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1.

Presenter: Good evening. Tonight we've got the famous film critic Mariela Smith with us to talk about her favorite films from the last ten years. How do you do, Mariela. We've missed you.

Mariela Smith: Hello, everybody. It's a pleasure being here again.

Presenter: Thank you. So, Mariela, what do you think is the best film of the last ten years?

Mariela Smith: Some people find it a difficult question, you know. The choice is enormous and it depends on our current mood as well. Well, there's absolutely no competition for me. I know a lot of people think it was 'Gladiator', but for me the best film in the last ten years was 'American Beauty' — it was so different, with unexpected twists of the plot, very clever, and it had the best acting, I think — though some actors were newcomers to the cinema world. It was the most unusual film in the last ten years.

Presenter: So, no vote for 'Gladiator' from you?

Mariela Smith: Oh, I think 'Gladiator' was really good. It was definitely the most exciting film, but it's just not my favorite. It was just normal, ordinary. There's no mystery here behind the screen which is I think an essential for a truly good film.

Presenter: Were there any surprises for you in the last ten years?

Mariela Smith: Surprises ... well, yes. I think the biggest surprise was 'The Sixth Sense' — it was a fantastic film from an unknown director. No one expected it. I think it's also the scariest film in the last ten years. When you watch it and imagine it happening — just the very thought that it might be possible — it makes my heart jump.

Presenter: What about foreign language films? Any good ones there?

Mariela Smith: Well, lots, of course, lots of films are worth mentioning but the one that I believe was best was 'All about my Mother', by Pedro Almodovar. It was a lovely film, very sad, but the most interesting foreign language film of the ten years. It has a peculiar mixture of positive and negative feelings, joys and sorrows — there's everything in this film. Everybody can find something in it which will touch upon their soul.

Presenter: Mmm, I liked that one too. You don't like violent films, do you?

Mariela Smith: No, I don't like such films in general, but there's one violent film that I'd like to talk about — 'Pulp Fiction'. That was very violent in my opinion, possibly the most violent film of the ten years, but it was so good — it was definitely the best mixture of action and comedy at the time. And John Travolta was really fantastic as a villain — it's not usually the kind of part he plays, but he played the bad guy so well in this one. Everybody knows how gifted he is as an actor but this film revealed another aspect of his talent. This was a surprise.

Presenter: Well, I think that's all we have time for ...

Mariela Smith: No, wait a moment. There's one more film I really want to mention, and that's 'Chicago'. I don't usually like musicals at the cinema, but it

really was the freshest musical for a long time — it was really good. But I believe it was so good just because of the cast. Put other actors there — and you'd probably get a complete flop.

Presenter: OK. Thank you very much, Mariela, and now we turn to ...

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

2.

Reporter: Hello, everybody, here we are with our weekly program about education in America. Today we're looking at international students attending colleges and universities in the USA. Here's our expert, Jane Brown — an aide to the president of the Institute of International Education.

Jane Brown: Good afternoon.

Reporter: So, Jane, how many international students are coming to the States to study?

Jane Brown: A new report says there are more and more of them. In particular, it notes a large increase in the number of international students from China. These findings are from the latest edition of the Open Doors Report, which is a joint project of the State Department and the Institute of International Education, a non-profit educational and training organization. It documents the record number of international students in the United States during the 2011-2012 school year. It says that more than 750,000 international students were attending American colleges and universities during that period. That represents an increase of almost 6%, compared to one year earlier.

Reporter: What about Americans? Are they also studying abroad in bigger numbers?

Jane Brown: Well, by comparison, the number of Americans studying overseas increased by just 1%.

Reporter: You say many international students in America come from China.

Jane Brown: The report says about 200,000 students at American colleges and universities were from China. That is an increase of more than 23% over the year before. That was the highest level ever, and it really showed in the figures. It also means that international undergraduate enrollment was higher than graduate enrollment.

Reporter: Do you have any explanation for this trend?

Jane Brown: Many Chinese families can pay for the highest quality education for their children. We know many of them have enough income to afford to send their children anywhere in the world. And, for the most part, with all the options they have, Chinese students still choose the United States as their destination of choice.

Reporter: Good for us! Any other interesting facts about the statistics of international education in America?

Jane Brown: Chinese students are not the only ones attending American colleges and universities in large numbers. After China, India sends the second largest number of students to the United States for higher education, and South Korea is the third with about 80,000 students.

Reporter: So why do so many foreign students want to study in the United States?

Jane Brown: I believe the advantage America has is that we have a very diverse system. At the same time, there are over 4,000 universities and colleges in the United States, and what that tells us is that there is a lot of room to host international students. The numbers I've just provided you with may seem huge, but actually foreign students represent less than 4% of the total student population in American higher education.

Reporter: Does this mean there is still a lot of room for international students to come to us?

Jane Brown: Exactly.

Reporter: Thank you, Jane.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

(Pause 15 seconds.)

3.

