Lesson 1

Playing Safe



Video episode: Insurance

Ex. 1 ⟹ PRE-VIEW: Answer the following questions.

1. What do you usually put on top of your list when you are travelling?
2. What kind of things do people usually insure?
3. Have you ever turned to an insurance company? What for?
4. Why is it not always easy to get the money from an insurance company?



Ex. 2 ⟹ IN-VIEW: Watch the video episode and explain what the following figures refer to.

80%	.....
1 m	.....
166	.....
133	.....
120	.....
24/7/365	.....
nine-to-five	.....

Ex. 3 ⟹ IN-VIEW: Answer the following questions.

1) What are people usually concerned about when they are travelling?
2) Where do many insurance policies stop? Why?
3) What disasters were mentioned in the video?
4) Who can get private medical insurance from IMG?
5) What elements of the insurance business do they handle?
6) What are the unique challenges that IMG faces?
7) Why is emergency medical evacuation one of the most critical things they do?
8) How do you understand the phrase 'a peace of mind business'?



Ex. 4 ⟹ YOUR VIEW. Answer the following questions.

- What kind of challenges does the world throw at insurance companies?
- Where do the Russians phone in case of emergency?
- What do you know about EMERCOM? Try to guess what it means.



Ex. 5 ⟹ PRE-VIEW: Answer the following questions.

1. Water is often referred to as "the source of life". Why?
2. What potential dangers can water pose?

Ex. 6 ⟹ PRE-VIEW: Match parts of phrases. Define them.

get	**at stake**
to take	**a chance**
to be	**underway**
don't stand	**house**
to go	**on board**
full	**from bad to worse**

Ex. 7 ⟹ IN-VIEW: Watch the video episode and:

A) complete the sentences.

1. Here rugged cliffs meet the waters of the Atlantic and give century-old villages ..... .
2. In August 2004 these gentle streams became ..... .
3. Tricksy Webster was ..... tea to ..... .
4. Boscastle was now at the ..... .
5. It was there one minute and it was gone the next. The building ..... .
6. With almost a thousand lives ..... rescuers launched the biggest airlift since WWII.
7. It was like a ..... , everything was terrible, cars piled one on top of the other, and the building across from me had trees in every window. It was very difficult ..... really.
8. With ..... vehicles line wrecked at the entrance of the harbour, the search for victims ..... .

B) give the summary of the episode.

Ex. 8 ⟹ YOUR VIEW. Answer the following questions.

1. Can you recall more recent disasters of the same kind? Did the authorities manage to warn the people in advance?
2. Can such calamities happen in big cities? What should people do to avoid being hurt?
3. Can scientists predict natural disasters?
4. Do you know of an effective warning system in any country? How does it work?

Ex. 9 ⟹ IMPROVE YOUR VOCABULARY: Use the words from the box to complete the text.

uptick	**loss**	**consequences**	**dominated**	**triggered**
shut down	**recognized**	**equipped**	**exposed**	**virulent**
undoubtedly	**calamitous**	**effective**	**stimulate**	**released**

The 2019-nCoV, previously unknown strain of coronavirus, has (1) _____ headlines in recent weeks and alarmed public health officials with its rapid spread and (2) _____ nature. But it's really no surprise to the scientists who study infectious disease: it's just one of several pathogens that have the potential to reach (3) _____ status.

There is no evidence that climate change (4) _____ this particular virus to jump from animals to humans at this particular time, or that a warmer planet has helped it spread. That said, it's pretty clear that, broadly speaking, climate change is likely to lead to an (5) _____ in future epidemics caused by viruses and other pathogens. Scientists have understood for decades that climate change would change the way diseases spread. For instance, it has been proved that rising temperatures are making our natural immune systems less (6) _____.

Our bodies are amazing disease-fighting machines. One adaptation goes a long way: our warm body temperature can by itself (7) _____ all sorts of unwanted invasions. Fevers (8) _____ the immune system and, ideally, the heat creates an environment where it's difficult for pathogens to survive. But, as pathogens are (9) _____ to gradually warmer temperatures in the natural world, they become better (10) _____ to survive the high temperature inside the human body.

For decades, scientists have (11) _____ that climate change would lead to a range of public health (12) _____. A 1992 report from the National Academy of Sciences, for example, cited a number of ways climate change could lead to the spread of infectious disease. We know more today than we did then, but there's still a lot we don't know. When Arctic permafrost melts, what pathogens that have been buried for millennia will be (13) _____ into the atmosphere—and can we combat them? What will the (14) _____ of entire communities, countries and ways of life do to the human psyche? How far will disease-carrying mosquitoes currently isolated to the tropics roam as their range shifts?

Scientists are scrambling to find answers to these questions and many other "known unknowns," but many unknown unknowns (15) _____ remain.

Basic rules of Punctuation: Guidelines for using commas, semicolons and dashes.

