

CLASS 16



POEMS

by a student

WE VISITED LONDON

CROP

circles

USEFUL

idioms

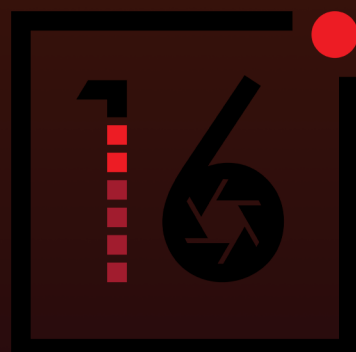
ENGLISH speaking countries

the evolution of FORMULA 1

AN INTERVIEW with our english teachers



SPŠE
Hálova 16



Studio 16
PRODUCTION

Content

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Dear readers,

Welcome to the latest edition of our school magazine CLASS16, filled with really interesting articles and creative works from our talented students. This publication shines the spotlight on their creativity, accomplishments, and diverse experiences. We are proud to showcase their hard work as journalists, photographers, and artists who have poured their hearts into this edition of the magazine.

We are glad to showcase the best of our school, providing a platform for our students to highlight their achievements and express their perspectives on a variety of topics. Throughout the pages, you'll find a range of articles, captivating stories, quizzes, and many more.

We are happy to bring you another exciting edition that reflects the skills and intelligence of our students and hope this magazine inspires you and reminds you of the amazing things our school has to offer. Thank you for reading and supporting our students in their academic and personal pursuits. We invite you to sit back, relax, and take an engaging journey through these pages. Enjoy!

Sincerely,
Robert Košťál

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An Interview with our English teachers

Robert Košťial

What inspired you to become an English teacher?

Every teacher has their own unique story and motivations for choosing this profession. For me, it was my passion for English language and literature. I had an influential high school teacher of English in my own life who inspired me to become an educator myself. I also had a desire to make a positive impact on students' lives and help them develop essential language skills.

How do you handle difficult or unmotivated students?

When dealing with difficult or unmotivated students, it's always important to approach the situation with empathy and understanding. A teacher should establish a positive relationship with the student. It can help create a supportive learning environment. Crucial is identifying the root-cause that helps the teacher tailor their approach accordingly. It means to understand the underlying reasons for a student's difficulty or lack of motivation. It could be due to personal challenges, learning difficulties, or a lack of interest. Another way to motivate students is to set achievable goals. It means breaking down larger tasks into smaller, manageable goals that help students feel a sense of accomplishment and progress. And my last tip is to integrate topics or materials that align with the students' interests. It can make the learning experience more enjoyable and relevant. This helps spark their curiosity and increase their engagement.

How do you handle stress and burnout in the teaching profession?

There are many strategies to handle stress and burnout in the teaching profession. The most important is to engage in activities that promote physical and mental well-being, such as exercise, hobbies, and relaxation techniques. Prioritizing tasks and setting realistic goals may also help. Many teachers do not set the boundaries between work and personal life. It may lead to stress and burnout. Every teacher should take some time to reflect on teaching experiences, seek feedback, and implement changes based on lessons learned. It will contribute to a sense of growth and fulfillment.



Viera Dubcová

How do you balance your personal life with the demands of being a high school teacher?

How am I able to balance my personal life with the demands of being a high school teacher? I think that not only students but also teachers should reset their minds after leaving school. So, I try not to think about problems that occur at school and try to do completely different things such as walking with my dog, reading books, listening to music, going to the theatre and mainly these activities help me keep my mental balance and positive thinking for a long time. Except for this, I love traveling very much so I always can't wait to pack my things and visit places I haven't seen yet.

Do you love teaching English?

Well, I have been teaching English for 17 years and except for this, I was teaching economic subjects for the next 8 years. So, this is quite a long time and if you want to manage it as a teacher you have to love this subject. For me, English has been my love since primary school. But at that time, I had no idea that one day I would teach this language. I love teaching English for two main reasons. It can be various and you can use different methods, sources, and ways of teaching so you have an opportunity to catch students' attention more easily than in other subjects. They have no chance of being bored and what's more, young people love this language, so it helps a lot. The second reason is that I love working with young people. It's so rejuvenating and refreshing. It gives me lots of new energy and positive feelings.

Can you share a memorable moment or interaction you've had with a student that made a lasting impact on you?

All the teachers especially when they teach for such a long time certainly have some memorable moments connected with their students and years of teaching. As for me, the best moment was the meeting with my first class from secondary school in Považská Bystrica after 5 years from finishing their studies in 2008. It was my first meeting of this kind as a class teacher. My students were similar to those I remembered but at the same time completely different. They had finished university and some of them had started their families and careers. I was really proud of them! It was a great satisfaction for me as a class teacher. And I look forward to the next meetings with my next classes as well!



Michaela Dulovcová

How do you promote critical thinking and analytical skills in your English classroom?

One of the simplest and most effective ways to foster critical thinking and problem-solving skills is to ask open-ended questions that require students to explain their reasoning and justify their opinions. Firstly, I try to create a safe space where my student’s feel free to make mistakes and learn from their mistakes. Students often feel exposed and judged if they are not able to communicate effectively in English. Secondly, I encourage collaboration and communication among students. Collaboration and communication help social and emotional skills, such as empathy, respect, and perspective-taking, that are essential for critical thinking and problem-solving.

