

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

Inna Chemerys

*Listen and Learn
English*

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Навчальний посібник “Listen and Learn English” розрахований на студентів мовних та немовних спеціальностей, для тих, хто вивчає англійську мову за професійним спрямуванням, і може використовуватися як для роботи на практичних заняттях, так і для самостійного опрацювання. Головною метою завдань навчального посібника є розвиток навичок аудіювання, розширення лексичного запасу слухачів, а також вдосконалення вміння підтримувати та організовувати розмову на професійні та загальнолюдські теми.

Посібник містить 42 завдання до 14 діалогів, які додаються на дискові. При потребі можна скористатися також поданими у посібнику текстовими матеріалами та слухати діалоги з опорою на друкований текст. Порядок вивчення тем за бажанням викладача можна варіювати.

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Preface

Передмова

Навчальний посібник “Listen and Learn English” розрахований на студентів мовних та немовних спеціальностей, для тих, хто вивчає англійську мову за професійним спрямуванням, і може використовуватися як для роботи на практичних заняттях, так і для самостійного опрацювання. Головною метою завдань навчального посібника є розвиток навичок аудіювання, розширення лексичного запасу слухачів, а також вдосконалення вміння підтримувати та організувати розмову на професійні та загальнолюдські теми.

У навчальному посібнику “Listen and Learn English” використано автентичні матеріали англійського радіожурналу BBC.

Посібник містить 42 завдання до 14 діалогів, які додаються на дисківі. При потребі можна скористатися також поданими у посібнику ключами до завдань, текстовими матеріалами та слухати діалоги з опорою на друкований текст. Порядок вивчення тем за бажанням викладача можна варіювати.

Використання цікавих у змістовому та лексичному розумінні діалогів, відтворених носіями мови, сприяє кращому засвоєнню лексико-граматичного матеріалу, підвищує мотивацію та інтерес до навчання, привчає до постійного та систематичного слухання розмовних матеріалів іноземною мовою.

Exercises

Listening

BBC Learning English 6 Minute English

Unit 1 “Good News”

Ex.1. Match the words with their definitions:

1	the seedier side of life	a	sudden, dramatic, and important discoveries or developments, especially in science and medicine
2	mankind	b	crude and rough
3	impact	c	don't give it the credit it deserves
4	exposure	d	a twisted facial expression that shows distaste or disgust
5	breakthroughs	e	aspects of life that are morally degraded, for example, sex scandals and corruption
6	tabloids	f	serious newspapers with a larger page format
7	broadsheets	g	newspapers of small format giving the news in condensed form, usually with lots of pictures and often providing sensational material
8	crass	h	the human race
9	don't do it justice	i	have an effect on or influence
10	a grimace	j	coverage

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. Why should broadcasters look for more good news, rather than the disasters and grim events (according to designer Wayne Hemingway):		
a) because stories could move mankind forward;	b) because stories could make mankind happier;	c) because such stories could attract more audience;
2. What kind of stories would designer Wayne Hemingway like to see getting more exposure?		
a) stories about improving our ecology;	b) stories about improving our education;	c) stories about improving our lives;
3. What two stories does he mention?		
a) Creation of a cardboard bicycle and the eggs made from mice stem cells;	b) Creation of a wooden bicycle and the eggs made from mice stem cells;	c) Creation of a cardboard bicycle and the legs made from mice stem cells;
4. One of the reasons people choose to get more bad news mentioned by the designer is the feeling:		
a) 'Oh I'm glad I'm inside in the warmth';	b) 'Oh I'm glad I'm outside in the warmth';	c) 'Oh I'm glad I'm inside in the south';
5. What can we do about this situation?		
a) We need more crime or war reporters and fewer design or science correspondents;	b) We need fewer crime or war reporters and more design or science correspondents;	c) We need fewer crime, war, design and science correspondents;
6. Why do we need more design correspondents?		
a) Then we'll enjoy better architecture;	b) Design is an important contributor to the British economy;	c) Design is an important contributor to the English economy.

Unit 2 “Youth unemployment crisis”

Ex.1. Match the words with their definitions:

1	a bleak picture	a	to exclude yourself from activities
2	a forecast	b	employment done for a fixed period of time
3	entrenched	c	to be left to one side
4	to drop out	d	a situation described as pessimistic
5	marginalised	e	fixed, rooted
6	temping, a temporary job	f	jobs designed to have the employee working while getting training on the tasks required
7	an apprenticeship	g	a prediction by experts

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. How many young people around the world are unemployed nowadays?		
a) 17 million;	b) 70 million;	c) 75 million;
2. The ILO’s new report predicts no improvement...		
a) before 2017 at the earliest	b) before 2016 at the earliest	c) before 2060 at the earliest
3. This bleak situation first of all means that...		
a) these young people are losing their skills;	b) these young people are losing their bills;	these young people are losing their smiles;

4. Many young people are being left to one side, that indicates:		
a) that they are being forced to take part time unskilled jobs;	b) that they are being forced to take full time unskilled jobs;	c) that they are not doing anything or being forced to take part time unskilled jobs;
5. The verb to temp means:		
a) to work as a temporary employee;	b) to hurry up;	c) to push forward;
6. What does the ILO suggest?		
a) To encourage apprenticeships and offer tax breaks to companies who employ young people;	b) To encourage apprenticeships and offer tax reductions to companies who employ young people;	c) To encourage training and learning and offer tax breaks to companies who employ gifted people.

Unit 3 “Watt’s workshop”

Ex.1. Match the words with their definitions:

1	inventor	a	a man full of ideas and inventions
2	workshop	b	full of wonderful, valuable things
3	reassembled	c	to regard as having performed an action or being endowed with a quality
4	credited	d	the oldest one first
5	chronological order	e	reconstructed or rebuilt
6	cornucopia	f	a room or building which provides both the area and tools (or machinery) that may be required for the manufacture or repair of manufactured goods
7	treasure trove	g	in classical mythology is a horn full of food and drink; in modern English it’s often used to mean a collection of wonderful
8	a one man innovation centre	h	the first person to create an item or a different way of doing something

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What is the name of the inventor they are talking?		
a) James World;	b) James Watt;	c) James What;

2. When and where was he born?		
a) in Switzerland in 1736;	b) in Scotland in 1746;	c) in Scotland in 1736;
3. In classical mythology cornucopia is ...		
a) the sacrament of corn;	b) the painted copy of corn;	c) a horn full of food and drink;
4. Watt's workshop shows ...		
a) the engine, chemistry, pottery, instrument making, even musical instrument making;	b) the engine and other projects from chemistry to pottery;	c) the engine, , instrument making, even musical instrument making;
5. A one man innovation centre is...		
a) the innovation centre with one worker;	b) a man full of ideas and inventions;	c) the innovation centre with one owner;
6. When was Watt's workshop locked?		
a) In 1920;	b) In 1750s;	c) In 1819.

Unit 4 “Citizen Journalism”

Ex.1. Match the words with their definitions:

1	citizen journalism	a	place where useful and trusted information can be found
2	trained	b	not yet known if it works well in really challenging situations
3	social media	c	information collected by people who are not formally employed as journalists; their material is not always edited and published by recognised media sources
4	democratisation	d	well known companies or corporations which produce media content (e.g. the BBC)
5	to publish	e	confirm something is true
6	media brands	f	websites where people interact socially via different types of technology and software
7	to go through them	g	to make your work available to the public through printed or electronic media (e.g. books, newspapers, the internet)
8	verify	h	to read, analyse and organise them
9	hasn't really been tested yet	i	learned how to be a reporter through courses or lessons
10	valuable source	j	a process which makes it easier for people to find out about and contribute to the information available

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What is citizen journalism?		
a) That's when untrained journalists write about their experiences in their cities;	b) That's when trained journalists report about their experiences or use social media to broadcast their messages;	c) That's when untrained journalists report about their experiences or use social media to broadcast their messages;
2. Why are there so many citizen journalists nowadays?		
a) People have easier access to information as well as the ability to publish it;	b) Publishers want to save money paying less to the amateurs;	c) People always like to read the texts written in more democratic, informal style;
3. What is the excellent example of citizen journalism?		
a) Wikileaks;	b) Wikipedia;	c) Winnie the Pooh;
4. Why does the society need a traditional journalist?		
a) We need communicative skills of traditional journalists;	b) We need commercial skills of traditional journalists;	c) We need the traditional skills of journalists to analyse material to help us understand;
5. Alan Rusbridger, editor of the Guardian newspaper, says the journalist has a valuable role ...		
a) as an analyser of stories;	b) as mediator, analyser, finder and verifier of stories;	c) as a verifier of stories;
6. Should the citizen journalism exist?		
a) No, it isn't a reliable source of information;	b) Sure, we need democracy in journalism;	c) More "yes" than "no", because citizen journalists are very active and valuable.

Unit 5 “Media Blackout”

Ex.1. Match the words with their definitions:

1	media blackout	a	someone who takes part in a new experiment or test
2	unplugged	b	lonely or detached from other people
3	a guinea pig	c	a decree that prohibits media, a ban on all media
4	mental well-being	d	every moment you are awake in your entire lifetime
5	overeating	e	the people who've volunteered have been asked to unplug their media devices, such as laptops, phones and TVs, for 24 hours. And they're not allowed to listen to the radio or read newspapers either
6	isolated	f	eating too much food
7	long-term effects	g	the state in which the individual realises his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her community
8	waking hours	h	changes that last for a long time

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What's a media blackout?		
a) It's a a failure of electrical power supply to some newspaper;	b) It's a decree that prohibits media;	c) It's a temporary loss of consciousness of some medium;

2. The people who've volunteered have been asked to unplug their media devices, such as laptops, phones and TVs...		
a) for 12 hours;	b) for 24 hours;	c) for 34 hours;
3. What does a guinea pig mean in this case (not generally)?		
a) A short-eared pig;	b) A short-eared rabbit;	c) someone who takes part in a new experiment or test;
4. Was it difficult not to use the media for Charlotte Gay?		
a) Yes, it was;	b) No, it wasn't.	c) Neither yes nor no;
5. How did the students feel without media?		
a) They felt nervous, isolated, disconnected, and they really hated that;	b) They felt not bad;	c) They felt happy to find time for cleaning their rooms;
6. How much time we're awake do we use media?		
a) 40 %;	b) 50%;	c) 30%.

Unit 6 “Football rivalries”

Ex.1. Match the words with their definitions:

1	rivalries	a	argument or fight between people, possibly involving violent behaviour or insulting language
2	spill over	b	regulations or rules laws about where and when alcoholic drinks can be sold
3	derby	c	uncontrolled, chaotic situation
4	heated exchanges	d	here, a football match between two football teams based in the same town, city or region
5	mayhem	e	passionate or angry discussions
6	ugly confrontation	f	competition between people, often based on their political views or support for a sports team
7	role models	g	here, influencing or causing something else to start, or become more serious
8	domestic violence	h	people who are well-known to the public, and shown as positive examples of how to live your life
9	licensing laws	i	physical abuse in the home, usually where one family member attacks another

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What are football rivalries?		
a) The play between football teams;	b) The alliance between football teams;	c) The competition between football teams;

2. Spill over into violence means ...		
a) ... that rivalry between fans leads to friendship;	b) ... that rivalry between fans leads to biting;	c) ... that rivalry between fans leads to fighting;
3. What is derby, in the context of football?		
a) a match played between two football teams from the same neighbourhood;	b) a doll representing a conventionally attractive young woman;	c) an annual horse race for three-year-olds;
4. According to Alex Salmond, who are the role models for the society?		
a) the footballers;	b) the supporters;	c) the coaches;
5. Is there any correlation between increasing of domestic violence and football matches televising?		
a) Yes, sometimes domestic violence reduces when matches are on TV;	b) Yes, usually the cases of domestic violence increase when matches are on TV;	c) There is no direct correlation between them;
6. What does Les Grey from the Scottish Police Federation offer to reduce the cases of domestic violence?		
a) to look at the licensing laws, the time and the coverage of the games;	b) to look at the rules of selling of alcohol and the coverage of the games;	c) to look at the licensing laws, to stop televising some matches.

