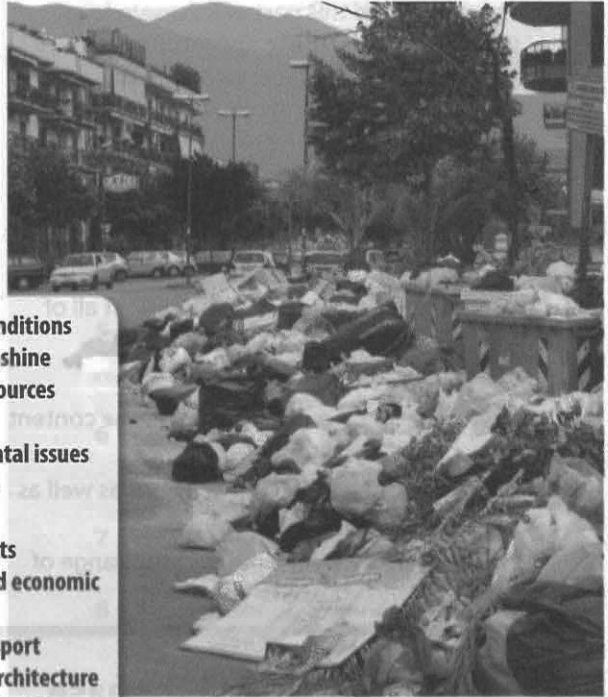
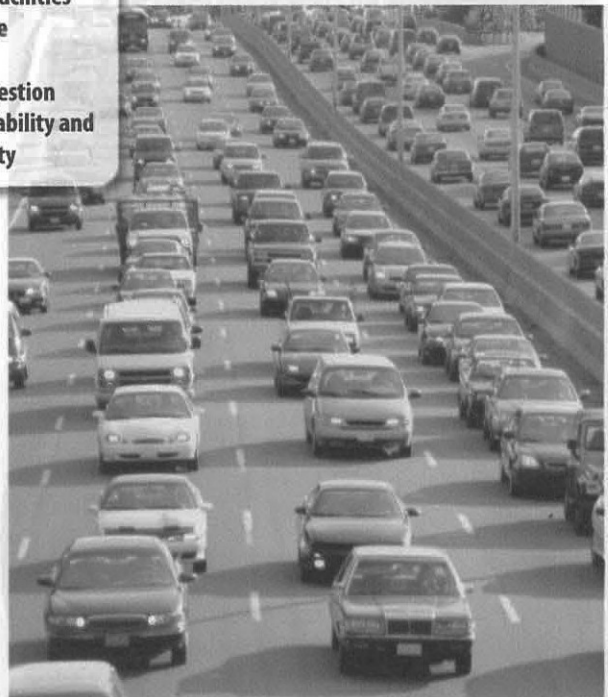


Society & living standards



- business conditions
- climate/sunshine
- cultural resources
- education
- environmental issues
- health care
- housing
- human rights
- political and economic
- stability
- public transport
- quality of architecture
- recreation facilities
- safety/crime
- tolerance
- traffic congestion
- water availability and drinkability



Vocabulary

1a Work with a partner. Look at the list of possible criteria for judging living standards and choose the ten most important ones in your opinion.

b For each criterion you chose in a), decide with your partner how the place where you live rates on a scale of 1-10, with 10 as the most positive, 1 as the most negative.

I think the traffic congestion in this city is terrible – let's give it one out of ten.

Well, the climate is pretty good here – there's lots of sunshine! Shall we say nine out of ten for that?

Reading

2a Read the text and answer these questions.

- 1 Which of the criteria from exercise 1 are mentioned?
- 2 Are any additional criteria mentioned?

b Work with a partner and answer these questions.

- 1 Are there any criteria mentioned in the text that you don't think are good measures of living standards? Explain why.
- 2 Is the place where you live high on the list in the surveys? Why/Why not?

Writing

ISE Reading into Writing

⇒ See Writing file on pages 92-109.