Presenter: Hello, everybody, and welcome to our weekly program for parents. Every week we invite experts to talk about the burning issues that parents have when bringing up their children. Today's expert is Lora Johns.

Lora Johns: Good afternoon.

Presenter: Lora, what exactly are you going to talk about today?

Lora Johns: Today I'd like to talk about kids and pocket money.

Presenter: That's definitely an important topic for our listeners!

Lora Johns: Many children first learn the value of money by receiving an allowance. The idea is to let children learn from experience at an age when financial mistakes are not very costly.

Presenter: Sounds wise. So, how much money do parents usually give to their kids?

Lora Johns: The amount of money that parents give to their children differs from family to family. Timing is another consideration. Some children get a weekly allowance, others get a monthly allowance; any regular time period is OK. What's important is that parents should make clear what, if anything, the child is expected to buy with the money.

Presenter: Is that so important?

Lora Johns: It's crucial! At first, young children often spend all of their allowance too quickly after they receive it. If they do this, they learn the hard way that they need to have a personal budget. When I work with parents, I always advise that they not give their kids any more money until the next allowance. The object is to show young people that a budget demands choices between spending and saving. Older children should be responsible enough to save money for larger costs, like clothing or electronics.

Presenter: I know many people give their children pocket money for doing chores around the house. What do you think? Is that a good idea?

Lora Johns: Many experts who have written on the subject of allowances say it's not a good idea to pay your child for doing regular household chores, like washing the dinner dishes. These jobs are just a normal part of family life. Paying children to do extra work around the house, however, can be useful. It can even provide an understanding of how a business works.

Presenter: So, pocket money is a positive thing after all?

Lora Johns: It can be. Allowances give children a chance to experience the things they can do with money. They can share it in the form of gifts or donations to a good cause. They can use it to buy things they want. Or they can save and maybe even invest it.

Presenter: In your opinion, which lesson is the most important here?

Lora Johns: Definitely saving. It helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future. Requiring children to save part of their allowance can also open the door to more saving and investing in the future. Many banks offer specialized accounts to help children and teenagers learn about personal finance. At the same time, of course, the banks are creating future customers.

Presenter: Could you explain how exactly it works?

Lora Johns: A savings account is an excellent way to learn about the power of compound interest. Interest rates on savings can be very low these days. But compounding works by paying interest on interest. So, for example, one dollar invested at two percent interest will earn two cents in the first year. The second year, the money will earn two percent of one dollar and two cents, and so on. That may not seem like a lot. But over time it adds up.

Presenter: Thank you, Lora.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

4.

Presenter: Here we are with our program 'Daily Psychology'. Our expert, Tom Burk, will tell us something exciting about building relationships in the modern world. Hello, Tom!

Tom Burk: Good afternoon.

Presenter: So, Tom, tell us about today's topic?

Tom Burk: Today we're focusing on the psychology of starting a relationship or getting acquainted. When do people decide if they want to become friends? It turns out it happens during the first four minutes they're together. Today I'll offer some brief advice to anyone who is about to start a new friendship, but as we have just a few minutes on today's show, let me sum it up like this: if you meet someone in a social situation, give them your full attention for four minutes.

Presenter: So how should people behave during these four minutes?

Tom Burk: Firstly, when somebody is introducing us to new people, we should try to be friendly and self-confident. In general, people like people who like themselves. On the other hand, we shouldn't make the other person think we are too sure of ourselves. It's important to be interested and sympathetic, realizing that the other person has their own needs, fears and hopes. Pay attention to their interests, hobbies, family members, and the result will be practically immediate.

Presenter: So probably you need to be born with these skills?

Tom Burk: I often hear people say you must have a talent for communication. True, some people establish contacts faster and more effectively than others, but this ability isn't genetic and can be learned.

Presenter: Several people nowadays have their first communication with other people on-line. Are your recommendations useful for them?

Tom Burk: For many modern people Internet communication is the best way to start a relationship, either because of their lifestyle or their character. For instance, they may work long hours or they're shy. However, meeting someone online can be fine if at the end you want to meet them face-to-face. Sorry to say, Internet addicts are a common problem — these people just can't stop surfing the Net, and they never actually meet their online friends in real life.

Presenter: Acting self-confident sounds like good advice — but is it really for everyone?

Tom Burk: Some people might think it's dishonest to give the appearance of friendly self-confidence when we don't actually feel that way. Perhaps, but many psychologists believe that so-called 'total honesty' isn't always good for social relationships, especially during the first four minutes of contact, and I share their point of view. Some play-acting may be good for the first minutes of contact with a stranger. For example, a first meeting probably isn't the best time to complain about your health or to find faults with other people. It's better just to ask questions, talk about the weather and cultural life, things like that.

Presenter: So it's not the time to tell the whole truth about your opinions.

Tom Burk: Exactly.

Presenter: Do you have any final recommendations, Tom?

