read must stay single.

Emma: Of course, these are old rules and regulations which no one bothers to enforce any more. But they show how rules influence every aspect of our lives.

Martin: Almost whatever we do, almost wherever we are, there are rules telling us what to do and what not to do.

Emma: Keep off the grass.

Martin: Stop at the red light.

Emma: No smoking.

Martin: No trespassing.

Emma: Switch off mobile phones.

Martin: Safety helmets must be worn.

Emma: Offside!

Martin: We accept such rules because they make sense. They are there for a reason. Without them, everything from a game of football to international trade would be almost impossible.

Emma: Because rules apply to countries, to whole populations, as well as individuals. There are rules of war, for example, written into the Geneva Convention.
Martin: And the United Nations has established rules of conduct relating to freedom. Freedom of speech, freedom from cruelty, freedom from false imprisonment.

Emma: But, in many cases, we may have to fight to win freedom. Rules are sometimes based on prejudice, on preserving power, on treating people unequally.

Martin: And, at the start of the 21st century, some of those rules can seem as strange as ... not being able to sing in the bath.

Emma: Like the rules which denied freedom and equality to half the population in some of the world’s most developed countries. Women!

Martin: Which, a hundred and fifty years ago, prevented them from becoming teachers and doctors.

Emma: Which, little more than a hundred years ago, prevented married women from owning any property.

Martin: Which supported the male belief that ‘a woman’s place is in the home’.

Emma: Which, only about eighty years ago, in both Britain and the United States, even prevented women from voting. In Britain, it was Emmeline Pankhurst who, together with her daughter Christabel, led the fight to change the rule which meant that women had no say in who should govern them.

Martin: With their ‘votes for women’ banners held high, the suffragettes, as they were called, marched on Parliament, chained themselves to railings, smashed windows and attacked politicians.

Emma: And this, don’t forget, was at the beginning of the 20th century, when women were supposed to be ‘the weaker sex’.

Martin: Too weak and too weak-minded to vote – but strong enough to be thrown into prison for demanding their rights.

Emma: Emmeline Pankhurst later wrote that ‘this was the beginning of a campaign the like of which was never known in England or, for that matter, in any other country ...’

Martin: 1914 saw the start of a bigger campaign, though. And, faced with the horrors of the First World War, Emmeline Pankhurst persuaded the suffragettes to stop demonstrating and support the government in every way.

Emma: When the war ended, much had changed. The world was a different place. Many rules were relaxed. And, in Britain, as well as other countries, there were new freedoms for all.

Martin: In America, women were given the right to vote in 1920. And, eight years later, in 1928, the same was true for all women in Britain.

Emma: But 1928 was also the year when Emmeline Pankhurst died.

Martin: Against the background of the suffragettes, and the men before them who also had to fight for their democratic rights, maybe there’s another rule.

Emma: The rule which says that when we get what we want we often don’t want it.

Martin: Today in Britain, where everyone over the age of eighteen has the vote, something like 40 per cent of people just don’t bother to use it.

Emma: But that’s freedom.

4 In search of happiness

Martin: Happiness. We want it, we search for it, we dream of finding it. And when we don’t find it, we feel we’re missing something. But no one knows quite what it is.

Emma: Because, of course, happiness is different for different people. And it comes in many forms. We can be happy in a crowded city centre ...
Martin: Or we can be happy walking alone in the countryside. We can be happy listening to music.

Emma: Or we can be happy when the music stops.

Martin: Most of us believe, though, that money will make us happy.

Emma: That being popular with the opposite sex will put a smile on our faces.

Martin: That looking good will make us feel good.

Emma: And searching for happiness along those lines can be very good for business.

Martin: All around the world, there's a huge rise in the number of people who are prepared to spend big money on making themselves more attractive. In Britain alone, there are more hair and beauty salons than any other retail business: 41,000 outlets employing more than 200,000 people and greeting customers 80 million times a year.

Emma: A very enthusiastic greeting! Every year, those customers are spending three and a half billion pounds. Add that to the three and a half billion we also pay to improve our bodies in almost 5,000 health and fitness centres – and if looking good means feeling good we should be very happy indeed.