How do you stay updated with the latest trends and developments in the field of English language teaching?

As a teacher, I prioritize professional development to stay updated on research, teaching strategies, and technologies. Collaborating with fellow educators helps me gain fresh perspectives and refine my instructional techniques. I rely on research-based practices to make informed decisions in the classroom. Integrating technology aligns with my teaching goals. Seeking feedback and reflecting on my practices through surveys and self-reflection guides my growth. Embracing lifelong learning drives me to explore emerging educational theories and engage in self-directed learning.

What is your favourite part about being an English teacher?

Whether you teach English or any other subject, the satisfaction of knowing you can make a meaningful impact on the lives of your students is one of the great feelings you can have. People need and want to learn English for various reasons. Learning English can help people greatly enhance their educational and professional opportunities and make meaningful improvements to their lives. They can also enjoy much more in the way of music, film and popular culture. Finally, when you are teaching English, a bond is formed when you teach your students. Meeting weekly getting to know your students is like welcoming a new friend into your life. The bond can be seen in many ways and every day I am glad to have work I love.



Brigita Hornyáková

What challenges have you faced as an English teacher, and how have you overcome them?

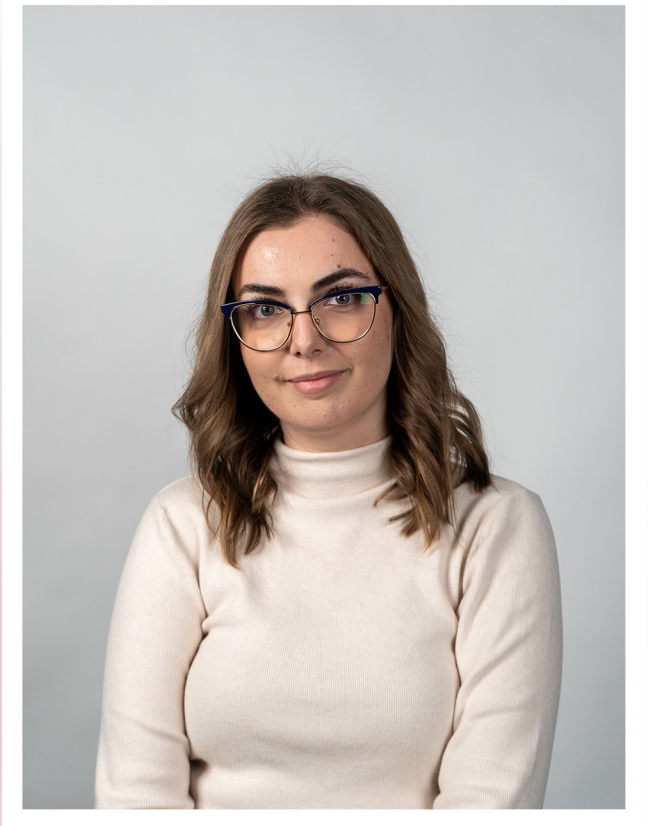
Although I have only a 5-year experience in teaching, I have faced few challenges so far. One of them was my young age, but it resulted in getting on well with students. The next challenge was realizing the uniqueness of every student and teaching them with an individual approach.

What is your favourite novel or piece of literature to teach, and why?

There aren't many chances to teach literature within our English lessons, but I always try to pick at least some literary works such as The Picture of Dorian Grey, Romeo and Juliet or The Catcher in the Rye, books that have something to say or teach us.

What role do you believe cultural awareness plays in teaching English as a second language?

The best answer would be a quote by T. G. Masaryk: “As many languages you know, as many times you are a human being”.



Gabriela Zvadová

How do you maintain your own language proficiency and continue to improve as a teacher?

Regular contact with the English language - reading, listening, watching movies, preparing for each lesson, even though I've been teaching for "a few" years. Searching for extra materials to make the lesson interesting and motivating for students.

I participate in webinars where I look for new inspirations and be a better teacher in the methodology. Of course, I exchange my experiences with my colleagues and friends who work as teachers. Using the language with English speakers is important. I am lucky because my daughter lives in England and I can communicate almost daily with her partner and his relatives. I am not a genius, but I am here to help my students. I always tell them: "You won't forget to swim, ski, bike, ... but if you don't use the language regularly, you will forget it – even your mother tongue!



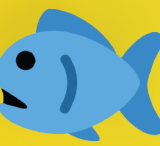
How do you create a positive and inclusive learning environment for students from diverse cultural backgrounds?

I always try to make all students equally important.

What are your thoughts on incorporating authentic materials, such as movies or songs, into English language lessons?

The best thing a teacher can include in a lesson. I do it regularly, e.g.: When I find a song that I can use for vocabulary, grammar, or a topic we are covering in class, I immediately prepare the worksheets. Meaningful movies are also very helpful. Not just watching them but talking about them, answering the questions the teacher had prepared before.

