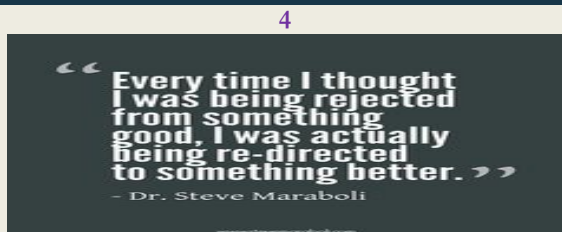
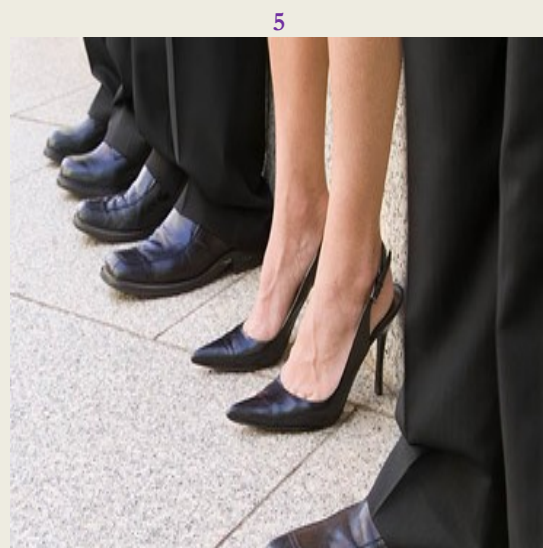
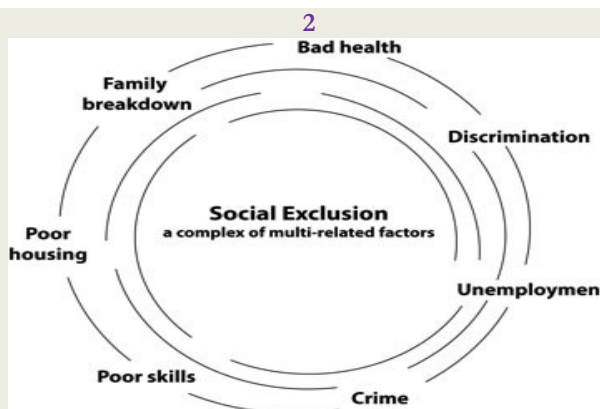


TOPIC 2: PEOPLE AND SOCIETY: SOCIAL ROLES & SOCIAL EXCLUSION

TASK ① SOCIAL ROLES AND SOCIAL EXCLUSION. QUOTATIONS

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



Picture 1 taken from: <http://afineparent.com/positive-parenting-faq/social-exclusion.html>

Picture 2 taken from: <http://mulniviatorganiser.bamcef.org/?p=530>

Picture 3 taken from: <http://www.psych2go.net/social-exclusion-triggers-parts-of-the-brain-associated-with-physical-pain/>

Picture 4 taken from: <https://cz.pinterest.com/pin/221098662934375989/>

Picture 5 taken from: <http://getentrepreneurial.com/archives/who-do-you-think-you-are-how-social-roles-can-determine-success-in-life/>

Picture 6 taken from: <https://www.scientificamerican.com/article/changing-social-roles-can-reverse-aging/>

Picture 7 taken from: <http://lookingforalaskajournals.weebly.com/journal-entry-4.html>

TASK 2 TEAMS

Teams - in some (but not all) situations, task can be achieved more easily by teams with a common purpose, rather than by individuals. Of course, it's important to develop team work through team building so as to get the best from the team.

Adapted from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 24.

There have been defined the following types of team players.

TASK 2A TEAM MEMBERS. Complete the definitions with types of team players.

COMPLETER, CO-ORDINATOR, IMPLEMENTER, MONITOR EVALUATOR, PLANT, RESOURCE INVESTIGATOR, SHAPER, TEAMWORKER

1 the **implementer** = converts the team's plan into something achievable

2 the **co-ordinator** = a confident member who sets objectives and defines team members' roles

3 the **shaper** = defines issues, shapes ideas and leads the action

4 the **plant** = a creative and imaginative person who supplies original ideas and solves problems

5 the **resource investigator** = communicates with the outside world and explores opportunities

6 the **monitor evaluator** = sees all the possibilities, evaluates situations objectively, and sees what is realistically achievable

7 the **teamworker** = builds the team, supports others and reduces conflict

8 the **completer** = meets deadlines, corrects mistakes and makes sure nothing is forgotten.

Adapted from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 24.

TASK 2B Do you work on teams? Say which of the team member role(s) mentioned above is your role and why.

TASK 2C STAGES OF TEAM LIFE. Complete the definitions with stages of team life the typical team goes through.

FORMING, MOURNING, NORMING, PERFORMING, STORMING

1 **forming** = the group is anxious and feels dependent on a leader; the group tries to discover how it is going to operate and what the “normal“ ways of working will be

2 **storming** = the atmosphere may be one of conflict between members, who may resist control from any other person; there may be the feeling that the task cannot be achieved

3 **norming** = at this stage, members of the group feel closer together and the conflicts are forgotten; members of the group will start to support each other; there is increasingly the feeling that it is possible to achieve the task

4 **performing** = the group is carrying out the task for which it was formed; members feel safe enough to express differences of opinion in relation to others

5 **mourning** = the group's work is finished, and its members begin to have pleasant memories of their activities and achievements.