I. Use a comma (,) before a coordinator (and, but, yet, or, nor, for, so) that links two main clauses:
'The optimist thinks that this is the best of all possible worlds, and the pessimist knows it.' (Robert Oppenheimer)
However, do not use a comma before a coordinator that links two words or phrases:
'Jack and Diane sang and danced all night.'

II. Use a comma to separate items in a series of three or more:
'You get injected, inspected, detected, infected, neglected, and selected.' (Arlo Guthrie)

III. Use a comma after a phrase or clause that precedes the subject of the sentence:
'When you get to the end of the rope, tie a knot and hang on.' (Franklin Roosevelt)
'If at first you don't succeed, failure may be your style.' (Quentin Crisp)

IV. Use a pair of commas to set off words, phrases, or clauses that interrupt a sentence (e.g. non-defining relative clauses):
Old Professor Legree, who dresses like a teenager, is going through his second childhood.
'Words are, of course, the most powerful drug used by mankind.' (Rudyard Kipling)

V. Use a semicolon (;) to separate two main clauses not joined by a coordinating conjunction:
Those who write clearly have readers; those who write obscurely have commentators.

VI. Use a dash (-) to set off a short summary after a complete main clause:
At the bottom of Pandora's box lay the final gift – hope.

VII. We may also use a pair of dashes in place of a pair of commas to set off words, phrases, or clauses that interrupt a sentence with additional – but not essential – information:
In the great empires of antiquity – Egypt, Babylon, Assyria, Persia – splendid though they were, freedom was unknown.

- **<u>Ex. 10</u> ⟹ Put appropriate punctuation marks (commas, semicolons, dashes) to the sentences below.**

1) When a friend dies part of yourself dies too.
2) We took photographs of the patron saint of nail-biters the Venus de Milo.
3) Last week we read "The Catbird Seat" a short story by James Thurber.
4) Our three children Larry Curly and Moe have decided to enter show business.
5) When in doubt mumble when in trouble delegate.
6) Some players hit the ball and stand dejected waiting for it to land others turn away and leave it to the caddy.
7) Lila who lives in a trailer with a parakeet and some scrappy dogs and cats has been he town fire warden for almost 30 years.
8) While on maneuvers in South Carolina Bitty Pilgrim played hymns he knew from childhood.
9) The train its metal wheels squealing as they spin along the silver tracks rolls more slowly now.
10) Hurling which has been the national sport of Ireland since legendary times is to American eyes like a soccer game played at ice-hockey speed.

Hometask 1: Video episode: *Thrill Seekers*

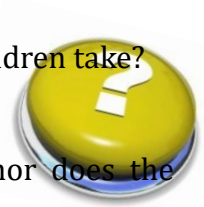
<u>Ex. 11</u> ⟹ IN-VIEW: Explain or comment on the following ideas (recall the situations where they were used):

Notes on the film:

1. **adrenaline gland** – a part of your body that produces a chemical substance that your body needs
2. **adrenaline hormone** – a natural substance produced by your body that controls important physical processes such as those relating to growth and sexual development
3. **pupils** – the black round parts in the middle of your eye
4. **to dilate** – to become bigger and wider (dilated pupils)
5. **perspiration** – liquid that your skin produces when you are hot, ill, or nervous (perspiratory rate)
6. **nucleus accumbent** – a neurotransmitter
7. **dopamine** – chemical responsible for good feelings, positive emotions, happiness

1. They (children) are pushing the edge.
2. They (animals) do that (take risks) to survive, they do that to further their gender.
3. Living through the crisis leaves the body flashed with all sorts of chemicals, simply put, the survivor is high.
4. Safety is the mantra.
5. Psychological studies of people and thrill seeking have illustrated that humans fall along a spectrum.
6. Human beings are inherently lured to a high-octane moment.
7. These real thrill-seekers want to push the envelope to the edge.
8. How can they (these people) trade fear for euphoria? New research in genetics is yielding clues.
9. There is the biological factor that goes into this, genetic influence here, there is environmental upbringing, so it is a pastiche of things…
10. Criminals trade security for immediate gain ignoring the cost to themselves and society.

<u>Ex. 12</u> ⟹ IN-VIEW: Answer the following questions.



1. What period of life does risk originate at? What forms does the risk run by children take?
2. What factors challenge animals to take risks?
3. What process goes on in the human brain when a threat is perceived?
4. What types of thrill-seeking behaviour do scientists define? What metaphor does the psychologist use referring to thrill seekers?
5. What situations are people inherently drawn to and how may they affect us?
6. What do thrill seekers experience on a roller coaster? How do they release stress?
7. What is intolerable for extreme thrill seekers?
8. What are distinctive features of BASE jumping? What reasons for BASE jumping have been distinguished by researchers? e
9. What does Dr Farley compare risk-taking with? What factors contribute to shaping taste for risk taking according to him
10. What destructive forms of risk-taking are mentioned in the episode?