Martin: But it doesn't work like that. Research has shown that real happiness is a long-term state of mind – not a short-term response to something pleasant. You’re looking beautiful, you’ve passed the exam, you’ve got the job, you’ve won a lot of money. Do these things make you happy?

Emma: For a while, yes. And, then, amazingly, you’re back to where you started. Lottery winners are a good example of this. First of all, they think the money will change their lives. They can’t believe their good fortune. They can’t wait to spend, spend, spend. And then the excitement slowly disappears and they become like the rest of us. Those who were miserable before the win, are miserable again. Those who were cheerful before, are cheerful again.

Martin: This isn’t to say that money makes no difference. It is to say, though, that money doesn’t create real happiness. In the developed world at least, the link between money and happiness hardly exists.

Emma: In America, a country founded on life, liberty and the pursuit of happiness, Cornell University economist, Robert Frank, supports this view. In his book, Luxury Fever he says, while most people earn more and spend more than ever before, increased wealth has not made them happier.

Martin: Hard to believe? Well, look at it this way. Between 1960 and 1990, the number of American homes with dishwashers rose from 7 to 45 per cent of the population. The number with clothes dryers rose from 20 to 69 per cent. And the number with air conditioners soared from 15 to 70 per cent. In the same period, the average income rose by about 250 per cent, boosting sales of everything from cars to home computers. Just going out for the evening, Americans were spending more than 220 billion dollars a year in restaurants and bars.

Emma: The only figures which didn’t rise were those relating to happiness. They actually fell. Fewer Americans said they were happy in 1990 than in 1960.

Martin: So if being beautiful doesn’t bring happiness …

Emma: … and if more money than you need doesn’t make you happy …

Martin: … what about being popular with the opposite sex?

Emma: Fine for a while. But, again, it doesn’t last. Unless …

Martin: Unless?
Emma: Unless you’re so popular that you stay married for a very long time. It’s thought that a lasting relationship is a major source of lasting happiness. According to Professor Andrew Oswald of Warwick University, who has studied 100,000 people over 25 years, this will put a smile on your face.

Martin: And that’s it. Or is it? Maybe we’ll find happiness if we stop going in search of it, and just ... get on with being ourselves.

5 The car – friend or enemy?

Emma: The car has been the dream machine since the start of the 20th century. Millions of people around the world couldn’t or wouldn’t live without it. More than a means of transport, it’s an object of pride and pleasure, and, some would say, a symbol of success.

Martin: It’s estimated that 50 million cars are manufactured worldwide, every year. Add that number to the cars already on the world’s roads and the result can only be more and more congestion.

Emma: Since the early 1900s, when the noisy new vehicle so worried the authorities that motorists had to drive at walking pace and follow a man with a red flag, the rising popularity of the car has had a major impact on the way we live. Whatever you call them – motorways, freeways, inter-state highways, autobahns, autoroutes – special roads have been built in almost every country in the world. And towns and cities have been redesigned to make it possible for drivers to come and go and stop in between.

Martin: With so many congested roads, stopping is becoming a common experience. The average speed of cars in a city like London is just 12 kilometres an hour. And, a hundred years ago, that’s how fast you could cross central London in a horse-drawn vehicle. Not a lot of progress!

Emma: The car has made tremendous progress. Better engines, better tyres, better brakes: car makers have been improving standards throughout the 20th century to make motoring more exciting, more comfortable and safer.

Martin: Safe for whom? Take America – with more than 200 million cars on its roads, where 50 per cent of all households own two cars, where 40 million new and used cars are sold every year. Well, the numbers relating to safety are big too. In the last ten years, as many Americans have died in road accidents as were killed in World War II, Korea and Vietnam. And it’s not just an American problem. On European roads, for example, more than 250 people die or suffer serious injuries every day.

Emma: That’s why Europe has introduced some of the toughest crash test standards in the world – to make sure cars protect us better. And we can protect ourselves by driving more carefully.

Martin: And how do we protect ourselves against pollution? Cars pollute the air we breathe. They pollute the environment. The carbon dioxide in their gases is one of the biggest causes of global warming. Scientists say that the climate is changing more rapidly than at any other time in the world’s history and that, in a hundred years from now, average temperatures will have risen by 6 degrees and sea levels by a metre or more.

