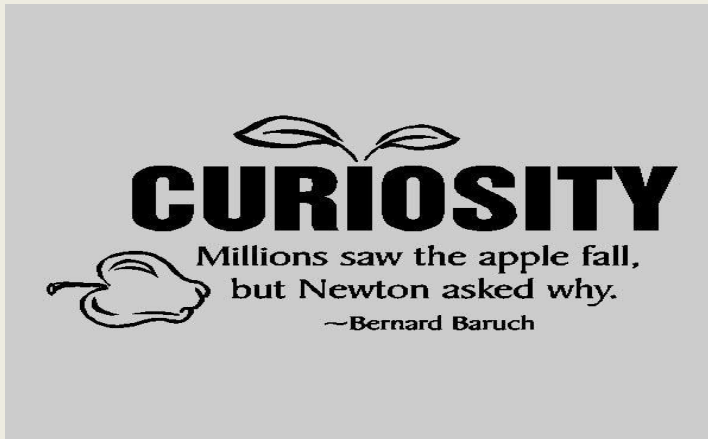


## TOPIC 1: PEOPLE AS INDIVIDUALS: INTELLIGENCE, KNOWLEDGE, SKILLS & ABILITY

### INTELLIGENCE, KNOWLEDGE, SKILLS, ABILITY

**TASK 1A DISCUSSION.** Discuss messages communicated by the following posters.

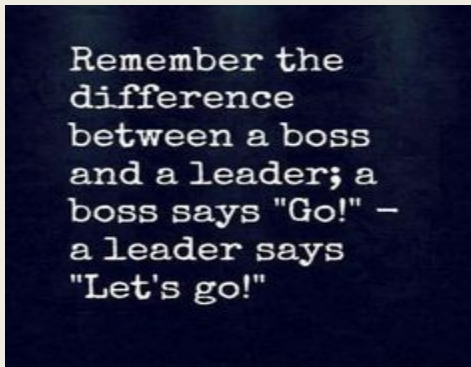
1



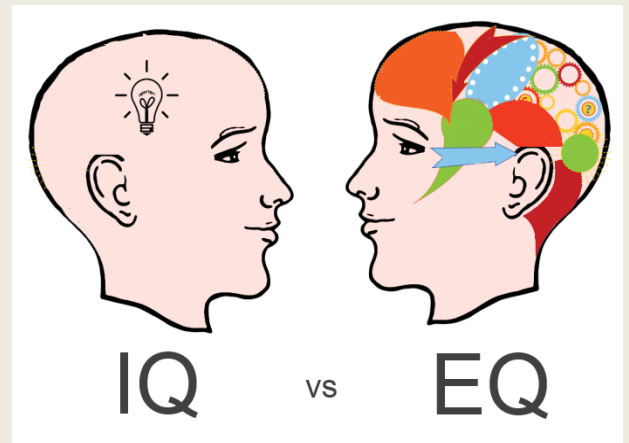
4



2



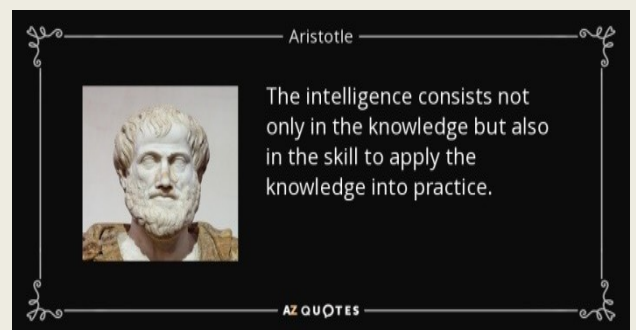
5



3



6



Picture 1 taken from: <https://cz.pinterest.com/pin/509188301597453548/>

Picture 2 taken from: <https://cz.pinterest.com/pin/509188301597453548/>

Picture 3 taken from: <http://tch15.medici.tv/en/live/violin>

Picture 4 taken from: <http://www.ello.org/english/0901/T916-Mari-Ability.htm>

Picture 5 taken from: <http://www.comindwork.ru/weekly/2015-12-21/productivity/intelligence-vs-emotional-intelligence>

Picture 6 taken from: <http://www.azquotes.com/quote/1418963>

## **TASK 2 WHAT MAKES PEOPLE HAPPY**

**TASK 2A** Work in pairs. Find ten different things which make people happy by matching the words and phrases below.

1 being admired	A a loving family
2 being part of	B at school or university
3 doing really well	C by the people around you
4 falling	D do what you feel like
5 having enough money to	E friends
6 having lots of	F in a nice neighbourhood
7 having lots of time to spend	G in love
8 living	H on your hobbies
9 not having to	I sports
10 winning at	J work too hard

*Taken from: Brook-Hart, G. (2008). Complete First Certificate Student's Book with answers. Cambridge: Cambridge University Press, p. 88*

**Answer key: 2A, 3B, 4G, 5D, 6E, 7H, 8F, 9J, 10I**

**TASK 2B** Read the following article and answer the questions below.

### **The Secrets of Happiness**

*Mihaly Csikszentmihalyi has devoted his life to studying happiness. He believes he has found the key.*

<sup>1</sup>I've been fascinated by happiness most of my life. When I was a small boy, I noticed that though many of the adults around me were wealthy and educated, they were not always happy and this sometimes led them to behave in ways which I, as a child, thought strange. As a result of **this**, I decided to understand what happiness was and how best to achieve it. It was not surprising, then, that I decided to study psychology.