Unit 7 “Pulitzer Prize losers”

Ex.1. Match the words with their definitions:

1	riveting	a	selected for competition
2	a bookworm	b	a person who reads books enthusiastically
3	prestigious	c	acceptable, appropriate
4	fiction	d	an indication of the period
5	an avid reader	e	someone who is devoted to reading books
6	a good recommendation	f	receiving a prize
7	award-winning	g	gripping, captivating
8	shortlisted	h	made-up stories
9	worthy	i	celebrated
10	a sign of the times	j	an endorsement, good advice

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. When does Chris like to read books?		
a) In the evening;	b) in the morning;	c) in the afternoon;
2. Who is a bookworm?		
a) A kind of worm living in books;	b) someone who is devoted to reading books;	c) someone who hates reading books;
3. Pulitzer Prize is one of the world's most prestigious ...?		
a) literature award;	b) arts award;	c) literature and arts award;

4. Has Jen read any Pulitzer Prize-winning books?		
a) Yes, it was “The Road” by Cormac McCarthy;	b) No, never;	c) Yes, it was “Room” by Emma Donoghue;
5. What did the judges decide to do with the Pulitzer Prize for fiction in 2012 as well as in 1977?		
a) They decided that no book was worthy of the prize;	b) They decided that two books were worthy of the prize;	c) They decided that three books were worthy of the prize;
6. The Pulitzer Prizes comprise ... different categories including journalism, music and poetry, as well as the fiction award.		
a) twenty;	b) twenty-two;	c) twenty-one.

Unit 8 “Mr Smith or John?”

Ex.1. Match the words with their definitions:

1	casual/informal	a	an arrangement where you can wear casual clothes at work on Fridays, but dress more formally for the rest of the week.
2	formal	b	to ask if you can do something
3	first name terms	c	formal suit usually worn for a special event
4	dress code	d	very polite and maybe a bit distant
5	dress-down Fridays	e	the rules for what you should wear in a certain situation
6	dinner jacket	f	call each other by their first names
7	to ask permission	g	quite relaxed

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What is the atmosphere in Jackie’s office?		
a) pretty relaxed;	b) pretty confused;	c) pretty formal;
2. What is a dress-code?		
a) the rules for what you should wear in a certain situations;	b) the rules for what you shouldn’t wear in a certain situations;	c) the code of the country the dress was made in;
3. How had Carrie to call her boss on most occasions?		
a) Mrs. Bowman;	b) Eric;	c) Mr. Bowman;

4. What do you ask if you “ask permission”?		
a) You ask somebody to go on a mission;	b) You ask if can do something;	c) You ask a help;
5. How does a dinner jacket look like?		
a) It’s a man's short jacket without tails, typically a black one, worn with a bow tie for formal occasions in the evening;	b) It’s a man's long jacket with tails, typically a black one, worn with a bow tie for formal occasions in the evening;	c) It’s a woman's short jacket without tails, typically a black one, worn for formal occasions in the evening;
6. Dress-down Fridays is ...		
a) an arrangement where you can wear long clothes at work on Fridays, but dress more casual for the rest of the week;	b) an arrangement where you can wear formal clothes at work on Fridays, but dress more casual for the rest of the week;	c) an arrangement where you can wear casual clothes at work on Fridays.

Unit 9 “Grown up and living at home”

Ex.1. Match the words with their definitions:

1	residing with	a	(informal) get married
2	get hitched	b	small and crowded
3	cramped	c	living with
4	accommodation	d	(here) the place and the conditions in which someone lives
5	the property ladder	e	the series of stages in owning a house or flat, starting with a small place and buying bigger and more expensive homes as you can afford more
6	environment	f	something that encourages you to do something
7	benefits	g	bad qualities in a person
8	incentive	h	a place to live in
9	virtues	i	good qualities in a person
10	faults	j	positive things you get from a situation

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What age was Finn when he left home?		
a) 18;	b) 17;	c) 16;
2. Residing means..., doesn't it?		
a) leaving;	b) resting with;	c) living with;
3. What is the synonymic expression of the phrase “to get married”?		
a) to get witched;	b) to get hitched;	c) to get hurt;

4. Cramped living conditions are conditions..?		
a) when it's not enough room for all people living in one flat;	b) when there is a scarcity of finances for living;	c) when you are to live in an old accommodation;
5. If you can "get on the property ladder" that means you ...		
a) can sell a house;	b) can buy a horse;	c) can buy a house;
6. Who finds it difficult "to live in an environment where you are still a child"?		
a) Luke Sibson;	b) Alberto Baragan;	c) Both guys.

Unit 10 “Dark Tourism”

Ex.1. Match the words with their definitions:

1	Tourism	a	the natural ways of behaving that most people share
2	depressing	b	causing huge destruction or suffering
3	catastrophic	c	making you feel unhappy and without hope
4	curious	d	doing something because you feel forced to or feel it has to be done
5	morally wrong	e	unpleasant or shocking because they are related to death
6	morbid fascination	f	the act of honouring someone or an event
7	macabre	g	against what is generally believed to be the right way of doing something
8	compelled	h	(here) using something for financial gain
9	ethics	i	what is believed to be the right way to behave
10	exploiting	j	interested in wanting to find out about things
11	human nature	k	the business of providing services such as transport, places to stay, or entertainment for people who are on holiday
12	tasteful	l	feeling or showing admiration for someone
13	memorialisation	m	an interest in things connected with death and destruction
14	respectful	n	showing good judgement about what is suitable

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What is dark tourism?		
a) the business of providing services such as transport, places to stay, or entertainment for people who are on holiday;	b) the business of providing services such as entertainment , places to stay and transportation there at the dark period of the day;	c) except providing transport and places to stay tourists are offered to travel to sites of death, brutality and terror;
2. How do you understand the expression “a morbid fascination”?		
a) showing an interest in things connected with death and destruction;	b) showing an attraction to unhealthy people;	c) showing an interest very emotionally or even brutally ;
3. But why do people want to visit these macabre sites?		
a) Just because of the curiosity;	b) These places are of great significance for the history of the mankind;	c) The reasons are: curiosity, a chance to learn about history, sometimes people just feel they are obliged to visit them;
4. Is dark tourism unethical according to Doctor Phillip Stone?		
a) Yes, it is;	b) No, it' not, dark tourism existed earlier;	c) More yes than no, he is not sure;
5. What is too far and wrong while speaking about dark tourism?		
a) buying a souvenir or sending a postcard home;	b) taking photos;	c) taking the experience or part in these places;
6. What is a “selfie”?		
a) a photograph uploaded to a social media website;	b) personality, selfhood;	c) a private thing.

Unit 11 “Learn a thousand foreign words”

Ex.1. Match the words with their definitions:

1	trait	a	must be done
2	linguists	b	confidence in your value and in what you can do
3	native language	c	people who study foreign languages or speak them very well
4	to get by	d	to learn how to do something very well
5	compulsory	e	characteristic
6	self-esteem	f	language of a person's home country
7	to converse with	g	to just have or know enough to do what you need to do
8	to give you the edge	h	to have a conversation with
9	to master	i	to feel like you belong to a group of people and are accepted by them
10	to fit in	j	to have an advantage

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. What foreign languages can Finn speak?		
a) a bit of German, some French, Polish a little;	b) Polish a little, Chinese of course, Hokkien, a bit of Japanese...;	c) a bit of German, some French, Polish a little, Chinese of course, Hokkien, a bit of Japanese...;

2. People of what nations are considered to be lazy linguists?		
a) British;	b) American;	c) French ;
3. What is the main reason they just don't bother to learn another language?		
a) Learning a foreign language was not obligatory;	b) They don't need to use any other language except their native language;	c) Learning a foreign language is difficult;
4. What are three things he says learning another language gives you?		
a) it gives you self-satisfaction and self-confidence despite your age and workplace;	b) it improves your self-satisfaction and self-confidence and gives you an edge in the workplace;	c) it gives you moral satisfaction and an advantage, especially if you are dealing with foreign companies;
5. For Gareth Bale, a footballer, speaking Spanish will help him		
a) fit in;	b) feed on;	c) feel better;
6. How many languages are spoken in the UK?		
a) 114;	b) 140;	c) 104.

Unit 12 “Business English: Misunderstandings”

Ex.1. Choose the category of the questions:

1	Checking what someone means	a	Sorry, what exactly do you mean by that? Sorry, could you go over that again? Could you expand on that?
2	Asking someone to explain what they mean	b	Is that clear? Does that make everything clear?
3	Checking that someone has understood you	c	What do you mean by that? Do you mean...? So are you saying...? Correct me if I’m wrong, but do you mean...? Sorry, I’m not sure if I got that. Are you saying...?

Ex. 2. Make up your own dialogues using the phrases to check your friend’s understanding.

Ex.3. Choose the correct answer:

1. What does “hang on” mean?		
a) “wait for a while”;	b) “let’s go out”;	c) “put the phone down, finish the phone call”;
2. How many times had Stephani to call Conrado back?		
a) three times;	b) once;	c) twice;
3. What is the first way to avoid misunderstandings?		
a) to learn the language better and harder as it is the source of misunderstandings;	b) to make notes;	c) to check what people mean when they’re talking to you;

4. What is the other way to avoid misunderstandings?		
a) to ask for a written document;	b) to check that the person you're talking to has understood you;	c) to speak louder;
5. What types of reports did Conrado want to check?		
a) monthly;	b) yearly;	c) both (monthly and yearly);
6. When will the reports be ready?		
a) By 4 o'clock;	b) By 5 o'clock;	c) By 8 o'clock.

Unit 13 “What is freedom?”

Ex.1. Match the words with their definitions:

1	right	a	the basic rights that all people in a society should have whatever their race, sex, religion etc.
2	restricted	b	secret; only for certain people to see
3	democracy	c	the careful watching of a person or place, often secretly and usually done by people in authority, such as the police
4	free speech	d	something that you are morally or legally allowed to do or have
5	equality	e	the political system that existed in the past in South Africa, in which only white people had political rights and power
6	apartheid	f	idea, aim, belief or way of thinking that a group of people share and try to persuade others to support
7	forced labour	g	tried to achieve political or social change by persuading people in authority to do something
8	surveillance	h	a system of government in which people vote in elections to choose the people who will govern them
9	confidential	i	limited by rules or laws
10	campaigned	j	a method of government that controls the country in a strict and unfair way
11	regime	k	being made to do hard physical
12	civil rights	l	the right to say anything you want about anything
13	cause	m	everyone having exactly the same rights and opportunities regardless of colour, gender, sexual orientation, religion, age etc.

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. According to the Oxford English Dictionary, what is freedom?		
a) is the power or right to act or talk as a person wants;	b) is the power or right to think, act or talk as a person wants;	c) is the power or right to think or speak as a person wants;
2. When people are restricted in freedom that means they are...?		
a) free to do what they want;	b) limited by rules or laws;	c) mixed-up in the society ;
3. What is “the system of apartheid”?		
a) The system that passed laws to restrict the freedom and rights of black people in North Africa;	b) The system that passed laws to restrict the freedom and rights of white people in South Africa;	c) The system that passed laws to restrict the freedom and rights of black people in South Africa;
4. When a company uses forced labour that means...		
a) It makes people to work in terrible conditions for little or no money;	b) It uses soldiers;	c) It uses highly qualified staff to force the result;
5. What is surveillance?		
a) the careful watching of a person or place, often secretly;	b) a thing that is kept as a reminder of a person, place, or event;	c) the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances;

6. People around the world have fought to win their freedom in many different ways. What have they done (according to the text)?		
a) People have used social media to spread their message;	b) They have held protests and marches, and campaigned for a change in laws and attitudes;	c) They have held protests, used social media to spread their message.

Unit 14 “Are you a winner?”

Ex.1. Match the words with their definitions:

1	luck	a	an extremely unlikely chance (of something happening)
2	comper	b	often seen in public and in the media
3	prizes	c	the chances of something happening
4	lottery	d	a game where people buy a lottery ticket hoping that their numbers are chosen by chance in the draw so that they win a money prize
5	hooked on	e	(here) enjoying doing something and doing it as much as you can
6	the lure	f	a slang term for someone who regularly and enthusiastically enters competitions
7	slogans	g	short, easy to remember phrases used in advertising
8	high-profile	h	the attraction (of doing something)
9	master	i	someone respected and who people speak to for advice about something (here it is winning competitions)
10	guru	j	(here) a man who is very good or skilled at something
11	the odds	k	rewards you get for winning something like a competition
12	one in a million	l	success you have by chance not by using skill

Ex.2. Listen to the conversation. Answer the question of the broadcaster before you get the reply from the guest. Then listen and check if you were right.

