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# LISTEN AND SPEAK ENGLISH



Міністерство освіти та науки України  
Сумський державний педагогічний університет  
імені А.С. Макаренка

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# **LISTEN AND SPEAK ENGLISH**

**НАВЧАЛЬНИЙ ПОСІБНИК**



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Навчальний посібник призначений для студентів 1-2 курсів мовних спеціальностей, які здобувають кваліфікацію вчителя англійської мови. Посібник охоплює такі розмовні теми: «Особистість і сім'я», «Мій будинок/квартира», «Їжа, харчування», «Студентське життя, навчання», «Погода, пори року, дозвілля» та «Магазини, покупки». Метою посібника є формування та удосконалення у студентів іншомовної аудитивної (listening) та комунікативної (speaking) компетентностей відповідно до визначеної програмної тематики. Матеріали посібника є автентичними, тематично об'єднаними та мають лінгвосоціокультурну спрямованість.

Посібник укладено згідно з робочою навчальною програмою з дисципліни «Англійська мова» (1й і 2й рік навчання) і рекомендовано для аудиторної та самостійної роботи здобувачів вищої освіти за означеною кваліфікацією.

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## ПЕРЕДМОВА

Навчальний посібник «LISTEN AND SPEAK ENGLISH» призначений для студентів першого та другого року навчання за спеціальностями, які орієнтовані на підготовку фахівців з кваліфікацією вчителя англійської мови закладів вищої освіти. Навчальний посібник розроблено у відповідності до вимог навчальної програми вивчення дисципліни «Англійська мова», що входить до переліку обов'язкових компонентів освітньо-професійної програми Середня освіта (Українська мова і література. Англійська мова) підготовки здобувачів вищої освіти на першому (бакалаврському) рівні за спеціальністю 014 Середня освіта (Українська мова і література) галузі знань 01 Освіта / Педагогіка.

Основною метою навчального посібника є формування та удосконалення компетентностей в аудіюванні та говорінні, а також лінгвосоціокультурної компетентності майбутніх учителів англійської мови межах визначеної програмної тематики на заняттях з англійської мови.

Навчальний посібник містить шість розділів: «Особистість і сім'я», «Мій будинок/квартира», «Їжа, харчування», «Студентське життя, навчання», «Погода, пори року, дозвілля» та «Магазини, покупки». За тематико-ситуативним змістом, мовним і мовленнєвим матеріалом зміст посібника відповідає чинній програмі з англійської мови для студентів першого та другого року навчання за означеною спеціальністю, матеріал презентований у даному посібнику не відображений у чинних підручниках та посібниках з англійської мови, але є необхідним доповненням до базових програмних підручників. Кожний розділ містить автентичні тексти і завдання до них, які спрямовані на формування англомовної комунікативної компетентності студентів в аудіюванні (Listening), а також завдань для формування компетентності у говорінні (Speaking). Запропоновані навчальні матеріали розкривають актуальні проблеми в межах тематики обговорення. Подані завдання дають можливість студентам отримати цікаву для них інформацію у комунікативно зумовленому контексті. Дотекстові завдання орієнтовані на подолання ймовірних труднощів аудіювання. Після текстові завдання мають на меті перевірку розуміння почутого, а також дають можливість студентам використати запропонований мовний / мовленнєвий матеріал для висловлення й аргументування своєї позиції, обміну думками у різних формах (дискусія, диспут, презентація тощо).

Матеріали і завдання навчального посібника сприяють підвищенню ефективності професійно-педагогічної підготовки майбутніх учителів англійської мови, стимулюють розвиток їх пізнавальних інтересів і підтримують мотивацію до вивчення англійської мови.

## Unit I PERSONALITY PROFILE



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

1. Do you like your name? Have you ever considered changing it?
2. How do people address you? Do they use your name, a title, or some other combination of words?
3. Do you have a nickname? How did you get it? Who uses it?
4. Is the meaning of a name important in your culture? Does your name mean anything?
5. What are some common names for pets? Can people have the same names? Why or why not?
6. How do people in your country choose baby names?
7. Have you thought about the names that you might give to your children (if you have them)?
8. Does a person's name influence how others think of them? Will the right name help you to have a good life?
9. In some countries, it is traditional for women to change their name when they get married. What do you think about this?
10. Which famous person has a cool name? Why do you like it?
11. What are some names from other cultures that you hear often?
12. Kids sometimes tease other kids about their name. Can you recall any examples from your childhood?
13. What's the most common name among your friends? How many people do you know with that name?
14. In your opinion, is it better to have a common name or an uncommon one?
15. What were common names in your grandparents' generation? Do they sound old-fashioned now or are they still popular?

## Text 1.1. WHAT'S IN A NAME?

### Before listening

**think**

1. **Think over the following issues before listening to the text. Pay special attention to the word-combinations in bold, find their definition.**

1. In what country has it been forbidden since 1789 for a citizen to change their name legally, even after marriage?
  - a) Japan
  - b) France
  - c) Turkey
2. What is a **maiden name** and why did women traditionally change their surname upon marriage?
3. What are some ways that women today might choose to keep their maiden name or combine it with their new husband's surname?
4. What is a **double-barrelled name**?
5. What are some reasons why a man might choose to take his wife's surname upon marriage?



TRUE



FALSE

### After listening

2. **Listen to the text and state if the given statements are TRUE or FALSE**

1. Neil's wife decided to change her name after getting married because she didn't like her old name.
2. Dan's wife was allowed to keep her surname after getting married.
3. In the UK, it is traditional for the woman to take the man's family name when getting married.
4. The idea of women taking their husband's name dates back to the 11th century.
5. A double-barrelled name is two names that are joined by a slash.
6. In western culture, it is becoming more common for husbands to take their wife's surname.
7. A recent study suggested that one in ten millennial men in the UK would be willing to take their wife's surname.
8. Charlie Shaw, a Tibetan Buddhist meditation instructor, said he took his wife's name to challenge patriarchal bias and sexism in society.
9. In the US and UK, husbands of women who keep their maiden names are perceived as more masculine.
10. People in London interviewed by Dan are generally opposed to the idea of men taking their wife's surname.



### 3. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).

- ⇒ The evolution of traditional gender roles in marriage and how it affects the choice of surnames.
- ⇒ The concept of a surname and its significance in different cultures and societies.
- ⇒ The impact of social norms and expectations on individuals who choose to take their spouse's surname or keep their maiden name.
- ⇒ The role of the law in dictating the choice of surname after marriage and how it varies across countries.
- ⇒ The significance of family units and how the choice of surname affects their formation and identity.
- ⇒ The symbolism of changing one's name and the motivations behind it.
- ⇒ The potential challenges and benefits of having a double-barrelled surname.
- ⇒ The role of media in shaping societal views on surnames and gender roles in marriage.
- ⇒ The implications of patriarchal biases and sexism in surname choices.
- ⇒ The impact of generational differences on the choice of surnames in marriage.

#### Text 1.2. ARE BEARDS BACK TO STAY?



##### Before listening

##### 1. Study the following vocabulary words and word-combinations.

<i>all the rage</i>	very fashionable
<i>get on a bandwagon</i>	join other people in doing something that has become popular – perhaps because you hope to become popular yourself
<i>talking point</i>	subject that a lot of people are discussing
<i>competitive advantage</i>	when a condition or circumstance puts you in a favourable position
<i>clean shaven</i>	having no facial hair
<i>peaked</i>	reached its highest point – and will decline from this point
<i>flamboyant</i>	eye catching and different
<i>women's lib</i>	women's liberation movement (similar to feminism)
<i>on board from the get go</i>	involvement with something right from the start

## After listening

### 2. Choose the best answer.

1. *What is the name for the current trend of growing facial hair?*

- a) Mustache movement
- b) Beard bandwagon
- c) Clean-shaven craze



2. *According to a scientific study, what happens to the attractiveness of beards as their population increases?*

- a) They become more attractive
- b) They become less attractive
- c) There is no effect on their attractiveness

3. *When are the most heavily bearded times in Britain, according to writer Lucinda Hawksley?*

- a) During times of war
- b) When women are in power
- c) When men are in power

4. *What is the term used to describe women's struggle to achieve the same rights and opportunities as men?*

- a) Feminism
- b) Chauvinism
- c) Sexism

5. *What does the term "peak beard" mean?*

- a) The point at which beard popularity has peaked and will decline
- b) The highest point a beard can grow
- c) The point at which a beard reaches its full thickness

6. *What does the term "flamboyant" mean?*

- a) Eye-catching and different
- b) Dark and brooding
- c) Simple and plain

7. *What is the meaning of the term "Movember"?*

- a) Growing a beard in November for a good cause
- b) Shaving a beard in November for a good cause
- c) Growing a mustache in November for a good cause

8. What is the meaning of the term "Decembeard"?

- a) Growing a mustache in December for a good cause
- b) Shaving a beard in December for a good cause
- c) Growing a beard in December for a good cause

9. What is Jimmy raising money and awareness for with his "beard season" charity?

- a) Breast cancer research
- b) Skin cancer research
- c) Prostate cancer research



**3. Answer the following questions. Dwell on your ideas. Encourage group discussion (agree/disagree on the ideas).**

- ⇒ Why are beards popular?
- ⇒ Is the popularity of beards declining?
- ⇒ What does the history say about the popularity of beards?
- ⇒ Are beards a show of testosterone in reaction to powerful women?
- ⇒ Why do some men grow beards?
- ⇒ How are beards used to raise awareness about serious health conditions?
- ⇒ What are the campaigns such as "Movember" and "Decembeard," and what are their objectives?
- ⇒ What is the name for someone who loves beards?

### Text 1.3. WHO DO YOU THINK YOU ARE?



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

- 1. Who are you?
- 2. What is your best personality trait?

3. What is your main weakness? How do you try to overcome it?
4. Do people fall in love with good looks or with a great personality?
5. Do you have a positive or negative attitude?
6. Is it possible for a person to be too positive or too happy?
7. What personality traits does a leader need?
8. How does one person's character affect the personalities of surrounding people? Are you influenced by people you know? Give an example.
9. Do you try to be a friendly person? Why or why not?
10. How are male and female personalities different?
11. Do all people have a combination of good and bad characteristics? Or are some people all good or all bad?
12. Is your character similar to your mother or father's character? In what ways are you like them, and in what ways are you different?
13. What is your blood type? Do you think personality is related to blood type?
14. What is your star sign? What does it say about you?
15. Are you an introvert or an extrovert? Or somewhere in the middle?
16. What is charisma? Do you know any charismatic people?



### **Before listening**

#### **1. Study the following vocabulary words and word-combinations.**

<i>Caucasian</i>	⇒ white skinned and European
<i>Identity</i>	⇒ who or what a person is
<i>Ethnic</i>	⇒ racial
<i>English rose</i>	⇒ an attractive girl with a pale delicate complexion
<i>Complexion</i>	⇒ skin colour, especially of the face
<i>melting pot</i>	⇒ a society made of people from different countries who live together and create a new shared culture
<i>adopted</i>	⇒ (describes) a child raised by people who aren't his or her biological parents
<i>formative</i>	⇒ important for the development of something
<i>reserve</i>	⇒ hiding what you're thinking or feeling
<i>wear your heart on your sleeve</i>	⇒ make your feelings clear



### After listening

**2. Listen to the text and state if the given statements are TRUE or FALSE.**

1. Alice describes Neil's lips as thin.
2. Ethnic identity is a part of a person's sense of identity.
3. Neil guesses that the percentage of the UK population who describe themselves as ethnically mixed is 0.9%.
4. Alice and Neil agree that you can tell where a person is from by the way they look.
5. Sarah Jones's mother is white.
6. People often think Sarah Jones is adopted.
7. Melting pot describes a society made up of people from only one country.
8. Alice's neighbours have lived in England for their whole lives.
9. Neil thinks that the way other people see us is not important for creating our sense of identity.
10. Neil wears his heart on his sleeve.



**3. Answer the following questions to the text.**

1. What is the definition of ethnic or racial identity?
2. What does Alice describe Neil's appearance as?
3. How does Sarah Jones describe her ethnicity?
4. What is the meaning of the term "melting pot"?
5. According to Julian Baggini, how are we affected by the way others see us?
6. Does Neil believe that looking a certain way means you act a certain way?

## **Text 1.4. DESCRIBING GENERATION Z**



### Before listening

**1. Express your ideas on these issues *before* listening to the text.**

- ☞ What is Generation Z and what are some characteristics that define this generation?
- ☞ How has social media impacted the way Generation Z interacts with the world around them?
- ☞ In what ways do you think Generation Z differs from previous generations such as the millennials?

## After listening

### 2. Choose the best answer.

1. *What is Generation Z also known as?*

- a) Baby boomers
- b) Generation X
- c) Millennials
- d) Gen Z

2. *What makes Gen Z stand out?*

- a) They are born in the 1960s
- b) They are obsessed with social media
- c) They are baby boomers
- d) They were born in the early 2000s

3. *When was the term "social media" first coined?*

- a) The 1980s
- b) The 1990s
- c) The noughties

4. *Who is Hiral Patel?*

- a) A BBC Radio 4 host
- b) An analyst for Barclays
- c) A researcher on consumer behaviour
- d) A spokesperson for Gen Z

5. *According to Hiral Patel, are Gen Z and millennials the same?*

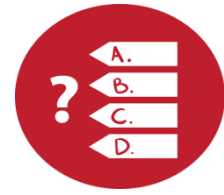
- a) Yes, they are the same
- b) No, they are different

6. *What does the term "tech-innate" mean?*

- a) Extremely comfortable with modern technology
- b) Disinterested in technology
- c) Good at repairing technology
- d) Fearful of technology

7. *What does the term "hyper-informed" mean?*

- a) Lacking information
- b) Extremely knowledgeable
- c) Indifferent to information



d) Misinformed

8. *What does being "savvy" mean?*

- a) Being able to understand situations well and make clever decisions
- b) Lacking knowledge and information
- c) Disinterested in modern technology
- d) Being fearful of technology

9. *What is the importance of catering to Gen Z for consumer brands?*

- a) They are baby boomers
- b) They are not interested in technology
- c) They are a target market for goods and services
- d) They are not interested in social media

10. *What is a generation?*

- a) A term used to describe people born in a particular period of time
- b) A term used to describe people with similar hobbies
- c) A term used to describe people with similar political beliefs
- d) A term used to describe people with similar physical characteristics.



**3. Listen to the text again and finish the sentences paying attention to the words and phrases in bold.**

1. There are ***baby boomers***, who were born in between \_\_\_\_\_.
2. Then there was **Generation X**, born between \_\_\_\_\_.
3. There is **Generation Y**, also known as millennials, born \_\_\_\_\_.
4. OK, let me guess, **Generation Z**? Born in \_\_\_\_\_.
5. What marks **Gen Z** in particular is that they are \_\_\_\_\_.
6. Our research found that Gen Z are **tech-innate, hyper-informed** consumers, and \_\_\_\_\_.
7. Our research shows that **Gen Z** are different and they have their own set of \_\_\_\_\_.
8. This **hyper-connected world** that we live in today is \_\_\_\_\_.

**4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**



1. Technology has had a significant impact on the values and preferences of Generation Z.
2. The constant use of social media is a defining characteristic of Generation Z.
3. The term "millennial" is often used incorrectly to refer to young people in general.
4. The use of technology has created a new norm for Generation Z.
5. Different generations have different experiences and perspectives that shape their values and preferences.
6. The use of social media has both positive and negative effects on Generation Z's well-being.
7. The use of technology and social media is likely to continue to shape future generations.

### **Text 1.5. FACES AND FIRST IMPRESSIONS**



#### **Before listening**

#### **1. Match the words to their definitions.**

- |                             |   |
|-----------------------------|---|
| 1. to make a quick judgment | a. a personality trait characterized by a preference for solitude and a quieter;  |
| 2. facial expression        | b. correct, precise, or without error;  |
| 3. extroverted              | c. a characteristic of a person or thing that inspires confidence or reliability;   |
| 4. introvert                | d. a personality trait characterized by outgoing and socially confident behavior;   |
| 5. trustworthy              | e. the result or consequence of an action or event;   |
| 6. attribute                | f. the movement and arrangement of the muscles on a person's face;  |
| 7. accurate                 | g. a trait or feature that is characteristic of a person's behavior or thinking;  |
| 8. go with their gut        | h. to make a decision based on intuition or instinct;   |
| 9. outcomes                 | i. to make a quick judgment: To form an opinion or conclusion about something or someone hastily, without taking much time. |



### After listening

#### **2. Listen to the text and state if the given statements are TRUE or FALSE.**

1. A first impression is the idea or opinion you have about someone after spending a long time with them.
2. It's natural to make a quick judgment about someone based on their appearance or facial expression.
3. Alexander Todorov is a professor at Harvard University.
4. Todorov's research found that faces that look happy and feminine are rated as less trustworthy.
5. Faces that were more masculine were seen as more dominant according to Todorov's research.
6. Todorov says that judgments based on appearance are always accurate.
7. According to Todorov, perceived competence is the most important attribute for a politician.
8. People who are less educated about politics are not influenced by appearance.
9. The Boston Symphony Orchestra introduced blind auditions in the 1950s, which led to a higher percentage of female musicians being selected.
10. Todorov says that we tend to react most positively to faces that look like our own.



#### **3. Answer the following questions to the text.**

- ⇒ What is a first impression, and how is it formed?
- ⇒ What are the three attributes that people judge when forming impressions of others, according to Professor Alexander Todorov's research?
- ⇒ What is the most important attribute for a politician, according to voters?
- ⇒ How can making quick judgments based on appearance affect elections?
- ⇒ What did the Boston Symphony Orchestra do to minimize the effect of appearance when selecting new musicians?



#### **4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**

1. Are first impressions always accurate? Discuss how our initial perceptions of someone's face or appearance can influence our opinion of them, and whether this is fair or not.
2. What factors contribute to our impressions of people's faces, and how do they vary across different cultures and societies? Explore the role of physical

attractiveness, facial expressions, and other features in shaping our perceptions of others.

3. How do social media platforms and other digital technologies affect our ability to form accurate first impressions of others? Discuss the impact of online identity management and the potential for online personas to differ significantly from our real-life selves.
4. To what extent do first impressions affect our long-term relationships with others? Can negative initial impressions be overcome, or are they likely to persist over time?
5. How do implicit biases and stereotypes influence our first impressions of others, and what can we do to combat these biases? Discuss the ways in which our preconceived notions about people's race, gender, and other characteristics can impact our perceptions of them.
6. Is it possible to train ourselves to make more accurate first impressions of others? Explore the potential for cognitive and social interventions to help us overcome our biases and form more accurate opinions of those around us.

### Text 1.6 TWO PEAS IN A POD



#### Before listening

#### 1. Match the words to their definitions.

- |                      |  |
|----------------------|--|
| a) alibi;            | 1. A document which says who you are and which you need to travel      |
| b) arrest;           | 2. A spot or mark on your skin which you always have                   |
| c) birthmark;        | 3. After you are arrested, you are taken to a judge, and you have this |
| d) fail;             | 4. Exactly the same  |
| e) get into trouble; | 5. Exchange  |
| f) identical;        | 6. To start having problems  |
| g) passport;         | 7. When the police stop you and take you to prison                     |
| h) pretend;          | 8. When you can prove that you didn't do something                     |
| i) swap;             | 9. When you do badly in a test or exam; the opposite of "pass"         |
| j) trial;            | 10. When you don't go to school, even if you are not ill               |
| k) truant            | 11. When you try to be something that you are not                      |

*For each word make up a sentence that illustrates its meaning.*

## 2. Match the following word combinations with their synonyms and comment on their meanings:

To tell smb\ smth apart	disobedient
To do well in	say the names
To be naughty	exclude
To expel smb from smth	distinguish smb
To drop the charges	get a better job
To call the register	succeed
To get a promotion	stop blaming

## 3. Answer the question.

What do you think “two peas in a pod” means?

Listen to the story and find out...



### After listening

4. Listen to the story and choose the correct word to complete each sentence.

1. The twins' parents usually dressed them (*differently/identically/similarly*).
2. The twins even had (*clothes/names/personalities*) which were very similar.
3. It was impossible for their (*friends/parents/schoolteachers*) to know who was Edie and who was Evie.
4. As they grew up, the twins started to become more (*different/friendly/naughty*).
5. Evie has a small brown (*bag/birthmark/tattoo*) on her shoulder.
6. (*Edie/Evie*) was not a good student at school.
7. When Evie got into trouble, she (*asked help from/lie to/pretended to be*) her sister.
8. (*Edie/Evie*) got into serious trouble because (*Edie/Evie*) stole some money from a teacher.
9. Edie didn't tell anyone about her sister's (*behavior/birthmark/lies*).
10. Edie thought that if Evie got (*better/ill/into trouble*), she would too.
11. Edie (*did nothing/disappeared/got a job*) and worked hard after the twins finished school.
12. Evie (*borrowed/lent/stole*) money from Edie.
13. Evie took Edie's (*money/job/passport*).
14. The police came to (*arrest/question/say hello to*) Edie.
15. Evie was (*asking about/pretending to be/worried about*) Edie.
16. The twin who is telling the story has a (*bag/birthmark/tattoo*) on her shoulder.

**5. Choose the correct preposition from the table to complete each sentence.**

<i>about (x2)</i>	<i>at (x 2)</i>	<i>for (x 3)</i>	<i>from</i>
<i>into</i>	<i>of</i>	<i>on (x 2)</i>	<i>to (x 2)</i>

1. I never got \_\_\_\_\_ trouble
2. Some money was taken \_\_\_\_\_ a teacher's bag
3. She accused me \_\_\_\_\_ lying
4. I thought about telling everyone \_\_\_\_\_ the birthmark on her shoulder
5. She used to come and ask me \_\_\_\_\_ money.
6. She often disappeared \_\_\_\_\_ long periods of time
7. She was pretending \_\_\_\_\_ be me.
8. There was a loud knock \_\_\_\_\_ the door \_\_\_\_\_ six o'clock in the morning.
9. I looked \_\_\_\_\_ their serious faces
10. That's what it said \_\_\_\_\_ her passport
11. The trial lasted \_\_\_\_\_ days
12. The judge and the lawyers got continually confused \_\_\_\_\_ who was who
13. I never go \_\_\_\_\_ visit my sister in prison



**6. Say if you like the story or not. Give your reasons. Say what you think of the characters. What does the title of the story reveal?**

## Unit 2 HOME AND HOUSE



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

1. What kind of place do you live in now? How long have you been living there?
2. What kind of house would you prefer to live in? Why?
3. How expensive is housing in your city? Is the cost a problem for many people?
4. Would you rather live alone or with other people? Why?
5. Do you like your home? What do you like about it? What don't you like about it?
6. Do you have a favorite room in your home? Which room do you like most and why?
7. Do you have too many things in your home? Does it feel *cluttered*? Or is there plenty of space?
8. Does your home have enough windows? What do you see when you look outside?
9. Do you know your neighbors? How did you meet them?
10. Have you ever had any problems with a neighbor? What happened?
11. How well is your home *sound-proofed*? Can you easily hear noises from outside?
12. When something needs fixing or changing in your house, do you do it yourself or get someone to do it for you? Give examples if you can.
13. Have you ever lived in a dormitory or other accommodation with shared facilities? How was that experience?
14. Have you ever lived with a roommate? Did you get along well? What kind of problems did you have?
15. Have you ever lived in a foreign country? What kind of housing did you stay in? How was it similar or different from housing in your country?
16. Do you like staying in hotels or do you prefer your home?

## Text 2.1. IS A DOOR JUST A DOOR?



### Before listening

#### 1. Study the following vocabulary words and word-combinations.

<i>Bijoux</i>	small but attractive
<i>bump into</i>	meet somebody by chance
<i>communal area</i>	area that is shared by a number of people
<i>plush</i>	expensive and luxurious
<i>alleyway</i>	narrow passage between buildings
<i>swanky</i>	something fashionable and expensive that is designed to impress people
<i>tinted</i>	coloured glass
<i>segregation</i>	separation and different treatment of people
<i>to put up with something</i>	to accept something that is annoying without complaining about it
<i>service charge</i>	amount of money you pay to the owner of an apartment building for things like putting out the rubbish



### After listening

#### 2. Listen to the text and state if the given statements are TRUE or FALSE.

1. Neil has recently moved into a one-bed flat.
2. Neil's new flat is in the city.
3. Neil describes his flat as bijoux.
4. There's a balcony, a couple of deck chairs, and a barbecue in Neil's new flat.
5. Rob and Neil are discussing housing and why there are separate entrances for rich and poor residents in some buildings.
6. Neil thinks social housing is housing for people to buy or rent at a low price.
7. Neil has met one couple who live in the same building, and they have complained about him blocking the communal area with his bike and his guitar playing.
8. The 20-storey building has two entrances - one with a plush foyer and another down an alleyway.
9. The entrance down the alleyway is known as the "poor door".
10. Poor door residents pay less rent and do not have to pay the same service charges as rich door residents.



**3. Answer the following questions to the text. If possible dwell on your answer.**

1. What is the difference between a bijoux flat and a penthouse?
2. What is a communal area?
3. What is a rich door?
4. What does the term "swanky" mean?
5. What is a service charge?
6. Why do some people think having a rich and poor entrance for the same building is terrible?

**Text 2.2. HAVE YOU GOT TOO MUCH STUFF?**



**Before listening**

**1. Study the following vocabulary words and word-combinations.**

<i>spring-cleaning</i>	cleaning a place very well, especially places you don't clean often
<i>out of hand</i>	not under control
<i>clutter</i>	an untidy collection of objects
<i>get rid of</i>	remove something you don't want
<i>evaluate</i>	judge the importance of something
<i>overlook</i>	not to see something
<i>labeled</i>	goods or products with a famous brand name
<i>sentimental value</i>	the importance of something because of personal or emotional feelings we attach to it

**After listening**

**2. Listen to the story and choose the correct word to complete each sentence.**

1. I did some spring/autumn/winter -cleaning, which means cleaning a place very well, especially places you don't clean often.
2. I think they're useful, but they're getting **out of** mouth/head/hand – and that means not under control.
3. Usually I don't have a lot of mud/dirt/clutter in my flat – and that means an untidy collection of objects.
4. **Get rid** with/of/at, by the way, means to remove something you don't want.
5. She and her family have adopted a maximalist/minimalist – or deliberately simple – lifestyle in their California home.
6. So one day Bea Johnson decided to weigh/evaluate/make, or to judge the importance of something, to see if she needed it.

7. Yes, and to **uplook/overlook/underlook** something means not to see it.
8. And **priced/named/labelled** goods or products are the ones with a famous brand name, like Gucci, Dior, Prada etc.
9. They have **romantic/sentimental/sensitive value**, don't they? - Yes. - And that means the importance of something because of a personal or emotional feeling that we attach to it.