Emma: Cars are a global issue. By 2005, the total number of cars in the world is expected to rise by almost 10 per cent, and the jobs of many millions of workers are dependent on our love of driving. And it’s a continuing love affair. Just think of the benefits the car has brought us. In so many ways,
it's made our lives easier: it has given us the freedom to travel at any time of day or night, to go anywhere, to take other people with us, to transport things we couldn’t carry without the car.

Martin: But all those advantages disappear when you can’t go anywhere, when finding somewhere to park and getting out of the car seems very attractive.

Emma: There’s no point giving up. We all want to drive, and cars are being developed which will solve some of today’s traffic problems. Pollution, for example. All the major car companies are developing engines that use alternative fuels – like natural gas, electricity and hydrogen.

Martin: Things won’t get any better until we all stop wanting to drive, in cities at least. Improved public transport is the answer. More efficient bus, train and tramway services.

Emma: We’re not going to get rid of cars. We’re dependent on them. They’re part of the way we live. We just have to learn to live with them better, to drive smaller cars, to encourage people to share cars, to ease congestion by building more roads.

Martin: A new report reveals that every £10 billion spent on new roads in Britain saves the motorist one minute a week. Is that cost-effective?

Emma: So what are we to do? Somehow or other we need to find an acceptable place for the car in the 21st century. Otherwise we’ll be back to going through life at walking pace.

Martin: Now that is an idea.

6 The Square Mile

Martin: This is one of the best known cities in the world. But it’s a city within a city, and only covers an area of about three square kilometres. A square mile.

Emma: This square mile in the heart of London is the original city, dating back 800 years. And although it’s now only a very small part of present-day London’s 620 square miles, it still has its own mayor, local government and police force.

Martin: Simply known to Londoners as ‘the City’, the Square Mile has been at the cutting edge of world business for centuries, benefiting from generations of financial expertise.

Emma: Today’s Square Mile remains a major centre of banking, insurance, foreign exchange, share dealing and other financial services. More money passes through these ancient streets than anywhere else in the world.

Martin: There are almost 500 foreign banks in the City, managing more than £3,000 billion for their clients. And British banks based here are responsible for more international bank lending than any other country, 20 per cent of the world total.

Emma: The City is home to the world’s largest foreign exchange market, with a daily turnover of more than £420 billion. More than New York and Tokyo combined.

Martin: More foreign companies are listed on the London Stock Exchange than any other exchange. And London is the world’s largest international insurance market, insuring everything from a film star’s smile to a fleet of jumbo jets.

Emma: But to keep its centuries-old reputation, the City has had to adapt to change. While tradition lives on in many colourful customs and ceremonies, the
people who worked here some thirty or forty years ago would find it hard to recognise the Square Mile today.

Martin: People? Men, mainly. Men wearing dark suits and bowler hats, and carrying umbrellas. Men crossing London Bridge each morning to spend the day buying, selling, investing, insuring, banking, dealing ... making money.

Emma: Today, it’s different. They’re still making a lot of money in the City, as much as 6 per cent of the total UK economy, but life in the Square Mile has changed in many ways.

Martin: For a start, the bowler hat is an endangered species. And even formal suits are being replaced by more casual clothes. In the high pressure world of modern finance, comfort is important.

Emma: The City has changed outside too. On almost every street, traditional buildings compete with bold new architecture that, years ago, no one could possibly have associated with established City values.

Martin: On the inside, more change – mainly as a result of the computer. Thousands of them throughout the Square Mile in this case brought in to replace the face-to-face encounters which had taken place on the floor of the Stock Exchange for 200 years. It’s not the same. Or it doesn’t look the same. But it’s both more efficient and meets the needs of the new millennium.

Emma: Which could be said of another change. The change that finally sent those bowler hats flying and brought women into the City.

Martin: Perhaps only obvious to those who knew the Square Mile when it was dominated by men, when the women who worked here were either secretaries or cleaners, the female presence at the heart of the City is not so much a change as a revolution.