Ex.3. Choose the correct answer:

1. According to Rob, who is a winner?		
a) someone who has a lot of success in everything;	b) someone who has a lot of success in competitions;	c) someone who has a lot of success or luck in competitions;
2. Who is a “comper”?		
a) That's an informal name for someone who tries to compare himself with the others;	b) That's a formal name for someone who takes part in competitions;	c) That's an informal name for someone who regularly takes part in competitions;
3. When people are “hooked on” something that means...		
a) They are addicted to something and spend much time on it;	b) They are not interested in this;	c) They don't care about it;
4. Is it always important for a comper what the prize is?		
a) Yes, it is;	b) No, it can be even a cup or a bar of chocolate;	c) Yes, the bigger prize the more efforts;
5. What has Martin Dove, the Guru of Comping, won?		
a) He's won a yacht, a racehorse and lots of smaller prizes too;	b) He's won a house, a racehorse and lots of smaller prizes too;	c) He's won \$590 million and lots of smaller prizes too;
6. Are the competitions online easier to win?		
a) Yes, they are, because they are easier to enter;	b) No, they aren't, the more competitors the odds are less;	c) Yes, they are, because they are easier to enter and they take less effort – just “click”.

BBC Learning English

6 Minute English

Unit 1

Good News

bbclearningenglish.com

This is not a word for word transcript.

Kaz: Hello I'm Kaz and this is 6 Minute English. With me today is Finn. Hello Finn.

Finn: Hello Kaz.

Kaz: So, what news Finn?

Finn: Oh nothing new from me. Just the same old stuff, Kaz.

Kaz: Oh well, you know the saying: 'no news is good news'.

Finn: That's certainly true, Kaz

Kaz: It's also relevant to today's programme.

Finn: How so?

Kaz: Well, have you ever wondered why there's so little good news around?

Finn: You're right, Kaz. It's usually bad news that makes the headlines: wars, scandals, murders, financial troubles, disasters...

Kaz: OK, so on the subject of bad news, let me try this quiz question on you. According to the BBC, three of the top ten most followed stories of 2012 were about the weather in the UK. But what kind of weather, though? Was it a) snow storms, b) flooding or c) heat waves?

Finn: Mmm. I don't think it could be heat waves because we've had a pretty awful summer. I'll try a) snow storms.

Kaz: Is that your final answer Finn?

Finn: Yup. 'Snow storms' is my final answer.

Kaz: OK. We'll find out if you're right at the end of the programme. But now, let's hear from designer Wayne Hemingway. Now, he was invited into the BBC newsroom and his message to broadcasters was that they should look for more

good news, rather than the disasters and grim events that lead most news stories. What kind of stories would he like to get more exposure?

Wayne Hemingway:

*Perhaps it's time to reflect a little bit about why the main news channels seem to help us concentrate on bad news stories and the **seedier side of life**. What bothers me is that on the whole, stories that could move **mankind** forward and positively **impact** on our lives don't get the exposure they deserve.*

Kaz: Finn, what kind of stories would designer Wayne Hemingway like to see getting more **exposure**?

Finn: Now he says that stories that deserve more exposure are ones about moving mankind forward and positively impacting on our lives – in short, stories about improving our lives.

Kaz: Yes, stories that 'move mankind forward'.

Finn: That sounds quite grand Kaz – almost idealistic. I wonder what kind of stories do that?

Kaz: Well, let's find out. Here's Wayne again, talking about just that. What two stories does he mention?

Wayne Hemingway: *In Japan scientists managed to create eggs from mice stem cells raising the hope of a cure for human infertility. The US Journal, Science, said it was one of the most important **breakthroughs** of the year but you've probably never heard of it. And in Israel, Izhar Gafni has developed a bicycle from recycled cardboard, which could bring cheap, clean transport to some of the world's poorest and most polluted and congested cities.*

Kaz: So what are the two good news stories he mentions?

Finn: The first is a breakthrough, a significant development, in stem cell research that might lead to a cure for human infertility.

Kaz: OK and the second?

Finn: A story about a bicycle made from recycled cardboard.

Kaz: Yes, it's a neat idea.

Finn: He says these cardboard bicycles could bring cheap, clean transport to some of the world's poorest, most polluted and congested cities.

Kaz: Wayne Hemingway is passionate about getting his message across to broadcasters. He thinks that if we are constantly fed a diet of bad news, it's what we'll end up wanting. What word does he use to describe this situation?

Wayne Hemingway:

*It's like saying that **tabloids** sell more than **broadsheets**. If that's fed to the people all of the time that's what they want but, you know, surely we've got to look at things that make us happy sometimes rather than think 'Oh I'm glad I'm inside in the warmth', or you know 'I'm glad I'm not in that country, I'd hate to be there'. It all seems to be a little bit **crass** at the moment and to me it seems to be getting worse.*

Kaz: Did you catch that word he used Finn to describe our appetite for bad news?

Finn: It was 'crass'. He said the situation was 'a little bit crass' at the moment – 'crass' - showing no intelligence or sensitivity.

Kaz: And it's a situation that he thinks is getting worse.

Finn: So what can we do about it?

Kaz: Let's find out. Here's Wayne Hemingway again:

Wayne Hemingway: *If you search the internet for good news stories there are various websites that address this but they **don't do it justice**. Perhaps we need fewer crime and more design correspondents, more science reporters and fewer war reporters and that way we might just encourage people to go out and achieve more and put a smile rather than **a grimace** on the face of the people at the bus stop.*

Kaz: Finn, what do we need to redress this situation?

Finn: He says that perhaps we need fewer crime correspondents and more design correspondents.

Kaz: OK, as a designer himself that makes sense.

Finn: Yes, but don't forget that design is an important contributor to the British economy – so more of those stories would improve things.

Kaz: OK. And what else?

Finn: More science reporters and fewer war reporters.

Kaz: Yes, he says that this would encourage people to go out and achieve more.

Finn: He says it would put a smile on people's faces, rather than a grimace.

Kaz: Well, that's all we have time for today. But before we go though, the answer to this week's question. According to the BBC, three of the top ten most followed stories of 2012 were about the weather in the UK. What kind of weather was covered? Was it a) snow storms, b) flooding or c) heat waves? Now Finn, you said?

Finn: Well, I said a) snow storms because of the snowy weather we've been having recently. Was I right?

Kaz: I'm afraid not, Finn. The correct answer was ...
b) flooding. Thanks very much Finn, goodbye.

Finn: Goodbye.

Unit 2

Youth unemployment crisis

Rob: Hello and welcome to 6 Minute English. I'm Rob and with me today is Natalie.

Natalie: Hi Rob.

Rob: Today we are going to talk about a big challenge that young people are facing.

This is the lack of jobs. This week the International Labour Organisation (or ILO, as it's known) has said that youth unemployment around the world remains at a crisis level!

Natalie: Crisis is a strong word!

Rob: It is and it's not used lightly. The report looked at young people between the ages of 15 and 24 and found out that around 75 million of them are out of work!

Natalie: That's really sad news. But the economy hasn't been helping much.

Rob: That's right and we are going to talk about in just a moment but let's start with our usual quiz question. So are you ready Natalie? Which one of these unusual jobs is NOT a real one?

a) A vibration consultant.

b) A trifle analyst.

c) A raven master.

Natalie: It must be a) a vibration consultant. What would this person do, check if a party had a good "vibe", a good atmosphere?

Rob: Maybe but then again maybe not.

Natalie: Well I'm keen to know but I'll have to wait until the end of the programme.

Rob: You will. Right. Now, let's get back to the hard realities of being young and looking for a job. In the report by BBC's Imogen Foulkes, the reporter uses a phrase that describes a depressing situation.

BBC correspondent Imogen Foulkes:

The ILO's report paints a bleak picture of young people losing hope and becoming increasingly detached from the world of work. Almost 75 million people between the ages of 15 and 24 are unemployed worldwide, and the ILO's new report predicts no improvement before 2016 at the earliest.

Natalie: She said that the report paints a **bleak picture** – bleak often describes an area that is cold, empty and miserable.

Rob: The economic crisis is really causing a lot of long-term problems. Young people simply aren't seeing any new job opportunities and the forecast is not good.

Natalie: The **forecast**, the things experts predict about trends in the future.

Rob: Let's hear what the International Labour Organisation chief economist thinks about the situation. What do you think the word entrenched might mean?

BBC correspondent Imogen Foulkes:

For young people in particular, says the ILO's chief economist Ekkehard Ernst, these years without work will be damaging: "We have lost the jobs and they are not coming back. Our forecast shows that we are not getting these jobs over the next four or five years. So this means that this crisis really becomes entrenched on the labour market, and that means that we also see these young people losing their skills."

Rob: So the forecast is that there will be not enough jobs over the next four or five years...

Natalie: And the crisis is becoming **entrenched** on the labour market that means that it is to be fixed or rooted in the same position – the position of lack of work for young people.

Rob: In the next part of the report, listen to the word used to describe being left to one side – a position that many people might find themselves in:

BBC correspondent Imogen Foulkes:

The ILO already has evidence that many young people are simply dropping out. Neither in work, nor in education, they've no skills and are becoming increasingly marginalised. Others are growing bitter that the years spent in higher education have brought no career. Instead, the ILO says, many young graduates are being forced to take part time unskilled jobs.

Rob: So they are **dropping out**. They are not doing anything. They are excluded from the jobs market or from education. They are not learning new things and that's how they end up more and more marginalised.

Natalie: To be **marginalised** is to be left to one side and forgotten about.

Rob: Well, faced with no choice, many young people have to accept part-time jobs, or jobs that are low-skilled. Some people call these **temporary jobs** – to work on a temporary job is sometimes called temping. The ILO is urging governments to make job creation a priority. They also suggest offering tax breaks to companies who employ young people and programmes of work that encourage training and learning – these are sometimes called **apprenticeships**.

Natalie: Young people can learn English to help them build their skills!

Rob: What a good idea! And let's end on a more positive note, shall we, with our quiz question.

Natalie: Yes! You asked me: Which of these unusual jobs is NOT a real one? I don't remember all the options...

Rob: I've got to remind you. They were:

- a) A vibration consultant.
- b) A trifle analyst.
- c) A raven master.

Natalie: And I said a) a vibration consultant, I think.

Rob: Why did you say that? You were wrong! You didn't pay attention to the options presented to you, you just had ears for the first one, didn't you!

Actually, a vibration consultant is someone who advises on vibration and noise problems for construction companies or manufacturers. A raven master is England's one and only custodian of the Tower of London's ravens. So what doesn't quite exist is a trifle analyst! A trifle is a dessert of course, which I love, and you're not supposed to analyse it. You should just really eat it!

Natalie: Yes, of course! But I'm on a diet, Rob. I've been avoiding even thinking about trifles!

Rob: Really, I'll have some more then, thanks. To those of you keen on learning English, here are today's words and expressions again.

Natalie: **a bleak picture**
a forecast

entrenched
to drop out
marginalised
temping, a temporary job
an apprenticeship

Rob: Thanks, Natalie. Hopefully you've enjoyed today's programme. Please do join us again for more 6 Minute English from BBC Learning English very soon! Bye!

Natalie: Bye!

Unit 3

Watt's workshop

Alice: Hello, I'm Alice.

Stephen: And I'm Stephen.

Alice: And this is 6 Minute English! This week we're talking about an **inventor's workshop** which has been reassembled after almost 200 years.

Stephen: Reassembled – reconstructed or rebuilt.

Alice: This is the workshop of James Watt, an inventor born in Scotland in 1736. He's often **credited** with inventing the steam engine – though in actual fact, he improved on one which had already been developed. He's seen as a key figure in the Industrial Revolution. But anyway Stephen, before we find out more I've got a question for you.

Stephen: Ok – I'm feeling clever today!

Alice: Oh, well, in that case here's a difficult one. Can you put these four inventions in **chronological order** - that's the oldest one first? Ready?

Stephen: Ok.

Alice: The hot air balloon, Morse code, the vacuum cleaner and the typewriter.

Stephen: That's hard. I'm going to have to think about that and get back to you!

Alice: Ok, good. So, let's talk about today's topic. Curators at the Science Museum in London have reassembled the workshop of 18th century inventor James Watt, so people can see what it was like. Here's the BBC's science correspondent, Tom Fielden:

Insert 1: Tom Fielden

When Watt died in 1819, this workshop was locked up and its contents left pretty much undisturbed until the 1920s when it

was more or less picked up lock, stock and barrel by the Science Museum and put into storage. It's been a long wait, but the contents, a regular cornucopia of gadgets, tools, contraptions, you name it, have all been painstakingly reassembled here in the main hall of the Science Museum. I think, really, it's its spiritual home if nowhere else.

Alice: Watt's workshop was locked up after his death in 1819 but curators from the Science Museum in London collected all the things they found there, lock, stock and barrel.

Stephen: Lock, stock and barrel – those are the three parts of an old-fashioned gun. It's a term that's used in English to mean everything. They took everything in the workshop and put it in storage.

Alice: Tom Fielden says Watt's workshop was a relative **cornucopia** of gadgets, tools and contraptions.