### 3. Answer the following questions to the text.

1. What activity did Alice engage in over the weekend?
2. Why does Alice have so many shoes?
3. What does Rob say is taking over his kitchen?
4. What system does Alice's friend suggest for decluttering?
5. According to Bea Johnson, what approach did she and her family adopt in their California home?
6. How did Bea Johnson evaluate her vegetable peeler?
7. What does James Wallman warn against when it comes to buying stuff?
8. What are some examples of labeled goods or products mentioned in the conversation?
9. What sentimental items does Alice mention that bring her happiness?
10. What is the correct answer to the quiz question about the belief that physical possessions are the most important thing in life?



### 4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).

- ☞ The psychological and emotional impact of clutter: How does having too much stuff at home affect our mental well-being, stress levels, and overall quality of life?
- ☞ Minimalism and intentional living: What are the principles of minimalism, and how can embracing a minimalist lifestyle help us declutter our homes and lead to a more fulfilling life? What challenges may arise when attempting to adopt minimalism?
- ☞ Consumerism and the culture of accumulation: How does consumer culture influence our desire to accumulate possessions?
- ☞ Strategies for decluttering and organizing: What practical tips and techniques can help individuals effectively declutter their homes and maintain an organized living space? How can we overcome attachment to possessions and make decisions about what to keep or let go?

### Text 2.3. DOMESTIC CHORES



#### Before listening

1. Study the following vocabulary words and word-combinations.

<i>chore</i>	⇒ a boring job that needs doing
<i>threshold</i>	⇒ the point at which you begin to feel something
<i>aversion</i>	⇒ strong dislike
<i>gendered</i>	⇒ specific to one sex
<i>pinny or pinafore</i>	⇒ apron
<i>give and take</i>	⇒ compromise
<i>earning capacity</i>	⇒ ability to earn money



#### After listening

2. Listen to the text and state if the given statements are TRUE or FALSE.

1. Neil only does the washing up on special occasions like Christmas lunch.
2. Neil admits that he is not very good at domestic chores.
3. On average, women spend more time doing chores at home than men.
4. Neil suggests that men may have a higher threshold for dirt and untidiness.
5. Geoff does more chores in his household because Sarah finds them boring and also does more paid work.
6. Sarah and Geoff's household is typical of most families.
7. Some domestic tasks can be strongly gendered, such as doing laundry or organizing children's school and social lives.
8. Women often spend significantly more time doing chores at home while juggling paid work.
9. Protecting earning capacity is important for both partners in a relationship, regardless of gender.



3. Do you think it is right that the major part of domestic chores is performed by women? Discuss it with your group and fill in the following chart: domestic chores which should be done by men and domestic chores which should be done by women.

MEN'S CHORES	WOMEN'S CHORES

## Text 2.4. LIVING ON MY OWN



### Before listening

#### 1. Match the words in the table to their definition.

- |                            |   |
|----------------------------|---|
| a. <i>brought up</i>       | 1. accept aspects of two different things               |
| b. <i>landlord</i>         | 2. become calm  |
| c. <i>maintenance</i>      | 3. cared for a child until it becomes an adult          |
| d. <i>settle down</i>      | 4. causing a lot of problems                            |
| e. <i>soaked</i>           | 5. extremely wet  |
| f. <i>strike a balance</i> | 6. owner of a building who is paid by others to use it  |
| g. <i>tidy up</i>          | 7. put everything in the right place                    |
| h. <i>troublesome</i>      | 8. work needed to keep a building etc in good condition |



### After listening

#### 2. Reorder the phrases to make complete sentences about the text.

- and custom / do not often / for reasons of cost / from their family / live away / Young people
- For the writer, / living on her / nearer her work. / own means / she is
- an apartment / financial aspects / for all the / of having / She has / to be responsible
- apartment is not / easy, nor is / Finding a good / negotiating with / the owner.
- cleaning and / cooking / she saves on / she spends on / The time / washing clothes.
- being independent. / Despite / enjoying / she is / the problems,



#### 3. Choose the best answer.

- In Hong Kong, why do many people choose to live with their parents even if they have a decent job?*
  - They cannot afford to rent an apartment.
  - They prefer living with their parents.
  - They want to save money to buy an apartment.
  - They are dependent on their parents for daily needs.
- What is one traditional Chinese value mentioned in the text?*
  - Independence is highly valued.
  - Parents should take care of their adult children.

- c) Moving out is encouraged.
- d) Purchasing an apartment is a priority.

3. *How do the author's parents feel about their decision to move out?*

- a) They are unhappy and disapprove.
- b) They are supportive and respectful.
- c) They are indifferent and don't mind.
- d) They think it is unnecessary.

4. *What is the main benefit of independent living mentioned in the text?*

- a) More time to spend with family.
- b) Greater financial independence.
- c) Shorter commuting time.
- d) Increased social opportunities.

5. *What is one trade-off of living on your own mentioned in the text?*

- a) Higher expenses.
- b) Limited personal space.
- c) Longer commuting time.
- d) Less social freedom.

6. *What is the author's opinion about the time saved from commuting to work?*

- a) It is completely wasted on household chores.
- b) It allows for more socializing with friends.
- c) It balances out with other responsibilities.
- d) It is well worth the effort of moving out.

7. *What does the author conclude about their decision to move out?*

- a) It is troublesome and not worth it.
- b) It has improved their work-life balance.
- c) It has led to financial difficulties.
- d) It hasn't made much of a difference



#### **4. Express your ideas on the following issues.**

1. Financial Independence: Moving out can help you become more financially independent. Living with your parents may be cheaper, but moving out allows you to take responsibility for your own expenses, like rent, bills, and

groceries. Being independent financially can help you grow as a person and learn to manage your money better.

2. Privacy and Personal Space: Living with your parents often means sharing living spaces, which can limit your privacy and personal space. Moving out gives you the freedom to create your own living environment, set boundaries, and have a space that reflects your own lifestyle and preferences.
3. Autonomy and Decision-Making: Living on your own requires making your own decisions, handling responsibilities, and solving problems without relying on your parents. This can help you grow as an individual, become more self-reliant, and develop important life skills. Staying with your parents may mean depending on them for decision-making and problem-solving.

## Text 2.5. THE HOUSING LADDER



### Before listening

#### 1. Study the following vocabulary words and word-combinations.

- |                                     |  |
|-------------------------------------|--|
| 1. <i>a range of prices</i>         | ⇒ Refers to a spectrum or variety of different prices;   |
| 2. <i>to afford smth</i>            | ⇒ to have enough financial resources or means to purchase or pay for something;                        |
| 3. <i>savings</i>                   | ⇒ Refers to the money that is accumulated over time, typically for future use or emergencies;          |
| 4. <i>to borrow from the bank</i>   | ⇒ obtaining funds or money from a financial institution, typically a bank;                             |
| 5. <i>to fork out</i>               | ⇒ to spend or pay a significant amount of money, often reluctantly or with a sense of dissatisfaction; |
| 6. <i>complicated</i>               | ⇒ difficult to understand;   |
| 7. <i>to be stuck</i>               | ⇒ being in a situation where progress, movement, or escape is difficult or impossible;                 |
| 8. <i>the increase in the value</i> | ⇒ a rise or growth in the worth, price.  |

### After listening

#### 2. Listen to the story and choose the correct word to complete each gap in each sentence.

1. Chris is very interested in this house because it has been divided into rooms/apartments/passages, or as we usually say in Britain, flats.
2. A price bracket is a range of prices on a(n) house/flat/item.

3. A mortgage/cost/price is a large amount of money which the bank pays towards the home you're buying.
4. A ladder is a long object which you can climb to get somewhere near/high/low.
5. What Chris is talking about is what we call the 'house/housing/housed ladder'
6. If you own a home, you can use the increase in the value of your home over time to pay for the debt/deposit/cost on your next home.
7. What is another way of saying you can't afford something? It's out of my price/cost/pocket bracket.



**3. Listen to the text and state if the given statements are TRUE or FALSE**

1. Chris thinks the flat he is interested in is out of his price bracket.
2. Flats in the area of London where Chris is looking cost at least £250,000.
3. Chris believes he would need to borrow around five, six, or seven times his own salary to get a mortgage for buying a flat.
4. Repayments on a mortgage are the monthly payments made to the bank or building society.
5. Chris is currently unable to afford a big deposit to buy a flat in London.
6. The housing ladder refers to the process of moving to nicer homes by using the increase in the value of a previously owned property.
7. Chris works in Notting Hill and wants to find a flat close to his workplace.
8. Chris believes it is difficult to find a flat for under £250,000 in the area.
9. Owning a home allows you to use the increased value of the property to fund the deposit for your next home.
10. Chris uses the phrase "get on the ladder" to express his inability to buy a home.

## UNIT 3 FOOD AND MEALS



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

1. Do you enjoy eating? Why?
2. How many meals do you eat each day? Do you ever skip meals?
3. Which foods are you bored with eating?
4. Do you eat a *healthy diet*? Do you eat too much or too little of any type of food?
5. What does your family do while eating dinner? Do you sit around a dinner table?
6. What is special about eating with another person?
7. Some people say breakfast is the most important meal of the day. Agree or disagree?
8. Are you a *messy eater*? What do you think when a person makes a lot of mess while eating?
9. Do you snack? What is your favorite thing to snack on?
10. How often do you eat out? Is this more or less than the average person, in your opinion?
11. What kind of restaurants do you like?
12. Do you mind eating alone? Or do you usually try to eat with another person?
13. Do you ever eat a midnight snack? What do you like to eat late at night?
14. Do you eat because you feel bored? What's wrong with doing that?
15. In your culture, do you say anything special before or after eating? To whom?

### Text 3.1. WHAT YOUR LUNCH SAYS ABOUT YOU



#### Before listening

**1. Study the following vocabulary words and word-combinations.**

*a survey*

a survey is a method of collecting information or data from a group of individuals;

<i>an emergency</i>	refers to a sudden, unexpected, and potentially dangerous situation that requires immediate action or attention;
<i>temporary</i>	refers to something that is not permanent or lasting for a limited period of time;
<i>embrace</i>	a) as a verb, embrace means to hold someone or something closely in one's arms, usually as a gesture of affection, warmth, or acceptance. b) in a figurative sense, embrace means to accept or adopt a particular idea, belief, or way of life willingly and enthusiastically. c) as a noun, embrace refers to a close hug or an act of embracing someone or something.
<i>belonging</i>	the state or feeling of being connected, accepted, or included as a member or part of a particular group, community, or place;
<i>timeless</i>	describes something that is not affected by the passage of time.



### **After listening**

#### **2. Choose the best answer.**

- What is the main topic of discussion in the text?*
  - Breakfast choices
  - Lunch choices
  - Dinner choices
- According to a survey from 2012, what percentage of Britons eat the same thing for lunch every day?*
  - 10%
  - 25%
  - 33%
- How long is the average lunch break in the UK?*
  - An hour and a half
  - 45 minutes
  - 25 minutes
- What word describes the feeling of being a bit hungry?*
  - Peckish
  - Satisfied
  - Starving
- How does Dan describe sandwiches in terms of their origins?*
  - Tasty and fulfilling

- b) Functional and utilitarian
- c) High-quality and gourmet

6. *What adjective does Julian Baggini use to describe the attitude towards food in the UK?*

- a) Functional
- b) Utilitarian
- c) Appreciative

7. *What does it mean to "broaden your horizons"?*

- a) To try new foods
- b) To experience new things
- c) To travel to different countries

8. *According to experts from Cornell University, what does eating together lead to?*

- a) Improved team spirit
- b) Increased productivity
- c) Reduced stress levels

9. *What does Neil mean by "getting on well with team members"?*

- a) Establishing friendships
- b) Collaborating effectively
- c) Achieving professional success

10. *What is the main suggestion made by Dan and Neil at the end of the text?*

- a) To go on a trip together
- b) To embrace new beliefs
- c) To have a delicious lunch



### 3. Express your ideas on the following issues.

- ☞ What is your favorite type of lunch?
- ☞ Do you prefer homemade meals, packed lunches, or eating out?
- ☞ Why do you enjoy a particular type of lunch?



### 4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).

**Cultural Lunch Traditions:** Explore different lunch traditions from around the world. Discuss how meals vary in different cultures, such as the timing of lunch, typical ingredients, and the importance of communal eating.

**Healthy vs. Unhealthy Lunch:** Discuss the importance of having a balanced and nutritious lunch. Talk about the benefits of including fruits, vegetables, whole grains, and lean proteins in your lunch, and how it affects your overall well-being.

**School Lunches:** Share experiences about school lunches. Discuss the types of food served in school cafeterias, whether you bring your own lunch or buy from the cafeteria, and any changes or improvements you would like to see in school lunch menus.

**Favorite Lunchtime Activities:** Discuss what activities you enjoy during lunch breaks. Share your hobbies, such as reading, playing sports, or socializing with friends, and explain why these activities are important to you during lunchtime.

### Text 3.2. DRINKING TEA IN THE UK



#### **Before listening**

**1. Study the following vocabulary words and word-combinations.**

<i>Addict</i>	person with a physical and emotional need to consume something
<i>Victorian</i>	from the years when Queen Victoria ruled England (1837 – 1901)
<i>Institution</i>	something that is strongly linked with a group, e.g. people link drinking tea with the British
<i>Plantation</i>	land where crops or plants are grown, e.g. a tea plantation is used to grow tea leaves
<i>industrialized nation</i>	country with a large number of factories that are making things
<i>sobriety</i>	to be sensible and not drink too much alcohol

#### **After listening**

**2. Listen to the story and choose the correct word to complete each gap in each sentence.**

1. I think I drink so much tea you could call me an **addict/addictor/addicter**.
2. ... we think of tea as a very British **school/institution/institute** really.
3. Water wasn't **tasty/safe/sweet** to drink.
4. Propaganda – that's information which can be correct or incorrect - that's used to **deliver/say/promote** a particular purpose – propaganda.

5. Now you can see why **all people/Britain/the USA** is a nation of tea drinkers.



**3. Listen to the text and state if the given statements are TRUE or FALSE**

1. Yvonne prefers herbal tea over regular tea.
2. According to the UK Tea Council, the British drink 120,000 cups of tea every day.
3. A Victorian tea set has been included in the list of 100 objects that tell the history of the world.
4. The tea set was made between 1840 and 1845.
5. Tea became Britain's favorite national drink about 170 years ago.
6. Tea plants used in Britain were mainly grown in India, China, and Africa.
7. Britain's ruling classes wanted to promote sobriety among the working population.
8. Selina Fox is a historian who discusses the desire for a sober and industrious working population.
9. Currently, coffee has surpassed tea in popularity in the UK.



**4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**

**Tea as a British Tradition:** Drinking tea is deeply ingrained in British culture and has been a longstanding tradition. It is often associated with the quintessential British afternoon tea, where people gather to enjoy a cup of tea along with pastries, scones, and sandwiches.

**Types of Tea:** The United Kingdom is known for its love of black tea, particularly blends such as English Breakfast, Earl Grey, and Assam. These teas are typically enjoyed with a splash of milk and, in some cases, a sweetener like sugar or honey.

**Tea as a Comforting Ritual:** Tea is often seen as a source of comfort and a remedy for various situations. Whether it's a cup of tea to start the day, to relax after a long day, or to comfort someone who is feeling unwell, tea is seen as a soothing and calming beverage.

**Tea Trends and Innovations:** While black tea remains a favorite, there is also a growing interest in other types of tea, such as green tea, herbal infusions, and specialty blends. Tea innovations, such as loose-leaf teas, tea bags, and tea capsules, provide convenient options for tea enthusiasts, catering to different preferences and lifestyles.

### Text 3.3. TOO MUCH SUGAR



think

#### Before listening

**1. Think over the following issues. Exchange your ideas with your partner or in your group.**

1. What are some common sources of sugar in our daily diet? How do you think consuming too much sugar can affect our health?
2. Have you ever heard about the different types of sugar, such as glucose, fructose, and sucrose? What are their main differences, and in what foods can we find them?
3. How would you define the term "added sugars"? Can you provide examples of foods or beverages that often contain high amounts of added sugars? Why do you think it's important to be aware of our added sugar intake?
4. Are you familiar with any alternative sweeteners to sugar, such as honey, stevia, or artificial sweeteners? What are your thoughts on using these substitutes? Do you think they are healthier options?



#### After listening

**2. Choose the best answer.**

1. *What is the main topic of the conversation between Rob and Neil?*
  - a) Healthy eating habits
  - b) Sugar consumption
  - c) Processed foods
  - d) Nutritional biochemistry
2. *According to Rob, where are sugars sometimes hidden?*
  - a) Fresh fruits and vegetables
  - b) Whole grain products
  - c) Processed foods
  - d) Dairy products
3. *How does Rob feel about checking the information on food packets?*
  - a) It is unnecessary
  - b) It is confusing
  - c) It is helpful
  - d) It is time-consuming
4. *According to the quiz question, if a food contains 5% total sugars per 100g, is it considered:*
  - a) High in sugar

- b) Low in sugar
- c) Somewhere in the middle

5. *What does the color coding on food packaging indicate?*

- a) Freshness of the food
- b) Sugar content
- c) Fat content
- d) Nutritional value

6. *How much sugar did the man in the interview expect to find in the fat-free yoghurt?*

- a) None
- b) Two teaspoons
- c) One-third of the pot
- d) Half of the pot

7. *What does "fat-free" mean?*

- a) No added sugars
- b) No added chemicals
- c) No fat content
- d) No processed ingredients

8. *According to Dr. Gunter Kuhnle, what is the problem with extreme focusing on one aspect of nutrition?*

- a) It leads to imbalanced diets
- b) It demonizes certain nutrients
- c) It causes food allergies
- d) It promotes unhealthy eating habits

9. *If a food contains more than 22.5% total sugars per 100g, how is it classified?*

- a) High in sugar
- b) Low in sugar
- c) Somewhere in the middle

10. *What does the phrase "at a glance" mean?*

- a) With a quick look
- b) With great detail
- c) With careful analysis
- d) With a thorough examination



### 3. Listen to the text and state if the given statements are **TRUE** or **FALSE**

*True or False:* Processed foods may contain hidden sugars.

*True or False:* Yoghurts, low-fat snacks, and fruit drinks can have hidden sugars.

*True or False:* Checking the information on the back of food packets can be confusing.

*True or False:* Food packaging may have color coding to indicate sugar levels.

*True or False:* Fat-free yoghurt can still contain a significant amount of sugar.

*True or False:* Dr. Gunter Kuhnle suggests that a balanced diet is important, rather than demonizing specific nutrients like sugar.

*True or False:* Foods with more than 22.5% total sugars per 100g are classified as high in sugar.



### 4. Discuss the suggested issues in class. If possible provide examples and visual aids during the discussions.

Then choose one of the aspects and write an essay (10-15 sentences).

Recognizing High-Sugar Foods: Talk about common foods that are high in sugar, such as candies, sodas, and cookies. Ask the class to name some other examples of high-sugar foods they know.

***Question:*** *Can you name three foods that are high in sugar?*

The Importance of Balancing Sugar Intake: Discuss the need for a balanced diet and how too much sugar can be harmful to our health. Ask students how they can balance their sugar intake.

***Question:*** *Why is it important to balance the amount of sugar we consume? What are some ways to do so?*

Identifying Hidden Sugars: Discuss how sugar can be hidden in everyday foods like ketchup, yogurt, or breakfast cereals. Ask students to share examples of such hidden sugar sources they have come across.

***Question:*** *Can you think of any common foods that may have hidden sugars in them? Why do you think companies add sugar to these products?*

Healthy Snack Alternatives: Talk about healthier snack options that have less sugar, such as fruits, vegetables, or unsweetened yogurt. Ask students to suggest other low-sugar snack ideas.

**Question: What are some low-sugar snack options that you enjoy? Why are these alternatives healthier?**

**Sugar and Energy Levels:** Discuss the relationship between sugar and energy levels, explaining how excessive sugar consumption can lead to energy crashes. Ask students how they feel after consuming sugary snacks or drinks.

**Question: Have you ever experienced a sudden drop in energy after eating something sugary? How did it affect your mood and productivity?**

### Text 3.4. DIETING



#### **Before listening**

**1. Study the following vocabulary words and word-combinations.**

<i>to lose weight</i>	⇒ The process of intentionally reducing body weight by eating less and being more active.
<i>the low-carb diet</i>	⇒ A way of eating that limits carbohydrates from foods like grains, potatoes, and sweets, and focuses more on protein and healthy fats.
<i>roughage</i>	⇒ The part of plant-based foods that our bodies can't fully digest. It helps with digestion and prevents constipation.
<i>detox diet</i>	⇒ A short-term eating plan that aims to remove toxins from the body. It usually involves eating natural foods and avoiding processed ones.
<i>pointless</i>	⇒ Something that doesn't have a clear purpose or doesn't matter.
<i>permanently</i>	⇒ Something that lasts forever and doesn't change or go away.

#### **After listening**

**2. Listen to the story and choose the correct word or phrase in each sentence.**

1. ... have you ever gone *to/in/on* a diet to try to lose weight?
2. ... low-carb is short for lowcarbohydrate which is a food group that releases lots of *fat/energy/protein*.
3. *Water/protein/carbs* can be part of a detox diet.
4. He said that he ate *hard/hardly/heartly* anything at all!
5. According to experts you can't just go on a diet for a couple of weeks and expect to keep that weight *off/on/at*.



### 3. Choose the best answer.

1. *What is the focus of the discussion between Doug and Jackie in the text?*
  - a) Exercising techniques
  - b) Different types of diets
  - c) Detoxification methods
  
2. *What is the primary purpose of a detox diet mentioned in the text?*
  - a) To consume more fresh foods
  - b) To cut down on carbohydrates
  - c) To lose weight and cleanse the body
  
3. *Why did the woman in her twenties consider her diet pointless?*
  - a) She gained weight instead of losing it.
  - b) She couldn't maintain the diet for a week.
  - c) She lost weight initially but gained it back later.
  
4. *What do the experts recommend for long-term weight management?*
  - a) Occasional dieting for a few weeks
  - b) Permanent lifestyle changes in eating habits
  - c) Consuming only liquids for an extended period
  
5. *What is an essential requirement when planning to go on a diet?*
  - a) Seeking advice from a doctor
  - b) Completely avoiding favorite foods
  - c) Joining a weight loss program
  
6. *Which food group would be restricted in a low-carb diet?*
  - a) Pasta
  - b) Fish
  - c) Salad



### 4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).

1. "Balanced Diets vs. Fad Diets: What's the Difference?"
  - Discuss the concept of balanced diets and fad diets.
  - Explore the potential risks and benefits of following fad diets.
  - Share personal experiences or opinions on the most effective approach to dieting for long-term health.

2. "The Impact of Social Media on Dieting Habits"
  - Analyze the influence of social media on people's dieting choices.
  - Discuss the positive and negative effects of dieting trends promoted on social platforms.
  - Share examples of how social media may affect people's body image and eating habits.
3. "Cultural Perspectives on Dieting and Weight Loss"
  - Explore how different cultures approach dieting and weight loss.
  - Discuss traditional dietary practices and their impact on health and well-being.
  - Compare attitudes towards body image and weight in various cultures and how they affect dieting habits.
4. "Practical Tips for Maintaining a Healthy Diet"
  - Share and discuss practical tips for maintaining a healthy and balanced diet.
  - Talk about challenges individuals may face when trying to stick to a healthy diet and how to overcome them.
  - Exchange personal strategies and ideas to encourage healthier eating

### Text 3.5. A SPECIAL RESTAURANT



#### Before listening

#### 1. Match the definitions (a–h) with the vocabulary (1–8).

<ol style="list-style-type: none"> <li>1. <i>to get dressed up</i></li> <li>2. <i>an olive</i></li> <li>3. <i>the staff</i></li> <li>4. <i>a heatwave</i></li> <li>5. <i>wool</i></li> <li>6. <i>to book a table</i></li> <li>7. <i>a dish</i></li> <li>8. <i>a once-in-a-lifetime experience</i></li> </ol>	<ol style="list-style-type: none"> <li>a. to arrange to eat in a restaurant at a particular time</li> <li>b. a period of time when the weather is much hotter than usual</li> <li>c. to put on formal clothes for a special occasion</li> <li>d. the group of people who work in a particular place</li> <li>e. a small green or black fruit that is often used to make oil</li> <li>f. something that you do which is very special as you will probably only do it once</li> <li>g. food prepared in a particular way, as part of a meal</li> <li>h. soft, thick hair that grows on sheep and other animals</li> </ol>
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#### After listening



#### 2. Write a number (1–6) to put the items in the order that they are mentioned.

- \_ The weather on the day she went to the restaurant
- \_ Getting ready to go to the restaurant

- \_ One of the desserts that she had
- \_ The amazing dishes that she saw being prepared
- \_ Booking the table online
- \_ The staff and the kitchen



**3. Listen to the text and state if the given statements are TRUE or FALSE**

1. Jo booked a table at El Celler de Can Roca a year in advance.
2. The restaurant, El Celler de Can Roca, is located in Madrid, Spain.
3. Jo visited the restaurant during a heatwave with temperatures reaching 44 degrees.
4. The staff in the kitchen seemed stressed while preparing the dishes.
5. Jo's favorite dish was a sheep-themed dessert that smelled like wool.



**4. Complete the sentences with words from the box.**

*dish    stressed    book    heatwave    wool    sheep  
got dressed up    staff    olive    in advance*

1. Jo had to ..... the table at the restaurant a year .....
2. The weather was very hot – there was a .....
3. Jo ..... before she went to the restaurant.
4. The ..... were really friendly and they didn't seem .....
5. The kitchen staff were making amazing things with little ..... trees.
6. For Jo, the best ..... was one of the desserts.
7. Jo's dessert looked like a .....
8. She had something to smell that smelled like a sheep's .....



**5. Express your ideas on the following issues.**

1. How often do you go to restaurants? What are some reasons why you choose to eat out?
2. What types of restaurants do you enjoy visiting the most? Can you describe the atmosphere and cuisine of your favorite restaurant?
3. Do you prefer dining alone or going to restaurants with friends or family? Why?
4. Have you ever had a bad experience at a restaurant? What happened and how did you handle it?

5. How do you usually decide which restaurant to go to? Do you rely on recommendations, online reviews, or other factors?
6. In your opinion, what are some important qualities or features that make a restaurant stand out and provide a good dining experience?
7. Have you ever tried any exotic or unusual foods at a restaurant? If so, what was the dish and how did you feel about it?
8. Are you a fan of trying different cuisines? Which international cuisine have you enjoyed the most and why?



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

1. Why do people go to university?
2. Is it necessary to do further education after high school these days? What other options are there, besides education?
3. What kind of post-high school education have you done?
4. What is your favorite subject at university? Why do you like it?
5. How did you choose which classes to take at university?
6. Do you have a favorite professor? What do you like about them?
7. How is university life different from high school life?
8. How important is the social aspect of university?
9. Which is the most prestigious university in the world? Why is it so respected?
10. Did you study hard in high school to get into your preferred university? Explain some of your study habits.
11. How did you pick your major? Were you focused on a future career? Or did you have other priorities?
12. How much does it cost to attend university in your country? Is it affordable?
13. Would you like to be a university professor? What are the pros and cons of that career?
14. Does being highly educated mean someone is a good person?
15. Some people return to university after they retire. What would you choose to study in that situation?