Emma: It’s not all change, of course. The Square Mile may look less grey, less formal, and it may be powered by the latest information technology, but the 280,000 men and women who work here are determined to keep the City at the cutting edge of world business. And that’s no easy task. With the world getting smaller, the deals getting bigger, the hours getting longer and the deadlines getting shorter – they have to work hard. They’re paid well though. In this money making environment some people receive end-of-year bonuses of a million pounds. That’s roughly fifty times the average yearly salary in Britain.

Martin: There’s something else that makes the Square Mile very different from the rest of Britain, and the rest of London. At the end of the day, all this activity – all these people – suddenly disappear. Because almost nobody lives in the City.

Emma: Most people travel here each morning, and travel home again at the end of the day.

Martin: So while the rest of London is wide awake and having fun ...

Emma: ... the City goes to sleep. Ready for a new day that will bring even more money rolling in.
1 The time of your life

Preview

1 Students’ own answers.
2 Students’ own answers. But you may see the following things (because they are nouns!): sundial, ornament, shadow, obelisk, hourglass, pendulum

In view 1

1 Stonehenge 2 obelisk 3 sundial 4 hourglass 5 water clock 6 pendulum clock 7 atomic clock

In view 2

1 on time 2 buy time 3 spend time 4 make time 5 waste time
6 to have the time of your life
7 to have a bad time
2 True.
3 False. The Egyptians invented the obelisk.
4 True.

3 Sundial
For: Small sundials were portable. Beautiful ornament.
Against: Not very accurate. Only works in the sun.

Hourglass
For: Beautiful.
Against: You have to keep turning it over.

4 b d e

5 1 scientist 2 pendulum clock 3 accurate 4 day 5 turning point 6 running like clockwork

6 1 A clock that is accurate to within one minute a day will be no more than one minute slow or one minute fast each day
2 A time at which a very important change takes place
3 Working very well

7 3

8 1 transportation 2 communication 3 manufacturing 4 electric power 5 many other modern technologies

8 1 b 2 d 3 f 4 e 5 c 6 a

Review

1 Stonehenge, the obelisk, the sundial, the hourglass, the water clock, the pendulum clock, the atomic clock.
2 Students’ own answers. Possible answers include: stopwatch, watch, digital watch/clock, analogue watch/clock, quartz watch/clock
3 Students’ own answers.

2 1 e 2 b 3 a 4 c 5 d

3 Jo 3 hours Tom 2.5 hours Sue 1.5 hours Pete 1 hour Dee 10 mins

4 1 much more 2 harder 3 twice as many 4 most surprising 5 far less 6 less

5 Students’ own answers.

6 Students’ own answers.

7 1 a 2 a 3 b 4 b 5 a 6 a 7 a

2 Glorious failures

Preview

1 Students’ own answers.

2 1 Hall of Fame 2 to make the big breakthrough 3 to achieve fame and fortune 4 revolution 5 to launch 6 the thinking behind something 7 baldness 8 glorious

In view 1

1 Students’ own answers.

2 Students’ own answers.

3 Students’ own answers.

In view 2

2 exhibits: things you can see in e.g. a museum, a gallery developments in science and technology: changes and progress in science and technology shaping the modern world: forming, creating our world, making it how it is today
inventors: people who invent things, who make or do things no one has done before
pioneered: to have been the first to do something new

3 2 b iii 3 d i 4 a ii

4 Louis Pasteur. (Antony van Leeuwenhoek was the inventor of the microscope.)

5 Possible voice-overs:
Here is Thomas Edison’s electric light bulb which was made in 1880.
Here is the microscope which was used by Louis Pasteur in the 1860s.
Here is Lars Ericsson’s table telephone which was made in 1890.

6 Televisions
7 tried failed
8 Six. The last one does get off the ground, but comes down again very quickly.

9 The dishwasher

10 1 Washing-up machine
   2 It was no quicker than washing-up by hand.
   3 Did not revolutionise modern transport
   4 Water-walking boots
   5 They sank.
   6 Radio hat
   7 Ahead of its time. No one thought much of it.
   8 Cure for baldness
   9 Only result was sore heads.

