

TAPESCRIPITS

UNIT 8

LESSON 1,

Ex. 2b

1. It's ideal for chilly autumn days. It's long so that your legs are warm. When it gets really chilly you can cover your head with the hood and you can put your hands into the big pockets. It's got six large decorative buttons. Six buttons on a coat is a fad this season! For this collection I used plain material, no patterns or other colours. Just a simple light brown. Simple and elegant.

2. It's a must for a man's wardrobe next spring! Its silhouette is simple but nice. It goes well with jeans of any type. It's got a zip but you can leave it open if you wear a sweater under it. It looks very good with a long scarf. A striped scarf will make you look stylish this season!

3. If you wear it, you'll be the center of attention! It's bright and very smart! It's got long loose sleeves and a big collar. The collar and the buttons are of a contrasting colour. The shirt is ideal for a day out at a café or a disco. Girls, beware!

4. It's a nice outfit for a warm spring day. The blouse isn't baggy or loose, it fits the body well. It's because of the zip that goes from top to bottom. The sleeves are also tight and long. The floral pattern makes the blouse look romantic. The skirt is simple – it's knee-length and has no pictures or design on it. A floral top and a plain skirt is a good outfit to wear at work or school.

5. It's the most romantic outfit in the collection! The top is really very simple – no collar, no buttons, no pockets but it looks as if it's made for a princess. The light pink colour and the material make it look so very romantic! The polka-dot skirt with pink and grey polka dots is a good match to the top.

6. It's ideal for a warm summer day if you go out. The material is natural so you won't feel hot in it. It doesn't have many decorations – just a small collar and short sleeves. It's got a classic silhouette, so you can wear this dress for several summers.

7. It's perfect for teenage boys – the baggy jeans and a checked shirt over a yellow T-shirt will make it easy to make friends with new people. The jeans are very comfortable – you can skateboard or roller skate or dance in them. You can put many useful things into the pockets, and you won't lose them because the pockets have zips. The shirt is good in the evenings when it gets cooler. You can wear any T-shirt under it and you still will feel comfortable in this outfit.

LESSON 2

Ex. 2a,b

1. I'm taking this beautiful white silk blouse.
2. This warm jacket with a fur collar will be popular with boys under 20.
3. I think these tight leather trousers will be popular for discos.
4. I'm sure this short plain linen skirt will be a hit this season.
5. I'm sure this plain hooded cotton T-shirt will be popular this season and next season too.
6. This pale pink sleeveless lace top looks romantic.
7. This warm light colour woolen sweater is a must for cold days!
8. These baggy blue denim jeans have been popular for a couple of seasons.

LESSON 3

Ex. 3b,c

I like this tasteful dress in blue

And other people like it too.

I'll try it on: too loose – no luck.

This brown dress is tasteless – yuk!

Can I try on those trendy jeans?

Oh, no, they are too tight for me.

Could you give me another pair,

The pair of jeans from over there?

Which bag to choose: this one, that one?

The brown one looks like a bun,

The other one is also great –

I can't decide. Please, help me, Kate!

Ex.5c

Shop assistant: Hello. Can I help you?

Customer: Yes, please. I'm looking for a warm sweater to match my jeans.

SA: Follow me please. Sweaters are over there. What colour would you like?

C: Mmm. I'm not sure. I like... grey.

SA: What size do you take?

C: I think I'm a 'small'.

SA: OK. Here you are. You can try it on. The fitting room is over there.

C: OK, I'll try it on... .Excuse me, do you have another colour? I look boring in grey.

SA: Sure. How about chocolate brown? I think it'll look good on you. Is the size alright?

C: Yes, it fits me like a glove. S is just right.

SA: Here's another colour.

C: Oh, it's perfect! It matches my hair and makes me feel warm and cozy! I'll take it.

SA: Sure.

C: Thank you.

LESSON 4

Ex. 2a,b

Nina: Hey, Sonya! Put the volume up! My favourite radio programme is on! Oh, we've missed a lot of it!

Sonya: Don't worry, dear. In a second it'll be on... Is it Ten Questions to a Guru? Who's on today?

N: Shh! That's Vivienne Westwood!

S: Sorry.

Radio Host: ... Well, we have already heard what Vivienne Westwood thinks about politics and environment, the role of women and modern art. We have two more questions today... Here we go! Someone's calling. Hello!

Caller 1: ... Hello. I'm Sharon from Portsmouth. Mrs Westwood, I was wondering if the fashion magazines we read today are really important. Should we listen to their opinions about fashion?

Vivienne Westwood: Thank you for the question, Sharon. Fashion magazines? I hate them! I hate them and I hate television, radio, the internet and cinema! Do you know why? They're our biggest enemy because they feed people information, they don't let people think. The problem is people are not thinking now. If we don't start thinking, then we really don't have any future.

N: Sonia, what does she say?

S: She says the problem is people are not thinking today.

N: Oh, yes, I agree. Shh. Let's listen!

RH: What can be done, do you think?

VW: Well, I am attracted to people who know what suits them - they are individual and stylish. I think dress, hairstyle and make-up are the most important factors in making an attractive person. By the way, I was the first person to have a punk rock hairstyle.

Rh: Thank you, Vivienne. I'm so glad you are in the studio today and you have to say something on any topic... Well, here comes the last question today... Hello!

Caller 2: Hello! I'm Claire from Bath.

RH: Hello, Claire.

C2: Mrs Westwood, could you tell us how you make your style individual?

VW: I don't feel comfortable defending my clothes. I'm not trying to do something different, I'm trying to do the same thing but in a different way. I've always had my own little shop and I don't need other people to tell me what the public wants.

RH: This is all for today. Thanks for the questions...

N: ... Sonya, what does she say?

S: She says she's always had her own little shop.

N: Oh, I see. Vivienne is great, isn't she?

S: Oh, yes, dear. She's always been.

LESSON 6

Ex. 2a

Reporter: Hi, everyone! Today in our studio we're having Mrs. Venutti, a mother of Michael and Melanie from Class 9 and today we're speaking about what was in fashion when she was 16.

Mrs. Venutti: Hi everyone! Glad to be here with you today.

R: Mrs. Venutti, do you remember what you used to wear when you were 16, what was in fashion?

MV: I started school in the late 70s so I was 16 in the 1980s. Yes, I remember that we cared about fashion a lot then.

R: How did you know what was in fashion?

MV: Well, back then we didn't have Fashion TV or the many fashion magazines that you have today. And we weren't very excited with what we could buy in clothes shops either. In my class there was a girl whose parents were working in the fashion business so her clothes always looked cool. I secretly copied her style and thought I was cool too.

R: Mrs. Venutti, do you remember what clothes were your favourite?

MV: Yes, I liked my blue jeans and a baggy sweater that my granny knitted for my 16th birthday. I also liked my polka-dot dress and polka-dot blouse. Polka-dots were very popular then!

R: Did you wear skirts or trousers then?

MV: We wore both but when I was 16, trousers were becoming more and more popular with girls. I liked trousers – they were very casual and comfortable but I also wore skirts.

R: Did you wear mini-skirts then?

MV: Skirts had become shorter by the time I finished school, but I never liked them. I wore knee-length and longer skirts.

R: I see. Do you remember what hair style was popular then?

MV: Oh, yes. We had a lot of hair! Even when the hair was short we made it look as if we had a lot of it – we used hair driers to make our hair stand up and look bigger.

R: What can you say about the fashion of today?

MV: Well, it's different for adults and teenagers. It has always been like this, but in general I think that twenty years ago we didn't have a big choice of colours, materials and designs that

were ok to wear. We didn't understand that that one design wouldn't look good on everybody – on tall and short, skinny and plump people. Now almost any colour or material or shape can look ok on people. Now it's more important how people put items of clothes together and what style they choose for different occasions.

ex. 3d

Mrs. Venutti went to school in the late70s so she was 16 in 1980s. She cared about fashion a lot. They didn't have fashion magazines for teenagers then, so they copied people who were dressed cool.

When Mrs. Venutti was 16, trousers and jeans were becoming more and more popular because they were comfortable and casual. Everybody was wearing them. Skirts had become shorter by the time she finished school. The choice of colours, materials and patterns in fashion was small then. When she was 16, the most popular pattern was polka-dots.

LESSON 8

ex.3b,c

1. In my new school students do not wear uniforms. Some people say that they limit self-expression but I'm convinced that we can express ourselves using words. Besides, school uniform is a huge time saver. In my old school we all had uniforms. Having a uniform not only cost me way less stress in the morning but it also ensured that I was always on time.
2. I understand the benefits of uniform in schools but teenagers are not happy to be restricted in their clothing choices and I will be grateful if we don't have to wear school uniforms at all.
3. I never had a uniform but it saddens me to hear that kids have to wear uniforms. They are colourless and just plain boring! Nobody can express themselves with uniforms. I think that teens should not wear school uniforms because that is violating our rights. We should be able to wear whatever we want. The school does not have the right to decide what we have to wear.
4. I want uniforms in school. The reason why I want uniforms is because they save money. Also you don't have to worry about finding an outfit for the next day. You also will not be late for school and won't get in trouble.
5. Yes, students should wear uniforms because bullying is a huge issue. Students get bullied a lot just for wearing the non-brand clothing. Just because they are wearing the latest fashion trend some students feel superior to others. It's not right and it's not fair. Certain parents can't afford nice clothing for their children. They have to wear the handed down clothing from the siblings or other family members.
6. I don't think that kids should have school uniforms because it is a waste of money. It is also a way to make the kids feel like they are going to prison in the mornings.
7. In uniform we look the same every day five days a week. I'm convinced that our own clothes show our personality. If everyone wears the same, it can sometimes be difficult to tell who is who. Besides, white uniform shirts get dirty too easy. We want brighter colours at school.

LESSON 9

ex.2 Reading for pleasure

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised his father that he would send a part of his earnings home regularly.

In town, Madan learned to be a tailor. He worked hard and soon became known for the fine clothes he made. All people in the town wanted clothes made by Madan. The more dresses he made, the prouder and boastful Madan became.