### Text 4.1. GROWN UP AND LIVING AT HOME



#### **Before listening**

1. Study the following vocabulary words and word-combinations.

<i>residing with</i>	living with
<i>get hitched</i>	(informal) get married
<i>cramped</i>	small and crowded
<i>accommodation</i>	a place to live in
<i>the property ladder</i>	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
<i>environment</i>	(here) the place and the conditions in which someone lives
<i>benefits</i>	positive things you get from a situation
<i>incentive</i>	something that encourages you to do something
<i>virtues</i>	good qualities in a person
<i>faults</i>	bad qualities in a person



### After listening

#### **2. Listen to the text and state if the given statements are TRUE or FALSE**

1. Finn left home when he was 18 years old.
2. Rob left home at 18 to go to university and has never returned.
3. Economic conditions, culture, or family tradition can influence young people to stay at home even after marriage.
4. In the UK, it is common for young people to leave home at a young age and live independently.
5. Luke Sibson, at the age of 27, lives with his mother and feels it limits him socially and professionally.
6. Luke Sibson believes that being an adult living at home makes him feel more independent and self-reliant.
7. Alberto Baragan, from Spain, enjoys living at home because he doesn't have to worry about daily chores and expenses.
8. Alberto Baragan mentions that the unemployment rate among young people in Spain is quite low.
9. The text suggests that having a good relationship with parents is essential for young people who have no choice but to live at home.
10. According to the UK's Office for National Statistics in 2013, 26% of 20 to 34-year-olds were living with their parents, which represented an increase since 1996.



### 3. Express your ideas on the following issues.

1. What are some of the main benefits of living at home while studying, and how do they compare to the advantages of living away from home?
2. In terms of independence and personal growth, what potential drawbacks might students face when living at home as opposed to living in a dorm or on their own?
3. From an economic standpoint, what are the financial pluses and minuses of living with family versus renting an apartment near the campus?
4. How does living at home impact a student's social life and ability to build a broader network of friends and acquaintances within the university community?
5. What are the potential impacts on academic performance when living at home? Are there distractions or benefits that might affect a student's studies?
6. In terms of household responsibilities, how can living at home as a student strike a balance between personal freedom and contributing to the family's daily chores and duties?
7. How does living at home affect a student's exposure to real-world experiences and the development of life skills that come with living independently?
8. How do students who live at home cope with privacy concerns and maintaining a sense of personal space, compared to those living in separate accommodations?

#### Text 4.2. IS STUDENT LIFE ALL GOOD?



##### Before listening

##### 1. Match the definitions with the vocabulary.

- |                       |   |
|-----------------------|---|
| 1. <i>spectacles</i>  | a) planning how much money you have and how you will spend it;  |
| 2. <i>counselling</i> | b) refer to unspecified objects, belongings, things, or matter; |
| 3. <i>homesick</i>    | c) planning and managing one's finances                         |
| 4. <i>to protect</i>  | d) professional help with personal or psychological             |
| 5. <i>stuff</i>       |   |
| 6. <i>budgeting</i>   |   |

7. *a takeaway*

- problems
- e) eyeglasses
- f) feeling of longing or nostalgia for one's home, family, friends;
- g) to safeguard



**After listening**

**2. Choose the best answer.**

1. *What is the meaning of "looking at a situation as being better than it really was"?*

- a) Being out of your comfort zone
- b) Being homesick
- c) Seeing through rose-tinted spectacles

2. *What does "being out of your comfort zone" mean?*

- a) Feeling nervous in a new situation
- b) Feeling comfortable with friends and family
- c) Feeling stressed constantly

3. *What does "counselling" mean in the context of the text?*

- a) Planning how to spend money
- b) Getting professional help for personal or psychological problems
- c) Trying to balance academic and social life

4. *According to the survey at Imperial College London, what percentage of students suffered from high levels of stress or a mental health condition during their time at college?*

- a) 1 out of 4
- b) 2 out of 4
- c) 3 out of 4

5. *What does "balancing act" mean in the context of the text?*

- a) Trying to balance academic success with social success
- b) Trying to balance multiple tasks at the same time
- c) Trying to balance physical and mental health

6. *What does "looking after yourself" mean in the context of the text?*

- a) Taking care of your academic responsibilities
- b) Taking care of your mental health
- c) Taking care of your personal needs, such as cooking and cleaning

7. What is "budgeting" in the context of the text?

- a) Feeling comfortable spending time alone
- b) Planning how much money to spend and how to spend it
- c) Balancing social and academic success

8. What percentage of students who suffer from stress experience it at least once a week, according to the survey?

- a) 9%
- b) 70%
- c) 100%



### 3. Complete the sentences with words from the box.

*being able    pressure    washing    budgeting    zone    balancing*

1. I did feel out of my comfort \_\_\_\_\_ when I arrived.
2. And stress means \_\_\_\_\_ or worry caused by a difficult situation.
3. The thing is... it... is a real \_\_\_\_\_ act.
4. Certain things that I think it would be very very helpful for students to have put in place are an ability to do the practical things of life – to do the \_\_\_\_\_, to do the cleaning and so on – \_\_\_\_\_ to cook.
5. And what about \_\_\_\_\_? This means planning how much money you have and how you will spend it.



### 4. Express your ideas on the following issues.

- ✓ Do you find it challenging to balance study and free time? How do you manage your time effectively as a student?
- ✓ What common difficulties do students face when learning a new language, and how can teachers help them overcome these challenges?
- ✓ In your opinion, is it better to study alone or in a group? What are the advantages and disadvantages of each approach?

- ✓ What are some practical ways students can reduce stress during exams or important assignments?
- ✓ Share your experiences with making new friends at school. What strategies do you use to connect with classmates and build meaningful relationships?

### Text 4.3. HOW TO PREPARE FOR AN EXAM



#### Before listening

#### 1. Study the following vocabulary words and word-combinations.

<i>Revise</i>	⇒ study information you learned before
<i>Critical</i>	⇒ very important
<i>Neurons</i>	⇒ nerve cells
<i>Retrieve</i>	⇒ get something back
<i>distributed practice</i>	⇒ repeated testing over a longer period of time
<i>cramming</i>	⇒ learn lots of information in a short period of time
<i>elaborate</i>	⇒ add more information
<i>conceptual</i>	⇒ based on ideas



#### After listening

#### 2. Listen to the text and state if the given statements are TRUE or FALSE

1. Rob got excellent grades at school.
2. The word "mnemonics" refers to using special poems or rhymes to help remember something.
3. According to John Dunlosky, highlighting text is an effective study method.
4. Testing yourself on the material helps strengthen the pathways between neurons in the brain.
5. Distributed practice involves trying to learn a lot of information in a short period of time.
6. Rob believes that cramming is a more effective way to learn.
7. Making different types of associations with the material, like musical associations, is not effective for learning.
8. Elaborating mentally using images can be beneficial for history and language studies.
9. Visual thinking is not applicable to conceptual subjects like maths.
10. The quiz question asked about the word "pneumatics".



### 3. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).

- ☞ What are the most effective study techniques you have used to prepare for exams, and how do they differ from conventional methods?
- ☞ Is it better to study alone or in a group when preparing for an exam? What are the advantages and disadvantages of each approach?
- ☞ How can technology, such as study apps and online resources, enhance exam preparation? Are there any potential drawbacks to relying heavily on technology for studying?
- ☞ Time management is crucial during exam preparation. What strategies can students employ to create a balanced study schedule that maximizes productivity and minimizes burnout?
- ☞ Standardized testing has become a prevalent method of evaluation. Do you think exams accurately measure a student's knowledge and abilities? What alternative assessment methods could be more effective and fairer in evaluating students' learning?

#### Text 4.4. ADVICE FOR EXAMS



##### Before listening

1. Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- |                                     |   |
|-------------------------------------|---|
| 1. <i>advice</i>                    | a. very worried   |
| 2. <i>last but not least</i>        | b. be attracted to doing something  |
| 3. <i>be tempted to</i>             | c. a good or full amount of   |
| 4. <i>anxious</i>                   | d. the act of doing something again   |
| 5. <i>plenty of</i>                 | e. an opinion or recommendation about what someone should do                                  |
| 6. <i>repetition</i>                | f. a short walk around your small section of the city   |
| 7. <i>a stroll around the block</i> | g. to put something over something so that you can't see it                                   |
| 8. <i>to cover something up</i>     | h. an expression used before the last thing in a list, to say that it is equally as important |



##### After listening

2. Circle the best answer to these questions.

1. *The teacher wants the students to ...*
  - a. take notes after she has finished speaking.
  - b. take notes while she is speaking.
  - c. forget about taking notes.
  
2. *The teacher suggests eating ...*
  - a. sugary snacks.
  - b. only apples.
  - c. fruit and cereals.
  
3. *The teacher suggests finding a study place with a lot of ...*
  - a. light.
  - b. space.
  - c. books.
  
4. *If students feel stressed they should ...*
  - a. go to bed.
  - b. go out for a walk.
  - c. drink some water.
  
5. *Students are advised to ...*
  - a. select the important things to learn.
  - b. read through everything once.
  - c. make notes about every topic.
  
6. *The teacher understands that repeating things can be ...*
  - a. difficult.
  - b. uninteresting.
  - c. tiring.
  
7. *Students can do past exam papers ...*
  - a. in the library only.
  - b. at home if they take photocopies.
  - c. in the after-school study group.
  
8. *The teacher recommends a break of five minutes every ...*
  - a. hour.
  - b. two hours.

c. thirty minutes.

9. *It's important to ...*

- a. eat regularly.
- b. sleep when you feel tired.
- c. keep hydrated.

10. *The teacher is sure that the students will ...*

- a. pass their exams.
- b. fail their exams.
- c. do their best.

**sort IT out**

**3. Write the ideas in the correct group.**

- a. Get very comfortable.
- b. Read your notes again and again.
- c. Try to learn everything.
- d. Eat sugary food while you are studying.
- e. Focus on the details.
- f. Take regular breaks.
- g. Start by choosing the important things to study.
- h. Photocopy past exam papers.

Do	Don't



**4. Express your ideas on the following issues.**

- ☞ Does any of this advice surprise you?
- ☞ Have you got any good advice to share about studying for exams?

**Text 4.5. WHAT KIND OF STUDENT ARE YOU?**



**Before listening**

**1. Match the two parts of the question and write a–h next to the numbers 1–8.**

1..... When do you usually get a. to do when you finish school?

- |        |  |                              |
|--------|--|------------------------------|
| 2..... | <i>When do you usually do</i>                | b. with the staff at school? |
| 3..... | <i>What is your average mark</i>             | c. an exam?                  |
| 4..... | <i>How do you feel before doing</i>          | d. to school?                |
| 5..... | <i>What kind of relationship do you have</i> | e. your homework?            |
| 6..... | <i>Where do you usually sit</i>              | f. studying before an exam?  |
| 7..... | <i>How much time do you spend</i>            | g. in tests?                 |
| 8..... | <i>What do you want</i>                      | h. in class?                 |



### After listening

#### **2. Circle the best answer to these questions.**

1. *At the beginning the teacher asks the students to think carefully about ...*
  - a. the questions.
  - b. their answers.
  - c. where they sit.
  
2. *The answers the students choose will be seen by ...*
  - a. the other students.
  - b. the teacher.
  - c. nobody.
  
3. *The first question is about the time ...*
  - a. students arrive at school.
  - b. students spend at school.
  - c. students leave.
  
4. *The teacher asks about ...*
  - a. where students do their homework.
  - b. how much time students spend doing their homework.
  - c. when the students do their homework.
  
5. *In question three, students who normally get half marks should answer ...*
  - a. A. b. B. c. C.
  
6. *Question four is about the students' relationship with ...*
  - a. people in their lives outside school.
  - b. people working at the school.

c. people studying at the school.

7. *The teacher thinks some students prefer to sit in the middle of the class so that..*

- a. they can hear the teacher without being right at the front.
- b. they can have pleasant thoughts without following the lesson.
- c. no one will notice them using their phones.

8. *Question six is about students' ...*

- a. exam results.
- b. future career.
- c. plans for the future.

9. *Students with mostly As have a good ...*

- a. attitude towards studying.
- b. idea about what they want to do in the future.
- c. network of support at school.

10. *Students with mostly Bs need to ...*

- a. become excellent students.
- b. increase the time they spend studying.
- c. change some of their habits.

11. *Students with mostly Cs are probably ...*

- a. wasting a lot of their time.
- b. unable to do any better.
- c. going to be unemployed in the future.

12. *Students with mostly Cs should ...*

- a. join the homework club.
- b. try to change as soon as possible.
- c. leave school at the first opportunity.



### 3. Write the word to fill the gaps.

1. The quiz is designed to find out what kind of \_\_\_\_\_ you are.
2. The teacher tells the students to pay \_\_\_\_\_ to what he is saying.
3. One question asks about the students' average \_\_\_\_\_ in tests.
4. Another question asks about students' relationship with the \_\_\_\_\_ at the school.

5. For some people, what they do after school \_\_\_\_\_ on their exam results.
6. Students with mostly A answers have a good \_\_\_\_\_ towards studying.
7. Students with mostly B answers can improve and \_\_\_\_\_ excellent students.
8. If 'C' students don't change, they might leave school without any \_\_\_\_\_.



**4. Present the ideas on what kind of student you are.**

## Unit 5 WEATHER. LEISURE



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

- ⇒ Describe your favorite type of weather.
- ⇒ Do you trust the weather forecast? Which weather forecast is the most accurate? How often do they get it right?
- ⇒ Do you feel different because of weather? How do different types of weather affect your emotions?
- ⇒ How do you deal with rain? Do you use an umbrella or raincoat? Or just ignore it?
- ⇒ Have you been caught with the wrong clothing for the weather conditions? What happened?
- ⇒ Do you worry about climate change? How serious are the earth's environmental problems?
- ⇒ Which region of your country has the best weather? What is it like there?
- ⇒ The sun can be dangerous. Do you burn easily? Have you ever been seriously sunburned?
- ⇒ What occupations are most affected by weather? Do you know anyone doing any of these jobs?
- ⇒ In English, the expression 'it's raining cats and dogs' means it is raining very heavily. Try to imagine the origin of this strange expression and share your ideas.
- ⇒ Some weather phenomena, like tornadoes or lightning, look spectacular. Can you understand why some people try to get close to storms?
- ⇒ Has your region or country ever experienced a weather-related disaster like a serious storm? What happened and how much damage was caused?
- ⇒ What does it mean to say, 'I feel under the weather'? When did you last feel this way?

- ⇒ Would you rather live somewhere that is dry and hot all year round or in a place that has clearly different seasons? Or in some other kind of climate?
- ⇒ Do weather conditions affect any of your hobbies? What can't you do if the weather isn't suitable?
- ⇒ Is the weather a good topic for small talk? If not, what topics do you prefer?

## Text 5.1. WEATHER WORDS



### Before listening

1. Study the following vocabulary words and word-combinations.

<i>noun</i>	<i>verb</i>	<i>adjective</i>
<b>rain</b> There is a lot of rain.	<b>rain</b> It rains a lot.	<b>rainy</b> It's very rainy.
<b>snow</b> There is a bit of <b>snow</b> .	<b>snow</b> It <b>snows</b> in winter.	<b>snowy</b> It's a bit <b>snowy</b> .
<b>wind</b> I don't like <b>wind</b> .	<b>blow</b> The wind blew the trees over.	<b>windy</b> It's always <b>windy</b> .
<b>sun</b> The <b>sun</b> is hot today.	<b>shine</b> I wear sunglasses when the sun <b>shines</b> .	<b>sunny</b> It's <b>sunny</b> today.

### After listening

2. Listen to the text and choose the correct word to complete each sentence.

1. Harvey said that the weather gets quite *sunny/windy/cold* in spring.
2. There's a lot of *snow/sun/rain* in the autumn and winter.
3. I hate rain because I like to do a lot of cycling and when it rains I get *dry/tired/wet*.
4. Instead, say it's *sunny/sunney/suny* or the sun is shining.
5. Say: I don't like *windy/wind/windey* weather.



3. Speak about your weather preferences using the vocabulary from the text listened above.

## Text 5.2. TANNING



### Before listening

1. Study the following vocabulary words and word-combinations.

*tanned people*

*sunbed*

*desirable*

*is regarded*

*wide brimmed hats*

*in vogue*

*a sun lounger*

*sun worshipper*

*fake tan*

*celeb*

☞ brown-skinned

☞ a machine which produces light similar to sunlight

☞ something you want

☞ is considered or believed

☞ hats which provide lots of shade

☞ fashionable

☞ a type of long chair which people lie down on to sunbathe

☞ this is when someone likes sunbathing very much

☞ refers to a type of body cream which essentially dyes your skin brown

☞ short for celebrities



### After listening

2. Listen to the text and state if the given statements are **TRUE** or **FALSE**

1. *True or False:* Sunbeds produce light similar to moonlight and give you a tan similar to one you would get if you sunbathed on a beach.
2. *True or False:* Before the 20th century, the fashion was for people to have tanned skin, and only the poor were pale.
3. *True or False:* Sun worshippers like to baste themselves in the sun to get as brown as possible.
4. *True or False:* Fake tan is a type of body cream that essentially dyes your skin brown.
5. *True or False:* Ilda De Vico prefers to stay pale and avoid tanning.
6. *True or False:* Celebrities are often seen with fake tans, makeup, and foundation to look more attractive.
7. *True or False:* Coco Chanel made tanning popular in 1923 after accidentally getting a suntan on a yacht.
8. *True or False:* Sun loungers are a type of chair that people use to sunbathe.



**3. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**

1. "Is sunbathing still a popular trend, or are people becoming more aware of the risks of excessive tanning and opting for safer alternatives?"
2. "What are your thoughts on the cultural shift towards embracing natural skin tones and the impact it may have on reducing the popularity of tanning?"
3. "With the rise of sunless tanning products and methods, are we witnessing a decline in the desire for sunbathing, and what implications does it have for the tanning industry?"
4. "Does the desire for a 'perfect tan' contribute to body image issues, and how can society encourage a healthier perception of beauty and skin color?"
5. "What role does social media play in shaping attitudes towards tanning, and how can influencers and celebrities promote responsible sun exposure habits to their followers?"

**Text 5.3. NOT GOING OUT**



**Before listening**

**1. Study the following vocabulary words and word-combinations.**

*to venture out*

*snap*

*to encourage*

*survey*

*incredible*

*distractions*

*entertainment*

- to start a journey or activity, often with an element of risk or uncertainty
- picture, image, photo
- to give support, confidence, or motivation to someone
- study, examination, or analysis
- difficult to believe
- things or factors that divert attention
- activities, performances that are designed to amuse, engage, or interest an audience



**After listening**

**2. Choose the best answer.**

1. *What is the main topic of the text?*

- a) The benefits of social media
- b) The challenges of outdoor activities
- c) The preference for indoor activities
- d) The history of social media platforms

2. *According to the text, why do fewer people go for walks in the country?*

- a) The countryside is not safe.
- b) Bad weather conditions make it risky.
- c) Social media photos wouldn't look good.
- d) People prefer indoor activities.

3. *What percentage of people, according to the survey, gave poor social media photo opportunities as a reason for not going to the countryside?*

- a) Around 10%
- b) Around 30%
- c) Around 50%
- d) The text does not mention a specific percentage.

4. *What does the term "millennials" refer to in the text?*

- a) People born in the 1960s and 1970s
- b) People born in the 1980s and 1990s
- c) People who prefer outdoor activities
- d) People who work in farming

5. *What does the term "phenomenal" mean in the context of the text?*

- a) Negative and disappointing
- b) Ordinary and common
- c) Amazing and impressive
- d) Sad and regretful

6. *According to Annabel Shackleton, what percentage of millennials know and believe that it's better to relax in the countryside?*

- a) 4 in 10
- b) 1 in 4
- c) 2 in 5
- d) 3 in 5

7. *Why do some people use the excuse of not having the right clothing to go outside?*

- a) They want to relax indoors.
- b) They don't want to get wet in the rain.
- c) They don't care about social media.
- d) They want to stay updated on distractions.

8. *What does the suffix "-able" added to "Instagram" create?*

- a) A new social media platform
- b) Something suitable for posting
- c) An unfamiliar word not in the dictionary
- d) An adjective describing bad weather conditions

**Text 5.4. FREE TIME**



**Before listening**

**1. Write the words in the correct group.**

badminton      table tennis      basketball      water polo  
 diving      golf      football      sailing      rugby

Water sports	Indoor sports	Outdoor sports



**After listening**

**2. Check your understanding: gap fill**

**Complete the registration form with Tyrone's information.**

BROWNTON SWIMMING POOL \_\_\_\_\_

REGISTRATION FORM \_\_\_\_\_

Name: Tyrone \_\_\_\_\_

Surname: \_\_\_\_\_

Age: \_\_\_\_\_

Interested in (sport): \_\_\_\_\_



**3. Mark TRUE or FALSE for these sentences.**

1. There are four different age groups that play water polo. \_\_\_\_\_
2. Tyrone wants to join the under 14s club. \_\_\_\_\_
3. The under 16s water polo team train three times a week. \_\_\_\_\_
4. The under 16s train on Monday and Thursday. \_\_\_\_\_
5. Water polo matches are played on Saturdays. \_\_\_\_\_
6. You have to pay to join the water polo classes for under 18s. \_\_\_\_\_
7. You need to bring a photo to register at the swimming pool. \_\_\_\_\_
8. Training for the water polo team starts this week. \_\_\_\_\_

## Text 5.5. THE WEEKEND

sort **IT** out

### After listening

1. Which six activities do the speakers say they are going to do?

Tick (✓) all the correct answers.

- ..... snowboarding
- ..... dirtboarding
- ..... canyoning
- ..... bungee jumping
- ..... go up the Eiffel Tower
- ..... visit Notre Dame cathedral
- ..... visit the old parts of the city
- ..... go round the Louvre
- ..... go to the Musée D'Orsay
- ..... visit Montmartre and look at the views



2. Circle the best option to complete these sentences.

1. A dirtboard is *a board with wheels that you stand on / a board with no wheels that you stand on / a board that you sit on.*
2. To go canyoning you need *ropes and a helmet / a guide and special equipment / ropes and special equipment.*
3. Zip-wiring is *scary and difficult / easy and exciting / scary but exciting.*
4. Paris looks so beautiful *at night / on television / in the photos.*
5. The impressionist paintings are *in the Louvre / the Musée D'Orsay / the Rodin Museum.*
6. The famous Rodin statue is called *The Worker / The Thinker / The Philosopher.*
7. The girl is going to Paris *for the weekend / four days / five days.*
8. She's going with *her friend / her boyfriend / her family.*



3. Express your ideas on the following issues.

**Whose weekend would you prefer? The boy's or the girl's? Why?**

*I'd prefer the ..... 's weekend because ...*

**What do you like doing at the weekend?**

**What are your plans for next weekend?**

## Unit 6 SHOPPING



**Discuss the following issues. Use the following phrases to introduce your ideas:**

*I suppose...*

*In my view...*

*In my (humble) opinion...*

*Personally I...*

*Talking of...*

*If you must know...*

*To my mind...*

*On the whole...*

*In short...*

- ⇒ Do you like shopping? For what kinds of things?
- ⇒ Have you ever spent too much money? What did you buy? How did you feel afterwards?
- ⇒ How long do you usually shop for? Do you try to get your shopping done as fast as possible?
- ⇒ How much do you shop online? What kinds of things do you buy online? What would you rather buy in person?
- ⇒ Think about an expensive thing that you bought. Was it worth what you paid for it?
- ⇒ Do you prefer to shop alone or with other people? What are the advantages and disadvantages of each?
- ⇒ Who does the grocery shopping in your household? How often do they do it?
- ⇒ Are you a bargain hunter? Do you get excited about sales and discounts? When are the best sales in your country?
- ⇒ Which do you prefer? Buying things for yourself or for other people?
- ⇒ Do you collect points or stamps at any stores? Which loyalty programs are worthwhile?
- ⇒ Have you ever worked in a shop? What was the store selling? Does that kind of job suit you?
- ⇒ If you were to open your own shop, what kinds of things would you like to sell?
- ⇒ Have you ever returned something to the shop you bought it from? Why did you return it? Did you get a refund?
- ⇒ Do you care where products are made? Do you prefer to buy things which are made in your own country? Why or why not?

- ⇒ Some countries have late-night or all-night shopping. What time of day do you like to shop?
- ⇒ Have you been shopping abroad? Which are the best cities for shopping?

## Text 6.1. SHOPPING CENTRES



### Before listening

**1. Think over the following issues. Exchange your ideas with your partner or in your group.**

- ☞ What types of shops can usually be found in a shopping center?
- ☞ How do people usually travel to shopping centers?
- ☞ Why do some people prefer shopping centers over traditional markets?



**2. Study the following vocabulary words and word-combinations.**

<i>Boutique</i>	Small shop that sells fashionable items
<i>High street / main street</i>	A street of a town where the most of the shops are
<i>Discount</i>	A reduction in the price
<i>A good deal</i>	Here, a good price of something
<i>Vast</i>	Extremely large
<i>Fast Food</i>	Food which is prepared and served very quickly
<i>Upmarket</i>	Things which appeal to or designed for people with higher income
<i>Downmarket</i>	Things which appeal to or designed for people with lower income



### After listening

**3. Listen to the text and state if the given statements are TRUE or FALSE**

1. Dan and Rob discuss their preferences for shopping in the text.
2. Rob enjoys spending time in shopping centres, exploring various shops.
3. The Bullring in Birmingham is the UK's busiest shopping centre, with 47 million visitors annually.
4. The Canary Wharf Shopping Complex is located in West London.
5. The shopper interviewed in the text prefers shopping at local boutiques over shopping centres.
6. Fast food and upmarket restaurants are the only dining options available in British shopping centres.
7. The Westfield Shopping Centre in West London attracts more visitors annually than the Bullring.

8. A new Westfield shopping complex is opening in West London, next to the Olympic site.



**4. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**

1. **"Which Shops Would You Add to a New Shopping Center?"** - If you could design a shopping center, what types of stores would you include to make it appealing to people?
2. **"What's Your Favorite Shop and Why?"** - Share your favorite shop in a shopping center and explain what you like about it.
3. **"Shopping Online vs. Shopping at a Mall: Your Preference?"** - Do you prefer buying things online or going to a shopping center? Why?
4. **"A Fun Day at the Shopping Center: Describe Your Ideal Outing"** - Imagine spending a day at a shopping center. What shops would you visit? What would you do for fun?

## Text 6.2. SHOPPING FOR CLOTHES.

sort **IT** out

### After listening

1. Circle *Shop assistant* or *Customer* for these sentences.

*Shop assistant*

Is it OK?

*Customer*

*Shop assistant*

And in purple?

*Customer*

*Shop assistant*

Would you like to pay with credit card or with cash?

*Customer*

*Shop assistant*

Can I help you?

*Customer*

*Shop assistant*

Yes, have you got this T-shirt in other colours?