3 Read the text again and then, in your own words, write a report (approximately 250 words) for a sociology group:

- i) explaining how living standards surveys are measured in the surveys **and**
- ii) expressing your own feelings about the criteria used for measuring living standards in relation to the place where you live.

Mercer's Quality of Living Survey

This annual survey compares 221 cities based on 39 criteria, including safety, education, hygiene, health care, culture, environment, recreation, political-economic stability and public transportation.

In the 2010 list of cities, Europe is at the top of the list, with first place going to Vienna, Austria, second to Zürich and third to Geneva, both cities in Switzerland. There are several entries from Canada, Australia and New Zealand. Switzerland and Germany both have three cities in the top ten. The first entries from other countries are Singapore at 28, Honolulu, USA at 31, and Tokyo, Japan at 40. Compared to lists for previous years, cities in South Asia (mainly India), East Asia (mainly China), the Middle East and Eastern Europe are clearly on the rise.

2010's ranking also identifies the cities with the best environmental conditions, based on water availability and drinkability, waste removal, quality of sewage systems, air pollution and traffic congestion. Calgary, Canada, is at the top of this index.

Economist Intelligence Unit survey

This 'livability' survey shows cities in Canada, Australia, Austria, Finland and New Zealand as the ideal destinations

Vienna



thanks to a widespread availability of goods and services, low personal risk and an effective infrastructure. The 2010 report considers Vancouver, Canada to be the most livable city in the world, with Vienna taking second place, followed by Melbourne, Australia. The survey said that, in the current global political climate, it was no surprise that the most desirable destinations were those with a lower threat of terrorism.

The Economist survey has been criticised, however, and the US newspaper the New York Times reported that 'The Economist clearly equates livability with speaking English.'

The Most Liveable Cities Index

The lifestyle magazine Monocle publishes an annual non-scientific survey of liveable cities, in which it presents 25 top places for quality of life. Important criteria in this survey are safety/crime, international connectivity, climate/sunshine, quality of architecture, public transportation, tolerance, environmental issues and access to nature, urban design, business conditions, pro-active policy developments and medical care. The winning city in 2010 was Vancouver, Canada, followed by Vienna in second place and Melbourne, Australia, in third place.

Grammar focus



Reported speech

1 When we report what someone said, we often change the tenses of the verbs:

The survey said that, 'In the current global climate, it is no surprise that the most desirable destinations are those with a lower threat of terrorism.'

→ *The survey **said** that... it **was** no surprise that the most desirable destinations **were** those...*

2 If things are still true when we report them, the tenses can either change or stay the same:

The US newspaper The New York times reported that 'The Economist clearly equates livability with speaking English.'

→ *The US newspaper The New York times reported that The Economist clearly **equates/equated** livability...*

3 In reported questions, *ask*, not *say*, is used as the reporting verb, and the word order is different:

'What are living standards like in your country, Karen?'

→ *She **asked** her/Karen what living standards were like in her country.*

4 When we are reporting a question without a question word (*how/why/who* etc.), we use *if* or *whether*.

'Do you think healthcare or education is more important?'

→ *She **asked** me **whether** I thought healthcare or education **are/were** more important.*

5 In reported orders, requests and suggestions we often use reporting verb + personal direct object + infinitive with *to*:

'Don't spend all your money on sweets.'