11 a 1950 b 1932 c 1930
d 1931 e money

12 1 It is preparing breakfast – removing toast from toaster, about to butter toast, pouring a cup of tea.
   2 We don’t seem to want them.

Review

1 Communication: Radio hat
   Table telephone Radio Television

Transportation: The Rocket
   Flying machines Balloons Spacecraft
   The Dynasphere Water-walking boots
   Jet aircraft Motorised roller skates

Household appliances: Light bulb
   Vacuum cleaner Washing machine
   Flush lavatory dishwasher
   Washing-up machine Domestic robots

Other: Microscope Personal stereo

2 Students’ own answers.

3 The Dynasphere
   1 Dr Purves.
   2 It was difficult to steer and difficult to see where you were going.
   3 He has built a modern-day version of the Dynasphere.
   4 No, he is not aiming to revolutionise modern transport. He built his for fun.
   5 To travel at 160 km/h in his Dynasphere.
   6 Probably not.
   7 Students’ own answer.

5 1, 2, 4

6 Inventions: disappointing embarrassing depressing exciting annoying frustrating

   Inventors: disappointed embarrassed depressed excited annoyed frustrated

7 1 disappointed 2 embarrassing 3 depressed depressing 4 excited 5 annoying

8 Students’ own answers.

9

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10 Students’ own answers.

3 Rules and freedom

Preview

Students’ own answers.

In view 1

1 Crazy rules:
   London taxis are supposed to carry food for horses.
   You may not wash your car on a Sunday in Switzerland.
In Pennsylvania, US, you may not sing in the bathroom.
People who can’t read, can’t get married in Finland.
Rules that prevented women from becoming teachers and doctors.

**Sensible rules:**
- Keep off the grass.
- Stop at the red light.
- No smoking.
- No trespassing.
- Switch off mobile phones.
- Safety helmets must be worn.
- Offside!
- Rules of war.
- Rules of conduct relating to freedom.

**In view 2**

1 1 d 2 a 3 b 4 c

2 Students’ own answers.

3 old rules enforce influence rules telling us

4 Keep off the grass.
- Stop at the red light.
- No smoking.
- No trespassing.
- Switch off mobile phones.
- Safety helmets must be worn.
- Offside!

5 Students’ own answers.

6 a individuals b war c speech false imprisonment

7 prejudice preserving power treating people unequally

8 Women half the world’s population

9 Become teachers Become doctors Own anything when married Vote

10 1 They were suffragettes. Christabel was Emmeline’s daughter.

2 A group of women at the start of the 20th century who fought for the vote for women.

3 They fought to win the right to vote. They marched on Parliament, chained themselves to railings, smashed windows and attacked politicians.

4 It shows a woman being arrested. She was probably going to go to prison.

11 a 1914 b 1914 c 1918 d 1918 e 1920 f 1928 g 1928

12 18 is the age at which you can vote in Britain. 40 is the percentage of people who don’t bother to vote in Britain.

**Review**

1 Students’ own answers.

2 a The National Union of Women’s Suffrage Societies.
   b Because she had become frustrated with the lack of success of the NUWSS.
   c Because she had asked him a question and he didn’t answer.
   d It had started relatively peacefully.
   e Not what they wanted. They had not gained the vote for women.
   f Because during the war they had proved what they could do.

3 a had not fought b had not been c had not disrupted d would have continued

4 **Present rules**
You must not enter the country with cigarettes./You are not allowed to enter the country with cigarettes. You must not throw away chewing gum. Every office must have a view of the sky. You must walk on the left side of the pavement. Only a licensed electrician can change a light bulb.

**Past rules**
You were not allowed to ride a bicycle without a licence./You had to have a licence to ride a bicycle. You were not allowed to kiss in the cinema. If you had snow tyres, you had to have a sticker in your car to say so. If you drove a car someone had to walk in front of you carrying a red flag.

5 Students’ own answers.

6 bend enforce obey relax make break
In search of happiness

**Preview**

1 Students’ own answers.
2 **UP:** to rise to boost to improve
to increase to soar
**DOWN:** to fall to plummet to drop
to decrease

**In view 1**

1 Money
   Being popular with the opposite sex
   Looking good
2 Students’ own answers.
3 No, except if being popular with the opposite sex leads to a lasting relationship, then this is a source of happiness.