*Customer*

*Shop assistant*

Can I try it on?

*Customer*

*Shop assistant*

What size do you want?

*Customer*



**2. Answer the following questions.**

1. What size T-shirt does the customer want? \_\_\_\_\_
2. Does the shop have a medium size purple T-shirt? \_\_\_\_\_
3. What colour T-shirt does the customer try on? \_\_\_\_\_
4. Does the customer buy the red T-shirt? \_\_\_\_\_

5. How much does it cost? \_\_\_\_\_
6. Does the customer pay by credit card or with cash? \_\_\_\_\_



### 3. Express your ideas on the following issues.

- ⇒ What was the last item of clothing you bought?
- ⇒ Where and when did you buy it?
- ⇒ Are you happy with it?

## Text 6.3. THE SCIENCE OF SHOPPING



### Before listening

#### 1. Think over the following issues. Exchange your ideas with your partner or in your group.

1. Do you enjoy visiting shopping centers? Why or why not?
2. What types of stores do you usually find in shopping centers?
3. When do you prefer to go shopping: during the week or on weekends? Why?
4. Can you name some items you might buy from a clothing store in a shopping center?



#### 2. Study the following vocabulary words and word-combinations.

*Layout*

An arrangement or a plan of parts of the area

*Shopping mall*

Specially built covered area containing shops and restaurants

*Shopping centre*

A purpose built complex of shops restaurants and other businesses

*Department store*

A large store selling a variety of goods under one roof and organised into different sections

*Disorienting*

Loosing sense of direction or position

*Retail*

The sale of goods to the public

*Anthropology*

The scientific study of the origin, behaviour and development of humans



### After listening

#### 3. Choose the best answer.

1. What is the main topic of the conversation in the text?

- a) Cooking recipes
- b) Travel destinations
- c) Shopping
- d) Sports events

2. *According to Alice, why does she often find herself buying more things than planned in a shop?*

- a) Because she forgets her shopping list
- b) Because she has a big bag
- c) Because of the shop's layout
- d) Because she likes to shop

3. *What impact does the layout of a store have on shoppers?*

- a) It discourages them from buying
- b) It makes them spend less money
- c) It influences what they buy and how much they spend
- d) It has no effect on their shopping behavior

4. *What term is used to describe large buildings with numerous shops and restaurants inside them?*

- a) Shopping centers
- b) Department stores
- c) Supermarkets
- d) Malls

5. *What is "retail anthropology"?*

- a) The study of ancient shopping techniques
- b) The study of human behavior in shopping contexts
- c) The study of retail prices
- d) The study of store designs

6. *Why do supermarkets typically place essential items like milk and bread far away from the entrance?*

- a) To save space near the entrance
- b) To promote healthy eating habits
- c) To encourage shoppers to explore the entire store
- d) To make it more convenient for shoppers

7. Why are fruit and vegetable sections often located near the entrance of supermarkets?

- a) To make it easier to restock them
- b) To create a pleasant and healthy atmosphere
- c) To reduce the time shoppers spend in the store
- d) To discourage shoppers from buying them

8. Which shopping mall is mentioned as the world's largest based on the number of shops it has?

- a) Dubai Mall
- b) South China Mall
- c) Mega Mall
- d) United Arab Emirates Mall

9. What is the largest shopping mall in terms of area?

- a) Dubai Mall
- b) South China Mall
- c) Mega Mall
- d) United Arab Emirates Mall

#### Text 6.4. SHOWROOMING



##### Before listening

1. Study the following vocabulary words and word-combinations.

*break the bank*

cost too much

*on plastic*

on a credit card

*showrooming*

an activity where customers visit shops to see and test products before going online to buy them

*the high street*

a typical street in the centre of a town or village, where everyday shops and businesses are located

*a knock-down price*

an extremely cheap price

*retailer*

person or shop selling things to the public

*reassurance*

(here) getting comfort and confidence from seeing something yourself

*a bargain*

a price that is lower than usual

*shop around*  
*product reviews*

go to several shops before deciding what to buy  
opinions and comments about what a product is  
like

*browsing*

looking at things in one or more shops without  
intending to buy anything

*incentives*

things that make people want to do something,  
because they know they will get a benefit

*aftercare*

support or advice offered to a customer after  
buying something



### **After listening**

#### **2. Listen to the text and state if the given statements are TRUE or FALSE**

1. True/False: Finn used his credit card for Christmas shopping and will pay for it next month.
2. True/False: Showrooming involves visiting physical stores to test products and then buying them online.
3. True/False: According to Finn, the USA has more online shoppers than Korea.
4. True/False: "High street" refers to the online shopping trend that is competing with physical stores.
5. True/False: Rob showroomed by buying a camera online after seeing it in a physical shop.
6. True/False: Research by a company called Foolproof found that 24% of people showroomed during their Christmas shopping.
7. True/False: TNS, a market research company, discovered that one-third of consumers worldwide used showrooming.
8. True/False: According to Amy Cashman, there are four main reasons for showrooming: time, money, reassurance, and convenience.
9. True/False: Finn believes that inspecting a product in a physical store provides a better understanding than looking at photos online.
10. True/False: Rob bought gift vouchers for everyone for Christmas because he wanted expert advice on what gifts to buy.

#### **3. Listen to the story and choose the correct word to complete each sentence.**

1. ... did all that Christmas shopping bring/break/buy the bank?
2. Showrooming – this is where customers visit shops to see and taste/test/toast products before going online to buy them.

3. The high street – this is a term we use in Britain to mean the collection of best/most expensive/everyday shops that we normally see in our town centres.
4. Customers sometimes use the internet in store – so in the shop – to ‘get to the bottom/top/mid of’ where they can get it cheaper.
5. We could say they use the internet to shop around/about/above.
6. Smartphones are also useful for getting product overviews/reviews/views.
7. And we mustn’t forget that buying in a shop means you can get expert advice from the sales assistant and you can get good childcare/aftercare/beforecare.

## Text 6.5. ONLINE SHOPPING



### Before listening

1. Study the following vocabulary words and word-combinations.

*the high street*

- the main street of a town where most of the shops are located

*discounts*

- amounts of money taken off the full price of things – sometimes used as an incentive to get people to buy them

*in the black  
struggling*

- to be in profit (*opposite of* in the red)
- trying hard to do something in a difficult situation or when there are problems

*estimated*

- not an exact calculation but an approximate idea of the number has been worked out

*transactions*

- the selling of things from one person to another

*accustomed*

- to become familiar with doing something so that it becomes normal or usual

*retailers*

- people or businesses who sell goods to the public



### After listening

2. Choose the best answer.

1. What is the main topic of the conversation in the text?

- a) Cooking recipes
- b) Online shopping
- c) Travel destinations
- d) Movie reviews

2. What is Mega Monday or Cyber Monday?

- a) A day dedicated to celebrating cybernetic advancements

- b) A day when people avoid shopping online
- c) The busiest day of the year for online shopping
- d) A day for promoting in-store shopping

3. *What is "Black Friday" in the context of the text?*

- a) A day when shops receive gifts from customers
- b) A day when shops offer discounts and deals
- c) A day for celebrating the beginning of winter
- d) A day dedicated to honoring shop owners

4. *Why is it called "Black Friday"?*

- a) Because it's the darkest day of the year
- b) Because it marks the start of the holiday season
- c) Because shops shift from losses to profits
- d) Because it's a day for mourning

5. *What percentage of Christmas shopping is expected to be done online this year according to the text?*

- a) 10%
- b) 16%
- c) 25%
- d) 50%

6. *What was the estimated number of purchases per minute on Mega Monday?*

- a) 1,000 purchases
- b) 2,500 purchases
- c) 3,300 purchases
- d) 5,000 purchases

7. *Which of the following items was NOT mentioned as a popular online purchase?*

- a) Books
- b) Clothes
- c) DVDs
- d) Groceries

8. *How does the woman who mentioned "it's not my cup of tea" feel about online shopping?*

- a) She loves online shopping.
- b) She's unsure about online shopping.

- c) She prefers online shopping over in-store shopping.
- d) She doesn't like online shopping and prefers going to stores.



**3. Discuss the suggested issues in class. Then choose one of the aspects and write an essay (10-15 sentences).**

1. **Convenience vs. In-Store Experience:** Is the convenience of online shopping worth losing the experience of physically visiting stores and interacting with products?
2. **Trust and Security:** How can we ensure our personal and financial information is safe when shopping online? What steps can online retailers take to build trust with customers?
3. **Impulse Buying:** Does online shopping make it easier to make impulsive purchases? How can individuals avoid overspending or buying things they don't need while browsing online stores?

## SUPPLEMENT

### Unit 1. Personality profile

#### Text 1.1. What's in a name?

**Dan** Hello and welcome to 6 Minute English. I'm Dan and joining me today is Neil. Hi Neil.

**Neil** Hi there, Dan.

**Dan** You're a married man, Neil. When you were wed, did your wife change her family name?

**Neil** Yes she did.

**Dan** Was that her choice?

**Neil** Oh yes. She didn't like her old name, so for her it was a win-win. How about you?

**Dan** Well, my wife wanted to keep her surname, but was forced to adopt mine because that was the law where we got married.

**Neil** Would you have thought about taking her name? **Dan** That's what we're talking about in this 6 Minute English. A husband taking a wife's name after marriage. All that, six related words and our quiz question. **Neil** OK. Let's have the question.

**Dan** In which country has it been forbidden since 1789 for a citizen to change their name legally, even after marriage?

- a) Japan
- b) France
- c) Turkey

**Neil** I'm going to go for b) France

**Dan** And we'll see if you're right later. Now, traditionally in the UK, when a man and a woman get married, the woman takes the man's family name. And this replaces her **maiden name**.

**Neil** A maiden name is the surname a woman had before she was married. This all dates back to the Norman invasion of England, back in 1066. They introduced the idea that when a woman married a man, she became his property. As a result of this, she took his name.

**Dan** These days, many women elect to keep their maiden name upon marriage or combine it with their new husband's in some way, sometimes by making the name **double-barrelled**.

**Neil** A double-barrelled name is two names that are connected by a hyphen, such as Jones-Smith.

**Dan** However, a growing number of couples in western culture are doing it differently. When they get married, the husband elects to take the wife's surname.

**Neil** In a BBC article about surnames and marriage, Rory Dearlove, formerly Rory Cook, talks about why he decided to take his wife's surname. He said that he wasn't really attached to his name anyway. To him it didn't make any difference.

**Dan** Well, he's not alone. A recent study of 2000 UK adults by Opinium, a strategic insight agency, suggested that one in ten millennial men, currently between 18 and 34 years old, fall into this category.

**Neil** Charlie Shaw, a Tibetan Buddhist meditation instructor, who took his wife's name when they married last year, said that it was an opportunity to acknowledge the unseen **patriarchal bias** and sexism in our society.

**Dan** **Patriarchal** means 'controlled by men' and a **bias** is the unfair support or opposition to a person, thing or idea.

**Neil** Many traditional societies were patriarchal. But modern UK society is less like that. Everyone is meant to be equal.

**Dan** Ah yes, but that's the unseen part. And there's the social view of things too. Rachel Robnett, a researcher at the University of Nevada surveyed a number of people in the US and UK, and found that the husbands of women who keep their maiden names are viewed as 'feminine', while the women are believed to '**wear the trousers**'. **Neil** If you 'wear the trousers' in a relationship, it means you 'have the control and make the decisions for both people'.

**Dan** I wondered about that, so I went out into London and asked people what they thought about a man who took his wife's name when they got married. Here's what they said.

**INSERT Woman** I don't think it's a bad idea at all. My dad's 55 and he took my mother's surname. If people want to do it, then all the power to them. **Man** It's each to their own really. It doesn't hurt anybody. And it's no different from a woman taking a man's name. **Woman** The only reason I think that anybody should take someone else's surname is just for the creation of a family **unit**. But if it's just out of principle, I don't agree.

**Dan** It seems that the people I talked to are comfortable with the idea.

**Neil** Yes. Most said that people are free to do what they want. One woman even mentioned the creation of a family **unit**.

**Dan** A **unit** is a group of people living or working together. A typical family unit would be two parents and some children. Well, that answers that question. People don't seem to mind who takes who's name.

**Neil** Speaking of questions. How about our quiz question?

**Dan** Oh yes, I asked you in which country it's been forbidden since 1789 for a citizen to change their name legally, even after marriage?

- a) Japan
- b) France
- c) Turkey

**Neil** And I said b) France.

**Dan** And you were spot on as usual, Neil.

**Neil** Let's take a look at the vocabulary, shall we?

**Dan** First we had **maiden name**. This is a woman's family name before she is married. My mother refused to give up her maiden name to my father when she got married.

**Neil** Then we had **double-barrelled**. A double-barrelled name is two names that are joined by a hyphen. Can you think of any famous examples?

**Dan** Well, there's the Duchess of Cornwall Camilla Parker-Bowles for one. She's married to Prince Charles – next in line to the English throne. Then we had **patriarchal**. If something is patriarchal, it is controlled by men. The feminine equivalent is matriarchal, controlled by women.

**Neil** Then we had **bias**. A bias is unfair support or opposition to a person, thing or idea.

**Dan** Many fans are biased in favour of their football team. Then we had **wear the trousers**. If you wear the trousers, you have the control and make the decisions for both people. Do you wear the trousers in your marriage, Neil?

**Neil** Oh, we both wear the trousers in my marriage, thank you Dan. Then we had **unit**. A unit is a group of people living or working together. Like the BBC Learning English team... or unit!

**Dan** And that's the end of this 6 Minute English. Don't forget to check out our Facebook, Twitter, Instagram and YouTube pages. And we'll see you next time. Bye!

**Neil** Bye!

### **Text 1.2 Are beards back to stay**

**Rob** Hello and welcome to 6 Minute English. I'm Rob...

**Neil** ...and I'm Neil. Hello.

**Rob** Hi there, Neil! Now, Neil... what's that on your face?

**Neil** What... this? It's a beard, Rob. Have you never seen one before?

**Rob** I have. But I've never seen one on you before... and I'm surprised to say, it looks good on you!

**Neil** Well, thank you! I thought I'd get on the beard bandwagon, you know. Beards are all the rage at the moment - that means 'very fashionable'.

**Rob** And to get on a bandwagon is when you join other people in doing something that has become popular – perhaps because you hope to become popular yourself!

**Neil** Well, that doesn't apply to me, Rob, because, as you know, I'm very popular already.

**Rob** Yes. Yes, I know that, of course... Anyway, beards are such a talking point – a subject that a lot of people are discussing – that we decided to talk about them on today's programme! So are you ready for today's question, Neil? What's the name for someone who loves beards? Is it...

a) barbophile?

b) pogonophile?

or c) pelophile?

**Neil** Hmm. All the answers sound tempting. But I'm going to go for a) barbophile.

**Rob** Right. OK, well we'll find out if you're right or wrong later on. But this is interesting: a new scientific study suggests that the more beards there are in a population, the less attractive they become – and this currently gives clean-shaven men a competitive advantage.

**Neil** Oh, no! That's bad news for me, then! Competitive advantage means when a condition or circumstance puts you in a favourable position – in this case, being clean-shaven or having no facial hair.

**Rob** That's right. We've reached 'peak beard' apparently. Beard popularity has peaked – or reached its highest point – and will decline in popularity from this point.

**Neil** OK. Let's listen to writer, Lucinda Hawksley, talking about beards through history. And listen out for a word that means women's struggle to achieve the same rights and opportunities as men.

**Lucinda Hawksley, writer of Moustaches, Whiskers and Beards**

It's interesting, while I was writing the book I came to realize that the most heavily bearded times in Britain are either when women are in power, such as Elizabeth I or Queen Victoria, or when there's a big discussion of feminism - and it is really interesting that in the last few years there's been so much more discussion of feminism. You get a woman on the throne and men go, 'Oh, got to have a beard.' It's really strange. Or in the 60s or 70s with all the kind of, you know, big thing about women's lib, suddenly the beard becomes huge here.

**Rob** Well, needless to say Lucinda doesn't have a beard, but she certainly knows a lot about them. She's the great great granddaughter of famous writer Charles Dickens, who sported – or wore – a very flamboyant beard. Flamboyant means eye-catching and different.

**Neil** Now, did you spot the word for women's struggle to achieve the same rights as men?

**Rob** Yes. It's feminism. She also talks about women's lib, which is short for women's liberation. And this has a similar meaning to feminism. So, what do you think, Neil? Are beards a show of testosterone in reaction to powerful women? Is that why you've grown your beard?

**Neil** I don't think it's testosterone – that's the main male hormone. For me, it's laziness. I'm flying the flag for men's lib – liberation from the razor.

**Rob** Right. Well, I'm not sure whether that's a worthy cause or not, Neil. Let's hear from Brock Elbank, the photographer behind the exhibition 'Beard'. He's talking about one of the people he photographed.

**Brock Elbank, photographer**

I found Jimmy on a friend's Facebook page whilst I was in Sydney. Invited him to come to my home studio for a portrait and I posted it and it got reblogged over half a million times in four hours. I mean I think when Jimmy and I... when I met Jimmy he told me about his 'beard season' melanoma charity and I was kind of on board from the get go.

**Neil** So Jimmy must have a pretty awesome beard!

**Rob** Indeed. We should check out the Beard exhibition and find out. But Jimmy has a beard for a special reason, right Neil?

**Neil** That's right. Yes. Brock mentions Jimmy's melanoma charity. Melanoma is a serious type of skin cancer and Jimmy is raising money and awareness to help people who suffer from it.

**Rob** And Brock says he was on board from the get go – meaning he wanted to be involved with the charity right from the start.

**Neil** We should also mention 'Movember' and 'Decembeard' – both campaigns invite men to get hairy for good causes.

**Rob** That's right, good causes – moustaches in November and beards in December. Now, let's have the answer to the quiz question. I asked: what's the name for someone who loves beards. Was it: a) barbophile b) pogonophile or c) pelophile?

**Neil** And I said a) barbophile.

**Rob** Wrong, I'm afraid. The answer is actually b) pogonophile.

**Neil** Oh, well, you can't win them all. Now then, Rob, can we hear today's words again?

**Rob** Sure. We heard:

all the rage

get on a bandwagon

talking point

competitive advantage

clean shaven

peaked

sport

flamboyant

feminism

women's lib

testosterone

melanoma

on board from the get go

**Neil** Well, that's the end of today's 6 Minute English. We hope it wasn't too hair-raising for you. Please join us again soon.

### **Text 1.3 Who do you think you are?**

**Alice** Hello and welcome to 6 Minute English. I'm Alice...

**Neil** And I'm Neil. So, Alice, what do you see when you look at me?

**Alice** Well, male, Caucasian, early 40s, short auburn hair, bushy eyebrows, thin lips...

**Neil** OK. So that's how you see me? It sounds like a police report, and I'm not sure I like your observation about thin lips. Caucasian means white skinned and European, by the way.

**Alice** And today the show is about identity – who or what a person is. And the way people see us forms part of our sense of identity, while another part comes from our ethnic – or racial – identity. So my question for you today, Neil, is: What percentage of the UK population described themselves as ethnically mixed? Is it ...

a) 0.9%?

b) 5.9%?

Or c) 9%?

**Neil** OK... I think that it's a) 0.9%.

**Alice** Well, we'll find out if you got the answer right or wrong later on in the show. Now, Neil, you are, of course, many more things than my physical description of you!

**Neil** I'm glad to hear that. And it's true, that until you actually hear somebody speak, there are lots of things you can't know about them. For example, which country they're from, what language they speak...

**Alice** Yes. So looking at me, what would you say, Neil?

**Neil** I would say Alice that you're a typical English rose.

**Alice** Thanks, Neil – and English rose describes an attractive girl with a pale delicate complexion – or skin colour – but you can't actually tell where a person is from by the way they look.

**Neil** Yes, I suppose you're right. I have a friend who also looks very English like you, but she's a real ethnic mix. Her dad is German and her mum is Brazilian!

**Alice** Well, let's hear from New York City actress and playwright, Sarah Jones, talking about her complicated ethnicity.

**INSERT** Sarah Jones, actress and playwright, New York City

My family on my dad's side, my grandparents, are from the South. There's some Caribbean in there, black Americans from the South and the Caribbean, and then on my mother's side there are people from the Caribbean, from Ireland but you know Irish American, German American. People would ask me if I was adopted when they saw my mother's white skin – she's actually mixed but she's white from a distance, and I'm black from a distance.

**Neil** Sarah Jones there. Well, Sarah has family from all over the world! I suppose the United States – and New York City, especially – is a real melting pot.

**Alice** That's right. And melting pot describes a society made from people of different countries who live together and create a new shared culture.

**Neil** And people think Sarah is adopted – or raised by parents who aren't biologically hers – because she looks so different to her mum.

**Alice** But I expect Sarah sees herself as American. New York is where she was born and raised.

**Neil** That's right. But her grandparents weren't. Do you think you change when you go and live in another country with people different to you?

**Alice** Yes, I do. My neighbours are Turkish but they've lived in England for 45 years so they've integrated into our culture. They enjoy English things like... our TV soap operas, cooking turkey at Christmas, and drinking tea with milk.

**Neil** And to integrate means to join a group of people, and often involves changing your habits and customs.

**Alice** Yes. OK. So, Neil, to what extent does the way other people see us, actually change us? Let's listen to Julian Baggini, a writer and philosopher here in the UK and find out what he thinks.

**INSERT**

Julian Baggini, writer and philosopher, UK

It seems very evident that our sense of self isn't something that comes entirely from within. And of course we're affected by the way other people see us. And that's one

of the most formative things in creating our sense of identity. I mean, I think it's kind of a two-way process that's ongoing. Our sense of who we are is always a response in part to how other people see us.

**Neil** So Julian Baggini believes the way other people see us is formative in creating our sense of identity – or who we are. And formative means important for the development of something.

**Alice** So if enough people see you as an English rose, you might start to see yourself as an English rose, even if you aren't ethnically English.

**Neil** I'm not so sure. The friend I talked about earlier, she comes across as much more Brazilian than English in the way she behaves. She doesn't have the famous English reserve – but you'd never know it by looking at her.

**Alice** And reserve means hiding what you're thinking or feeling. I think I'm guilty of English reserve. How about you, Neil?

**Neil** No, I think I wear my heart on my sleeve, Alice – which means I make my feelings clear. OK, I think it's time for the answer to today's quiz question.

**Alice** Okey-dokey, fair enough. I asked you: What percentage of the UK population described themselves as ethnically mixed? Is it ... a) 0.9%, b) 5.9% or c) 9%?

**Neil** I said a) 0.9%.

**Alice** Yes. And you were on the money today, Neil! Well done! According to a survey conducted by the BBC in 2011, when asked about their own ethnic origins, 0.9% of the UK population said they were mixed race, although it's thought that the real figure is 2% or more. Now, could you remind us of the words we heard today, Neil?

**Neil**

Sure. They are:

Caucasian

identity

ethnic

English rose

complexion

melting pot

adopted

integrate

formative

reserve

wear your heart on your sleeve

**Alice** And that's the end of today's 6 Minute English. Don't forget to join us again soon!

**Neil** Meanwhile, visit our website: [bbclearningenglish.com](http://bbclearningenglish.com), where you'll find guides to grammar, exercises, videos and articles to read and improve your English.

**Both** Bye!

#### **Text 1.4. Describing Generation Z**

**Neil** Hello. Welcome to 6 Minute English, I'm Neil.

**Rob** And I'm Rob.

**Neil** Rob, what **generation** are you?

**Rob** Well what are my choices?

**Neil** You can't choose what **generation** you are, it depends on when you were born.

**Rob** Oh, OK then, what are the different **generations**?

**Neil** Well, there are baby boomers, who were born in between the 1940s and the early 1960s.

Then there was **Generation X**, born between the mid 1960s and the early 1980s. Then

there is **Generation Y**, also known as millennials, born mid 1980s to late 1990s, and ...

**Rob** OK, let me guess, **Generation Z**? Born in the late nineties or early **noughties**?

**Neil** You're very smart. So, which one are you?

**Rob** Ah, that would give away my age wouldn't it! OK, I have to confess I am **Generation X**.

And what about you Neil?

**Neil** Yes me too, **Generation X**. But today we're going to focus on **Generation Z**, also known

as **Gen Z**. What marks **Gen Z** in particular is that they are the social media generation.

They have never known a time without social media.

**Rob** Oh, poor them!

**Neil** Mmm, well, that's one view. Other opinions are available. Before we look at **Gen-Z** in

more detail, a question though. No one can quite agree on who first used the term 'social

media', but we do know from which decade it came. Was it:

a) the 1980s

b) the 1990s

c) the **noughties**, that is the first decade of the 21st Century.

Rob, what's your answer?

**Rob** Well, come on, it's quite a recent thing. It's got to be c) the noughties.

**Neil** We'll find out the answer later in the programme. Now we're going to hear from Hiral Patel who is an analyst for Barclays. She appeared on BBC Radio 4's You and Yours programme and was asked whether there was much difference between millennials and **Generation Z**. Does she think they are the same or different?

**Hiral Patel** Most people view **Generation Z** as mini-millennials - and that's because there is an obsession with the word 'millennial'. Our research shows that **Gen Z** are different and they

have their own set of values and preferences which consumer brands need **to cater for**. Our research found that Gen Z are **tech-innate, hyper-informed** consumers, and extremely **savvy**. This hyper-connected world that we live in today is a new **norm** for them.

**Neil** So Rob, does Hiral Patel think there is much difference between the two generations?

**Rob** Yes, she does. But she comments that not everyone does. Millennial is a term that is used so frequently that many people think it refers to all young people. **Gen-Z**, she says are not mini-millennials, they are quite different and have their own values and preferences.

**Neil** And this is important for consumer brands, for companies who want to sell to this generation. They need to **cater for** that generation, which means they need to provide goods that **Gen Z** want.

**Rob** And she describes **Gen Z** as being **tech-innate, hyper-informed consumers**.

**Neil** It's a bit of a mouthful but essentially it means that they are extremely comfortable with modern technology and social media and as a result have a lot of information about what's going on in the world. This makes them **savvy**.

**Rob** And being **savvy** means being able to understand situations well and make clever decisions because of this knowledge.

**Neil** Now I think I'm pretty **savvy** when it comes to modern connected technology and media, but I didn't grow up with it, it's new. For Gen Z, this level of technology is what is normal, it's all around and always has been, it's their **norm**, as Hiral Patel put it. Here she is again:

**Hiral Patel** Most people view **Generation Z** as mini-millennials - and that's because there is an obsession with the word 'millennial'. Our research shows that **Gen Z** are different and they have their own set of values and preferences which consumer brands need **to cater for**. Our research found that Gen Z are **tech-innate, hyper-informed** consumers, and extremely **savvy**. This hyper-connected world that we live in today is a new **norm** for them.

**Neil** Right time to review this week's vocabulary, but first let's have an answer to that quiz. In what decade was the term 'social media' first coined? Was it:

- a) the 1980s
- b) the 1990s
- c) the **noughties**

What did you say Rob?

