

UNIT 1

Lesson 1.4, Listening, Exercise A J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *Meitu*. Karen, what exactly is *Meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia.

Lesson 1.4, Listening, Exercise B J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *Meitu*. Karen, what exactly is *Meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia. It was only recently launched here in the US though. Just to give you an idea of its popularity ... the app has been installed more than a billion times and has more than 450 million unique users throughout the world.
- J: That's incredible! OK. So tell us a little more about it, Karen.
- K: Well, *Meitu* means *beautiful picture* in Chinese and it's an app available on iOS and Android platforms which helps you to look more beautiful in selfies. For example, you can retouch your skin to make it appear smoother and younger, or remove spots or dark circles from under your eyes. You end up with an idealized version of yourself.
- J: But don't most photo apps allow you to do that kind of thing anyway?
- K: Yes, they do, but *Meitu* goes much further. After you've chosen one of seven filters ...
- J: What kind of filters?
- K: Well, they have names like *Angelic*, *Blossoms*, *Mermaid* ... so you can probably imagine the style. It creates a soft focus for your picture and makes you look kind of dreamy as well as giving you the option of adding effects like stars, flowers and tears.
- J: And then?
- K: And then ... well, the best part ... the most unusual aspect of this app is that it has an incredible hand-drawn mode that allows you to change your eye color, whiten your teeth, make your nose smaller, change the shape of your face ...
- J: Umm ... a little like plastic surgery without the surgery!
- K: Yes, exactly!

- J: So how does it work?
- K: *Meitu* uses facial recognition technology – you know – the kind of thing they use at airport security – to map your face using 171 different points. Then it puts make-up, effects and so on over the top of the image.
- J: So have you tried it yourself, Karen?
- K: Yes, I have. It took me about forty minutes to create the perfect me. The problem is ...
- J: Yes, ...?
- K: Well, some tech experts have warned that the app is collecting people's personal information. Every time you use it to create the perfect selfie, it accesses your phone's location, your app history, your photos, wi-fi connection information ...
- J: OK ... that's a little scary.
- K: Well, it is, but so many phone apps do that these days. I think the threat has been exaggerated a little.
- J: Thanks, Karen, for sharing all that with us. Now, moving on to other aspects of selfies ...

UNIT 2

Lesson 2.4, Listening, Exercise B M = Megan G = Gareth

- M: One difficult aspect of growing up is decision-making. You learn, as you get older, that there are tough choices to be made – life-changing decisions. Now, Gareth, you're a guidance counselor – what kind of support can you offer young people?
- G: Well, it's important to note that there are a range of problems affecting young adults today – family troubles for one thing, exam stress, career choices. And, as you say, they need to make tough choices. And that can be hard. To give you an example – a lot of young people who come to see me have just left school and they don't know how to go on from there. They ask me things like, *Should I go to college, or should I get a job?* or they tell me that they're worried about living on their own for the first time in their lives.
- M: So how do you help the young people who come to you?
- G: The first thing we do in a counseling session is a classic technique. *Write it down*, is what I tell them. I get them to write a list of advantages and disadvantages. This seems like an obvious thing to do, but a lot of people don't actually think of it, and it's amazing how just seeing something written down in black and white can help to clear your thoughts.
- M: Can't family members help with difficult decisions like these, Gareth? Why do young people feel they need to talk to a stranger – to you?
- G: Family can be an issue. Even if the young person's problem isn't related to their family specifically, their families don't always support them in the way that, maybe, they would like. There's usually a lot

of pressure. Parents don't always agree with their children's choices. I regularly talk to people who know what they want to do, but their parents don't agree. And then you have issues of family loyalty, you know – not wanting to disappoint your parents, and so on. It's difficult to put a plan into action if you don't have support from your family.

M: So what do you tell them, Gareth?

G: Well I always stress the importance of thinking long term. *Think in years, not days*, is what I tell them. Consider the consequences of your decision. Set long-term goals. Think – will there be a positive outcome for me in five years, ten years?

M: How else can you help somebody to make a decision?

G: Something which a lot of people find very useful is the idea of having 'an imaginary friend'.

M: What do you mean?

G: Well, it's very easy to get absorbed in your own problem, to only see a very narrow, personal view. I tell them to imagine that it's somebody else's problem. If this was your friend, what advice would you give them?

