

## TRANSKRYPCJA NAGRAŃ

### POZIOM ROZSZERZONY

#### Zadanie 4.

**Host:** Today we are talking about the endings to books. A survey published to mark World Book Day suggests that books with happy endings are more popular than those which end sadly. Do you agree with the survey's findings? What is your favourite conclusion to a book? Let's listen to some of your views:

#### **Speaker 1**

Perhaps the sad ending is more powerful while the happy ending is more rewarding, which points to what you intend to get from a book. So I believe the ending should depend on the story, which if done right will not give a surprise sad ending, but simply capitalise on the momentum or message of the story.

#### **Speaker 2**

There are times of course when I want a happy ending, but I really dislike an artificial one. *Pride and Prejudice* of course ends happily and I love the book - however it has a fair amount of unhappy endings too, for example Lydia and Charlotte. It's really important for me to see some common sense in the plot and a down-to-earth ending instead of a fairy tale.

#### **Speaker 3**

Working in an environment where I'm in daily contact with death, degradation, crime, violence and drugs the last thing I need in a book is gritty realism. Nor do I need poor English or shallow characterisation. A happy ending is not essential but does help you forget about the real world around you and lets you get away from your daily routine.

#### **Speaker 4**

In life there are happy endings and sad endings and kids shouldn't be shielded from pain, loss or sorrow. Experiencing sadness shows children how to deal with the reality of tragedy. This makes readers understand and comprehend that in life sometimes you gain and sometimes you lose.

#### **Speaker 5**

There is so much negative thinking in this world on a daily basis that most people walk around as if someone had died. We need happy endings. We need uplifting stories that give us hope. We need stories that show things can and do change for the better. A good story with a happy ending is like a good friend, always there when you need him.

*www.newsforums.bbc.co.uk*

## Zadanie 5.

I have here a letter from one of our listeners who writes: "It's a nightmare to get either of my teenage children out of bed in the mornings. But for all the sleep they get, they're not at all bright or sparky in the mornings. In fact my son looks worse after a long lie in. Can staying in bed too long make you ill?"

Actually, science can help here! An extra half hour or even hour at the weekend won't do any harm. But many teenagers don't emerge from their rooms until late after midday which means they stay asleep for several hours past their normal wake-up time.

The quality of sleep as you snooze on long past breakfast time tends to be less satisfactory and dreams during this time are often disturbing and chaotic. They disturb you even more if you don't wake up early enough. Although you are unaware of what is happening and won't remember the unpleasant episodes, it's quite common to wake up feeling very un-refreshed, and certainly not like you've had an extra rest.

This may be because the body usually runs to a very predictable internal clock. While you try to fool this clock by sleeping on, other body rhythms all work against you and don't match up with the brain's sleeping phase.

Lying in also interferes with the principles of good sleep hygiene. Sleep hygiene means keeping regular habits and hours in order to maximise good quality sleep. Our bodies are creatures of habit and work best on a regular schedule.

So, for ideal sleep we should aim for a similar bedtime every day, and a similar rising time, avoiding naps earlier in the day.

Poor sleep hygiene can cause problems with sleep itself, such as insomnia, and also other physical problems such as migraines. Shift workers are familiar with these problems, because they frequently have to adapt their body to a new time frame. Your children are like shift workers each weekend, struggling to adapt for a couple of days as they party late and rise late each weekend, and then readjusting to the old time frame.

But in the end, do you know any self-respecting teenager who doesn't get up late when they can just in order to annoy their parents?

*Adapted from: www.bbc.co.uk*

## Zadanie 6.

**Interviewer:** ...and today our guest is NASA's 'educator astronaut' who is due to fly into space soon. Barbara, when did space exploration become important to you?

**Barbara:** I remember in second grade reading about how NASA had started sending chimpanzees into space, and I was excited about that and followed the media coverage from that point on. My parents knew that space exploration was something I was interested in, so I was given a small telescope on my birthday. I also remember my girl scout camp expeditions, looking up at the stars and asking lots of questions. Although I've been interested in space exploration, I never considered it as a career and I'm glad I chose to be an astronomy teacher.

**Interviewer:** Knowing what happened to Challenger in 1986 and to Columbia in 2003, are you in any way apprehensive about your upcoming space flight?

**Barbara:** I am not nervous or apprehensive about it. I will be alert on the launch pad. We train for problems the best we can; we try to minimise risk the best we can. Before the Challenger accident it was all about the curiosity about ourselves as human beings and our place on our planet and in the universe. That aspect of space flight hasn't really changed, but

now there's the question of human nature and risk. Often the things that are most worthwhile involve risk — justified risk taken in pursuit of knowledge.

**Interviewer:** Some have argued that your place on the shuttle or on the space station would be better used by sending a scientist instead. How do you respond to that?

**Barbara:** Teacher-astronauts have a very important role in teaching people about space exploration and what goes on during a shuttle mission. We go through the same training as all NASA astronauts and we will share in important duties on each mission. On my particular mission, we have to take up to the International Space Station part of a huge device which will be used to generate power. My first responsibility is to direct and oversee three space walks. My job is to know everything that the two space-walkers are doing, how they are doing it, and when. I will be in constant communication with them and mission control on Earth during the entire space walk.

**Interviewer:** But, your first job is to educate students. What exactly will you be teaching during the mission?

**Barbara:** Rather than having specific lectures, the teaching will be driven by what is going on with the mission. For example, on launch day we will be focusing on the launch. On the days we transfer equipment from the shuttle to the space station the focus will be on that. During every phase of the mission, we will get in contact with children in their classrooms to answer their questions. On the days we cannot talk we will have lots of interactive activities for them to do.

*Abridged from: [users.tellurian.com/gjurrens/](http://users.tellurian.com/gjurrens/).html*