**Rob** Yeah, well I said c) the noughties.

**Neil** You're wrong. Perhaps unsurprisingly, the 1990s is the answer. I'm sure most of you got that one correct. Right, now, the vocabulary.

**Rob** Yes this week we've been talking about **generations**. This is a term used to describe people born in a particular period of time, usually, but not always a period of about 18 to 20 years.

**Neil** And we were focussing on **Generation Z** or **Gen Z** which includes those born in the early **noughties**, which is the first decade of the 21st Century from 2000 to 2009.

**Rob** The next expression was **to cater for**. This means to provide something that is needed or wanted for a particular group. And if you are trying to sell something, you need to **cater for** your target market.

**Neil** And if your market is **Gen Z** you need to be aware that they are **tech innate, hyperinformed**. They have grown up with connected technology and are very knowledgeable.

**Rob** This makes them extremely **savvy**. This adjective means smart and intelligent. In this context it means they are able to make smart decisions about what to buy because they are connected so many sources of information. And for **Gen Z**, this level of interaction and connectivity is the **norm**. It's what is normal, what is usual for them. So where I struggle sometimes with modern life and technology - for **Gen Z**, it's easy.

**Neil** Well that may be true but I'm **savvy** enough to know that it's time to end the programme. Do join us again next time and remember you can find us on Instagram, Facebook, Twitter, YouTube and of course our website [bbclearningenglish.com](http://bbclearningenglish.com). And let's not forget our app Rob!

**Rob** Download it now. It's free!

**Neil** Join us again next time. Goodbye.

**Rob** Bye!

### **Text 1.5. Faces and first impressions**

**Neil** Welcome to 6 Minute English, the programme where we explore an interesting topic and bring you six bits of useful vocabulary. I'm Neil.

**Rob** And I'm Rob. Today we're talking about **first impressions** – and how they're often wrong.

**Neil** So let's start with the term **first impression** – it's the idea or opinion you have about someone after meeting them for only a short time.

**Rob** It's very natural to make a quick judgement about someone based on their appearance or facial expression.

**Neil** We're going to be hearing about the research of Professor Alexander Todorov from Princeton University in the US. First, a question: how long does he say it takes to form an impression about someone's face?

a) Under one second

b) one second

c) six seconds

**Rob** I'll go for b) one second.

**Neil** Well, we'll find out if you're right or not at the end of the programme.

**Rob** So – Alexander Todorov has been researching our impressions. His tests asked people to decide whether they thought faces were dominant, competent, **trustworthy** or **extroverted**.

**Neil** Let's just look at those words for a second. Dominant means being strongest or most important. Competent means being able to do things.

**Rob** While if you're **trustworthy** it means people trust you – you are worth their trust. And being extroverted means you are energetic and enjoy spending time with others.

**Neil** So what did he find out? Faces that look happy and feminine – like a woman - were rated as more **trustworthy**.

**Rob** While faces that were more masculine – like a man – were seen as more dominant.

**Neil** Wider faces with big eyes were seen as more **extroverted**.

**Rob** Now the important thing that Todorov says is that these judgements *aren't* accurate. Someone who looks competent isn't necessarily competent!

**Neil** So, what does this mean in practice? Here's Professor Todorov:

**Professor Alexander Todorov, Princeton University**

**Trustworthiness**, dominance and attractiveness are the three big things that we form impressions of people. But interestingly we have done some work predicting the electoral success of politicians, and the judgement that is most predictive of who is going to win the election is **perceived** competence. And this is not random at all, because if you ask voters what is the most important **attribute** of a politician, competence is the one on the top.

**Neil** OK, so this is actually quite significant. People say that the most important **attribute** – or quality – for a politician is competence – the ability to do things.

**Rob** That sounds fair enough. But because we make judgements based on appearance – this can actually affect how people vote.

**Neil** If voters believe – or **perceive** someone to be competent – they're more likely to vote for him or her.

**Rob** He says this applies especially to people who are less educated about politics – they are more likely to be influenced by appearance.

**Neil** He says this applies to around 25% of voters – so the number of people who **go with their gut** is large enough to influence the outcomes of elections!

**Rob** Wow. **To go with your gut**. That means to make a decision which isn't based on rational thought – it's based on instinct, on a feeling, on your gut.

**Neil** Yes – your gut is your stomach and the organs in your belly. So, can we tell nothing from a person's face?

**Rob** Todorov says faces carry useful information about things like a person's mental state, and whether they're tired or sick. But they don't tell you about a person's character.

**Neil** Indeed. It's not only elections where this counts, we also judge during job interviews and meetings.

**Rob** So what can we do to minimise the chances of being affected – should we just close our eyes when we meet people?

**Neil** Well, it's not such a bad idea! There's the example of the Boston Symphony Orchestra – back in the 1950s it was entirely made up of male musicians. They then introduced 'blind auditions' in other words they listened to new musicians without looking at them.

**Rob** And what happened – I guess many more women were selected?

**Neil** Exactly – around 50%. Of course, gender and race are also huge factors in how we perceive faces. Todorov says we tend to react most positively to faces that look like our own.

**Rob** Right, well – I guess we just need to take a deep breath and try not to judge too much.

**Neil** Easier said than done, I'm afraid. Especially when we judge so quickly! But do we do it in under a second, one second or six seconds?

**Rob** I said one second.

**Neil** According to Todorov it takes under one second.

**Rob** I think it's safe to say it's very fast. So shall we *quickly* go through today's vocabulary?

**Neil** Ok – first up: **first impression** – the first judgement you make about something. What was your **first impression** of me, Rob?

**Rob** Well I thought you were very **trustworthy** and **extroverted**.

**Neil** Well isn't that convenient, (and accurate?!), because those were exactly the two adjectives I wanted to look at next. Being **trustworthy** is important in life – it means people trust you...

**Rob** And being **extroverted** is more of a character type – **extroverts** like to be with people, and are often seen as confident – whereas the opposite – introverts, usually need to spend time on their own, and aren't as loud.

**Neil** Both of these are interesting **attributes** – or qualities. You could say that mathematical ability is an essential **attribute** for an engineer.

**Rob** And competence is the number one attribute for a politician. Although people don't always vote depending on actual competence, they base it on their **perception**.

**Neil** What they see, or **perceive**, as competence. '**Perceived** competence' might be different from actual competence!

**Rob** Yes, in many situations we tend to **go with our guts**. We make decisions based on deep feelings. Do you do that, Neil?

**Neil** Yes, some things you can think about too much. When I left my last job, I really just **went with my gut** – it felt like the right thing to do.

**Rob** Of course – because it meant coming to work here with me!

**Neil** Naturally. So – that's it for our chat about first impressions – for more do visit our Facebook, Twitter, Instagram and YouTube pages, and of course our website!

**Rob** Bye for now.

**Both** Bye!

### **Bonus Text 1.6 Two Peas in a Pod**

They even dressed us the same. My mother said that it was easier for her just to buy two of everything. Sometimes it was the same clothes but in different colours – a red top for me, and a yellow one for my sister, for example. When they did that we swapped the clothes so that they still couldn't tell us apart. Not even our parents could tell us apart. Our schoolteachers never could.

And then there were our names. It was crazy - they called us Edie and Evie! Even our names were almost identical.

Two peas in a pod, they called us. Two drops of water.

Sometimes we could hardly tell ourselves from each other. At least when we were small. But as we grew up things began to change.

Everybody thinks identical twins are, well, identical. But if you're a twin you'll know that it's not true. Physically, yes, we were almost identical. I say almost, because there was the birthmark. My sister has a very small brown spot on her left shoulder. I don't. This was the only way we could ever be told apart.

But other than that, twins, even identical ones, are different inside. I think we started to change when we started school. I was always very good. I never got into trouble, I always did all of my homework and did very well in all the tests and exams. Evie wasn't like that. Evie was always getting into trouble. Evie never did her homework. Evie was a really bad student who never studied and never learned anything. She would have failed her exams – but of course she didn't. Why? Well, it's simple, isn't it?

If you have an identical twin, how do you know which is which?

Evie, of course, started by copying my homework. Then she got worse. When there was a class test she would write my name on her paper. When she got into trouble, she smiled beautifully at the teacher and said "No, I'm Edie, I'm the good one, it was my twin sister Evie who was naughty!"

They never took us seriously, we were only small children after all, there was no harm in being a bit naughty. Everyone used to laugh. And because they never really knew who was who, neither of us was ever punished for being naughty, and they never failed either of us in our exams, because they couldn't be sure which one to fail and which one to pass.

But as we got older, it got worse. Evie started to steal things. At first it was only things from other children, sweets or pens or pencils or rubbers, the kind of things that sometimes happen in school. But when we were 15, some money was taken from a teacher's bag. It was quite a lot of money, and the situation was serious. Then they found the money in Evie's pocket. And what did Evie do? Well, of course, she did the same thing she always did. "No, it wasn't me. It was my twin sister." And I got into trouble, serious trouble this time. They called the police. They tried to expel me from school. It was only when our parents came in and pleaded with the head teacher that they agreed to drop the charges and say nothing about it. We were lucky that time.

But the trouble didn't stop there. Evie was always playing truant, not going to school. Then when she came in again, she accused me of lying. She said that she was Edie, and that I had given the teachers the wrong name when they called the register. I thought about telling everyone about the birthmark on her shoulder, that they should check the birthmark to make sure who was who. That would solve the problem. I don't know why I didn't. Identical twins are always very close, and even though I knew she was bad, I didn't want to get her into trouble. Perhaps also because I knew that trouble for her also meant trouble for me.

After we left school I began to worry more. I got a job working in an office. It wasn't an interesting job, but it was ok. I worked hard in the office, I did well and was going to get a promotion. Evie, on the other hand, did nothing. She never got a job. She used to come and ask me for money. She often disappeared for long periods of time. I didn't know where she was. This was bad, but it was worse when one day I looked at my passport, and found that I had Evie's. I didn't know where she was, but obviously she had taken my passport to get there. Wherever she was, and whatever she was doing, she was pretending to be me.

Eventually it happened. There was a loud knock on the door at six o'clock in the morning. There were three policemen there. Two of them in uniforms, the other one a detective. I looked at their serious faces and thought that they had come to tell me bad news. I thought they were coming to tell me that my sister had died. But it wasn't that. They asked me to come to the police station with them. I understood that I couldn't say no. They said that they didn't want to arrest me just yet, but that if I refused to help them, they would arrest me.

Of course, they asked to see my documents. I had to show them Evie's passport, and tried to explain that I wasn't really Evie, but that my sister had taken my passport.

When I got to the police station Evie was there too. They had already arrested her – well, I say “her”, but of course, they had arrested me. As far as the police were concerned, they had arrested “Edie”. That's what it said on her passport, and that's who she said she was.

There was a long list of charges against her. Fraud and smuggling drugs. She told the police that she was really Edie, and that I had changed the passports. Edie, me, who had a perfect alibi. Edie hadn't been to any other countries. She went to work everyday. It was Evie who the problem was, she said.

The trial lasted for days, with even the judge and the lawyers getting continually confused about who was who. Eventually, they convicted her. Ten years.

I still go to my job every day. I'm still free. I never go to visit my sister in prison. I'm afraid that she might show someone that she doesn't have a birthmark on her left shoulder. Then someone might look, and they will find that I do.

## **Unit 2 Home and house**

### **Text 2.1. Is a door just a door?**

**Rob** Hello and welcome to 6 Minute English. I'm Rob...

**Neil** ... and I'm Neil. Hello.

**Rob** Hello, Neil! You look pleased today, Neil.

**Neil** I am pleased. I just moved into my new flat!

**Rob** OK, fantastic! Congratulations! Where is this new flat?

**Neil** It's in the city. It's a one-bed flat so it's **bijoux** – meaning small but attractive. There's a balcony, I've got a couple of deckchairs, and a barbecue...

**Rob** I can't wait to see it. It sounds perfect. Well, today we're discussing housing – and why in some buildings there are separate entrances for rich and poor residents! So, are you ready for today's quiz question, Neil?

**Neil** I'm all ears.

**Rob** OK, so you mean you're listening carefully.

**Neil** I am.

**Rob** Right. What does 'social housing' mean? Is it housing for people who...

a) to buy or rent at a low price?

b) who want to live together sharing facilities?

or c) who aren't able to pay any rent at all?

**Neil** OK, I think the answer is a) to buy or rent at a low price.

**Rob** OK. Well, we'll see if you were right or wrong later on in the programme. So, have you met your neighbours yet, Neil?

**Neil** Yes – I bumped into one couple as I was leaving for work this morning.

**Rob** I see. **Bump into** means to meet somebody by chance. So were they friendly?

**Neil** Well, they complained about me blocking the communal area with my bike – also about my guitar playing. But apart from that, they seemed nice!

**Rob** A **communal area** is an area that is shared by a number of people. Well, I hate to say it, Neil, but your guitar playing is annoying!

**Neil** Oh, Rob, genius isn't appreciated here, I think. OK... Let's listen to the journalist Tom Bateman talking about rich and poor doors.

**Tom Bateman, journalist**

In front of us here is a 20-storey building. Right about me I got tinted blue glass windows and balconies on every floor as you look from the street. And there is a very plush foyer. A sign in the window says 'luxurious penthouses with spectacular views.'

**Neil** But this is what the journalist Tom Bateman saw when he went around the other side of the same building.

**Tom Bateman, journalist**

So as you come down the side of the building, you can see the windows – quite small windows – of the flats above here – certainly no balconies. This is a big grey concrete wall and as you walk down an alleyway towards the other door.

**Rob** So this building has one entrance with a **plush** – or expensive and luxurious – foyer. And **foyer** means entrance hall. Then there's another entrance down an **alleyway** – or narrow passage between buildings.

**Neil** This entrance leads to flats with small windows and no balconies. Why's that, Rob?

**Rob** That's because the alleyway entrance is the so-called 'poor door'. There's no swanky foyer or tinted glass windows for these residents because they pay less rent than the people living in the apartments at the front.

**Neil** **Swanky** means something fashionable and expensive that is designed to impress people. And **tinted** glass is coloured glass – so people can't look through your windows.

**Rob** That sounds useful! Do you have tinted glass windows, Neil?

**Neil** No, I don't. Tinted sunglasses are all that I can afford. So what do you think about having a rich door and a poor door for the same building, Rob?

**Rob** Well, some people think it's terrible. They say it's **segregation** – or separation and different treatment of people – and I can't believe the poor-door people put up with it really!

**Neil** **To put up with something** means to accept something that is annoying without complaining about it. The thing is, though, the poor-door people don't pay nearly as much rent. And they don't have to pay the same service charges that the rich-door people pay.

**Rob** A **service charge** is an amount of money you pay to the owner of an apartment building for things like putting out the rubbish. Well, let's listen to an experience of a poor-door resident.

**Abdul Mohammed, resident of One Commercial St, City of London**

We can't use the lift... because it's for the rich people. So whenever the doors open, I use it. So they try and tell me off for using it. I say, 'here, come, take me to court – I don't mind'.

**Neil** So what has Abdul been doing that the rich-door residents don't like, Rob?

**Rob** Well, he's been using their lift because it's near his apartment door.

**Neil** And what does Abdul mean when he says, 'come, take me to court'?

**Rob** He's inviting the rich-door residents to take legal action against him, but Abdul doesn't really think he's doing anything wrong.

**Neil** OK, it's time to hear the answer to today's quiz question.

**Rob** Yes. What does 'social housing' mean? Is it flats or houses for people... a) to buy or rent at a low price? b) who want to live together sharing facilities? or c) who aren't able to pay any rent at all?

**Neil** And I said a) to buy or rent at a low price.

**Rob** And you were right! So well done for that, Neil. Now, shall we listen to the words we've learned on today's programme?

**Neil** Good idea. We heard:

bijoux

bump into

communal area

plush

foyer

alleyway

swanky

tinted

segregation

to put up with something

service charge

**Rob** Thank you. Well, that's the end of today's 6 Minute English. I hope you felt at home with us on today's show! Please join us again soon.

## **Text 2.2. Have you got too much stuff?**

**Alice** Hello and welcome to 6 Minute English. I'm Alice...

**Rob** And I'm Rob. Now, Alice, what did you get up to at the weekend?

**Alice** I did some **spring-cleaning**, which means cleaning a place very well, especially places you don't clean often. So, I was tidying up my wardrobe, trying to organise things... and suddenly hundreds of shoes tumbled on my head!

**Rob** Poor Alice! But why do you have so many shoes? And why do you keep them at the top of your wardrobe? I only have three pairs.

**Alice** I like to match my shoes to my outfit – and three pairs wouldn't do the trick. Well, the subject of today's show is having too much stuff. And you're making me feel guilty, Rob. You must have too much of something.

**Rob** Yes, plastic bags. I think they're useful, but they're getting **out of hand** – and that means not under control. They're taking over my kitchen!

**Alice** You can recycle plastic bags, you know, Rob?

**Rob** Well, you can recycle shoes too, you know, Alice!

**Alice** Yes.

**Rob** Now, usually I don't have a lot of **clutter** in my flat – and that means an untidy collection of objects. Clutter makes it harder to find the things you need. And it makes moving house a nightmare! All those boxes full of things you don't need...

**Alice** Good point. I have a friend who suggested the three buckets system. You sort things into three different buckets: one you label as 'to keep', one as 'to get rid of', one as 'maybe to get rid of'. **Get rid of**, by the way, means to remove something you don't want. It's the 'maybe' bucket that's tricky, isn't it? – You never know if you might need something in the future.

**Rob** Yes, it would need to be a big bucket too.

**Alice** Yes, it would.

**Rob** Well, I think we could all live better with less. OK, well, let's have today's quiz question before we talk more about decluttering our lives: So which word, Alice, means a belief that physical possessions are the most important thing in life? Is it...

a) metaphysics?

b) materialism?

Or c) existentialism?

**Alice** OK... I think it's b) materialism.

**Rob** OK. Well, we'll find out if you got the answer right or wrong later on in the show. Now let's listen to Bea Johnson, author of *Zero Waste Home* talking about how she and her family have adopted a **minimalist** – or deliberately simple – lifestyle in their California home.

**INSERT Bea Johnson, minimalist and author of *Zero Waste Home***

We've really asked ourselves 'what is it that we really need?' We've asked really true questions, and evaluated every single thing that we have. There is nothing that we overlooked. I even came to one day look at my vegetable peeler for example and asked myself, 'Do I really need that vegetable peeler?'

**Rob** So one day Bea Johnson decided to **evaluate**, or to judge the importance of something, to see if she needed it.

**Alice** She evaluated her vegetable peeler and decided to put it in the 'get rid of' bucket!

**Rob** Yes, and to **overlook** something means not to see it. Now, I don't blame Bea at all because I don't like peeling vegetables either. And you could actually get the benefit of the vitamins and minerals by eating the skins.

**Alice** Very healthy, Rob!

**Rob** We can really live with fewer things. But some people can't help looking for the latest version of something or go for designer goods. Writer and journalist James Wallman warns us about this. He wonders how much stuff is too much.

**INSERT James Wallman, writer and journalist**

This thing about need is such a dangerous term because what do you need? And I'm not anti-stuff – stuff is good. I'm anti too much stuff and I'm anti the wrong stuff. Don't go out and buy that labelled good that you think is going to make people think something more of you. That's not going to make you happy.

**Rob** James Wallman there. Now, Alice, do you buy labelled goods?

**Alice** I'm afraid I do. And **labelled** goods or products are the ones with a famous brand name, like Gucci, Dior, Prada etc. But I do think James Wallman is right – buying things just because other people have them, for example, doesn't make us happy.

**Rob** Yeah, that's true, but as he says, not everything is the wrong stuff. For example, I'm very fond of my large schoolboy collection of superhero comics. I might not need them, but they make me happy. So what stuff makes you happy, Alice?

**Alice** Oh, well, I like my music CDs and my books – even though I've got the music on an mp3 player and I don't often pull a book out from the bookcase.

**Rob** They have **sentimental value**, don't they?

**Alice** Yes.

**Rob** And that means the importance of something because of a personal or emotional feeling that we attach to it. Well, I sold all my music CDs online ages ago.

**Alice** That sounds like the sensible thing to do. OK, I think it's time for the answer to today's quiz question, Rob.

**Rob** Yes, I asked you: Which word means a belief that physical possessions are the most important thing in life? Is it... a) metaphysics, b) materialism or c) existentialism?

**Alice** I said b) materialism.

**Rob** And you were right, Alice! Well done! The answer is indeed b) materialism. This is the word used to refer to a desire for material things and wealth and little or no interest in ethical values. Now, can we hear the words we learned today please, Alice?

**Alice** Yes, of course. They are:

spring-cleaning

out of hand

clutter

get rid of  
materialism  
minimalist  
evaluate  
overlook  
labelled  
sentimental value

**Rob** Well, that's the end of today's 6 Minute English. Don't forget to join us again soon!

**Both** Bye.

### **Text 2.3. Domestic chores**

**Alice** Hello and welcome to 6 Minute English. I'm Alice...

**Neil** And I'm Neil.

**Alice** Neil, how often do you do the washing up at home?

**Neil** Oh, you know, on special occasions – like after a Christmas lunch!

**Alice** That's terrible, Neil!

**Neil** Well, domestic chores are the subject of today's show. And you know what? I'm not very good at them.

**Alice** **Domestic** means to do with the family or home and a **chores** is a boring job that needs doing. Not being good at chores sounds like a bad excuse for avoiding housework, Neil.

**Neil** I suppose you're right. But I wasn't surprised to learn that on average women spend several more hours a day doing chores at home than men. Maybe men have a higher threshold for dirt and untidiness.

**Alice** Do you have a high threshold, Neil?

**Neil** Yes. And **threshold** means the point at which you begin to feel something. It takes a lot of dirt and untidiness to make me feel I need to start clearing up.

**Alice** OK, so my question for you today, Neil, is: What percentage of men take responsibility for giving the house a weekly clean, according to a recent online survey by the UK organization, Mumsnet? Is it...

a) 1%?

b) 5%?

Or c) 10%?

**Neil** Hm. Those figures all sound low. But I'll assume that not all men are like me, and say c) 10%.

**Alice** Well, we'll see if you're being optimistic with your answer later on in the show. So now let's listen to a conversation between BBC reporter Geoff Byrd and his wife Sarah. In an interview to a BBC presenter they discuss Sarah's **aversion** to – or strong dislike of domestic chores.

**INSERT BBC reporter Geoff Byrd and his wife Sarah**

**SB:** The thing is, it's a boring thing. You should just do the minimum amount you need to do to get by. That is my policy. I would say I definitely work harder than

you do, and therefore have less time. Have we just switched round in terms of our roles?

GB: Probably. Yeah. And that's no bad thing. Go the revolution!

Neil Sarah and Geoff there. In their household, Geoff does more chores because Sarah finds them boring and she also does more paid work. She thinks people should do the **minimum** amount of housework – or least amount needed – to get by.

Alice And **to get by** means to achieve something with difficulty.

Neil So Geoff does most of the cooking and cleaning in their home – which as we discussed earlier on, isn't usually the case for men. He doesn't seem to mind, though, does he?

Alice That's right. He says switching roles is **no bad thing** – in other words, it's a good thing!

Neil Yey. Go the revolution! Just don't include me, because I'm with Sarah. I hate housework.

Alice OK, well let's assume that Sarah and Geoff aren't typical of most families, and consider the serious implications of women doing more of the household chores. Some domestic tasks can be strongly **gendered** – or specific to one sex. For example, doing the laundry, organizing your children's school and social lives are often jobs that women do.

Neil But putting the rubbish out or fixing a leaky tap – those are work many people still see as men's jobs.

Alice Well, I put the rubbish bins out in my household, Neil. Anyway, this means women often spend significantly more time doing chores at home, juggling this with paid work.

Neil Yes, that sounds like a lot. I can see I'm going to have to get my pinny on a bit more at home, Alice.

Alice I hope you do, Neil, because a bit more give and take at home could help improve a working mum's prospects of getting promoted at work and earning more. And for those of you unfamiliar with the word, **pinny** – or **pinafore** – means apron.

Neil And **give and take** means compromise.

Alice Let's hear now from Professor Jonathan Gershuny, co-director at the Centre for Time Use Research at Oxford University, talking about why it's important to protect your **earning capacity** – or ability to earn money.

**INSERT Professor Jonathan Gershuny, co-director at the Centre for Time Use Research at Oxford University**

Nowadays, half of all marriages fail... you know... it's not a reasonable expectation that you're going to stay married to the same chap indefinitely. And if under these circumstances you've been out of the labour force looking after the kids while he builds up his earnings capacity by working long hours at work and then he runs off with his secretary, well he departs with his earnings power, and you're left with the baby.

**Neil** Professor Jonathan Gershuny. But actually, these days, quite a few men take care of the children while their wives or partners work full time.

And she might run off with her secretary. But the main issue here is that both partners – whether male or female – should protect their earnings capacity. Now, I think it's time for the answer to today's quiz question, Neil. I asked you: What percentage of men take responsibility for giving the house a weekly clean, according to a recent online survey by the UK organization, Mumsnet? Is it... a) 1%, b) 5% or c) 10%?

**Neil** I said c) 10%.

**Alice** And you were wrong, I'm afraid, Neil! The answer is actually b) 5%. Mumsnet asked nearly 1,000 working mothers about the distribution of tasks in their homes.

Now, can we hear the words we learned today, please?

**Neil** Sure. They are:

chore

threshold

aversion

minimum

no bad thing

gendered

pinny or pinafore

give and take

earning capacity

**Alice** Well, that's the end of today's 6 Minute English. Don't forget to join us again soon!

**Both** Bye!

#### **Text 2.4. Living on my own**

I wanna talk about my experience of moving out and living on my own. Moving out to live on your own is not very common in Hong Kong. Many people still choose to live with their parents even though they have a decent job and they're already at their thirties. Many of them would stay with their parents until they get married. There are several reasons behind – firstly, Hong Kong's rent is expensive, many people would rather save up more money to purchase an apartment instead of renting one. Secondly, the Chinese traditional value of family is that the parents are the ones who brought you up. When you become an adult, you should also take good care of your parents and you should spend more time to be with them. And of course there are people who are still dependent on their parents for food, clothing, household chores, etc..

When I tell people about the idea of moving out, many people's reaction is like, "what do your parents say?" because they assume the parents would not like their children to leave them. Well I don't know if my parents like it but I can tell you my parents support and respect my decision. They think it is good for me to try and live on my own and then I would know it is the best to stay with my family.

The most important reason for independent living is to save the travelling time to work. It used to take me one hour fifteen minutes to travel to work from my previous living place. From my new apartment, it just takes me thirty minutes so I saved forty-five minutes' traveling time. I don't have to get up so early and I save two-third of my traveling cost. It does not only save my time to travel for work but also from most of the places in Hong Kong. In addition, I gain my personal space and freedom by independent living. I make my own decision all the time, I do not have to say whether I would go home for dinner, I can invite my friends to come up and stay late.