Adapted from: Mascull, B. (2004). Business Vocabulary in Use. Advanced. Cambridge: Cambridge University Press, p. 24.

TASK 2D TEAM LIFECYCLE. Members of a team brought together to work on a design project said the following things. Match them to the stages of the team lifecycle mentioned above. There are always two sentences relating to each stage.

1 We had such a great time working together.

6 We' ll never finish this.

2 We are really making progress now and we get on so well together.

7 Do you remember that time when we worked until 3 am?

3 We are beginning to get to know each other better.

8 I' m new here – I don' t even know what we are supposed to be

4 Who does Jane think she is, taking over and behaving as if she' s in charge?

9 I know we' ve had arguments, but can I help you with this?

5 We need to appoint a leader.

10 I can see what we' re supposed to be doing now.

Adapted from: Mascull, B. (2004). *Business Vocabulary in Use. Advanced*. Cambridge: Cambridge University Press, p. 25.

TASK 3 SOCIAL RELATIONS: BULLYING OR NORMAL COMPETITION?

Bullying has become a common word in businesses in the 21st century. Labour laws and company policies have been used to reduce it. But is bullying just an attempt to give a bad name to what is actually part of human nature?

Taken from: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150108>

TASK 3A Before you listen to the recording, study the following vocabulary. To get the right definitions, match the numbers in the left column with the letters in the right column. Complete the middle column with the Czech translations of the English words or phrases.

English	Czech	Definition
1 traumatised	traumatizovaný	A the strong man in the group who wanted to dominate everybody else
2 to intimidate	zstrašovat	B planned, deliberate
3 helpless	bezmocný	C the way someone interprets something they see or hear
4 to cooperate	spolupracovat	D someone is THIS carries emotional wounds which affect them psychologically
5 alpha male	alfa samec	E to frighten or hurt someone who is smaller or weaker than you
6 human resources, HR	lidské zdroje	F to cause fear in other people
7 intentional	záměrný	G having no power, powerless
8 perception	vnímání	H a feeling that something is wrong or embarrassing in some way
9 stigma	stigma	I to work together for mutual benefit
10 to perceive	vnímat	J the department which hires new employees and keeps information about their life in the company
11 to bully	šikanovat	K to interpret something you see or hear

Definitions adapted from: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150108>

Definition adapted from: www.macmillandictionary.com.

1d, 2f, 3g, 4i, 5a, 6j, 7b, 8c, 10k, 11e

TASK 3B Translate the following into Czech.

to leave somebody traumatized =

1 to intimidate people =

2 to conduct a survey =

3 to experience bullying =

4 to impose your will on sb =

5 to hunt animals for food =

6 the society is evolving =

7 modern companies value cooperation =

8 to store information about =

9 to consider behaviour bullying =

10 to involve power imbalance =

11 perpetrator =

12 an argument between equals =

13 to cause harm =

14 the target feels they are being bullied =

15 perception of the behaviour =

16 being known as a bully is a stigma =

17 alpha males dominate the workplace =

Adapted from: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150108>

RECORDING 1 TASK 3C Listen to the recording and answer the following questions.

1 What is bullying?

2 How did the perception of bullying evolve in the history of humankind?

3 Do you agree with the statement that bullying is a matter of perception?

4 Is it easy to tell your boss that you think their behaviour towards you is not fair?

TASK 3D WORDFORMATION. Complete the gaps with words made from the words in brackets.

1-2 Intimidated people often feel **powerless** and **helpless**. (POWER, HOPE)

3 Is **aggression** part of human nature? (AGGRESSIVE)

4 Bullying is a matter of **perception**. (PERCEIVE)

5 I' m afraid her abusive behaviour was completely **intentional**. (INTENT)

6 H. Guldberg is a **developmental** psychologist. (DEVELOP)

TASK 3E VERBS. Complete the gaps with the correct forms of the following verbs.