Tom Burk: I'd like to add that much of what was said here can also be applied to relationships with family members and friends. According to scientists, husbands and wives or parents and children often have problems during the first four minutes they're together after being apart for some time. Psychologists think that everyone should treat the first four minutes together with the utmost care. If there are some unpleasant issues, they should probably discuss them a bit later. After they've got used to each other again, they can talk about it with greater understanding.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

5.

Presenter: Welcome to our program where we speak about the burning issues of our modern world. Today we're talking about medicine and longevity. Our expert today is Lora Johns, MD.

Lora Johns: Good afternoon.

Presenter: So, Lora, what are the latest trends in modern healthcare?

Lora Johns: A new study says people are living longer, but many are living longer in poor health. Researchers found that life expectancy has increased by about 5 years since 1990. On average, men worldwide can expect to live 67-and-a-half years. Women can expect to live to age 73.

Presenter: Have these results been published?

Lora Johns: Of course, this is a worldwide project. Almost 500 researchers in 50 countries took part in the study of global disease and disability. The findings appear in a series of articles in 'The Lancet', whose editor-in-chief is the famous Richard Horton. Actually, he sounds quite optimistic about the statistics. He says that all of us in the

world of health tend to focus too much on diseases and other bad news. Actually, the Global Burden of Disease 2013 Study presents very good news, at least in broad terms.

Presenter: Really? Could you explain this more?

Lora Johns: For instance, the research found that far fewer people died of measles, tetanus, respiratory problems and diarrheal diseases in 2013 than in 1993. Deaths from infections, childbirth-related problems and malnutrition fell about 17% to 13.2 million.

Presenter: What are the main objectives of modern healthcare?

Lora Johns: Global efforts have focused on reducing HIV/AIDS, tuberculosis and malaria. HIV/AIDS deaths have dropped since 2006, and TB deaths fell almost 20% since 1990. But each of these diseases still kills more than a million people every year. The number of malaria deaths increased by an estimated 20%, to almost 1.2 million in 2010. As Richard Horton puts it, those three big diseases are just not going away.

Presenter: What other comments have medical specialists made to the report?

Lora Johns: Well, we'd be wise to trust the expertise of Mike Cohen. He is the head of global health research at the University of North Carolina at Chapel Hill. He was not involved in the research, but he says it shows a change taking place worldwide. What he thinks is that with infectious diseases being better controlled and people living longer, and with their diets and lifestyles changing, the inevitable consequence in health is that we have to deal much more broadly with hypertension, heart disease, and diabetes.

Presenter: That sounds like sad news.

Lora Johns: I totally agree. The study also found that these kinds of non-communicable diseases caused more than half of the global burden of disease in 2013. The two biggest killers — heart disease and stroke — caused one-fourth of all deaths in 2013. That was up from one-fifth in 1993.

Presenter: I guess in many cases people can only blame themselves for their illnesses.

Lora Johns: True. There was a 48% increase in the number of deaths from lung cancer, commonly caused by smoking tobacco.

Presenter: The final question. What are the main causes of people's disabilities today?

Lora Johns: The top causes of disability are physical conditions like arthritis and back problems, and mental and behavioral problems like depression, anxiety and substance abuse. Harvard University professor Joshua Salomon, a co-author of the disability research, thinks that in general we've been more successful at reducing mortality and less successful at actually addressing chronic disability.

Presenter: Thank you, Lora.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

(Pause 15 seconds.)

6.

Presenter: With us in the studio today we have the owner of famous British Vintage Inns. Good afternoon, Mr. Mitchell.

Michael Mitchell: Good afternoon, but, please, call me Michael.

Presenter: So, Michael, what is so special about Vintage Inns for Englishmen or tourists?

Michael Mitchell: I must say one of our greatest advantages is that we are in really prime places. Imagine a summer's day, a river gently flowing past as you enjoy a light lunch or an evening meal with friends. Or, maybe, it is winter and you sit in front of a log fire. Our inns are always in a quaint village in the heart of the English countryside which makes it attractive for both nostalgic British people and enthusiastic tourists.

Presenter: As I understand, most of your inns have their own gardens.

Michael Mitchell: Yes, it is certainly true. They are every bit as pleasant as the places the inns are in — ideal for a meal in fine weather, which is, of course, seasonal.

Presenter: Still, competition is high in your sphere. Being not so close to centers of big cities, what do you do to make sure people will drive specially to you?

Michael Mitchell: Actually, I do nothing special to attract potential customers. You see, I do not have to as the inns are generally located in places worth visiting and many are close to enchanting walks. Very often there is a Vintage Inn close to a stately home or a historic village or another tourist attraction. What could be a better way to spend a day off with your family? Even London pubs cannot offer this.

Presenter: Any chain store risks becoming boring for clients as they all look exactly the same. What do you think about this opinion?