Of course there are some trade-offs in living on your own. If you want to rent an apartment, there are lots of preparatory works (work) to do. You have to keep visiting the apartments to search for your ideal one. You have to negotiate with the landlord about the price, furniture inclusion, who is responsible for the maintenance of the furniture and equipments (equipment). My experience was that after we moved into the apartment, it was not until the kitchen cupboard was soaked with water that we found out there was water leakage in the kitchen sink.

Money is the main issue in living on your own. You have to be responsible for all the expenses, for example, the rent, electricity, gas, water, telephone, internet bills, etc. Therefore you've got to be well prepared and save up for your bills. Although I find my transportation time much shorter, the saved time is spent on other things, such as cooking and some other household chores. I think preparing and cooking the food do occupy a significant portion of my time, therefore I always try to make simple meals. On the other hand, I have to regularly tidy up my apartment and wash my clothes, so it doesn't really save much of my time after all.

Now everything is settled down, I'm getting used to my new life and I am enjoying it. I feel that moving out makes it easier for me to strike a balance between my work, my social life, my study and my family. It may be troublesome but it may worth.

### **Text 2.5. The Housing Ladder**

#### **[ATMOS of Chris looking for a flat]**

**William:** This is London Life and I'm William Kremer. Chris Hanley is standing outside an old house in West London.

#### **[ATMOS of Chris looking for a flat]**

**William:** Chris is very interested in this house because it has been divided into apartments, or as we usually say in Britain, flats. One flat in the building is for sale and Chris is looking for somewhere to buy. Unfortunately, he doesn't think he'll be able to afford this flat.

**Chris:** It does look very nice though, but a bit out of my price bracket I think.

**William:** He says it's out of his price bracket. A price bracket is a range of prices on an item. The flat is out of Chris's price bracket, so it's more than he can afford. But how much do flats in this part of London cost? Listen to the next clip carefully, and see if you can hear the answer.

**Chris:** I work in Notting Hill, so I'll be looking fairly close, and you know, I have a figure in my head that I wouldn't be able to get anything for under sort of two hundred and fifty thousand, which is very difficult on your own.

**William:** Listen again.

**Chris:** I work in Notting Hill, so I'll be looking fairly close, and you know, I have a figure in my head that I wouldn't be able to get anything for under sort of two hundred and fifty thousand, which is very difficult on your own.

**William:** Chris doesn't think he could get anything for under two hundred and fifty thousand pounds – so he thinks two hundred and fifty thousand pounds is the minimum price of a flat in this area. That's an awful lot of money – it's almost five hundred thousand US dollars. And that's just for a small flat, with one bedroom!

[STING]

Now, if you don't have five hundred thousand US dollars sitting in your bank account, is it still possible to buy a home in London? Well, yes: you can go to a bank or a building society and get a mortgage. A mortgage is a large amount of money which the bank pays towards the home you're buying. The mortgage might be around 90% of the price of your home. The remaining 10% of the price is money you pay when you buy your home, maybe from your savings. We call this money the deposit on the mortgage: the deposit.

But of course the 90% that you borrow from the bank isn't yours to keep! You have to repay it over a long time. How much money would Chris have to borrow to buy a flat in London?

**Chris:** Well, I think at the moment I couldn't really afford to put in a big deposit in London at all, so you know I'd have to sort of fork out a mortgage that required sort of five, probably even sort of six or seven times my own salary. Erm, which puts the repayments back up extremely high.

**William:** Chris says he can't afford to pay a big deposit, so he would have to borrow a large amount. He gives this as a multiple of his own salary. Listen again:

**Chris:** Well, I think at the moment I couldn't really afford to put in a big deposit in London at all, so you know I'd have to sort of fork out a mortgage that required sort of five, probably even sort of six or seven times my own salary. Erm, which puts the repayments back up extremely high.

**William:** Chris says he would have to get a mortgage that was five, six or seven times his own salary! This would, he says, put the repayments 'back up extremely high'. 'Repayment' is a noun form of the verb 'to repay'. Repayments on a mortgage are monies that you pay back to the bank every month. If Chris borrows a lot of money, he would have very high repayments each month. So Chris is stuck renting his flat, and he can't afford the deposit to buy one. He uses an interesting image to express his problem:

**Chris:** You know, earning, earning a fair bit, but still not, not able to er... get on the ladder.

**William:** He said he isn't able to get on the ladder. A ladder is a long object which you can climb to get somewhere high. What Chris is talking about is what we call the 'housing ladder'. It works like this: property in London increases in value very

quickly. If you own a home, you can use the increase in the value of your home over time to pay for the deposit on your next home – because this will be a very large deposit, it means you can move to a nicer home. It's really complicated, but the important thing is that once you own your home you're able to live in nicer homes afterwards – moving up the housing ladder.

Okay, let's end with a quick test: What is another way of saying you can't afford something? It's out of my price bracket. What do we call the money that you borrow from a bank or building society to buy a home? A mortgage. And what is the money that you have repay the bank or building society every month? A repayment.

Remember that you can find out more about these words and download this programme from the London Life webpage on BBC Learning English dot com.

Goodbye!

### **Unit 3 Food and meals**

#### **Text 3.1. What your lunch says about you**

**Dan** Hello and welcome to 6 Minute English – the show that brings you an interesting topic, authentic listening practice and six items of incredibly useful vocabulary. I'm Dan...

**Neil** And I'm Neil. In this programme we'll be discussing the lovely topic of lunch – and what our lunch choices say about us. So, Dan, what are you doing for lunch today?

**Dan** Ah Neil, are you asking me to join you? I'd love to, thanks. There's this great little Vietnamese place we have to check out, right next to the office if you just...

**Neil** Ah, actually – I was just asking to... open up today's topic. Sorry. You see, I've brought a sandwich.

**Dan** Oh, a sandwich. Again! How dull. Well, you're not the only one – a survey from 2012 showed a third of Britons eat exactly the same thing for lunch – every day! And yes, it's mostly sandwiches.

**Neil** I had a curry yesterday.

**Dan** Well, it's almost lunchtime so we'd better get on with our question, which is: how long is the average lunch break in the UK? Is it:

- a) An hour and a half
- b) 45 minutes
- c) 25 minutes

**Neil** Oh, I wish it was an hour and a half, but I'm pretty sure it must be c) 25 minutes

**Dan** Well, we'll find out if you're right... just before lunch! All this talk of lunch is actually making me feel a bit **peckish**.

**Neil** **Peckish** is a great word isn't it – it's a slang word for being a bit hungry. Feeling peckish, Dan?

**Dan** I am now. Now, about you and your sandwiches Neil. Two slices of bread with filling might be the most popular British lunch choice, but it didn't use to be

that way. Listen to food writer Bee Wilson. Which adjective does she use to describe sandwiches?

**INSERT Bee Wilson, Author**

They were what you had in an emergency. They were what you had on a long train journey. It was a kind of **makeshift** lunch when you couldn't get anything better.

**Dan** So – sandwiches had humble origins as **makeshift** meals. **Makeshift** describes something temporary and low quality – a solution you create when you can't do anything better.

**Neil** I can't help feel this is all getting a little personal, Dan.

**Dan** There's a sometimes very practical reason to eat a sandwich – like on a train. On a weekday in the office though, there's no excuse.

**Neil** If you worked as hard as I did, Dan – you'd only have time for a sandwich!

**Dan** Which is just what Bee Wilson was saying – we treat lunchtime as if it were an emergency. It says something about our attitude to work and food in the UK. Next, let's hear from philosopher Julian Baggini with his view on eating the same thing every day.

**Neil** And let's teach one more word first – **utilitarian**. It describes something practical and useful, rather than attractive.

**INSERT Julian Baggini, Philosopher**

What lunch says about us is that we're still very much stuck in this kind of quite functional, you know, efficient, **utilitarian** attitude of how we should construct our daily lives; and that for all our **embrace** of this great food culture and everything, we haven't managed to make that an everyday thing – it remains something for the special occasions.

**Neil** So – he thinks we live in a world where we value being efficient – where we have a functional, **utilitarian** attitude to life.

**Dan** Exactly, we're aware of a great food culture, we **embrace** this culture – but only for special occasions.

**Neil** Yes – let's look at that word **embrace**. It normally means this... let me just...

**Dan** Oh Neil, I didn't know you cared. Neil just hugged me, wrapped his arms around me, **embraced** me.

**Neil** Just as we can **embrace** physical things and people – we can also **embrace** ideas.

**Dan** Here's an idea I **embrace**, Neil. We should all **embrace** new foods. **Broaden our horizons**.

**Neil** To **broaden our horizons** means 'to open our minds and experience new things'.

**Dan** Let me **broaden your horizons** right now. Experts from Cornell University say it leads to better **team spirit** if colleagues eat together.

**Neil** OK, I get the picture. I should ditch my sandwich and eat with you. In the name of **team spirit** – that is – getting on well with team members – having a feeling of belonging.

**Dan** Finally. Vietnamese?

**Neil** Oh yes, but not before you tell me the answer to today's question. How long do Brits take for lunch?

**Dan** Well the answer was c) 25 minutes. That comes from a survey done by the BBC this year to find out about our modern dining habits.

**Neil** 25 minutes? It's a crying shame, Dan. But before we have lunch ourselves, let's run over the vocab one more time.

**Dan** First up we had **peckish**. It means 'hungry – just a little hungry'. I'm feeling rather **peckish** at the moment, you?

**Neil** I think I've gone beyond **peckish**, Dan. Roll on lunch. Next?

**Dan** We had **makeshift** – which describes a temporary or low quality solution. For example, last week my team's goalkeeper was sick, so I had to replace him as a **makeshift** goalie.

**Neil** Or, another example – when I was a student I used the steel bin in my room as a **makeshift** drum.

**Dan** I'm sure the neighbours loved that. Now what about this word **utilitarian**? In the context we used it, it means 'simple and functional, rather than beautiful'.

**Neil** Do you think it would be fair to describe your polo shirt as **utilitarian**?

**Dan** I prefer classic and timeless. Please.

**Neil** But enough of all this banter. You know, I believe we should all just get along.

**Dan** Oh, are you going to hug me again? To **embrace** me?

**Neil** Not this time, let's stick with the metaphorical meaning – 'to accept a new belief or idea'.

**Dan** For example, I wasn't sure about the new website design, but now I fully **embrace** it.

**Neil** Very nice. And I **embrace** your suggestion that colleagues should eat together.

**Dan** It looks like you've **broadened your horizons**.

**Neil** Well, when I taught English in Spain, Japan, Poland and the Czech Republic, it really **broadened my horizons** and taught me about new ways of life. How about you?

**Dan** Yes, they say travel broadens the mind – it certainly **broadened my horizons** too.

**Neil** Even better – why don't we go travelling together – with the whole Learning English team?

**Dan** Yeah! That would be wonderful for **team spirit** –the good feeling of being together. Maybe to Cambodia?

**Neil** It certainly would. And that's the end of today's 6 Minute English. Please join us again soon, after our delicious lunch!

**Dan** And we are on social media too. Make sure to visit our Facebook, Twitter, Instagram and YouTube pages.

**Both** Bye!

### **Text 3.2. Drinking Tea in the UK**

**Alice:** Hello, I'm Alice.

**Yvonne:** And I'm Yvonne.

**Alice:** And this is 6 Minute English! Now, I don't know if you're like me, Yvonne, but I am a big tea drinker.

**Yvonne:** Well, actually no - I like herbal tea.

**Alice:** Do you know, I think I drink so much tea you could call me an **addict!**

**Yvonne:** Well tea is a very popular and **traditional drink** here in the UK.

**Alice:** In fact some people say we are a **nation** of tea drinkers! Now I have a question for you. According to the UK Tea Council, how many cups of tea are drunk by the British every day? Is it:

- a) 12,000
- b) 120,000
- c) 120,000,000

**Yvonne:** Oh, I think 120,000,000 is a little too many, so I'll go for b - 120,000.

**Alice:** Well, we'll have to see at the end of the programme. Now, we're not just talking about tea because it's my favourite drink. It's because a **Victorian** tea set has been included in a list of 100 objects that tell the history of the world.

**Yvonne:** Oh yes. This is the BBC radio series called "A History of the World in 100 Objects". So what has a Victorian tea set got to do with it, Alice?

**Alice:** Well, it was made between 1840 and 1845 at a time when really, tea became Britain's favourite national drink.

**Yvonne:** So the popularity of tea began about 170 years ago then?

**Alice:** Yes and through this tea set, we begin to understand why tea became so popular. Let's hear from Neil MacGregor, the Director of the British Museum about why having a cup of tea is so British.

#### **Insert 1: Neil MacGregor, British Museum**

**What could be more domestic, more unremarkable, more British than a nice cup of tea?**

**You could ask that question the other way 'round: what could be less British than a cup of tea, given that tea is made from plants grown in India, China or Africa and is usually sweetened by sugar from the Caribbean?**

**Yvonne:** It's interesting that Neil MacGregor says what could be less British than a cup of tea, when we think of tea as a very British **institution** really.

**Alice:** It is, but of course, he's talking about where the tea plants come from; places like India, Sri Lanka and China, where they developed tea **plantations**, and the sugar, of course, came from the Caribbean.

**Yvonne:** That's because Britain was an empire during Victorian times so it helped itself to anything its countries produced, like tea and sugar.

**Alice:** Now in the 1800s, Britain was becoming an **industrialised nation** and workers were required to be as productive as possible. But unfortunately, many of them were a little bit drunk.

**Yvonne:** So instead of being addicted to tea like you, Alice – a tea-aholic, I'd say some were addicted to alcohol; they were alcoholics.

**Alice:** And it's no real surprise! Water wasn't safe to drink so alcohol was a good **antiseptic** and often poor people, including some children, would drink beer, port or gin.

**Yvonne:** Oh dear! That's not good, but that's why the ruling classes wanted **sobriety**, so things had to change.

**Alice:** Here's historian, Selina Fox who can tell us more:

**Insert 2: Selina Fox**

**The desire to have a working population that was sober and industrious was very, very strong and there was a great deal of propaganda to that effect. And it was tied in with dissent, Methodism and so on, sobriety – and tea really was the drink of choice.**

**Alice:** So Selina Fox says there was a desire for an industrious working population; people who worked hard and didn't get drunk. **Propaganda** was used to help change the workers along with help from the Methodists – Christian, religious people.

**Yvonne:** Propaganda – that's information which can be correct or incorrect - that's used to promote a particular purpose - propaganda.

**Alice:** Well it must have worked because as a result, tea became Britain's favourite national drink in the Victorian period.

**Yvonne:** I wonder how many cups have been drunk since then?

**Alice:** I don't know but soon, I will reveal how many cups are currently drunk every day in the UK. Of course, these days, coffee is an alternative to tea and has become big business recently.

**Yvonne:** Particularly the sales of cappuccinos and lattes.

**Alice:** So now it's time to give you the answer to my question. I asked you, according to the British Tea Council, how many cups of tea are drunk every day in Britain.

**Yvonne:** And I said 120,000 cups of tea.

**Alice:** Well, actually you're wrong. In fact, it's 120,000,000 cups of tea every day!

**Yvonne:** Wow, that's a staggering number.

**Alice:** That's a lot of tea. Now you can see why Britain is a nation of tea drinkers! OK Yvonne, while I put the kettle on, would you mind reminding us of some of the words we have used today.

**Yvonne:**

addict

traditional

nation

Victorian

institution

plantation

industrialised

antiseptic

sobriety

propaganda

**Alice:** Thanks Yvonne. We do hope you've had fun with us today on 6 Minute English and that you'll join us again soon.

**Both:** Bye.

### **Text 3.3. Too much sugar**

**Rob** I'm Rob. Welcome to 6 Minute English – we've got a sweet topic today, and six tempting items of vocabulary.

**Neil** Hello, I'm Neil. And we're going to be talking about sugar – which many of us find tempting. But how much is too much, Rob?

**Rob** I don't know, Neil, but hopefully we'll be finding that out. I must admit though – I **have a sweet tooth** – and that means I like sugary things!

**Neil** Me too. But something I'm always seeing in the news these days is that we're eating too much sugar. And one important factor is that sugars are sometimes hidden in processed foods.

**Rob** **Processed** food is any food that has been changed in some way – by freezing it or putting it in tins – or by combining foods or adding chemicals. In fact, some of the sugars we eat are hidden in food that we think of as healthy. Such as yoghurts, low fat snacks, and fruit drinks.

**Neil** Do you check the information on the back of food packets, Rob? – To see what's in them?

**Rob** Yes, I do. But it can be very confusing – there's so much information. And I'm not always sure how much of a certain thing is bad.

**Neil** Well, that brings me onto today's quiz question. Can you tell me, if a food contains 5% total sugars per 100g, is it...

- a) high in sugar,
- b) low in sugar or
- c) somewhere in the middle?

**Rob** I'll say low, Neil.

**Neil** OK. Well, we'll find out later. Some food products have colour coding on the packaging to help you understand the information, don't they? – red for high levels of sugar, salt or fat– orange for medium, and green for low.

**Rob** That sounds helpful. Then you can see **at a glance** what's good or bad for you.

**Neil** **At a glance** means with a quick look. OK, let's listen now to BBC reporter Rajeev Gupta interviewing a man in Chester, in the UK. He's asking him to guess how much sugar there is in a pot of fat-free yoghurt.

#### **INSERT**

**Rajeev Gupta, reporter interviewing a man in Chester** **Reporter:** I've actually got a pot of yoghurt in front of me. This says 'fat-free' on it and it's been marketed as being quite healthy. If I was to say how much sugar is in here, what would you say as... say is the quantity of the tub?

**Interviewee:** I'd probably think maybe a couple of teaspoonfuls, you know, it's quite surprising how much is sugars in all these products, isn't there?

**Reporter:** Well, there's about a third of this yoghurt pot is actually sugar.

**Interviewee:** To be honest, that's quite amazing, that. I would never have thought a third of that would have been sugar just by looking at it. And it does say it's fat-free.

**Neil** So the yoghurt is **fat-free**, which means it doesn't contain any fat. And the man guessed there might be two teaspoons of sugar in the yoghurt.

**Rob** That's right. And if something is sugar-free then it doesn't contain any sugar. But in this case, a third of the yoghurt's content was sugar. That, to me, sounds like an awful lot – even for someone with a sweet tooth like me!

**Neil** OK, well, let's listen to Dr Gunter Kuhnle. He's a Nutritional Biochemist at Reading University.

**INSERT**

**Dr Gunter Kuhnle, nutritional biochemist at Reading University, UK** One problem we see – nutritionists – is sort of this focusing on any individual foods – at one time it was that fat has to be avoided at all costs, now it seems to go towards sugar and sugar is demonised and people link it to drugs and so on. I think this is the wrong way forward. Individuals, yes, you should have a balanced diet. It is important also to enjoy your food and not do this extreme focusing on one side or one aspect and individual nutrients.

**Rob** So if you **avoid something at all costs** you do everything you can to avoid it. And **demonise** means to make someone or something seem very bad.

**Neil** Dr Kuhnle thinks that totally cutting out one type of food like this – whether it's fat or sugar – is wrong. He thinks we should eat a balanced diet – and enjoy our food.

**Rob** That sounds very sensible. Now, how about telling us the answer to today's quiz question, Neil?

**Neil** Thanks for reminding me, Rob. I asked: if food contains 5% total sugars per 100g, is it... a) high in sugar, b) low in sugar or c) somewhere in the middle? You said low... and you were... right! Well done!

**Rob** Thank you.

**Neil** If foods contain more than 22.5% total sugars per 100g they are classified as high.

**Rob** And I guess that between 5 and 22.5% they are somewhere in the middle.

**Neil** Correct! OK, shall we go over the words we heard today?

**Rob** Yep. First up – if you have a 'sweet tooth' it means you like sugary things. For example, 'My little nephew has a sweet tooth. He eats far too many biscuits and sweets.'

**Neil** His dentist won't be pleased! Number two – 'processed food' is any food that has been changed in some way – by freezing it or putting it in tins – or by combining foods or adding chemicals.

**Rob** For example, 'The meat in sausages is highly processed.'

**Neil** Oh dear, I didn't know that. I'm a big fan of sausages!

**Rob** Number three – 'at a glance' – means with a quick look.

**Neil** For example, 'I could tell at a glance that I wouldn't like the food at that restaurant.'

**Rob** ‘Fat-free’ means without any fat in it. For example, ‘I bought this yoghurt because it says fat-free on the label.’

**Neil** Aha – but did you realise that a third of it was sugar! Moving on – If you avoid something ‘at all costs’ you do everything you can to avoid it. For example, ‘I wanted to win the game at all costs.’

**Rob** I didn’t know you were so competitive, Neil! And finally – ‘demonise’ – means to make someone or something seem very bad.

**Neil** ‘Politicians shouldn’t demonise their opponents.’

**Rob** They often do though, don’t they? OK. Well, that’s all we have time for on today’s show. But please check out our Instagram, Twitter, Facebook and YouTube pages.

**Neil** Join us again soon! Meanwhile, visit our website: [bbclearningenglish.com](http://bbclearningenglish.com), where you’ll find guides to grammar, exercises, videos and articles to read and improve your English. Goodbye!

**Rob** Bye!

### **Text 3.4. Dieting**

**Doug:** Hello, I’m Doug Campbell and this is 6 minute English. Today we’re talking about *going on a diet*. And I’m here with Jackie Dalton.

**Jackie:** Hi Doug, have you ever gone on a diet to try to lose weight?

**Doug:** No I haven’t Jackie, but I am sure if I did go on a diet, I wouldn’t be successful. It’s very, very difficult! To start the programme I have a question for you though, Jackie, about going on a diet. Well there are lots of different diets – loads of different diets, but I want to talk about one of them – the low-carb diet.

**Jackie:** Yes, I’ve heard of that.

**Doug:** Okay Jackie, if you were on a low-carb diet, you would eat...

- a) less pasta
- b) less fish
- c) less salad

**Jackie:** Okay, yes, I think I do know this one because low-carb is short for lowcarbohydrate which is a food group that releases lots of energy and I know that fish is protein, salad is roughage, which is leafy stuff, and pasta is a carbohydrate so if you are eating low-carb you would cut out or cut down on pasta.

**Doug:** Okay, you are sure about that.

**Jackie:** I’m sure about that. Today, we’re going to hear from two people who have gone a diet. Were they successful? Did they lose weight?

**Man** I went on the 28 day detox diet which really helped you lose weight and detox the body at the same time and it really worked. You just ate hardly anything at all.

**Jackie:** Hmm. I don’t think I would like that diet.

**Doug:** Well he said that he did lose weight and also it was a detox diet. That’s when you eat and drink things that...it’s hard to explain...clean you inside. Fresh things. *Water* can be part of a detox diet

**Jackie:** You won’t gain weight drinking water.

**Doug:** Gain weight – that’s the opposite of lose weight. And with that detox diet, he did lose weight.

**Jackie:** And if you eat less you certainly will lose weight. He said that he ate *hardly anything at all!*

**Doug:** I don’t like the sound of that diet!

**Jackie:** When you go on a diet you need to be strong. You mustn’t say, “Oh I’ll start my diet...tomorrow!” Yes, you need a lot of *will-power*.

**Doug:** Right, you can eat some things but maybe not the things you like. There is no such thing as a chocolate cake diet for instance ...unfortunately! You’re listening to BBC Learning English.com.

**Doug:** Here’s another diet. Listen to this woman. Was her diet successful? Did it work?

**Woman** When I was in my twenties I went on a diet where you were only allowed to drink liquids and it worked. It worked for a week. I lost 6 pounds and then over the weekend I just ate normally again. And by Monday morning I put all the weight back on again and so it was completely pointless.

**Doug:** Oh dear, that diet didn’t work.

**Jackie:** Yes, she said it was a waste of time. It was completely pointless.

**Doug:** Well it worked....for a week! But that’s the problem with diets. You lose weight but then you often put the weight back on.

**Jackie:** And again, that diet sounded awful, if not unhealthy. She could only drink liquids.

**Doug:** According to experts you can’t just go on a diet for a couple of weeks and expect to keep that weight off. You need to change what you eat *permanently*. You have to change your lifestyle.

**Jackie:** And of course you should always get the advice of your doctor before you do this kind of thing. And they might suggest you eat different foods. Stay away from fattening foods like cakes and chips.

**Doug:** All the foods we like.

**Jackie:** All the foods we like!

**Doug:** You can get more advice on this from the BBC Website in an article called “How to Lose Weight”.

**Jackie:** Let’s look again at some of the language about diets. You can gain weight or....

**Doug:** You can *lose* weight. Many people *go* on a diet to try to lose weight. They go on a diet to try to lose weight, but it doesn’t always *work*.

**Jackie:** No the diet doesn’t work – they don’t lose any weight. Or they lose the weight and then they put it back on again.

**Jackie:** Listen again to those two people talking about their diets.

### **Diets**

I went on the 28 day detox diet which really helped you lose weight and detox the body at the same time and it really worked. You just ate hardly anything at all.

When I was in my twenties I went on a diet where you were only allowed to drink liquids and it worked. It worked for a week. I lost 6 pounds and then over the

weekend I just ate normally again. And by Monday morning I put all the weight back on again and so it was completely pointless.

**Doug:** Finally, my question Jackie.

**Jackie:** Yes, the one I was so sure I had the correct answer to.

**Doug:** If you were on a low-carb diet you would eat?

a) less pasta

b) less fish

c) less salad

**Jackie:** And I said less pasta. Was I right?

**Doug:** You were absolutely correct. I love pasta though.

**Jackie:** No, I don't think I could ever do a low-carb diet. It would never work.

**Doug:** Well, it certainly wouldn't for me. Okay the answer was a) less pasta. If you were on a low-carb diet you would eat less pasta. That's all for now. Goodbye.

**Jackie:** Goodbye.

### **Text 3.5. A special restaurant**

**Interviewer:** Hi, Jo.

**Jo:** Hello.

**Interviewer:** Thank you for talking to me today. What would you like to talk about?

**Jo:** So, I'm going to tell you about my recent visit to, erm, a very well-known restaurant and a very special restaurant.

**Interviewer:** OK – great.

**Jo:** It's called El Cellar de Can Roca and it's in Girona in Spain and, erm, it often comes in the, like, top two or three restaurants in the world.

**Interviewer:** Wow!

**Jo:** And I went last week. And, well, the first thing that was exciting for us was to even get a table 'cause, erm, we booked a year ago and we had to go, you have to go, 'cause you can book a year in advance, so you have to go online at one minute to midnight a year before you think you could go and keep refreshing, refreshing the page until places become available and just go immediately and get the table. So, we were really excited to have the table and we were kind of nervous on Friday because we waited a whole year, so expectations were really high. And it was also, by chance, boiling hot in Girona and it was in the middle of a heatwave. It was 44 degrees.