Stephen: A relative cornucopia – a cornucopia in classical mythology is a horn full of food and drink. But in modern English it's often used to mean a collection of wonderful things.

Alice: In this case, a cornucopia of gadgets, tools and scientific contraptions. Tom Fielden says that Watt's workshop has found its spiritual home at London's Science Museum.

Stephen: Its spiritual home – a place where it feels very comfortable.

Alice: The Curator of Mechanical Engineering at the Science Museum, Ben Russell, says the workshop is full of inventions and interesting objects – bits of machinery, engines, sculptures and musical instruments. He says it is a **treasure trove**.

Stephen: A treasure trove – full of wonderful, valuable things.

Insert 2: Ben Russell

It's an absolutely astonishing... it's a treasure trove, really. We actually counted 8,430 objects, and it's a complete physical record of Watt's entire working life and interests, going back to the 1750s. So it's unparalleled anywhere. But really what the workshop does, it shows the engine, and there are some fragments about the engine, but it shows a lot of his other projects as well, from chemistry to pottery, instrument making, even musical instrument making. So it shows how diverse a bloke he was.

Alice: Curator Ben Russell says the workshop is unparalleled anywhere. It's unique.

It shows that Watt was interested in lots of different things – not only steam engines but other inventions. The workshop shows what a diverse bloke he was.

Stephen: A diverse bloke indeed – that’s a conversational way of saying he was a wellrounded man. He had lots of interests.

Alice: Here’s Andrew Nahum, the Curator of Innovation Curator at London’s Science Museum:

Insert 3: Andrew Nahum

He didn’t just do steam, as Ben said, he was a chemist, he was a potter, he built bridges and harbours and canals. He was, if you like, a one man innovation centre.

Alice: Andrew Nahum says James Watt didn’t just ‘do steam’.

Stephen: He wasn’t interested in just one thing - steam - but lots of other things.

Alice: He was a chemist, a potter and he built bridges, harbours and canals. Andrew Nahum uses a nice phrase to describe him - he was a one man innovation centre.

Stephen: A one man innovation centre – a man full of ideas and inventions.

Alice: And the improvements he made to the steam engine led the way to developing sophisticated machinery. OK, Stephen, have you had a chance to think about my invention question?

Stephen: OK, this is very hard, so I’m going to try: hot air balloon, typewriter, Morse code and then vacuum cleaner.

Alice: Stephen, you’re brilliant! *(Alice and Stephen laugh)* Hot air balloon, developed in the 1780s, typewriter, 1830, Morse code, 1832 and the vacuum cleaner in 1860. Though the one on 1860 wasn’t electronic – that came a bit later. So, you’ve done so well – will you read the words and phrases we’ve had today?

Stephen: Sure:

inventor

workshop

credited

chronological order

cornucopia

treasure trove

Alice: Thanks very much, Stephen.

Stephen: You’re welcome.

Alice: Well, that’s all we have time for today, and we’ll have more 6 Minute English next time.

Both: Bye!

Unit 4

Citizen Journalism

Stephen: Hello, I'm Stephen.

Rob: And I'm Rob.

Stephen: And this is 6 Minute English! This week we're talking about **citizen journalism**.

Rob: Citizen journalism – that's when people who aren't **trained** journalists write or report about their experiences or use **social media**, like Facebook or Twitter, to broadcast their messages.

Stephen: Over the last few weeks, media companies have published a large number of videos, photos, phone calls and blogs from citizen journalists in countries where protests have been taking place, and there aren't many – or any – traditional journalists. But as usual, I'm going to start with a question for you, Rob.

Rob: OK, I'm ready.

Stephen: Which of these six countries, according to figures from internet world stats, has the largest percentage of people using the internet?

Rob: The largest percentage of people who use the internet. OK. Have got you any clues?

Stephen: Well, your six countries are South Korea, Japan, the US, the UK, India or China.

Rob: Hmm...let me think. I would say South Korea.

Stephen: Well, I won't tell you the answer just yet. We can find out at the end of the programme. So let's talk about citizen journalism. Could citizen journalists ever replace traditional journalists? Peter Barron, the Director of External Relations at Google, says there has been a massive **democratisation** in access to information.

Rob: A massive democratisation – that's when people all over the world can access information on the internet, and use the same tools **to publish** information themselves.

Insert 1: Peter Barron, Director of External Relations, Google

The point here is that there has been a massive democratisation in access to information and the ability to publish information – so everybody these days can be a publisher.

What you've seen time and time again, is that the very high quality material rises to the top and becomes a trusted brand, alongside the trusted brands that already exist.

Stephen: Peter Barron from Google believes that the best quality blogs will become as trusted as media companies - **media brands** - which already have a good reputation.

Rob: Very high quality material rises to the top - the best blogs will become as popular as traditional broadcasters or newspapers.

Stephen: Alan Rusbridger is the editor of the Guardian newspaper in the UK. He says that traditional journalists will always be needed to make sense of large amounts of information, something which citizen journalists might not be able to do. He uses the example of Wikileaks.

Insert 1: Alan Rusbridger, Editor, The Guardian

The case of Wikileaks was an excellent one; 300 million words would have been completely meaningless if it had been dumped on the internet, as well as being completely unsafe. It took months of Guardian, New York Times, Der Spiegel journalists going through and finding the stories, redacting them and making sense of them. So the journalist still has a valuable role as mediator, analyser and finder and verifier of stories.

Stephen: Alan Rusbridger, editor of the Guardian newspaper, who gives the example of Wikileaks, where he says 300 million words, dumped on the internet, would have been completely meaningless if journalists hadn't been able **to go through them**.

Rob: To go through them - finding stories and checking them. He says the journalist has a valuable role as mediator, analyser, finder and verifier of stories.

Stephen: Journalists need to check stories - to **verify** them, to check they are safe to publish and that they are true. Anne McElvoy from the Economist magazine says that citizen journalism **hasn't really been tested yet**. It's a very **valuable source** when the story is on the street, but not when we, the readers, listeners or viewers, aren't sure which side we should be on.

Rob: Whose side we should be on - who we support. When it is clear whose side we should be on, **citizen journalists** are very valuable, but when we don't really know what's going on, we need the traditional skills of journalists to analyse material

to help us understand. She says 'we rely on the trade' - meaning the trade of the traditional journalist.

Insert 3: Anne McElvoy

Citizen journalism hasn't really been tested yet; we're writing a lot about it and reflecting on it. But really, what we've seen is it being very active and also being a very valuable source, I should say, but in situations where we kind of know, generally, which side we are on. We know that the story is on the street. I think citizen journalism will have a much tougher time when we have situations - which will arise - when we're really not sure which side should have the upper hand, or, indeed, what's really going on. And that's an area where I think you do rely a bit on the old trade to have analysis skills and to help you out there.

Stephen: Anne McElvoy talking about citizen journalists. So, before we go today, Rob – which of those six countries did you guess has the highest internet penetration?

That's the highest percentage of population who are online.

Rob: OK. Well, I said South Korea. Am I right?

Stephen: Actually it's the UK – followed by South Korea, then Germany, Japan, the US, China and finally India.

Rob: Well I never!

Stephen: And a chance to hear some of the words and phrases we heard in the programme today. Would you mind, Rob?

Rob: OK, we heard:

citizen journalism

trained

social media

democratisation

to publish

media brands

to go through them

verify

hasn't really been tested yet

valuable source

Stephen: Thanks for that, Rob.

Rob: You're welcome.

Stephen: Well, that's all we have time for today - we'll have more "6 Minute English"

next time.

Rob: Bye for now!

Stephen: Bye!

Unit 5

Media Blackout

Dan: This is 6 Minute English from BBC Learning English. I'm Dan Walker Smith and today I'm joined by Alice. Hello Alice!

Alice: Hi Dan.

Dan: Alice, you've got some news about a media blackout in an English town, right?

Alice: That's right; **a media blackout**; that's a ban on all media. It's happening at Bournemouth University on the south coast of England.

Dan: OK, so there's no media anywhere in Bournemouth?

Alice: Well it's not a complete media blackout; the ban is just affecting hundreds of university students, as part of an experiment to see how they react without media.

Dan: Aha! OK, well before you go on, I've got a media question for you: according to the latest Facebook figures, how many active Facebook users are there in the world? Is it:

- a) 300 million
- b) 500 million
- c) 800 million

Alice: Oh I've just recently seen that film about Facebook, so I'm going to guess 800 million.

Dan: OK top number there. Well we'll see if you're right later on in the programme.

Now Alice, tell us a bit more about this experiment.

Alice: Absolutely. Well the experiment's called **Unplugged**, because the people who've volunteered have been asked to unplug their media devices, such as laptops, phones and TVs, for 24 hours. And they're not allowed to listen to the radio or read newspapers either.

Dan: OK, so no access to any media. But 24 hours doesn't seem like a very long time.

Alice: No it doesn't, but some of the volunteers have found it really difficult, as you can hear from one of the guinea pigs in the experiment.

By the way, a **guinea pig** here is a strange term for describing someone who takes part in a new experiment or test. They're usually little furry animals, a bit like short-eared rabbits, and make very nice pets. But in this case it means someone who takes part in an experiment.

This is one of the guinea pigs, Charlotte Gay:

Extract 1: Charlotte Gay

It's been a real struggle to be honest, even here in the student union here, you have to literally shut down and try and avoid all contacts with media; it's really difficult.

Dan: So our guinea pig Charlotte there said it was a real struggle to avoid all contact with the media. She said she had to shut down; basically just stop doing anything.

Alice: Yeah, the media's everywhere, so not surprisingly Charlotte said it was really difficult.

Dan: OK, but how has this media ban affected the students' **mental well-being**, Alice?

Alice: Well their mental well-being; you'd think 24 hours, how will they feel about themselves and their emotional health? Well, Doctor Roman Gerodimos, is a media lecturer at Bournemouth University. He helped with the experiment and he here is describing some of the students' symptoms:

Extract 2: Roman Gerodimos

They are reporting withdrawal symptoms, overeating, feeling nervous, feeling isolated, disconnected, they don't know what to do with themselves all the time, just going round their room or their house in silence and they really hate that!

Dan: Wow, so it sounds like the media ban had a very negative effect on the students.

Alice: Yeah, Doctor Gerodimos said some students were **overeating**; they were eating too much food. And they were also feeling nervous and **isolated**. Isolated means lonely or detached from other people. They also felt **disconnected**, which is another word meaning detached or cut off.

Dan: Let's have another listen to the clip.

Extract 2: Roman Gerodimos

They are reporting withdrawal symptoms, overeating, feeling nervous, feeling isolated, disconnected, they don't know what to do with themselves all the time, just going round their room or their house in silence and they really hate that!

Dan: So a lot of problems there in just 24 hours. And have there been any **long-term effects**?

Alice: Long-term effects – changes that last for a long time. Well, the experiment has only just finished, so we don't know the full findings yet. But let's hear some thoughts from another student, Caroline Scott, and also afterwards the voice of BBC correspondent, Rory Cellan-Jones.

Extract 3: Caroline Scott and Rory Cellan-Jones

Caroline: *Yeah it is quite nice to be totally separated for about two hours I would say, maximum. Other than that I would like to have my phone on me, or the internet, or something.*

Rory: *As a nation we now spend half our waking hours using the media in some form and these young people can't imagine being permanently unplugged.*

Dan: So Caroline said it's nice to be separated from the media for two hours maximum, but after that she wanted her phone or the internet.

Alice: Exactly, as Rory Cellan-Jones concluded, as we spend half our **waking hours** – that's half the time we're awake – using media, a lot of young people can't imagine being 'permanently unplugged'.

Dan: Well, there's just time for a reminder of some of the language we've come across today. Alice, could you help us out with those please.

Alice: Of course; we had:

media blackout

unplugged

guinea pig

mental well-being

overeating

isolated

disconnected

long-term effects

waking hours

Dan: And our question of the week: How many active Facebook users are there in the world? Is it:

a) 300 million

b) 500 million

c) 800 million

Alice: Well I guessed 800 million.

Dan: Yeah, you're actually a bit too high with 800 million. 500 million users at the last count, but that is rising by the day, so it could be 800 very very soon.

Alice: Amazing!

Dan: It really is. But I'm afraid that's all we have time for in today's 6 Minute English. So thanks so much for joining us, and goodbye.

Alice: Bye!

Unit 6

Football rivalries

Alice: Hello, I'm Alice.

Stephen: And I'm Stephen.

Alice: And this is 6 Minute English! This week, we're talking about **rivalries** between football teams.

Stephen: Football rivalries - supporters of one football team often have one or two other teams that they really dislike.