**In view 2**

1 1 No one can really define it.
   2, d, e
2 Making themselves more attractive, going to hair and beauty salons and health and fitness centres.
3 b 200,000 c 80 million
d £3.5 billion a year e £3.5 billion
4 e
5

**Review**

1 We are all searching for happiness even though we cannot say exactly what it is. It is different for different people. But most people, in the Western world at least, believe that if they had more money, looked more beautiful and were in a **long-term/lasting** relationship, they would be happy. Research shows that this is **not** the case: a lottery win may bring short-term euphoria, but it does not create lasting happiness. Statistics for the **US** point to a nation that has become more affluent and more **miserable**. In the UK people **spend** a great deal of money on trying to look good, although there is no evidence that this really makes them happy. The only thing that **does seem** to bring happiness is a lasting relationship with someone we love. But maybe we’re all trying too hard to find...
happiness, instead of recognising it in our everyday lives.

2 1 a, e  2 c  3 f  4 b  5 d  6 a  7 e

3 1 are being set up
2 have been (greatly) helped
3 have been brainwashed
4 are transformed

4 Feeling good: be/feel positive have a great sense of well-being be in a good mood be/feel cheerful be/feel on top of the world be euphoric be ecstatic be over the moon

... and not so good: feel awful be/feel negative be/feel depressed be/feel stressed be bad-tempered be/feel miserable be/feel anxious be/feel nervous be/feel down in the dumps be bored

5 stress bad-temper cheerfulness anxiety nervousness boredom euphoria ecstasy

5 The car – friend or enemy?

Preview

1 Students’ own answers.

2

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>safety</td>
<td>accidents</td>
</tr>
<tr>
<td>benefit</td>
<td>congestion</td>
</tr>
<tr>
<td>to develop</td>
<td>global warming</td>
</tr>
<tr>
<td>efficient</td>
<td>noisy</td>
</tr>
<tr>
<td>to encourage</td>
<td>pollution</td>
</tr>
<tr>
<td>freedom</td>
<td>suffer serious injuries</td>
</tr>
<tr>
<td>object of pride and pleasure</td>
<td>to worry</td>
</tr>
<tr>
<td>progress</td>
<td></td>
</tr>
<tr>
<td>to protect</td>
<td></td>
</tr>
</tbody>
</table>

In view 1

1 1 Positive
2 Negative
3 Possible answer: Emma is driving a beautiful silver Mercedes sports car. She’s driving along a country road at about 100 km/h. Martin is in an ordinary car, not a sports car. He’s in a traffic jam in a city and he’s not moving.
4 1 No.  2 Students’ own answers.

In view 2

1 All of these. Although she doesn’t use the words ‘essential’ and ‘popular’ the following sentence implies this. Millions of people around the world couldn’t or wouldn’t live without it.

2 50 million
3 congestion
4 They are all true.

5 1 At walking pace
2 12 kilometres an hour
3 12 kilometres an hour

6 1 engines  2 tyres  3 brakes
4 safer  5 deaths/have died European
6 some of the toughest crash test standards in the world  7 pollution

7 1 More than 200 million
2 50 per cent
3 40 million
4 As many as were killed in World War II, Korea and the Vietnam war
5 250

8 1 rapidly  2 a hundred
3 will have risen  4 6

9 Floods

10 It has made our lives easier, it has given us the freedom to travel at any time of day or night, to go anywhere, to take other people with us, to transport things we couldn’t carry without the car.

11 Because the roads are so congested, you can’t move.

12 1 E  2 E  3 M  4 M
5 E  6 E  7 E  8 M

Review

1 For:
– Could not live without it
– Object of pride and pleasure
– Symbol of success
– Major improvements so cars are more comfortable and safer than before
– Car manufacture provides millions of jobs
– People love driving
– It has made our lives easier
– Allows us to travel where and when we want
– Allows us to take people with us
– Allows us to transport things we couldn’t carry without the car
– Car companies are developing engines which use cleaner fuels

**Against:**
– Congestion
– In central London it is not any faster than the horse-drawn vehicle of 100 years ago
– Many deaths on American and European roads
– Cause of pollution and global warming
– The situation will not improve
– Money spent on roads is not cost-effective