*Mum **told me not to spend** all my money on sweets.*

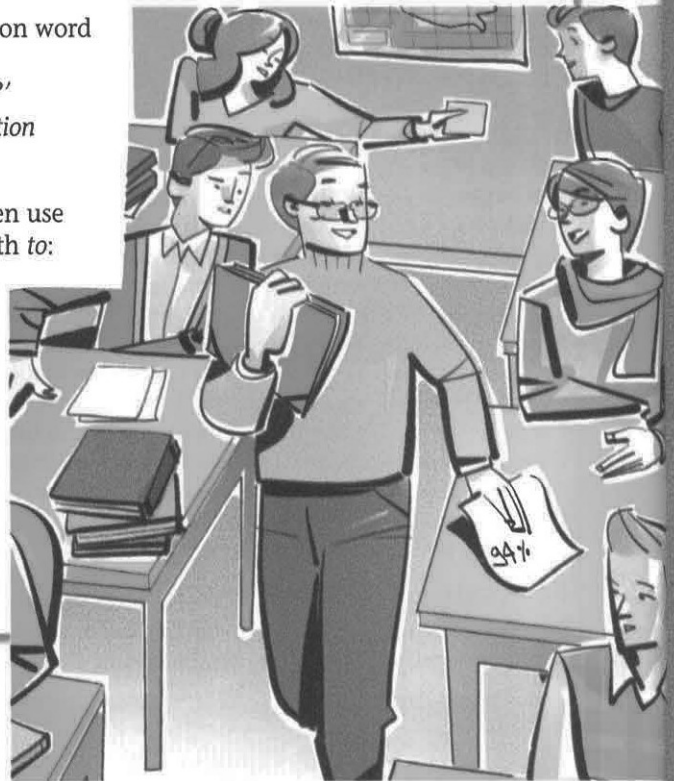
'Please give me your Portfolio work next week.'

→ *The teacher **asked us to give** her our Portfolio work next week.*

6 We use *tell* + personal direct object to specify who we tell. We use *say* without a personal object:

*The teacher **told us** that we had done well.*

→ *The teacher **said** that we had done well. ~~not The teacher said us.~~*



4a Use the information above to rewrite these statements and questions in reported speech.

- 1 John said, 'I'm really short of money this month.'
- 2 Jenny said, 'I've been saving money for a holiday.'
- 3 The Prime Minister said, 'Inflation could increase again this month.'
- 4 'Have living standards improved in this country in the last few years?' (*The examiner...*)
- 5 'Do you want tea or coffee?' (*He...*)
- 6 'Who are you going on holiday with?' (*She...*)

b Rewrite these orders, requests and suggestions in reported speech.

- 1 'Hurry up!' (*She told me...*)
- 2 'Please don't do that!' (*He...*)
- 3 'You should spend more time on your homework.' (*The teacher...*)
- 4 'Stop shouting!' (*He...*)

Society & living standards

5a Match the reporting verbs (A-H) with their definitions (1-8).

- | | |
|-------------------|------------------|
| A advise | E promise |
| B complain | F warn |
| C discuss | G wonder |
| D explain | H report |

- to give more information, or reasons, about something
- to tell someone what you think she/he should do
- to say that you will definitely do, or not do, something
- to say that you do not like, or are unhappy with, something
- to give information about something
- to tell someone that something bad may happen
- to talk about something
- to ask yourself something

b Complete the following sentences with a reporting verb from a).

- He that he had too much work to do.
- I with a friend what to do about the problem.
- My dentist me to brush my teeth after every meal.
- She not to arrive late this time.
- The teacher that the exam was to test our reading skills in English.
- The teacher us that if we didn't study more, we wouldn't pass the exam.
- The newspaper what the prime minister said in her speech yesterday.
- I whether we should go on holiday in July or August?

6a Write five sentences giving your opinion about society and living standards where you live.

E.g. *Recreation facilities could be improved a lot – for instance, there are no public swimming pools in my area.*

b Work in pairs. Find out what your partner put in their list in a).

c Change partners. Report what your partner from b) said about society and living standards.

E.g. *Luis said that he thought that healthcare here is quite good. He complained about public transport. He said that we need a better bus network.*

Phonology

■ Connected speech

7a (43) Listen to each of the words in the list and practice saying them.

Mum told me not to spend all my money on sweets

b (44) Now listen to the same words together in a sentence. The letters where the final sound in a word is lost are underlined. The letters where the last sound of a word runs into the next word are circled.

Mum told me not to spend all my money on sweets.



c (45) Work with a partner. Decide where sounds are lost and where they run into the next word in these sentences. Show this by underlining and circling, as in the example in b). Listen to check.