One night Madan sat looking at the full moon high up in the sky. The moon was beautiful above a tall coconut tree. Madan said, "I am sure I can make a dress for the moon. The moon will like my handiwork, and then the sun and stars will want me to make dresses for them."

The coconut tree heard his words. Laughing softly, the tree bent down and whispered, "That's one thing you can't do."

Madan didn't like that. "How do you know what I can do?" he said. "You are only a tree."

The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some help, tell the moon that I want to make a dress for her. You are tall enough to do that," he said.

So the tree told the moon about Madan. The moon said she would like to have a dress made by the famous tailor from Earth.

Madan was excited. Quickly he began to make a dress of wonderful white silk for the moon. When it was done, he said to the coconut tree, "The dress is ready. Give it to the moon." The coconut tree did so.

The following evening, the moon didn't come out in her new dress. The coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose." Madan was shocked. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon gave the dress back to him, and he had to redo it. Madan spent the night making the dress a little smaller.

The next evening the moon rose a little later. She wasn't wearing her new dress again. And again the coconut tree bent down and whispered, "The dress is still too loose."

Madan couldn't believe that! "How could I go wrong?" he cried.

“I tried to tell you before but you didn’t listen,” said the tree. “I have seen for many years that after the moon is full, she grows smaller each day until you can’t see her at all. Then, she starts growing bigger day after day until she gets full. So how can you make one dress that would fit the moon perfectly?”

Brokenhearted, Madan sat with his head in his hands all night long. When he saw the moon on the other side of the sky, he whispered, “I am sorry, dear Moon. I am not as great a tailor as I thought.”

“It’s all right,” said the moon. “After all, I’m the moon. How can I wear clothes as people do?”

From that day on, Madan worked harder than before. He was not proud or boastful anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble one, too.

UNIT 9

LESSON 2

Ex.1

There once was a young man called Brett
Who would spend his free time on the Net.
He stayed home all alone –
No TV and no phone,
A computer mouse - his only pet.

LESSON 3

Ex.1b, 4b

Communication is the ability to share information. We need communication. Communication keeps businesses and factories running. It helps people in trouble to contact police, fire departments, ambulances and doctors. Our armies would be useless, and our government would not work without it. We would lose contact with our families and friends that live far away. There would be no radio or television stations to entertain us, or films to see.

The word 'telecommunication' comes from Greek and means 'communication at distance'. Now it is a general term for systems or technologies that are used in sending and receiving messages over a distance electronically. Mobile and satellite phones, radio, television and networks are a few examples of telecommunication. It is sometimes hard to realize that as you sit at your computer clicking on keys it began with primitive and even ancient forms of telecommunication.

There was a time when cave drawings were painted on the walls of caves and canyons to tell the story of people's culture. But real communication began with language. Story-telling was used to tell stories before there were books. Town criers shouted their messages across short open spaces. People ran to deliver messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is unreliable, as the game of Chinese whispers demonstrates. So a system of writing was necessary. When writing appeared, messages on stone columns communicated very well across time, but they were an inefficient method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more reliable. New men and fresh horses were available at posting stations. A message could travel the full distance of the road from Susa to Sardis (3,200 km) in ten days. What helped to make communication even more efficient was the Aramaic language as a Lingua Franca used in Ancient Persia.

There were forms of long-distance communication not based on words. The smoke signals used by American Indians are of this kind. So are fires which usually meant 'danger' or 'victory'. Drums in the jungles of Africa and Asia were one way to send signals to

neighbouring groups. Ancient Egypt was the first country where birds – domesticated pigeons were used for sending messages. Genghis Khan saw their potential and pigeons carried news of each new victory to his homeland in Mongolia. Ship's flags and semaphores – mechanical devices on towers – were other forms of telecommunication.

The true 'jump' came with the electricity leading to the telegraph and signal lamps. 1843 was the year when Samuel Morse proposed a way to give every letter and number a special code (point, line and space). It was Morse's Symbol code, which we can still find used today.

Seven years later, Antonio Meucci and Graham Bell independently managed to build an early telephone. Since Meucci didn't have the money to patent their invention (the cost was \$250 at the time), it was Bell who managed to register it first.

Many other innovations were soon to come: in 1895 Guglielmo Marconi invented the 'wireless telegraph' – radio. Alexander Popov from Russia whose invention of the radio came before Marconi's, did not patent it.

In 1923, the television was invented, in 1947 the invention of transistors gave birth to the field of electronics, in 1969 the first microprocessor was invented. The rest of the story is widely known: in 1983, the military project *Arpanet* became available to universities and research centres, which finally gave birth to the Internet. Email began to take place of snail mail.

In the 20th century, telecommunications also reached beyond our planet. Radio waves have already travelled to the planet of Neptune and back. In short, telecommunication has come a long way from cave paintings and smoke signals.

Maybe someday, we will have telephones like wrist watches ... or, televisions with only interactive 3D programming ... or, we will have a mental connection with things so all we have to do is think, and it is done ... or, computers will be able to visually connect with anyone in the world, without cameras ...

Only the future will tell ... after all, hundreds of years ago no one would have dreamed of all the things we have today.

ex.2b

People ran to deliver messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is unreliable, as the game of Chinese whispers demonstrates. So a system of writing was necessary. When writing appeared, messages on stone columns communicated very well across time, but they were an inefficient method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more reliable. New men and fresh horses were available at posting stations. A message could travel the full distance of the road from Susa to Sardis (3,200 km) in ten days. What helped to make communication even more efficient was the Aramaic language as a Lingua Franca used in Ancient Persia.

LESSON 4

Ex.1

Daytime Television

A newspaper reporter was writing a story about prison life and was interviewing one of the prisoners. “Do you watch much television here?”

“Only the daytime shows,” the prisoner said. “At night we’re locked in our cells and don’t see any television.”

“That’s too bad,” the reporter said, “But I do think it is nice that the warden lets you watch TV in the daytime.”

“What do you mean, nice?” the inmate said. “That's part of the punishment.”

LESSON 6

ex.2a, 3

One day I was standing in line at the local department store. There was a teenage girl in front of me talking on her mobile. As I was in my mid-forties, it brought back memories of communications between friends when I was that age.

We had one phone in our house. It was not only wired to the wall, it was on the wall and had a very short cord. In other words, the only “roaming” allowed was within three feet – one metre only. If you wanted to call someone, you stood facing the phone to dial the number. Once you made the connection to your friend you had to be careful what you said and how long you said it because this was a “party” line. (For those who don’t remember, the word “party” refers to several neighbours having to share the same phone line, not a happy wonderful celebration for some occasion.) You never knew if one or more neighbours were listening as all they had to do is pick up their receiver to eavesdrop on your conversation. Also, if one of them wished to use the phone they could break into your call at any time. Back then teenage conversations weren’t so important. Any adult wanting the line could interrupt you.

Unfortunately, there were no other options for communicating. There were no personal computers, no internet, no e-mail, no text messaging or chat rooms. That landline telephone was all we had. I couldn’t help thinking how things had changed in the short thirty years since I was a teenager.

Being a polite person, I turned away from the girl in front of me so as not to hear her conversation. As I slowly turned I noticed a teenage girl in line behind me. Not surprisingly, she too was talking on her mobile. Still trying to avoid eavesdropping, I turned sideways trying not to listen to either of them.

You see, I’m old enough to control my behaviour but not old enough to have poor hearing. I could not help hearing their conversation. Both girls were talking about school. Both were talking about teachers they found difficult. A name was said by both which I couldn’t quite understand but which sounded the same. I was surprised to hear how similar their conversations were until I realized they were talking to each other!... Now I couldn’t help laughing!

LESSON 8

Ex. 2d

What we need to know is whether new means of communication will be available in the future and whether they will change the quality of our life. We don't know what can be invented in 10, 20 or 50 years from now.

It is always possible that new ways of keeping in touch will appear and replace the old ones. Though it seems as if everything has already been created, inventors surprise us with new gadgets every year.

Sometimes we take it for granted that our life is becoming more and more comfortable and successful with all the new means of communication and new devices – plasma TVs, portable computers, wireless Internet and smart phones. When we think about the future, we imagine something really revolutionary like time travel or telepathy. The question is whether new technologies will be just fads or whether they will improve our communication seriously.

But the thing that worries many of us most is what we are going to do about the changes that all these new inventions bring along and how they will affect our lives. It appears that there is a contradiction between the advantages of new technologies and the disadvantages we can't help noticing. If we don't do anything about TV, Internet and mobile phone addictions today, it might be too late tomorrow.

LESSON 9

Reader, Ex.2

TELEVISION

The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set -
Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone's place we saw
A dozen eyeballs on the floor.)
They sit and stare and stare and sit
Until they're hypnotised by it,
Until they're absolutely drunk
With all that shocking ghastly junk.
Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink -
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTTS THE SENSE IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND

HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK -- HE ONLY SEES!
'All right!' you'll cry. 'All right!' you'll say,
'But if we take the set away,
What shall we do to entertain
Our darling children? Please explain!'
We'll answer this by asking you,
'What used the darling ones to do?
'How used they keep themselves contented
Before this monster was invented?'
Have you forgotten? Don't you know?
We'll say it very loud and slow:
THEY ... USED ... TO ... READ! They'd READ and READ,
AND READ and READ, and then proceed
To READ some more. Great Scott! Gadzooks!
One half their lives was reading books!
The nursery shelves held books galore!
Books cluttered up the nursery floor!
And in the bedroom, by the bed,
More books were waiting to be read!
Such wondrous, fine, fantastic tales
Of dragons, gypsies, queens, and whales
And treasure isles, and distant shores
Where smugglers rowed with muffled oars,
And pirates wearing purple pants,
And sailing ships and elephants,
And cannibals crouching 'round the pot,
Stirring away at something hot.