How to recognize PHISHING



Here are some tell-tale signs of a phishing email:

1. Without opening the email, look at the name of the sender. Does it exactly match other emails from the same party? If not, it could be packing malware.

2. You are asked to reply with confidential data – A legitimate business will not ask you to furnish your username and/or password or to click a link to change your password. If an email requests banking information, be suspicious. Don't fall for it.



3. You are offered something valuable at little or no cost – The Nigerian prince comes to mind. Or you have won some sweepstakes that you never entered. Remember that even if you know the sender, the sender's address book could have been hijacked and used to disseminate phishing emails.

4. The email threatens you with dire consequences if you do not comply:

"Your computer has a virus" – This is a trick in email and website pop-up advertisements. You are asked to download a "security package" to combat the virus. Unfortunately, rogue security programs are one of the most common sources of malware infection. Ignore warnings about malware from any source except your verified antimalware program.

The email asks for "urgent" or "immediate" action, particularly involving financial transactions – This is how The Scoular Co. lost \$17.2 million. Confirm any such requests by telephone or, better yet, in person. Check with managers at your company before clicking on or replying to such emails.

5. The email purports to be a "Confidential" or "Private" request. – The sender is trying to keep you from verifying the email with another party. Don't believe it.



6. An email contains an attachment that purports to be an order confirmation or receipt – This approach is also used for supposed package shipment documents. Think: have you ordered anything from that company? If so, do past emails have the same format and look? It is better in general to access information on an official website than to click links in an email or download an email attachment. In most cases, it is possible to go to an official website to verify the email contents and get further information.



7. The email has an attachment with some non-standard document extension – attachments are a major source of infection. A standard document extension for Microsoft Office would be one ending in .docx, .xlsx, or .pptx. These should be OK.

But if the extension ends “m” (for macro), the document contains some embedded code that may execute when you open the document. Any Adobe Reader .pdf or zip file .zip document can contain malicious website links or malicious JavaScript files that could unleash malware infection. The best advice is to check with the sender before downloading an attachment.

8. Is it tax season? – During tax season there is a bump in spear phishing and telephone scams by “tax authorities” requesting financial information or providing tax “receipts” that are malware in disguise. Since January, at least 68 US companies have announced that they fell victim to a spear phishing attack responsible for stealing the W-2 U.S. tax records of their workers. One or more employees receive an email appearing to be from the CEO with subject lines such as: “Request for all employees’ W2.” If the employee falls for the scam, the attacker attempts to file tax returns for all workers before the workers do. Then the attacker steals the victims’ tax refunds.

9. The sender’s email address does not seem to match the contents – Does it make sense that an email from UPS would come from an address such as j.shi@jung.com? Probably not. How about from no.reply@up.s.com? Notice the periods. This is not from UPS, it is from up.s. The “from” address in an email can be faked. Do not assume that if it comes from a known address it is legitimate.

10. The wording of the email is awkward. Does the content appear to be proper English (or whatever language it should be)? Check the tone and grammar. Does the email sound like it was translated from a foreign language? Then it could come from a non-native hacker.

What do I do if the email is suspicious?

If the message is suspicious, there are some steps you can take:

- Do not click on any links in the email.
- Hover your mouse over any links in the email. If you know what the real links should be, such as for a frequent customer or vendor, compare the real link to the link in the email.
- Google any companies, individuals, addresses, and phone numbers in the message. Look at more than the official company website fake websites can be set up quickly.
- Do not use “reply” to answer a suspicious email from a known entity. Instead, create a new email and use the address in your address book, not from the received message.
- Tell other people in your company about the phishing email you received. Knowledge is power!

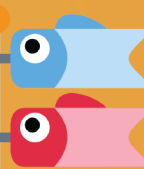
What is the easiest way to check if an email represents phishing?

Use another communication method such as the telephone or snail mail.

But do not use the address or telephone numbers in the email. Google the real company website or obtain the real phone number from online white pages or yellow pages. Otherwise, you could be contacting the phishers!

While phishing techniques are getting more sophisticated, there are lots of things users can do to avoid being phished. IT pros need to ensure their organization deploys a powerful spam filter that scans inbound and outbound email providing RBL blocking and pattern filtering.

Spam filters vary in effectiveness and are only part of the solution to preventing intentionally malicious attacks – especially phishing emails.



BLOODY Psychology

Link between

Madness and **Mass Murder**

It's been a while since a major mass murder has dominated the news. There've been shootings, to be sure, but the absence of large public gatherings during the pandemic seems to have discouraged personal-cause killers with big ambitions. Yet we're still building and analyzing databases. We still hope to identify key factors for intervention and public policy decisions. One group of researchers recently provided a comprehensive analysis that corrects some negative perceptions.