M: I see – it's easier to come up with a solution when you're on the outside?

G: Exactly. And finally, just stop thinking for a while! Experts talk about 'decision fatigue' where you spend so much time and energy worrying about the problem that you just can't deal with it any more. Take some time off. Do something else. Get away for a few hours or days.

UNIT 3



Lesson 3.4, Listening, Exercise B

3.3 Good morning and welcome to today's lecture about young drivers and road safety. I want to start by giving you a few facts. You are probably aware that young drivers, that is to say, young adults between the ages of 17 and 24, are at a much higher risk of being involved in a fatal traffic accident than older drivers. Numbers from the National Highway Traffic Safety Administration show that young drivers are a third more likely to die in a crash than drivers who are over the age of 40. That's a pretty terrifying number and it's extremely important that we do something to change that.

First, I want to talk about some of the causes of the problem. Younger drivers have less experience, and this means that they're not as good at spotting hazards as older drivers. But more important is the fact that they are risk-takers. They are far more likely to drive without a seat belt, pass dangerously or drive too fast. Speeding is a real killer.

Many young people feel very proud that they have mastered how to drive a car – and ... I'm sure you know the feeling yourselves ... it's so exciting ... sitting at the wheel for the first time – they feel very confident. Too confident. And this is another problem. They think

they're in control, but in fact, they're actually driving too fast and dangerously.

It's absolutely vital that we see a combined effort on the part of schools, healthcare professionals, social workers and the police, of course, to deal with this problem.

Now, let's turn to the solutions to some of these problems. The first thing we need to do is to improve driver training and testing. One suggestion is for us to introduce 'graduated' driver learning and licensing. What does that mean? Well, I'll explain this idea in more detail. We want to see a driving test which is divided into stages – smaller steps if you like. This offers a more structured approach and would include a minimum number of driving lessons followed by a trial period before young adults are actually issued with full licenses. For example, during the trial period, they wouldn't be allowed to drive at night, or to carry passengers.

In addition, studies have shown that raising the age at which young people can take their driving test would have a major impact on road fatalities. Parents especially should discourage the idea of learning to drive as soon as possible. If local authorities provide realistic transportation alternatives for young people – for example, regular buses and better bike paths, free train travel – then they might be more likely to delay getting their first car.

Now, that's all I want to say on the subject of solutions to this problem. Do we have any questions from ...

UNIT 4



Lesson 4.4, Listening, Exercise B

H = Henry M = Maria

H: How many times have you said to yourself, *I'm going to exercise more* or *I want to stop wasting time and organize my life*? You make a plan and then ... you fail to stick to it! Today, I've asked psychologist, Doctor Maria Davos, to come onto the show and talk to us about how we can not only set goals, but actually achieve them. Good morning, Doctor Davos.

M: Good morning. Thank you for inviting me onto the show.

H: Why do we find it so difficult to keep our resolutions?

M: I think the main reason is that we try to do too much, too soon. People think that they're going to transform their lives overnight. But it doesn't work like that. Making a lifestyle change is challenging, and it's part of a process that takes time and a lot of patience.

H: So how do you suggest we go about making changes that will stick?

M: A lot of people make a list of their goals, but these are usually fairly general. If you write down, 'Exercise more', that's not very specific, is it? Yes, you want to exercise more, but how and when? Be more focused in your goals. Write a note about which days you're going to exercise and for how long. You need to be realistic.

H: Yes, but, those kinds of goals are achievable because you can measure them. You can exercise for ten minutes every day, for example. But what if you want to quit a bad habit? For example, I bite my nails. I hate it, but I just can't stop doing it.

M: Again, you need to measure the progress you're making so try this idea – use your phone to take a photo of your nails every day and then you'll be able to track your progress as your nails grow back. Each time you reach your fingers to your mouth, take out your phone and look at the 'before and after' pictures. You'll be really happy when you see how good they look now!

H: That certainly sounds like very good advice.

M: Another idea is to keep a food diary. If you eat too much chocolate, for example, or drink too much coffee – write down how much you have each day. Then you can actually see, in your diary, the progress that you're making. It can be a really positive process and will keep you strong – help you to stick to your resolution. And remember – this is so important – don't try to do everything at once. Don't overdo it. Focus on one goal or change at a time. When you have succeeded in making one change in your life, you can move on to another goal.

