

# UNIT 4 UPS AND DOWNS

## IN THIS UNIT YOU

- learn language to talk about mood and life satisfaction
- listen to a lecture about wealth and happiness
- write a thank-you note
- read about research on happiness
- talk about having a positive attitude
- learn about being a positive team member
- watch a video about the concept of Gross National Happiness

### LISTENING

understanding  
discourse markers

What are some phrases you might hear that signal a change of topic or the conclusion of a topic?

### WRITING

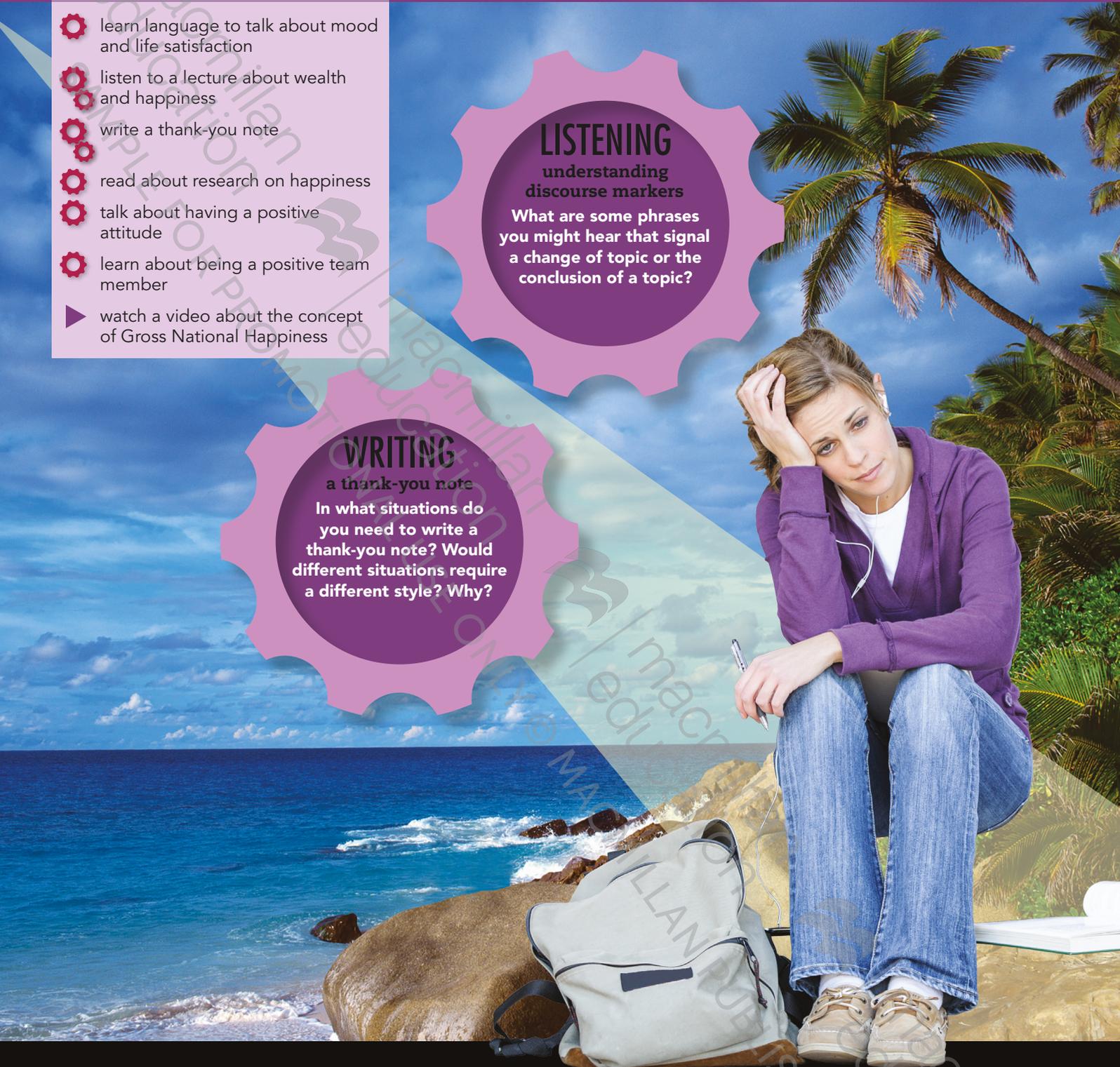
a thank-you note

In what situations do you need to write a thank-you note? Would different situations require a different style? Why?