<sup>2</sup>On arrival at the University of Chicago fifty years ago, I was disappointed to find that academic psychologists were trying to understand human behavior by studying rats in a laboratory. I felt that there must be other more useful ways of learning how we think and feel. Although my original aim had been to achieve happiness for myself, I became more ambitious. I decided to build my career on trying to discover what made others happy also. I started out by studying creative people such as musicians, artists and athletes because they were people who devoted their lives to doing what they wanted to do, rather than things that just brought them financial rewards.

<sup>3</sup>Later, I expanded the study by inventing a system called '**the experience sampling method**'. Ordinary people were asked to keep an electronic pager for a week which gave out a beeping sound eight times a day. Every time it did so, they wrote down where they were, what they were doing, how they felt and how much they were concentrating. This system has now been used on more than 10,000 people and the answers are consistent: as with creative people, ordinary people are happiest when concentrating hard.

<sup>4</sup>After carrying out thirty years of research, writing eighteen books, I believe I have happiness is quite different from what most people imagine. It is not something that can be bought or collected. People need more than just wealth and comfort in order to lead happy lives. I discovered that people who earn less than £10,000 are not generally as happy as people whose incomes are above that level. This suggests that there is minimum amount of

money we need to earn to make us happy. But below and above **that dividing line**, people's happiness has very little to do with how much poorer or richer they are. Multi-millionaires turn out to be only slightly happier than other people who are not so rich. What is more, people living in poverty are often quite happy.

<sup>5</sup>I found that the most obvious cause of happiness is intense concentration. This must be the main reason why activities music, art, literature, sports and other forms of leisure have survived. In order to concentrate, whether you are reading a poem or building a sandcastle, what you need is a challenge that matches your ability. The way to remain continually happy therefore, is to keep finding opportunities to improve your skills. This may mean to do your job better or faster, or doing other more difficult jobs. As you grow older you have to find new challenges which are more appropriate to your age.

<sup>6</sup>I have spent my life studying happiness and now, as I look back, I wonder if I have achieved it. Overall, I think I have and my belief that I have found the keys to its secret has increased my happiness immeasurably.

Adapted from *The Times*

Taken from: Brook-Hart, G. (2008). *Complete First Certificate Student's Book with answers*. Cambridge: Cambridge University Press, pp. 88-89.

1 What does '**this**' in the first paragraph refer to?

A the writer's decision to study psychology

B the writer's interest in happiness

**C the writer's observations of adults**

D the writer's unhappy childhood

2 What did he consider was wrong with psychology 50 years ago?

A Psychologists were trying to achieve the wrong objectives.

**B Psychologists were using the wrong scientific methods.**

C Psychologists were not making sufficient progress with their experiments.

D Psychologists were carrying out experiments on animals.

3 Why did he concentrate on creative people to begin with?

A They were obviously happier than other people.

B They had greater freedom than other people.

C They had clear aims in life.

**D They did not try to become happy by making money.**

4 The '**experience sampling method**' mentioned in the third paragraph showed in general that

A creative people are happier than ordinary people.

B ordinary people and creative people are equally happy.

C people's happiness depends on who they are with.

**D people are happier when they are very focused on an activity.**

5 What does the writer say about money and happiness?

**A Below a certain level of income, people are not so happy.**

B Poor people are often happier than rich people.

C There is no relationship between money and happiness.

D It is necessary to have money in order to be happy.

6 What is **that dividing line** mentioned in the fourth paragraph?

**A a level below which people do not live so comfortably**

- B a line dividing poor countries from rich ones
- C a line which divides happy people from unhappy people
- D a line dividing millionaires from poor people

7 According to the writer, people concentrate more when they are doing

A something which they find easy.

**B something which they find difficult but possible.**

C something which they find too difficult.

D more and more things all the time.

8 What impression do you have of the writer of the text?

**A He has become happier by studying happiness.**

B He has been unhappy most of his life.

C He has always been a happy person.

D He has only been happy for short times.

*Taken from: Brook-Hart, G. (2008). Complete First Certificate Student's Book with answers. Cambridge: Cambridge University Press, p. 89.*

## **TASK ③ PEOPLE & RELATIONSHIPS**

**TASK 3A** You will hear people talking in 8 different situations. Before you listen, work in small groups. Discuss whether you agree with these statements or not.

Statement 1: When you meet someone for the first time, you form your opinions of them from the things they say to you (not, for example, from their looks or their clothes).

Statement 2: In general, people marry someone quite similar to them rather than someone very different.

Statement 3: Young people nowadays are generally more intelligent than their grandparents were.

Statement 4: Few people are afraid of flying in planes and getting in lifts. More people are afraid of heights.

Statement 5: Everyone sometimes has a dream where they are flying, falling, or running.

