

1

Life in the UK



Look at the photographs and discuss these questions.

- When do you think the photographs were taken?
- How do you think life has changed in the time between the first and the second photographs?

What you will do

This unit is about the way in which life in the UK is changing. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- ☐ Understand and give a factual account of social trends
- ☐ Listen to explanations and presentations
- ☐ Giving and following a talk

Skill code

Lr/L1.1a; Sc/L1.3a, 3b, 3e
Lr/L1.2a, 2d
Sc/L1.4b, 4e; Sd/L1.1a, 1b

Reading and writing

Skill

- ☐ Read about statistics and social trends
- ☐ Understand the structure of a text presenting advantages and disadvantages
- ☐ Write a text to develop an argument
- ☐ Extend vocabulary related to social change
- ☐ Plan a talk

Skill code

Rt/L1.2a, 3a, 5a; Rs/L1.1a; Rw/L1.2a
Rt/L1.1a
Wt/L1.3a; Ws/L1.1a
Rw/L1.2a
Wt/L1.1a

Project work

At the end of this unit you will choose an area to research relating to life in the UK. You will then give a talk and write a short report.

Changes in the UK

Activity A ● Reading an article about changes

The article below compares different aspects of life in the UK in 1953 and now.

- 1 Work in groups. Make a list of changes that have happened during the period. Discuss these points: life expectancy, spending, family life, lifestyle.
- 2 Now read the article. How many of the changes you discussed are mentioned?

A half-century of change

A recent report shows just how much life in the UK has changed since 1953. The findings are staggering.

People are living **much** longer than before. In fact, life expectancy for both men and women has increased by nine years over the last 50 years.

As a nation, we are considerably better off. We have more than twice as much spare cash to spend. Nowadays, we spend a significantly lower proportion of our income on food, and substantially more on a variety of goods and services such as foreign holidays, designer clothes, DVDs, computer games and cars.



Indeed, with so many of us spending our hard-earned cash on cars, the total number of vehicles on the road has greatly increased. In 1953 there were 23 million fewer cars and vans on the road than there are today.

More controversial for some are the social changes that have occurred. In 1953, only one in twenty children were born to unmarried parents, whereas nowadays two in five children are born out of wedlock. By the same token, in 2003 far more couples cohabited before getting married compared with those in 1953. Nowadays the figure is seven out of ten compared with one in 20. Interestingly, only 1.5 million people lived alone 50 years ago compared with seven million today.

Finally, we are changing shape. Our waistlines are getting bigger. It is unclear whether this is due to better nutrition, higher calorie consumption or a more sedentary lifestyle. Whatever the reasons, the average size of men's waists has increased by 12 cm to 90 cm in the last 50 years, and women's average waist size has increased by 7.5 cm to 75 cm.

- 3 Work in pairs. Discuss any of the changes mentioned in the report which you found surprising or interesting.
- 4 Read the text again. Underline structures used to compare life in 1953 and now.
- 5 Look at the word in bold in line 4. Find four other words in the text with the same meaning.

6 Read the text again and complete the table below.

		1953	2003
Life expectancy	Men Women	66	80
Number of people who live alone			
Couples who cohabit before marriage		1/20	
Number of children born to unmarried parents			
Number of cars and vans			26 million
Average waist size	Men Women		90 cm 75 cm

Activity B • Listening to a radio programme

- 1 Listen to a reporter from local radio asking five members of the public whether they think life in the UK is getting better or worse. What do they think? What reasons do they give?
- 2 Listen again and tick the expressions as you hear them.

much less rigid than

almost as easy

a lot easier

twice as much as

much less safe than

far easier time

so much more advanced

nearly as safe as

lots more

so much faster

Activity C • Talking to others about changes

Interview other members of your class. Ask questions about how they think life is changing and make a note of their answers. Report back your findings to the class.

Is life getting better or worse?

Do you think technology is making life better or worse?

How we spend our time

Activity A ● Reading statistical information

Last month Quest, a market research company, was asked to carry out a survey to find out how people in the UK today spend their time. They interviewed 2,800 people and the report on page 5 is a summary of their findings.

Before you read the report, your teacher will give you a quiz.

- 1 Read through the quiz and answer each question.
- 2 Work in pairs and compare your answers.
- 3 Now read the report of the findings of the survey. Use the information in the report and the pie chart to check the answers to your quiz.
- 4 Complete these sentences about the findings of the survey, using words or phrases from the box. Make sure you keep the same meaning as in the text.

four out of five	generally	half as much	one in two
three-quarters	one in ten	twice as much	thirty-three per cent

- a *Thirty-three per cent* of the day is spent sleeping and eating.
- b By midnight of adults are sleeping.
- c On average, children watch TV as older people.
- d Just over of adults are up by 8 am during the week.
- e Only people go to bed later than 1 am at weekends.

Activity B ● Saying figures



Listen. Tick each figure when you hear it.

$\frac{1}{4}$

9.30-6

1/15

50%

10-50

25/100

$\frac{3}{4}$

Activity C ● Designing a questionnaire

- 1 You want to find out how people spend their time. Work in small groups to decide on the topics for your survey. Then design a questionnaire.
- 2 Interview a number of different people using your survey.
- 3 Pool your results with the other members of your group. Work out some statistics and prepare a summary of the result. If possible, include a pie chart.
- 4 Present your summary to the class using some of the expressions used in the report and in Activity A task 4.

What do we do with our time?