The History of **Mass Murder** and **Mental Health**

Let's look back. During the 1970s, Dr. Donald Lunde, a Stanford-based psychiatrist, examined several cases of mass murder to pinpoint the potential for intervention. At the time, he'd been in a position to interview three different types of multicide offenders in Santa Cruz, CA: mass murderer John Linley Frazier, spree killer Herbert Mullin, and serial killer Edmund Kemper. With little data, he made sweeping claims. "Mass murderers," Lunde wrote in *Murder and Madness*, "are almost always insane, and they differ in many other respects from those who kill only one person." He divided mass murderers from sexually compelled multiple killers and diagnosed them with paranoid schizophrenia. Frazier and Mullin were mentally unstable, as were some earlier mass killers. Yet Lunde's broad generalization was way off the mark, along with his claim that there were no female mass murderers. Since then, others have gathered much more data, revealing that few mass murderers have been psychotic or "insane." Instead, they're largely angry, rigid, and unable to cope with life's hard knocks. They know what they're doing and some even seek the record for fatalities. And we've seen female mass murderers. Priscilla Joyce Ford, for example, used her car in Reno, Nevada, in 1980, to kill 6 and injure 22.

Are most **Mass Shooters** psychotic?

Recently, Brucato, Girgis, and a group of other researchers (2021) published their findings in *Psychological Medicine*, based on the Columbia mass murder database they developed. They believe this is the most comprehensive database to date. One goal was to learn the truth about the role in mass shootings of mental illness with psychotic features because such crimes have "a disproportionately strong influence on society, invoking collective fear and calls for preparedness and policy changes." First, they sifted through 14,785 murders described in English in print or online that had reportedly occurred anywhere in the world between 1900 and 2019. Then, they identified 1,315 cases of "personal-cause" mass murder, meaning "those driven by personal motivations and not occurring within the context of war, state- or group-sponsored terrorism, gang activity, or organized crime." (This did not include the category of spree murder, which they view as a different type of multicide assault.) The researchers note that the classic definition of mass murder is four or more unlawful killings in a single event and location. Although Congress changed the definition to just three fatalities (which overlaps triple homicide), criminologists still tend to use four. Brucato et al. opted for the Congressional definition of three but added some findings for the classic definition. Over half of mass murderers were Caucasian, and 28 percent were suicidal. The average age was 32.3. Around 65 percent had used guns. It's likely no surprise to learn that most of the world's mass shootings (73 percent) occur in the U.S. and that this type of assault has notably increased since the 1970s.

A significant challenge for analysis involved vagueness in the attribution to specific cases of mental illness and psychiatric disorders. From one study to another, the designation covered everything from psychosis to substance abuse to basic neuroses. The more generic the term, the higher the percentage of killers who were deemed mentally ill (up to 78 percent in some studies). To find a workable subject population, Brucato et al. had to separate out the various types of disorder or disturbance. His group wanted to focus exclusively on severe mental illness with psychotic features. They then separated out mass shooters, since this category has attracted the most media attention and generated a skewed perception of rampant mental illness. Politicians can easily claim there's little they can do about impulsive acts of madness. Yet just 8 percent of these shooters showed evidence of a true psychotic disorder. Even looking at all mass murder incidents (involving explosives, fires, vehicles, poison, or stabbing along with shooting) just 11 percent had such disorders. This is higher than the incidence in the general population but far lower than public perception might suggest. Even depression showed up in just 10 percent. This finding runs contrary to popular belief. Psychotic shooters—those with a lifetime history of psychosis—are not running amok with assault rifles. Most, in fact, used non-automatic weapons. (It should be noted that the researchers excluded individuals in acute distress, such as those who've recently lost a job or loved one.) In a press release for this article, Dr. Gary Brucato remarked, "The findings from this potentially definitive study suggest that emphasis on serious mental illness, such as schizophrenia or psychotic mood disorders, as a risk factor for mass shootings is given undue emphasis, leading to public fear and stigmatization."

The data show that the role of psychotic disturbance is less pervasive than some media suggest. These findings could impact policies for background checks for weapon purchases, as well as undermine false claims. It's difficult to insist on severe psychiatric factors in mass shootings when an impressive body of facts shows otherwise.

USEFUL FUNNY IDIOMS

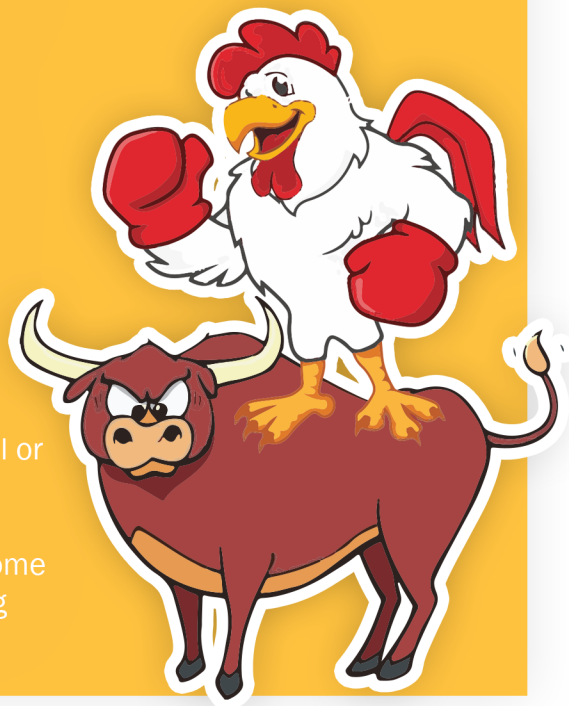
Cock and bull story

What does a cock and a bull have in common? Well, they both have a story, albeit an improbable one. This idiom has been around for centuries (the 1600s to be exact) and still used today.