**TASK 3B** Work in pairs. Answer the following 6 questions.

1 Do you see yourself as a person who makes a good impression on others easily?

2 When you meet new people do you stick with your first impression of them or are you ready to change your opinion of them later?

3 Do you believe that body language tells you more about people than the actual words they speak?

4 Are there any gestures which are perfectly acceptable in one culture but a complete taboo in others?

5 Do you believe that a secret of a happy marriage is to have a lot of things in common?

6 Do you believe that a secret of a happy marriage is a bit of give and take and consideration for each other?

**RECORDING 1** **TASK 3C** Listen to the recordings and answer the questions 1-2.

1 You hear an expert on a television programme giving advice about meeting people for the first time. What has the most impact?

A how you speak

**B how you look**

C what you say

2 You hear a man and a woman talking about successful marriages. What does the man think is the most important factor in a successful marriage?

A similar personalities

B the same friends

**C similar interests**

*Taken from: Brook-Hart, G. (2008). Complete First Certificate Student's Book with answers. Cambridge: Cambridge University Press, p. 91*

### **TASK 3D** Work in pairs. Answer the following 3 questions.

1 Some people say we are more intelligent than our grandparents because we have better performance in exams and generally we achieve higher scores on intelligence tests. What is your view?

2 Do you have a recurring dream which scares you? What is the best way to get rid of it?

3 What is the best way to get rid of an irrational fear?

### **TASK 3E** Listen to the recordings and answer the questions 3-8.

3 You hear a radio programme in which a psychologist is talking about intelligence. What does she say is improving?

**A our ability to do certain tests**

B our intelligence

C our performance in exams

4 You overhear a student telling a friend about a project on what makes people happy. What does he say makes people happiest?

A becoming rich

**B getting married**

C having children

5 You overhear a man talking about things which frighten people. What frightens him?

A flying

B heights

**C lifts**

6 You hear a girl talking to a friend about her dreams. What does she dream?

**A She' s flying.**

B She' s falling.

C She' s running.

7 You overhear two students talking about a friend. Why do they think she is stressed?

A She hasn' t been sleeping well.

B She' s been working too hard.

**C She' s been having problems with a relationship.**

8 You hear a man and a woman talking about the man's free-time activities. What do they show about his personality?

A He' s friendly and sociable.

**B He' s shy and prefers being alone.**

C He's creative and adventurous.

Taken from: Brook-Hart, G. (2008). *Complete First Certificate Student's Book with answers*. Cambridge: Cambridge University Press, p. 91

## **TASK 4 HUMAN BRAIN – MEN & WOMEN**

RECORDING 2 **TASK 4A** Listen to the recording about the male and female brain. Based on the information from the recording answer the following questions.

1 What is the difference between male and female brain and how does that affect differences in ability between men and women?

2 How much does the average human brain weigh?

**TASK 4B PREPOSITIONS.** Complete the gaps with suitable prepositions.

1 Women are good **at** multi-tasking.

2-3 Women can concentrate **on** a task for longer **without** becoming distracted.

4 He wasn't listening. He was *miles away*.

**TASK 4C VERBS.** Complete the gaps with the correct forms of the following verbs.

**HAVE, PERFORM, RACK**

1 He was **racking** his brain to give the right answer.

2 Men are better at **performing** a single task.

3 Women **have** longer attention spans.

**TASK 4D WORDBUILDING.** Complete the gaps with the correct forms of the words in brackets.

1 He is very **brainy**. (BRAIN)

2 Connections inside the brain are **permanently** fixed. (PERMANENT)

3 You can't make **generalizations** about it. (GENERAL)

4 What is the average **weight** of the human brain? (WEIGH)

Adapted from [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/03/140320\\_6min\\_male\\_female\\_brain.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/03/140320_6min_male_female_brain.shtml)

**TASK 4E** Using between 50-70 words, write a summary of the discussion. Follow a typical summary structure (topic sentence, supporting sentence/s, concluding sentence).

**TASK 5 HUMAN BRAIN - THE NEXT STEP IN HUMAN EVOLUTION**

**TASK 5A** Before you read the text find out what or who a digital native is. Put your definition in the box below.

**TASK 5B** Read the text and find out whether your definition of a “digital native“ matches with the interpretation of the



### phenomenon presented in this article.

Emily Field is a native of a new planet. While the 20-year-old university student may appear to live in London, she actually spends much of her time in another galaxy - in the digital universe of websites, e-mails, text messages and mobile phone calls. The behaviour of Field and her generation, say experts, is being shaped by digital technology as never before. It may even be the next step in evolution, transforming our brains and the way we think.

'First thing every morning I check my mobile for messages, have a cup of tea and then check my e-mails,' says Field. 'I look at Facebook.com, a social networking website, to see if anything has been written on my "wall". I'm connected to about 80 people on that. I'll then browse around the Internet, and if a news article on Yahoo catches my eye, I'll read it.'

'The other day, I went to meet a friend in town, and realised I'd left my mobile phone at home. I felt so lost without it that I panicked and went back to collect it. I need to have it on me at all times. Technology is an essential part of my everyday life. I don't know where I'd be without it.'