(It smells so good, what can it be?
Good gracious, it's Penelope.)
The younger ones had Beatrix Potter
With Mr. Tod, the dirty rotter,
And Squirrel Nutkin, Pigling Bland,
And Mrs. Tiggy-Winkle and-
Just How The Camel Got His Hump,
And How the Monkey Lost His Rump,
And Mr. Toad, and bless my soul,
There's Mr. Rat and Mr. Mole-
Oh, books, what books they used to know,
Those children living long ago!
So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks-
Fear not, because we promise you
That, in about a week or two
Of having nothing else to do,
They'll now begin to feel the need
Of having something to read.
And once they start -- oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They'll grow so keen
They'll wonder what they'd ever seen
In that ridiculous machine,
That nauseating, foul, unclean,

Repulsive television screen!

And later, each and every kid

Will love you more for what you did.

UNIT 10

LESSON 1

ex.3b

Earthquake 3, flood 10, plane crash 13, famine 11, landslide 8, tsunami 12, volcano eruption 2, shipwreck 6, epidemic 15, nuclear accident 1, war 5, wildfire 14, terrorist act 4, tornado 7, hurricane 16, drought 9

LESSON 3

Ex.2a

1. For me, Fiji is not only beauty, farming, religion and sport. Many islands are very small and only 106 are inhabited. The history of Fiji is as fabulous as the islands themselves. Can you imagine that until 1867 the practice of cannibalism was a tradition in Fiji. When a group of British missionaries came to one of the islands to convert the locals to Christianity, the missionaries were cooked and eaten by the Fijians. British colonialism shows up in the tastes of the islands. The most popular sports in Fiji are rugby, football, cricket and golf. The Fiji national rugby team is one of the best in the world. However, you can observe local traditions too. On New Year's Eve, many Fijian women play a game called 'kick the orange', in which the winning team presents new clothes to the losing team. Fire-walking is a popular activity in Fiji, but nowadays it's mostly used to entertain tourists. What else? Fiji is situated on the International Date Line, which means that it is one of the first places in the world to welcome a new day. There is a particular place where a person can stand with one foot in the current day and one foot in the day before – in the present and in the past. For me, as a historian, it's amazing.

2. If there is a favourite country to stop by on a South Pacific cruise, it's probably the Fiji islands. These islands have attracted hundreds of thousands of visitors over their history. Fiji's climate is tropical year-round, even in the islands' "winter" months. The maximum temperature in summer is 31°C and in winter - 29°C. The ocean usually has a pleasant temperature around 27°C, so ocean activities, such as swimming and diving can be enjoyed year round. The waters are usually clearer during the drier season, when divers enjoy good visibility around the coral reefs. There are many guides and companies you can organize your diving excursion with or visit a traditional colonial town. There is a long colonial history, too. Every year they have an "Old Capital Festival" in which Fijians, immigrants and Europeans participate. If you are interested in traditional Fijian life, the Lost Island is perfect. The hospitality and the traditional life there are amazing.

Between May and October ("the dry season"), the weather is dry and there is little risk of tropical cyclones. Between November and April ("the wet season") the weather is humid, and it can rain for several days. It's best to bring clothing for the tropical weather: bathing

suits, shorts, T-shirts, sandals and the like. If you're travelling during the wet season, raincoats, cottons and linens would also be useful to bring.

3. A year-round warm tropical climate is one of the main aspects of Fiji that attracts visitors from all over. However, the hot weather and humidity can also lead to dangerous natural disasters, including cyclones, floods, droughts, earthquakes and tsunamis.

A cyclone is a tropical type of hurricane and is the main natural disaster in the Pacific region. Fiji's cyclone season is from November till April. Severe tropical storms bring about massive rainfall and they may cause the sea to rise as much as two meters. The terrible consequences of a cyclone could be destruction of houses and gardens, loss of vegetation, flooding, land erosion, destruction of coral reefs and pollution of water. The death toll is usually not very high, but the damage is enormous. The areas that are driest in Fiji are most prone to droughts which can be devastating for agriculture. Moreover, the Fijian Islands are seismically active, which means that they are prone to earthquakes. In some cases, earthquakes cause tsunamis as well. A tsunami is a large ocean wave that is caused by a sudden motion of the ocean floor. Tsunamis are extremely dangerous and can quickly result in the loss of lives. What does the future hold for Fiji? Climate change will cause extreme weather events like cyclones, floods and droughts, a rise in the sea level, destruction of coral reefs due to the rise of temperatures. There will also be greater competition and conflict over water, land and forest. The Fiji islands still look beautiful and for the most part healthy and unspoilt. Something must be done to protect them from danger.

LESSON 3

ex.2b

1. For me, Fiji is not only beauty, farming, religion and sport. Many islands are very small and only 106 are inhabited. The history of Fiji is as fabulous as the islands themselves. Can you imagine that until 1867 the practice of cannibalism was a tradition in Fiji. When a group of British missionaries came to one of the islands to convert the locals to Christianity, the missionaries were cooked and eaten by the Fijians. British colonialism shows up in the tastes of the islands. The most popular sports in Fiji are rugby, football, cricket and golf. The Fiji national rugby team is one of the best in the world. However, you can observe local traditions too. On New Year's Eve, many Fijian women play a game called 'kick the orange', in which the winning team presents new clothes to the losing team. Fire-walking is a popular activity in Fiji, but nowadays it's mostly used to entertain tourists. What else? Fiji is situated on the International Date Line, which means that it is one of the first places in the world to welcome a new day. There is a particular place where a person can stand with one foot in the current day and one foot in the day before – in the present and in the past. For me, as a historian, it's amazing.

2. If there is a favourite country to stop by on a South Pacific cruise, it's probably the Fiji islands. These islands have attracted hundreds of thousands of visitors over their history. Fiji's climate is tropical year-round, even in the islands' "winter" months. The maximum temperature in summer is 31°C and in winter - 29°C. The ocean usually has a pleasant temperature around 27°C, so ocean activities, such as swimming and diving can be enjoyed year round. The waters are usually clearer during the drier season, when divers enjoy good visibility around the coral reefs. There are many guides and companies you can organize your diving excursion with or visit a traditional colonial town. There is a long colonial history, too. Every year they have an "Old Capital Festival" in which Fijians, immigrants and Europeans participate. If you are interested in traditional Fijian life, the Lost Island is perfect. The hospitality and the traditional life there are amazing.

Between May and October ("the dry season"), the weather is dry and there is little risk of tropical cyclones. Between November and April ("the wet season") the weather is humid, and it can rain for several days. It's best to bring clothing for the tropical weather: bathing suits, shorts, T-shirts, sandals and the like. If you're travelling during the wet season, raincoats, cottons and linens would also be useful to bring.

ex.2d

3. A year-round warm tropical climate is one of the main aspects of Fiji that attracts visitors from all over. However, the hot weather and humidity can also lead to dangerous natural disasters, including cyclones, floods, droughts, earthquakes and tsunamis.

A cyclone is a tropical type of hurricane and is the main natural disaster in the Pacific region. Fiji's cyclone season is from November till April. Severe tropical storms bring about massive rainfall and they may cause the sea to rise as much as two meters. The terrible consequences of a cyclone could be destruction of houses and gardens, loss of vegetation, flooding, land erosion, destruction of coral reefs and pollution of water. The death toll is usually not very high, but the damage is enormous. The areas that are driest in Fiji are most prone to droughts which can be devastating for agriculture. Moreover, the Fijian Islands are seismically active, which means that they are prone to earthquakes. In some cases, earthquakes cause tsunamis as well. A tsunami is a large ocean wave that is caused by a sudden motion of the ocean floor. Tsunamis are extremely dangerous and can quickly result in the loss of lives. What does the future hold for Fiji? Climate change will cause extreme weather events like cyclones, floods and droughts, a rise in the sea level, destruction of coral reefs due to the rise of temperatures. There will also be greater competition and conflict over water, land and forest. The Fiji islands still look beautiful and for the most part healthy and unspoilt. Something must be done to protect them from danger.

ex.3d

The Doomed Island

Tuvalu is a small island nation halfway between Hawaii and Australia in the tropical Pacific. It is practically the definition of an 'island paradise' except for the fact that the country lies only 15 feet above the sea level, which is the size of an NBA player standing on his own shoulders.

Hot weather, high humidity and heavy rainfall make this island prone to floods. Floods cause water pollution. Cyclones, earthquakes and tsunamis make the people of Tuvalu vulnerable. Damage done by natural disasters is always serious. Together with beaches erosion and deforestation, all these factors lead to people leaving the islands. But nothing compares to global warming, which results in sea level rise. Tuvalu is going to disappear completely under the Pacific Ocean. The consequences of climate change for Tuvalu will be devastating. Some people say that the solution to the problem must lie at the national level. This is absurd: the national level may be under water. Tuvaluans say it will be very hard to accept they are no longer on the map.

Tatou ne Tuvalu Katoa – We are all Tuvaluans – is often used in Tuvalu to bring people together in the collective interests of their tiny and very vulnerable country. It is also used by some environmentalists who understand that global warming and sea level rise are dangerous not only for the Tuvaluans; they are dangerous for us all.

LESSON 5

ex.1a

Africa

by Regis Auffray, Canada

My sister

Africa

I have heard much about you

We all come from you

We are all part of you

Your beauty

Your mystery

Your history

All this is within me

I know you are hurting

in parts

I wish I could ignore

as most now seem to do

I am lost in the magnitude

of trying to understand you

and what goes on within

my soul

is uneasy

I am insignificant

I am ignorant

I am sorry

I feel helpless

to help

Africa's pain is my pain

by Ayanle Isak

Africa, dear Africa,

Your children are lonely and depressed.

Africa, dear Africa,

Your children are at war with each other.

Africa, dear Africa,

Your children are killing each other.

Africa, dear Africa,

Your children are starving.

Africa, dear Africa,

Your essence is pure but you are suffering.

Africa, dear Africa,

your pain is my pain,

So I sit here crying.

ex.2b

The world produces enough food for everyone. But over 800 million people remain chronically hungry. That's more than the populations of the USA, Canada, Europe and Japan. Hunger and malnutrition claim 10 million lives every year, 25,000 lives every day or one life every five seconds. Lack of Vitamin A kills a million kids a year. Drought is the main cause of food shortages in poor countries. Crops can get 4 times as big after irrigation. Everyone needs 2,350 calories each day. 54 nations do not produce enough to feed their people.