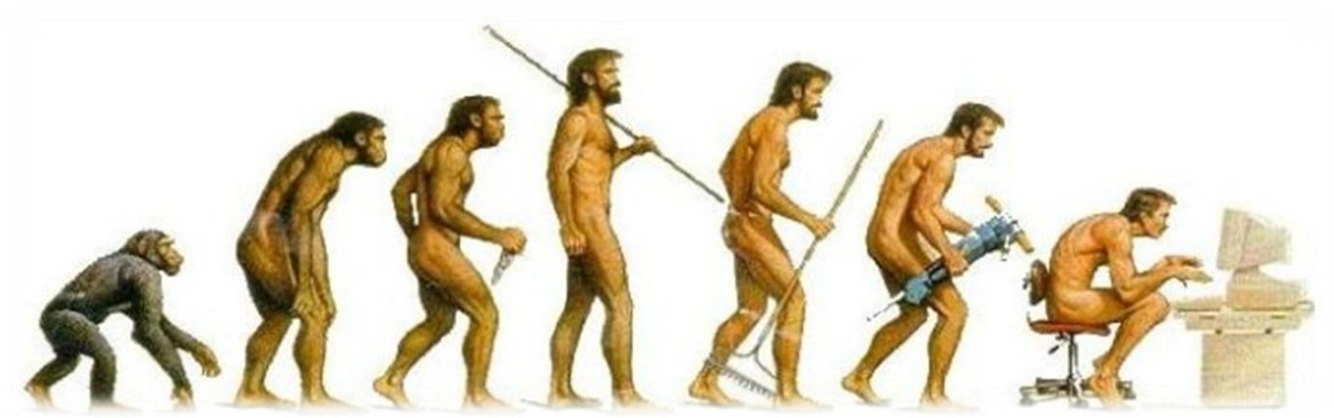
<u>Ex. 13</u> ⟹ IN-VIEW: Make a brief summary of the video episode.

<u>Ex. 14</u> ⟹ YOUR VIEW: Read the extract from the program you have just seen:

Margaret King, Ph.D., Historian:

'Animals take what looks to us like risk. They are very calculated and very instinctual. They do that to survive, they do that to further the agenda, to get the food that they need, to protect their young, to explore a new territory. What we do is we make it into an art form. We make it into a sport, into a new technology. It pushes the human mind and the human body into the next stage of development and it's how culture evolves and develops and survives.'

You have been asked to write an article for the magazine, referring to the extract above and saying whether you share the opinion that risk is essential in humans' life as it encourages the development of society or all risk takers are examples of deviant behavior who don't contribute to progress in any way. Write about 200 words.



Ex. 15 ⟹ **In the following paragraph, insert commas wherever you think they belong.**

The Least Successful Car

In 1957 Ford produced the car of the decade – the Edsel. Half of the models sold proved to be spectacularly defective. If lucky the proud owner of an Edsel could enjoy any or all of the following features: doors that wouldn't close hoods and trunks that wouldn't open batteries that went dead horns that stuck hubcaps that dropped off paint that peeled transmissions that seized up brakes that failed and push buttons that couldn't be pushed even with three people trying. In a stroke of marketing genius the Edsel one of the largest and most lavish cars ever built coincided with rising public interest in economy cars. As Time magazine reported "It was a classic case of the wrong car for the wrong market at the wrong time." Never popular to begin with the Edsel quickly became a national joke. One business writer at
the time likened the car's sales graph to an extremely dangerous ski slope. He added that so far as he knew there was only one case of an Edsel ever being stolen.

Lesson 2

Living a Healthy Life





Ex. 16 ⟹ PRE-VIEW : Answer the following questions.



1. What does *healthy living* mean to you?
2. Why has healthy lifestyle become so trendy over the last few years?
3. Are you health-conscious?

Notes on the video:

Encyclopaedia Britannica, *the oldest English-language general encyclopaedia. The Encyclopaedia Britannica has been published since 1768, when its first edition began to appear in Edinburgh, Scotland.*

The **Ten Commandments**, *also known as the Decalogue (Greek: δεκάλογος), are a set of biblical principles relating to ethics and worship, which play a fundamental role in Judaism and most forms of Christianity. They include instructions to worship only God and to keep the Sabbath, and prohibitions against idolatry, blasphemy, murder, theft, and adultery.*

The **Book of Leviticus** *(from Greek Λευιτικός, Leuitikos, meaning "relating to the Levites"; Hebrew: ויקרא, Wayiqra, "And He called") is the third book of the Hebrew Bible, and the third of five books of the Torah.*

Moses *was, according to the Hebrew Bible and Qur'an, a religious leader, lawgiver and prophet, to whom the authorship of the Torah is traditionally attributed.*

Theodore John "Ted" Kaczynski *(/kə'zınski/ born May 22, 1942), also known as the "Unabomber"), is an American mathematician, social critic, anarcho-primitivist, and Neo-Luddite who engaged in a mail bombing campaign that spanned nearly 20 years, killing three people and injuring 23 others.*