2 Students’ own answers.

3 1

4 **Possible answers:**
   By 2015 ...
   2 All public transport will have been made free at periods of the worst pollution.
   3 The numbers of cars sold on the internet will have increased.
   4 Computers showing pollution levels will have been introduced into all vehicles.
   5 Car manufacturers will have achieved their goal to produce cleaner cars.
   6 Car computers will have taken over some motorway driving.
   7 Skycars will probably not have been fully developed.
   8 Internationally governments will have reached an agreement on measures to reduce pollution.

5 1 pleasure a love affair
   2 a motorist a horse-drawn vehicle
   3 follow a man with a red flag flying standing up

6 congestion noise popularity injury/ies pollution freedom

7 1 congested 2 freedom 3 popular 4 injuries 5 noisy 6 pollution
   7 safe

8 Students’ own answers.

### 6 The Square Mile

#### Preview

1 1–4 Students’ own answers.
   5 New York, Tokyo, London.

2 Students’ own answers.

3 Students’ own answers.

#### In view 1

1 1 St Paul’s Cathedral
   2 In the heart of London

2 London’s financial district

3 1 Facts and figures about the Square Mile e.g. number of banks, types of bank etc.
   2 Changes in the Square Mile
   3 Salaries earned in the Square Mile
   4 What makes the Square Mile unique

4 The clothes people wear, the architecture, the way business is done – i.e. with computers, the role of women

#### In view 2

1 1 In the heart of London
   2 800 years old
   3 3 square kilometres
   4 620 square miles
   5 police force
   6 The City
   7 b insurance c foreign exchange d share dealing

2 1, 2, 3, 4

3 1 In the customs and ceremonies
   2 The people who worked in The Square Mile 30 or 40 years ago
   3 Men
   4 Dark suits and bowler hats
   5 They spent their day buying, selling, investing, insuring, banking, dealing ... making money.

4 1 make/used to make 2 make
   3 used to wear 4 wear 5 is

5 2 Thousands of computers
   3 Women worked in the City as secretaries or cleaners

6 1 efficient meeting the needs of the new millennium
   2 a revolution
7 cutting edge

8 1 the world  2 the deals  3 the hours  4 the deadlines

9 1 £1 million  
   2 No, it’s a bonus, it’s in addition to their salaries.
   3 £ 20,000

10 1 The City is very different from the rest of Britain and London. At the end of the day everyone disappears. 
   2 The City does not work 24 hours a day. Everyone goes home in the evening. 
   3 The City is not a residential area. Almost nobody lives in the City.

Review

1 1 Students’ own answers. 
   2 It is the world’s leading financial centre, it has been at the cutting edge of world business for centuries. 
   3 Changes to the clothes people wear to work, the architecture, the introduction of computers and women’s role.

2 1 When people in companies can wear casual clothes rather than suits. 
   2 It led to City workers in many firms wearing casual clothes all week. 
   3 Advantages: 1 People feel more comfortable 2 People feel more like individuals 
   Disadvantage: it can be hard to know what to wear and it can be expensive 
   4 Clothing manufacturers and retailers. As people spend more on casual clothes than they did on business suits. 
   The professional image makers because they are making money from advising people on what to wear to work. 
   5 How to dress casually for work and to be successful.
   6 Students’ own answers.
   7 Students’ own answers.

3 Possible answers: 
   2 She must have felt very pleased and very excited. 
   3 Some people must have been surprised because she did not have experience of buying and selling shares which is the Stock Exchange’s main function.

4 She must speak English and Dutch because the job is based in London, she is Canadian and her parents are/ were Dutch.

5 The LSE could be the London School of Economics or it could be the London Stock Exchange, but in this case it must be the London Stock Exchange.

6 The Stock Exchange should have appointed a woman as Chief Executive a long time ago.

4 cutting edge endangered species information technology jumbo jet London Bridge share dealing Square Mile Stock Exchange

5 1 a major financial centre 
   2 Information technology 
   3 high-pressure world 
   4 London Stock Exchange 
   5 cutting edge
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