H: How can our family and friends help us, Maria?

M: That's a good question, Henry. I believe that the support of family and friends is ...

UNIT 5



Lesson 5.4, Listening, Exercise B

5.3

J = John T = Tony A = Amal

J: Today on *Education Matters*, we have a report from Tony Mills, our education correspondent. Tony – you're going to be telling us about a crisis in our high schools, is that right?

T: Yes, that's right, John. New statistics from a recent survey show that an increasing number of teachers are leaving schools. To be more specific, of all the young people who were certified as teachers in 2011, 30% had left the profession within five years. A different study found that this figure was even worse for teachers of core subjects. For example, 10.4% of science teachers and 10.2% of those teaching languages leave each year.

And maybe even more revealing is the fact that, as the survey results show, an astonishing 80% of teachers have actually thought about leaving their jobs over the last 12 months. Now of course, many young graduates qualify to become teachers every year, but the trend is definitely for declining teacher numbers – more people are leaving than entering. For instance, government figures for this year show that there are 10,000 vacancies for high school teachers. In college, the numbers are even worse, with a shortage of 20,000.

So what's the reason for this mass exodus? When asked, almost all teachers talk about the increase

in their workload and the stress this brings with it. I asked Amal Hussain, a math teacher from New York about her experience.

Amal, you quit your job several months ago. How long had you been teaching?

A: I got my certification 11 years ago and, well, to be honest with you, I'd just had enough. I resigned in June last year and now I'm retraining as a career advisor.

T: So why did you leave the job?

A: My workload was just ... well ... it was overwhelming. The new government standards mean that the students are constantly being tested ... assessed ... through means such as coursework, oral exams, written exams, and we have to create those exams, grade them and complete endless paperwork ... data collection they call it. For example, toward the end of my time in the teaching profession, I was grading up to 200 notebooks every week – I didn't have time for anything else! It's not teaching you know ... it's just ... well ... it's not how I imagined the job when I first started.

T: And how does all of this affect the students?

A: Well, that's just it. Because the only important thing is getting good grades – teachers are forced to focus only on preparing students for exams. That's not why I became a teacher. I believe education is an ongoing process which is about learning, developing. I wanted to make a difference in students' lives – and I wasn't. That's what's important to students, and teachers, not just things like ... exams and grades.

T: How many hours were you working on average? Can you give us a more specific idea of your workload?

A: Umm ... about 60 hours most weeks, maybe more if we had end-of-year exams. The workload is what most of my colleagues complain about. I loved my job. I loved working with young people, helping them to grow. But ... well, it was just too much.

T: So ... an insider's view from Amal there. So what exactly, is the government planning to do ...

UNIT 6



Lesson 6.4, Listening, Exercise B

6.3

Good morning and thank you for coming. Today's presentation is called *Passion into Profit* and it's all about how you can achieve the dream of turning what you love into a profitable business. No doubt everybody in this room has a hobby which they're passionate about – whether it's baking beautiful cupcakes, making jewelry or collecting vintage cars. Now, many people think that their hobbies are just that – something to do in your free time. But what if you could make a living from something you actually like doing instead of earning money in a boring or unsatisfying job?

Turning your hobby into a successful business can seem like a scary idea, but you must not let that discourage you. Many people are afraid to take action and leave

their job or career because they are afraid they might fail. Well, I'm here to tell you that an amazing 37% of entrepreneurs have created their businesses from what was originally a hobby! And the results of a recent survey show that 86% of people who started a hobby-based business said they were happier now than before they gave up their traditional nine-to-five jobs.

My first piece of advice is focus on your goal. Like everyone starting a business for the first time, you will have your ups and downs, but the important thing is to set a target and stick to it. Make a plan of what exactly you want to achieve and by when; a detailed week-by-week schedule of actions and results will help to keep you on target.

That brings me to the subject of flexibility; you may need to do more than one thing in order to actually make money from your hobby. For example, if you make jewelry, you might sell your jewelry online, but you could also teach other people to make jewelry, or have a stand at a flea market and sell jewelry-making supplies.

The next point I would like to explore is marketing. You may create beautiful objects or be extremely skilled, but if nobody knows it, then you'll never get any customers. Use social media to advertise your product or service and develop your sales. Some online platforms allow you to list your products for free. Join online forums and chat groups so you can attract customers who have the same interests as you.