Caligula *(Latin: Gaius Julius Caesar Augustus Germanicus;[1] 31 August AD 12 – 24 January AD 41), also known as Gaius, was Roman Emperor from 37 AD to 41 AD. The young Gaius earned the nickname Caligula (meaning "little soldier's boot") from his father's soldiers while accompanying him during his campaigns in Germania. There are few surviving sources on Caligula's reign, although he is described as a noble and moderate ruler during the first two years of his rule. After this, the sources focus upon his cruelty, extravagance, and sexual perversity, presenting him as an insane tyrant.*

The **Founding Fathers** *of the United States of America were political leaders and statesmen who participated in the American Revolution by creating the United States Declaration of Independence, taking part in the American Revolutionary War, establishing the United States Constitution, or by some other key contribution. Within the large group known as the "Founding Fathers", there are two key subsets: the "Signers of the Declaration of Independence" (who signed the United States Declaration of Independence in 1776) and the Framers of the Constitution (who were delegates to the Federal Convention and took part in framing or drafting the proposed Constitution of the United States). A further subset is the group that signed the Articles of Confederation. American historian Richard B. Morris in 1973 identified the following seven figures as the key Founding Fathers: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington.*

Ex. 17 ⟹ IN-VIEW: Complete the following sentences.

1. My wife started to fine me one dollar for ..... I inserted into conversation. So it had its ..... .
2. But I decided to learn about the Bible and ..... by actually diving in and trying to live it and..... .
3. Because living so healthily was killing me. (Laughter) It was so overwhelming, because the amount of things you have to do, it's just ..... .
4. I wrote the book ..... , and it took me about a thousand miles to write the book.
5. I was so focused on doing all these things that I was neglecting my friends and family. And as Dan Buettner can tell you, having a ..... is so crucial to our health.
6. And this is a real underestimated, under-appreciated ..... -- not just because it harms our hearing, which it obviously does, but it actually initiates the fight-or-flight response.
7. And by the way, it's also terrible for your brain. It really ..... cognition.

Ex. 18 ⟹ IN-VIEW: Answer the following questions.

1) Which three spheres did A.J. Jacobs work on for the sake of self-improvement? What did it imply?
2) What dis his wife start to fine him for?
3) In what way was he inspired by the Danish Safety Council?
4) Were his efforts successful?
5) What healthy behaviors did he mention?
6) What's the title of his book?



Ex. 19 ⟹ YOUR VIEW: Answer the questions.

- Do you agree with A.J. Jacobs's conclusions?
- What other practical suggestions for healthy behavior can you give?



Ex. 20 ⟹ IMPROVE YOUR VOCABULARY: Substitute the italicized phrases in the text by the suitable expressions from the box.

handy tips	feeling in a positive mindset	breaking your bad habits	feel sluggish
boosting your mood	getting focused	share cooking responsibilities	nutritious
splashing out	binge-watching		

While it might be tempting to exist on a diet of pizza and (1) *watching too much* Netflix, there are healthier ways to boost your mood while at uni. Staying physically and mentally strong and (2) *giving up doing bad repetitive actions* are really important during this intense period of your life. These (3) *practical pieces of advice* will help keep you healthy and focused.

Healthy body, healthy mind

Exercise releases endorphins (otherwise known as happy hormones) which do a whole load of wonderful things for your mood. So, even when it feels as though hiding under the duvet might fix all your problems, getting out and about is a much better option. If you're (4) *having an optimistic attitude to life*, you're more likely to be able to focus your energy on studying.

Doing exercise you actually enjoy is the key to keeping it up long-term. There are so many cheap and free alternatives now that you really don't need to be (5) *wasting* lots of cash on an expensive gym membership if you're not a gym bunny at heart.

Eat well on a budget

How you fuel your body is also important. Aside from the damaging effects on your health, eating too much salt, saturated fat and sugar is going to make you (6) *not perform or react as well as usual* and tired.

It might seem easier and cheaper to eat microwave meals, but with a small amount of inventiveness you can eat all sorts of (7) *providing substances to keep healthy* and tasty food on a small budget. There's no need to splash out on expensive recipe books either, as there are so many resources online.

Living in a shared house is a fantastic opportunity to (8) *do the duty of cooking in turn*. Instead of fighting over whose turn it is to do the washing up, why not turn the kitchen into a social hub rather than a war zone? Turn cooking into something social and fun, split the grocery bills and take it in turns to come up with cheap, tasty and inventive meals.

Get yourself organized

Being organized costs nothing, and it does wonders for your mind as well. Anything which helps you feel like you've got your life admin under control is going to help you feel more positive.

Ditch public transport

Walking is one of the easiest forms of exercise you can possibly do, and it costs nothing. Everyone needs a bit of thinking space, so walking rather than sitting on a crowded bus or train could be a great option for giving yourself some thinking space, boosting your mood, and (9) *concentrating on your aims* before a busy day at uni or a stressful exam.

If walking to your destination takes too long, then why not think about investing in a cheap bike, or even a pair of roller-skates? Anything that saves money and gets you from A to B while (10) *making yourself feel more positive* and keeping you healthy is a sure-fire way to help you stay much more productive.