Ex.4a,b

I: What countries have you visited so far? What disasters do they suffer from?

LK: I've been to Bangladesh, Afghanistan, Peru, Darfur in Sudan, many other African countries. In each of them the situation is dramatic in its own way. In Bangladesh, the rainy season causes floods which destroy crops and villages. In Afghanistan, 70% of the population is hungry through lack of food. Severe droughts and a never-ending war kill crops and make it difficult for aid agencies to help people. In Peru terrible snowfalls and frosts kill animals used for food and destroy crops. We also know that The Democratic People's Republic of Korea has got serious problems with food production. Due to a series of natural disasters including hailstorms, flooding, droughts and tropical storms only 18% of the land is available for farming. The people are poor and can't afford to buy all they need for farming. Unfortunately, the government will not accept aid from the West.

I: I know you think that Africa is especially vulnerable in this respect.

LK: In Darfur, Sudan, many villages have been burnt during a war between different groups of people in Sudan. Over 2 million homeless people have been moved into refugee camps. During the rainy season or monsoon the land is flooded, making it difficult to get emergency food to people in need. With rain comes poor sanitation. This means more people are likely to suffer from serious epidemics such as cholera and malaria.

I: What are the main causes of famine in Africa?

LK: Sometimes there isn't enough rain for several years, which leads to droughts, which in their turn result in massive shortages of food. But when it does rain, it can cause floods that also destroy crops. And some countries suffer tornadoes, hailstorms and even frost.

I: But these extreme weather conditions are called natural disasters – acts of God. So, there is no one to blame.

LK: Yes and no. Many scientists say that all these extreme weather conditions are the result of man-made climate change. The pollution from cars and factories causes global warming- a rise in temperature of the Earth's atmosphere.

I: Some people say that global warming is a myth. Well, millions of people are starving in Africa and it's a reality.

LK: Yes, they are, and among them – millions of children. They want to go to school, but they don't have enough money. Even children who go to school have to walk for hours to get

there. They have to walk several miles to get drinking water. The countries hit by worst famines are Malawi, Zimbabwe, Zambia, Angola and Ethiopia. Millions of children live on one meal a day; many of them have to eat grass and roots to survive.

I: What about the man-made disasters they have to suffer from?

LK: Millions of African children grow up surrounded by wars and fighting. They are sometimes made to become child soldiers and fight – even when they don't understand what the war is about. It's so hard seeing all these scared, starving children and then coming back to our country, where we have so much food, so much of everything, and thinking that they're still there in their poor homes trying to get enough to eat at least once a day. It's very hard. Nothing can prepare you for actually meeting them.

Ex.5

I interviewed a girl from Malawi, Janet. I'd like you to listen to this short conversation. Janet lives in a village in Malawi with her brothers, sister and a blind grandmother. Both her mum and dad died in the epidemic of AIDS – the disease kills more people in Africa than wars, famines and floods. Janet is just one of thousands of children who have lost their parents because of AIDS and now must fend for themselves.

LK: What's your name?

J: Janet.

LK: How old are you?

J: 15.

LK: Where do you live?

J: I live in Malawi.

LK: Do you go to school?

J: I used to go to school before my parents died. Now I have to work in the fields to support my brothers, sister and grandmother. I'd love to go back though!

LK: What do you do to have fun with your friends?

J: I don't have time to have fun.

LK: What time do you have to go to bed?

J: When it gets dark.

LK: Do you have any pets?

J: The village has some chickens.

LK: How did you celebrate your birthday last year?

J: I don't know when my birthday is exactly.

LK: What do you worry about?

J: Not having enough food to feed my family with.

LK: If you could change anything in your life, what would it be?

J: To have enough food and be able to go to school again.

LK: What do you want to be when you grow up?

J: I feel pretty grown up already, and I can't imagine my life ever being different to how it is now.

LESSON 7

Ex.2b,c

100 years after Titanic: The ship that sank 100 years ago, on April 15th, after crashing into an iceberg, was named Titanic. But it had several nicknames: The Unsinkable Ship, The Last Word in Luxury, The Millionaire's Special, The Wonder Ship, and The Ship of Dreams. History tends to repeat and a century after the Titanic's shipwreck, it was the Italian cruise ship Costa Concordia that ran aground off the Italian shores last week. On board were 4,229 people. Survivors are saying that Celine Dion's song from the Titanic was playing in a restaurant on the cruise ship as it started going down.

So how do the two shipwrecks compare?

- The Titanic struck an iceberg in the middle of the Atlantic Ocean. The Costa Concordia was shipwrecked in a populated area 20 metres from shore.
- The Titanic sank in below freezing waters so people died within 10 to 15 minutes after entering the water. The waters at the Costa Concordia sinking were relatively warm.
- The Titanic's deaths toll was 1,517. There were 705 survivors. The Costa Concordia's death toll is 17. Several people are still missing.
- The Titanic went down within two hours of striking an iceberg. Half of the Costa Concordia remains above sea level and is at rest.
- The Titanic did not have enough lifeboats and the rescuing ship Carpathia was four hours away. The Costa Concordia was immediately surrounded by a helicopter and a fleet of pleasure and fishing boats.

Tornado Hits: At least 89 people have been killed after a tornado hit the city of Joplin in the US state of Missouri, officials have said. Homes and businesses were destroyed and a hospital damaged. Power lines are down and telephone connections are largely cut off. The tornado caused fires around the city overnight. The Governor of Missouri has declared a state of emergency and warned that more storms are on the way. Cities in three other Midwestern states have also been badly affected. Last month, tornadoes and storms killed at least 350 in Alabama and six other southern states. The Red Cross opened a shelter at the local University for victims.

New York in Danger: Hurricane Irene officially made landfall in New Jersey. There is a danger of flooding; the strong wind continues to cause tree damage. Coastal areas will be hit by large waves and a powerful storm. There are hurricane warnings for New York and Long Island.

Moscow Choking: Russian health officials are warning people in Moscow to stay inside as smog from the worst wildfires in modern Russian history fills the city. Smoke is spreading

through Moscow's streets, getting into the Metro network, and some people are wearing face masks indoors. Air pollution is terrible. According to some experts, inhaling the polluted air is as dangerous as smoking several packets of cigarettes a day. Daytime temperatures in Moscow remain close to 40C. Reports suggest it leads to a 30% rise in the city's mortality rate in July. The national death toll due to the wildfires is 52. Up to 2,000 homes have been destroyed in the blazes, officials say. Nearly 560 fires were still burning across central Russia as of Friday. Of these, 39 were peat bog fires, 27 of them in the Moscow region alone, accounting for the acrid smoke choking the capital.

Heat wave in Canada and USA: A massive heat wave has hit the USA and parts of Canada. People are exposed to temperatures up to 37C. Half the US population has been told that the heat in their area could be dangerous, and it's thought 22 people have died. Unfortunately, there's no sign of the intense weather disappearing until Sunday. Canadians who usually take cool summer weather for granted are especially affected. Heat combined with humidity makes it hard for the human body to cool itself. In New York City, children have been out playing in park fountains and even burst water pipes in the street to cool down. It's not only humans who suffer. Crops do not get enough water and more than 1,500 cattle have died in South Dakota because of the high temperatures.

New Year Bang: Mount Etna on the Italian island of Sicily has had its first eruption of 2012. Despite the big bang and impressive fireworks, no damage was done.

Another Disaster in Haiti: A powerful earthquake has hit the Caribbean island of Haiti. Thousands of people are feared dead. Haiti was especially vulnerable because it's the poorest country in the western half of the world and it hasn't been able to prepare for big earthquakes. The earthquake reached 7,0 on the Richter scale and the aftershocks of 5,0 each resulted in even more damage. Haiti is a disaster-prone country: floods and earthquakes are common here. Haiti is regularly hit by devastating hurricanes, which means that people there have experience in dealing with large natural disasters. However, shortage of clean water and lack of sanitation spell and even bigger disaster – an epidemic. Consequences are hard to predict. Emergency aid is being sent to the area and people from all over the world are donating money to help Haiti.

Ex. 3b**Another Disaster in Haiti**

A powerful earthquake has hit the Caribbean island of Haiti. Thousands of people are feared dead. Haiti was especially vulnerable because it's the poorest country in the western half of the world and it hasn't been able to prepare for big earthquakes. The earthquake reached 7,0 on the Richter scale and the aftershocks of 5,0 each resulted in even more damage. Haiti is a disaster-prone country: floods and earthquakes are common here. Haiti is regularly hit by devastating hurricanes, which means that people there have experience in dealing with large natural disasters. However, shortage of clean water and lack of sanitation spell and even bigger disaster – an epidemic. Consequences are hard to predict. Emergency aid is being sent to the area and people from all over the world are donating money to help Haiti.

LESSON 8

Ex.1

FIRE AND ICE

by Robert Frost

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice,

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.

LESSON 9

Reader, Ex.1

THE STORM

after McKnight Malmar

She inserted her key in the lock and turned the knob. The March wind snatched the door out of her hand and slammed it against the wall. It took strength to close it against the pressure of the gale and she had no sooner closed it than the rain came in a downpour, beating noisily against the windows as if trying to follow her in. She could not hear the taxi as it started up and went back down the road. She was happy to be home again and in time. In rain like this, the crossroads always were flooded. Half an hour later her cab could not have got through the rising water, and there was no other route.

There was no light anywhere in the house. Ben was not home, then. She looked at the clock and saw it was nearly ten. The storm was growing worse. She could hear the wild lash of the trees, the whistle of the wind around the corners of the little house. For the first time she regretted this move to the far suburbs. There had been neighbours at first, a quarter-mile down the road; but they moved away several months ago, and now their house stood empty. Alone and with the storm trying to get inside, she found it frightening to be so far away from other people. She began to walk through the house, turning on lights as she went.

The wind hammered at the door and the windows, and the air was full of the sound of water. Listening, she wished for Ben almost feverishly. She never had felt so alone. And he was such a comfort. He had given her what she thought she wanted, security and a home of her own.