Finally, learn to think like a businessperson – after all, this isn't just a hobby anymore. Learn how to manage your finances by balancing your income and your expenses. Set up a bank account and don't be afraid to ask for advice from the experts – your bank manager or a professional accountant will be able to advise you on the best way to keep your new business financially healthy!

So, the next question is when do I ...

UNIT 7



7.3

Lesson 7.4, Listening, Exercise C

M = Mark C = César O = Olivia W = Wing Shan

M: On today's edition of *Food for Thought*, we're here in the center of Birmingham to find out what people think about the latest food fads. Here we go excuse me ... good morning ...

C: Um ... hi ...

M: Hi, I'm Mark from *Food for Thought* on Radio 7. What's your name? Can we talk to you?

C: Yes, sure. I'm César.

M: OK. Thanks for talking to us, César. So ... I'd like to ask you a question. What do you think about food fads? Do you believe they're a good thing or do you think they're just nonsense?

C: Food fads? Well, um ... some food fads are good, like, you know, the five-a-day thing. It's a really good idea to encourage people to eat plenty of fruits and vegetables, you know, but ... some others ...

like oh yes ... foraging. I've read about that and it sounds crazy. It's this new fad where they only eat food which has been found in the wild. Stuff like mushrooms, green leaves, wild garlic, nuts. I mean, like I said, I think it's a good idea to eat fresh ingredients. There are more nutrients than in processed foods, but I mean, come on! I heard of one restaurant where they put these special ants – yes, the insects – into their salads. Makes the salad taste lemony or something. I think it sounds disgusting.

M: OK. Thanks César. Good to talk to you. Excuse me. Can we ask you a question? What do you think about food fads?

O: Hiya. I'm Olivia. Oh, I think any kind of food fad can help people to eat more healthily. Whatever it is, it gets you thinking about what you eat, doesn't it? To be honest, I wouldn't really call them fads. I think they're interesting ways of exploring new ideas. For example, I've been on the Paleo Diet for six months and I feel great – more energetic, less tired. It's a kind of eating plan where you only eat foods that existed millions of years ago – from Paleolithic times ... paleo – get it? So that means lots of seeds and nuts, heaps of fruits and vegetables and, of course, no sugar, wheat or dairy. It's like if a caveman – or cavewoman – didn't eat it, then neither do I.

M: I see. Well thanks, Olivia. That's fascinating. And, this lady, ... um ... excuse me. Hi ... what's your name? Can I ask you a question?

W: My name's Wing Shan. Sure, go ahead.

M: What do you think about food fads?

W: I don't really believe that food fads can help us. I think that what's important is to stick to a balanced diet. I just think that if you eat a little of everything then it's the best way. Having said that, I do believe that the Mediterranean diet is a good way of eating. But that's not really a fad, is it? It just means cooking and eating plenty of fresh food – a lot of fish, of course, and not so much meat. Lots of olive oil – it's much better for you than butter or animal fat. A lot of fresh fruits and vegetables. They say that it helps to prevent heart disease and cancer. Keeps your blood pressure down, too. I'll be brutally honest, though – I do sometimes have a burger. But honestly, if you eat ... fast food ... unhealthy food ... now and then, I don't think that's such a big deal, do you?

M: And that was Wing Shan with her view on food fads. So, back to studio where we're going to discuss the latest trends with Doctor ...

UNIT 8



8.1

Lesson 8.1, Pronunciation

- 1 The internet, which is a relatively new invention, is now a vital part of people's lives across the world.
- 2 It was Edison who first used publicity to promote a new invention.

- 3 The Cloud is where many people store photos and other files.
- 4 In the 1980s, when I was in school, no one had a cell phone.
- 5 Coco Chanel, who invented the little black dress, was a very influential fashion designer.
- 6 The physicist whose theories have influenced generations of scientists is Einstein.

Lesson 8.2, Pronunciation, Exercise A W = Woman M = Man

- W:** You know ... I've been thinking ... if you want to go to the theater on Saturday night, it's OK with me.
- M:** To be honest, I was surprised you weren't more interested. I think you'll really like it.
- W:** I know. I'm sorry. I want to go – it's just that I don't have a lot of money.
- M:** I'll lend you the money if you want. Or we can do something cheaper.
- W:** That's very sweet of you! No, it's OK. I enjoy the theater. I'm sure we'll have a nice time.
- M:** Great. I'm really happy that I won't miss it. I think they still have some seats left. I'll call them now.