Michael Mitchell: I'd like to say that every Vintage Inn is different, but they are all the same. All our inns will definitely offer the same high quality menu and standards of service. All our landlords and ladies share the same passion for 'getting it right'. However, each Vintage Inn has its own unique character. You will discover thatched roofs, soft, natural slate, buildings of hewn stone. There are Tudor, Georgian, Victorian and many more styles of architecture, including modern ones.

Presenter: What about food in Vintage Inns?

Michael Mitchell: What we offer is best described as leaning towards traditional home style cooking but with a contemporary twist. Still, we do allow the best of great food from around the world to add a little influence on what we do. Many of our dishes are our own creation — and all dishes are designed to look tempting and great on the plate.

Presenter: Is there a difference between an afternoon menu and an evening one?

Michael Mitchell: Well, on working days at lunch time you can choose anything from a range of sandwiches to full three-course meals. Our evening meals also offer lighter choices but includes fish, chicken, pasta, salads, steaks and pies too. On Sundays we include a choice of traditional roasts and puddings.

Presenter: What is your booking policy? You must have a long line of people wishing to visit your places!

Michael Mitchell: I know many people prefer to book for their Friday dinner well beforehand. Nevertheless, in fact, at Vintage Inns you cannot book! That is because we are always ready to welcome you — seven days a week. Just turn up and we will make you feel welcome, even if you choose to come at the busiest time. As soon as a table is vacant, you can have it.

Presenter: Thank you, Michael.

Michael Mitchell: Pleasure.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

**This is the end of the task. You now have 15 seconds to check your answers.
(Pause 15 seconds.)**

7.

Callum: Hello, I'm Callum Robinson and this is Entertainment. Our topic today is films and film festivals. You may have heard of the Venice Film Festival and the Cannes Film Festival, glorious occasions with A-list celebrities from the movie world turning out to promote their latest projects. A festival you might not know is the Portobello Film Festival which is currently taking place in Portobello, an area of West London. It's had its own independent film festival for a number of years and to learn more about it I've invited the festival's director Jonathan Barnett. So, Jonathan, could you tell us about when and how the festival started.

Jonathan Barnett: Well, it started in 1996 because even back in those days there were people making very low budget films often using video equipment and there wasn't really anywhere for them to show their films so we thought it would be nice to provide a platform for these filmmakers. We had the mad idea at the time of showing every film that was submitted and we also decided not to charge because I suppose at heart we weren't rabid capitalists.

Callum: So the festival started as a way of giving unknown filmmakers somewhere to show their films. As Jonathan said, to give them a platform. Then I've got a question. How many films are being shown and how do you manage to pay for it, for running the festival, I mean?

Jonathan Barnett: This year we're showing 700 films. The money comes in from funding mostly, we get money from people and organizations like Film London and the Arts Council and we also get different kinds of support from sponsors. So we don't have to pay for advertising, we don't have to pay for launch parties, we don't have to pay for prizes.

Callum: Over the first three weeks of August 700 films are being shown as part of the Portobello Film Festival. What kind of films can be seen? Are they just short student films or does the festival attract big names as well? Here's the festival's director Jonathan Barnett.

Jonathan Barnett: The actual films we're showing are a lot better than anything you'll see on TV or on multiplexes and it's everything from student films and we also get stuff from top filmmakers like, for instance, John Malkovich. So I think because we're a festival that has a reputation for a certain amount of integrity and also being a little bit out on a limb we attract the big names as well as people who are just starting out. The first year of the festival we had Guy Ritchie's first film which was called the "Hard Case", which was fantastic, it's exactly the same as Lock Stock and Snatch but he was kind of formulating his ideas and it was a short film.

Callum: As far as I know, the Portobello Film Festival runs until the 21st of August as well as films there are other arts events, a variety of fantastic concerts, exhibitions and presentations. You want the festival to be more than just for film, don't you?

Jonathan Barnett: Yes, what we want it to be is, we want it to be a bit like a kind of cross between Glastonbury festival and Edinburgh festival, but for free and set in Portobello Road.

Callum: We also hope it would become a big arts festival — amazing, unforgettable and a good start for young talents!

That's all from Entertainment this week.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

**This is the end of the task. You now have 15 seconds to check your answers.
(Pause 15 seconds.)**

8.

Presenter: With us in the Studio today we have James Smith, a psychologist from the University of North Carolina. Good afternoon, James.

James Smith: Good afternoon. I am really glad to be taking part in this programme — it is a great honour for me.

Presenter: Thank you. The topic we have for today is familiar to everybody — this is our dreams. We all have dreams and are dreaming of our dreams coming true if I can put it that way! James knows exactly how to do it. Is that so, James?

James Smith: I think it is. One of the amazing things we have been given as humans is the desire to have dreams and the ability to establish goals to live out those dreams. What makes it even more powerful is our ability not only to dream and pursue those dreams but the cognitive ability to actually lay out a plan and strategies to achieve those dreams. The question is how to do it.

Presenter: Can you define what are our dreams and goals?