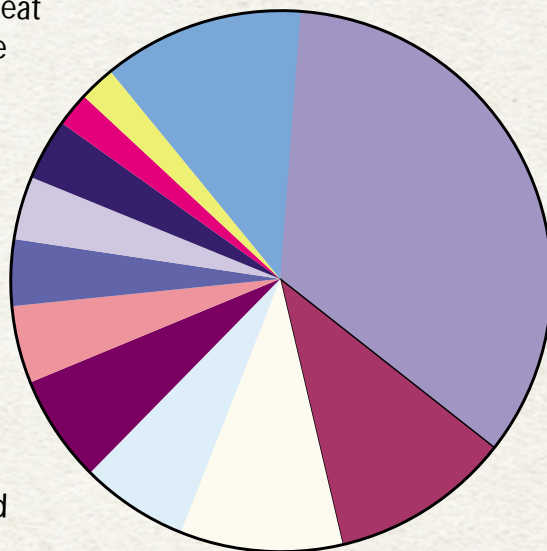
■ Our survey revealed that in the UK today, people spend a third of their day sleeping and eating. Working, sleeping and watching TV take up more than half the day.

■ On average, people spend 26 hours per week watching television. Not surprisingly, older people watch more television than younger people, with those aged 65 and over spending twice as much time watching television as those aged 4 to 15.

■ During the week, 77% of adults are up by 8 am. Forty-five per cent work or study until at least 4 pm and then do housework, eat or do some form of leisure activity.

■ People generally eat between 8 and 9.30 am, at 1 pm and between 5 and 9 pm. By midnight, 81% of adults are asleep, 12% are enjoying some free time and 4% are working or travelling. At the weekend, people get up later (31% after 9 am) and go to bed later (89% are in bed by 1 am).

■ A difference was revealed between adults and children. Adults spend 12% of their time alone compared with children, who only spend 2% of their time alone.



How we live

Activity A • Listening: people talking about their lives



1 Work in small groups. Make a list of different types of families or groups of people who live together.



2 Listen to four people talking about their lives.

a Match each person and their marital situation today.



Margaret



Mavis



Rachel



Rob

separated
married
widowed
divorced

b Who is in a permanent relationship?



3 Listen again. Work in pairs. Note the different types of living arrangement that are mentioned.

Example *Living alone*



4 Listen to the first two people again. Margaret and Rachel are talking about the positive and negative aspects of their current situation. Complete the table below.

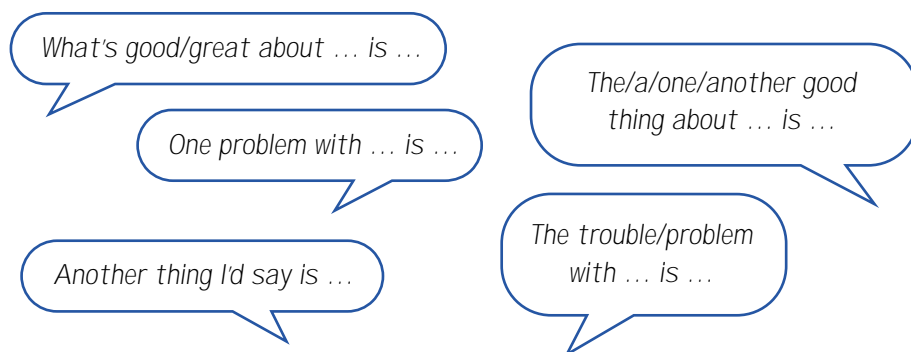
	Situation now	Advantages	Disadvantages
Margaret			
Rachel			

Activity B ● Speaking: advantages and disadvantages

Work in small groups. Choose one of the topics below.

- Living alone or in a residential home when you are older
- Living alone or sharing accommodation when you are single
- Sharing with people who speak your own language or different languages
- Living with your family or leaving home after you leave school

Discuss the advantages and disadvantages and note your ideas.



Then share your ideas with the rest of the class.

Activity C ● Reading about the nuclear family

The extract below is from a sociology textbook on the nuclear family.

- 1 The writer describes some of the advantages and disadvantages of the nuclear family. How many advantages and disadvantages are mentioned? What are they?
- 2 Underline the phrases the writer uses to introduce each advantage and disadvantage and link ideas.

One of the main advantages of growing up in a nuclear family is that the child has constant contact not only with the mother but also the father, which means they can both act as positive role models for the child. For example, many childcare studies show that boys in a family with a close male adult learn more effectively how to behave responsibly. In addition, the fixed nature of the nuclear family offers the child the best chance of growing up in a loving and stable environment. Most importantly, the nuclear family provides the child with physical and economic support during the early years of dependence. In real terms this means that, with both parents working or one parent providing free childcare whilst the other works, there will be more disposable income to spend on the family and the family home.

On the other hand, a nuclear family can be quite isolated and often lacks the support that is available in an extended family situation. For example, in larger family groups there is usually an extra pair of hands to help with childcare and domestic tasks. Another disadvantage of the nuclear family is that where one parent does not take the responsibility that is expected by the other, there can be conflict. For example, if it is always the same parent who has to get up in the night to a crying baby, it will cause resentment. Added to this, where one or both parents are unhappy in the relationship, there is a much lower chance of the atmosphere in the home being happy and stable.

- 3 Choose another of the situations in Activity B. Plan and write a paragraph explaining the advantages and disadvantages of the situation you have chosen.