There are a bunch of sources credited for the origin of this expression: two coaching inns called The Cock and The Bull where people trade stories that become more and more unlikely. It may also come from the French expression coq-a-l'âne which means cock and jackass/ cock and bull. Whatever the origin is, it's most likely another cock and bull story!

Meaning: A story that is unlikely to be true. Usually boastful or used as an excuse.

Example: Dana didn't show up again today. She gave us some cock and bull story about falling down the stairs and hurting her pinkie finger.



Bull in china shop

Could you imagine a bull in a china shop? Utter destruction, that's what's gonna happen. But some TV guys actually did an experiment to see what would happen if a bull is in a china shop. The result? Nothing!

Meaning: Someone who is very careless in the way he/she moves or behaves. Could also refer to a clumsy manner of dealing with a delicate situation.

Example: It was a very tense situation at the dinner when Karen, oblivious as always, came in like a bull in a china shop.



More holes than a Swiss cheese

Not all Swiss cheeses have holes in them, but apparently, this is what almost everyone thinks of when we think of Swiss cheese (blame it on the cartoons we saw in our youth). So, if an argument or a story has more holes than this, it's definitely got a lot of issues.

Meaning: Something that has a lot of faults and problems.

Example: The new movie's plot has more holes than a Swiss cheese.



Best thing since sliced bread

When a bread slicing machine was introduced in the 1920s, it was considered "the greatest forward step in the baking industry". This phrase was born and used humorously to hype up something new and innovative.

Meaning: Used to show one's enthusiasm about a person, thing or idea; to hype up a certain thing as a great invention or innovation.

Example: The way they act, it would seem like the new employee is the best thing since sliced bread.



Pie in the sky

You're lying down in the grass looking up when suddenly a pie comes floating in the sky! Cool! You're probably just daydreaming or hallucinating. It's a nice idea to think about though highly unlikely. That's what this idiom is all about.

Meaning: Something nice but unlikely to happen. An empty wish.

Example: Turns out that the startup business she planned was just a pie in the sky.



Scouting



What is Scouting?

Scouting is a worldwide organization dedicated to the development of young people.

What is typical for scouting?

The main sign of scouts is the scout scarf, which shows which category they belong to. Scouting lily is typical for scouting too. It hides the basic points of scouting. You may also know the typical scout greeting in the form of a left hand with the little finger down.

Scout salute

The Scout salute is another of the main symbols of scouting. It consists of giving the left hand with the little finger going to the side. The explanation comes from the time of the knights. The knights carried a shield in their left hand and when they wanted to shake hands they had to take the shield down from their hand. By taking down the shield, they indicated that they trusted the other.

Division within scouting

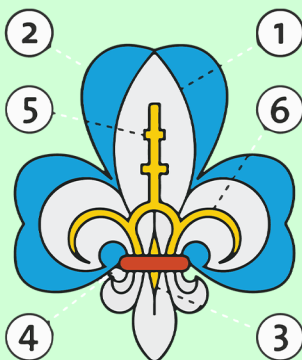
Scouts are divided according to age. The youngest (0-6 years), cubs and bees (6-10 years), scouts (10-15 years), rangers (15-18 years), rovers (18-25 years) and old scouts (25 years).

Scouts also divide within the area where they operate. The Slovak Scout Union is divided into scout areas, which are divided into different scout corps. The corps are divided into sections, and at the end there are groups.

Slovak scout lily

The scout lily is one of the main symbols of Slovak scouting. The scout lily itself has its own symbolism.

1. The lily is considered a symbol of scouts.
2. The shamrock resembles the three points of the Scout promise.
3. The arrow of the compass means that the scout always finds the right way.
4. The concord ribbon means that the scouts are together as brothers.
- 5 and 6. The double cross on the triple peak represents Slovakia.



How to find a suitable group

You just need to find groups that suits you based on distance on the Slovak Scouting website. After finding a corps, just look at the contact information on the Slovak Scouting website. Then you just call and agree on a place and time.

I have a few choirs as an example and something from their members:

42.unit Carokéz

Our unit is special in that we do not deal with the issue of religion at all. We appreciate those who help with the creation of the program or just help. Our community is relatively young. Now we had our 5th anniversary. We have 3 divisions, with each division having approximately 5-6 teams.

61. unit Modrý oblak Pezinok

Our unit is located in Pezinok. It is the largest unit in Bratislava Scout Region. There are 7 sub-units in our unit with a total number of 200 and more members. These sub-units are further divided into groups. Our largest sub-unit is called Felix. It is located in Bratislava's Petržalka, which is a bit comical. This subunit currently has 8 groups with a total of 38 members. We organise trips and a general program for children's free time.

The biggest event is the scout camp during the summer holidays. An event called FeStivo is also interesting. It's a several-day journey with an overnight stay. If you are interested in helping us with voluntary activities, you can find us in Pezinok, Petržalka, Viničné and Grinava.