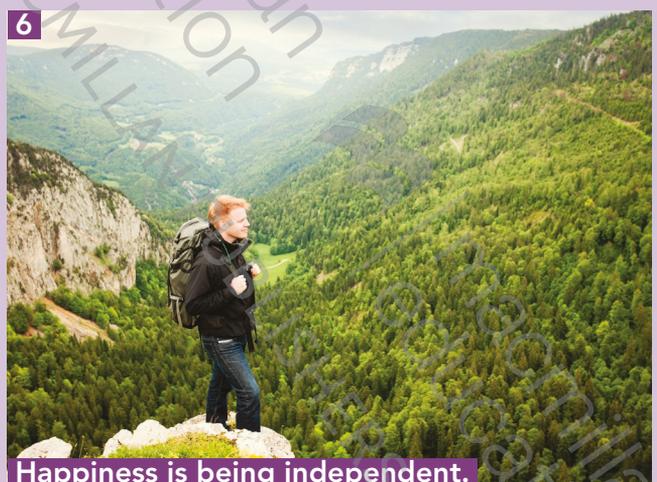
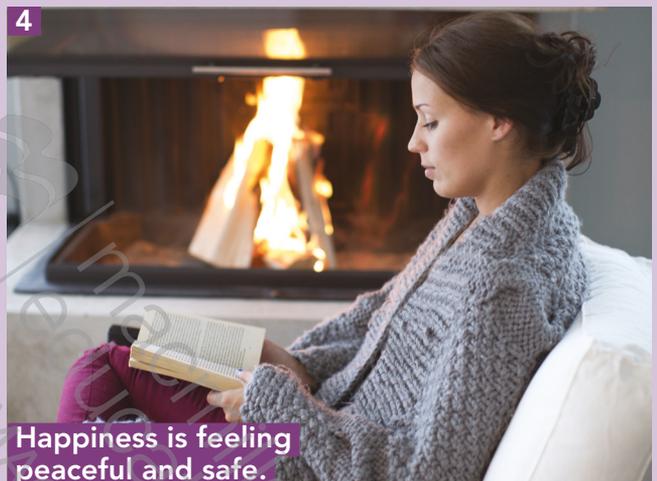
## LIFE SKILLS

## WORK & CAREER

**being a positive team member** When you are working on a team, it is important to be positive. What are some characteristics of a positive team member?



**A**  Work in pairs. Do you agree with these definitions of happiness? Explain why or why not.



**B**  Work in pairs. First, complete the definition in your own words. Then explain your definition to your partner.

Happiness is ...

# 1 LISTENING: understanding discourse markers page 22

Discourse markers often act as signposts, giving a listener clues about what they might hear next. They might introduce additional points, contrasting ideas, or a conclusion.

**A** **1.16** Listen to the introduction to a lecture. What is the lecture going to be about?

**B** **1.17** Listen to the full lecture. As you listen, write one word to complete the phrases. Then write each phrase in the correct place in the table.