**Interviewer:** Oh my goodness.

**Jo:** So, we were just waiting in our hotel room, couldn't go outside 'cause it was too hot, erm, kind of wondering what this dinner was going to be like, er, and getting all dressed up. So, yeah, we went and, well, the place is beautiful, all ... I thought it would be quite, erm, it didn't really feel formal though. The staff were all really friendly and they showed us inside the kitchen first. And it's amazing 'cause no one is stressed in the kitchen – or they did a good job of pretending that they weren't. And they were making amazing things that looked like Charlie and the Chocolate Factory for adults – little olive trees with amazing, like, erm, er,

olive kind of confections hanging from them. And, yeah, the whole thing was amazing – a once-in-a-lifetime experience of lots of different courses of tiny, beautiful, surprising things, erm ...

**Interviewer:** What was the best dish that you had?

**Jo:** It was all amazing but I think the best thing for me was one of the desserts. I had a sheep-themed pudding ...

**Interviewer:** Wow!

**Jo:** So, it was all, erm – So, it was like a woolly sheep. It was like candy floss, like, made with, erm, like, sort of white sugar like you have at the fair. Erm, and that was supposed to

represent the wool, and the sound of the spoon on the bowl made the sound of the bell on the sheep in the field. And then separately I had this thing to smell that smelled of wool. So I was, like, eating this sheep wool and smelling the smell of wool at the same time which, it sounds really weird, but it was actually delicious.

**Interviewer:** Sounds incredible!

**Jo:** It really was! It really was amazing.

**Interviewer:** Wow. Thank you for telling us about it.

**Jo:** It's a pleasure.

## **Unit 4 University life**

### **Text 4.1. 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.

#### **Text 4.2. Is student life all good?**

**Alice** Hello and welcome to 6 Minute English. I'm Alice...

**Neil** ... and I'm Neil. Hello.

**Alice** Hello, Neil. You went to university, didn't you?

**Neil** Yes. University – the best days of my life. I made fantastic friends, went to great parties...

**Alice** Did some work?

**Neil** Well, yeah, I did *some* work, but probably not enough.

**Alice** Well, the subject of today's show is student mental health. So, Neil, do you think you're looking back at your university days **through rose-tinted spectacles**? And that means looking at a situation as being better than it really was.

**Neil** I did feel out of my comfort zone when I arrived. Yes, everyone seemed to know everyone... knew where to go.

**Alice** Yes, well, being **out of your comfort zone** means being in a situation that you aren't familiar with and which makes you feel nervous. Did you talk to anyone about your feelings, Neil? Did you get any **counselling**? And that means professional help with personal or psychological problems.

**Neil** What? No, not me. I'm one of those men who isn't good at talking about their feelings, Alice. I just felt a bit **homesick** that's all – I missed my friends and family. But let's move on, shall we! Why don't you ask me today's quiz question?

**Alice** Alright then. So here it is: In a survey of students at Imperial College London, how many students said they suffered from high levels of stress or a mental health condition during their time at college? Was it...

- a) 1 out of 4?
- b) 2 out of 4?
- or c) 3 out of 4?

**Neil** Well, I'm going to go for c) 3 out of 4 because I do think that university life can be more stressful than people realize.

**Alice** Yes. And **stress** means pressure or worry caused by a difficult situation. OK, we'll find out if you're right or wrong later on. Now in the UK, there has been a rise in students using counselling services.

**Neil** Why's that, Alice?

**Alice** Well, let's listen to Kirsty, a student at Exeter University, talking about why she has had problems. And here's a question for you while you listen: Did she enjoy her first days in college?

**INSERT Kirsty McMurrin, student at Exeter University**

No. The thing is... it... is a real balancing act. When I first got to university I don't think I'd really realized that I'd forgotten how to make friends you know, I'd been with the same school friends for seven years, and so I was trying to balance you know social success with academic success whilst learning how to look after myself at quite a young age. And I think that's the experience of a lot of young people. And people really struggle with it.

**Neil** What's a **balancing act**, Alice?

**Alice** It's where you try to give your attention to two or more things at the same time. So here, Kirsty is trying to balance making new friends with doing her academic work and learning to look after herself.

**Neil** What does Kirsty mean when she says she's learning to look after herself?

**Alice** Well, to **look after someone** means to protect or take care of someone – and in this case, Kirsty's learning to take care of herself – for example doing her own shopping and cooking.

**Neil** OK, let's listen to Dr Ruth Caleb of the counselling service at Brunel University in London talking about what practical stuff students could learn before leaving for university that might make life easier for them.

**INSERT Dr Ruth Caleb, Head of the counselling service at Brunel University, London**

Certain things that I think it would be very very helpful for students to have put in place are an ability to do the practical things of life – to do the washing, to do the cleaning and so on – being able to cook. Budgeting is extremely important in university life. And also spending time on your own comfortably.

**Neil** Yes, that's excellent advice. I couldn't boil an egg when I arrived at uni.

**Alice** Oh, really? Can you do it now, Neil?

**Neil** Just about, just about.

**Alice** Yeah? Great. And what about **budgeting**? This means planning how much money you have and how you will spend it.

**Neil** I'm still pretty bad at that. However, I am very good at spending time on my own comfortably.

**Alice** Yes, I can believe that – feet up, watching TV with a takeaway.

**Neil** Takeaway, of course a takeaway cause I can't cook anything...

**Alice** No.

**Neil** ... not even an egg. You know me so well. So how about the answer to today's quiz question, Alice?

**Alice** Alright then. I asked: In a survey of students at Imperial College London, how many said they suffered from high levels of stress or a mental health condition during their time at college? Was it...

a) 1 out of 4?

b) 2 out of 4?

or c) 3 out of 4?

**Neil** And I said c) 3 out of 4.

**Alice** Yes. And you are correct – well done, Neil! The survey, completed by over a thousand students, also found that almost 70% of those that suffer from stress do so at least once a week, and 9% of students feel **stressed** constantly. Stressed means anxious and worried.

**Neil** Well, I feel anxious just thinking about all that stress. Can we hear today's words again?

**Alice** We certainly can. They are:

through rose-tinted spectacles

out of your comfort zone

counselling

homesick

stress

balancing act

look after yourself

budgeting

stressed

**Neil** Well, that brings us to the end of today's 6 Minute English. We hope you've had a stress-free time. Please do join us again soon. You know where to find us, don't you? Go to where you'll find grammar points, vocabulary and more editions of 6 Minute English.

**Both** Bye

### **Text 4.3. How to prepare for an exam**

**Alice** Hello and welcome to 6 Minute English. I'm Alice...

**Rob** ... And I'm Rob.

**Alice** So, it's nearly exam time again. And the subject of today's show is how to prepare well for an exam.

**Rob** I've got some great tips, actually, Alice.

**Alice** Have you really? Can you remind me what grades you got at school?

**Rob** Yes, well ... [mumbles] ...

**Alice** So, you didn't get very good grades.

**Rob** I probably should've started revising earlier. But my learning strategies were very good.

**Alice** Oh, really? Well, when you **revise** for an exam you study information you learned before. OK, Rob, I'd love to hear more about your learning strategies, but first here's today's quiz question for you. What's the word for a system, such as use of special poems or rhymes to help you remember something? Is it ... a) pneumatics b) mnemonics Or c) hypnotics?

**Rob** I'll go for b) mnemonics.

**Alice** Well, we'll find out whether you got the answer right or not later on in the show. Now, according to current scientific research, some study methods popular with students aren't actually very effective.

**Rob** Don't tell me – putting your textbook under your pillow at night doesn't work.

**Alice** Did you try doing that, Rob?

**Rob** Yes, I did, but without much success. Maybe I was using the wrong kind of pillow?!

**Alice** Well, let's talk about more conventional methods than the book-under-the-pillow one. These include summarizing, highlighting or underlining text to help you remember it... I do love a pack of highlighting pens, though.

**Rob** Oh yes, me too. And actually highlighting text was one of my top tips. But I used to get so absorbed with the highlighting I'm not sure I was actually learning anything useful. My notebooks were works of art, though!

**Alice** Yes, and that's the point made by John Dunlosky, Professor of Psychology at Kent State University in the US, who says that you need to do more than just highlight information. You need to test yourself on it. Let's hear from him now.

**INSERT John Dunlosky, Professor of Psychology at Kent State University in the US** Students who can basically test themselves or try to retrieve material from their memory are going to learn that material in the long run a lot better. So for instance maybe you start by reading a textbook using your favourite highlighter and favourite colours, but then you go back and make flashcards of all the critical concepts and instead of just rereading those, you basically try to test yourselves on them.

**Rob** Professor John Dunlosky there. So he says trying to memorise the material isn't enough. You need to do something with it, for example, making flashcards of **critical** – or important – concepts and then testing yourself on them.

**Alice** By repeatedly testing yourself on something, you strengthen the pathways between **neurons** – or nerve cells – in the brain. And the more often you do this, the easier it becomes to retrieve information.

**Rob** And **retrieve** means to get something back.

**Alice** That's right. When you repeatedly test yourself over a longer period of time – for example, over months or weeks - this is called **distributed practice** – and psychologists believe this is a very effective way to learn.

**Rob** It sounds like hard work, though, doesn't it? I prefer the **cramming** method – which means to try and learn lots of information in a short period of time. For example, the night before the exam.

**Alice** I don't know, Rob. We don't cram to learn other things – like music or dancing, or football or language learning. It's far more effective to join a

conversation class and practise speaking every week than to practise for hours in front of the mirror the night before your oral exam!

**Rob** That's a good point. In fact, I used to sing irregular French verbs to myself, every day in the shower for weeks before my French exam, and that helped me remember them more easily.

**Alice** Excellent! Making different types of associations with what you're trying to learn – for example, musical associations – is meant to be effective. Let's listen now to Professor Dunlosky talking about visual associations.

**INSERT John Dunlosky, Professor of Psychology at Kent State University in the US** I would encourage students as they are reading to try and elaborate mentally using images, as they're reading, to kind of develop a more vivid picture of what they're reading. Again, that'll help quite a bit for some kinds of studies – maybe history and so forth – and a little bit less so for more conceptual studies.

**Rob** And if you **elaborate** on something, it means you add more information – in this case, mental pictures.

**Alice** So, creating mental pictures is useful for some subjects – like history or languages. But **conceptual** subjects – ones based on abstract ideas rather than things – like maths, for example – it might not be so easy to associate ideas with pictures.

**Rob** Now what about Albert Einstein? People say he was a very visual thinker.

**Alice** Well, you've got me there, Rob. I don't know the answer to that but I can give you the answer to today's quiz question. I asked: What's the word for a system, such as use of special poems or rhymes to help you remember something? Is it ... a) pneumatics, b) mnemonics or c) hypnotics?

**Rob** I said mnemonics.

**Alice** And you were right!

**Rob** Great!

**Alice** Well done! Research on mnemonics suggests they are a good strategy for learning certain kinds of things, like how to spell difficult words. For example, the first letters of this sentence: 'big elephants cause accidents under small elephants' spells 'because'. Now, do you think you can remember the words we heard today, Rob?

**Rob** We heard: revise critical neurons retrieve distributed practice cramming elaborate conceptual

**Alice** Well, that's the end of today's 6 Minute English. Remember to join us again soon!

**Both** Bye.

#### **Text 4.4. Advice for exams**

Morning, everyone. Quiet, please. Right, OK. So, today I'm going to give you some advice to help you prepare for the exams next week. So, make some notes as I'm talking, please. Everybody ready?

Now, while you're studying, eat food that gives you energy. Don't be tempted to eat sweets or drink cola. Sugar won't help you study but fruit and cereals will. Apples, actually, are especially good.

Find a comfortable place with plenty of light when you study. But not 'too' comfortable or you'll fall asleep!

Try and keep a positive mind. It is easier to study when you are positive and relaxed. Now, if you start feeling anxious, have a little break. Go out for a stroll around the block.

Don't try to learn everything. There isn't time. Just choose the 'important' things, the things that'll get you the most points in an exam. And if you aren't sure about this, ask me.

First, learn the main ideas and don't worry too much about the details. If you have time, you can come back later and read the details.

Make notes of these key points and read them, then cover them up and try to remember all the points. Now, it might be boring, but repetition helps you to remember.

Use past exam papers to study. They will help you understand what kind of questions come up. There are plenty of past exam papers in the library. You can photocopy them and take them home.

Take regular breaks while you're studying. A five-minute break every half hour is usually enough. Get some fresh air and stretch your arms and legs. Drink a glass of water too. It's important to keep hydrated.

And, last but not least, good luck! I'm sure you'll all do your best.

#### **Text 4.5. What kind of student are you?**

##### **Teacher:**

Are you all sitting comfortably? We're going to do a short quiz called 'What kind of student are you?' I want you to listen carefully and think about your responses. Then I want you to write your answers in your notebook. Please be sincere! Nobody is going to look at your answers. When we complete the quiz I'll read out the results and you can think about them carefully for a few minutes in private. You need a pen and a blank page in your notebook. OK, pay attention, please.

**One.** When do you usually get to school? a) Early, you like to have extra time 'just in case' something crops up. b) You always turn up just in time, as the bell rings. c) You often get to school late, out of breath from rushing.

**Two.** When do you usually do your homework? a) As soon as you get it. The same evening. b) A day or two before you have to hand it in. c) The same day you hand it in. Sometimes it's late.

**Three.** What is your average mark in tests? a) You usually do well and get seventy-five per cent or higher. b) You usually pass tests but your marks are near to fifty or sixty per cent. c) Your marks are often below fifty per cent.

**Four.** What kind of a relationship do you have with the staff at school? a) Great! You get on well with most of the academic staff. b) Not bad. You have a good relationship with some members of staff. c) Dreadful. In general you don't get on

with teachers.

**Five.** Where do you usually sit in class? a) Usually at the front so you can see the board easily. b) Somewhere in the middle so you can daydream unnoticed. c) Near the back so you can turn on your mobile without being seen.

**Six.** What do you want to do when you finish school? a) Carry on studying at university or college. b) You don't know yet. It depends on your exam results. c) Look for a job and start earning your own money. You'll be fed up with studying by then.

OK. Now look at your answers and count the number of As, Bs and Cs. Then I'll read out the results. Are you ready?

If you have mostly As, you are an exceptional student. You are mature and you have a superb attitude towards your studies. You definitely grasp the importance of a good education. If you have mostly Bs, you are an average student, but you are capable of much more and it isn't too late to improve and become an excellent student. You just need to make a few changes to your habits. If you have mostly Cs, you really need to adjust your outlook. You waste your time and you are at risk of finishing school without any qualifications. Think about your behaviour and consider making some changes before it's too late.

#### **Bonus Text 4.6 What's a university education worth?**

Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

In 2006, the UK government started to allow universities in England and Wales to charge British students tuition fees. As a result, more than 80% of students in England and Wales now take out a student loan in order to go to university. They use the loan to pay for tuition fees, books and living expenses. Although the interest on student loans is quite low, it begins as soon as the student receives the loan.

The average student in England and Wales now graduates from university with debts of around £12,000. Students of medicine, who study for longer, usually have debts of more than £20,000. That is a lot of money. It means graduates cannot afford to buy a house for many years. They even struggle to pay rent on a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course). If you start to earn over £15,000 a year, the government takes repayments directly from your monthly salary. Is it any surprise, therefore, that the average British person does not leave their parents' home until they are 30 years old?

You might think that a British person with a degree will find it easy to get a well paid job. However, most people in "white-collar jobs" seem to have a degree these days, so there is a lot of competition. Also, British companies tend to value work experience over a piece of paper. Like everyone else, graduates usually have to start at the bottom and work their way up. That can be very frustrating for them, since they are often over-qualified for the work they are doing. While at university,

they had dreams of getting an exciting, challenging job. Therefore, life after university ends up being quite disappointing for a lot of graduates.

All of the above is beginning to make British people question whether a university degree is really worth the money. Even before the credit crunch started, the BBC stated, 'The number of British students at UK universities has fallen for the first time in recent history... from 1.97 million in 2007 to 1.96 million last year [2008]'. It looks like the figures will continue to decline, since loan companies are now telling some student that there are no loans available for them. Forecasts are that between 2009-19 there will be fall of 6% in the number of 18-25 year-old university applicants across the UK.

Students have always been seen as not having a lot of money, but "student poverty" is now considered a real problem in the UK. Most British students expect to get a loan, part-time job or summer job. Worse than that, however, is the fact student leaders report there are increasing numbers of students turning to crime to support themselves financially.

By contrast, things are now easier for students from other countries coming to study in the UK, since the value of the British pound has fallen. More international students come to Britain each year. The British universities offer more and more of the available places to richer international students rather than poorer British students. Some British people fear that, one day, there won't be any university places left for British students at all.

## **Unit 5 Weather. Leisure**

### **Text 5.1. Weather words**

**Rob** Hello and welcome to 6 Minute Vocabulary. I'm Rob...

**Catherine** And I'm Catherine. And our topic today is weather. Now Rob, apparently, British people love to talk about the weather. Do you think that's true?

**Rob** Absolutely, you know me, I'm talking about it all the time. And in today's programme, we'll look at some key weather vocabulary and show you how to use it in different types of sentences.

**Catherine** There'll be a quiz...

**Rob** And we'll give you a top tip to help you learn vocabulary more effectively.

**Catherine** So, on with the show! We'll start by listening to Harvey, talking about the weather where he lives. And we have a question for you at home.

**Rob** The question is: what is the weather like for Harvey in spring?

**INSERT Harvey**

I live in the north. I love it here, but the weather isn't too good. There's a lot of **rain** in the autumn and winter. In fact, **it's raining** right now. Sometimes it **snows** in the winter. In the spring the weather's usually quite **windy**. But it's lovely and **sunny** in summer.

**STING**

**Rob** So, that's Harvey. And we asked you about the weather in spring. What's it like?

**Catherine** Harvey said that the weather gets quite **windy** in spring.

**Rob** Well done if you got that right. And we'll talk more about windy weather later. First, let's talk about the rain! Listen to this clip:

**INSERT** There's a lot of **rain** in the autumn and winter.

**Catherine** In this sentence, **rain** is a noun, so in a sentence, we can say **there is a lot of rain**, or we can add a main verb, for example: **I like rain**. Rob - how do you feel about rain?

**Rob** I hate rain because I like to do a lot of cycling and when it rains I get wet. But the word **rain** can also be a verb. For example: **it rains a lot** here in London; in fact, look out the window: **it's raining now!**

**Catherine** It's always raining in London! And can add a letter 'y' to the end of rain to make the adjective **rainy**. Rob, do you use an umbrella on **rainy** days?

**Rob** No I don't, I wear a coat – more practical.

**Catherine** More 'blokey'!

**Rob** More 'blokey', yes. So that's the noun – rain; the verb – rain; and the adjective – rainy. The word **snow** works in the same way. Listen to this another clip.

**INSERT**

Sometimes it **snows** in the winter.

**Catherine** **Sometimes it snows in winter**. The word **snow** there is a verb.

**Rob** As a noun, we can say: **sometimes there is snow**.

**Catherine** Or we can add the letter 'y' to make an adjective. **Sometimes it's snowy**.

**Rob** Good. Now for another clip. Here's Harvey talking about the weather in Spring.

**INSERT**

In the spring the weather's usually quite **windy**.

**Catherine** In the spring the weather's usually quite **windy**. In this sentence, **windy** is an adjective.

**Rob** We can also use the word **wind** as a noun. **Is there much wind today** Catherine?

**Catherine** There's quite a lot actually, I got quite blown around. So that's **wind** as a noun and **windy** as an adjective, but we can't use **wind** as a verb. You have to use a different verb like **blow**. The wind is blowing very hard today...

**Rob** Right. And the word **sun** is the same. It's a noun:

**Catherine** **The sun is hot...**

**Rob** It can make an adjective:

**Catherine** **It's lovely and sunny...**

**Rob** But it isn't a verb. You need a different word for that.

**Catherine** **The sun is shining**, even though it isn't!

**IDENT** 6 Minute Vocabulary from BBC Learning English.

**Rob** And we're looking at weather words. Ok, it's quiz time! Are these sentences correct or wrong? Number one. **It's sunning today**.

**Catherine** That's wrong. You can't say **it's sunning**, because sun isn't a verb. Instead, say **it's sunny** or **the sun is shining**.

**Rob** Number two. **There was a lot of snow last week**.

**Catherine** And that's correct.

**Rob** Here comes the last one. **I don't like windy.**

**Catherine** And that's also wrong. **Windy** is an adjective, so we need to add a noun here. Say: **I don't like windy weather.** Or, use **wind** as a noun and say: **I don't like wind.**

**Rob** And that's the end of the quiz. Well done if you got those right. And we've just got time for a top tip for learning vocabulary.

**Catherine** We have Rob, and this is it: when you learn a new word for the first time, you'll learn it more effectively if you use it a few times in the first 24 hours. So, if you learn a new word in the morning Rob, look it up again in the evening before you go to sleep.

**Rob** I'll do that. Thank you! There's more about this at [bbclearningenglish.com](http://bbclearningenglish.com). Join us again soon for more 6 Minute Vocabulary.

**Both** Bye!

## **Text 5.2. Tanning**

**Kate:** Hello, I'm Kate Colin and this is 6 minute English and today I'm joined by Rebecca Byrne. Hi Rebecca.

**Rebecca:** Hi Kate.

**Kate:** Well, I'm happy to say that summer is finally here and the sun is shining (although in the UK we can never be sure for how long ....). But, for the moment anyway, everyone seems to be sunning themselves outside in parks and gardens while they try to build up their tans.

**Rebecca:** Yes, the practice of 'tanning' or making your skin go brown is very popular with some people here in the UK. It's probably because the weather is not so good for most of the year and people associate being tanned with feeling and looking healthy.

**Kate:** Tanning is so popular that often you can see very dark, tanned people in the middle of winter which is always rather surprising...

**Rebecca:** Well yes, but I'm sorry to tell you in most cases it's unlikely that their tan will be real. Most of the time, it's fake and comes from a special cream or from going on a **sunbed**. A **sunbed** is a machine which produces light similar to sunlight. You can lie down on it and it gives you a tan similar to one you would get if you sunbathed on a beach. So you can see why sunbeds are they popular in colder countries!

**Kate:** But being tanned or brown hasn't always been desirable in our society. Here's my question for this week. Which designer first made it fashionable to have tanned skin?

- a) Yves Saint Laurent
- b) Coco Chanel
- c) Gianni Versace

**Rebecca:** answers

**Kate:** We'll find out the correct answer at the end of the programme. Having a tan is regarded differently all over the world. In some countries it's seen as attractive

and in other parts of the world, people want to be as pale as possible.

What about you Rebecca, are you trying to get a tan this summer?

**Rebecca:** answers

**Kate:** I'm afraid I'm the same – I never really try to get a tan.

**Rebecca:** I know, I think we're both living in the wrong era in history as before the 20<sup>th</sup> century, the fashion was for pale skin. Only the poor were tanned as they often had to work outside and the upper classes covered their bodies, and hid behind **wide brimmed hats** (hats which provide lots of shade) and **parasols** (a type of sunshade which looks a bit like an umbrella designed to provide shade from the sun) or they even used cosmetics to make their skin look lighter.

**Kate:** But by the 1920s, being outdoors had become fashionable and having a tan was suddenly **in vogue** or fashionable and since then many women have aspired to have brown skin. Now we're going to hear from a lady called Ilda De Vico. She mentions a **sun lounger** – this is a type of long chair which people lie down on to sunbathe. Have a listen...does she like tanning or does she prefer to stay pale?

Extract 1

When we go on holiday, I do not move from my **sun lounger** and all I do is turn while my husband **bastes** me so I can get the maximum amount of sun I can, to get as brown as I can, to relax and do absolutely nothing.

**Rebecca:** Wow – she sounds like a professional **sun worshipper** (this is when someone likes sunbathing very much). She said her husband '**bastes**' her – a very strange choice of word as **baste** means to grease a piece of meat while it is cooking.

**Kate:** Hmm....Have another listen – see if you can hear exactly what her views are on being brown. She mentions '**fake tan**' – what's this?

**Rebecca:** **Fake tan** refers to a type of body cream which essentially dyes your skin brown.

Extract 2

Everyone thinks they look better brown. You see everyone out there and it's either their makeup, their foundation, the **fake tan**. You see the **celebs** on TV, they're all sprayed up. Being tanned is popular.

**Rebecca:** She definitely thinks that people look better brown and thinks that it is very popular at the moment. She mentioned ways of creating a false tan – 'makeup',

'foundation' and 'fake tan'. These are all types of creams to create a tan.

She also mentioned the word **celeb** – this is short for **celebrities**– famous people who appear in magazines and on TV. Some celebrities are very tanned indeed.

**Kate:** Well, that might be so but personally I don't really like the fake tan look. Some people just overdo it and end up looking orange! Let's have look at the vocabulary we've come across today:

**sunbed** is a machine which produces light similar to sunlight. You can lie down on it and it gives you a tan similar to one you would get if you sunbathed on a beach.

**wide brimmed hats** which are hats which provide lots of shade

**parasols** a type of sunshade which looks a bit like an umbrella designed to provide shade from the sun

**in vogue** means to be fashionable

**sun lounger** is a type of long chair which you lie down on to sunbathe

**sun worshipper** is when someone likes sunbathing very much

**bastes** means to grease a piece of meat while it is cooking.

**fake tan** refers to a type of body cream which essentially dyes your skin brown.

**celeb** or **celebrities** which are famous people who appear in magazines and on TV

**Kate:** And finally the answer to the question I asked you earlier. Which fashion designer made tanning popular? The correct answer was in fact Coco Chanel. In 1923, after cruising from Paris to Cannes, designer Coco Chanel stepped off a yacht with a suntan which she had apparently got by mistake. The press and fashion world assumed she was making a fashion statement and since that day, sunbathing has been popular.

**Kate:** That's all we have time for today. Until next time. Goodbye.

### **Text 5.3. Not going out**

**Neil** Hello and welcome to 6 Minute English. I'm Neil.

**Catherine** Hi! And I'm Catherine.

**Neil** Now, Catherine, when was the last time you went for a walk in the country for fun, for exercise or relaxation?

**Catherine** People do that?

**Neil** Well, believe it or not, they do.

**Catherine** Interesting, people are strange.

**Neil** Well, it sounds like you should pay close attention to today's programme because it's all about how fewer and fewer people are **venturing out** into the country.

**Catherine** Well, I wonder if that word is part of the problem. To **venture out** somewhere suggests that it's a big challenge, or even a risky activity.

**Neil** I don't think a walk in the country is a particularly dangerous activity, even in bad weather. It's not one of the reasons people gave in a recent survey for why they don't do it. In fact, one of the biggest reasons people gave was that it wouldn't look good on their social media.

**Catherine** Well, of course, why would you go for a walk in the rain in the country if you couldn't get good snaps for your social media account?

**Neil** Interesting you should say that because it's the topic of this week's quiz question. In the survey, what percentage of people gave the poor social media photo opportunity as their reason for not wanting to **venture out** into the countryside? Was it:

- a) Around 10%,
- b) around 30% or
- c) around 50%?

What do you think?

**Catherine**

To be honest, I don't think that would be a good excuse at all, so I'm going to say it's just 10%.

