1.1 What is happiness?

Quiz

1 Which statement best summarises your feelings about your education?
   a My talent is unrecognised.
   b I’m very clear about what way of working suits me.
   c Other people’s approval is very important.

2 How do you feel about relationships?
   a I think people should accept me for who I am.
   b I know what I have to give, but sometimes I fail.
   c I try hard to be an ideal son/daughter/friend.

3 Which statement best describes your relationship with your closest friend?
   a Our relationship is so good we never argue.
   b We do argue, but we make up afterwards.
   c We like to get every niggle off our chests.

4 Which statement best describes your feelings about your home?
   a It’s a place to rest my head.
   b My heart lifts when I come home.
   c I feel proud when I tell someone my address.
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5 You’ve got a chance to redecorate your bedroom. Do you
   a let your parents choose the colour scheme and carpet, etc?
   b go for something outrageous or soothing – whatever makes you feel good?
   c select something stylish you saw in a magazine?

6 What are your feelings about other people?
   a I believe there is usually an ulterior motive in people’s behaviour.
   b I give individuals the benefit of the doubt.
   c I trust people and then feel let down.

7 You’ve been invited to a big party. All your friends will be there. You hate parties. Do you
   a tell everyone you’re going but don’t turn up?
   b explain your feelings in a light-hearted way?
   c go anyway and feel miserable?

8 You’re feeling proud of a new outfit. A ‘friend’ makes a hurtful remark. Do you
   a give a sharp reply/say something nasty back?
   b ignore it?
   c vow never to be seen in it again?

9 How do you choose your clothes?
   a I go for classics.
   b For comfort and personal taste – favourite colours, cuts and fabrics.
   c I like to be fashionable.

10 What are your feelings about family and personal relationships?
    a I believe that I have a duty to others.
    b I’ll make sacrifices, but I know my limits.
    c I believe I must be happy in whatever I do.

11 What is the most important part of your home?
    a Main reception room.
    b Bathroom, kitchen, bedroom or ‘den’.
    c Front entrance.

12 How do you deal with difficult situations?
    a I avoid situations that might hurt me.
    b I remove myself from any situation that keeps causing me pain.
    c I persevere in situations that are hurting me.

13 How would you describe your life?
    a I’ve no time to pursue personal goals.
    b I’ve a clear sense of meaning and purpose.
    c I’m over-committed and I feel all over the place.

14 Which best describes your friendships?
    a I’d like to have more.
    b I choose my friends.
    c My friends choose me – I’m liked and accepted.

15 You’re relaxing at home after a hard day when a friend phones. Do you
    a get someone to tell her you’re out?
    b get someone to tell her you’ll call back?
    c take the call?

See the end of the book for quiz scores.

2 Discussion

A The quiz suggests the happiest people are those who live life in their own way. They know what they want and don’t feel the need to do things just because others want them to. How far do you agree with this interpretation?

Do you think living like this can make people selfish? Does everyone have a right to happiness? Try to explain your ideas to your group.
B What makes you happy? Read some comments made by students.

‘Finding a £5 note in the pocket of my jeans when I thought I was broke.’
‘Going to a football match and seeing my side win.’
‘A surprise long-distance call from a really close friend.’

Now add your own ideas. Be specific!

C Share your ideas around your group.

D What can you do when you feel unhappy?

Study these comments.

‘I ride my horse down to the river and just sit and think. It’s my real place to escape.’
‘I talk to my dad and he tells me how he coped in a similar situation.’

Discuss your ideas with your partner or keep them private.

3 Formal and informal styles

Here is some informal or colloquial language from the quiz. Match it to the more formal equivalents.

1 I feel all over the place.
2 We like to get every niggle off our chests.
3 I go for classics.
4 You’re waiting for life to come and dish out the happiness.
5 You’ve hardly got off the launch pad.

A I prefer clothes that will not go out of fashion.
B I lack a clear sense of my goals in life.
C You aren’t taking responsibility for making yourself happy.
D You haven’t started moving.
E We always tell each other our bad feelings even if they are about something unimportant.

4 Spelling patterns and speech sounds

You’ve just completed a quiz. In English spelling, q is always followed by u. Qu is a spelling pattern. The speech sound is /kw/.

Can you guess the following words, each containing the pattern qu? Use your dictionary to check that your spelling is correct.

1 The king is married to her.
2 He started the essay with words from his favourite poem.
3 This is the sound a duck makes.
4 A celebration meal which a very large number of people attend.