The wind shook the house in its giant grip, and a branch crashed on the roof. As she straightened, a movement at the window caught her eye. She froze there, not breathing. Something white at the window behind the blur of rain had been--she was sure of it--a human face. There had been eyes. She was certain there had been eyes staring in at her.

The wind's shout took on a personal, threatening note. She stood still for a long time, never taking her eyes from the window. But nothing moved there now except the water on the windowpane; beyond it there was blackness, and that was all. The only sounds were the thrashing of the trees, the roar of water, and the ominous howl of the wind. She began to breathe again, at last found courage to turn out the light and go to the window. The darkness

was a wall, and the blackness within the house made the storm close in, as if it were a pack of wolves besieging the house. She put on the light again.

She must have imagined those staring eyes. Nobody could be out on a night like this. Nobody. Yet she found herself terribly scared. If only Ben would come home. If only she were not so alone.

Her ears heard some footsteps outside the windows. She was sure that she did hear them, slow and heavy.

Perhaps Ben could be reached at the hotel where he sometimes stayed. She wanted to hear his voice. She went to the telephone and lifted the receiver...The line was quite dead...The wires were down, of course.

She fought panic. The face at the window had been an illusion, a trick of the light; and the sound of footsteps was an illusion, too. Nobody would be out tonight. In the morning the sun would shine again. The thing to do was to make herself as comfortable as possible and settle down with a book. There was no use going to bed -- she couldn't possibly sleep. She would only lie there wide awake and think of that face at the window, hear the footsteps. She would get some wood for a fire in the fireplace. She had only to get an armful of wood. Then she could have a fire, she could have light and warmth and comfort. She would forget these terrors.

The cellar smelled of dust. There was only one light in the corner. The woodpile was in the far corner away from the light. She almost ran to the woodpile. Then something made her pause and turn before she bent to gather the logs.

What was it? Not a noise. Something she had seen as she hurried across that dusty floor. Something strange. She searched with her eyes. It was some light she had seen, where no light should be. Her old trunk that stood against the wall was open just a little; from the inside came this strange light.

She opened the trunk. Horror was a black cloak thrown around her, stopping her breath. She slammed down the lid and ran up the stairs like a mad thing.

The wind took the house in its teeth and shook it as a dog shakes a rat. Her first impulse was to get out of the house. But in the time it took to get to the front door she remembered the face at the window. Perhaps she had not imagined it. Perhaps it was the

face of a murderer -- a murderer waiting for her out there in the storm; ready to spring on her out of the dark. Why did she decide not to get out of the house?

She fell into the big chair.

Her old trunk had held the curled-up body of a woman. And on the third finger of her hand there had been a man's ring with a small diamond. It had been the diamond that caught the light. Who do you think this woman might be?

If only Ben would come home! The storm held its breath for a moment, and in the brief space of silence she heard footsteps on the walk -- actual footsteps, firm and quick and loud...

Reader Ex.2a)

... A key turned in the lock. The door opened and Ben came in. She tried to tell him of the past hours, but he cut her short. Now that he was back, she could wait. She began to wonder if the past hours were nightmare. She even began to doubt the reality of the woman in the trunk, although she could see her as vividly as ever. Perhaps only the storm was real.

“You poor child. The storm scared you to death, and I don’t wonder. It’s given you the horrors.”

She smiled dubiously, “Yes, I’m almost beginning to think so. Now that you’re back, it seems so safe. But-but you will look in the trunk, Ben? I’ve got to know. I can see her so plainly. How could I imagine a thing like that?”

He said, “Of course I’ll look, if it will make you feel better, I’ll do it now, Then I can have my coffee in peace.”

He said from the cellar, “There’s nothing here. Come take a look.”

Ben was standing by the open trunk, waiting for her. “See,” he said, “there’s nothing. Just some old clothes of yours, I guess.”

She went to stand beside him. Was she losing her mind? “I--dreamed it all, I must have,” she admitted, “Yet it was so horribly clear and I wasn’t asleep.” Her voice broke, “I thought -- oh, Ben, I thought--”

“What did you think, my dear?” His voice was strange, not like Ben’s at all. “What was it you thought?”

She backed away from him.

He moved, then. She was never to know whether his arms had been outstretched to hug her or to kill her. She ran up the stairs in a mad panic of escape. She could not be mistaken. Although she had seen it only once, she knew that on the little finger of his left hand there had been the same, the unmistakable ring the dead woman had worn.

The blessed wind snatched the front door from her and flung it wide, and she was out in the safe, dark shelter of the storm.

UNIT 11

LESSON 2

Ex.2a,b,c

Speaker 1: Oh, what horrible weather we have today. Yesterday it was sunny and cold and the air was full of magnificent snowflakes that covered every inch of the ground. And when the snow stopped falling it was quiet and peaceful. It was like a bit of magic before Christmas. Winter time is definitely my favourite time of the year. But not today. Look at the street. It's sleety and there's mud everywhere! And look at my new boots, I bet they are spoilt now! I can't stand when the temperature goes up and the snows melts and turns into small dirty puddles that I have to jump over on my way to work.

Speaker 2: It was a fantastic day. Just look at this picture. It was early in the morning on a chilly autumn day. The whole previous day the sky was overcast and it rained and rained. That downpour seemed endless, but in the evening the sky cleared up. And we even saw a flash of the sun before the sunset. And in the morning I took this picture. Can you see this beautiful and mysterious fog rising up above the lake? They call it evaporation, but it doesn't sound so poetic. I prefer calling it a mist. Though I don't fancy autumn much, I prefer hot boiling summer more, that day was the one I'd remember.

Speaker 3: My favourite season is summer since I can spend the weekend in my garden. I enjoy watching the nature. In summer it is so nice that the flowers dance with the leaves. But that day drove me absolutely crazy. I spent the whole day planting those roses in my garden. They said it was going to be a mild day with some gentle showers after lunch. But instead of a light rain black clouds blanketed the sky, threatening everyone of a heavy downpour. Sparkling bright lightning flashed, and then a great clap of thunder came close. And at once it started to hail! Can you imagine, in the middle of the summer! I could collect a hand full of those little white beads. The hail was short, but hard and of course my roses got frozen.

Speaker 4: I like different times of the year. I enjoy the grass covered with dew or sleet. I think it's nice to watch snowflakes or raindrops falling on your window. Or the beginning of a thunderstorm when a strong wind or gale hits the trees so hard they bend double. But best of all I like a clear frosty winter day when the sun is so bright I can hardly open my eyes. On such a day you can see icicles on the roof of your house or a garage. They shine like diamonds in the sunrays and it's fun to watch them growing bigger and bigger.

LESSON 3

Ex.1a

Whether the weather is fine,
Or whether the weather is not,
Whether the weather is cold,
Or whether the weather is hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not!

Ex.2a,b

Whether the weather is hot
Or whether the weather is cold
There's just one thing you need to be told
Whether the weather is hot
Or whether the weather is cold
There's just one thing you need to be told
Climates are different all around the world
They affect every plant, animal, boy, and girl

Now out in the desert there's not too much rain
But the temperature can vary enough to make it insane
Now there aren't gonna be too many storms comin' by
That's 'cause the deserts are warm and dry
Tropical rainforests I'll tell you later
They can get pretty hot
They're usually near the equator
And it rains really hard
On that you can bet
Tropical rainforests are warm and wet

Climates are different all around the world

They affect every plant, animal, boy, and girl

Near the North and South Poles where its really cold

There's a place called the tundra

Or so I'm told

And hardly any rain or snow comes from the sky

So you see that the tundras are cold and dry

The temperate forest is a pretty cool place

Where the low temperature is often the case

And it rains quite a bit so if you don't know yet

Temperate forests are cold and wet

Climates are different all around the world

They affect every plant, animal, boy, and girl

LESSON 4

Ex.1b

Little Johnny walks into his classroom wearing a single glove. His teacher asks him what he's doing. 'Well ma'am,' says Johnny. 'I was watching the weather programme on TV and it said it was going to be sunny, but on the other hand it could get quite cold.'

Ex.4a,b

Hello and now let's have a look at tomorrow weather forecast. Although it was cold this morning, more February like, but I suspect that was the coldest morning we will see in the next ten days for a cold front is gradually leaving Britain and moving to the north.

Here in Aberdeen and Orkney Islands the next few days will be spoilt with cold winds, it is going to be overcast and the rain chances increase greatly. And about 4-5 degrees above zero here.

In the central part of the country Liverpool, York and Manchester will have sunny weather with cloudy periods. Since some warm air streams occupy this region the temperature is going to go up. At the same time don't leave your umbrellas at home because these air streams will also cause high humidity and bring heavy rain tomorrow afternoon.

Let's take you now to the south and south-west of Britain. Since the temperature increases up to 8 and 10 degrees, in Plymouth, Barnstaple and Bristol we will have a dry and warm start of the week. But the chances of occasional showers are still quite high especially at night and in the morning.

The rest of the day and tomorrow in the south region will be fine with unbroken sunshine for the temperature here is warming up nicely to 10 or 12 degrees. In London it will be mainly sunny. However, the temperature can still drop at night to 4-5 degrees. In the morning there we have some fog and it will be partially cloudy till lunchtime. By noon it will clear up as strong, but warm winds from the Gulf Stream help to move cloud masses down to the continent. So a pair of sunglasses will be the right thing to carry around.

LESSON 5

Ex.1b

It was autumn, and the Indians on the remote reservation asked their new Chief if the winter was going to be cold or mild. Since he was a new Indian Chief in a modern society, he had never been taught the old secrets, and when he looked at the sky, he couldn't tell what the weather was going to be. Nevertheless, to be on the safe side, he replied to his tribe that the winter was indeed going to be cold and that the members of the village should collect wood to be prepared. But also being a practical leader, after several days he got an idea. He went to the phone booth, called the National Weather Service and asked, "Is the coming winter going to be cold?"

"It looks like this winter is going to be quite cold indeed," the meteorologist at the weather service responded.

So the Chief went back to his people and told them to collect even more wood in order to be prepared. A week later he called the National Weather Service again. "Is it going to be a very cold winter?"