Basic rules of Punctuation: Guidelines for using colons, hyphens and slashes.

I. Use a colon (:) before a list of items. Most notably, a colon is often used after the word *follows*, as well as before long formal statements or quotations, in telling time, and after a salutation in a formal business letter in American English:
The following groups have disbanded over the years: The Beatles, Herman's Hermits, The Monkeys, The Mamas and the Papas.
Dear Senator Clinton: *Dear Mr. Petrov:* *Dear Dr. N. Andreo:*

II. Use a hyphen (-) to make a compound word, to join a capital letter to a noun, between elements of a fraction, to connect numbers that indicate a life span, to form new words that have prefixes *self-, ex-, all-, great-, half-*, to connect two or more words that are used as adjectives, and to separate a word at the end of a written line (do not separate one-syllable words):
nineteen-year-olds, mother-in-law, meat-eating
D-Day, U-turn, V-shaped
second-half, three-fifths, twenty-two men, 2012-2018

III. Use the diagonal, forward slash (/), or virgule for fractions, to show where one line of poetry ends and a new line begins (when quoting poetry), and to demonstrate that either one option or another is suitable:
$6^1/_2$ feet, $10^1/_4$ inches, $14^1/_2$ miles
In this short Life / That only lasts an hour / How much – how little – is / Within our power. (Emily Dickinson)
The commuter jet/aircraft easies travel time exponentially.

<u>Ex. 21</u> ⟹ Correct the sentences below by adding either a colon or a semicolon and commas.

1. There are many reasons for hiking enjoying the scenery exercise exploring unfamiliar territory and silence.
2. Hiking supplies that should be carried include the following compass water snacks warm clothes and first aid supplies.
3. When hiking alone take precautions it can be dangerous.
4. She has hiked in British Columbia Canada Northern Cascades Washington and McKinley California.
5. Hiking in Tibet and Nepal is known as trekking it is often strenuous and steep.
6. Distress signals used in the mountains include three blasts on a whistle with a one-minute pause three fires or piles of stone in a triangle.

Ex. 22 ⟹ Correct the sentences below by adding dashes, hyphens and slashes.

1. The proximity of the pollution spewing factory is unacceptable.
2. That loud crackle fizz sound is coming from the soda pop can.
3. Aunts, uncles, cousins, grandparents it does not matter who just get some volunteer to help.
4. Rain or shine the show will go on.
5. Roses are red Violets are blue Sugar is sweet And so are you.
6. They will have to dig 10 1 2 feet to find the pipe.

Hometask 1: *Essay Writing*

Ex. 23 ⟹ Write an essay (180-200 words) on one of the following topics.

1. When should parents let young people make their own decisions? Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

2. With reference to the literature, evaluate the impact that a particular life stage transition may have on an individual.

3. What are the choices that people have to make in life? Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Hometask 2: Video: *IAEA*

- **<u>Ex. 24</u> ⟹ IN- VIEW: Watch the video episode and write a short description for each place in the context.**

The US	……
Chernobyl	……
Vietnam	……
Latin America	……
Ghana	……
Iraq	……

- **<u>Ex. 25</u> ⟹ Answer the following questions.**

1) What are the dreams of two kids writing the letters to the IAEA?
2) What should be done to escape the self-destruction?
3) When was the IAEA established?
4) Why was the atom feared and admired?
5) Where did they want to apply atomic energy?
6) What have the experts of the IAEA been doing since 9/11?
7) How many people work for the IAEA? Where are they from?
8) What is the main strength of this organization?
9) Who was Dwight D. Eisenhower?



- **<u>Ex. 26</u> ⟹ YOUR VIEW**

➢ Comment on the following citation of Nobel Peace Prize: "At a time when… there is danger that nuclear arms will spread both to states and to terrorist groups…and when nuclear power again appears to be playing an increasingly significant role, the IAEA's work is of incalculable importance".

➢ There is an on-going debate about the use of nuclear energy. Proponents, such as the World Nuclear Association and IAEA, contend that nuclear power is a sustainable energy source that reduces carbon emissions. Opponents, such as Greenpeace International and NIRS, believe that nuclear power poses many threats to people and the environment. Whose beliefs do you share? Why?



Lesson 3

Catastrophes



Ex. 27⟹ PRE-VIEW: Answer the following questions.



1. What global catastrophes occurred in the 20th century? What were the consequences for humanity?
2. Can such catastrophes be prevented? What can be done by the world community in this respect?
3. Are they all man-made or natural disasters?

Ex. 28. Watch the video and explain what the following figures show.
(https://www.youtube.com/watch?v=f5ptI6Pi3GA&feature=youtu.be**)**

60%	
1983	
April 26, 1986	
115,000	
30 km	
15 days	
31	
400	
2000	
2017	

Ex.29. Give a short summary of the video episode.

Ex. 30 ⟹ PRE-VIEW : Answer the following questions.