Marriage and divorce

Activity A ● Discussing marriage

Work in pairs. Discuss these questions:

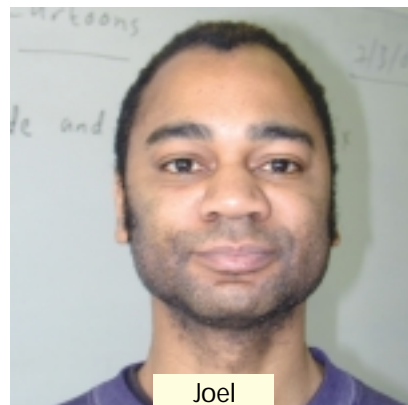
- What qualities would you look for in a marriage partner?
- What is the secret of a good marriage?

Activity B ● Listening: giving your views about change

- 1 The UK has the highest divorce rate in Europe and it is increasing. Why do you think this is?
- 2 Listen to four people explaining why they think the divorce rate is so high. Are any of your points the same?



Liz



Joel



Connie



Terry



- 3 Listen again and make brief notes of each person's answers.
- 4 Do you agree with their views?

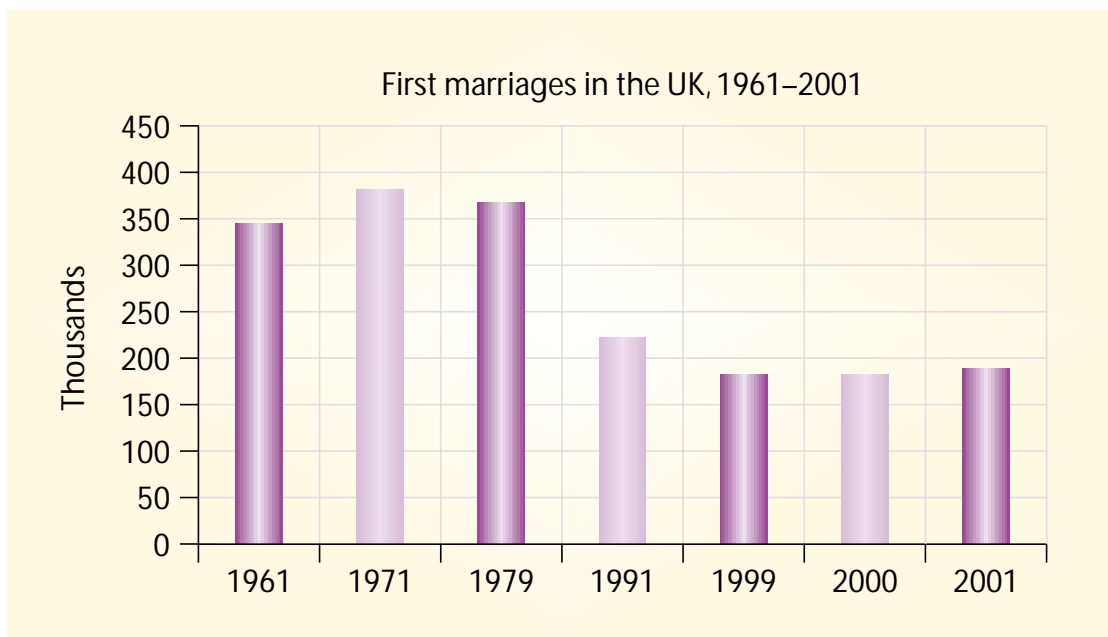
Activity C ● Vocabulary for talking about changes

These words are useful for talking about changes. Complete the chart below.

decrease go up improve increase fall rise get worse go down

↑	↓
	decrease

Activity D ● Language: describing change



- 1 The graph shows figures for marriages in the UK. Look at it carefully and then answer the questions.
 - a Does the graph show the figures for all marriages?
 - b How many years does the graph cover?
 - c In which year were there most marriages?
 - d What was the approximate figure for marriages in 1999?
 - e Did the number of marriages go up or down between 1999 and 2001?
- 2 Complete this description using information in the graph.

In 1961 the number of people getting married for the first time was just under
1 The numbers continued to 2 and reached
a peak of about 3 marriages in 1971. Since then there has been
a constant 4 in first marriages, except for a small
5 of about 2% in 2001.

Activity E ● Writing: describing a graph

Work in pairs. Your teacher will give you a graph about divorce. Write a short paragraph describing the graph. Use some of the vocabulary in Activity C.

Remember

- You can use a noun or verb to describe a change.

*There was **a decrease/a fall** in divorce.*

*The cost of a wedding **has increased/gone up** a lot.*

Children's health

Activity A ● Reading: a report on childhood obesity

1 A million children in the UK are seriously overweight. In pairs, discuss the following points:

- What do you think are the main causes of this problem?
- What are the effects?
- What are the possible solutions?

2 Now read the report about obesity in children and compare your answers.



INTRODUCTION

Obesity is the UK's biggest health problem, causing 30,000 premature deaths and also costing the economy over £2.1 billion a year. However, the problem doesn't only affect adults. The number of obese children in Britain has doubled in the past two decades, with one in ten children now affected. As a result, medical experts fear that this will lead to increased obesity in the adult population in the future, in what they describe as a medical 'time-bomb' as important as smoking was twenty years ago.

CAUSES OF OBESITY

One of the main causes of childhood obesity is a lack of exercise. For example, in the past many children would cycle or walk to school, but parents today are more likely to take their children to school by car as they are concerned for their safety. The second major cause of childhood obesity is an

inappropriate diet. Many children rarely eat fresh fruit and vegetables, even though these are easily available. Instead, they prefer processed foods that often contain extra sugar and fat. This preference is strongly influenced by the media. For instance, children are exposed to television advertising, which promotes high-fat snacks as 'fun' food.