AFFECT, CAUSE, CONDUCT, EXPERIENCE, IMPOSE, INTIMIDATE, VALUE

1 The Workplace Buyllying Institute based in the USA **conducted** a survey last year.

2 An increasing number of people **experience**, i.e. are affected by bullying at work.

3 Strong men **imposed** their will by force in the Stone Age.

4 If you **intimidate** people you make them fear you.

5 Victims of bullying end up with emotional wounds which **affect** them psychologically.

6 Bullies sometimes think they are just being competitive, they think they are not **causing** any harm.

7 Bulling is out fashion now as cooperation **is valued** these days.

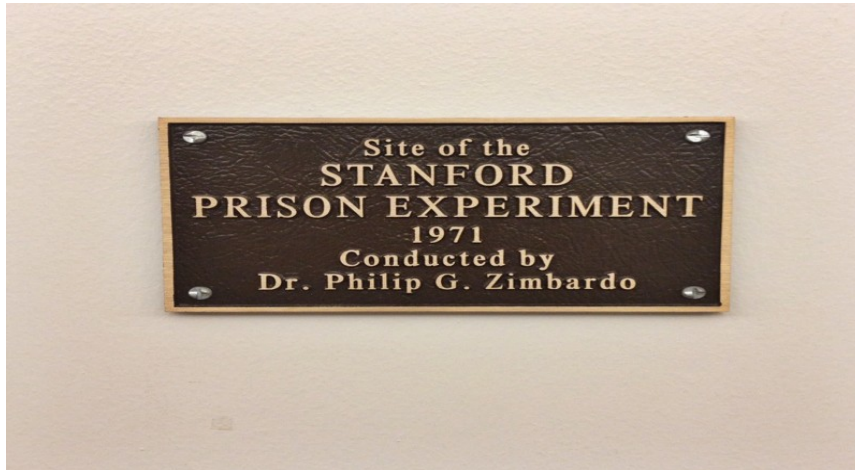
Adapted from: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150108>

TASK 4 PRISON EXPERIMENT

TASK 4A DISCUSSION. In pairs discuss the following.

- An on-duty policeman fines drivers for speeding, but when off-duty he exceeds the speed limit himself. He thinks it is perfectly acceptable to behave differently in different social roles. What is your view?

TASK 4B Use the cue below to find out as much about the topic in question.



Picture taken from:

https://en.wikipedia.org/wiki/Stanford_prison_experiment#/media/File:Plaque_Dedicated_to_the_Location_of_the_Stanford_Prison_Experiment.jpg

The name of the experiment:

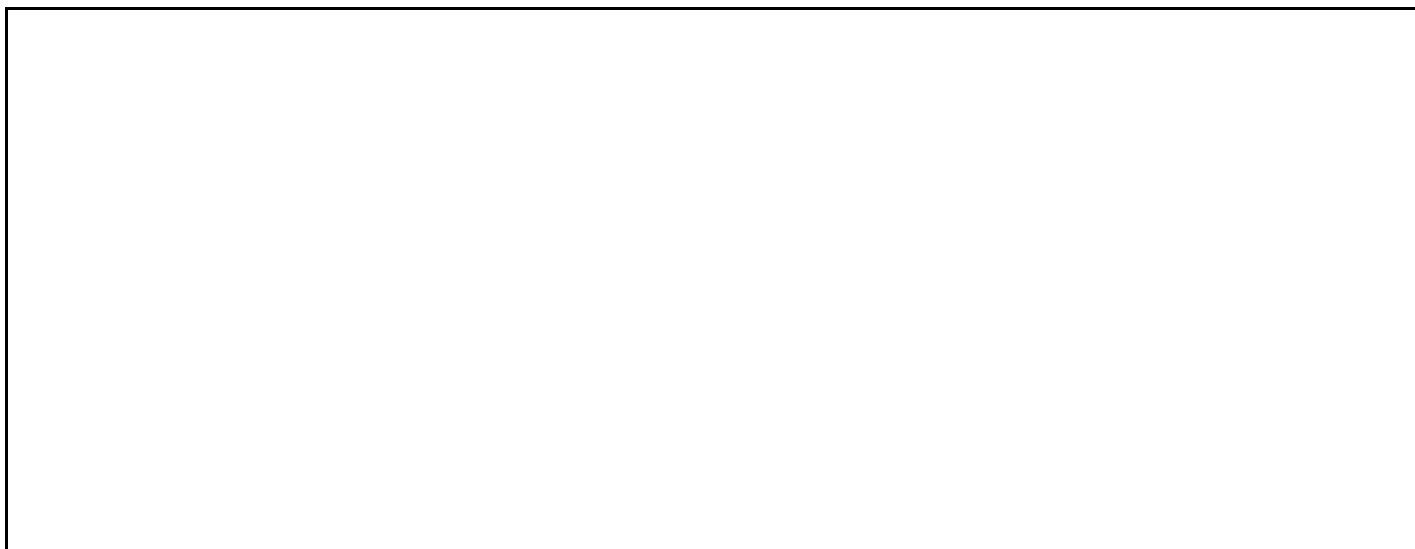
When:

Who (researcher, university):

The purpose of the experiment:

The results of the experiment:

Interesting facts:



TASK 4C DEFINITION MATCHING. Before you listen to the recording, study the following vocabulary. To get the right definitions, match the numbers in the left column with the letters in the right column. Complete the middle column with the Czech translations of the English words or phrases.

English	Czech	Definition
1 to harass	obtěžovat	A to let someone leave the place where they have been kept
2 right	právo	B to oppose or fight against something or someone
3 *to curtail	krátit	C someone who behaves in a way that most people do not consider normal or morally correct
4 surveillance	dozor	D someone who is in prison because they have committed a crime
5 to resist	odolávat	E to reduce or limit something, especially something good
6 deviant	odchylující se	F someone whose job is to look after a prison and prisoners, so that prisoners do not cause damage, steal anything, or escape
7 to plead	prosit, urgovat, plédovat	G to keep annoying or upsetting someone, for example, by criticizing them, attacking them, or treating them in a way that is offensive to them
8 convict	trestanec, odsouzenec	H to make a copy of someone's fingerprints
9 to fingerprint	identifikovat dle otisků prstů	I the process of carefully watching a person or place that may be involved in a criminal activity
10 prison guard	bachař	J something that you are legally or morally allowed to have
11 to release	propustit	K to ask for something in an urgent and emotional way

Definitions adapted from: www.macmillandictionary.com

1g, 2j, 3e, 4i, 5b, 6c, 7k, 8d, 9h, 10f, 11a

RECORDING 2 **TASK 4D** Listen to a recording about a prison experiment. Complete the gaps with the words you hear. The number of words is indicated in brackets.