Ph is another spelling pattern, and sounds like /f/. It’s in phone, photograph and phrase.

What other sounds and spelling patterns do you know?

5 Approaches to spelling

Tick the strategies you use to help you spell.

□ I remember how the word looks on the page (visual recall).
□ I use spelling rules.
□ I link spelling patterns with speech sounds (e.g. q+u is a pattern and sounds like /kw/).

Everyone makes spelling mistakes! To improve your spelling you need to use a combination of all these approaches. One method which is particularly useful and quick to learn is called the ‘look, say, cover, write, check’ method, described below.

6 Look, say, cover, write, check

This method concentrates attention on each letter group in a word so you won’t miss any letters out. It also stops you putting letters into a word which don’t belong there – even if they sound as if they do! It can be used with other strategies such as spelling rules and linking speech sounds to spelling patterns.

Break into syllables

To help you remember how a word looks, break it into syllables. For example, quality has three syllables: qua/li/ty.

Qualification has five syllables: qua/li/fi/ca/tion.

Break these words into syllables:

quota
question
automatic
quarrel
Take a mental photograph
Cover the word with a piece of paper. Then move the paper so that you can see the first syllable only. Study the syllable carefully, ‘photographing’ it in your mind and saying the syllable to yourself. Then move the paper along so that you can see the next syllable. Repeat the process, until you have mentally ‘photographed’ the complete word.

Test yourself
Cover up the whole word. Write it from memory. Then check your spelling with the original. If your spelling was correct, write out the word three times from memory to reinforce the visual recall. If you didn't get it right, repeat the whole process until you are sure you can spell the word accurately.

7 Tricky words
Here are some words students find hard to spell correctly. Make sure you understand the meaning of each one. Can you pronounce it properly? Say it aloud to your partner to check.

How well can you spell these tricky words? Use the ‘look, say, cover, write, check’ method. Remember to break each word into syllables first. When you have mastered the spelling of each word, move on to the next. Finally, use each word in a sentence to show its meaning.

8 Why are words misspelled?
A Try this exercise in a pair or group of three.
Study each tricky word in exercise 7 again. Do you notice anything about the word which makes it extra hard to spell? Think about these questions.

Is the problem the fact that we do not pronounce some of the letters in the word? These are called silent letters.

Is the problem the ending of the word? Do we make mistakes because the sound of the ending is different from the correct spelling?

Is the problem the fact that the word is a plural? What happens to the word when it changes from singular to plural?

Is the problem the fact that there are double letters in the word? Do we make mistakes because we are not sure whether to use a double or single letter?

B When you have decided why each word is tricky, make a note.
Examples: Cupboard is tricky because you can’t hear the p, so you might forget to put it in. Activities is a tricky word because the singular is activity. You might forget to change the ending to -ies when you write the plural form.

C Write down examples of other words which have silent letters and -ies plurals.
Examples: p is not only silent in cupboard. You can’t hear it in receipt, raspberry or psychology.
Dictionary, story and memory are other words which have -ies plurals. But words like boy and railway just add s to make the plural.

D When you have written as much as you feel you can, discuss your results with other pairs or groups.

9 How helpful is your dictionary?
Dictionaries give you the meaning of words and help you to spell. Does your dictionary also
- tell you how to pronounce the word?
- tell you the grammatical class (verb, noun, adverb)?
- tell you if the word belongs to more than one grammatical class (e.g. nouns that can be used as verbs)?
- tell you if a noun is countable or uncountable?
- give you example sentences?
- give you any idiomatic expressions using the word(s)?

If the answer to most of these questions is no, you need a new dictionary! Choosing a good dictionary is complex. Before you spend a lot of money, ask your teacher or your classmates for their ideas.

10 Getting organised
Have you got a spelling and vocabulary book? If not, start one now. Plan the layout carefully. Use columns, notes on pronunciation, space for translations and example sentences. Keep it nicely organised and you’ll find it a great aid to memory. It will be an enormous help in understanding the patterns of English.
1.2 Happy not to be a high-flyer

11 Before you read

A Compare this description with the photograph.

Tina’s short brown hair is cut in a boyish style with a fringe. She has a beaming smile and looks alert, confident and ready for anything.

Do you agree with the description? Would you change anything?

B You are going to read about Tina’s way of being happy. Before you read, try to answer these questions.

Where do you think the text comes from?

What do you think the style is going to be – chatty and informal, or formal and serious?

Who do you think the article is written for?

Vocabulary check

Make sure you know the meaning of these words from the text.