Alice: A bit of friendly rivalry probably doesn't hurt anybody, but sometimes football rivalries **spill over** into violence.

Stephen: Spill over into violence - when rivalry between fans leads to fighting.

Alice: First, a question for you Stephen: can you tell me which city these two football teams come from? Al Ahly and Zamalek. Is it:

- a) Cairo
- b) Beirut, or
- c) Damascus

Stephen: Well, my youngest brother would probably know the answer. I'm going to guess Cairo.

Alice: Well, I won't tell you the answer just yet. We'll find out at the end of the programme. Now, let's talk a bit more about football rivalries. Here's a word that gets used in British English: can you explain what a **derby** is?

Stephen: Sure. A derby, in the context of football, is a match played between two football teams from the same city, or near each other. It's thought the word comes from a rugby-like game played by two teams in a town in Derbyshire, in central England.

Alice: In Britain, famous derbies are games played between Arsenal and Tottenham Hotspur, which are both in north London, Liverpool and Everton, or Celtic and Rangers - two football teams in Glasgow in Scotland. They have a bitter rivalry - and matches between the two often involve **heated exchanges**.

Stephen: Heated exchanges - lots of passion and anger.

Alice: Here's BBC sports reporter Alex Capstick, reporting on a recent match between Celtic and Rangers, which turned into **mayhem** - chaos:

Insert 1: Alex Capstick, BBC sports reporter

Matches between the Glasgow neighbours Rangers and Celtic usually involve heated exchanges, but the mayhem during the

latest clash has been described as an embarrassment to Scottish football. Rangers had three players sent off. Celtic's manager, Neil Lennon, and Rangers' assistant coach, Ally McCoist, had to be dragged apart following an ugly confrontation after the final whistle.

Alice: BBC sports reporter Alex Capstick, who says that players were sent off and that managers and coaches got involved in an **ugly confrontation** after the final whistle.

Stephen: An ugly confrontation after the final whistle – angry fighting after the match had ended.

Alice: The First Minister of Scotland, Alex Salmond, is setting up a summit to deal with the violence. He says the players are **role models** for society.

Stephen: Supporters will follow their example.

Insert 2: Alex Salmond, First Minister, Scotland

The fans at football matches are representatives of their clubs, the players at football matches are role models for society, and the management of football clubs have a particular responsibility and they must, absolutely must, behave responsibly.

Alice: The First Minister of Scotland, Alex Salmond, says the football clubs have a particular responsibility, and they absolutely must behave responsibly.

Stephen: They must set a good example to fans watching the matches.

Alice: Policemen in Scotland say that even cases of **domestic violence** increase when the two Glaswegian clubs play each other.

Stephen: People watching the match at home are more likely to become violent towards their families during or after the matches.

Alice: Les Grey from the Scottish Police Federation says attention needs to be given to future fixtures – the times when games are played. For example, there's less violence if games are played midweek, in the evening, rather than at the weekend. He says changing **licensing laws** - the sale of alcohol - might help prevent people becoming violent.

Insert 3: Les Grey, Scottish Police Federation

If that game hadn't been on a Wednesday night, we'd have seen a lot more trouble had that been a Sunday lunchtime

game or even a Saturday afternoon game. So we'll be looking at when to play these games. We need to look at the licensing laws. We need to look at the coverage of the games, and by that I'm going to upset a lot of people and say perhaps we need to stop televising one or two of them. There's a direct correlation between what happens during the game and what happens after the game. If I tell you the latest figures just in - I was informed last night that domestic violence incidents jumped 70% on Wednesday evening after the game. That's a huge jump.

Alice: Les Grey from the Scottish Police Federation, who says that incidents of domestic violence jumped by 70% after the last Celtic versus Rangers match. He said there's a direct correlation between what happens during the game and what happens afterwards.

Stephen: A direct correlation – a clear link or relationship

Alice: And he even proposes a very unpopular idea: to stop televising some of the games. Well, before we go, Stephen, any ideas about the city the two teams Al Ahly and Zamalek come from?

Stephen: Well, I guessed Cairo, and...

Alice: You're correct – well done! So, a chance to hear some of the words and phrases we heard in the programme today. Would you mind, Stephen?

Stephen:

rivalries

spill over

derby

heated exchanges

mayhem

ugly confrontation

role models

domestic violence

licensing laws

Alice: Thanks for that, Stephen.

Stephen: You're welcome.

Alice: Well that's all we have time for today. We'll have more 6 Minute English next time. Bye!

Stephen: Bye for now!

Unit 7

Pulitzer Prize losers

Chris: Hello and welcome to 6 Minute English from BBC Learning English, I'm Chris and with me today is Jen.

Jen: Hi there.

Chris: Now Jen, are you reading any books at the moment?

Jen: Yes, I'm currently reading a book called Room by Emma Donoghue. It's about a woman who has been kidnapped and is being held hostage in a tiny room and she's there for years. It's quite a **riveting** read.

Chris: Yes, I love reading a good book. I often like to read a book on the way to work in the mornings. You might even say that I'm a bit of **a bookworm**. So today's topic is all about books, and in particular, one of the world's most **prestigious** literature and arts awards, the Pulitzer Prizes. Have you heard of them?

Jen: Yes, the American awards - perhaps its most famous award is for **fiction**. I'm quite **an avid reader** of fiction myself - to do something avidly is to do it enthusiastically.

Chris: Well, to start off, how about a quick question for you and our avid listeners?

How many judges are there for the Pulitzer Prizes? Is it:

(a) 9

(b) 22 or

(c) 102

Jen: Hmm, I'll go for B, 22.

Chris: I'll reveal the answer at the end of today's programme. Now, you said you were an avid reader of fiction. Have you read any Pulitzer Prize-winning books?

Jen: Yes, I was curious to read 'The Road' by Cormac McCarthy after it won the Pulitzer Prize a few years ago. It's a really frightening and intense book about the end of the world, but I am glad I read it.

Chris: The fact that it won a prize was **a good recommendation** for you to read the book then?

Jen: Yes, it definitely helped. If a book is prize, or **award-winning**, then it's usually worth a read.

Chris: That was a few years ago, but do you know who won this year's Pulitzer Prize for fiction?

Jen: I'm afraid I have no idea. Was it Barbara Cartland?

Chris: Sadly no. In fact nobody won this year's prize for fiction. The judges from Columbia University in New York thought that none of the **shortlisted** books were **worthy** of the prize.

Jen: So they didn't give it to anyone?

Chris: That's right. Let's take a listen to a clip from BBC correspondent Vincent Dowd's report. See if you can hear the phrase the reporter uses to describe how the authors might feel about not winning.

BBC correspondent Vincent Dowd:

This year, the judges at Colombia University New York have decided no book is worthy of the prize. This last happened in 1977, but there's been a big change since then. Since 1980 the Pulitzers have revealed their short lists, so we now know the judges didn't ultimately think much of Train Dreams, by Dennis Johnson, Swamplandia by Karen Russell, or The Pale King by David Foster-Wallis. Mr Wallis is no longer alive, but it's a bit embarrassing for Johnson and Russell. The judges haven't explained why they didn't make the award, which would have meant a cheque for \$10,000, and a lot of sales.

Jen: He said it was a bit embarrassing for them, which means they might've felt annoyed or uncomfortable that their book wasn't worthy of winning the prize.

Chris: But I think making the shortlist of the Pulitzer Prize is still a great acknowledgement of their abilities as authors.

Jen: The report also highlighted that the winner would have received a cheque for 10,000 dollars.

Chris: And a lot of book sales too. As we mentioned, winning the prize can really help to recommend a book to new readers.

Jen: Who did win an award this year?

Chris: I'm glad you asked, as I've got another clip from Vincent Dowd's BBC report.

What does the report say about the two winners that it mentions?

BBC correspondent Vincent Dowd:

A sign of the times is that two online news organisations took journalism awards, each for the first time – Politico and the Huffington Post. The citation for the Huffington Post reveals journalism, which would once have been in a major newspaper, for a 'riveting exploration for the physical and emotional challenges facing American soldiers severely wounded in Iraq and Afghanistan during a decade of war.'

Jen: So it's the first time these news organisations have won Pulitzer Prizes for journalism?

Chris: Yes, and they are online news organisation.

Jen: So it's **a sign of the times** that more and more people are using the internet to read and create news journalism.

Chris: Absolutely. I read most of the news online these days. Sometimes even on my phone. For example, BBC News is incredibly useful when you want to stay up-to-date.

Jen: The Huffington Post is also interesting as their website includes many bloggers who contribute their own opinions alongside the professionally-written stories.

Chris: And they've now won a Pulitzer Prize for some of their work. The report mentioned that this was for journalism usually seen in major newspapers.

Jen: The fact that the award praises web journalism reflects the interesting development in our reading habits, from paper to online.

Chris: It's a really interesting development. OK, Jen, at the start of the programme I

asked you a question about the Pulitzer Prize. How many judges are there for the Pulitzer prizes? The choices were:

(a) 9

(b) 22

(c) 102

Jen: And I said B, 22, quite a few of them.

Chris: And I'm afraid you're wrong. The answer is C, 102. The Pulitzer Prizes comprise twenty-one different categories including journalism, music and poetry, as well as the fiction award.

Jen: I see.

Chris: OK, we've come to the end of today's programme, Jen. Would you mind reminding us of some of the words we heard today?

Jen: Of course, they are:

riveting

a bookworm

prestigious

fiction

an avid reader

a good recommendation

award-winning

shortlisted

worthy

a sign of the times

Chris: That's all we have time for today but do join us again for more 6 Minute English from BBC Learning English. Bye for now!

Jen: Bye!

Unit 8

Mr Smith or John?

Jackie: Hello, this is 6 minute English. I'm Jackie Dalton and with me today is

Neil Edgeller. Hello, sir!

Neil: Sir! Very unusual, you don't usually call me 'sir', Jackie!

Jackie: I don't, usually - I usually call you Neil, don't I?

Neil: Yes, you do.

Jackie: And that's because we're colleagues and the way we interact in the office is pretty informal really - it's quite relaxed, we're just use each others' first names. And the reason I called you 'sir' is because the topic of today's programme is formality, or lack of formality at work. So, do you work somewhere where you can behave in a relaxed way around colleagues, or do you have to be very polite and maybe a bit distant? Is there a dress code?

Neil: Yes a dress-code is the rules for what you should wear in a certain situation. So if a restaurant has a 'no jeans' policy, or dress-code, it means you have to wear smart trousers, you're not allowed in if you wear jeans.

Jackie: Well in a moment, we'll be talking a bit about how things have changed here. First, I have a question for you. A survey was carried out in Britain into dress-codes at work. And I'd like you guess what percentage of people said they'd prefer to be given a precise dress-code - in other words, would prefer to be told what kind of clothes they should wear.

a) 5%

b) 23%

c) 85%

Neil: I'm going to say 5%.

Jackie: Well, we'll find out at the end of the programme whether your answer was correct. Would you say the BBC World Service is a fairly formal place to work? (discuss) they're on first-name terms – they call each other by their first names casual – relaxed, informal

Jackie: Well it wasn't always so. Carrie has been around at the BBC for nearly 30 years and things used to be quite different when she joined. How would she have to address her boss?

Carrie: *Well when I started in the BBC, my boss was very formal. He wore a suit and tie everyday to work and you had to call him 'Mr', so he was 'Mr Bowman'. I wouldn't have dreamt of calling him Eric, which was his first name. On the other hand, he didn't actually call us 'Miss or Mrs', we were called by our first name because we were his underlings, we were his staff, but the boss was always called 'Mr' or 'Mrs'.*

But, actually, on most occasions, it would have been a 'Mr'.

Jackie: Did you get that? She had to call her boss 'Mr'. They certainly weren't on first name terms. Well, Carrie also had to face even stricter rules after that. What did she have to do?

Carrie: *A couple of years after I started at the BBC, I moved to a different department and there was a lady in that department who ran an office with about six or seven staff in it and the staff had to ask permission if they wanted to go to the toilet. They weren't allowed to just leave the office. And in fact, she timed them sometimes too and decided if they were too long in the toilet.*

Jackie: Carrie had to ask permission to go to the toilet.

Neil: ask permission – to ask if you can do something.

Both: (discuss)

Jackie: We're quite lucky, sitting here in our jeans, or corduroys. There was a time when that would have been out of the question. What did newsreaders at the BBC used to have to wear while they were presenting?

Carrie: *Long, long before I joined, the newsreaders, which at that stage would have been on radio rather than on television had to wear dinner jackets to read the news, even though nobody could see them, other than other people in the studio.*

Both: (discuss) dinner jacket – formal suit usually worn for a special event, dress-down Fridays – an arrangement where you can wear casual clothes at work on Fridays, but dress more formally for the rest of the week.