EFFECTS OF OBESITY

Although obese children may suffer only minor health problems such as a lack of mobility, they can suffer depression and emotional stress as a result of being bullied at school. Even more important, however, is the fact that being overweight is linked to life-threatening conditions in later life. It is estimated that, as adults, these children will be 27 times more likely to get diabetes and their chances of getting heart disease will double.

SOLUTIONS

There are a number of ways of responding to this problem. The most important factor is education of parents and children. For example, providing information on eating and lifestyle behaviour to parents has been shown to reduce obesity in children. Secondly, there should be a change in the school curriculum so that exercise is an integral part of the school day. In addition there should be closer links between schools and local sports clubs. Finally, the media should take a more responsible role in this process. For example, advertising 'junk food' during children's television should be banned and popular programmes should provide more positive role models for healthy living. Together these approaches may help to stop the current trend and ensure children develop into healthy adults.

- 3 Read the report again. Look at the underlined words. These are used to connect the ideas in the text. Work in pairs. Decide which words have the following purposes:

- Organise information *secondly, finally*
- Add more information
- Show contrast
- Give reasons
- Introduce an example
- Show the result of actions

Activity B ● Planning a short report

- 1 Read about some other changes which are having a negative effect on children today. Which problem is described in each situation?

A

Children as young as seven are suffering from Repetitive Strain Injury (RSI) because of the overuse of computers and hand-held games in the home and at school. RSI shows up as 'Nintendo' thumb, pains in the shoulders and swollen joints. These children will probably face years of agony and ill health in the future.

B

Technology is becoming an extremely important tool in homework activities set by teachers. There are big differences in access to technology in the home in terms of class. Forty-six per cent of middle-class children compared with 19% of working-class children have access to a computer at home. Working-class children are at a real disadvantage.

C

Some research suggests that violence in computer games can have a bad effect on young people's behaviour. A recent study on a group of eight- and nine-year-olds found that when they reduced time spent playing computer games to less than seven hours a week for 20 weeks, their verbal aggression decreased by half and their physical aggression decreased by 40%.

D

Research shows that advertisements aimed at children, usually at peak viewing times, strongly influence them. Their preferences for toys and types of food are influenced by the advertisements they watch, and advertisements seek to change these preferences. Products are presented as something they 'must have', even though they are expensive, unnecessary or bad for their health. Advertisers rely on children nagging their parents to get the things they have seen in advertisements.

- 2 Work in groups of four. Choose two of the situations above. Discuss each of them in turn. Make a list of possible causes and effects, then discuss solutions for each situation.
- 3 Now work in pairs and prepare three paragraphs for a short report for one of the situations you discussed.
- Paragraph 1 – causes
 - Paragraph 2 – effects
 - Paragraph 3 – solutions
- 4 Write your paragraphs. Include connecting words used in the report on page 10.

Male and female roles

Activity A • Listening: family roles



- 1 Joel and Connie have two children: Luke, 18 months, and Laura, six years.

Who in the family do you think does these things? Joel or Connie?

- a goes out to work
- b spends most time looking after the children
- c takes Luke to playgroup in the afternoons
- d studies computer programming at the local college
- e takes Laura to school
- f does the cleaning
- g does the cooking

- 2 Who else helps out?

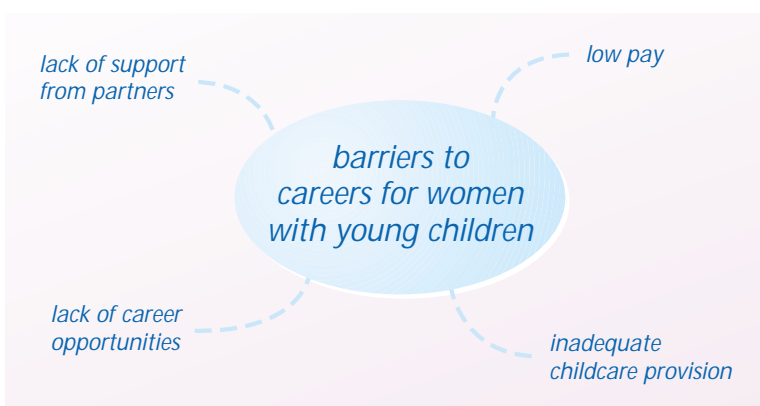


- 3 Listen and check whether your ideas were the same.

- 4 How typical is this family compared with families you know or families in your own country?

Activity B • Planning a talk

As part of his course, Joel has to give a three-minute talk on changes in society. Look at his plan. What is his talk going to be about?





Activity C • Listening: a talk on women and work

1 Look at the photo of Joel. How do you think he feels? What is he doing wrong?



2 Listen to the talk. In which order does he talk about his four main points?



3 Listen again. What reasons and examples does he give to support each of his main points?

4 How does he make the organisation of his talk clear for the people who are listening?

- a What does he say to explain what his talk is about?
- b How does he introduce each of his four points?
- c How does he introduce his conclusion?
- d How does he ask for questions at the end of the talk?

Activity D • Speaking: giving a short talk

1 Choose one of the topics below for your talk. Then plan your four main points and any supporting reasons and examples you want to use. Try using a plan like the one in Activity B.