James Smith: This is not what you already have or what you have done, but what you want. Have you ever taken time to think over your life values and decide what you really want? Have you ever truly reflected and listened quietly to your heart to see what dreams live within you? Your dreams are there. Everybody has them. They may live right on the surface or be hidden deeply if you are often told sarcastically they are not serious but they are still there.

Presenter: So how do we know what our dreams are?

James Smith: This is an interesting process and it relates primarily to the art of listening. This is not listening to others; it is listening to you. If we listen to others, we hear their plans and dreams and many of them will try to put their dreams and plans on us. If we listen to others, we can never be fulfilled. We will only chase elusive dreams. So we must listen to our own hearts.

Presenter: That seems easy and difficult at the same time. Do you know any practical steps on hearing from our hearts on what our dreams are?

James Smith: Firstly, take time to be quiet. This is something that we do not do enough in this busy world of ours. Schedule some dream time — no other people, no cell phone or computer. Just you, a pad and a pencil and your thoughts! Think about what thrills you, what you would love to do either for fun or for a living. When you answer these questions, you will find yourself in the "dream zone". Only when we get to this point, we will experience what our dreams are.

Presenter: What should we do next?

James Smith: Secondly, write down all of your dreams as you have them. Do not think of any as too outlandish or foolish — remember, you are dreaming! Let the thoughts fly and take careful record. Then, prioritize those dreams. Which are most important? Which are most feasible? Which would you love to do the most? Put them in the order in which you will actually try to attain them. Remember, we are always moving toward action, not just dreaming.

Presenter: What if a person does not find time to do all of this?

James Smith: Here is the big picture: life is too short and when it comes to the end, you can reflect on it either with joy or regret. Those who dream, who set goals and act on them to live out their dreams are those who live lives of joy and have a sense of peace.

Presenter: What is your final piece of advice?

James Smith: Remember about the dreams and goals that are born out of your heart and mind. These are the goals that are unique to you and come from who you were created to be and gifted to become. Your specific goals are what you want to attain because they will make your life joyful!

Presenter: Thank you, James.

James Smith: My pleasure.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

9.

Again, I'm not sure how this works in any other part of the world. At my university we have a student-elected body of representatives called "The Union". It is a quasi-political body, elected from the student body and meant to represent the student body as a whole. However, I have doubts about their ability to represent me, and any other mature student at that university.

Let me begin by saying that this year's President likes to be called "Gravy". The behavior of the Union on the whole reflects this level of maturity. This year I ran for the office, I promised someone that I would run. A random meeting with next year's President and a rant about how ineffectual I thought the Union was brought this about, and I must say, my mates gave me a lot of support. However, I did not make the effort to canvass, I did not want the position.

Yes, if more mature and experienced people do not join, what hope is there of this body being more representative? I should feel worse than I do about my lax effort, but there is no way in the world I could sit in an office with these people without ranting and raving at them. How can a body of 19 and 20 year olds represent a student body that ranges from 18 to 80? In the UK, more and more mature students are returning to study every year. If the body that is meant to represent them discusses issues like the ethics of every single product in the Union shop, or whether not allowing Al-Qaeda to operate from the university is discrimination or not ... they are simply not represented. How can I present problems specific to a mature student to someone with little or no life experience themselves?

This became evident in a short time and I did not actually take any notice of the elections because these were not elections based on any kind of merit, but on how popular someone is, or how much attention they can draw to themselves during the elections by dressing up. When I see taxpayers' money wasted on these things (and yes, it is that money that is used) it makes me see red. The Union has a very important job to do, and unfortunately it does not do it very well at all. The Union would perform better as a non-elected body where people with experiences of the issues and methods do the work, rather than young and inexperienced people who want nothing more than a jolly good time with their mates, and something to put on their CV.

I have overheard some people talking about this on occasions. They think that there is something wrong with the situation. In my opinion, there's definitely something wrong with it.

I never thought that this was what university would be about. I am there for a reason, to learn. I sold my house to finance this degree, it is a pretty major commitment for me, so of course I am going to take it seriously.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

10.

Presenter: With us in the studio today we have a girl from the famous Indian tribe — the Navaho. Could you please introduce yourself to the audience?

Helen: People call me Helen, though it is not my real name. All our names have special meanings; my original name for instance can be translated as 'dewdrop' from my native language.

Presenter: That is a beautiful name indeed! Why would one change it?

Helen: You see I had to when I went to school. It was not easy for my teachers and classmates to pronounce it as our system — I mean the Navaho system — of vowel sounds is so much different for people around, which makes it problematic both for ear and tongue. The sound of my name was closest to Helen so I put up with that.

Presenter: When people hear your tribe name, they imagine Indian-style tents and horse riding without a saddle. Could you explain what your land and people are like?

Helen: Much about the life of modern Native Americans is not the same as stereotypes may make you believe. Our land is basically a desert, with proper houses scattered everywhere. We no longer live in our traditional teepees. They are only used for religious meetings. We still ride horses as the land is very open. The people are nice and friendly. I live in a small community in New Mexico.