Jackie: So a quick reminder of some of the vocabulary we've looked at:

casual/informal

formal

first name terms

dress code

dress-down Fridays

dinner jacket

to ask permission

Jackie: And finally, the answer to this week's tricky question...

85 per cent would prefer a precise dress code

What would you prefer Neil?

(discuss)

That's all for this week, join us again soon for more 6 minute English.

Unit 9

Grown up and living at home

Rob: Hello I'm Rob. Welcome to 6 Minute English. I'm joined today by Finn. Hi Finn.

Finn: Hi Rob.

Rob: Today we're talking about a subject that many of us have experienced – it's living at home, particularly when we're grown up and in our twenties. Finn, what age were you when you left home?

Finn: I was 18 and I'd just finished school, I was really, really excited to see the world! So I left home quite young.

Rob: Well, I left home at the age of 18 too, to go to university, and I never looked back!

Finn: Of course, not everyone leaves home when they're that young and we'll be discussing the reasons why – and discovering why more young people in the UK are staying at the 'hotel of mum and dad'.

Rob: Yes, we'll explain some related vocabulary too but first I have a question for you Finn. According to the UK's Office for National Statistics, in 2013, what percentage of 20 to 34 year-olds were living at home with their parents? Was it:

a) 16%

b) 26%

c) 36%

Finn: I'll say 36%.

Rob: I'll tell you the answer later. Back to our discussion about living at home. **Residing** with – or living with – your parents is not that unusual in some countries. Economic conditions, culture, or family tradition means that some young people stay at home until they **get hitched** – or get married.

Finn: Even then, it may be too expensive to rent or buy a house and the married couple continue to live at one of their parents' homes. But living conditions can be a bit **cramped**.

Rob: But in the UK, it has been more common to leave home at a fairly young age and get your own place to live – maybe sharing it with other people – like a flatshare.

Finn: Many people may have to move to another city to take up a job – to get a job – or they may be going to university. But all this comes at a price – there are bills to pay, there's food to buy, plus the cost of **accommodation**.

Rob: That's why there has been an increase in young people living with their parents for longer. The recent economic downturn is the biggest factor. It's harder for them to get on **the property ladder** – to buy a house. But what's it like to be 27 and still living under the same roof as mum?

Finn: Luke Sibson knows. He's 27 and still lives with his mum. What does he say is the biggest difficulty?

Luke Sibson:

I had set plans to own a house, and a car and have a family by the time I'm 30. I'm now 27 and I'm not any closer to achieving that. There's something very difficult about being a 27-year-old man living at home with your mum. There's something very difficult about being an adult living in an environment where you're still a child. It limits me socially; sometimes I feel it limits me professionally.

Finn: Oh dear, he had big plans for what he wanted by the time he was 30. But he's still at home and finds it difficult being an adult in an **environment** – or a place where you live – where you're a child.

Rob: So he feels like a child because he's being looked after and doesn't have much independence. This limits him in what he can do socially. I suppose he can't bring lots of friends home or leave the house in a mess!

Finn: He thinks it also limits him professionally – so it can affect his career. I have to admit, living at home now would drive me mad.

Rob: Well not everyone has a choice and some might feel the **benefits** – the good things – are greater than the bad things. Alberto Baragan is 29 and lives near Madrid in Spain, a country where unemployment amongst the young is high. He says home living is not all bad. Can you hear what his reasons are?

Alberto Baragan:

Basically I don't have to wash my clothes, I don't have to make my bed, I don't have to buy anything for me, 'cos my mum does all these things for me. You don't have to worry about paying taxes, or paying electricity, any bills; you are living basically for free.

Finn: He says you are 'living for free' – that is quite a big **incentive**. There's nothing to buy, no bed to make, no washing to do. You need quite a generous and kind and generous mother or father to live like that!

Rob: Indeed. The type of parents you have may influence your decision to stay at home too! Alberto also mentioned there were no taxes or bills to pay, which is great if you're not earning any money.

Finn: Yes and this is of course the reality for many young people in Spain. But if you have no choice about living at home, hopefully you at least have a good relationship with your parents. This means accepting their **virtues** – their good points – and their **faults**.

Rob: Yes, after all, it is their home!

Finn: Spoken like a true parent Rob!

Rob: Behave Finn, and let's see if you answered today's question correctly. I asked you according to the UK's Office for National Statistics, in 2013, what percentage of 20 to 34 year-olds were living at home with their parents? Was it:

a) 16%

b) 26%

c) 36%

Finn: I said 36%.

Rob: You're wrong. The answer is 26%. That's 3.3 million adults. That's an increase of about 25% since 1996. Well that's it for this programme. Please join us again soon for 6 Minute English from BBC Learning English.

Both: Bye.

Unit 10

What is dark tourism

Rob: Welcome to 6 Minute English. I'm Rob.

Neil: And I'm Neil. Hello.

Rob: Today we're talking about an unusual type of **tourism**. Tourism is the business of providing services such as transport, places to stay, or entertainment for people who are on holiday.

Neil: But instead of providing sunny holidays in a nice hotel by the sea – this is where tourists travel to sites of death, brutality and terror. It's being called 'dark tourism'. Rob, have you ever been to any dark tourist destination – or place?

Rob: Yes. I've visited Auschwitz in Poland – a fascinating trip to an obviously **depressing** place. And next month I'm planning to go to Chernobyl – the site of a **catastrophic** nuclear accident in 1986.

Neil: So these are not your typical sightseeing trips but a visit to places that make you **curious** because of their significance – their importance – in history?

Rob: Exactly. We'll talk more about this soon but not before I set you today's question. Robben Island in South Africa is one dark tourism destination. It's where Nelson Mandela was imprisoned for 18 years. Do you know in which year it finally closed as a prison?

a) 1991

b) 1996

c) 1999

Neil: I don't know but I'm going to guess a) 1991 because I think he was released in 1989 and surely they would have shut it down pretty quickly after that.

Rob: I'll reveal the answer later. So let's talk more about 'dark tourism'. The word 'dark' is used here because it relates to places that are connected with bad or sinister things or things that could be considered **morally wrong**.

Neil: It's strange to want to visit places like these. There is what we call a **morbid fascination** – that's showing an interest in things connected with death and destruction. And these kinds of trips are on the increase.

Rob: Yes, there are organised tours to places like Ground Zero in New York, the killing fields in Cambodia and the nuclear power station in Chernobyl.

Neil: And there are the battlefields of World War I and II – and the top security prison of Alcatraz.

Rob: There are also plans to turn the disaster site of the Fukushima Daiichi nuclear power plant in Japan into a tourist destination – once the radiation is reduced.

Neil: But why do people want to visit these **macabre** sites? Well I mentioned curiosity and a chance to learn about history – but sometimes people just feel **compelled** to visit them.

Rob: But what about the **ethics** of dark tourism – is it wrong to make this trip? Are we not just **exploiting** – making money or cashing in on someone's suffering?

Neil: Doctor Phillip Stone is an expert in this subject. He's director of the Institute for Dark Tourism Research. He says this type of tourism isn't new – people have been visiting these types of places for years. He says it's always been there...

Doctor Phillip Stone, Director of the Institute for Dark Tourism Research:

It's not new in the sense that we are fascinated by other death and people's suffering. But it's how it's packaged up by the tourist industry.

Rob: So he says dark tourism isn't new. In fact a medieval execution was an early form of dark tourism. Maybe it's just **human nature** that draws us to these places? Doctor Stone says it's all about how these dark trips are packaged. So it depends how they are sold and how **tasteful** they are – are they sensitive to the horrors of what has taken place?

Neil: Yes, being able to walk around a historic site or visit a museum is one thing but how about staying in a former prison in Latvia and paying to be treated like a prisoner? Or how about crawling around Vietnamese war tunnels whilst people fire guns outside?

Rob: Maybe that is taking the experience too far. Doctor Stone says there is a "blurred line between **memorialisation** and tourism". He means it is hard to separate going to remember an event and the people who've died with visiting somewhere as part of a holiday.

Neil: Another issue when visiting these places is how you remember your visit – you must be **respectful** - perhaps taking photos, yes, but should you take a 'selfie'? And should you buy a souvenir or send a postcard home?

Rob: Well you certainly wouldn't write on your postcard 'wish you were here'. Anyway, let's now reveal the answer to the question I set you earlier.

Neil: Yes, this was about the former prison on Robben Island which is now a popular destination for dark tourism.

Rob: I asked you when it finally closed as a prison. Was it in:

- a) 1991
- b) 1996
- c) 1999

Neil: I said 1991.

Rob: And you were wrong actually. It was in 1996. About 350,000 people now visit the site every year – which shows how much interest there is in a place that you would have once never wanted to go near. Is it somewhere you would like to visit Neil?

Neil: I'm not sure about dark tourism to be honest.

Rob: Ok Neil, could you remind us of some of the vocabulary we've heard today:

Neil: Yes, we heard:

tourism

depressing

catastrophic

curious

morally wrong

morbid fascination

macabre

compelled

ethics

exploiting

human nature

tasteful

memorialisation

respectful

Rob: Thanks. We hope you've enjoyed today's programme. Please join us again soon for 6 Minute English from BBC Learning English.

Both: Bye.

Unit 11

Learn a thousand foreign words

Rob: Hello I'm Rob. Welcome to 6 Minute English. I'm joined today by Finn. Hi Finn.

Finn: Hi Rob – or should I say 'ni hao' Rob?

Rob: Your Chinese is very good Finn but I wonder how many more Chinese words you know? 1,000 perhaps?

Finn: (In Chinese: "Not really, I just know a little...")

Rob: Now you're just showing off! Not being able to speak a foreign language is a bit of a British **trait** – or a particular British characteristic. We're not very good at it although Finn is an exception, he can speak many foreign languages, can't you?

Finn: Not that many – a bit of German, some French, Polish a little, Chinese of course, Hokkien, a bit of Japanese... That's about it.

Rob: I'm impressed Finn. Well, now the rest of us Brits are being encouraged to learn at least 1,000 words of another language. We'll talk more about that soon but before I start learning my new words, how about a question Finn?

Finn: Très bien!

Rob: Do you know which is the second most spoken language in England? Is it:

- a) Polish
- b) Urdu
- c) French

Finn: I think I know this one, Rob. I'm going to say a) Polish.

Rob: OK, well, as always I'll let you know the answer at the end of programme. So, as I mentioned, the British are generally considered to be lazy **linguists** – they just don't bother to learn another language.

Finn: I guess the main reason is that when British people travel around the world they find that English is spoken almost everywhere – so they **get by** – they survive on just using their **native language**.

Rob: I think, in the past, the education system was also to blame. Learning a foreign language was not **compulsory** – it didn't have to be studied - when I went to school, we didn't have to study languages to exam level – so I took the easy option and studied photography instead of French! But of course I regret it now. But that wasn't the same for you Finn?

Finn: At first I didn't really like it but you know, I love words, and then one day I discovered the Chinese language and thought this was fascinating, and it's a key to a whole new culture.

Rob: Well, recently a campaign was launched for those of us who didn't share your enthusiasm or have the opportunity to learn another language. The *1,000 Words* campaign is encouraging everyone in the UK to learn at least 1,000 words of another language. It hopes to help Britain increase international trade.

Finn: The group says that a vocabulary of 1,000 words would allow a speaker to hold a simple conversation. It sounds like a good idea.

Rob: Si! Well, let's hear from the former England footballer and TV presenter, Gary Lineker, who is supporting the campaign. Can you hear what three things he says learning another language gives you?

Gary Lineker:

I think it gives you self-satisfaction and self-esteem if you can speak another language when you're travelling. I think it also gives you an edge in a lot of different areas in the workplace, not just football.

Finn: So Gary Lineker says there are three things it gives you; it gives you self-satisfaction, firstly. He means you feel good about learning a new skill. But it can have negative meaning – self-satisfaction – that you are smug or pleased with yourself. I don't think he means that here though.

Rob: He also says it improves **self-esteem** – so you feel good about yourself and it boosts your confidence. Imagine going on holiday to Spain and being able **to converse with** – or speak to – the locals.

Finn: It feels good! And he also mentioned the economic benefits of speaking another language; it **gives you the edge** in the workplace. That means it gives you an advantage, especially if you are dealing with foreign companies.

Rob: And it also shows politeness and respect for other people by showing you have made an effort.

Finn: It's something another footballer, Gareth Bale, has tried to do. Last year he signed for Real Madrid so he tried **to master** – or to be very good at – speaking Spanish so he could talk to his fans. This is how he got on:

Gareth Bale:

(In Spanish: Hello. It is a dream to play for Real Madrid. Thank you.)