A:so they **1. were fingerprinted (2 WORDS)**, given a uniform and so on, just as if they were convicts in a real prison.

B: But how did the researchers choose the pretend convicts and prison guards?

A: They simply put an advertisement in a newspaper asking for **2. male volunteers (2 WORDS)** to take part in a psychological study of prison life. The ones they selected were the ones they reckoned were the most mentally and physically stable, and the most mature, actually the majority were middle class students.

B: And did they get any money for it?

A: Well, they were supposed to get 15 dollars a day for the two week period, and the ones that were selected to be prisoners were warned that they could expect to be **3. under surveillance (2 WORDS)**, they might be harrassed, and they might have some of their basic rights curtailed during imprisonment.

B: Not sure I would have agreed to do something like that, especially for two weeks.

A: Well, in fact already within two days there was a rebellion, which the guards put down so severely that one prisoner begin crying uncontrollably and screaming, and only after one day he had to be released and soon three others followed.

B: So the guards really got into playing the part?

A: Yeah, in fact as the time passed, some of the guards seemed to derive great satisfaction from **4. exercising power (2 WORDS)** and acting really sadistically. They became more and more forceful and violent each day, despite the fact that most prisoners by this time had given up resisting. The guards even changed their mannerisms, like they began swaggering around and the prisoners too began slouch and keep their eyes fixed on the ground.

B: God, it sounds so dehumanising. So then what happened?

A: Well, it was actually the chief researcher's girlfriend who **5. put a stop to (4 WORDS)** the whole thing. She'd gone to the prison to help out interviewing the prisoners and she was so appalled and upset by what she saw that she **6. pleaded with him (3 WORDS)** to stop the experiment.

B: Well, did the experiment prove anything after all this?

A: Yeah, I suppose it did. I mean the people who took part were supposedly **7. decent human beings (3 WORDS)** with a good moral sense, I mean not deviants at all. So the researchers put down what happened to the environment.

B: Yeah, but **8. to a certain extent (4 WORDS)** I suppose the guards were just acting like they supposed guards would act, I mean that's how we all see guards, isn't it, as kinds of violent unthinking robots.

A: Yes, yes, but that doesn't explain why the prisoners reacted so badly, I mean after all they knew that it was an extended piece of role-playing.

B: Well, all I can say is I hope I never end up in a prison.

Adapted from: Walwork, A. (1997) Discussions A-Z Advanced. Cambridge: Cambridge University Press, p. 46.

TASK 4E Based on the information from the recording answer the following questions.

- 1 How were the participants found and selected?
- 2 How was the experiment supposed to last?
- 3 What happened after two days?
- 4 How did the "guards" behave?
- 5 Why was the experiment stopped?
- 6 What did the experiment prove?
- 7 What other explanation is there for the guards' behaviour?

TASK 4F WORDFORMATION. Complete the gaps with the words made from the words in brackets.

1-2 The guards put down the rebellion so, severely that one **prisoner** started to cry **uncontrollably**. (PRISON, CONTROL)

3 After the rebellion some prisoners became **submissive**. (SUBMIT)

4-5 The **mentally** and **physically** stable candidates were chosen for the experiments. (MENTAL, PHYSICAL)

6 In the end the **researchers** had to intervene in the experiment. (RESEARCH)

7 The volunteers knew they life would change during **imprisonment**. (PRISON)

8-9 They acted **sadistically** although they knew that this was just an **extended** piece of role-playing. (SADIST, EXTENT)

TASK 5 SOCIAL EXCLUSION AND WHY IT MATTERS

TASK 5A DISCUSSION. Discuss the following questions.


- 1 Have you ever experienced exclusion? If so, what kind?
- 2 How closely should teachers monitor for possible exclusion (of any kind for any reasons) of (a) certain pupil(s)/student(s) by the rest of the group?
- 3 What coping mechanisms should children be taught at school?

TASK 5B The presenter of the video titled “Social exclusion and why it matters” from a TEDx event mentions a number of aspects which contribute to social exclusion.

- 1) Look at the slide 1 which the presenter uses and speculate on how it might used to explain social exclusion and inclusion.

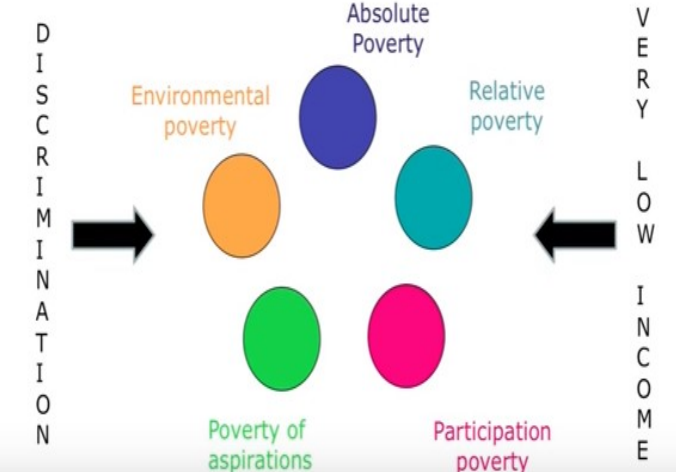
1

Inclusion and exclusion...