\_\_\_\_\_ general      \_\_\_\_\_ the other hand  
 \_\_\_\_\_ a result      \_\_\_\_\_ addition



Phrases used to talk generally

Phrases used to introduce a contrasting point

Phrases used to introduce a result

Phrases used to introduce an additional point

(1) \_\_\_\_\_  
 On the whole  
 To a great extent

(2) \_\_\_\_\_  
 That said  
 Nevertheless

(3) \_\_\_\_\_  
 As a consequence  
 Consequently

(4) \_\_\_\_\_  
 What's more  
 Furthermore

**C** Listen to the lecture again and answer the questions. Work in pairs and discuss your answers.

- 1 What did the first study find out?
- 2 How did the second study contradict the first study?
- 3 What is the difference between satisfaction and happiness?
- 4 Why do you think wealthier people enjoy everyday pleasures less?

**D VOCABULARY: LIFE SATISFACTION** Complete the tables with the correct form of each word.

Adjective	Noun
happy	_____
wealthy	_____
_____	pleasure
_____	contentment

Verb	Noun
_____	appreciation
enjoy	_____
_____	satisfaction

**E** **VOCABULARY: LIFE SATISFACTION**

Work in pairs. Complete the sentences with the correct form of the word in parentheses. Then discuss the sentences with your partner and use your own ideas.

- 1 I feel \_\_\_\_\_ with my life when I ... (*satisfaction*)
- 2 People usually \_\_\_\_\_ happiness more when they ... (*appreciation*)
- 3 I think people are generally more \_\_\_\_\_ when they ... (*contentment*)
- 4 Material \_\_\_\_\_ can sometimes cause unhappiness because ... (*wealthy*)
- 5 \_\_\_\_\_ of life depends on ... as well as ... (*enjoy*)



## 2 GRAMMAR: noun clauses as objects

**A**  **1.18 LANGUAGE IN CONTEXT** Read the notice. Then listen to the conversation below. According to Michelle, how does laughter therapy work?

- Rita:** Look at this! Laughter therapy!
- Michelle:** Yeah, I've read about that. Apparently, laughing can help people feel happier and less stressed, so now they're using it as a therapy!
- Rita:** That sounds really interesting. Do you know what it involves?
- Michelle:** I'm not sure exactly, but I think they explain how laughter could help you deal with a problem. I think you learn techniques to see the positive side of a situation.
- Rita:** That sounds useful! I wonder when they're holding the workshop. Does it say where we can get more information?
- Michelle:** I'm sure there's more information on the website. I think we need to register online, and we might need to explain why we want to attend the course.
- Rita:** So, do you want to try it?



### LAUGHTER CAN CHANGE YOUR LIFE!

Venue: Main Hall

Time: 9–5

Limited to 40 participants.

<http://laughtertherapy.campusworkshops.net>

**REGISTER TODAY!**

### NOTICE!

Underline all the examples of **what**, **where**, **when**, **why**, and **how** in the conversation. What do you notice about the word order in the clauses that follow each one?

**B ANALYZE** Read the conversation in Exercise A again.

**Form** Complete the table with examples from the text.

	Noun clause	
Do you know	(= the thing(s)) (1) _____	it involves?
They explain	(= the way) (2) _____	laughter could help you deal with a situation.
I wonder	(= the time) (3) _____	they're holding the workshop.
Does it say	(= the place) (4) _____	we can get more information?
We might need to explain	(= the reason) (5) _____	we want to attend the course.

**C PRACTICE** Complete the sentences with **what**, **where**, **when**, **why**, or **how**. More than one answer may be possible.

- I think you'll be interested in \_\_\_\_\_ they have to say about happiness.
- I don't understand \_\_\_\_\_ laughter therapy works.
- The presenters will demonstrate \_\_\_\_\_ laughter can help you be positive.
- I sometimes wonder \_\_\_\_\_ people at work are so stressed.
- They told us \_\_\_\_\_ the workshop will take place, but I've forgotten which office exactly.
- Do you know \_\_\_\_\_ the next workshop will be held? Is it next month?

### WATCH OUT!

- ✓ I agree with what you said.
- ✗ I agree with what did you say.

**D**  **NOW YOU DO IT** Work in pairs. Complete the sentences in your own words. Then compare with your partner. How similar or different are your ideas?