Rob: Muy bien! Impressive – I think he was saying it was his dream to play for Real Madrid. **Finn:** Rob, your Spanish is very impressive too there. For Gareth Bale, speaking Spanish will help him **fit in** – perhaps make him more accepted by his teammates and his fans.

Rob: But Finn, I have a dilemma. There are so many languages in the world, which one should I learn first?

Finn: Maybe you could start with the UK's second most spoken language?

Rob: Yes, that's the question I posed earlier: what is Britain's second most spoken language.

Finn: I said Polish. Polski.

Rob: Yes, of course you are right. According to the 2011 census, the answer is Polish. The census also found over 104 different languages are spoken in the UK. Before we go, could you remind us of some of the English words we've heard today?

Finn: Yes, we heard:

trait

linguists

native language

to get by

compulsory

self-esteem

to converse with

to give you the edge

to master

to fit in

Rob: Danke schön, Finn.

Finn: Bitte schön!

Rob: OK, well that's it for this programme. Please join us soon again for 6 Minute English from BBC Learning English.

Both: Bye!

Unit 12

Business English: Misunderstandings

Feifei: Hello and welcome to another episode of 6 Minute English with me Feifei.

Neil: And me Neil.

Feifei: How are you Neil and what are we talking about today?

Neil: I'm very well, and today we're talking about misunderstandings. A famous French writer once said that "Language is the source of misunderstandings" and with me in the studio today are colleagues Conrado and Stephani, who have come in to tell us all about a misunderstanding they had recently. Conrado and Stephani, welcome.

Stephani: Thank you.

Conrado: Thank you.

Neil: So, tell us about your story.

Conrado: Well, we work in the same company, but in different offices. And one day I was speaking to Stephani on the phone, and I asked her a question, and she didn't know the answer, so she said "hang on".

Stephani: 'Hang on' means wait. I wanted him to wait while I found the answer.

Conrado: But I got confused, I thought 'hang on' was the same as 'hang up', and 'hang up' means 'put the phone down, finish the phone call'

Stephani: So when I came back with the answer, he was gone! So I called him back and told him the answer, then he asked another question, so I said 'hang on' again, and again he was gone! Three times I had to call him back!

Conrado: I didn't understand why she was getting angry with me. She got really angry actually, before we sorted it out.

Neil: Hang up, hang on... That's a really good one!

Feifei: If only you'd had Business Betty there to help...

Neil: Ah Business Betty. (*The door opens*) Ooh here she is now.

Neil / FF: It's Business Betty!

BB: Hello!

Neil: Hello Betty and may I say you're looking absolutely fantastic as ever.

BB: Thank you Neil and how can I help you?

Neil: We need some tips on avoiding misunderstandings.

BB: Certainly. If language is the source of misunderstandings, the best way to avoid misunderstandings at work is to check what people mean when they're talking to you. There are several ways to do this. You can simply say "What do you mean by that?"

Neil: What do you mean by that?

BB: That's right. Or you can tell the person what you think they mean, in your own words. Say "Do you mean...?"

Neil: Do you mean...?

BB: Or "So, are you saying...?"

Neil: So, are you saying...?

BB: Or "Correct me if I'm wrong, but do you mean...?"

Neil: Correct me if I'm wrong, but do you mean...?

BB: Good Neil. You can say "Sorry, I'm not sure if I got that. Are you saying...?"

Neil: Sorry, I'm not sure if I got that. Are you saying...?

BB: Or you can ask the other person to explain what they mean. Say something like "Sorry, what exactly do you mean by that?"

Neil: Sorry, what exactly do you mean by that?

BB: Or say "Sorry, could you go over that again?"

Neil: Sorry, could you go over that again?

BB: "Could you expand on that?"

Neil: Could you expand on that?

BB: And finally, another way to avoid misunderstandings is to check that the person you're talking to has understood you. Just ask them! Say something like "Is that clear?"

Feifei: Is that clear?

BB: Or, after an explanation, say "Does that make everything clear?"

Feifei: Does that make everything clear?

BB: And never forget the golden rule of avoiding misunderstandings – if in doubt, ask! It's better to ask now than make a mistake later.

Neil: Thanks Betty.

BB: You're welcome. Bye!

Neil/FF: Bye!

(Door closes)

Neil: She's so good... don't you think so, Conrado and Stephani? Don't you think she's brilliant - Business Betty?

C & S: Oh yes!

Feifei: Well that's very good because we're about to put it to the test!

Neil: Yes Conrado and Stephani. Let's imagine that you're back there now in your offices you're having this conversation that got you into so much trouble. But this time use some of Betty's tips and see if you can get it right.

Feifei: Does that make sense? Have another go at the hang on / hang up conversation, but this time do what Betty suggested. OK? Are you ready?

C & S: Yes, we are ready.

Role-play

Conrado: Ring ring!

Stephani: Hello, Stephani speaking.

Conrado: Hello Stephani, it's Conrado. I just wanted to ask if the reports are ready.

Stephani: The reports... do you mean the monthly reports or the yearly reports?

Conrado: Oh sorry, yes, the monthly reports.

Stephani: The monthly reports. OK, just hang on.

Conrado: Sorry, I'm not sure if I got that. Are you saying "Wait a minute"?

Stephani: Yes, just hang on a couple of minutes please.

Conrado: OK.

Stephani: (A couple of minutes' later) Hello Conrado, sorry to keep you waiting. The monthly reports are nearly ready - the accountant is finishing them this afternoon.

Conrado: Correct me if I'm wrong, but do you mean they'll be ready by the end of today?

Stephani: Yes, they'll be ready by 5 o'clock today. Does that make everything clear?

Conrado: Oh yes, thanks, that's great. Thank you very much!

Stephani: You're welcome.

Feifei: And that's the end of today's role-play!

Neil: How was it for you two?

Conrado: It was great, much much better.

Stephani: Yes, I wish we'd done it that way in the first place.

Neil: That's good and that's it.

Feifei: Are you saying that we've reached the end of today's programme?

Neil: Yes we have, so thanks for helping us out today Conrado and Stephani. It's goodbye from all of us. Join us again for another 6 Minute English!

All: Bye!

Unit 13

What is freedom?

Rob: Welcome to 6 Minute English with me, Rob.

Finn: And me, Finn. Hello.

Rob: In today's programme, we're talking about freedom. It's a big subject and it's something the BBC has been exploring in its Freedom 2014 season.

Finn: That's right. There's been a season of programmes about what freedom means to different people.

Rob: Well, we're going to try and summarise what freedom really is and look at some related vocabulary. But first a definition – what does freedom mean?

Finn: According to the Oxford English Dictionary, freedom is the power or right to act, speak, or think as one wants.

Rob: Yes, it's something many people expect to have – we consider it our **right** - but certain people in some of the world do not get to experience the feeling of freedom.

Finn: You mean some people are **restricted** and controlled in what they can and can't do.

Rob: Some organisations try to rank countries – or give them a score – based on how free its people are. It's calculated according to certain factors - and my question for you today Finn is, according to the World Freedom Index 2013 by the Canadian Fraser Institute, the people of which country came out as number one, in terms of having the most freedom? Was it:

a) the USA

b) Sweden

c) New Zealand

Finn: I'm going to say c) New Zealand.

Rob: We'll see if you're right later on. So let's talk more about freedom – a word that means many things to many people. We sometimes hear about political freedom – where people are able to vote in elections to choose who runs their country – and where people are able to challenge what their leaders do. We often refer to this system as a **democracy**. **Finn:** Many people would say that any system of democracy should automatically include the right to **free speech** – that's the right to say what you want about anything you want. We also hear about freedom for women – when they have the same rights as men. This is one form of equality. We also hear about **equality** for people of different colour, religion or sexual orientation. People usually don't feel free or equal if they are treated differently because of something like their race, colour, gender or disability. One example of this is the system of **apartheid**, which passed laws to restrict the freedom and rights of black people in South Africa.

Rob: Many of those laws are no longer in existence – but freedom is still an issue around the world today. The BBC

Freedom 2014 season looked at examples of modern-day slavery in the Thai fishing industry. There is **forced labour**, where people are made to work in terrible conditions for little or no money.

Finn: There's also secrecy and **surveillance** – when you're being watched by the government; these can also be seen as ways of controlling someone's freedom. And some say that blocking the public's access to certain information limits freedom.

Rob: Yes, the American computer expert Edward Snowden famously disclosed thousands of **confidential** – or secret – documents held by America's National Security Agency so people could see what information was being kept about them.

Finn: But possibly the most personal example of having your freedom restricted is when you are held unfairly against your will – in prison or as a hostage, which is what happened to Norman Kember, a British man who was taken hostage in Iraq in 2005.

Rob: He says the only thing that kept him free was his mind. He would picture something good in his head. So, although as a hostage his body wasn't free, he could still feel free by thinking about his garden – the flowers and trees and the sound of birdsong. Simple pleasures.

Finn: Freedom really came for him when he was eventually rescued during a military operation on 23 March 2006, and the first thing he did when he returned to England was... walk in his garden. It must have been a great feeling.

Rob: In different situations, people around the world have fought to win their freedom in many different ways. They have held protests and marches, and **campaigned** for a change in laws and attitudes – changing the way people think.

Finn: And when people living under a **regime** want to make a change for the better they sometimes take to the streets to chant, shout and sing. Lots of songs have been written about freedom. But if you can't sing, there's another, newer way to make your voice heard: people use social media to spread their message and hopefully get support for their **cause**. It's what happened in a number of uprisings in the Middle East, such as the Arab Spring.

Rob: Let's get back to the question I asked you earlier about which country came first in the World Freedom Index 2013, according to the Canadian Fraser Institute?

Finn: I said c) New Zealand. Was I right?

Rob: Yes, well done, the answer is New Zealand. The freedom index was based on a number of measures such as freedom of speech, religion, economic choice and women's rights. You can find more detail about the BBC Freedom Season on the BBC website. We'll be back with more 6 Minute English very soon. Please join us then.

Both: Bye.

Unit 14

Are you a winner?

Rob: Hello I'm Rob. Welcome to 6 Minute English. I'm joined today by Neil. Hello Neil.

Neil: Hello Rob.

Rob: Now Neil, I have a question for you – do you think you are a winner?

Neil: You mean someone who has a lot of success in everything?

Rob: Well, not exactly – I'm just talking about competitions – do you have a lot of success or **luck** in winning them?

Neil: Competitions? No, not at all. I don't think I've ever won a competition.

Rob: Ah, bad luck. That means you're not a '**comper**'. That's an informal name for someone who takes part in – or enters – competitions on an almost semi-professional basis. They spend a lot of time trying to win something.

Neil: You mean winning **prizes** – or free gifts.

Rob: I do. And Neil, you could win a prize if you can correctly answer today's question. So, are you ready?

Neil: I'm ready.

Rob: Well, a **lottery** is one kind of competition where the prize is money. The biggest cash prizes can be won in the USA – but do you know what the biggest ever cash prize to be paid in America is? Is it:

- a) \$590 million
- b) \$890 million
- c) \$1 billion

Neil: Well, things tend to be big in America, so I'm going to go for c) \$1 billion dollars.

Rob: I'd like to win that. We'll find out if you are right or wrong later on. So let's talk more about 'compers' – people who regularly take part in competitions. We could say they are **hooked on** – meaning addicted to – taking part.

Neil: Yes, **the lure** – or attractiveness – of winning big prizes means these people just can't stop answering quiz questions, writing **slogans** and captions or solving puzzles.

Rob: Some people go to great lengths – or put a lot of effort into winning something – even if it's just a box of chocolates or a coffee mug. It's just the excitement of winning.

Neil: But sometimes there are big prizes to win – a new car, a speedboat or a holiday of a lifetime. The only problem is that these prizes are either not easy to win or there are millions of people trying to win them.

Rob: I've certainly never won anything as fantastic as that – but one man who has had plenty of good luck is Martin Dove, who is a retired lecturer and an expert 'comper'.

Neil: He certainly is. He's won a yacht, a racehorse and lots of smaller prizes too. Let's hear from him now. Listen out for the names he says people have called him...

Martin Dove, a 'comper':

I've been a comper for 40 years. It's like admitting some addiction isn't it really! Some people have called me the Master of Comping, the King of Comping, the Guru of Comping, but it's just a word, it's just a phrase, it's just I was fairly high-profile.

Rob: So, he says he was fairly **high-profile** – that means he was often seen in public, mentioned in newspapers, or appeared on television. And because he was high-profile he got called a few nicknames...