World Scout Meeting

It's a worldwide scout meeting that takes place every 4 years and this year it was held in South Korea, it lasts for 2 weeks and most of us live in tents, most of it takes place during the summer holidays. This year (2023) it was held in South Korea.

This year's Jamboree was interesting. At the beginning it seemed that it would be typical as always, but in the middle of the event we were told that a hurricane was approaching. We did not have good feelings about it because it meant that we would lose a week of experiences. In the end, it turned out that we had an experience and the hurricane didn't even come.

What did I do?

Knees covered in scratches and
dry blood.

Hand covered in dirt
And feet covered in mud.
Light breeze blowing through my
hair

And the rain drops running
down my face.

My hands are brushing through
blades of grass,
Cutting my fingertips like
shards of glass.

My lips are now dry,
And I hold my head up high.
I can hear my heart skip a beat,
And now I know what I did.

by Hana Mizesová

SHE

When I see her cocky hips,
I want to kiss those cherry lips.
Spinning around the room,
I can see she's in bloom.

Her soft hands are now on my
waist,
She's the one, SHE is my taste.
She's taking away my ability to
breathe.
I can feel her tongue touching
my teeth.

Now all I can see are those
honey eyes,
Words of appreciation are her
favorite lies.

by Hana Mizesová

INVENTIONS AND INVENTORS

Geniuses who revolutionized the world of computing. There aren't many areas of modern life that haven't been changed by computers. In the world of computer science, these gifted geeks were trailblazers.



John von Neumann

In 1945, this Hungarian-American mathematician worked out a model for a computer that could store programs. All computers since then have been based on this model. The infrastructure, known as the VON NEUMANN ARCHITECTURE, was a breakthrough, allowing the use of memory to store sequences of instructions as well as data.

Ada Lovelace

The daughter of poet Lord Byron, Ada Lovelace developed a passion for mathematics as a child. After meeting British mathematician Charles Babbage in 1833, she wrote detailed notes about his calculating machine, the Analytical Engine. She then created a set of instructions, or an algorithm, to make the machine perform different functions. By doing this, she became the world's FIRST COMPUTER PROGRAMMER.



Annie Easley

Starting her career at the National Advisory Committee for Aeronautics (now NASA) in 1955, Annie Easley became one of the first African-American computer programmers. She was instrumental in DEVELOPING SOFTWARE for Centaur, a high-energy booster rocket that was used to launch satellites and spacecraft.

Grace Murray Hopper

American Grace Murray Hopper began working with computers when she joined the United States Navy in 1943. She believed that programming should be accessible to all, so she created FLOW-MATIC, the world's first programming language to use ENGLISH WORDS instead of mathematical symbols. This led to the development of COBOL and laid the groundwork for languages such as Scratch and Python.



Tim Berners-Lee

The way we share information was changed forever when this British computing whizz launched the WORLD WIDE WEB (WWW) in 1991. This is the vast collection of linked websites made possible by the Internet. Berners-Lee also created the world's first web browser, a program that allows us to locate and view websites.

Internet and IT Pioneers

QUIZ

1. ARPANET was the world's first operational packet switching network, and a precursor of the Internet. What do the letters stand for?

2. To which US government department was ARPANET attached?

3. Which event sparked ARPANET's creation?

4. Who suggested that a computer network be established to allow ARPA research contractors to communicate more easily?

5. The architect of ARPANET was Paul Baran. True or False?

6. Who improved networking technology with the invention of the Ethernet?

7. What was Hawaii's 1970s computer network called?

8. What was the American 1970s satellite network called?

9. Who wrote a Transmission Control Protocol in 1974 that meant different networks could communicate with each other?

10. What is "Vint Cerf" also known as?

11. In which decade did most universities and research-oriented institutions have computers that were connected to the Internet?

12. Who coined the term "Hypertext"?

13. What did hypertext go on to enable the creation of?

14. Who led the team that created one of the first WWW browsers, Netscape?

15. Where does a plaque commemorating the "Birth of the Internet" stand?

16. In which year did Robert Cailliau organize the first International WWW Conference?

17. Which year saw the rise in "dot-com" companies?

18. In which year did the dot-com bubble burst?

19. A new web model for the exchange of information in 2004 was called what?

20. In 2009, the Global Language Monitor declared "Web 2.0" to be the one-millionth English word.

English speaking countries

The USA

The United States of America is the world's third largest country in size and nearly the third largest in terms of population. Located in North America, the country is bordered on the west by the Pacific Ocean and to the east by the Atlantic Ocean. Along the northern border is Canada and the southern border is Mexico. There are 50 states and the District of Columbia.

People & Culture

Throughout its history, the United States has been a nation of immigrants. The population is diverse with people from all over the world seeking refuge and a better way of life.

The country is divided into six regions:

New England, the mid-Atlantic, the South, the Midwest, the Southwest, and the West

European settlers came to New England in search of religious freedom. These states are Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

The mid-Atlantic region includes Delaware, Maryland, New Jersey, New York, Pennsylvania, and the city of Washington, D.C. These industrial areas attracted millions of European immigrants and gave rise to some of the East Coast's largest cities: New York, Baltimore, and Philadelphia.