*I'd like to learn about what ...    I'm happier if I know why ...    I often wonder how ...*

### 3 READING: a magazine article

**A** Read the magazine article. What are two ways to be happier, according to research mentioned in the article?

# HAPPINESS

#### WHAT IS HAPPINESS?

<sup>1</sup> Is it being **in a good mood**? Is it a state of contentment, or is it a feeling of excitement or pleasure? It seems that happiness is all of these things. Psychologists have defined it as a “**state of well-being**”—a combination of life satisfaction and experiencing more positive than negative **emotions**.

#### WHAT MAKES US HAPPY?

<sup>2</sup> Happiness is a very subjective state and can mean different things to different people. However, researchers have identified some basic components of happiness.

<sup>3</sup> One component is our physical condition, such as our level of income and state of health. There is no doubt that financial stress and illness can have a negative impact on our level of happiness. But wealth on its own isn't enough; you can be very wealthy and also very unhappy.

<sup>4</sup> Another component is genetic; it seems that some of us may be born to be cheerful. Some of our character traits are inherited and may include a tendency to either be more **optimistic** or to get **depressed** more easily.

<sup>5</sup> By far, the greatest influence on our happiness is our choice about how we feel and think. We can make a decision to be optimistic about life, or choose to focus on the negative side and be more **pessimistic**. Some recent research has found that practicing positive emotions such as gratitude, joy, hope, and kindness can have a positive effect on our general state of well-being. In other words, we can control how happy we are.

#### HOW CAN WE MEASURE HAPPINESS?

<sup>6</sup> One simple method is just to ask people how they are feeling. A recent research project used a cell phone app to track how happy people were. From time to time, the app sent a message asking the person to report how happy he or she was feeling as well as what activity the person was doing. The study found that people who are **less focused** on what they're doing tend to feel less happy. When they get **distracted**, they start to worry or think about negative things, which makes them unhappy.

#### WHY DO SCIENTISTS RESEARCH HAPPINESS?

<sup>7</sup> Researchers believe that researching happiness is very useful. The more we understand about the causes of happiness, the more we can learn about developing social or psychological traits that contribute to our general state of well-being and help us lead fuller lives.

**B** Read the statements and choose T (true), F (false), or NM (not mentioned).

- |   |  |            |
|---|--|------------|
| 1 | It is not possible to measure happiness.               | T / F / NM |
| 2 | Scientists disagree about the causes of happiness.     | T / F / NM |
| 3 | Our personality influences our level of happiness.     | T / F / NM |
| 4 | It is possible to learn how to be happier.             | T / F / NM |
| 5 | Asking people about their state of mind is unreliable. | T / F / NM |
| 6 | Lack of concentration can cause negative emotions.     | T / F / NM |

**C VOCABULARY: MOOD** Match the definitions (a–h) with the words in bold in the text.

- |          |                                      |
|----------|--------------------------------------|
| a) _____ | e) feelings                          |
| b) _____ | f) unhappy                           |
| c) _____ | g) concentrated on what you're doing |
| d) _____ | h) cheerful                          |

**D** **VOCABULARY: MOOD** Work in pairs and answer the questions.

- 1 What is your mood right now?
- 2 Do you consider yourself to be generally optimistic or pessimistic? Why?
- 3 Do you ever get depressed? If so, what do you do?

## 4 GRAMMAR: review of conditional forms

**A** **1.19 LANGUAGE IN CONTEXT**

Listen to the conversation. What advice does Tom's uncle give?

**Tom:** Do you think I should take a year off before going to college? I think that if people take a year off, they're more mature when they start school, and they get more out of it. What do you think?

**Uncle:** That's a good question. If I had taken a year off, I would have traveled around the world. I think it can be a very good idea if you plan it properly and do something useful with it.

**Tom:** I know! But Mom thinks that if I travel for a year, I won't want to go to college when I come back.

**Uncle:** Yes, that is a risk, but if I were you, I'd go for it. Just make sure you keep your main goal in mind and don't get distracted!