- Changes in the role of men
- Family life
- Young people today
- Your choice

2 Now prepare an introduction and conclusion for the talk.

3 Think about any phrases you want to use to make sure the structure of the talk is clear for the people listening.

4 Work in groups of three. Take turns to give your talk. For each talk one of you should give feedback. You should try to speak for about three minutes.



Project

You are now going to do your own research on one aspect of life in the UK today. This will involve choosing and researching a topic, presenting your findings to the whole group and writing a short report.

Activity A ● Research your topic

- 1 Work in groups. Choose one of the topics below that you think will be of interest to all your class.

Examples

- How adults spend their free time
 - How children spend their free time
 - Children and pocket money
 - Eating habits in Britain
 - The British and their pets
 - Mobile phone use and health issues
 - Another topic
- 2 Research your topic using your local library or the Internet. You will need to:
 - find general background information
 - find key facts and figures
 - share the work equally between your group members.

Activity B ● Present your topic

- Use the results of your research to prepare a short talk about your findings for the class. If possible, include a simple graph or pie chart.
- Divide the talk equally between your group members.

Activity C ● Write a report

Now write a report on your topic. Include a general introduction to the topic, a summary of your findings and your personal viewpoint.



Check it

Activity A • Using connecting words

Connect the ideas in these sentences using the word in brackets.

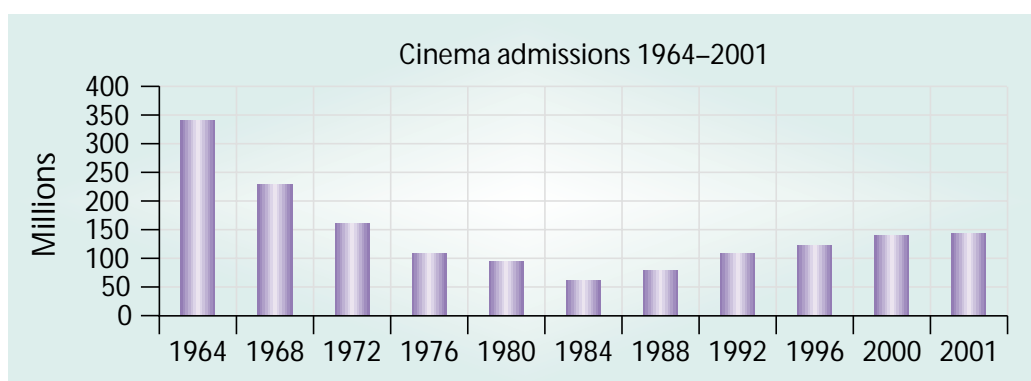
- a Fifty years ago children were active. Children today are far less active.
(in comparison with)

Example *In comparison with fifty years ago, children are far less active today.*

- b Children are much less active than they used to be. They are spending too much time watching TV. They are spending too much time playing computer games. (because, and)
- c Many children fail to take enough exercise. Many children eat the wrong things. (not only ... but also ...)
- d Parents are aware of the risks. Many still allow their children to eat crisps and burgers and other fatty foods. (although)
- e Healthy eating has become a concern for many parents. It has become a concern for schools. Many health organisations and doctors are producing advice leaflets. (both ... and, as a result)

Activity B • Working with information in a graph

After many years of decline, the cinema has become popular again with the British. Look at the graph and use the information to complete the description.



In 1964 there were nearly ¹..... visits to the cinema. However, over the next 20 years cinema going ²..... and many cinemas were forced to close. In the 1980s, admissions fell below ³..... for the first time and in ⁴..... reached an all time low of just 54 million. There were two main reasons for this: ⁵....., the introduction of the video cassette recorder, and ⁶....., a number of very poor quality films. Since then admissions ⁷..... steadily. ⁸..... for this increase has been the building of many new multiplex cinemas – large cinemas with several different screens.



Mini-projects

Activity A ● Find out about the UK

Practise using the Internet to research a topic which interests you. Log onto a search engine such as Google at <http://www.google.com>

When the search is completed, print off one of the search results pages. Go into two or three of the websites. Select and print a page from each. Report back to the group.

Activity B ● Find out about UK organisations

Choose one of the organisations below. Research it using your local library, by contacting the organisation directly, or by using the Internet. Then prepare a talk for your class to explain the help and support the organisation offers to its target audience.

Organisation	Target audience
Age Concern	Elderly people
Childline	Children
Citizens' Advice Bureau	People needing general advice
Gingerbread	Single-parent families
Parentline Plus	Parents
Relate	Couples in crisis
The Samaritans	People needing emotional support

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

.....

I need more practice with

.....

.....

.....

Date



Audio scripts

Pages 2 and 3 Changes in the UK

Activity B

Interview 1

- Reporter: So do you think life in the UK is getting better or worse?
- Woman: Well ... I must say I do feel much less safe than I used to. You know I always used to leave my front door unlocked when I went out during the day. I certainly wouldn't do that these days, and I don't know of anybody who would. But there're some things better nowadays. I think youngsters have a far easier time, particularly young women. There's no doubt about it – they do have more choices. I know if I had my time over again, I'd be a policewoman. But I got married at 17 and had children straight away. There just weren't the same opportunities for us then. As for better or worse ... well, a bit of both, I'd say.