The South includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia, all of which struggled after the Civil War, which lasted from 1860 - 1865.

The Midwest is home to the country's agricultural base and is called the "nation's breadbasket." The region comprises the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

The Southwest is a beautiful stark landscape of prairie and desert. The states of Arizona, New Mexico, Oklahoma, and Texas are considered the Southwest and are home to some of the world's great natural marvels, including the Grand Canyon and Carlsbad Caverns.

The American West, home of rolling plains and the cowboy, is a symbol of the pioneering spirit of the United States. The West is diverse, ranging from endless wilderness to barren desert, coral reefs to Arctic tundra, Hollywood to Yellowstone. The states of the West include Alaska, Colorado, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

Government & Economy

Citizens over the age of 18 years old vote to elect the President and Vice President of the United States every four years. The president lives in the White House in the capital city of Washington, D.C.

There are two houses of Congress: the Senate and the House of Representatives. There are 100 senators, two from each of the 50 states and each serves a six-year term. There are 435 representatives who must be elected every two years. The Supreme Court is made up of nine justices who are picked by the president and must be approved by Congress. Advances in the past hundred years have established America as a world leader economically, militarily, and technologically. America has the largest coal reserves in the world.

History

For centuries native people lived across the vast expanse that would become the United States. Starting in the 16th century, settlers moved from Europe to the New World, established colonies, and displaced these native peoples.

Explorers arrived from Spain in 1565 at St. Augustine, Florida, and the British landed in 1587 to establish a colony in Roanoke, in present-day Virginia. In 1606 another British colony was established in what would become Jamestown, Virginia. From there, the French founded Quebec in 1608, then the Dutch started a colony in 1609 in present-day New York. Europeans continued to settle in the New World in ever-increasing numbers throughout the next couple of centuries.

Conflict with the Native Americans

While Native Americans resisted European efforts to gain land and power, they were often outnumbered and didn't have as powerful of weapons. The settlers also brought diseases that the native peoples had not faced before, and these illnesses sometimes had horrible effects. A 1616 epidemic brought to America by Europeans killed an estimated 75 percent of the Native Americans in the New England region of North America.

During this time, fights between the settlers and Native Americans erupted often, particularly as more people claimed the land where the Native Americans lived. The U.S. government signed nearly 400 peace treaties between the mid-18th century and the mid-19th century to try to show they wanted peace with the Indigenous tribes. But the government did not honour most of these treaties, and even sent military units to forcibly remove Native Americans from their lands. In 1830, President Andrew Jackson signed the Indian Removal Act, which granted land west of the Mississippi River to Native American tribes who agreed to give up their lands. But this broke with other treaties he had signed with Native American tribes in the Southeast. The removal was supposed to be voluntary, but Jackson used legal and military action to remove several tribes from their homelands and ended nearly 70 treaties during his presidency. By the mid-19th century, most Native American tribes had been wiped out or moved to live on much smaller portions of land in the Midwest.

Declaring Independence

In 1776, colonists living in the New England area of the New World drafted the Declaration of Independence, a document that stated that the American colonies were tired of being ruled by Great Britain (now called the United Kingdom). The settlers fought for—and won—their independence and formed a union of states based on a new constitution. But despite stating that “all men are created equal” in the Declaration of Independence, the new country was home to millions of enslaved people.

Slavery in the United States

Enslaved Africans were brought to North America by boat as early as 1619. The trans-Atlantic slave trade saw more than 12.5 million people kidnapped from Africa and sold at ports throughout the Americas over the next couple of centuries.

By 1860, nearly four million enslaved people lived in the country. Most worked in the South, where their free labour allowed the sugar, cotton, and tobacco industries to flourish. Enslaved people even built the White House and the U.S. Capitol.

When Abraham Lincoln became president in 1861, the nation had been arguing for more than a hundred years about enslaving people and each state's right to allow it. Lincoln wanted to end slavery. Many people in the northern states agreed with him; some people in the southern states, however, relied on enslaved people to farm their crops and did not want slavery to end. Eventually, 11 southern states formed the Confederate States of America to oppose the 23 northern states that remained in the Union. The Civil War began on April 12, 1861.

The Civil War was fought between abolitionists, or people who wanted to end slavery, and the pro-slavery Confederacy. Enslaved people weren't freed until Lincoln delivered his famous Emancipation Proclamation speech in 1863, midway through the war. Two years later, the Civil War ended with a Union victory.

That same year, the passage of the 13th Amendment officially abolished the practice of slavery and ended nearly 250 years of slavery in the country. But it did not end racism. Former enslaved people—as well as their descendants—struggled with discrimination, and African American heroes today are still fighting for equality.