"Yes," the man at National Weather Service again replied, "it's going to be a very cold winter."

The Chief again went back to his people and ordered them to collect every scrap of wood they could find. Two weeks later he called the National Weather Service again. "Are you absolutely sure that the winter is going to be very cold?"

"Absolutely," the man replied. "It's going to be one of the coldest winters ever."
"How can you be so sure?" the Chief asked.

The weatherman replied, "The Indians are collecting wood like crazy!"

Ex.3a, 3b

Host: Hello, this is me, Bill Nye, the Science Guy and my today's guests, a well-known meteorologist Simon King and a folklore expert Mike Davison. And what I'm going to find out today is how our great-grandparents predicted weather and how accurate those predictions were. So Bill, my first question is for you. What methods do you as a professional meteorologist use to make a weather forecast?

SK: Well, of course the preparation of any weather forecast involves a lot of people and gadgets. For example, we use the information from the satellites and from hundreds of meteorological stations all around the British Isles and on European and American continents. So I can state that today predicting the weather is a hi-tech job.

H: That's right. But our grandparents and great-grandparents didn't have any of the devices and instruments you were talking about. However, the first weather forecast appeared in Britain more than 150 years ago.

SK: That's true! But its forthcoming was connected with the invention of telegraph and barometers. As a result of these inventions people were able to share the weather updates across the continent.

H: Mike, then we need your help here. Could you please tell us about the weather forecasts centuries ago?

MD: Weather prediction goes back well over two thousand years, with the ancient Chinese and Babylonians both having a crack at it. They could identify general weather trends, often with a little help from astrology. Actually, we can say that there were three ways of predicting weather.

H: Only three? It sounds quite easy. Probably the first was watching the stars?

MD: Yes, you are right. But not only stars. I'd say watching the sky!

H: Oh, I think I know this! If the sky is overcast, it will rain soon!

MD: For example, if the sky is red in the morning, it shows that dryer air has moved towards the east and humid air is coming in behind you from the west, likely bringing rain or bad weather with it.

H: That's where the rhyme "Red sky at night, shepherd's delight, red sky in the morning, shepherd's warning" comes from!

MD: Exactly! To tell the truth, a lot of weather observations are hidden in folk rhymes. Let's remember "Circle around the Moon; Rain or snow soon". This circle is created by humid air.

H: So, what's the second way?

MD: The second thing you can do is checking the grass for dew in the morning and the wind direction.

H: When the dew is on the grass, rain will never come to pass? Simon, is it right?

SK: Yeah, because if it is cloudy or windy, the grass will likely be dry. This indicates possible bad weather and rain. If the grass is wet, you are going to have a dry day.

H: Even professional weathermen know and use folk beliefs.

SK: Why not! They can be very helpful! However, we shouldn't overestimate them.

H: Let's come back to your three ways, Mike!

MD: Oh, right, so in addition you can also watch the animals. Of course it's much easier if you live in the countryside. But even in the city you can observe birds, for example.

H: If crows fly low, wind's going to blow; if crows fly high, wind's going to die.

MD: Not only crows. Ants build the walls of their hills higher just before bad weather. Turtles also feel the coming downpour. Even your cat can become a weather indicator. Cats will clean behind their ears before a rain.

H: So, you see that if you missed the weather programme with Simon, you can remember Mike's advice. Thanks Mike, thanks Simon! It was Bill Nye, hope you've learned something new from us today.

LESSON 6

Ex.1a,b

Rain rain

falls on the street,
mud in puddles
cleaning my feet.

Thunder thunder

rumble and roar,
close the windows
and lock the door.

Clouds clouds

black and gray,
heavy with water
to drop all day.

Sun sun

is breaking through,
clouds are moving,
the rain stops too.

Rainbow rainbow

across the sky,
see-through colours
to tickle my eyes.

Ex.2b

Host: Everyone talks about the weather and everyone's an expert, right? Today we'll see how good are our competitors' meteorological knowledge! Meet Ed and Jason. Are you ready to start?

Ed and Jason: Yes!

H: Question number one. What is the main cause of the earth's weather?.. And Ed was the first.

Ed: I think it's water! Its evaporation creates our planet's atmosphere.

H: No! That's a wrong answer! Jason?

Jason: I believe it's the sun and its energy.

H: Right! It's the sun and to be more exact it's the level of solar radiation that our planet gets. Question two. Why is the sky blue? And Jason was the first.

J: I know that the sunlight that comes to our planet is white, but it consists of a lot of different colours. Blue sunrays travel to the earth faster that's why we see blue sky.

H: Well, I think we can give you a point for your answer, Jason. The thing is that the molecules of air in our atmosphere reflect blue sunrays more than for example red or yellow ones. Our question number three is: Why does it start raining? Edward.

E: I think that's because of the water in the air.

H: Water in the air? What do you mean?

E: Well, the air on our planet is damp since water exists in it in form of gas. But when this air cools, the gas turns into water drops. As they become big and heavy enough they fall down from clouds, so it starts raining.

H: You are absolutely right! And you get a point, Ed. Number four: since it starts raining when the air cools at what temperature does the rain turn into snow? And Ed was the first again.

E: When water drops turn into ice, it's about zero degrees Celsius or 32 Fahrenheit.

H: Well-done, Ed! Let's move on to question five. What is dangerous, lightning or thunder? And why?

E: Thunder.

J: Lightning.

H: Jason, you were saying...

J: Lightning, of course. It can kill people for it carries electricity.

H: That's true. Lightning kills an average of 50 people a year? Lightning can kill or injure you badly. Recovering from lightning strikes can take years. What's more lightning can hit people who are holding hands or sitting on one bench for example at a sporting event. Question six. What is "the eye" of a storm? And it's Ed now.

E: It's the central part of the storm. It's usually calm inside it.

H: Good. And finally the last question. Why does a rainbow appear? It's Ed again.

E: It appears when the sunlight passes through very small water drops. They reflect light at different angles and we see different colours.

H: Amazing! Looks like Ed is the leader of our game now and we go to the second round where...

LESSON 7

Ex.3a, 3b

TM: Today our guest is an expert in weather and climate, a member of Royal meteorological society, a popular weather forecaster Simon King. Hello Simon. And my first question is ... Is it true that it always rains in Britain?

SK: Well, contrary to a popular belief, it DOES NOT rain every day in Britain. However, it's always advisable to bring some kind of a waterproof coat if you plan to visit the Isles and keep yourself psychologically prepared!

TM: So, it's true that a real Englishman carries around an umbrella and a pair of sunglasses in case the weather suddenly changes.

SK: You see, Britain is an island country and the surrounding sea gives it a varied climate. We never know what the weather will be like from one day to another. It can be sunny one day and rainy the next. As we have such changeable weather from day to day it is difficult to predict it.

TM: Could you explain to our readers why it changes so fast? They say in Britain if you don't like the weather, wait a minute.

SK: The main influence on our climate is our closeness to the Atlantic Ocean and the warming of the waters around the land by the Gulf Stream (a warm current of the northern Atlantic Ocean). Our island is small compared with the other land masses in the northern hemisphere – as a result Britain is more influenced by the ocean compared with other European countries, and the Gulf Stream helps to keep winters milder. In general we have warm summers and cool winters. Our summers are cooler than those on the continent, but the winters are milder. The overall climate in England is called temperate maritime. This means that it is mild with temperatures not much lower than 0°C in winter and not much higher than 32°C in summer. It also means that it is damp and changes frequently.

TM: What about the best time to visit the UK?

SK: July and August are normally the warmest month in England. Around the coasts, February is normally the coldest month, but inland there is little to choose between January and February as the coldest month. Probably the best months to travel in England are May, June, September and October. These months generally have the most pleasant temperatures and less rain. But even at that time be prepared for sometimes harsh weather conditions in

the mountainous regions of Scotland. July and August are the warmest months, but they are also the wettest. The sunniest parts of the Britain are along the south coast of England.

TM: And how come that British people have such a fascination with weather and weather forecasts?

SK: It's true, we love talking about the forecasts. And to answer we need to go back to the beginning of our conversation. We've already mentioned several times that the weather changes so often on our Isles and it's so unpredictable. As a result, it brings some sort of a challenge to our everyday life. So to say we are a meteorologically-challenged nation! That's probably why discussing weather became a part of our daily routine.

TM: I see. And my last question would be what your favourite time of the year is.

SK: Well, I like St. Luke's summer. It is a period of fine, calm weather in the beginning of October. I normally try to get some days off and travel to the seaside to enjoy some sunshine before a gloomy winter.

TM: Thank you, Simon.

UNIT 12

LESSON 2

Ex.2b

A: Danik, let's practise our presentation again!

D: Oh, not again! We've already done it hundred times!

A: Common! You start!

D: Ok. Our country is often called a blue-eyed land since there are numerous rivers and lakes in different regions of our republic. But do they influence the climate conditions we live in and does it have any impact on everyday weather? They certainly do! Have you ever heard about the water circle? Anna will now tell you more.

A: Well, you will be surprised to learn that if you live in a country with the territory as big as Belarus there are more than 320 billion liters of water above your head on an average day. The thing is that water on our planet driven by the sun energy evaporates and turns into gas called vapour. This gas rises and circulates in the atmosphere, cools down and changes back into liquid. It falls on the earth as precipitations such as rain, snow or hail. Some of the water soaks into the ground and provides runoff to rivers and lakes. The water left returns to the atmosphere through evaporation and the whole process begins again. Scientists call this process the water circle.

D: So as you can see together with the Sun the water circle has a significant impact on the climate and on the weather in a certain region of the Earth. We have got lots of water on the territory of Belarus. Does it make the climate more severe or milder? Let's think. The more water basins we have the more water evaporates. The more water evaporates the more precipitations we get. The more precipitations the milder the climate is. It is very similar to the way the human body works. When your body becomes too hot, it has a natural built-in mechanism for cooling itself down and when it's too cold your body saves its warmth. The more liquid it has the easier it is done. So, to sum up, rivers and lakes and all the water that they contain not only make our country more beautiful, but also make our living conditions more comfortable.