That's what makes Emily a 'digital native', someone who has never known a world without instant communication. Her mother, Christine, on the other hand, is a 'digital immigrant', still coming to terms with a culture ruled by the ring of a mobile and the zip of e-mails. Though 55-year-old Christine happily shops online and e-mails friends, at heart she's still in the old world. 'Children today are permanently multitasking - downloading tracks, uploading photos, sending e-mails. It's non-stop,' she says. 'They find sitting down and reading, even watching TV, too slow and boring.'

Are digital natives like Emily charting a new course for human intelligence? Many parents fear that children who spend hours glued to computer screens will end up as zombies with the attention span of an insect. Cyberspace is full of junk, they worry, and computer games are packed with mindless violence. But it need not be like that, say some experts, and increasingly it isn't, as users are able to control the content.

The sheer mass of information in the modern world is forcing digital natives to make choices that those who grew up with only books and television did not have to make. 'Younger people sift more and filter more,' says Helen Petrie, a professor of human-computer interaction. 'We have more information to deal with, and we pay less attention to particular bits of information, it may appear that attention spans are shorter.'

The question, then, is how do digital natives learn to make an informed choice, and what determines the things that interest them? Parents who hope that skills, values and limits are instilled at school may be fighting a losing battle. According to some educationalists, the reason why many children today do not pay attention in school is that they find teaching methods boring compared with their digital experiences. Instead, parameters are increasingly set by 'wiki-thinking', peer groups exchanging ideas through digital networks. Just as the online encyclopaedia Wikipedia has been built from the collective knowledge of thousands of contributors, so digital natives draw on the experience and advice of online communities to shape their interests.

Where is this all leading? Only one thing seems clear: changes propelled by the digital world are just beginning. Indeed, apart from age, one of the differences between the natives and the immigrants is the intuitive acceptance of rapid digital change. Parents may use the Internet as much as their children but what they are not used to doing is upgrading. The younger generation are much more used to replacing old technology. Faster broadband speeds, smaller hardware - innovation is happening at such a pace that what was science fiction a few years ago will soon be fact.



Anecdotally, it seems, a lot of natives in this digital culture are excellent at multitasking, doing several things simultaneously. But nobody knows exactly what the effect will be. 'In a sense, we are running a grand-scale experiment. We're bringing up a whole generation in this totally new environment - without any firm evidence of how they will be affected.'

Adapted from *The Times online*

*Adapted from: Brook-Hart, G. & Haines, S. (2009). Complete CAE. Student's Book with answers. Cambridge: Cambridge University Press, p. 32.*

**TASK 5C** Read the text once again and answer the following questions.

1 Why are the first three paragraphs of the article about Emily Feld?

A She is particularly interested in technology.

B She is a typical university student.

**C She is typical of people of her age.**

2 How would you sum up Emily's relationship with digital technology?

**A She is completely dependent on it.**

B She uses it mainly to support her academic studies.

C It provides her with a good social life.

3 The term 'digital native' is used to refer to someone who

A is inexperienced in using digital technology.

**B has always lived in a digital environment.**

C has yet to come to terms with digital technology.

4 How is Emily's mother different from her daughter?

A She is very uncomfortable using digital technology.

B She rarely uses digital technology.

**C She is still getting used to digital technology.**

5 Some parents worry that continued exposure to digital technology will mean that children will

A become uncontrollable and violent.

B be unable to see the difference between right and wrong

**C lose the ability to pay attention for more than a few seconds.**

6 Educationalists believe that digital natives may be developing their ideas and interests from

A older family members.

B online encyclopedias like Wikipedia.

**C internet contacts of their own age.**

7 What, according to the writer, is the only certainty with regard to the future of digital technology?

**A The world is at the start of the digital age.**

B Children will always be happier with digital technology than their parents.

C Everybody will need to get used to multitasking.

*Adapted from: Brook-Hart, G. & Haines, S. (2009). Complete CAE. Student's Book with answers. Cambridge: Cambridge University Press, p. 33.*

**TASK 6 HUMAN BRAIN - INTELLIGENCE**

**TASK 6A DISCUSSION.** Discuss the following questions.

- Do you believe it is possible to measure a person's intelligence fairly and accurately? Why (not)?
- Even if you believe it is possible, do you think we should measure intelligence?

Taken from: Brook-Hart, G. & Haines, S. (2009). *Complete CAE. Student's Book with answers*. Cambridge: Cambridge University Press, p. 28.

**TASK 6B THINKERS AND THEIR VARIOUS TYPES OF INTELLIGENCE.** There are many types of intelligence. Below are the pronunciation transcripts of nine of them. Transcribe them back.

1 /, eɪ zɪ ' stɛnʃ (ə)l/	= <b>existential</b>
2 /, ɪ ntə(r)' pɜ : (r)s(ə)nəl/	= <b>interpersonal</b>
3 /ɪ ntrə ' pɜ : (r)s(ə)nəl/	= <b>intrapersonal</b>
4 /, ki ni: s' θetɪ k/	= <b>kinaesthetic</b>
5 /li ŋ' ɡ wɪ sti k/	= <b>linguistic</b>
6 /' lɒ dʒ ɪ k(ə)l/ and /, mæθə' mæti k(ə)l/	= <b>logical and mathematical</b>
7 /' mju: zɪ k(ə)l/	= <b>musical</b>
8 /, nætʃ (ə)rə' li sti k/	= <b>naturalistic</b>
9 /' speɪ ʃ (ə)l/	= <b>spatial</b>

Pronunciation transcripts taken from: [www.macmillandictionary.com](http://www.macmillandictionary.com)

**TASK 6C Match the types of intelligence with their descriptions below.**

**Type 1: Logical / Mathematical**

You like to understand patterns and relationships between objects and actions. You are good at thinking critically, and solving problems creatively.