2

What is social exclusion?



Pictures taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

- 2) Look at the table below which describes components of social exclusion as perceived by the presenter. Work in groups of 3, each group will choose and further specify one of the following aspects which contribute to social exclusion.

Environmental poverty	Poverty of aspirations	Participation poverty

--	--	--

TASK 5C Before you watch the recording study the following vocabulary and say how they might be related to the the information communicated by slide 2 above and the overall expected message of the presentation.

to be at a risk of social exclusion	gender pay gap regardless of whether you have a degree or not	below a certain income line	to live below the living standards of the majority	to participate in social and economic activities
to feel powerless	educational attainment	damp, unusable parts of the house	*resourcefulness, *resilience	unique attributes people bring to society

Adapted from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 3 **TASK 5D** Watch the FIRST PART and say whether the following statements are true (T) or false (F). Justify your choice.

1 Viki Butler works with people that are at a risk of social exclusion. T/F (**true**)

2 She one pound coin to say social inclusion is the responsibility of the state. T/F (**false**, social exclusion and inclusion are two sides of the same coin)

3 Discrimination, low income and disability are three main factors contributing to social exclusion. T/F (**false**, she does not mention disability)

4 The number 50% in Wales refers to women out of work. T/F (**false**, the number of single parents living in poverty in Wales, almost all of them are women, and they are in work as well as out of work)

5 The amount of £310 in Wales refers a gender pay gap per month between women and men. T/F (**true**, plus this is regardless of whether you have a degree or not. It works out as £2 difference per hour)

6"?" refers to groups of people on whom no statistics is collected at a national level. T/F (**true**, it refers to the lesbian and gay, bisexual and transgender (LGBT) people. We know that they experience discrimination but we don't collect statistics on it at a national level)

7 Discrimination is a predictable social phenomenon. T/F (**true**, These numbers are high and show that discrimination and poverty do not happen randomly through society. It's not something that comes along and picks out individuals who aren't trying their hardest or aren't up to scratch. It affects groups, and it it affects numbers to such an extent, then it suggests that our social system discriminates on a very very patterned basis)

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 4 **TASK 5E** Watch the **SECOND PART** of the video and answer the questions.

8 What is absolute poverty?

– income line below which people are facing major survival situations like food and shelter. Generally we hear about absolute poverty in terms of people living on 2 dollars a day or under and that's a term that we use globally

9 What is relative poverty?

- people living on low income relative to the majority population of the country within which they live, it is relative, but you are living well below the living standards of the people around you within the same society*
- 60% of the median/average*

10 What is participation poverty?

- when people experience social discrimination, if you have very low income, you are much less likely to participate in economic activities but also in social activities and having hobbies, social activities – having a day out, going out for a family meal, being able to follow your hobbies, you cannot participate in these and this is on a long-term basis, it's an extended experience*
- the thing is that we tend to make decisions in our lives either through our workplace or through our social activities, you can feel quite powerless if you don't have those*

11 What is poverty of aspirations?

- it's about educational attainment, also what you believe about yourself, what you are capable of*
- how do children perceive their participation in society, where they see their place? – the answer of a 7-year old: "there is no point in having dreams, because nothing comes true anyway", and that is the most stark point of aspirational poverty*

12 What is environmental poverty?

- in Wales it is about people's physical environment, it can be seen in the quality of your housing, the difference in our house statistics, in the upkeep of your communities*
- the presenter was doing some research with families with disabled children in East Wales and for some of them, the hardest thing which they were facing was the environmental poverty due to their housing where the housing was so damp that they could not actually use some rooms, so their house was pretty much unusable in parts*

Now the discrimination and very low income push people to be in circles and it's a few circles at the same time, and it's a vicious circle (she does not say that).

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 5 **TASK 5F** Watch the **THIRD PART** of the video and answer the questions.

13 What kind of microactivity does the speaker use with her audience to discuss social exclusion?

- *I want you to take a minute to think for a moment about time when you were excluded, just personally, in your life, reflect back, to that point when someone didn't let you join in, someone didn't listen to you, you were not valued and you were shut out. I want you to take a minute and think about what that felt like for you personally and also how you felt towards people who were doing that to you. Now, I can guess, that you didn't feel valued, you didn't feel empowered and I also guess that you might have felt quite alone, quite angry, resentful, or just wanting to get out of that situation. So, there is no surprise, that when we talk about social exclusion, there is a bit of negativity, because moving from the personal experience to the social experience., it is the same emotional feeling*

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 6 **TASK 5G** Watch the **FOURTH PART** of the video and answer the questions.