Ex.2c,d

A: But from time to time water can bring a lot of troubles and become the cause of some local disasters. Almost every spring rain showers and a sudden rise in temperature result in melting of massive amounts of snow. It leads to flooding in some parts of the country. This most often takes place in the north-west of Belarus and in Polesye District since these territories are influenced by the Desna, the Dnieper and the Pripyat River. Besides Polesye District is known for its numerous swamps. They make the situation in the region even more complicated.

For example, in spring 2010 a lot of houses in Polesye were flooded. About 200 emergency workers were involved in rescue operations. According to news reports, the flooded rivers caused some damage in small cities along their banks destroying several bridges and boat stations.

Since the spring flood is a common problem for the neighbouring countries Belarus, Ukraine and Russia have to cooperate to help the victims.

LESSON 3

Ex.3b

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LESSON 4

Ex.2b

1. S: Helen, hi!

H: Hello, Sandra. How are you doing?

S: Oh, I'm all right! Glad you are back! How was your trip?

H: Oh, it was amazing. Would you like to come over to my place for tea? I can tell you about my holidays and show some pictures.

S: Sounds nice!

2. H: It was a really good holiday. Though some of you told me it would be cold there, the weather was just lovely, not too hot with lots of sunshine, though a bit humid at times. But generally it wasn't much different in Belarus from what we have here in Toronto.

S: Oh, I don't care much about the weather! Tell me about IT!

H: Ok, ok. So, you know my mum comes from Belarus and her sister with her family live there. It was my cousin Dasha who got married last weekend. Now, I'll just switch on my i-pad and show you the picture. So, here's my cousin Dasha. That was the day before the wedding. She and her fiancé met me at the airport and drove me to my aunt's apartment. And Dasha stayed in this apartment too. Here, look! It's her wedding gown.

S: It's beautiful!

H: Yep! So and here's Dasha in the morning before her wedding. And her maid of honour.

S: Did she have only one maid?

H: Yes, in Belarus they have one maid of honour and one best man. And now look at this. The buy-out of the bride.

S: A what???

H: Buy-out of the bride. Come on! I know that some of the traditions can look amusing and even weird from an outsider's viewpoint, but they all have a long history. Can you guess what a buyout is?

S: The groom gives all his money to the bride's parents?

H: Oh, don't be silly. In this ceremony the groom should undergo several "tests" in which he demonstrates his intellect and strength. For every mistake in the task the fiancé pays money or sweets. The prize for the completion of these tests is the bride.

S: What sort of tests?

H: Something funny. For example, to sing or dance for the bride, or to tell everyone how much he loves her. Look at this. This is Alex, Dasha's groom. He's trying to find a shoe for his bride. It was hidden in one of those boxes.

S: Did he find it fast?

H: Not really. First he got an old grandpa's slipper from the first box and then a pair of baby-shoes in the second.

S: He-he! It's hilarious! Just look at his face!

H: Yes, he was disappointed! Here are Dasha and Alex in the registration office.

S: They look awesome! And very happy!

H: That's true!

S: And what is it that they are standing on? A towel?

H: You're right. It's a special towel called padnozhnik. The bride and groom stand on it during the wedding ceremony. The wedding towel marks the pathway the new couple will follow on their journey into a new life together. There is another tradition. Sometimes the wrists of the bride and groom are tied together with a towel called rushnik as a symbol of the life-long bond. I bought one for my wedding too.

S: This picture is nice. The place was very well-decorated.

H: That's true. And there's another ceremony. It's bread-and-salt welcome and breaking a glass for luck.

S: I saw this bread-and-salt ceremony when I went on a business trip to Russia. It's for welcoming guests.

H: Right. But at the wedding the parents of the just married welcome them to their new life. The newlyweds snap off a piece of bread. As they say, the one who has the bigger piece will be the head of the family. The parents also gave them the glasses that the couple should throw over their left shoulder to scare off the devil.

S: Oh, I like this! And that's another rushnik tradition?

H: See, now you even remember the word! Yes, the guests should put all the gifts on the rushnik since their presents are not only for the bride or the groom, but to a new family.

S: That's so interesting and so different from what we usually see here. And here we see some folk dancing!

H: Not really. It's one more ceremony. It's the "initiation into wives". After the wedding husband's mother takes a veil off the bride and put on a headscarf instead. It symbolizes the beginning of a married life. And the bride dances with her maid of honour and other unmarried female guests.

S: How interesting!

H: I've decided to introduce some of Belarusian wedding traditions at our wedding as well. I told you that I bought some rushniks and ...

LESSON 6

Ex.4c,d

Hello and welcome to another runway show of Belarus Fashion Week 2011. Today we are going to see some ready-to-wear outfits by Belarusian designers.

And here comes a model by Ivan Aiplatov. At first it seems to be quite a casual combination of plain loose dark chocolate brown overalls and a check short-sleeved white and brown shirt. But as the model is walking along the runway we can notice that the silk overalls create a cool style of a man ready for a fight with the world around. Matching dark-brown leather shoes finish the whole image and give a sense of tranquility and confidence. It's a perfect choice for young and ambitious people.

Here is another model by a young designer Viktoria Nazarova. A smart plain white wool top with middle-length sleeves perfectly matches a pearly grey short jacket. A short stripy wool skirt makes this outfit eye-catching and shiny high-heeled shoes help to create an impression of a trendy and stylish woman. However, a strip of belly between the top and the skirt makes the whole image a bit ridiculous and unfinished. The designer should think about a belt to unite the two parts of this set.

And the next there appears a stunning girl in a lovely long blue flowery sleeveless cotton dress. Combined with sky-blue high-heeled sandals and stylish accessories the dress can give you a fabulous and romantic look. A good idea of an outfit for a romantic date on a warm summer day.

LESSON 7

Ex.3a,b

Speaker1: I remember this film very well, even though I watched it quite a long time ago. It tells a story of a boy who doesn't like the idea of going to school. Instead he sells his schoolbooks and goes to the theatre. There he makes friends with puppet actors and helps them to run away from their cruel master. On his way he meets two tricksters a Cat and a Fox who try to cheat him and get his money. The film is quite childish, only small children can enjoy a story of a wooden boy, but the actors are fantastic and the songs are stunning.

Speaker2: That was an interesting film with beautiful scenes and an exciting plot. It shows a story of a brave princess of one of Belarusian principalities of the 16th century. When her husband was killed by enemies she had to rule her city and command her people in a very difficult period of history. She had to protect her family and her people from Tatars army and find a betrayer in her own home. I didn't really get if it's based on true facts from Belarusian history or not. Even if it's not, the film is worth watching for the whole family.

Speaker3: Oh, I loved that film. As far as I know the director of this film also shot "The Adventure of Buratino", but it wasn't as exciting for me. Probably because the film that I like is about a girl. When I was a child I even imagined that I was the main character. I asked my mum to make a costume for the New Year party that looked same to the one in the film. What I like about it is that even though it is based on a fairy-tale it is different, very different! There are a lot of unusual and funny characters, for example, an old astronomer, a naughty little prince and an amazing wolf family. The director of this film created a true fairy-tale with lovely songs and funny jokes. I'd like my kids to watch this film when they grow up.

Speaker4: As far as I understood this film was released not so long ago though it tells about the Second World War. The main character is a man lieutenant Yashin who is a sniper during the battle of Stalingrad. His beloved woman is killed by a German sniper and his wants to take revenge. In the next scene we are taken to the time when the war is over. Now Yashin is supervising one of small towns in Germany. Soon he finds out that on the territory of this town there's a secret laboratory with a dangerous weapon that can kill and injure a lot of people. The laboratory is protected by a group of German soldiers and the sniper who killed his love back in 1942. The film can keep you on the edge of your seat because of the intriguing plot and fabulous actors.

Speaker5: Actually I would have never watched it if my parents hadn't asked me to take my younger sister to the cinema. I was surprised to see a real fantasy film with fabulous special effects and nice costumes. It's a fairy-tale-like story about a girl who travels to a magic world. There she saves a magic country from an evil wizard. To do this she has to overcome a lot of hardships, but her loyal friends help her. The main character is a girl with red hair so after the film my little sister was so excited that she asked mum to dye her hair red. Of course we didn't let her do it!

Speaker6: I read the book at school for my Belarusian literature classes and I thought it was quite boring. But then our teacher said that we could watch a film. And to my surprise it turned out to be a gripping story. It is about an elderly man who has lived all his life in Polesye. He had to start fighting with Polish soldiers in order to save his little son. After watching the film I read Yakub Kolas's novel with much more interest. Besides now I know who the old man on Yakub Kolas monument is. I saw this monument in the centre of Minsk so many times and never realized it's a book character.

UNIT 13

LESSON 2

Ex.2b

There was a time when many of the subjects now taught in school were all part of a very broad area called philosophy. Physics, chemistry, biology, astronomy, sociology, government, psychology, mathematics, logic, ethics, music, and more were all considered proper subjects for attention by philosophers. As recently as the early 19th century, natural philosopher was a term for a student of any of the sciences. As late as the 1850s laboratory tools were usually called philosophical instruments.

The word philosophy itself is from Greek words meaning “love of wisdom.” But it really means serious thought about the most basic questions that human beings can think about – questions such as: What is the true nature of the universe? What is human nature really like, and what are a human being’s moral responsibilities? Of what is matter composed? What are the qualities of truth, goodness, and beauty?

LESSON 3

Ex. 3a

In ancient Greece, Socrates was reputed to hold respect for high esteem. One day Socrates met an acquaintance who ran up to him excitedly and said:

“Socrates, do you know what I have just heard about one of your students?”

“Wait a minute” said Socrates.

“Before you tell me I would like to conduct a little test. It is called the Triple Filter Test. The first filter is Truth. Have you made sure that what you are going to tell me is true?”

“No,” said the man, “Actually I just heard about it.”

“All right,” said Socrates, “so you don’t really know if it is true. Now let us try the second filter, Goodness. Is what you are going to tell me about my student something good?”

“No, on the contrary...”

Socrates continued, “You want to tell me something bad about him, even though you are not certain it is true.”