12 Comprehension check

Now read the article. Then answer the questions which follow.

Tina Barry, acquisitions assistant of a TV company, is happy standing still on her career ladder.

My mum always wanted me to do well at school and to have a high-status job, but that sort of thing isn’t a big priority for me. I did have the potential to do well and go to university, but I was just too busy having a good time. My relationships have always been far more important to me than academic or career success.

My present job basically involves working as an assistant, and friends still insist I could have achieved more in my working life. When I was younger, I did feel I had to set myself goals and attain them within a certain period. I successfully ran my own business for a while, but having kids put life back into perspective.

‘There have been times when I could have taken on a lot more responsibility at work, but I imagine that if I had a more senior role at work, another part of my life would have to give, and I’m not prepared to risk that. I’m just not the sort of person who can trample on others to get to the top. I find it satisfying to do a productive job because I like to feel I’m doing something useful, but I’m not into climbing the career ladder now.

The biggest priorities in my life are my husband, David, and our young children – son Greg and daughter Fleur. If I’m ever fed up after a day at work, I just spend some time playing with the children, and the enjoyment I get from them makes me realise how insignificant and trivial my worries at work can be.

‘Occasionally, I’m reminded of how tied down I am – if a friend goes off travelling, for example. But I suppose an important part of contentment is to accept life’s limitations, and to learn to enjoy the things that you can do.’
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1 Why do Tina’s friends think her job isn’t good enough for her?
2 What does Tina think is the most important part of her life?
3 Why is Tina not ambitious?
4 Describe Tina’s attitude to life.

13 Principles of a happy life
Psychologists, analysing the ingredients for a happy life, have come up with the following dos and don’ts. Unfortunately, the words do and don’t are missing.

Working with a partner, write Do or Don’t next to each point.

Do
Do not
regret decisions you made in the past.
hold resentment against your parents.
value status and material possessions more than people.
spend a lot of time envying other people.
be realistic about how much you can achieve.
choose a job which gives you real satisfaction.

Now discuss your opinions in groups.

14 Finding examples
Working in groups of two or three, look back at Tina’s comments about her life. Try to find specific examples in what she says which illustrate the principles about happiness in the list above.

Example:
She says she had the potential to go to university but it wasn’t a priority. She was too busy having a good time.
This shows she doesn’t regret decisions made in the past.

15 Sharing ideas
A When your group has finished, check your examples with those of another group. Are there any differences? Make any corrections you need to.
B Suggest some ‘happiness principles’ to share with your group. Try to base them on your own experience.

Examples:
Do try to be tolerant of other people.
Don’t be too self-critical.

16 Discussion
Tina says she’s happy not to be a high-flyer. On the other hand, people say they get great fulfilment from being promoted to highly demanding jobs. Would you be prepared to make any sacrifices in your personal life in order to have a high-flying career? Why/Why not?

17 Goal setting
A Tina says that, when she was younger, she set herself goals. Is goal setting a good idea? Does it help you achieve things, or should you take each day as it comes? Should you ever change your goals?
B Have you any goals of your own? Take a few minutes to think and then write them down. Divide them into daily, medium-term and long-term goals. Share them with others or keep them private if you prefer.

Examples:
A goal for today is to tidy my bedroom.
A medium-term goal is to improve my fitness by swimming twice a week.
A long-term goal is to travel the world.

18 Figurative meanings
Tina says, ‘I’m just not the sort of person who can trample on others to get to the top.’
The literal meaning of trample is to tread heavily on something in a way which damages it.

Example: They trampled over the garden, ruining the new plants.
Tina uses trample figuratively, meaning that she would not behave in a way which would hurt the feelings of others.

In each of the following sentences, one word is used figuratively. Underline the word, and then discuss its meaning with your partner. Finally, write sentences of your own to illustrate the meanings. Don’t forget to use a dictionary when you need to.

1 I spent the day wrestling with our financial problems.
2 My heart lifts when I come home.
3 She was unhappy because her older sister always squashed her ideas.
We’re fighting the authorities who want to close our village school.

His face broke into a smile when he heard the news.

I’m tired of battling with staff who refuse to accept different working conditions.

After his wife’s death, he buried himself in his work.

She’s crippled by shyness.

The English language is full of figurative uses of words. Reading and listening to authentic English will develop your awareness. Work towards including examples in your own vocabulary.

19 Homophones

Tina says that she doesn’t want a more senior role at work. Role here means job.