14 What are the consequences of social exclusion? What are the **negative** and **positive** coping mechanisms?

- *negative behaviour: crime, drugs (substance misuse), mutual disrespect*

- *negative emotions – social isolation, depression, low confidence, anger*

- *positive coping mechanisms: elephant in the room, in other words, it is about the perspective which you are taking, the presenter has done research with older people, with people with learning difficulties, young children, black and Asian communities, all these very diverse groups of people, all these people are at risk of social exclusion*

15 What are the consequences of social exclusion? The presenter mentions **three positive coping mechanisms**. Complete the gaps with the words you hear. There is always one word per gap.

To discuss **1 resourcefulness** the presenter first says that there is a widely accepted notion a holiday being a social **2 norm**. Then she mentions a case of a poor father of four children who able to arrange a day out on the **3 beach** for them and present the experience to them as a proper holiday.

To discuss the issue of **4 resilience** the presenter talk about a man who moved to hospital care at the age and was leaving hospital in his fifties to live **5 independently** although he was told all his life he would need a 24 hour **6 support**.

Finally, the presenter insisted people should be treated as **7 gifts** because people simply bring **8 unique** attributes to their **9 social** relationships

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 7 **TASK 5H** Watch the FIFTH PART of the video and answer the questions.

16 Why there should be social inclusion? Name reasons given by the presenter and specify them.

- *mutual feel good factor*
- *financial costs – exclusion costs society more*
- *social cost - divided society, mutual disrespect and distrust, fears through media*
- *selfishness☹ – ¼ of us will have a mental health problem or some kind of difficulty in our lives, only 17% of disabled people were born with their disability, we can develop any illness any time, at any point we could lose our jobs*
- *rights – there is criticism that people perhaps have too many rights, but rights were an integral part of ancient civilizations, such as the Ancient Greece, women´s right in the 18th century, etc..... we´ve always had concepts of fairness and ways of being with each other through history*
- *morality – it´s the right thing to do to treat people with respect*
- **WE ARE MISSING OUT: PERSONALLY AND SOCIALLY**

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

RECORDING 8 **TASK 6I** Watch the SIXTH PART of the video and answer the questions.

17 For what purpose does she use the analogy with the goats?

- *social values – goats are interdependent animals, I have a goat and they don´t get on well by themselves*
- *the idea of co-dependence – questions our notion of independence, I don´t know where we get this idea that we are independent people. I am quite co-dependent on my friends, on my work colleagues, I´ve been very co-dependent on my family. And I think we are all co-dependent, we all need support, some of us need support more than others and some of us need more support in certain times of our lives, when my child was very little I was really grateful for all the support I had in my life, I felt it was really quite difficult*
- *if we are co-dependent, that puts a stress on being independent, because being independent is actually a bit of a social myth*

Video taken from: <https://www.youtube.com/watch?v=0r2BNV3VElc>

VOCABULARY

to achieve	/əˈtʃi:v/	dosáhnout něčeho
actual	/ˈæktʃ uəl/	skutečný, reálný
*aspiration	/, æspɪ ˈ reɪ ʃ (ə)n/	aspirace, ambice
*to attribute sth to sth	/əˈ trɪ bjʊ: t/	připisovat něco něčemu
*attribute	/əˈ trɪ bjʊ: t/	atribut, znak
awareness of sth/sb	/əˈweə(r)nəs/	povědomí o
behaviour	/bi ˈ heɪ vjə(r)/	chování

belief	/bɪ'li:f/	názor, přesvědčení
(<i>to</i>) bully	/'bʊli/	šikanovat, šikanovatel
career	/kə'reɪ(r)/	kariéra, povolání, profese
complaint	/kəm'pleɪnt/	stížnost
convict	/kən'vɪkt/	odsouzenec
creative	/kri'eɪtɪv/	kreativní, tvořivý
* <i>to</i> curtail	/kɜ:(r)'teɪl/	krátit
delighted	/dɪ'laɪtɪd/	potěšený, nadšený
development	/dɪ'veləp'mentl/	vývoj
developmental	/dɪ'veləp'ment(ə)l/	vývojový
deviant	/'di:vɪənt/	deviant
disability	/,dɪsə'bɪləti/	postížení
disabled	/dɪs'eɪb(ə)ld/	mající postížení, osoba
postížená		
<i>to</i> discriminate against sb/sth /	dɪ'skrɪmɪneɪt/	diskriminovat
environment	/ɪn'vaɪrənmənt/	prostředí
environmental	/ɪn'vaɪrənmənt(ə)l/	týkající se prostředí
equal	/'i:kwəl/	rovnocenný, rovný
equally	/'i:kwəli/	rovnocenně, stejně
<i>to</i> exclude sb/sth	/ɪk'sklu:d/	vyloučit
exclusion	/ɪk'sklu:ʒ(ə)n/	vyloučení
<i>to</i> fingerprint	/'fɪŋgə(r),prɪnt/	sňat otisky prstů
<i>to</i> frighten	/'fraɪt(ə)n/	vystrašit, polekat
gender	/'dʒendə(r)/	pohlaví (pojem dle společenských věd)
gesture	/'dʒestʃə(r)/	gesto
guard	/gɑ:(r)d/	stráž
<i>to</i> harass	/'hærəs/	obtěžovat
imbalance	/ɪm'bæləns/	nerovnováha
<i>to</i> impose	/ɪm'pəʊz/	vnutit, uvalit
<i>to</i> include sb /sth	/ɪn'klu:d/	zahrnout
inclusion	/ɪn'klu:ʒ(ə)n/	zahrnutí, inkluze
income	/'ɪnkʌm/	příjem
<i>to</i> intimidate	/ɪn'tɪmeɪd/	zастраšovat
<i>to</i> intend	/ɪn'tend/	zamýšlet, mít v plánu
intentional	/ɪn'tenʃ(ə)nəl/	záměrný
intonation	/,ɪntə'neɪʃ(ə)n/	intonace
mechanism	/'mekə,nɪz(ə)m/	mechanismus
musician	/'mjʊzɪʃ(ə)n/	hudebník
observation	/,əbzə(r)'veɪʃ(ə)n/	pozorování
<i>to</i> observe	/əb'zɜ:(r)v/	pozorovat
occasionally	/'əkeɪʒ(ə)nəli/	příležitostně
ordinary	/'ɔ:(r)d(ə)n(ə)ri/	obyčejný
overall	/'əʊvər'ɔ:l/	celkově
<i>to</i> participate in sth	/pɑ:(r)'ɪsɪpeɪt/	participovat, účastnit se
participation in	/pɑ:(r)'ɪsɪ'peɪʃ(ə)n/	účast na
<i>to</i> perceive	/pə(r)'si:v/	vnímat
perception	/pə(r)'sepʃ(ə)n/	vnímání
performance	/pə(r)'fɔ:(r)məns/	výkon, prospěch
permanent	/'pɜ:(r)mənənt/	trvalý, stálý
permanently	/'pɜ:(r)mənəntli/	trvale, stále
perpetrator	/'pɜ:(r)pətreɪtə/	pachatel
phenomenon	/fə'nɒmɪnən/	jev
phobia	/'fəʊbiə/	fóbie