**Type 2: Linguistic**

You think in words and like to use language to express complex ideas. You are sensitive to the sounds and rhythms of words as well as their meanings.

**Type 3: Interpersonal**

You like to think about and try to understand people. You make an effort to cultivate good relationships with family, friends and colleagues.

**Type 4: Naturalistic**

You like to understand the natural world, and the living things that live in it. You have an ability to communicate with animals.

**Type 5: Existential**

You like to think about philosophical questions such as "What is the meaning of life?" You try to see beyond the "here and now" and understand deeper meanings.

**Type 6: Musical**

You tend to think in sounds, and may also think in rhythms of words as well as their meanings.

**Type 7: Spatial**

You tend to think in pictures and can develop good mental models of the physical world. You think well in three dimensions and are good at working with objects.

**Type 8: Kinaesthetic**

You think in movements and like to use your body in skillful and expressive ways. You have an ability to work with your hands.

**Type 9: Intrapersonal**

You spend a lot of time thinking about and trying to understand yourself. You understand how your behaviour affects your relationships with others.

*Adapted from: Brook-Hart, G. & Haines, S. (2009). Complete CAE. Student's Book with answers. Cambridge: Cambridge University Press, p. 28.*

**TASK 6D** Consider what type of a thinker you are. Read again through the nine types of thinkers or intelligences below and choose which type describes you best. Write a text (100-150) which explains why you identify with a particular type (or types) of thinker.

**TASK 7 THE RIGHT SKILLS. HARD AND SOFT SKILLS. EMOTIONAL INTELLIGENCE**

**Hard and soft skills**

For a long time, hard skills, for example skills in technical subjects, were considered the most important skill in business. But more and more people are realizing the importance of soft skills – the skills you need to work with other people, in the case of managers this means to manage people in tactful and non-authoritarian, non-dictatorial ways.

*Adapted from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 26.*

**TASK 7A DISCUSSION. Discuss in pairs.**

- What hard and soft skills do you need for your future job?

Hard skills

Soft skills

### **TASK 7B Read the following text.**

#### **You' ve got the brains but have you got the touch?**

While IQ has traditionally been the means by which we judge someone's abilities and potential, EQ – the E stands for emotional – is the new benchmark for a new world. If you've got it, you are more likely to be powerful, successful and have fulfilling relationships than if you haven't. Emotional intelligence – the ability to understand and control your emotions, to recognize and respond to those of others – is emerging as the single most important and effective business and personal skill of the new century.

At American Express, financial advisers who'd been through emotional intelligence training improved sales by up to 20%, significantly more than the company average. A ten-year study by Sheffield University of over 100 small- and medium-sized UK businesses found that people management was three times as more important as research and development in improving productivity and profitability and six times as important as business strategy.

*Taken from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 26.*

Daniel Goleman, a US science journalist-turned-consultant with a background in psychology, first popularized the notion of emotional intelligence in the mid-nineties. Goleman defines five elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. Sceptics argue that this sounds suspiciously like the old soft skills, in management-course speak, dressed up in a new clothing. But Tim Sparrow, of human performance consultants Buckholdt Associates, points out a crucial difference. “Soft skills training was about interpersonal intelligence – relating to others. Emotional intelligence involves intrapersonal skills – knowing yourself – as well. You can't be interpersonally intelligent if you don't recognize feelings in yourself”.

**TASK 7C GAP-FILLING EXERCISE.** Complete the sentences with the following.

***EMOTIONAL INTELLIGENCE, EMPATHY, INTERPERSONAL, INTRAPERSONAL, PEOPLE MANAGEMENT, SELF-AWARENESS, SELF-REGULATION, SOCIAL SKILLS***

1 If someone is good at persuading others to do things without making them annoyed, they are good at **people management**.

2 More generally, getting along with people and avoiding tactless remarks are examples of **social skills**.

3-5 Knowing your own emotions and feelings is **self-awareness** this is an **intrapersonal** skill. Contrast this with the ability to get along with other people which is an **interpersonal** skill.

6 If you are able to control your own emotions, you have good **self-regulation**.

7 If you are able to understand how other people feel, you have **empathy** with them.

8 The whole area is referred to by Daniel Goleman as **emotional intelligence**. The acronym for the way this is measured is EQ.

*Adapted from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 26-27.*

**TASK 7D WRITING.** Write a description of the soft skills required for your job or a job you would like. Write between 120-140 words.

## 📖 **TASK 8** HAVE YOU EVER HEARD OF PROSOPAGNOSIA 😊?

RECORDING 3 **TASK 8A** Listen to the recording about an unusual mental / medical condition which affects the social lives of its sufferers. Complete the gaps with the words you hear. There is always one word per gap.