**NOTICE!**

Underline sentences in the text that use conditional forms. How many types of conditionals can you find?

**B ANALYZE** Read the conversation in Exercise A again.

**Form & Function** Complete the table with examples from the text.

Type of conditional	Form	Function and Examples
third	<i>If + past perfect, would(n't) have + past participle</i>	To talk about unreal situations in the past. (1) _____
second	<i>If + simple past, would(n't) + base form</i>	To talk about things the speaker feels are unreal or unlikely in the present or future. (2) _____
first	<i>If + simple present, will (won't) + base form</i>	To talk about things that the speaker thinks are likely or possible in the future. (3) _____
zero	<i>If + simple present, simple present</i>	To talk about things that are generally true. (4) _____ (5) _____

**C PRACTICE** Match the two parts to make complete sentences.

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1 You would have studied harder | a) if you were more outgoing. |
| 2 You'll always succeed         | b) if you'd had more time.    |
| 3 People are generally friendly | c) if you're polite to them.  |
| 4 You would have more friends   | d) if you work hard enough.   |

**WATCH OUT!**

- ✓ If you had said you were sick, I would have called a doctor.
- ✗ If you would have said you were sick, I had called a doctor.

**D** **NOW YOU DO IT** Work in pairs. Complete the sentences and tell your partner. Ask questions to get more information. Find three things you have in common.

*If I had studied ..., I would have ...*

*If I hadn't ..., I wouldn't have...*

*If I were richer, I would ...*



## 7 SPEAKING: talking about having a positive attitude

**A**  Work in groups. Discuss what you think each of these sayings means. Does each one express a positive or negative attitude?



THINK OF  
 ≡ *the glass as* ≡  
**HALF FULL,**  
 ≡ NOT HALF ≡  
*empty.*

→ Always expect ←

★ THE WORST ★

≡ and then ≡

• YOU'RE NEVER •

disappointed.

**B**  **1.22** Listen to the person talking about a workshop he attended. Check the things that helped him.

- |  |   |
|--|---|
| <input type="checkbox"/> talking about a problem | <input type="checkbox"/> learning techniques for relaxation |
| <input type="checkbox"/> thinking positively     | <input type="checkbox"/> remembering a similar experience   |
| <input type="checkbox"/> talking to an expert    |   |

**C** Think of a time when you experienced a difficult situation at school or at work. Complete the notes.

What was the difficult situation?

How did it make you feel?

What did you do about it?

If things had been different, what might have happened?

**D**  **Independent Speaking**

Work in pairs. Tell each other about the situation you made notes on in Exercise C. Then ask your partner to tell your problem back to you. Try to offer positive advice and suggestions on what you could have done differently.

### HOW TO SAY IT

*I'd like to tell you about what happened when ...*

*It was difficult for me because ...*

*If I hadn't ..., he/she/they wouldn't have ...*

## BEING A POSITIVE TEAM MEMBER

- Focus on finding solutions rather than blaming people for problems.
- Listen to other team members with a positive attitude.
- Present your point of view in a positive way.

**A** Read about the following situation. What is the problem? Underline the issues.

Sportsense is a company which produces sports and fitness equipment. Their latest project, developing a new range of fitness equipment, has run into serious problems. It's very behind schedule, and the costs seem to be increasing. There also seem to be personal problems among some of the team members. If something isn't done very soon, the project may fail.



**B** Look at pairs of sentences. For each pair, write P next to the one that focuses on the problems, and S next to the one that focuses on solutions.

- a) \_\_\_\_\_ The project is behind schedule because we had a lot of problems the manager didn't expect.

b) \_\_\_\_\_ The project faced some unexpected challenges, but I'd like to suggest something.
- a) \_\_\_\_\_ It may be possible to work with the supplier to control the increasing costs.

b) \_\_\_\_\_ Someone chose the wrong supplier, so costs are increasing.
- a) \_\_\_\_\_ Some of the team members don't get along with the others and there are constant arguments.

b) \_\_\_\_\_ We should arrange team-building exercises to improve relationships within the team.
- a) \_\_\_\_\_ The design is very creative, but maybe we need to simplify it so that we can finish this project on schedule.

b) \_\_\_\_\_ If the designers hadn't made such a complicated design, we would have finished this project by now.