Lesson 8.4, Listening, Exercise B L = Lucy A = Adam

- L:** What's the matter, Adam? You look a little stressed.
- A:** Yes, I am a little. It's exam time at school, and I have to grade all my students' exam papers and be at school to help with the organization of the exams. The thing is that my wife's away on a work trip right now. I mean, we normally share all the household chores, and childcare of course, but this week, I have to manage the house, the kids and work, ... well ... it's a lot of pressure.
- L:** My kids are grown-up now, but I have a lot of experience juggling a family and a job. I can give you plenty of tips. And my first piece of advice is – don't be such a perfectionist! I mean, did your children have breakfast and get to school on time?
- A:** Well, yes of course they did. But their school shirts were wrinkled because I hadn't had time to iron them.
- L:** Now, you see. That's exactly what I mean. Don't be so hard on yourself. I mean, we all want our lives to be reasonably organized, but sometimes it's just not possible. Well, I'm here to tell you that it isn't the end of the world, you know? Have you achieved what you wanted, but not as well as normal? Well, that's OK.
- A:** Yes, I suppose you're right. So what else do you suggest?
- L:** When you have a lot of different tasks to achieve and not enough time, you have to prioritize. Think about what is absolutely essential, what you have to do, and focus only on that. It sounds to me as if you're doing that already. I mean, the important thing is that your children are at school and that they had

a good breakfast before they left.

- A:** Yes, but I forgot to make sandwiches for them – you know, to have at lunchtime.
- L:** OK, well that's the next thing. You simply must delegate.
- A:** Delegate? Can you give me an example?
- L:** Your example is right there! Your children aren't so little anymore. I mean, your daughter's fifteen, isn't she? Well, delegate the task of making sandwiches to her. She's old enough. She can make her own sandwiches and her little brother's. That's one less thing for you to worry about – and it will teach them to be more responsible.
- A:** Yes, you're right. That's a really good idea. But what about the rest of the housework? There's just more and more – heaps of dirty dishes, dirty laundry, recyclables ...
- L:** It's true that if you don't keep on top of the housework, it can get out of control. So – my advice? Clean as you go. Do the dishes right after dinner. Same with the dirty clothes. Put them straight into the washing machine. And get the kids to do the same. That way, you won't end up with a huge pile of dirty laundry or dishes at the end of the week.
- A:** Sounds good. To be honest, I sometimes forget what I need to do. There are so many things to remember that my mind just goes blank.
- L:** Then make a list. Write down those essential tasks that we talked about, but make a note of when you're going to do them and, of course, who is going to do them. For example, 'sandwiches – Josie, early morning.' You'll find that it really focuses your mind.
- A:** Lucy – I feel better already. Thanks. You've been a big help.
- L:** You're welcome. Let me know how it goes.

UNIT 9

Lesson 9.4, Listening, Exercise B E = Ethan A = Agata

- E:** Hi Agata. I haven't seen you in a long time. How are you? What have you been doing since we left high school?
- A:** Hello, Ethan. Good to see you. Well, I took a year-long art foundation course.
- E:** What's that exactly?
- A:** Well, it's supposed to be a transition period between high school and the study of specialist art and design courses in college.
- E:** Oh, right. So where did you go to do that?
- A:** At Kingston College of Art and Design. The course is designed to help you ... unlock your creative abilities. That's the idea anyway! And of course, it gives you the chance to build your portfolio. That's a collection of all your work – drawings, paintings, sketches. It should be fairly ... um ...

diverse. So people can see that you have a range of styles and ideas. Anyway, it was really fun because I tried all kinds of different disciplines as well as straightforward drawing and painting – fashion and textiles, printmaking, 3D design.

E: But ...?

A: Yes, there was a but! A lot of the projects we did were conceptual art and that was, well, it just isn't me.

E: You've lost me.

A: It's very popular at most art schools, and galleries and so on. It was a movement which emerged in the 60s, and the theory is that the concept behind the art is more important than the finished artwork itself. To give you an example, one of my fellow students did a project entitled *Pathways*. She did this thing where she wore a fleece.