<i>to</i> plead	/pli:d/	urgovat, plédovat, prosit
poor	/pɔ : (r)/ /pʊ ə(r)/	chudý
poverty	/' pɒ və(r)ti/	chudoba
powerless	/' paʊ ə(r)ləs/	bezmocný
progress	/'prɒʊgres/	pokrok, postup
psychologist	/saɪ'kɒlədʒɪst/	psycholog
psychology	/saɪ'kɒlədʒɪ/	psychologie
rational	/'ræʃ(ə)nəl/	racionální
<i>to</i> recognize	/' rekəg naɪ z/	rozpoznat, poznat
<i>to</i> release	/'ri:li:s/	propustit
(<i>to</i>) research	/'ri ' sɜ : (r)tʃ /	zkoumat, výzkum
researcher	/'ri ' sɜ : (r)tʃ ə(r)/	výzkumník, vědec
<i>to</i> resist	/'ri:zɪst/	odolat, odolávat
*resilience	/'ri ' zi liəns/	nezlomnost, odolnost, výdrž
resource	/'ri:zɔ:(r)s/	zdroj
*resourcefulness	/'ri ' zɔ : (r)sf(ə)lnɪs/	vynalézavost
<i>to</i> respond to	/'ri:spɒnd/	reagovat na, odpovědět na
(<i>to</i>) reward	/'ri ' wɔ : (r)d/	odměnit, odměna
right	/'raɪt/	právo
social	/'səʊʃ (ə)l/	sociální
<i>to</i> store	/stɔ:(r)/	uchovávat
surveillance	/sə(r)'veɪləns/	dozor
survey	/'sɜ : (r)veɪ /	průzkum
<i>to</i> survive	/sə(r)'vaɪv/	přežít
taboo	/'tə: bu: /	tabu
target	/'tɑ : (r)gɪ t/	zde: cíl, terč agrese
temporary	/'temp(ə)rəri/	přechodný, dočasný
<i>to</i> threaten	/'θret(ə)n/	ohrožovat
victim	/'vɪktɪm/	oběť

SELECTED PHRASES

absolute poverty vs. relative poverty	= absolutní vs. relativní chudoba
<i>to</i> be able to stand up to social exclusion	= být schopen postavit se sociální exkluzi
<i>to</i> be at a risk of social exclusion	= být vystaven nebezpečí společenského vyloučení
<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> carry out research	= provádět výzkum
coping mechanism (to cope with sth, to cope with poverty)	= kompenzační mechanismus, mechanismus zvládnání
damp, unusable parts of the house	= vlhké nepoužitelné části domu
<i>to</i> deal with poverty	= zabývat se, řešit chudobu
disabled children	= postižené děti
developmental psychologist	= vývojový psycholog
developmental psychology	= vývojová psychologie
educational standards	= vzdělávací standardy
<i>to</i> feel excluded	= cítit se vyloučen
<i>to</i> feel powerless	= cítit se bezmocný
<i>to</i> feel resentful	= cítit se rozmrzelý
gender pay gap regardless of whether you have a degree or not	= rozdíly v platech mezi muži a ženami bez ohledu na vysokoškolské vzdělání
<i>to</i> impose one's will on sb	= nutit někomu svoji vůli

to improve one's skills	= zlepšit si dovednosti
labour law	= pracovní právo
to live below the living standards of the majority	= žít pod životní úrovní většiny
to live in poverty	= žít v chudobě
to live on a very small income	= žít z velmi malého příjmu
to make money	= vydělávat peníze
to participate in economic and social activities	= účastnit se ekonomických a společenských aktivit
research and development	= věda a výzkum
unique attributes people bring to society	= unikátní atributy, které lidé společnosti přinášejí

RECORDING 1 TRANSCRIPT:

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

Neil: Hi there, Rob!