1. What are major conventional sources of energy?
2. What alternative sources of energy have been gaining ground recently?
3. What is the attitude of the society towards different sources of energy? Is it justified?

Ex. 31 ⟹ IN-VIEW : Match the phrases the way they are used.

1.	dire	sand and concrete
2.	last	amounts
3.	spray	effects
4.	dump	resort
5.	final	integrity
6.	put on	situation
7.	nation's	products
8.	long-term	option
9.	fusion	alert
10.	minuscule	water

Ex. 32 ⟹ Finish the following statements making use of the information received.

1. A possible last resort to solve the nuclear crisis in Japan is …… .
2. Helicopters are used to …… .
3. Helicopters can't reach …… .
4. In 86 helicopters, boarded with water, sand and concrete, dumped …… .
5. If an uncontrolled release of radioactive efficient products continues …… .
6. The quake might have smashed the rods and that …… .
7. According to reports, traces of radiation …… .
8. Though radioactive iodine from Chernobil hit New York City …… .
9. The workers must be evacuated …… .
10. Once they abandon …… .

Ex. 33 ⟹ YOUR VIEW

Why does the problem of energy and its sources top all national priority lists?

Hometask 1: Video 'Magic Washing Machine'

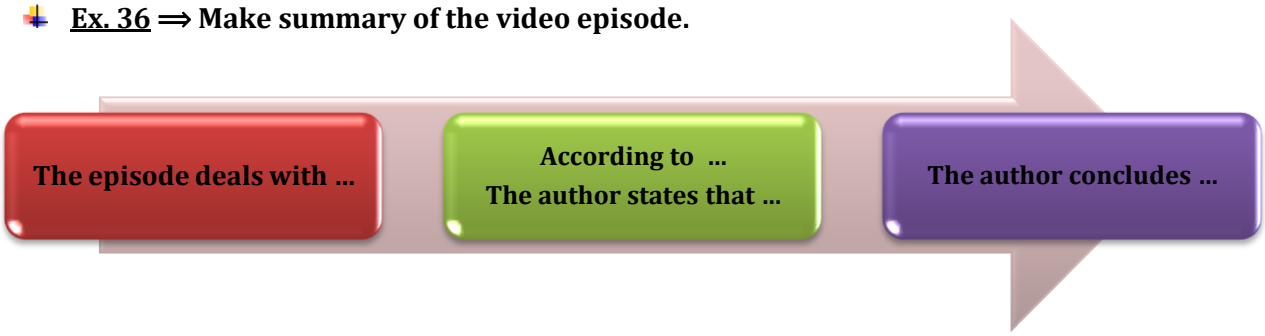
Ex. 34 ⟹ Are the sentences true or false? Correct the false ones.

1) Hans Rosling was fourteen years old when he saw his mother load a washing machine for the very first time in her life.	**T/F**
2) His parents had been saving money for two months to be able to buy that machine.	**T/F**
3) There are two billion people who live below the poverty line.	**T/F**
4) Population growth will mainly occur among the richest people because they have many children per woman (like Angelina Jolie).	**T/F**
5) The total energy consumption will increase to 23 unit.	**T/F**
6) According to Mr Rosling, if you have democracy, people will vote for washing machines.	**T/F**
7) Thanks to the washing machine, his mother managed to study German and learn that as a foreign language	**T/F**
8) His mother thanks the mining industry that gave her time to read books	**T/F**

Ex. 35 ⟹ Answer the following questions.

1. How had his grandmother washed laundry?
2. Why was his Grandma mesmerized on that day?
3. What did Hans Rosling find out after the scrutiny of the market data?
4. How does Mr Rosling describe washing by hand?
5. What are the results of the analysis about the energy used in the world?
6. What two things can increase energy use to 2050?
7. What's the magic with the washing machine?
8. What thanks did Hans Rosling and his mother express?

Ex. 36 ⟹ Make summary of the video episode.

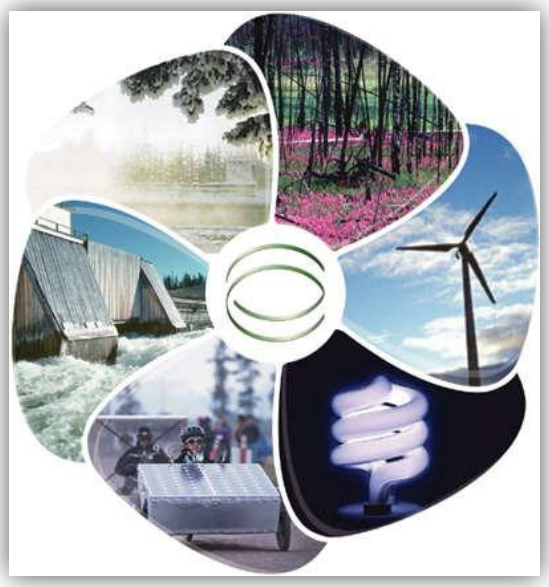


Ex. 37 ⟹ YOUR VIEW: Comment on the following quotation:

'The trouble with fulfilling your ambitions is you think you will be transformed into some sort of archangel and you're not. You still have to wash your socks.' (*Louis de Bernieres*)

Ex. 38 ⟹ Read the text.