In the famous picture 'The Son of Man' there is an **1 apple** floating in front of a man's face.

Prosopagnosia is face-**2 blindness**.

Prosopagnosia is compared to tone-**3 deafness**.

Prosopagnosia is a strange **4 disorder**.

Researchers need to find out whether face recognition has its own private **5 brain** mechanism.

In the experiment volunteers were shown pictures where ten of the pictures were **6 repeated**.

The statement from a website shows the condition has its **7 advantages**.

*Adapted from: Brook-Hart, G. & Haines, S. (2009). Complete CAE. Student's Book with answers. Cambridge: Cambridge University Press, pp. 213-214.*

### VOCABULARY VOCABULARY

to admire sb/sth	/əd' maɪ ə(r)/	obdivovat
ambitious	/æm' biʃ əs/	ambiciózní
actual	/' æktʃ uəl/	skutečný, reálný
appearance	/ə' pi ərəns/	vzhled
appropriate	/ə' prəʊ priət/	vhodný
artist	/' a : (r)ti st/	umělec
*aspiration	/, æspi ' reiʃ (ə)n/	aspirace, ambice
athlete	/' æθli:t/	sportovec
authoritarian	/ɔ : , θɒ ri ' teəriən/	autoritářský
awareness of sth/sb	/ə' weə(r)nəs/	povědomí o
behaviour	/bi ' heɪ vjə(r)/	chování
belief	/bi ' li: f/	názor, přesvědčení
beyond	/bi ' jɒ nd/	mimo, nad rámec, nad míru
brainy	/' breɪ ni/	chytrý (neform.)
breathless	/' breθləs/	bez dechu
(to) bully	/' bu li/	šikanovat, šikanovatel
career	/kə' ri ə(r)/	kariéra, povolání, profese
comfort	/' kl mfə(r)t/	pohodlí, útěcha
to complement sth/sb	/' kɒ mpli mənt/	doplňovat



<i>to concentrate on sth/sb</i>	/ ' kɒ ns(ə)n, treɪ t/	soustředit se na
<i>to congratulate sb on sth</i>	/kən' g rætʃ ū lei t/	blahopřát někomu k
consideration	/kən, si də' rei ʃ (ə)n/	zde: ohleduplnost, ohled na
consistent	/kən' si stənt/	konzistentní, stálý
contributor	/kən' tri bjʊ tə(r)/	příspěvateľ
creative	/kri' ei ti v/	kreativní, tvořivý
<i>to cultivate</i>	/ ' kʌ lti veɪ t/	kultivovat
delighted	/di ' laɪ ti d/	potěšený, nadšený
<i>to devote sth to sth/sb</i>	/di ' vəʊ t/	zasvětit
dictatorial	/, di ktə' tɔ : riəl/	diktátorský
dimension	/daɪ ' menʃ (ə)n/	dimenze
educationalist	/, edjʊ ' keɪ ʃ (ə)n(ə)li st/	edukátor, expert ve
vzdělávání		
effect	/ɪ ' fekt/	účinek, efekt
effort	/ ' efə(r)t/	úsilí
environment	/ɪ n' vai rənmənt/	prostředí
environmental	/ɪ n, vai rən' ment(ə)l/	týkající se prostředí
equal	/ ' i: kwəl/	rovnocenný, rovný
equally	/ ' i: kwəli/	rovnocenně, stejně
experiment	/ɪ k' spɛri mənt/	experiment
evidence	/ ' evɪ d(ə)ns/	důkaz
<i>to fascinate</i>	/ ' fæsi nei t/	fascinovat
<i>to frighten</i>	/ ' fraɪ t(ə)n/	vystrašit, polekat
generalization	/, dʒ en(ə)rəlaɪ ' zeɪ ʃ (ə)n/	zobecnění
<i>to generalize</i>	/ ' dʒ enər(ə)laɪ z/	zobecnit
gesture	/ ' dʒ estʃ ə(r)/	gesto
<i>to get trapped in</i>	/træpt/	uvíznout v
* <i>to glue</i>	/g lu: / lepit,	přilepit, nalepit
happiness	/ ' hæpinəs/	štěstí
hemisphere	/ ' hemɪ , sfi ə(r)/	hemisféra, půlka
hypnosis	/hi p' nəʊ si s/	hypnóza
imbalance	/ɪ m' bæləns/	nerovnováha
immeasurably	/ɪ ' meʒ ərəbli/	nezměřitelně, nepoměrně
impression	/ɪ m' preʃ (ə)n/	dojem
<i>to include sb /sth</i>	/ɪ n' klu: d/	zahrnout
inclusion	/ɪ n' klu: ʒ (ə)n/	zahrnutí, inkluze
income	/ ' i nkʌ m/	příjem
<i>to intimidate</i>	/ɪ n' ti mi dei t/	zastrašovat
<i>to intend</i>	/ɪ n' tend/	zamýšlet, mít v plánu
intentional	/ɪ n' tenʃ (ə)nəl/	záměrný