*Role* has the same sound as *roll*, but each word has a different spelling and meaning. *Roll* can refer to a bread roll, or be used as a verb meaning movement, e.g. *roll the ball along the ground*. Words with the same sound but different spellings are called **homophones**.

The following sentences are based on students’ writing. Choose the correct homophone in each case. Can you explain the meaning of the incorrect one?

1. There’s no plaice / place like home.
2. I was in terrible pane / pain when I broke my arm.
3. You need peace / piece and quiet for your work.
4. I read the hole / whole book in one evening.
5. We’re not aloud / allowed to stay out late.
6. We have a pear / pair tree in the garden.
7. The wind farms will be a horrible site / sight.
8. Their / There are six people in my family.
9. I answered four / for questions.
10. He’s got a saw / sore throat.

20 More homophones

Work in small groups to try to find a homophone for each of these words.

1. steal
2. male
3. your
4. week
5. hour
6. bear
7. tail
8. sale
9. poor
10. wail

Now put each word into a sentence to show its meaning.

1.3 The price of greatness

21 Before you listen

Name someone who you think deserves to go down in history for their work or achievements. Why do you think this person should be admired? Try to be specific.

Example: Marie Curie – because her discoveries led to the development of X-rays and successful treatments for cancer.

Make a few notes.

What do you know of this person’s background and personal life? If you don’t know very much, what picture do you have in your mind of it? Do you imagine a happy home life or one dominated by struggle and conflict? Why/Why not? Write down your ideas.

Share your ideas with the rest of the group.
22 Vocabulary check

Match the words which you are going to hear with their definitions.

1 genius
2 inner drive
3 genetic
4 setback
5 excel
6 psychological unease
7 mediocre

A something which makes it difficult for you to do what you want
B inherited through your parents
C reach an extremely high standard
D unhappy feelings, anxiety, depression
E average, not particularly good
F a strong determination to achieve
G a person of exceptional ability

23 Listening: Radio interview

Listen to this radio interview and choose the best answer for each question.

1 According to Steve, the disadvantages suffered by great achievers when they were children
   a made it more difficult for them to reach their potential.
   b drove them to excel.
   c made the public more sympathetic to their achievements.
   d embittered them for life.

2 The interviewer’s attitude to the information that suffering is a significant factor in great achievement is
   a doubtful.
   b amused.
   c horrified.
   d intrigued.

3 What, according to Steve, did great achievers need when they were children?
   a understanding
   b companionship
   c solitude
   d training

4 Steve’s message to ordinary children who are hoping to fulfil their potential is
   a discouraging – you’ll probably never make it as a real superstar.
   b supportive – everyone should develop his/her abilities.
   c cautious – try to achieve but take care not to get depressed.
   d excited – there’s a wonderful future ahead of you.

24 Post-listening discussion

A According to the speaker, the greatest thinkers had unhappy lives. Does this surprise you at all? Why/Why not?

B Do you agree that being very successful is ‘5 per cent talent and the rest hard work’? Explain your views.

25 Apostrophes (1)

These sentences come from the script of the radio interview. Why are the apostrophes used, do you think? Discuss your ideas with your partner.

1 Steve’s been reading an absolutely wonderful book.
2 You can’t just pick out one or two factors.
3 It’s a very complex web.
4 They’ve probably suffered from depression.
5 I wouldn’t say you ought to stop trying to achieve your potential.
6 You mightn’t be the next superstar.

Pronunciation

Practise saying the contracted forms to your partner. Try to make the contraction smooth and natural-sounding.

26 Apostrophes (2)

With a partner, study the exact position of the apostrophes in these sentences.

1 Someone’s stolen the doctor’s bag.
2 He got a parents’ guide to zoos.
3 All the passengers’ luggage goes in the hold.
4 There are no men’s toilets on this floor.
5 Give me Brendan’s shoes.
6 I spoke to the children’s favourite teacher.
7 Can I introduce Maria’s husband?
What conclusions can you come to about using apostrophes? Write down your ideas.

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27 Correcting sentences

Now correct the following sentences by adding apostrophes where they are necessary.

1. The teachers listened to Carols views.
2. Theyve bought a new car.
3. I went to my mothers office.
4. Please dont touch the babies clothes.
5. Its hard to explain the programmes success.
6. She works in the womens ward of the hospital.
7. Hes training to be a ladies hairdresser.
8. Youll find her in the teachers workroom – all the staff go there.
9. He mightve become the next Einstein.
10. She couldnt understand why her cat had lost its appetite.