**Neil** Listen out for the answer at the end of the programme. Annabel Shackleton is from an organisation called Leaf – Linking Environment and Farming. They want to encourage more people to visit the countryside. She recently appeared on the BBC's Farming Today radio programme. She gave her response to the survey we mentioned which revealed that many of us prefer to stay indoors. What does she say a quarter of people in the survey know and believe?

**Annabel Shackleton**

I can't believe that 4 in 10 **millennials** think they should spend more time in the countryside and a quarter of them know and believe that it's much better and easier to relax in the countryside but they're just not going out. It's **phenomenal**.

**Catherine** She was talking about a group in the survey which she called **millennials**. This term refers to people who are young adults now, people who were born in the 1980s and 1990s. Are you a **millennial**, Neil?

**Neil** No, I'm actually **Generation X**, the age group before **millennials**. We were born in the 1960s, 70s and early 80s. Shackleton said that a quarter of **millennials** know and believe that it's better and easier to relax in the country, but they just don't go.

**Catherine** She thought it was **phenomenal**. Now this adjective means that something is incredible, unbelievable. It's often used for something that is positive, something that is very impressive or amazing.

**Neil** In this case though she is using it to say how shocked and surprised she is that people know going out in the country is good and a great way to relax but they still don't do it. So what explanation does she have for this **phenomenal** behaviour. Here's Annabel Shackleton again

**Annabel Shackleton** There are just so many other **distractions** and it's just so easy for people to stay indoors. You know and they're using excuses like they haven't got the right clothing, it's not instagramable, would you believe it? And yes, it's **a shame**.

**Catherine** She said that there are many other **distractions**. A **distraction** is something that takes your attention away from doing something. Usually we think of a **distraction** as something that delays us from doing something more important.

**Neil** These days we have a lot of **distractions** or things that offer us easy entertainment. So it's very easy to come up with an excuse for not taking the time to go outside.

**Catherine** Another very good excuse of course is the weather. It's not a lot of fun to go out if it's cold and pouring with rain.

**Neil** Well, a very wise person once said that there is no such thing as the wrong weather, just the wrong clothing!

**Catherine** True, Neil, but you have to have the right clothing in the first place and if the weather is terrible you might not be able to get good pictures for your Instagram account. They might not be **instagramable**. Now you're not going to

find that word in the dictionary, but you probably know that the suffix **able** means ‘possible’. So put **able** on the end of Instagram and you get **instagramable**.

**Neil** And that brings us neatly back to our question. What percentage of people in the survey said that they wouldn’t go out in the country because they wouldn’t get good pictures for social media? Was it around 10%, 30% or 50%. What did you say, Catherine?

**Catherine** I said 10.

**Neil** And the answer was about 30%!

**Catherine** What is the world coming to?

**Neil** I don’t know what the world is coming to, but we are coming to the end of the programme, so time to review today’s vocabulary.

**Catherine** We started off with **to venture out** somewhere, which simply means to go out somewhere, but usually when the conditions are bad, for example – it was pouring with rain but I still decided **to venture out** to the shops.

**Neil** We heard about **millennials** and **Generation X**. Different age groups, **millennials** are those who became adults in the early 21st century, and **Generation X** are from the previous generation, who became adults in the 1980s and 1990s.

**Catherine** Something **phenomenal** is amazing, surprising and unbelievable.

**Neil** And then we had **distractions** for activities that prevent us from doing more important things.

**Catherine** And one of the biggest **distractions** is social media. Put the suffix **able** onto the end of the name of a social media platform and you create a word that describes something that is suitable for posting, so **instagramable**.

**Neil** [bbclearningenglish.com](http://bbclearningenglish.com) is certainly **instagramable**, **facebookable**, **tweetable** and **youtubable**. You can find us on all those platforms as well as on our website. So do check us out there before joining us again for more 6 Minute English. Goodbye.

**Catherine** Goodbye!

#### **Text 5.4. Free time**

**Receptionist:** Good morning, Brownton swimming pool.

**Tyrone:** Hello, I’d like some information about the water polo club.

**Receptionist:** Yes, of course. We have an under 14s club, an under 16s club, an under 18s club and an adults club. How old are you?

**Tyrone:** I’m 15.

**Receptionist:** OK, so you want the under 16s club.

**Tyrone:** Yes.

**Receptionist:** Just a moment ... yes, we have two places in the under 16s club.

**Tyrone:** When do they train?

**Receptionist:** Let’s see, the under 16s train two evenings a week, on Mondays, no sorry, on Tuesdays

and Thursdays from 6:30 – 8:00pm. And matches are on Saturday mornings.

**Tyrone:** When does the training start?

**Receptionist:** Training starts next week, on September 2nd.

**Tyrone:** OK. And how much are the classes?

**Receptionist:** Classes are free for under 18s.

**Tyrone:** Great! What do I have to do to join?

**Receptionist:** You have to come to the swimming pool and complete a form. You need to bring a photograph too.

**Tyrone:** OK.

**Receptionist:** Can I take your name?

**Tyrone:** Yes, it's Tyrone Williams.

**Receptionist:** OK, thanks, Tyrone.

**Tyrone:** Thanks. Bye.

### **Text 5.5. The weekend**

**Girl:** So, have you got any plans for the weekend?

**Boy:** Yeah, me and my mates are going to this activity centre in the mountains.

**Girl:** Oh, yeah?

**Boy:** You can do all kinds of things. It's a new centre; it sounds great. We're going to go dirtboarding ...

**Girl:** What's that?

**Boy:** It's like skateboarding or snowboarding. You have a board, or deck, to stand on and wheels. They're pretty strong because you go down rough mountain tracks on them. Steep, rough mountain tracks.

**Girl:** Sounds a bit risky. Have you done it before?

**Boy:** No, but I've done similar things. Anyway, we're also going to go canyoning. Before you ask, that's when you jump and swim down a river canyon. You have to use ropes and special equipment. And maybe we'll go white water rafting too.

**Girl:** Phew. It sounds far too difficult to me.

**Boy:** They have lots of things that you could do too. Like zip-wiring, you know when you go along a wire through the trees or down a mountain.

**Girl:** Go down a mountain on a wire!

**Boy:** It's really easy, and exciting too. You just have to hold on and enjoy the ride. Or there's bungee jumping.

**Girl:** Jump off a bridge on a long elastic band! Me? You've got to be joking! Anyway, I'm going away this weekend too, thank you for asking.

**Boy:** I was going to ask. So where are you going?

**Girl:** Paris! I'm so excited!

**Boy:** Paris, wow!

**Girl:** Yeah, it'll be brilliant! We're going to do all the sights, like go up the Eiffel Tower and take a boat along the River Seine and see the old parts of the city. It looks so beautiful in the photos. And then there are all the art galleries. You know how much I like art. I can't wait to go round the Louvre and see all those famous paintings.

**Boy:** I think the famous Impressionist paintings are somewhere else.

**Girl:** Yeah, I know, they're in the Musée d'Orsay. We're going there too. And then I want to go to the Rodin Museum and see that famous statue, you know, The Thinker. And of course, if we're in Paris, we'll have to go shopping. Or look at the shops, at least. And then there's the restaurants. Just think, French food!

**Boy:** You've got a lot planned for one weekend.

**Girl:** Oh, we're going for four days, actually.

**Boy:** Oh, four days, very nice. And who are you going with?

**Girl:** Oh, just a friend.

## **Unit 6 Shopping**

### **Text 6.1. Shopping Centres**

**Dan:** Hello, I'm Dan.

**Rob:** And I'm Rob.

**Dan:** And this is 6 Minute English from the BBC. Last week Alice and I were talking about shopping malls or shopping centres – the large buildings which contain lots of shops and restaurants. And this week Rob and I are talking about shopping centres! So Rob, do you like shopping?

**Rob:** I like quick shopping. I like going in, finding what I want and coming out again.

**Dan:** You don't like hanging around and seeing the shopping centre?

**Rob:** No, I don't. Get out quick.

**Dan:** Well, we spoke to people in shopping centres in London about what they liked about shopping centres. But before we hear from them Rob, I have this week's question for you. The Bullring in Birmingham is the UK's busiest shopping centre, but how many people, on average, visit the Bullring each year? Is it:

a) 27 million

b) 37 million

c) 47 million

**Rob:** I know shopping is very popular so I'll go for 47 million.

**Dan:** OK, we'll see if you're right at the end of the programme. Now there are a lot of shopping centres in the UK, and we went to the Canary Wharf Shopping Complex in East London to talk to some of the shoppers about what they like or dislike about shopping centres. One man compares the experiences of shopping centres with shopping at boutiques on a local **high street**.

**Rob:** The high street is the main shopping street in a town or area; in America they call it '**main street**'. And a **boutique** is a small shop, which usually specializes in fashionable items.

**Dan:** So let's listen to the speaker as he compares shopping in a local high street and a shopping centre; what does he say is the advantage of going to a big shopping centre?

*I love the choice in a big shopping centre; I don't think it replaces localised shopping so a nice boutique in a local high street I think always has a place. But that said if you want a good deal, a good discount, a good sale I think you need to go to a big shopping centre really.*

**Dan:** So the shopper there said he liked the choice of a big shopping centre. It's the place to go if you want a good deal, a good discount or a good sale.

**Rob:** A **discount** is a reduced price – it's when something costs less than normal. A **good deal** means the same – it's when you buy something for a good price.

**Dan:** We have a clip here from another shopper describing shopping centres in the UK. She says they're quite **vast** and open and have a massive variety of shops.

**Rob:** Both **vast** and massive mean very large. So there's a massive variety of shops in the shopping centres.

**Dan:** So let's listen to the clip. What types of restaurant can you find in British shopping centres?

*Shopping centres are usually quite vast and open and full of a massive variety of shops but they're quite standard. So each shopping centre tends to have exactly the same basic shops that you come to expect. You sort of tend to get the same standard restaurants and food outlets as well in shopping centres, so either fast food or slightly more upmarket restaurants.*

**Dan:** She says you get the same standard restaurants in a British shopping centre: either **fast food** or more **upmarket** restaurants.

**Rob:** **Fast food** is what we call anything that can be served and eaten quickly, often from restaurant chains, such as McDonalds, Burger King or Subway.

**Dan:** And what about the **upmarket** restaurants?

**Rob:** **Upmarket** means something of high quality that generally appeals to people from higher social classes. The opposite is **downmarket**.

**Dan:** Of course, not everyone likes shopping centres. Some people say they find them too **crowded**.

**Rob:** Mm, **crowded**, when there are too many people. I agree, particularly at weekends or during the holidays when there are lots of people, a lot of these shopping centres are far too crowded to shop, or walk, or even move!

**Dan:** Rob, we're almost at the end of the programme, so let's go back to today's question. The Bullring in Birmingham is the UK's busiest shopping centre, but how many people visit the Bullring, on average, every year? Is it:

- a) 27 million
- b) 37 million
- c) 47 million

**Rob:** And I said 47 million, am I right?

**Dan:** No! You are not, I am afraid. In fact the Bullring gets around 37 million visitors every year. Europe's largest shopping centre, the Westfield Shopping centre in West London, attracts around 25 million shoppers every year, and in just a few months, a *new* Westfield shopping complex is opening in East London, next to the Olympic site, which may attract even more visitors. So the Brits clearly love to shop, even in these tough economic times.

some of the vocabulary we've heard in today's programme.

**Rob:** OK, we had:

**Boutique**

**High street or main street**

**Discount**

**A good deal**

**Vast**

**Fast food**

**Upmarket**

**Downmarket**

**Crowded**

**Dan:** Thanks, Rob. Why don't you get in touch with us and tell us your favourite place to shop. Do you prefer the big shopping centres or the boutiques on the high street? Do you prefer upmarket venues or downmarket ones? Are shopping centres near you too crowded? And where can you go to find the best discounts or deals?

**Rob:** We would love to know. So, let us know at or leave a message on the BBC Learning English Facebook page.

**Dan:** See you next time!

**Both:** Bye!

### **Text 6.2. Shopping for clothes**

**Shop assistant:** Can I help you?

**Customer:** Yes, have you got this T-shirt in other colours?

**Shop assistant:** We've got it in white, black, red and purple. What size do you want?

**Customer:** Medium.

**Shop assistant:** OK, in medium we've got black and red.

**Customer:** And in purple?

**Shop assistant:** No, just black and red.

**Customer:** OK, red. Can I try it on?

**Shop assistant:** Yes, of course. The changing rooms are over there.*(pause)*

**Shop assistant:** Is it OK?

**Customer:** Yes, I'll take it.

**Shop assistant:** That's £10.95. Would you like to pay by credit card or with cash?

**Customer:** Cash please. Here's twenty.

**Shop assistant:** OK, thanks, that's nine pounds, 5p change and here's your receipt.

**Customer:** Thanks. Bye.

### **Text 6.3. The science of shopping**

**Dan:** Hello, I'm Dan.

**Alice:** And I'm Alice.

**Dan:** And this is 6 Minute English! Today we're talking about shopping. Alice have you ever gone into a shop to buy one thing and come out with several other things as well?

**Alice:** Yes, I have. It happens quite often. And I even bring my own bag, and then find I haven't got enough space in it when I leave the shop.

**Dan:** Because you've just bought so many things. Well, it's quite a common thing, apparently. A lot of people find that they've bought a lot more than they wanted to, and that's often because of the **layout** of the store.

**Alice:** The **layout** – that's the way that something's arranged. So because the shop is laid out in a certain way, people buy more?

**Dan:** That's the theory. The layout of a shop has a large impact on what we buy and how much money we spend. Shops, supermarkets and **shopping malls** are designed to give shoppers a pleasant experience while they shop, and they use specific colours, lighting and designs to get us to buy more.

**Alice:** **Shopping malls** – that's a very American phrase Dan! These are the large buildings with lots of shops and restaurants inside them – what we call in Britain **shopping centres**.

**Dan:** And today's question is all about shopping centres Alice. The South China Mall in China is the world's largest shopping centre. But how many shops does it have? Is it:

a) 800

b) 1,200

c) 1,500

**Alice:** Oh, I'll go for the big one. 1,500 shops

**Dan:** OK, we'll see if you are right at the end of the programme. Now, as I mentioned before, the layout of a shop has a direct influence on how we shop. Apparently if you're in a shopping mall or **department store**, the more **disorienting** it is, the longer you're there, and the more likely you are to spend.

**Alice:** The more **disorienting** it is - that is, it's very confusing, it's difficult to find things in. And a **department store** is a large shop with lots of different departments – different areas – which sell different types of goods.

**Dan:** And if the shopper is confused, or disoriented, they're more likely to forget what they came in for, and might start buying more items. It's what's called **retail anthropology**.

**Alice:** **Retail anthropology**. **Retail** is anything to do with shopping – it means selling goods to the general public. And **anthropology** is the study of humans and human behaviour. So I suppose retail anthropology is the study of how humans go shopping.

**Dan:** That's exactly it. Professor Alan Penn, from University College London, specialises in designing retail spaces. He says a lot of shops have designed their layouts to encourage us to spend more. Here is a clip of him talking about supermarkets; he says they usually keep essential items, such as milk and bread, as far away from the entrance as possible. Why do you think this is?

**Professor Alan Penn, University College London**

*The milk and the bread are usually at the far end of the supermarket. That's not by chance; that's in order to get people to travel the full distance through the store. On the way through, they'll see other things that they may have forgotten they needed and put them into the trolley.*

**Dan:** So, according to Alan Penn, milk and bread are usually as far away from the

entrance as possible, so shoppers have to travel the full length of the store.

**Alice:** And on their way they'll see other items they might like and put them in their trolley. Very clever! What other techniques do shops use to encourage people to spend more Dan?

**Dan:** Ah, now, here's an interesting one: most supermarkets have the section for fruit and vegetables near the entrance. Why do you think that is Alice?

**Alice:** Mm, I don't know. Does it look nice?

**Dan:** Well, let's have a listen to Alan Penn again and we will see if you're right.

**Professor Alan Penn, University College London**

*Fresh fruits are very interesting aspects of the supermarket. It's often near the front; near the entrance. It provides you with a very positive, healthy feeling, atmosphere as you step in through the door.*

**Dan:** Well, you were part right there, Alice. Apparently the fresh fruit provides a positive, healthy atmosphere as you step into the shop – it's more welcoming. So, Alice, it's time to return to today's question: I asked you about The South China Mall which is the world's largest shopping centre. But how many shops does it have? Is it:

- a) 800
- b) 1,200
- c) 1,500

**Alice:** And I made the guess of 1,500.

**Dan:** And you are right, yes. The answer is 1,500 shops. But here is the interesting part; most of these shops are empty! In 2008 over 99 per cent of the shops in the South China Mall were unoccupied which is just bizarre. And there are a few more facts for you about shopping malls. Although the South China Mall is the world's largest shopping mall in terms of shops, the largest mall by area is the Dubai Mall, which over 12 million square feet – around the size of 50 football pitches. It's absolutely huge. Also, eight out of the ten largest shopping malls in the world are in Asia, and there are a lot more 'mega-malls' under construction in China and the United Arab Emirates.

**Alice:** Well, those are very, very big malls, mega malls.

**Dan:** Exactly. Alice, before we go, could you just remind us of some of the vocabulary we've heard in today's programme?

**Alice:** Sure, we had:

**Layout**

**Shopping mall**

**Shopping centre**

**Department store**

**Disorienting**

**Retail**

**Anthropology**

**Dan:** Thanks Alice. I hope you've enjoyed today's programme, and you'll join us again for more 6 Minute English next time.

**Both:** Bye!

#### **Text 6.4. Showrooming and shopping**

**Rob:** Hello and welcome to 6 Minute English with me, Rob.

**Finn:** And me, Finn.

**Rob:** Hello Finn. Well, Happy New Year to you. Here we are in 2014, the festive season is over – so Finn, did all that Christmas shopping **break the bank**?

**Finn:** You mean, did I spend too much money? Well, yes I did, but I put most of it **on plastic** – my credit card – so I'll pay for it next month.

**Rob:** Well, clearly you didn't have enough money to buy me a present! Anyway, today we are talking about shopping and a relatively new style of shopping called **showrooming**.

**Finn:** Yes, showrooming – this is where customers visit shops to see and test products before going online to buy them.

**Rob:** We'll be discussing that soon and looking at vocabulary to do with shopping. But before we do, Finn, you're a man who likes to shop - but do you know which country has the most people who shop online? Is it:

- a) The United Kingdom
- b) The USA
- c) Korea

**Finn:** Well, I know the internet is very big in Korea but I think the USA has more online shoppers.

**Rob:** OK, well, I'll let you know the answer at the end of programme. So today we're talking about how technology is changing the way we shop and how it could spell disaster – or be very bad for – **the high street**.

**Finn:** The high street – this is a term we use in Britain to mean the collection of everyday shops that we normally see in our town centres. Things like shoe shops, newsagents, supermarkets.

**Rob:** We know that the high street is competing with the internet. I buy things like CDs, electrical goods and food online, from the comfort of my home.

**Finn:** Ah but have you ever 'showroomed' before, Rob? That means going to a shop, having a look at something and then going home to buy it online.

**Rob:** Yes, I bought a camera at a **knock-down price** online, although it was from the same **retailer** as the shop that I saw it in. I know I'm not alone in doing this though. Research by a company called *Foolproof*, found 24% of people 'showroomed' while Christmas shopping last year.

**Finn:** And a market research company called TNS found one third of consumers around the world said they used this tactic – or this type of shopping.

**Rob:** Now, although people do it to try and save money, there are other reasons for this too, as we can hear from the Head of Technology at TNS UK, Amy Cashman. See if you can hear what the three reasons are:

**Head of Technology, TNS UK, Amy Cashman:**

*There's basically three main points that this kind of behaviour can overcome. People are short on time, short on money and they want reassurance about the products they are buying. So they use the internet in store and online on their*

*mobile which we found is particularly prevalent, to do things like try and get to the bottom of where they can find a cheaper price elsewhere but also get information, product reviews and also do things like look at store layouts and see where products are so they can go and find them faster.*

**Finn:** So she says there are three main reasons for people to showroom: They are short on time, short on money, and they want **reassurance**.

**Rob:** Yes, reassurance – so they want to know what the product really looks like and they want to be confident they are buying the right thing.

**Finn:** I think that's true, I like to inspect what I am buying. If you go to a shop and look at the real thing, you get a much better idea of what it's like than from a photo on the internet or in a catalogue – but I also want **a bargain** – in other words, the best price.

**Rob:** That's why Amy Cashman said customers sometimes use the internet in store – so in the shop – to 'get to the bottom of' where they can get it cheaper. We could say they use the internet to **shop around**.

**Finn:** That's a good phrase, meaning to look around for the best deal. Using a smartphone is an increasingly popular way to do this.

**Rob:** Smartphones are also useful for getting **product reviews** – these are the kind of opinions or comments about the product.

**Finn:** Yes, and you can also use smartphones to scan the barcodes on the product and compare prices that way.

**Rob:** So it seems **browsing** – that's looking at things to buy – but not actually purchasing something in store – is set to increase. Does this mean the death of the high street, Finn?

**Finn:** I think it will have to adapt or make changes. It could try to compete on price more or offer more **incentives** when you are in the shop.

**Rob:** Incentives – these are things to encourage you to buy the product there and then. Perhaps a discount voucher or a free gift?

**Finn:** And we mustn't forget that buying in a shop means you can get expert advice from the sales assistant and you can get good **aftercare**.

**Rob:** Well, I didn't need expert advice buying my Christmas presents this year.

**Finn:** Oh, why was that?

**Rob:** Well, I bought gift vouchers for everyone! Now Finn, it's time to see if you belong to the nation with the biggest online shoppers. Earlier I asked you if you knew which country has the most people who shop online - is it:

a) The United Kingdom

b) The USA

c) Korea

**Finn:** I said b) The USA.

**Rob:** A good guess but you were wrong. The answer is the UK. I don't know if it means we're the laziest people or just the best bargain hunters! Well, that's it for this programme. Please join us again for 6 Minute English from BBC Learning English.

**Both:** Bye.

### Text 6.5. Online shopping

**Rob:** Hello, and welcome to 6 Minute English from BBC Learning English. I'm joined today by Cath. Hi Cath.

**Cath:** Hello Rob.

**Rob:** Now we're talking about the growing **trend** in online shopping today.

**Cath:** Ah yes, shopping via the internet. That is something I like to do.

**Rob:** OK, well you're not the only person who likes to shop this way. Millions of people choose to shop online and last week saw the biggest day of the year for doing this – it was called Mega Monday. More about that soon but first, I've been looking online to find you a question Cath!

**Cath:** Come on then, what is it?

**Rob:** OK, this week's question is – according to an international survey what is the most popular item that's bought online? Is it:

a) Music – downloaded or on CDs

b) Travel tickets

c) Books

**Cath:** I'm going to go for books I think.

**Rob:** Well, we'll see if you're right at the end of the programme. But now let's talk more about shopping and particularly online shopping.

**Cath:** Yes and you mentioned that last week was Mega Monday or Cyber Monday – the biggest day of the year for online shopping. But people are still going out shopping in high streets and shopping centres.

**Rob:** Yes that's right. When we say **the high street** we mean the main shopping street of the town. These places are actually quite busy at the moment with people Christmas shopping. In the USA, the recent Thanksgiving holiday marked the start of the Christmas shopping season there. The day is also known as Black Friday, where **discounts** are offered in shops – or stores as the Americans call them.

**Cath:** It's called Black Friday because it's the day when shops go from being in the red – so owing money – to being in the black – making a profit because so many people are going out spending money.

**Rob:** But we're still talking about online shopping. And online sales are certainly rising despite the current economic situation. Let's hear from the BBC's Graham Satchell reporting on the affects of Mega Monday on the high street in the UK. How does he describe what's happening to the high street?

#### **Graham Satchell, BBC**

*The high street is really struggling. For the third Christmas in a row, sales are expected to be down, this year by 2.1%. Instead, more and more of us are shopping online. 25% of all Christmas shopping this year will be done over the Internet, up 16% on last year. And Mega Monday is the busiest day, one estimate suggesting there'll be 3,300 purchases a minute.*

**Cath:** So Graham Satchell says the high street is **struggling** – in other words, the shops are finding it difficult to stay in business.

**Rob:** That's because sales are down for the third year in a row. As we heard, a quarter of all Christmas shopping will be done online.

**Cath:** And last week's Mega Monday saw an **estimated** 3,300 purchases every minute. So, those **transactions** must add up to a lot of money spent using credit cards.

**Rob:** Yes and it's tempting and easy for many people to max out their credit cards – in other words spend up to their credit limit!

**Cath:** And it's true that people are becoming more **accustomed** to buying things online.

**Retailers** are making it much easier to buy things over the internet. And we can shop now using gadgets like smart phones and tablet devices so we can buy things easily and instantly. Is that something you've done Rob?

**Rob:** I do it quite regularly on my smart phone. OK, let's hear from some shoppers in the English market town of Newark about whether they prefer shopping on the internet or in the shops:

#### **Vox pops of people in Newark**

*Have done a lot online. I've got a new-born baby, so it's a lot easier, just sitting at home, doing it. It's nice and warm and a lot easier.*

*[What do you like about it?] The variety, the choice, the ease; you can stay at home; you can stay at home and flick on your iPad.*

*I've attempted to do it online, today for the first time. But I like to try things on, I like the atmosphere of going into town and shopping, so I don't think it's my cup of tea.*

**Rob:** So there are some mixed views about online shopping. The first woman thought it was easier - and warmer too because you can stay at home.

**Cath:** Yes, and the second person also thought it was **convenient** but he also mentioned the variety and the choice of things to buy. It's true, you can buy almost anything from your computer.

**Rob:** Ah yes but the final woman mentioned that you can't try on clothes. She liked the atmosphere of going into town and shopping. She used a great phrase – she said, "it's not my cup of tea".

**Cath:** Yes, she means it's just not for her. Well, it suits me Rob so please could you hurry up and give me the answer to that question and then I can get back to a bit more online Christmas shopping.

**Rob:** OK Cath. But will you be making the most popular online purchase? That's the question I asked you – according to an international poll by The Nielsen Company, what is the most popular item that is bought online? Is it:

- a) Music
- b) Travel tickets
- c) Books

**Cath:** I thought it was probably books.

**Rob:** And you are right. Yes. The survey found that 41% of people surveyed bought books online. Clothes, DVDs and airline tickets were among the other popular items. Have you bought any of those online?

**Cath:** Yes, I have. I've definitely bought airline tickets, yes, DVDs – all of those things. I think I do a bit too much online shopping!

**Rob:** It sounds like it! You're very keen! OK Cath, before you get back to your shopping, we've just time for you to remind us of some of the vocabulary that we've heard in today's programme.

**Cath:** OK, we had:

**Trend**

**the high street**

**discounts**

**in the black**

**struggling**

**estimated**

**transactions**

**accustomed**

**retailers**

**convenient**

**Rob:** Thanks Cath. Please join us again for another 6 Minute English very soon.

Bye.

**Cath:** Bye!

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## Навчальне видання

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## **LISTEN AND SPEAK ENGLISH**

*Навчальний посібник для студентів 1-2 курсів ЗВО,  
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