Rob: Today we are talking about a very serious topic: bullying. And you're going to learn some vocabulary related to this topic.

Neil: It's a serious matter because it can leave people traumatised.

Rob: Traumatised, it means, they end up with emotional wounds which affect them psychologically. Bullies want to intimidate people.

Neil: To intimidate, in other words, to make people fear them. Yes, it does make people feel they can't help themselves - they're powerless. They feel helpless.

Rob: Unfortunately, bullying has been increasing in the workplace in spite of laws against it. Let's go for some figures. Are you ready for a question, Neil?

Neil: Yes, I am.

Rob: The Workplace Bullying Institute based in the US conducted a survey last year. How much of the American workforce has experienced bullying at work? Was it:

a) 7%

b) 27%

c) 47%

Neil: Well, I don't know but I'm going to go for 27%.

Rob: OK. I'll give you the answer by the end of the programme.

Neil: I'm very keen to know, Rob. Intimidating people is a bad thing but some might say that, well, aggression is part of human nature.

Rob: Yes, that's an interesting point, Neil. I can imagine big strong men imposing their will by force in the Stone Age, but behaving this way now probably isn't a good idea. The California-based anthropologist Christopher Boehm explains. Listen and then tell me: what made bullying go out of fashion?

Christopher Boehm, Anthropologist at the University of California, US: *About a quarter of a million years ago, humans began to hunt zebras and antelope. And they had to cooperate to do so because their weapons were rather primitive and they did not want alpha males to be dominating the carcass after it was killed. So the thing that everyone else did was to start killing alpha males. Bullies simply were not tolerated.*

Neil: Ah, people had to cooperate with each other - in other words, to work together for their mutual benefit. They were hunting animals for food.

Rob: Yes, and nobody wanted the alpha male - the strong man in the group who wanted to dominate everybody else - to take all the meat for himself.

Neil: So about 250,000 years ago, when human society was evolving, people realised it wasn't good for the community to have a bully around.

Rob: No. So if we make a big jump in history and back to the 21st century, well, modern companies value cooperation. People's wellbeing matters too.

Neil: That's right. Many countries have laws against bullying which is part of the companies' human resources policy.

Rob: Human Resources - also known by the initials HR - is the department which hires new employees and stores information about their career at the company.

Neil: And what sort of behaviour is considered bullying in the civilised world?

Rob: That's what Helene Guldberg is about to explain to us. She's a specialist in developmental psychology. What's the main thing that defines bullying?

Helene Guldberg, developmental psychologist: *Something that is intentional on the part of the perpetrator; it has to involve some kind of power imbalance, so it's not an argument between equals, and it's something that is repetitive. So it's not a one off rage by one person against another. The intent is to cause harm, which can be psychological or physical.*

Rob: To be considered bullying, the behaviour has to be intentional, which means it has to be planned or deliberate.

Neil: And also has to happen many times and involve power.

Rob: Yes, indeed. One person has to have more power than the other.

Neil: You know, Rob, this idea of intention is very important, because some people are just more confident and demanding than others. They might say that they didn't mean to cause any harm. They don't mean to bully anyone.

Rob: Yes. But it can be interpreted differently. Darren Treadway, at the State University of New York, studied bullying in the workplace. He uses a word which means the way someone interprets something they see or hear. Which word is it?

Darren Treadway, at the State University of New York, US: *At the end of the day, if the target feels as if they're being bullied, the corporation needs to make sure they're addressing that feeling. If you're the supervisor who's... your subordinate says that they're being bullied by you or abused by you, while you may not feel you're doing that, it's your responsibility as a communicator to make sure that they are getting the accurate perception of your behaviour. Being known as a bully is a stigma that nobody in a corporation wants.*

Neil: It's perception. According to Darren Treadway, bullying is a matter of perception - the way some action is interpreted by a person, in this case, a subordinate.

Rob: And supervisors have to be aware of how their subordinates see their behaviour.

Neil: It's all a matter of communication.

Rob: Yes, indeed. But we are running out of time, I'm afraid. Let's go back to the question I put to you earlier in the programme. It's about a survey by the Workplace Bullying Institute. I asked how much of the American workforce has experienced bullying in the workplace. The options were 7%, 27% and 47%.

Neil: And I guessed 27%.

Rob: And you guessed very well. The answer is indeed 27%. What do you think about that?

Neil: Well, it's depressingly high, isn't it?

Rob: Yes, it is. OK. Well, before we go, could you remind us of some of the words that we've heard today, Neil?

Neil: Yes. We've heard:

traumatised

to intimidate

helpless

to cooperate

alpha male

human resources

intentional

perception

Neil: Right. Thanks, Neil. Do log on to www.bbclearningenglish.com to find more 6 Minute English programmes.

Both: Bye.

*Intorduction, transcript, recording and vocabulary section taken from: BBC LEARNING ENGLISH.
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There are no transcripts for recordings 2-8.