Interview 2

- Reporter: What about you? Do you feel life in the UK's getting better or worse?
- Man: I came to live here ten years ago. For me, the biggest change has to be in how we use technology. I think we all know it's had a real impact on how we live – and that's with our friends and family and not just work. Mobile phones have become so popular – lots more people have them. And nearly everybody has a computer these days. So it's a lot easier to get hold of information using the web, and then there's communication – it's so much faster – and this applies not only in the UK but internationally. Take me, for example – it's almost as easy to get in touch with my folks back home as if they lived in the next town. That certainly wasn't the case when I first arrived. Yes, I really think things like mobiles and the Internet have changed our lives ... and for the better.

Interview 3

- Reporter: So do you agree with that?
- Woman: Not really. In lots of ways it seems to be getting worse. You know, I think our children are getting fatter and lazier. I'm afraid mine watch about five hours of television a day. That's at least twice as much as I did when I was a girl. And they sit for hours on end playing these

dreadful computer games as well. I really don't think it's very good for them. But I must say it isn't helped by the fact we all worry about letting them play outside these days. I don't think our towns are nearly as safe as they were when I was young.

Interview 4

- Reporter: Do you think life in the UK is getting better or worse?
- Man: Hmm, a bit of both, I think. Things that are getting better, well ... take medicine, for example – it's so much more advanced now. They can do amazing things but if I'd lived even 50 years ago, I might have died of some very ordinary disease, like TB. On the other hand, these days people seem to be less caring than they used to be. You know, helping older people with their shopping, standing up to give your seat to a pregnant woman on the bus, that sort of thing – it seems that most people don't bother any more.

Interview 5

- Reporter: Could you tell me, as far as you're concerned, is life in the UK getting better or worse?
- Man: Oh, better, definitely, yes, much better. Take me, for example – my wife and I both work part-time so we can both share in looking after the kids. I get to spend so much more time with them. Oh, we have the usual ups and downs, but I'm sure I have a good relationship with them and I really enjoy being more involved. As a rule, in my parents' generation, women looked after the children and men went out to work. It's very different now. Society's much less rigid than it was. People have more of a chance to be themselves these days. And I think society will become even more tolerant of differences in the future.
- Reporter: Well, let's hope so.

Page 4 How we spend our time

Activity B

- a A quarter of us eat our main meal after 7 pm.
- b Fifty per cent of us think people drive too fast.
- c Three-quarters of the people we interviewed don't eat a big breakfast.



- d Most people in the group work from 9.30 to 6 pm.
- e Twenty-five out of a hundred people we spoke to think more should be spent on health.
- f On average, between ten and fifty children are absent from school each day.
- g In our survey, only one in fifteen were satisfied with local services.

Page 6 How we live

Activity A

Margaret

I come from a very large family. I'm one of eleven children. I was born in 1915 and people had larger families then. Sadly, three of my brothers and sisters didn't make it to adulthood, and my older brother died in the First World War. Anyway, of the seven of us surviving children, six of us got married. We had nineteen children between us. You can imagine what it was like in my mother's little terrace with all those children. And my grandparents were living with them for a while! My three youngsters moved away to work when they were old enough and they all got married quite young. My husband, Frank, died soon after that so I was living on my own for a bit, but it didn't really work. That was before I moved into a residential home. I've got six great-grandchildren now. They all come to see me a couple of times a year, but none of them live round here. I'm quite happy in this home. I'm a bit too frail to manage on my own. What's good is the other residents are nice and friendly, but I really don't like being so far from town and I'd like to see more of my family.

Rachel

I live with my son Thomas in a flat quite near here. Thomas's dad left us five years ago when Thomas was two – now he's married again. Thomas sees him twice a week. It's hard work bringing up a child on my own, but other people do it and you do manage, with a bit of planning. And I'm a lot happier now than when I was married. It just didn't work out and we were always rowing, and that wasn't a good atmosphere for Thomas to grow up in. It's better now, but it's tough being a single parent and having to do everything. My dad lives nearby and he helps, but he works, so I can't rely on him too much. Even so it's nice to know he's there in an emergency. I'm seeing someone at the moment, but I'm not ready to settle down yet. He's got two kids a bit older than Thomas. Their mum died three years ago, so he's a single parent too. If we do get together, we'll

definitely have to get somewhere bigger because you'd never get five people in my flat.

Mavis

I was born in the UK, but both my parents come from Nigeria. They came here – in fact, they met here – in about 1965 and got married and had us lot. There were four of us altogether – all girls. I think my sisters and I had a pretty normal kind of life, really. I lived at home till I was about 18 and then after my A-levels I got a job and then I wanted a bit more freedom, so I found a little bed-sit and moved in. But I got lonely to tell the truth and I missed my family a lot, so I lived with my sister for a while and then shared a flat with some friends. Then I met Marcus. After we'd been going out for a while, we decided we should get our own place. We lived together for about a year and then got married. And then last year, Emma was born. I still see a lot of my family – we still have regular family get-togethers and they all make a big fuss of Emma.

Rob

I had a funny sort of early childhood. I was in care from the age of three and I lived in a children's home for about six months. Then I went to live with foster parents, Ken and Sarah. They ended up adopting me. We all lived in this tiny little council house with their two kids, three cats and a dog. I was pretty happy there, really felt they were my real family as I never saw my natural parents. I lived at home until I married. My wife and I were together for 12 years, but sadly we split up about eight years ago – although we've never divorced. I quite enjoy living on my own.

Page 8 Marriage and divorce

Activity B

Liz

As I see it, the divorce rate is increasing simply because it's a lot easier to get a divorce nowadays. I mean, the divorce laws have changed so much over the years and that's made it easier – and a lot cheaper. In the past, when a couple wanted to get divorced, there had to be a guilty party, and you had to prove that your partner was guilty, you know, perhaps of having a relationship with another person. And you had to go to court, and there was a court battle and it could cost hundreds or thousands of pounds, even. And then, your partner had to agree to a divorce or you'd have to wait years. But today, it's nothing like that. It can all be done in a much shorter time.