intonation	/, I ntə' nei ʃ (ə)n/	intonace
inventive	/I n' ventɪ v/	vynalézavý
intuitive	/I n' tju: əti v/	intuitivní
irrational	/I ' ræʃ (ə)nəl/	iracionální
laboratory	/lə' bɒ rət(ə)ri/	laboratoř
leisure	/' leʒ ə(r)/	volný čas, volnočasové aktivity
mechanism	/' mekə, ni z(ə)m/	mechanismus
musician	/mjʊ' zi ʃ (ə)n/	hudebník
observation	/, ɒ bzə(r)' vei ʃ (ə)n/	pozorování
to observe	/əb' zɜ : (r)v/	pozorovat
occasionally	/ə' keɪ ʒ (ə)nəli/	příležitostně
ordinary	/' ɔ : (r)d(ə)n(ə)ri/	obyčejný
outgoing	/' aʊ tɪŋ əʊ I ŋ/	společenský
overall	/, əʊ vər' ɔ : l/	celkově
to overhear	/, əʊ vər(r)' hi ə(r)/	přeslechnout, zaslechnout
pace	/peɪ s/	tempo
peer	/pi ə(r)/	vrstevník, kolega
performance	/pə(r)' fɔ : (r)məns/	výkon, prospěch
permanent	/' pɜ : (r)mənənt/	trvalý, stálý
permanently	/' pɜ : (r)mənəntli/	trvale, stále
perpetrator	/' pɜ : (r)pətrei tə/	pachatel
phenomenon	/fə' nɒ mi nən/	jev
phobia	/' fəʊ biə/	fóbie
poor	/pɔ : (r)/ /pʊ ə(r)/	chudý
to popularize sth/sb	/' pɒ pjʊ ləraɪ z/	popularizovat
poverty	/' pɒ vər(r)ti/	chudoba
progress	/' prəʊ ɡ res/	pokrok, postup
psychologist	/saɪ ' kɒ lədʒ I st/	psycholog
psychology	/saɪ ' kɒ lədʒ I /	psychologie
rational	/' ræʃ (ə)nəl/	racionální
to recognize	/' rekəŋ naɪ z/	rozpoznat, poznat
to recur	/ri ' kɜ : (r)/	opakovaně se vyskytovat,
opakovaně nastávat		zkoumat, výzkum
(to) research	/ri ' sɜ : (r)tʃ /	nahradit
to replace	/ri ' pleɪ s/	výzkumník, vědec
researcher	/ri ' sɜ : (r)tʃ ə(r)/	odolat, odolávat
to resist	/ri ' zi st/	nezlomnost, odolnost, výdrž
*resilience	/ri ' zi liəns/	zdroj
resource	/ri ' zɔ : (r)s/	reagovat na, odpovědět na
to respond to	/ri ' spɒ nd/	

<i>(to)</i> reward	/rɪ ' wɔ : (r)d/	odměnit, odměna
rhythm	/' rɪ ðəm/	rytmus
right	/raɪ t/	právo
row	/raʊ /	hádky
<i>to</i> rule	/ru: l/	ovládat, vládnout
science	/' saɪ əns/	věda
secret	/' si: krət/	tajemství
<i>to</i> shape	/ʃ eɪ p/	dát tvar, ovlivnit
social	/' səʊ ʃ (ə)l/	sociální
<i>to</i> store	/stɔ : (r)/	uchovávat
stressed (out)	/strest/	vystresovaný
sufficient	/sə' fi ʃ (ə)nt/	dostatečný
survey	/' sɜ : (r)veɪ /	průzkum
<i>to</i> survive	/sə(r)' vaɪ v/	přežít
taboo	/tə' bu: /	tabu
temporary	/' temp(ə)rəri/	přechodný, dočasný
<i>to</i> threaten	/' θret(ə)n/	ohrožovat
wealth	/' welθ/	majetek, bohatství
wealthy	/' welθi/	zámožný

## SELECTED PHRASES

acceptance of change	= přijetí změny
attention span	= rozsah pozornosti
<i>to</i> be equally happy	= být stejně šťastný / být šťastný stejnou měrou
below a certain income line	= pod určitou hranicí příjmu
<i>to</i> bring financial rewards	= přinést finanční odměny
<i>to</i> build a sandcastle	= stavět zámek z písku
<i>to</i> carry out research	= provádět výzkum
a challenge that matches your ability	= výzva, která odpovídá vašim schopnostem
<i>to</i> come to terms with	= vyrovnat se s
culture ruled by	= kultura ovládaná
<i>to</i> deal with poverty	= zabývat se, řešit chudobu
educational standards	= vzdělávací standardy
<i>to</i> expand a study	= rozšířit studii