Green technology has no history, but it is widely considered to be the stuff of the future, there to clean up an economy that has been inexorably built on fossil fuels — on coal, oil and gasoline-powered automobiles. Our modern society ended up being based on the idea of cheap, inexhaustible energy from fossil fuels, a decision we're living to rue. The fossil-fueled economy of the twentieth century had a tendency to pave over alternatives to itself, leaving only curious hints of worlds that might have been. Green technology has been a viable set of technologies for more than one hundred years but, regardless, supplies little of the world's energy.



But the need to diversify is now urgent and the consensus to do so great. Global energy demand is expected to triple by midcentury. The earth is unlikely to run out of fossil fuels by then, given its vast reserves of coal, but it seems unthinkable that we will continue to use them as we do now, for nearly 80% of our energy. It's not just a question of supply and price, or even of the diseases caused by filthy air. We know that global warming from heat-trapping carbon dioxide, a by-product of fossil-fuel burning, threatens to cause chaos with the world's climate. And the terrorist assault on the World Trade Center raises other scary scenarios: how much easier would it be to crack open the Trans-Alaska pipeline and how much deadlier would it be to bomb a nuclear plant than to attack a wind farm?

How soon we reach an era of clean, inexhaustible energy depends on technology. Solar and wind energies are intermittent: when the sky is cloudy or the breeze dies down, fossil fuel or nuclear plants must kick in to compensate. But scientists are working on better ways to store electricity from renewable sources. Current from wind, solar or geothermal energy can be used to extract hydrogen from water molecules. In the future, hydrogen could be stored in tanks, and when energy is needed, the gas could be run through a fuel cell, a device that combines hydrogen with oxygen. The result: pollution-free electricity, with water as the only by-product.

However, while the developed nations debate how to fuel their power plants, some 1.6 billion people--a quarter of the globe's population--have no access to electricity or gasoline. They cannot refrigerate food or medicine, pump well water, power a tractor, make a phone call or turn on an electric light to do homework. Many spend their days collecting firewood and cow dung, burning it in primitive stoves that belch smoke into their lungs. To emerge from poverty, they need modern energy. And renewables can help, from village-scale hydro power to household photovoltaic systems to bio-gas stoves that convert dung into fuel. More than a million rural homes in developing countries get electricity from solar cells.

Ultimately, the earth can meet its energy needs without fouling the environment. But it won't happen without the political will.

Non-renewable energy sources: fossil fuels – coal, oil, natural gas.

Renewable energy sources: solar energy; wind energy; hydroelectric power; bioenergy; geothermal energy; ocean/tidal energy; nuclear power.

The method of *energy conservation* can also be applied.

<u>Ex. 39</u> ⟹ Act out a meeting of government experts on energy problems.