Presenter: Could you tell us about your family?

Helen: Well, mine is very large, with a lot of relatives spread all over the reservation, and some in different cities. I have three brothers, a sister and three sisters-in-law. I'm the youngest of my family. However, it is not a must, not all our families are the same size. They used to be like ours, but not anymore.

Presenter: What is your lifestyle like?

Helen: Again, far from stereotypes. I go out with friends and wear clothes like an ordinary person — we only wear squaw dresses on certain occasions. I play all types of sports.

Presenter: Do you feel that your traditions are being kept or have they been destroyed, as your people become more influenced by European culture?

Helen: In some families Navaho traditions are kept — they are in my family. Other families are being influenced by white culture, but I think it is wrong for a Navaho: to be completely like a white person. Something truly authentic must remain.

Presenter: Is English your first language?

Helen: When I was a child, I was taught both English and Navaho. Now I have partly forgotten the latter — I can understand almost anything but speaking or writing may create a problem for me. The elders understand our language best.

Presenter: What do you do on an average weekend?

Helen: I go to Farmington, the nearest large town, and go shopping, eat out, and then go to the movies. A great weekend would be going to the mall where I'd hang out with friends.

Presenter: Have you traveled much? What is your favourite place?

Helen: Yes, I have traveled. My favourite place is Connecticut. I would like to go overseas some day and see how people are there, and what their lifestyle is like. Navaho people are hospitable and we welcome travelers in our land too.

Presenter: Thank you, Helen.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

11.

Presenter: With us in the studio today we have Steven Roberts, a world-recognized expert in teaching foreign languages. Good afternoon, Steven.

Steven Roberts: Good afternoon.

Presenter: Steven, everybody wants to speak at least one foreign language. You are constantly in search of new effective ways of teaching a foreign language. What are the most modern ways of improving one's language skills independently?

Steven Roberts: There are many methods indeed, but the thing I am presently researching is using films as a teacher. Many people feel like watching the original version of a foreign movie they liked. What I offer is a unique educational programme accompanied by the original film in the original language with original subtitles. Our programme is run entirely in a foreign language and instead of classics it introduces slang expressions, new vocabulary, modern grammar, listening comprehension practice as well as comments by native speakers to the audience.

Presenter: That sounds really innovative! Can you please tell us how this idea crossed your mind?

Steven Roberts: Well, when you start communicating with native speakers in a foreign language, you soon decide you are fluent and you have almost accomplished your goal of true bilingualism. However, as soon as you watch a movie in a foreign language, you feel lost. Films are difficult to understand precisely because they are so real world, at least from a linguistic perspective. This may make watching original films very frustrating even for advanced speakers of any language, but the fact remains that there is probably no better source of linguistic input than a good film, if, paradoxically, you could just understand what is being said.

Presenter: It seems to me though, not every learner may find this programme appropriate.

Steven Roberts: True. Movies are a good tool for fluent students. They are ideal for those language learners who fall into the linguistic zone of frustrated fluency discussed earlier. They are designed for upper level learners for the simple reason that they will be

most effective as learning tools if you can already understand language well enough to generally hear where one word ends and another begins. For lower level students, like pre-intermediate or elementary, I would advise to watch films, but not authentic, of course.

Presenter: If a person cannot take part in your programme, but still wants to using films in their studies, what could you recommend?

Steven Roberts: Find a group of like-minded people and start a film club! The goals of such a club can be to help maintain your language proficiency and to upgrade it as well to give you a chance to enjoy original movies! In 2002 I developed a methodology called "Foreign Languages through Films and Media" which is a copyright and can be got in bookstores or via Internet and used for your club's shows. Apart from this inexpensive book and some DVDs you will not need anything — well, of course you will need a place where to meet, watch films and discuss them.

Presenter: For those who would like to join your programme after the interview, will you please give some contact details?

Steven Roberts: Certainly.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

12.

I've lived in Denmark now for nearly four years, and I've changed a lot within this time. I've become more fashionable, more cosmopolitan-minded, more ...Danish — if I'm allowed to say that.

But one thing hasn't changed about me. And that is my inability to cooperate with or understand Danish supermarket culture. As someone who was raised predominantly in the United States, I've always been used to grocery stores with a selection of food choices so huge that it's almost perverted. That and a high level of service. In an American grocery store, one can find a kind of product with a thousand different brandings and types. For example, let's take the flakes varieties: whole grain frosted flakes, or fat-free frosted flakes. Do I want my cream cheese with low, medium, or full fat? Seedless watermelons or watermelons with seeds? That being said, when I walk into a Danish grocery store I want to burst into tears because I'm so bored with the selection. The variety of cereals consists of Cherrios, Honey-nut Cherrios, and Wheaties. Coco-puffs if I'm lucky. There're few fruits and vegetables, most rotten. I'm telling you, everything is so boring and plain and demanding of hard kitchen labour that you just wish some American food companies could establish factories here and import some ready made dinners.