Practise saying the sentences aloud to your partner.

28 Speculating about a photograph

Study this photograph with a partner. Read how three students have described the person in it. Which comments do you most agree with? Try to explain why.

A
He looks big and heavy-set. He's got a warm, humorous expression and a rugged, outdoor appearance. He could be a farmer or a sailor.

B
He has a pleasant expression and friendly smile. He looks confident and also trustworthy. He could be a lawyer or a businessman.

C
He's fair-skinned with bushy eyebrows and swept-back hair. He's rather sensitive-looking. He could be an artist or a ballet dancer.

The photograph is of Alexander Garcia, a high-flying entrepreneur who started his own business selling mobile phones at 17, and became a multimillionaire at the age of 21. He has decided to share his business skills and help others start small businesses. He particularly supports applications from people who want to start a business in an area of high unemployment.

29 Describing personal qualities

Here are some comments people have made about Alex. Study them with a partner. Make sure you understand each one.

When he's deciding whether to invest in a business idea he gets negative comments such as, 'It's not worth it, Alex, that project is a waste of money. The applicant is too uneducated to do well.' But he doesn't think like that. He believes everyone deserves a chance to succeed.

He has invested in small businesses with no guarantee of success, but he says that it was worth it because now, all over the world, people are running a business they are proud of.

He thinks there are still huge economic problems and a lot of poverty. But he reminds us that if we make the world a fairer place, everyone will benefit.

When he hears about an exciting project he's filled with enthusiasm. He relies on friends saying, 'Wait a minute Alex, you've got to do this or do that to avoid disaster.'

He believes that encouraging people to believe in their future is vital. Even if others think he is too optimistic, he just has to do what he thinks is right.

His work involves constant travel, which can be exhausting, and business ventures do not always prosper. What has kept him going is having good friends who share his ideals.
After reading people’s comments about Alex’s life, do you think it is right to draw the following conclusions about him? Answer yes or no.

He has
1 the courage to take risks.
2 benefited from positive advice.
3 bad memories he cannot forget.
4 accepted stress as part of his life.
5 support from people around him.
6 trouble trusting others.
7 self-belief.
8 a positive outlook.
9 determination.
10 difficulty adjusting to change.

30 Discussion
1 Alex might be successful, but is he happy? What are your views?
2 Is there anything about Alex’s approach to life you would choose for yourself? Try to explain why.
3 Do you think Alex is a good example to younger people? Could he be a role model (a person who inspires others to copy them)? Why/Why not?
4 Does Alex share any qualities with your own personal heroes or heroines?

31 Drafting a paragraph
Write a paragraph of about 75 words describing the kind of person you think Alex is. Try to give reasons for your opinions.

When you’ve finished writing, show your paragraph to a partner. Does he/she think you should change anything? Do you agree? Make a second draft, putting in the changes you both agreed on.

1.4 Obstacles and challenges

32 Expressing fears and giving reassurance

In pairs, read the following dialogue.

A: I’ve got to recite a poem in front of the whole school.
B: How do you feel about it?

A: To tell you the truth, I’m a bit worried about it.
B: Don’t worry. You’ll be fine. Everyone thinks you’re great!

When people want to express fears, they use these expressions. Tick the one(s) which sound most fearful.

I feel sick every time I think about it.
To tell you the truth, I’m a bit scared about it.
I’m not really sure I can cope.
To be honest, I’m not sure I’ll be able to do it.
The thought of it bothers me.
I’m terrified!

Here are some expressions you can use to calm someone’s fears. Which do you prefer?

There’s nothing to worry about. You’ll do a wonderful job.
You’ll be fine. Nothing can go wrong.
Things will be all right. We’re all supporting you.
Don’t get too upset. It’ll all go well.

Practice
Practise expressing fears and giving reassurance in pairs. A should explain what he/she has to do. B should give reassurance. Then swap over. Base your dialogues on these situations.

a a fear of taking an exam
b a fear of competing in a race
c a fear of giving a talk in front of the school
d a fear of going to the dentist

33 Pre-reading discussion
You are going to read about Monica, a woman who didn’t learn to read until she was an adult. Discuss the following questions.

1 What everyday problems do you think not being able to read would present?
2 Why might someone who was unable to read not try to get help to learn?
3 What effect do you think not being able to read might have on him/her?

34 Vocabulary check
Make sure you know the meaning of these words from the text. Use a dictionary if necessary.

VOCABULARY

| taunted | illiterate | volunteer |

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