Neil: ...names like the **master** of comping – so someone who is very good or skilled at it. And the king of comping – not an actual royal king but someone is the best at doing something. And the **guru** of comping – that's someone who other people respect and go to for advice about comping.

Rob: Well, he knows his stuff and he still checks out competitions on cereal boxes and crisp packets for the next big win. He's even written books on the subject and offered advice to other compers.

Neil: But comping has changed, Rob. There are lots of competitions to enter on the internet now. Every webpage you look at seems to tempt us with a fantastic prize to be won.

Rob: That's true. But Martin Dove doesn't think that is necessarily a good thing. Can you hear why?

Martin Dove, a 'comper':

The thing is now competitions are far easier to enter than they ever were. In the old days I could spend a fortnight crafting a slogan and really working hard and really being proud of it. Now all you have to do is 'click, click, click, click, click' and because it only takes 30 seconds to do, 20 minutes you can knock out 40 competitions. And you can get a million entries now, so it's a million to one.

Neil: So, competitions online are easier to enter – you just have to click. Martin said he could enter about 40 competitions in just 20 minutes!

Rob: But because it's so easy, more people enter and so **the odds** – or chances of winning are less. Sometimes, a **one in a million** chance of winning – a very rare or unlikely chance. I wonder what your chances are of getting today's question right Neil?

Neil: One in three maybe?

Rob: Maybe! Well, earlier I asked you what is the biggest ever cash prize to be paid out in a lottery in the USA? Is it:

- a) \$590 million
- b) \$890 million
- c) \$1 billion

Neil: I said it was c) \$1 billion

Rob: And you are wrong. It's actually only \$590 million; that was won by an 84-year-old woman in Florida last year. Neil, what's the biggest prize you've ever won?

Neil: I think I once, about 10 years ago, won £10 on the British National Lottery.

Rob: Wow, that's a big win! Well, for getting today's question wrong you get the consolation prize of reminding us of some of the words that we've heard today.

Neil: OK, we heard:

luck

comper

prizes

lottery

hooked on

the lure

slogans
high-profile
master
guru
the odds
one in a million

Rob: OK. Thanks Neil – you really are a winner. Well, we hope you've enjoyed today's programme. Please join us again soon for 6 Minute English from BBC Learning English.

Both: Bye!

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Unit 1
Good News

Ex.1.

1	the seedier side of life	e	aspects of life that are morally degraded, for example, sex scandals and corruption
2	mankind	h	the human race
3	impact	i	have an effect on or influence
4	exposure	j	coverage
5	breakthroughs	a	sudden, dramatic, and important discoveries or developments, especially in science and medicine
6	tabloids	g	newspapers of small format giving the news in condensed form, usually with lots of pictures and often providing sensational material
7	broadsheets	f	serious newspapers with a larger page format
8	crass	b	crude and rough
9	don't do it justice	c	don't give it the credit it deserves
10	a grimace	d	a twisted facial expression that shows distaste or disgust

Ex. 2.B.

Ex. 3.

1	2	3	4	5	6
a	c	a	a	b	b

Unit 2

Youth unemployment crisis

Ex.1.

1	a bleak picture	d	a situation described as pessimistic
2	a forecast	g	a prediction by experts
3	entrenched	e	fixed, rooted
4	to drop out	a	to exclude yourself from activities
5	marginalised	c	to be left to one side
6	temping, a temporary job	b	employment done for a fixed period of time
7	an apprenticeship	f	jobs designed to have the employee working while getting training on the tasks require

Ex. 2.B.

Ex. 3.

1	2	3	4	5	6
c	b	a	c	a	a

Unit 3

Watt's workshop

1	inventor	h	the first person to create an item or a different way of doing something
2	workshop	f	a room or building which provides both the area and tools (or machinery) that may be required for the manufacture or repair of manufactured goods
3	reassembled	e	reconstructed or rebuilt
4	credited	c	to regard as having performed an action or being endowed with a quality
5	chronological order	d	the oldest one first

6	cornucopia	g	in classical mythology is a horn full of food and drink; in modern English it's often used to mean a collection of wonderful things
7	treasure trove	b	full of wonderful, valuable things
8	a one man innovation centre	a	a man full of ideas and inventions

Ex. 2. Hot air balloon, typewriter, Morse code and then vacuum cleaner.

Ex. 3.

1	2	3	4	5	6
b	c	c	a	b	c

Unit 4 Citizen Journalism

1	citizen journalism	c	information collected by people who are not formally employed as journalists; their material is not always edited and published by recognised media sources
2	trained	i	learned how to be a reporter through courses or lessons
3	social media	f	websites where people interact socially via different types of technology and software
4	democratisation	j	a process which makes it easier for people to find out about and contribute to the information available
5	to publish	g	to make your work available to the public through printed or electronic media (e.g. books, newspapers, the internet)
6	media brands	d	well known companies or corporations which produce media content (e.g. the BBC)

7	to go through them	h	to read, analyse and organise them
8	to verify	e	confirm something is true
9	hasn't really been tested yet	b	not yet known if it works well in really challenging situations
10	valuable source	a	place where useful and trusted information can be found

Ex. 2. The first country is the UK – followed by South Korea, then Germany, Japan, the US, China and finally India.

Ex. 3.

1	2	3	4	5	6
c	a	a	c	b	c

Unit 5 Media Blackout

1	media blackout	c	A decree that prohibits media, a ban on all media
2	unplugged	e	the people who've volunteered have been asked to unplug their media devices, such as laptops, phones and TVs, for 24 hours. And they're not allowed to listen to the radio or read newspapers either
3	a guinea pig	a	someone who takes part in a new experiment or test
4	mental well-being	g	the state in which the individual realises his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her community
5	overeating	f	eating too much food
6	isolated	b	lonely or detached from other people
7	long-term effects	h	changes that last for a long time
8	waking hours	d	every moment you are awake in your entire lifetime

Ex. 2.B.**Ex. 3.**

1	2	3	4	5	6
b	b	c	a	a	b

Unit 6

Football rivalries

1	rivalries	f	competition between people, often based on their political views or support for a sports team
2	spill over	g	here, influencing or causing something else to start, or become more serious
3	derby	d	here, a football match between two football teams based in the same town, city or region
4	heated exchanges	e	passionate or angry discussions
5	mayhem	c	uncontrolled, chaotic situation
6	ugly confrontation	a	argument or fight between people, possibly involving violent behaviour or insulting language
7	role models	h	people who are well-known to the public, and shown as positive examples of how to live your life
8	domestic violence	i	physical abuse in the home, usually where one family member attacks another
9	licensing laws	b	regulations or rules laws about where and when alcoholic drinks can be sold

Ex. 2.A.**Ex. 3.**

1	2	3	4	5	6
c	c	a	a	b	a

Unit 7

Pulitzer Prize losers

1	riveting	g	gripping, captivating
2	a bookworm	e	someone who is devoted to reading books
3	prestigious	i	celebrated
4	fiction	h	made-up stories
5	an avid reader	b	a person who reads books enthusiastically
6	a good recommendation	j	an endorsement, good advice
7	award-winning	f	receiving a prize
8	shortlisted	a	selected for competition
9	worthy	c	acceptable, appropriate
10	a sign of the times	d	an indication of the period

Ex. 2.C.

Ex. 3.

1	2	3	4	5	6
b	b	c	a	a	c

Unit 8

Mr Smith or John?

1	casual/informal	g	quite relaxed
2	formal	d	very polite and maybe a bit distant
3	first name terms	f	call each other by their first names
4	dress code	e	the rules for what you should wear in a certain situation
5	dress-down Fridays	a	an arrangement where you can wear casual clothes at work on Fridays, but dress more formally for the rest of the week.

6	dinner jacket	c	formal suit usually worn for a special event
7	to ask permission	b	to ask if you can do something

Ex. 2.C.

Ex. 3.

1	2	3	4	5	6
a	a	c	b	a	c

Unit 9

Grown up and living at home

1	residing with	c	living with
2	get hitched	a	(informal) get married
3	cramped	b	small and crowded
4	accommodation	h	a place to live in
5	the property ladder	e	the series of stages in owning a house or flat, starting with a small place and buying bigger and more expensive homes as you can afford more
6	environment	d	(here) the place and the conditions in which someone lives
7	benefits	j	positive things you get from a situation
8	incentive	f	something that encourages you to do something
9	virtues	i	good qualities in a person
10	faults	g	bad qualities in a person

Ex. 2.B.

Ex. 3.

1	2	3	4	5	6
a	c	b	a	c	a

Unit 10

Dark tourism

1	Tourism	k	the business of providing services such as transport, places to stay, or entertainment for people who are on holiday.
2	depressing	c	making you feel unhappy and without hope
3	catastrophic	b	causing huge destruction or suffering
4	curious	j	interested in wanting to find out about things
5	morally wrong	g	against what is generally believed to be the right way of doing something
6	morbid fascination	m	an interest in things connected with death and destruction
7	macabre	e	unpleasant or shocking because they are related to death
8	compelled	d	doing something because you feel forced to or feel it has to be done
9	ethics	i	what is believed to be the right way to behave
10	exploiting	h	(here) using something for financial gain
11	human nature	a	the natural ways of behaving that most people share
12	tasteful	n	showing good judgement about what is suitable
13	memorialisation	f	the act of honouring someone or an event
14	respectful	l	feeling or showing admiration for someone

Ex. 2.B.

Ex. 3.

1	2	3	4	5	6
c	a	c	b	c	a

Unit 11

Learn a thousand foreign words

1	trait	e	characteristic
2	linguists	c	people who study foreign languages or speak them very well
3	native language	f	language of a person's home country
4	to get by	g	to just have or know enough to do what you need to do
5	compulsory	a	must be done
6	self-esteem	b	confidence in your value and in what you can do
7	to converse with	h	to have a conversation with
8	to give you the edge	j	to have an advantage
9	to master	d	to learn how to do something very well
10	to fit in	i	to feel like you belong to a group of people and are accepted by them

Ex. 2.A.

Ex. 3.

1	2	3	4	5	6
c	a	b	b	a	c

Unit 12

Business English: Misunderstandings

1	Checking what someone means	c	<p>What do you mean by that?</p> <p>Do you mean...?</p> <p>So are you saying...?</p> <p>Correct me if I'm wrong, but do you mean...?</p> <p>Sorry, I'm not sure if I got that. Are you saying...?</p>
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2	Asking someone to explain what they mean	a	Sorry, what exactly do you mean by that? Sorry, could you go over that again? Could you expand on that?
3	Checking that someone has understood you	b	Is that clear? Does that make everything clear?

Ex. 3.

1	2	3	4	5	6
a	a	c	b	a	b

Unit 13
What is freedom?

1	right	d	something that you are morally or legally allowed to do or have
2	restricted	i	limited by rules or laws
3	democracy	h	a system of government in which people vote in elections to choose the people who will govern them
4	free speech	l	the right to say anything you want about anything
5	equality	m	everyone having exactly the same rights and opportunities regardless of colour, gender, sexual orientation, religion, age etc.
6	apartheid	e	the political system that existed in the past in South Africa, in which only white people had political rights and power
7	forced labour	k	being made to do hard physical work
8	surveillance	c	the careful watching of a person or place, often secretly and usually done by people in authority, such as the police

9	confidential	b	secret; only for certain people to see
10	campaigned	g	tried to achieve political or social change by persuading people in authority to do something
11	regime	j	a method of government that controls the country in a strict and unfair way
12	civil rights	a	the basic rights that all people in a society should have whatever their race, sex, religion etc.
13	cause	f	idea, aim, belief or way of thinking that a group of people share and try to persuade others to support

Ex. 2.C.

Ex. 3.

1	2	3	4	5	6
b	b	c	a	a	c

Unit 14

Are you a winner?

1	luck	l	success you have by chance not by using skill
2	comper	f	a slang term for someone who regularly and enthusiastically enters competitions
3	prizes	k	rewards you get for winning something like a competition
4	lottery	d	a game where people buy a lottery ticket hoping that their numbers are chosen by chance in the draw so that they win a money prize

5	hooked on	e	(here) enjoying doing something and doing it as much as you can
6	the lure	h	the attraction (of doing something)
7	slogans	g	short, easy to remember phrases used in advertising
8	high-profile	b	often seen in public and in the media
9	master	j	(here) a man who is very good or skilled at something
10	guru	i	someone respected and who people speak to for advice about something (here it is winning competitions)
11	the odds	c	the chances of something happening
12	one in a million	a	an extremely unlikely chance (of something happening)

Ex. 2.A.

Ex. 3.

1	2	3	4	5	6
c	c	a	b	a	b

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Inna Chemerys

Listen and Learn *English*

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