I know I should be ashamed of saying this, but I do miss American convenience. In Denmark, making a homemade meal requires at least 30 dollars spent at the grocery store and 2 hours in the kitchen. For instance, at my local grocery store, nothing is allowed to be under 4 dollars. That's right, it's called organic and healthy food, free of anything synthetic or "fast"-related. But I do miss synthetic food.

Oh yes, the whole Danish, "do-it-yourself" attitude prevails! Expect to stress while bagging all of your food, as no one will do it for you.

The only way to really understand what I mean is to imagine that if you've come from America and you're used to certain things with service and product selection and

then you move here — it truly is different in Denmark. And I've lived elsewhere in Europe (Iceland, England, Spain) and I still find the grocery stores much better and with more selection in those countries.

However, how could anyone take me serious when I say, "I miss synthetic food"? That is purely attempting to be sarcastic, and I see that it is wrong and disgusting that American food is pumped up with so much crap. I really appreciate that in Denmark the food is free of everything artificial and it shows on Danes — most of them look healthy and fit here. But once in a while I miss the vastness of an American grocery store!

I want to add that I am Danish, was born in Denmark, lived here for 5 years as a child and then moved to America where I lived most of my life. I moved back here a few years ago and I love the country. I speak Danish. I'm not an immigrant in Denmark who is unsatisfied with the way of life here and who should move back to the States. I'm a student and of course it takes 2 hours to make a meal on my own.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

13.

Now we are ready to start.

Today I bought "The Ecological Calendar" that has peculiar formatting on its title. The calendar is apparently available in a few different formats. The one I've bought is a weekly planner for 2007, although it starts at the Winter Solstice, so it includes part of December too. It's partly in the standard Gregorian format, so I don't have to worry about making mistakes in it that take away from its usefulness. In 1997, I had a weekly planner where the week started with Monday instead of Sunday, as it does in some countries, and that little change caused a lot of havoc in any kind of scheduling that I tried to do.

However, it pairs the usual Gregorian calendar with a lot of information about the astronomical and seasonal changes that are happening at that time of year, so that you get the feeling of being connected to the grand cycles of nature. What the plants and animals are doing, when you can look for meteor showers, that sort of thing; quite detailed.

This calendar concept is the one that is dear to me. It's part of what I was trying to accomplish when I was working on my own calendar project called "The Book of Days", which was supposed to give a sense of the passage of time so that each part of the year is meaningful. It would describe the patterns common among all cultures such as the psychological need for relief from the darkest part of winter, and most cultures say that the veil between our world and the other world is thinner at a certain time of the year, even though they don't all agree on when that is. It would tell about the cycles in nature such as seasons, and any light-hearted contemporary events such as Rabbit Hole Day. It didn't just list events, it drew connections between them so that you can get a feel for the significance of the current time.

However, "The Book of Days" was a very time-consuming thing to try and work on every day. I'd hoped that it would become a voluntary group project and thus would lessen the load of each contributing individual, but other people seemed to lack interest.

I managed it for several months, but it was too much for one person to manage alone. Eventually I had to let them go off it for more important project I still want to see something like "The Book of Days". That's why I'm so glad to see that someone else has executed a similar project, "The Ecological Calendar".

I also like the idea of redefining the scope of time that we humans perceive that I have found in "The Clock of The Long Now", a book I'm in the middle of reading, and which has already made a huge impression on me. That book argues that we need to expand our concept of time which looks not only at the present, back into the past and into the future at least a century each, but which also encourages us to learn from the past as well as consider our impact on future generations.

So for 2007, I'll be completely redefining my perception of time to make it more meaningful, although that's something I've been working on for a while now, since calendars fascinate me.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

14.

Now we are ready to start.

Sabrina: Hi, Fred. This is almost the end of the year, so tell me, how was your year?

Fred: Oh, I've experienced a lot and undertaken a lot of new responsibilities. I'd say my life has changed fundamentally. I became a father and I feel proud and happy about that. I also tried a new job in the construction business. And, you know, I took part in a very unusual project — it was not connected with finance or business. But it was very rewarding.

Sabrina: What was it?

Fred: I tried working with children, actually, it was amazing.

Sabrina: What was it exactly that you did when you worked with children?

Fred: Basically, it was in ... a rehabilitation center for disabled children. I spent two days a week with them — actually I attended classes with them and just played with them, interacted with them during the day and supervised their weekend activities.

Sabrina: Oh, that sounds really great.

Fred: Yes. It was the first time I had done something like that. It was quite challenging because I was a bit afraid at first. I wasn't sure how to treat them. I wasn't sure what exactly I should do. There was something about those children that made them different. One minute they were depressed and the next they became very excited. But the instructors were very nice and they explained that, you know, I had to be myself and treat them like any other children, like normal children, and that's what I tried my best to do.

Sabrina: So you must have learned so much. It probably changed your attitude to a lot of things.