# Self and Society

## Work and Career

### Study and Learning



**C** Work in groups. Choose one of the following roles for each member of the group. Prepare for a meeting to discuss the project. Make notes of positive ways to present your problems, together with possible solutions.

#### Project Leader



You are responsible for the whole project. It is your job to make sure everything is done on time and within budget. You are worried that the project is behind schedule, costs are increasing, and there are personal problems between some members of the team. You think there are communication problems among the team members.

#### Research and Development Manager



You are responsible for the designs of the equipment. It is your job to make sure they are safe and develop fitness. You have fallen behind schedule because there aren't enough people working in your department. You feel that the marketing department hasn't given you a clear idea of what they want and that they should have done more market research.

#### Logistics Manager

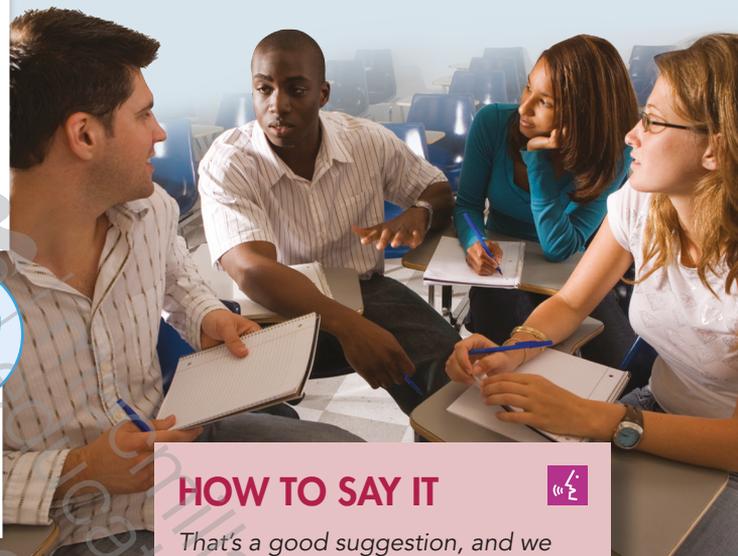


You are responsible for supplies. It is your job to make sure everyone has the materials they need at the right cost. You feel that the design department is being too ambitious and should try to cut costs. You also think that everyone needs to stick to the schedule more because delays increase costs.

#### Sales and Marketing Manager



You are responsible for selling the equipment. It is your job to make sure the company sells as many pieces of equipment as possible. You feel that the current designs won't appeal to enough people. You would like to have new designs as soon as possible so that you can do more market research.



#### HOW TO SAY IT

- That's a good suggestion, and we could ...*
- That's a good point. I'd like to add that ...*
- I take your point. From my point of view, ...*
- Thanks for bringing that up.*

**D** Work in your groups and role-play the meeting. Listen to others carefully and make positive comments when appropriate. You should finish the meeting with an action plan, which is a list of ways to make the project more successful.

**E** Report your ideas to the class. Explain how you are now planning to deal with the problems.

**F** Work in groups and discuss the questions.

- 1 Do you feel you now have a better understanding of what it means to be a positive team member? In what ways?
- 2 Which aspects of being a positive team member come naturally to you? Which aspects do you think you need to work on?



**REFLECT ...** How can the skill of being a positive team member be useful to you in **Study & Learning** and **Self & Society**?



#### RESEARCH ...

What else makes someone a good member of a team? Look at a few websites that discuss this idea. Make a note of what you discover and report back to the class. Do all the websites you have looked at agree?