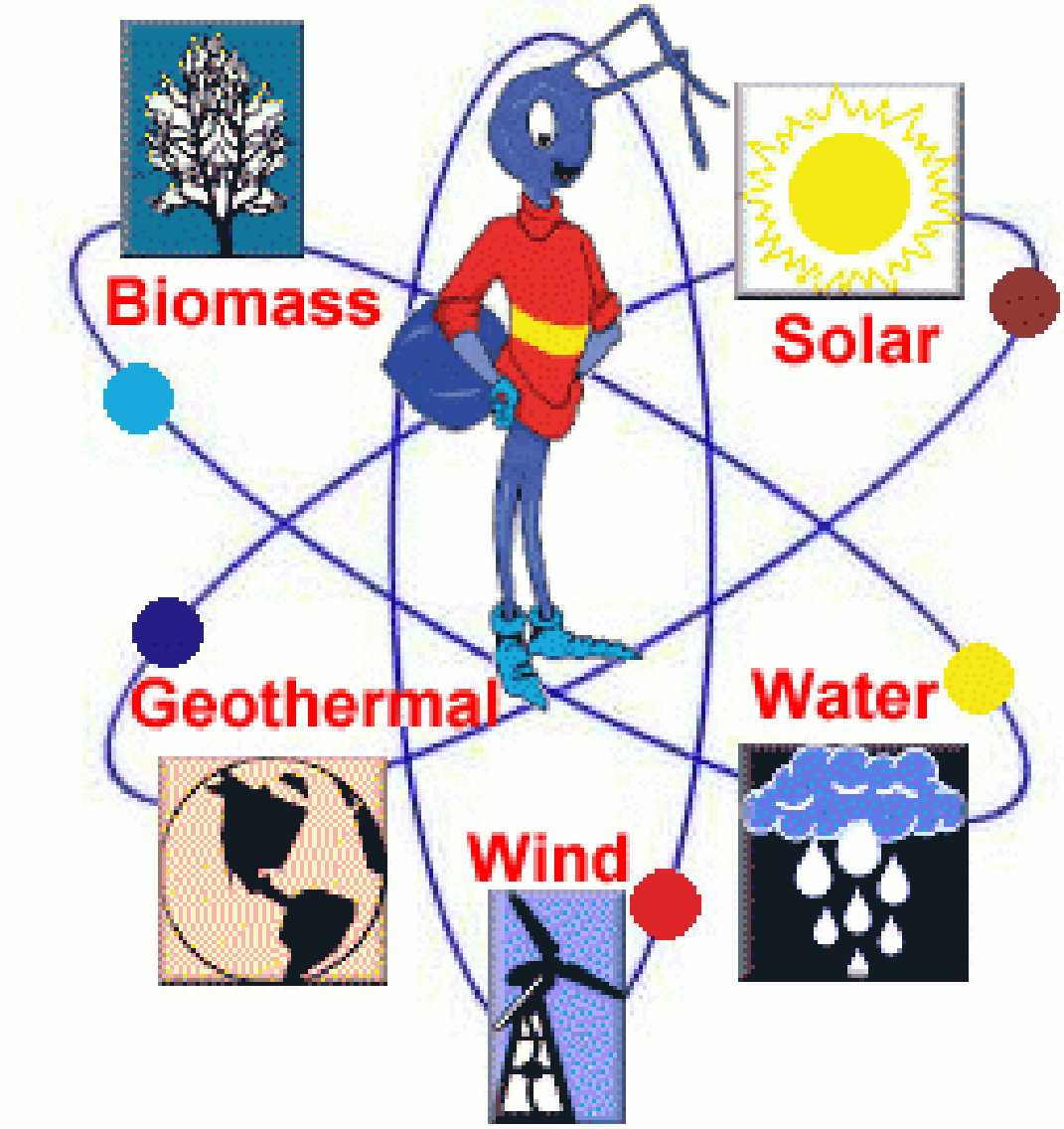
<u>Aim</u>: to work out a *<u>long-term strategy</u>* on the use of various types of energy in the next 20 years.

Problems with conventional (non-renewable) sources:

a) They are finite;
b) They pollute the environment and affect the climate;
c) Their prices are unstable.

Each expert **speaks about 1-2 types of alternative energy** outlining their positive and negative sides. Make suggestions to the following effect: in which part of our country a certain type can be used most beneficially due to specific natural features. Also consider using different types of energy for different purposes, both public and private.

At the end of the meeting you should **draw up a memorandum** summing up the discussion and supported unanimously by the experts.



Lesson 4

Risks and Opportunities



Video episode 1: *Risk versus Hazard*

Ex. 40 ⟹ PRE-VIEW : Answer the following questions.



1. What is the difference between hazard and risk?
2. Where might you run into either of them?

Ex. 41 ⟹ IN-VIEW: Watch the video episode about the difference between risk and hazard and complete the summary with the missing words (one word in each gap).
https://www.youtube.com/watch?v=aRvULYpobms

The speakers aim to _____ the man difference between hazard and risk. If hazard is defined as potential _____ of a fatality at work, risk implies the _____ of such hazards occurring to a worker. One's work environment _____ what hazards might arise, which, in their turn, _____ the possible risks. The speakers also illustrate the given definitions with the demonstration of _____ accidents at work that might happen while _____ a single simple operation.

Ex. 42 ⟹ YOUR VIEW: Answer the following questions.

1. Can you name any occupations where hazards and risks are negligible?
2. Do people always assess them before choosing a profession? Why (not)?
3. What are the hazards and risks of being a student?

Video episode 2: *Internet risks*



- **<u>Ex. 43</u> ⟹ PRE-VIEW: Answer the following questions.**

1. How important is the Internet in the lives of modern people?
2. Are there any dangers in surfing the world wide web?

- **<u>Ex. 44</u> ⟹ IN-VIEW: Watch the video episode and outline the dangers you might face if you go online.**
  https://www.youtube.com/watch?v=2kYn8tCYAXg

- **<u>Ex. 45</u> ⟹ YOUR VIEW: Answer the following questions.**

1. The video was made several years ago. Has the Internet become safer since that time? Why (not)?
2. What would you recommend doing in order to stay safe when going online?

Video episode 3: *Internet opportunities*



- **<u>Ex. 46</u> ⟹ PRE-VIEW: Answer the following questions.**

3. How important is the Internet in the lives of modern people?
4. What part does it play in your life?

- **<u>Ex. 47</u> ⟹ IN-VIEW: Watch the video episode and outline the 10 ways in which the Internet has changed our lives.**
  https://www.youtube.com/watch?v=P-ABeWFx5hI

- **<u>Ex. 48</u> ⟹ YOUR VIEW: Answer the following questions.**

3. In what other ways have the Internet and technology changed our lives?
4. What other drastic changes in this respect might happen in the near future?
5. What opportunities do these changes give us?

- **Ex. 49 ⟹ Choose one of the topics and prepare a 5-min presentation.**