Joel

It seems to me it's got a lot more to do with people's expectations. I think people today expect a lot more out of their marriage and their partner than they did, say, 30 or 40 years ago. I think women's expectations especially are a lot higher today. And they're not prepared to put up with unhappy, you know, what do they call them – 'empty-shell' marriages – you know, a marriage where there's no love or intimacy. No, the point is, I think people – women – want compatibility, you know, emotional and sexual – and equality. And I think today that lots of people, if they don't find those things in their partner, they're prepared to get divorced. And I think they're prepared to keep going until they do find the right person.

Connie

Personally, I think you have to look back into history a bit to get the answer. I mean, I think it's true that women's expectations have changed, but I think the thing is that it's because their roles have changed. I mean if you compare now with 50 or 60 years ago, women today are educated and qualified, and they can get to the top in their careers. Not all of them, but it's getting better. And in the past, a lot of women just expected that their role in life was to get married, and be a good housewife and have kids and be a good mother. And they had no money or job, so they depended on their husband. But today, women don't need men for financial security.

Terry

I think there's some truth in everything everyone's said but, if you ask me, I think the main thing is that society's changed – attitudes have changed. If you think back only 30 or 40 years, how many people did you know who were divorced? Not many, I shouldn't think. I know I didn't. In those days, people were a lot more religious and there was a lot of shame that came with being divorced. And having a child without being married? That was about the worst thing that could ever happen to a woman – and the child. But today, that's all changed. Today it's perfectly normal to say you're divorced or a single parent, or if you're pregnant and not married or living with someone. In the past, they called that 'living in sin'. I mean, just look at all the pop stars and film stars who are single but have babies. And we just accept that now as normal.

Pages 12 and 13 Male and female roles Activity A

Connie

I suppose I've become a bit of a weekend mum, really. I don't see much of the kids in the week. I usually drop Laura off at school on my way to work, but I'm often not home till after six. I don't do anything for work at the weekend, even if we're really busy. I'm very strict about that because I like to spend as much time as I can with the kids at the weekend. I guess I'm pretty lucky. Joel does all the cooking and cleaning and he takes Luke to playschool every afternoon. It's tough for him because he's doing an evening course at college to become a computer programmer. He's got a lot of work to do for the course and I know how tough it is when you're looking after an energetic eighteen-month-old. I don't know what I'd do if my mother didn't live nearby. She picks Laura up from school in the afternoons and sometimes helps out with the kids in the evening when Joel's got his course and I'm late home from work. A lot of people think it's a bit odd that Joel stays at home, but it makes much more sense. He was in a dead-end job and wanted to be more involved with the kids, and I was the one with the good job and the salary. I'm not sure what will happen when Joel qualifies. Maybe it'll be my turn to stay home.

Activity C

Joel

More women than ever are trying to combine a career and a family. Today just over 50% of women with children under five are now in paid work, and about 25% of non-working mothers say they would like to have a job.

However, in Britain today balancing a job and small children is still very difficult, **so in my talk I'd like to talk about** some of the barriers that prevent women from having a satisfying job at the same time as bringing up a young family.

My first point is low level of pay. As I said before, there are now more women than ever in employment, but on average women still earn between 20% and 40% less than men for the same work. For every pound that a man in full-time work earns, a woman earns just 80p. The situation is even worse for the 40% of women who have part-time jobs. Here women typically earn just 60p for every pound a man earns.



Another important obstacle that women face in the workplace **is** the lack of career opportunities. The reality of work for most women is not only poor pay, but also low-status jobs. Even though many women are now better qualified, only a few reach more senior levels – for example, only one in five of all managers are women. Even in female-dominated careers like nursing, men are still much more likely to be promoted into management jobs. It seems that everywhere in the business world there is a glass ceiling – a point beyond which women find it very difficult to progress in their careers. So what are the reasons for this? First, UK business culture still expects work to be the main focus of attention for its managers and expects them to work long hours. Obviously, this is a situation that is incompatible with young children, particularly as women are still expected to be on call for emergencies at home. Another reason is that most decision makers are in fact men and, unfortunately, they often have very fixed ideas about what women can and can't do.

My next point is the lack of affordable childcare. We've already seen that the lower rate of pay for women is one of the main reasons why women often stay at home to look after children. Another important factor is the provision of affordable childcare. According to a recent report, there are only eight day nursery places for every 100 children under the age of five, and six out-of-school club places for every 100 children aged five to seven. For many women, having a job simply does not make financial sense because the cost of childcare often takes up most of her pay.

So now to my final point – the lack of support women receive from their partners in bringing up children. Even though many more women with children have jobs, men's contribution to childcare and household tasks has changed very little. A study last year showed that four out of five women with families still did all or most of the housework. Even when both partners have full-time jobs, the woman does most of the housework in seven out of ten cases. The result is that women are often working a thirteen-hour day with little or no leisure time.