- 1 She asked me whether I would prefer to live in New York or Honolulu.
- 2 The teacher asked us to give her our opinions about living standards in our country.
- 3 He advised me to wait until I was older to apply for the volunteer job.
- 4 They warned us that there would be serious problems if we didn't do something soon.
- 5 I wonder what the government is doing to improve living conditions in this country.

d Take it in turns to listen to your partner saying the sentences from c).

It doesn't matter if you don't use these features of connected speech when you speak English, but you need to be familiar with how they change the sounds of words to be able to understand native speakers more easily.

e Now think of a recent conversation you had with someone in your family or a friend. Report it to your partner.



exam expert

Interactive, Conversation and Topic phases

■ Maintaining the interaction

8a Complete the information about how to keep a conversation going using the words and phrases in the box.

ask real show showing

A useful way of keeping a conversation going is to ¹..... interest in what the other person is saying. To do this you can ²..... a **reply question**, then a **follow-up question**.

Examiner: Since the introduction of the Euro I think life has become more expensive.

Candidate: Do you? What sort of things have you noticed changing?

The reply 'Do you?' is a way of ³..... interest, not a ⁴..... question – this comes with the follow-up question, 'What sort of things have you noticed changing?'

b (46) Listen to the statements and choose a reply question (A-C) that matches.

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 | A <input type="checkbox"/> Have you? | C <input type="checkbox"/> Do you? |
| | B <input type="checkbox"/> Can she? | |
| 2 | A <input type="checkbox"/> Can we? | C <input type="checkbox"/> Do we? |
| | B <input type="checkbox"/> Does he? | |
| 3 | A <input type="checkbox"/> Has it? | C <input type="checkbox"/> Were they? |
| | B <input type="checkbox"/> Was it? | |
| 4 | A <input type="checkbox"/> Can they? | C <input type="checkbox"/> Can you? |
| | B <input type="checkbox"/> Could you? | |
| 5 | A <input type="checkbox"/> Will he? | C <input type="checkbox"/> Won't he? |
| | B <input type="checkbox"/> Would she? | |

c (47) Now listen to four different statements. Write two possible reply questions for each.

- 1 Do you?/Are they?

d (47) Listen to the statements from c) again and write follow-up questions to ask after each reply question.

- 1 I think children are less respectful these days. Do you? What makes you say that?

- e Write a short statement about society and living standards. It should be something that someone can react to, similar to the statements you heard in b) and c).
- f Work in pairs. One of you is Student A, the other Student B. Follow the instructions.

Student A

Stage 1 You're the examiner, Student B is the candidate. Share your statement about living standards from e) with the candidate and respond to their questions.

Stage 2 You're the candidate, Student B is the examiner. Respond to the examiner's statement with reply and follow-up questions to keep the conversation going (for four minutes).

Student B

Stage 1 You're the candidate, Student A is the examiner. Respond to the examiner's statement with reply and follow-up questions to keep the conversation going (for four minutes).

Stage 2 You're the examiner, Student A is the candidate. Share your statement about living standards from e) with the candidate and respond to their questions.

Writing

ISE Portfolio/CW

⇒ See Writing file on pages 92-109.

- 9 Choose one, or more, of these writing tasks.

Correspondence (ISE II 2009)

You are living and working as a volunteer for an international charity in a developing country. Write a letter to a close friend explaining how your living standards have changed and saying how you have been feeling.

Factual writing (ISE II 2011)

You have been investigating living standards in your country. Write a report for a government committee saying what factors affect people's living standards and whether or not they have improved in the last 5 years. Suggest what could be done to ensure a good standard of living for all.

Creative/descriptive writing

Write a description of your ideal society for an online forum for young people. Describe how the society is organised, giving details of the living standards that make it ideal.

Trinity TAKE AWAY

Examiner: Do you think living standards are good where you live?

Candidate: Well, I don't think they're too bad, although it depends how you judge living standards, I suppose. It's quite a safe place to live, and it's very clean, and there are good schools and universities. But traffic's a problem, and it's difficult for young people to find work – and the weather could be better!