E: Sorry, I didn't catch that.

A: A fleece – a ... like a sheepskin ... a big woolly sheepskin that you wear like a coat ...

E: OK ...

A: Anyway, she wore this sheep ... coat and she attached fourteen little cameras all over her and crawled along the paths on a mountain. I mean, can you believe it? The idea was that she would experience and understand the mountain, the life of the sheep, the landscape ... or something. And the video was displayed at a gallery afterwards.

E: Well, that sounds interesting.

A: Interesting? Anyway, that's the kind of thing that we were expected to do, well not that exactly, but something similar. Well ... to be brutally honest, I just find it all ... let's just say, it's not my kind of thing.

E: So, what are you doing now?

A: Well, after I finished the course ... I specialized in printmaking, by the way. That's where you create an image on a block of wood or metal, could be a stone, too – you carve the image into the material – and then you cover the block in ink and press paper onto it. The image is transferred to the paper. Well, that's a very simplistic explanation, but that's basically it. So, anyway, I got my diploma and now I'm at a different college studying illustration.

E: Illustration? You mean like for books?

A: Yes, basically. An illustration is any drawing that accompanies a written text – it might help to explain what's in the text, or maybe it's just there for decoration. For instance, children's books are full of illustrations because children are more responsive to visual images than to the written word. Anyway, that's what I'm studying now, and guess what? I love it!

E: Well, that's good news!

A: But enough about me, what about you. Did you go traveling like you told me ...

UNIT 10

Lesson 10.4, Listening, Exercise B 10.3 D = Dr. Patel J = John Ingrams

D: Well, we're talking about a huge variety of conditions, ranging from social anxiety and mild depression to very serious illnesses such as bipolar disorder. In fact, statistics from the World Health Organization have shown that more than 615 million people suffer from anxiety or depression on a worldwide scale. And in the UK, for example, one in four people will suffer from some kind of mental health problem at some point in their lives. So we're not talking about just one or two people.

J: Those are pretty scary numbers, Doctor Patel. But surely that must mean that there's more understanding in society about these conditions?

D: Well John, there certainly should be. But even though so many people suffer from mental health problems, there is still a stigma attached to them. According to research carried out by my team at the college, nearly nine out of ten people with mental health problems say that they've experienced discrimination.

Lesson 10.4, Listening, Exercise C 10.4 J = John Ingrams D = Dr. Patel

J: Good morning and welcome to *Mind Matters* with me, John Ingrams. Today, I'm going to be talking to Doctor Patel about mental illness and the stigma of mental illness. So tell me, Doctor Patel, is it really possible that in the 21st century there is still a certain amount of ... well, let's say shame related to mental illness?

D: Unfortunately, yes. That's very much the case.

J: First of all, what do we mean by mental illness?

D: Well, we're talking about a huge variety of conditions, ranging from social anxiety and mild depression to very serious illnesses such as bipolar disorder. In fact, statistics from the World Health Organization have shown that more than 615 million people suffer from anxiety or depression on a worldwide scale. And in the UK, for example, one in four people will suffer from some kind of mental health problem at some point in their lives. So we're not talking about just one or two people.

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D: Well John, there certainly should be. But even though so many people suffer from mental health problems, there is still a stigma attached to them. According to research carried out by my team at the college, nearly nine out of ten people with mental health problems say that they've experienced discrimination.

J: So what does that mean for them in practical terms?

D: Well, it can affect many aspects of their lives. For instance, they are more likely to be unemployed. This comes about because many employers believe that people with mental illness are violent or dangerous, but that just isn't true. A tiny percentage of patients display aggressive or antisocial behavior. As you can imagine, this has a negative impact on a person's feelings of self-worth and confidence.

J: Clearly something has to be done to overcome these kinds of negative impressions, but what?

D: Well, John, a lot of good work is being done by mental health charities which run publicity campaigns and workshops. Research has shown that those kinds of actions are really helpful in changing the negative views which are associated with mental health conditions.

J: What are the authorities trying to do about this problem?

D: A lot has been done already. Actually, here in the UK, the 2010 Equality Act makes it illegal to discriminate against somebody in the workplace because they have a mental health disorder, and that has helped a great deal. In addition, official organizations, such as our college, for example, are creating blogs, newsletters and so on, where we raise awareness of the problem. And to tell you the truth John ...