# Language wrap-up

## 1 VOCABULARY

Complete the paragraph with the words from the box. (12 points)

appreciate content depressed distracted emotions enjoyment  
mood optimistic pessimistic pleasures wealth well-being

Do you sometimes feel sad or (1) \_\_\_\_\_? Do you often experience negative (2) \_\_\_\_\_? Do you have a generally (3) \_\_\_\_\_ outlook on life? If you answered yes, then this workshop is for you. Thought Power is a new technique that helps put in you in a good (4) \_\_\_\_\_ and recover your (5) \_\_\_\_\_ of life. Happiness doesn't depend on material (6) \_\_\_\_\_. We can all become more (7) \_\_\_\_\_ with our lives by focusing on the positive and not being (8) \_\_\_\_\_ by negative thoughts. Learn to be more (9) \_\_\_\_\_ and improve your state of (10) \_\_\_\_\_. It's easy to (11) \_\_\_\_\_ the simple everyday (12) \_\_\_\_\_ of life by using this simple technique. Try it and see!

10–12 correct: I can use words for describing life satisfaction and mood.

0–9 correct: Look again at Sections 1 and 3 on pages 46, 48, and 49.

SCORE: /12

## 2 GRAMMAR

**A Complete the sentences with noun clauses as objects using the prompts and the question words in parentheses. (4 points)**

- 1 I went to a laughter workshop last year. (*when*)  
I want to tell you about \_\_\_\_\_.
- 2 Something happened at work the other day. (*what*)  
Did I tell you about \_\_\_\_\_?
- 3 You aren't happy. (*why*)  
I can't understand \_\_\_\_\_.
- 4 Stress can affect our state of well-being in many ways. (*how*)  
The instructor explained \_\_\_\_\_.

**B Choose the correct options to complete the text. (8 points)**

"Did you hear about Megan? I saw her by chance. I was in a store, and if I (1) *had* / *hadn't* turned around when I did, I (2) *won't* / *wouldn't* have seen her. She told me she was looking for a new job. She got fired because she was two hours late one morning! Just imagine that! If she (3) *were* / *would be* more punctual, she (4) *would* / *wouldn't* still have her job. I can't understand it!

Well, she was really depressed, so I encouraged her to be more optimistic. If you (5) *have* / *will have* a positive attitude, it usually (6) *helps* / *will help* you find a solution to a problem. She seemed happy to hear that. Anyway, if I (7) *will have* / *have* time this weekend, I (8) *will invite* / *invited* her over for dinner. I'm sure with a little support, she'll be able to find something else very soon."

10–12 correct: I can use noun clauses as objects and use a variety of conditional structures.

0–9 correct: Look again at Sections 2 and 4 on pages 47 and 49.

SCORE: /12

# SPEAKING WORKSHOP

## Expressing personal preference

**A**  **1.23** Read the question and listen to one man's response. Make notes under the headings below. Compare your notes with a partner.

Some people think that money is the key to happiness. Others think that family and friends are more important. What do you think? Explain why and give an example to support your answer.

Which option does the speaker select?

Reason 1:

Example:

Reason 2:

Example:

Conclusion:



**B** Listen again and match the two parts to make correct phrases.

- |             |                                 |
|-------------|---------------------------------|
| 1 Although  | a) of all                       |
| 2 There are | b) give you an example          |
| 3 First     | c) what I've been saying        |
| 4 Let me    | d) two main reasons             |
| 5 To sum up | e) many people believe that ... |

**C** Read the question. Prepare your response. Complete the notes. Use the expressions in Exercise B.

Which option do you select?

Reason 1:

Example:

Reason 2:

Example:

Conclusion:

Some people think that happiness is a matter of good luck. Others think it is something you can create and control. What do you think? Explain why.

**D**  Work in pairs. Speak to your partner. Make sure to cover all the points in your outline.

### HOW ARE YOU DOING?

- I stated my opinion clearly.
- I supported my opinion with at least two reasons and examples.
- I used a variety of discourse markers.