<i>*to</i> fight a losing battle	= bojovat prohranou bitvu
free-time activities	= volnočasové aktivity
<i>*glued</i> to the computer screen	= přilepený na počítačovou obrazovku
<i>to</i> have a row with	= (po)hádat se s
<i>to</i> go to extremes	= jít do extrémů
human resources (HR)	= lidské zdroje
<i>to</i> impose one's will on sb	= nutit někomu svoji vůli
<i>to</i> improve one's skills	= zlepšit si dovednosti
in a sense that	= v tom smyslu, že
intense concentration	= intenzivní soustředění
<i>to</i> invent a system	= vymyslet systém
<i>to</i> live below the living standards of the majority	= žít pod životní úrovní většiny
<i>to</i> live in poverty	= žít v chudobě
<i>to</i> live on a very small income	= žít z velmi malého příjmu
<i>to</i> make money	= vydělávat peníze
on average	= v průměru
power imbalance	= nerovnováha moci
<i>to</i> rack one's brains	= lámat si hlavu
recurring dreams	= stále se opakující sny
research and development	= věda a výzkum
stay-at-home type	= typ člověka, který je rád doma
<i>to</i> take sth/sb for granted	= brát za samozřejmost
things in common	= společné věci
<i>to</i> use wrong scientific methods	= používat chybné vědecké metody
with regard to	= s ohledem na

### RECORDING 1 TRANSCRIPT:

**There is no transcript to this recording.**

### RECORDING 2 TRANSCRIPT:

Finn: Hello and welcome to 6 Minute English from BBC Learning English. I'm Finn and with me is Rob. Hi Rob.

Rob: Hi Finn.

Finn: Rob, I have a question for you. Are you good at reading maps?

Rob: I have to say, I am, I really enjoy reading maps and I understand them well.

Finn: That's interesting. And today we're talking about new research into the differences between men's and women's brains, and looking at some vocabulary about brains and thinking. Now, this research says that men are better at some things, like reading maps.

Rob: Yes, well, I'm good at reading maps and even my wife would agree. She makes me do all the map reading in the car.

Finn: But women are better at other things—like remembering faces. That's according to this research. And before we look at it, I have a question about this incredible and mysterious thing—the human brain. Rob, you're a brainy—that is, an intelligent guy, but how much does the average human brain weigh? Is it:

- a) 1.4 kg
- b) 2.2 kg
- c) 3.6 kg

Rob: I'll have to use my brain for this. I'm really rating my brains—that means to think very hard. Right, well, I think: c) 3.6 kg.

Finn: OK we'll find out if you're right later on. Now this research was by a team from the University of Pennsylvania in the US. They looked at the brains of nearly 1,000 men and women and found they are 'wired differently'.

Rob: Yes, so they are connected in different ways.

Finn: Let's listen to Dr Ruben Gur talking about the connections in each hemisphere—each half or each side of the brain. What's the difference between men and women?

Dr Ruben Gur, University of Pennsylvania: *What we found was that in males, the stronger connections run within each hemisphere, within each half of the brain. In women the stronger connections are between the two sides of the brain.*

Finn: So men have better links—that's stronger connections—inside each half of the brain. So the connections inside the right hemisphere are good, and the connections inside the left hemisphere are good too.

Rob: But women have stronger connections between each side—the links are better going from one side to the other, from left to right. But what does that mean?

Finn: Well, they say these differences might explain why men are better at learning and performing a single task, like cycling or navigating—that's reading maps and finding your way around.

Rob: And it explains why women are often better at multi-tasking—that's doing several things at once.

Finn: The research also showed women are better at remembering words, faces and information about other people, and they also had longer attention spans, that means they could concentrate on a task for longer without becoming distracted. Rob? Rob? Are you there?

Rob: Ah sorry. I was miles away. You might be right, Finn! But not everyone agrees with this research.

Finn: No, Professor Heidi Johansen-Berg from the University of Oxford says the connections inside the brain are not 'hard-wired': in other words, that means they are not permanently fixed and they keep changing.

Rob: She said the brain is very complex –so you can't make generalisations about it - generalisations are statements that are often true but based on a limited amount of information.

Finn: But overall I think it's an interesting idea. We asked our audience on social media what they thought about the study.

Rob: Cremildo from Mozambique said he's a man and agrees with the survey, and he admires his mother who is able to do a lot of things by herself.

Finn: Pen Pae from Thailand says it depends on the individual –she's good at reading maps and multi-tasking –but don't ask her about language or driving.

Rob: And Hana Potki from Iran agrees she said it took her five times to pass her driving test!

Finn: Now Rob, earlier I asked you if you knew how heavy the human brain is, on average:

Rob: And I said c) a heavy 3.6 kg.

Finn: Very very heavy brain and a lot heavier than the average human brain. The answer was in fact a) 1.4 kg. This compares with the average of 7 kg for whales and 1.4 for dolphins. Albert Einstein's brain was only 1.2 kg; that's lower than average, so size isn't everything. Now, Rob, before we go –would you remind us of today's brain-related words?

Rob: Of course. We had:

brainy  
rack my brains  
hemisphere  
navigating  
multi-tasking  
attention spans  
hard-wired  
generalisations

Finn: Great. Thank you Rob. And thanks everyone for listening. Join us again for more 6 Minute English from BBC Learning English.

Rob: Bye.

Finn: Goodbye

*Transcript and recording taken from: BBC LEARNING ENGLISH.*

*[http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/03/140320\\_6min\\_male\\_female\\_brain.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/03/140320_6min_male_female_brain.shtml)*



**RECORDING 3 TRANSCRIPT:**

**There is no transcript to this recording.**