The man shrugged, embarrassed. Socrates continued,

“Now we apply the third filter – the filter of Usefulness. Is what you are going to tell me about my student going to be useful to me?”

“No, not really...”

Socrates concluded, “If what you tell me is neither True nor Good nor Useful, why tell it to me at all.”

LESSON 4

Ex.3a

Salman Khan: Khan Academy is most known for its collection of videos, so before I go any further, let me show you a little bit of a montage.

So the hypotenuse is now going to be five.

This animal's fossils are only found in this area of South America – a nice clean band here – and this part of Africa.

We can integrate over the surface, and the notation usually is a capital sigma.

National Assembly: They create the Committee of Public Safety, which sounds like a very nice committee.

Notice, this is an aldehyde, and it's an alcohol. Start differentiating into effector and memory cells.

A galaxy. Hey, there's another galaxy. Oh look, there's another galaxy.

And for dollars, it's their 30 million, plus 20 million dollars from the American manufacturer.

If this does not blow your mind, then you have no emotion.

LESSON 4

Ex.3c,d

Salman Khan: We now have on the order of 2,200 videos covering everything from basic arithmetic all the way to vector calculus and some of the stuff you saw there. We have a million students a month using the site, watching on the order of 100 to 200,000 videos a day. But what we are going to talk about in this is how we're going to the next level. But before I do that, I want to talk a little bit about really just how I got started. And some of you all might know, about five years ago I was an analyst at a hedge fund, and I was in Boston, and I was tutoring my cousins in New Orleans, remotely. And I started putting the first YouTube videos up really just as a kind of nice-to-have, just a supplement for my cousins – something that might give them a refresher or something.

And as soon as I put those first YouTube videos up, something interesting happened – actually a bunch of interesting things happened. The first was the feedback from my cousins. They told me they preferred me on YouTube to that in person. (Laughter) And once you get over the backhanded effect of that, there was actually something very profound there. They were saying that they preferred the automated version of their cousin to their cousin. At first, it's very intuitive, but when you actually think about it from their point of view, it makes a ton of sense. You have this situation where now they can pause and repeat their cousin, without feeling like they're wasting my time. If they have to review something that they should have learned a couple of weeks ago, or maybe a couple of years ago, they don't have to be embarrassed and ask their cousin. They can just watch those videos. If they're bored, they can go ahead. They can watch it at their own time, at their own pace. And probably the least appreciated aspect of this is the notion that the very first time, the very first time that you're trying to get your brain around a new concept, the very last thing you need is another human being saying, "Do you understand this?" And that's what was happening with the interaction with my cousins before, and now they can just do it in the intimacy of their own room.

LESSON 5

Ex.5b

Son: I must hurry to the library or I will fail my project in History.

Mother: I will give you a lift to the underground station, and I will pick you up from the library later if you want.

S: That will be great! I am so pressed for time: I have a project to hand in next week but it is still unfinished. Wait a second – I will take my bag.

M: And you'd better take a snack. I've bought dried fruit and chocolate, it's on the kitchen table.

S: Yeah, judging by my appetite recently I am going to be hungry.

M: I'm sure, you won't fail the project. History is your favourite at school.

S: And that is why it is going to be my best project so far. Will you help me with the maps?

M: With pleasure! Shall I ask Father to give us a helping hand as well?

LESSON 6

Ex.2a

You've probably heard that different students learn differently or have different learning styles. It depends on our in-born abilities, work we put in, and the way our brain works. The geniuses learn differently as well. Do you know how Albert Einstein learned? He was considered a slow learner – he learned to speak at a late age, and the teachers labelled him as autistic because he seldom paid attention in class. The truth is he was usually daydreaming in class. However, he was a natural musician and he could play the violin well.

We learn about the world using different sources: we look and see, listen and hear, move around, smell and taste things. We also ask questions, try to find logical connections between things, communicate with other people and try to understand ourselves. These different abilities are referred to as intelligences – so we can be not just intelligent, but we possess multiple intelligences. This idea was introduced by a Harvard psychologist Howard Gardner. There can be many different intelligences, Gardner listed seven main ones: visual-spatial intelligence – people are “art smart” or “picture smart”; logical-mathematical intelligence – that is “number smart” or “logic smart”; bodily-kinesthetic intelligence – that is “body smart” or “movement smart”; musical-rhythmic intelligence – in that case we are “music smart” or “sound smart”. There is also naturalist intelligence, people possessing it are “nature smart” or “environment smart”; intrapersonal intelligence – we are “self smart” or “introspection smart”; interpersonal intelligence – those people are “group smart” or “people smart” and, finally, verbal-linguistic intelligence – we are “word smart” or “book smart”. Every person is unique and has his or her own combination of intelligences.

Ex.2d

Knowing your strong and weak intelligences can help you in many ways. First of all, it will help you understand what helps you and makes remembering things easier. Secondly, you know what intelligence you should develop. Remember that talented people are talented in everything. Don't you think it's because all their intelligences are active? And the last but not the least: knowing your intelligence can help you to decide what career to choose.

So, let's find out which of the seven intelligences you possess.

If you are strong in visual-spatial intelligence you tend to think in images and pictures. You probably like to draw, paint, and work with clay. Many who are picture smart love to work jigsaw puzzles and read maps. You probably have definite opinions about colors that go together well, and textures that are appropriate. And, you are likely excellent at performing tasks that require visualizing, pretending, and imagining.

If you happen to be a number or logic smart person, you tend to think more abstractly and are often able to see patterns and relationships that others miss. You probably like to conduct experiments, and to solve puzzles. You most likely enjoy working with numbers and mathematical formulas, and you love the challenge of a complex problem to solve. You are probably systematic and organized, and you always have a logical argument for what you are doing at any given time.

If intrapersonal intelligence is one of your strong points, you may work alone. You are probably self-reflective and self-aware and thus you tend to be in tune with your inner feelings, values, and beliefs. You frequently have creative wisdom and you are inner motivated. You are often strong-willed, self-confident, and have definite, well-thought out opinions on almost any problem. Other people will often come to you for advice and counsel. If you are body or movement smart, you like physical movement, dancing, making things with your hands, and role-playing. You probably communicate well through body language and other physical gestures. You probably like physical games of all kinds. You may find it difficult to sit still for long periods of time and are easily bored if you are not actively involved in what is going on around you.

If you are strong in musical-rhythmic intelligence area you are likely to have a love of music and rhythmic patterns. You are probably very sensitive to sounds in the environment like rain on the roof. You may study and work better with music in the background. You can often reproduce a melody or rhythmic pattern after hearing it only once. You probably like to create music and you enjoy listening to a wide variety of music. You may be skilled at mimicking sounds and language accents.

If the naturalist intelligence is one of your strengths, you have a profound love for the outdoors, animals, plants, and almost any natural object. You are probably fascinated by such things as the weather, the sound of the wind, the warm sun, or an insect in the room. At a young age you were likely nature collectors, adding such things as bugs, rocks, leaves,

seashells, sticks, and so on to your collections. Today you may have several pets and want more. You tend to have a natural liking and respect for all living beings.

If verbal-linguistic is a strong intelligence for you, you have highly developed skills for reading, speaking, and writing. You probably like various kinds of literature, playing word games, making up poetry and stories, debating, creative writing, and telling jokes. You do well with written assignments, and your comprehension of anything you read is high.

If you possess interpersonal intelligence, this person-to-person way of knowing is more developed in you, you learn through personal interactions. You probably have lots of friends, show a great deal of empathy for other people and exhibit a deep understanding of other points of view. You probably love team activities of all kinds and are a good team member. You are sensitive to other people's feelings and ideas. You are also probably skilled in conflict resolution, and finding compromise.

LESSON 8

Ex.3b,c,4b

Alix: It's normal to feel a little worried before an exam. Some people go into a cold sweat, some say it's all right, and some even say they're not bothered. But we all seem to feel a little different when we're actually in the exam room.

Eliot: So the first thing to remember is that it's normal to feel a little weird, and if you prepare for the experience, the easier it is. You could think of it as some sort of test, like a football match, and so prepare like professional footballers:

A: They don't just start the game cold. They sort out everything they need days beforehand. It's all laid out, and they have spares of everything.

E: So you could make a list of everything you need, such as blue and black pens, a ruler, a pencil and rubber – even bus money.

A: And they'll study the other team for hours on end, watching videos and even going to other matches.

E: So listen to all the audio clips, go through old English exams and questions, and look in revision books or on internet sites, like GCSE Bitesize. These will show you exactly what you're up against.

A: Then professional footballers get to the ground early, so make sure you plan your route and you've got lots of time – this is one of the days when you cannot be late.

E: And they'll walk round the pitch. Some will go round several times. But why?

A: Many players want to get a feel of the place – they will be imagining themselves playing, and imagining themselves doing really well.

E: And you should do the same before the day of the exam. The exam will probably be somewhere you know well, like the school hall or a gym. But when it's set up for an exam it will look very different – there will be rows and rows of desks – and it'll feel very different to normal.

A: So try to go in the room beforehand, when it's been set up for the exam. It might be locked, or out of bounds, so ask your teacher to take you round – they can hardly say no if you tell them why.

E: And once you're in, sit down quietly and go through the exam in your head. For example, you know you'll have a question on writing to inform, explain or describe. So imagine a

question in front of you, a question that you can do really well. So when you leave the room, you know exactly how it feels, you can do this, and you can do it well.

A: It might feel a bit silly, but it seems to work for lots of people and many professional footballers spend time imagining taking penalties, or corners, or scoring goals. There's even a simple trick that might work with you too.

E: You have to think of a time when you felt great – you did something really good, and everyone knew how good you were. Think of this time, and touch your index finger and thumb together lightly. Try to do this a few times each day, thinking about successful things each time. And when you get in the exam, touch your finger and thumb together again – it can remind you about how good you are.

A: So try to prepare for the exam. Don't worry about it – do something about it instead. Look through old questions. Revise for the exams. Visit the room a few days beforehand. Imagine being successful. Sort out what you need for the exam the day beforehand. Go early. And keep positive – think about good things.