Fred: Yes, it has. It has really changed me because I have more patience now. Earlier, I mean, I used to be quite stubborn and used to make decisions irrationally. But

now I've calmed down and I always question myself before doing something, so I think, in that way I've completely changed.

Sabrina: Could you say that what you've learned through your experience of working with children has also helped you in other areas of your life?

Fred: Apart from developing a more patient side, I've mastered some nursing skills. You know, now I know how to take care of my baby son.

Sabrina: OK, I feel that I can learn a lot from you and maybe I should do the same thing — become a more rounded person.

Fred: You should.

Sabrina: Well, Fred. I'm just curious. What is it like being a father?

Fred: Ah, right. I think I should first talk about what it was like not being a father, being me and not being a father. I was a very lazy person. I was an incredible time waster. I would have all this free time to make use of and I would probably just sit in front of TV, or I'd probably go to a pub — I loved spending time with my friends in the warm and friendly atmosphere of a pub. Anyway, I took time for granted. I had so much of it. Once I became a father, suddenly my time disappeared but strangely enough, it taught me to appreciate the time I have. My time is very limited now. I am a lot busier at work and I have more responsibilities than ever before. I also have to help my wife at home and make some time for charity activities I actually make much more use of my time now than ever before. And I still go to the sports centre and play paint ball with my friends.

Sabrina: Yeah, so when you first have a kid do you lose a lot of sleep?

Fred: Well, something that carried over from my previous lifestyle was an ability to sleep very well whatever the circumstances and, um, fortunately I have a very understanding wife so if the child wakes up during the night, she looks after him and doesn't wake me up. I have to work hard during the day and need some rest, at least at night. I am never home before 8 in the evening. Anyway, I'm such a good sleeper that even if he cried for hours, it wouldn't wake me up. I don't think there are many fathers like me. I've spoken to some other fathers and they don't have the same talent as I do.

Sabrina: What a lucky man you are!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

15.

Now we are ready to start.

Presenter: For half a year, Sharon Trollope is a stay-at-home mother. But the rest of the time, she's an aid worker in desperate situations around the globe. We asked her to describe how her family copes with the change.

Sharon: For every working mother, that moment when you open the front door at the end of a long, hard day, and see your children hurtling down the hallway towards you it makes your heart skip. But for me it's extra special because by the time I reach my front door it is often more than a month since I saw them.

For almost three years, I've been on call as a British Red Cross aid worker. The phone rings and — sometimes within 48 hours — I'm on a flight to wherever my skills are needed most. For up to six months of every year, I'm on the other side of the world, working in desperate situations. Meanwhile, home alone in the Cotswolds, my husband Julian copes heroically with a sudden switch to life as a single dad to Rowan, who is 11, and Finnian, who is seven, and Orla, six.

Although I try never to be away for longer than five weeks, that is still a painfully long time to be separated from them all, and I know it's very hard on them too. Julian does a fantastic job on his own with them — while holding down a job as a computer scientist — but five weeks is as long as any of us can manage, practically and emotionally.

At the most recent school parents' evening, Orla's teacher took me to one side and said that she had been very withdrawn during my last stint in Haiti. I thought I felt as guilty as it was possible to feel about it, but at that moment my heart sank to a new low.

Presenter: So, how do you feel about it?

Sharon: I do feel guilty about leaving them, about not being there and not talking to them every day.

Presenter: Then why do you do it to them, and to your poor husband, and yourself?

Sharon: The answer is because I have no doubt — on all but the most exhausting days in the field — that the benefits to us all far outweigh the downsides.

After my family, aid work is what I am most passionate about. I have a degree in development studies and a Masters in irrigation, and soon as I graduated I started working abroad. But then, later in my twenties, I met Julian and realised that I wanted to have a family, I decided I'd better switch from aid work to teaching, to make it possible. I taught for a short while but my heart was never in it. When Rowan, our eldest was about one, I got a job with the British government in Botswana, so we moved there as a family for a year.

With just one, very small, child, it was possible to live that life. But as our second and third children came along, I felt as though I had to accept that aid work and motherhood simply don't mix. I was unemployed for a number of years and although I loved being a mum, I felt that having lost my work I'd lost a really big part of who I was.

Presenter: Was it easy, to find yourself again?

Sharon: Well, even if you're keen to return to the field, as a woman with children it's very hard to find agencies willing to take you on. The job requires the kind of flexibility and commitment a lot of men and women with families would struggle to meet. But Julian saw how important it was for me to get back to doing what I do. I was qualified to do it and, until I became a mother I had relished the challenges that every assignment threw at me.

He saw the effect that not being able to do it was having on me. It changed me. My confidence was sapped and I felt so frustrated. Thankfully, he didn't want having had kids to cut me off from such an important part of my life. We didn't want to set that example for the kids. He wanted to find a way to make it work, and without his support it just wouldn't have been possible.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

(Pause 15 seconds.)

ВНЕШКО