In conclusion, we have seen that a lot still needs to be done to close the pay gap and finally shatter the glass ceiling at work, but also to create equality at home. Until these changes are made it will continue to be difficult for women to combine work and a family. Thank you. **If you have any questions, I'll be happy to try to answer them.**



Answers

Pages 2 and 3 Changes in the UK

Activity A4

much longer than
considerably better off
more than twice as much
a significantly lower proportion
substantially more
23 million fewer
far more
compared with
bigger
better
higher

Activity A5

considerably, significantly, substantially, far

Activity A6

		1953	2003
Life expectancy	Men	66	75
	Women	71	80
Number of people who live alone		1.5 million	7 million
Couples who cohabit before marriage		1/20	7/10
Number of children born to unmarried parents		1/20	2/5
Number of cars and vans		3 million	26 million
Average waist size	Men	78 cm	90 cm
	Women	67.5 cm	75 cm

Activity B1

Suggested answers:

Speaker 1	both	more crime/more choices for women
Speaker 2	better	technology makes life easier
Speaker 3	worse	children are lazier and fatter/towns are not as safe
Speaker 4	both	better medical advances/less caring
Speaker 5	better	society is less rigid

Activity B2

See the underlined words in the script.

Page 4 How we spend our time

Activity A3

Quiz

1 sleeping	6 1 pm
2 eating	7 4%
3 watching TV	8 26 hours
4 travelling	9 elderly people
5 up	10 adults

Activity A4

- b four out of five
- c half as much
- d three-quarters
- e one in ten

Activity B

$\frac{1}{4}$; 50%; $\frac{3}{4}$; 9.30–6; 25/100; 10–50; 1/15

Pages 6 and 7 How we live

Activity A2

- a Margaret – widowed
Rachel – divorced
Mavis – married
Rob – separated
- b Mavis

Activity A3

Living in a residential home
Bringing up a child alone
Living with family
Sharing a flat/house
Living together
Living in a children's home/being in care
Living with foster parents
Living on your own

Activity A4

Margaret:	Living in a residential home
Advantages:	Nice/friendly residents
Disadvantages:	Too far from town/less contact with family
Rachel:	Bringing up a child on her own/ Being a single parent
Advantages:	Better atmosphere for Thomas
Disadvantages:	Hard work/Having to do everything



Activity C1

3 advantages

Constant contact with both parents who can be positive role models

Best chance of growing up in a loving, stable environment

Physical and economic support during early years of dependence

3 disadvantages

Nuclear family can be isolated and lacking support

Conflict if one parent does not take responsibility expected

Lower chance of happy and stable atmosphere if parent(s) unhappy

Activity C2

Suggested answers:

For example

In addition

Most importantly

On the other hand

Another disadvantage

Added to this

Pages 8 and 9 Marriage and divorce

Activity B3

Liz – divorce is easy and cheap

Joel – women have higher expectations

Connie – women are more (financially) independent and less reliant on men

Terry – society has changed to accept divorce

Activity C

↑ go up, improve, increase, rise

↓ decrease, fall, get worse, go down

Activity D1

a No – first marriages only

b 40 years – 1961–2001

c 1971

d About 180,000

e It went up a little bit.

Activity D2

1 350,000

2 rise/increase/go up

3 380,000

4 decrease/fall

5 rise/increase

Activity E

Suggested answer:

At the beginning of the sixties the number of people getting divorced was about 27,000. For the next thirty years, the number of divorces rose continuously, reaching a peak of about 165,000 in 1994. Since then the divorce rate has gone down, except for a small increase of about 2% in 2000.

Pages 10 and 11 Children's health

Activity A3

Suggested answers:

Organise information

– secondly, finally

Add more information

– and also, even more important, in addition

Show contrast

– however, but, even though, although

Giving reasons

– one of the main causes, the second major cause, as a result of

Introduce an example

– for example, for instance, such as

Show the result of actions – as a result

Activity B1

Suggested answers:

A Repetitive Strain Injury from overuse of computers and games

B Working-class children being at a disadvantage because fewer of them have access to computers at home

C Violent computer games leading to aggressive behaviour

D Children being targeted by advertisers

Pages 12 and 13 Male and female roles

Activity A1

a Connie

b Joel

c Joel

d Joel

e Connie

f Joel

g Joel

Activity A2

Connie's mum.



Activity C2

- 1 low pay
- 2 lack of career opportunities
- 3 lack of affordable childcare
- 4 lack of support from partners

Activity C3

- 1 low pay – no reason given
Example: how much less women earn compared with men
- 2 lack of career opportunities – reasons: business culture says work should be main focus, decision makers are men
Example: men being promoted to management job in nursing (female-dominated job)
- 3 lack of affordable childcare – no reason given
Example: figures which show number of nursery places is inadequate
- 4 lack of support from partners – no reason given
Example: study showing most working women still do most of the housework

Activity C4

- a ... so in my talk I'd like to talk about ...
- b My first point is ...
Another important obstacle ... is ...
My next point is ...
So now to my final point ...
- c In conclusion ...
- d If you have any questions, I'll be happy to try to answer them.

Page 15 Check it

Activity A

- b Children are much less active than they used to be **because** they are spending too much time watching TV **and** playing computer games.
- c Many children **not only** fail to take enough exercise, **but also** eat the wrong things.
- d **Although** parents are aware of the risks, many still allow their children to eat crisps and burgers and other fatty foods.
- e Healthy eating has become a major concern for **both** parents **and** schools. **As a result**, many health organisations and doctors are producing advice leaflets.

Activity B

- 1 350 million
- 2 decreased/fell/went down/dropped/declined
- 3 100 million
- 4 1984
- 5 firstly
- 6 secondly
- 7 have risen/have gone up/have increased
- 8 The (main) reason/one reason