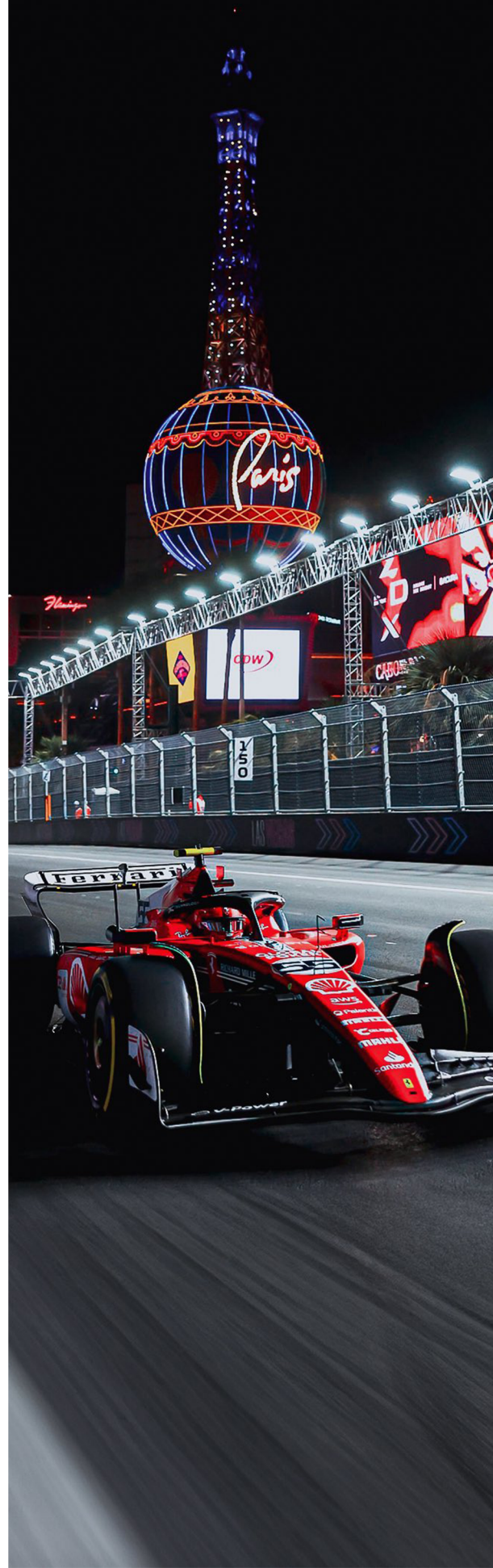
THE EVOLUTION OF F1: PUSHING LIMITS AND REDEFINING SPEED

INTRODUCTION

Since its inception in 1950, Formula 1 (F1) has been at the forefront of motorsports, captivating audiences worldwide with its adrenaline-fueled races and cutting-edge technology. Over the years, the sport has gone through significant transformations, from groundbreaking innovations in car design to the adoption of sustainable practices. As F1 continues to push the limits of speed and performance, it has become a symbol of engineering excellence and a platform for showcasing the future of automotive technology.

REVOLUTIONIZING SPEED AND PERFORMANCE

One of the most captivating aspects of F1 is its relentless pursuit of speed. From the iconic tracks of Monaco to the high-speed straights of Monza, F1 has consistently challenged the limits of what is physically possible. The sport's evolution has seen a dramatic increase in engine power and aerodynamic efficiency, leading to lap times that defy previous expectations. With advancements in materials science and computational engineering, F1 teams have been able to develop cars that excel not only in straight-line speed but also dominate corners with unmatched precision. The introduction of hybrid power units in 2014 marked a significant milestone in F1's quest for improved performance while maintaining environmental sustainability. These power units, combining a traditional internal combustion engine (ICE) with energy recovery systems (ERS), have not only enhanced acceleration but also demonstrated F1's commitment to reducing its carbon footprint.



As the world focuses on the challenges of climate change, F1 has positioned itself as a pioneer in the development of eco-friendly technologies, setting an example for the wider automotive industry.

INNOVATIVE ENGINEERING AND TECHNOLOGICAL ADVANCEMENTS

F1 has long been a center of innovation, driving technological advancements that often find their way into regular vehicles. From the introduction of carbon-fiber constructions to the implementation of kinetic energy recovery systems (KERS), the sport has continually embraced cutting-edge solutions to gain a competitive edge with each team pushing to the absolute limits. The relentless pursuit of lighter materials and more efficient power delivery systems has not only improved the performance of F1 cars but has also paved the way for safer and more fuel-efficient vehicles.

The integration of AI and machine learning has revolutionized the way F1 teams approach race strategy and car development. By analyzing vast amounts of data in real-time, teams can make split-second decisions that can often mean the difference between victory and defeat. The use of simulators has become instrumental in refining driver skills and testing various car setups, enabling teams to fine-tune their vehicles before hitting the track. These technological advancements have not only enhanced the overall racing experience but have also catalyzed innovations in other sectors beyond the realm of motorsport.

SUSTAINABILITY AND ENVIRONMENTAL RESPONSIBILITY

In recent years, F1 has taken significant strides in promoting sustainability and environmental responsibility. Through the implementation of various initiatives, such as the introduction of biofuels and the adoption of new and better emission standards, the sport has demonstrated its commitment to reducing its ecological impact. The FIA's (Fédération Internationale de l'Automobile) ongoing efforts to promote sustainable practices have encouraged teams to explore alternative fuel solutions and embrace a more eco-conscious approach to racing.

SUMMARY

As F1 continues to evolve, it remains a testament to human ingenuity and technological prowess. From its relentless pursuit of speed and performance to its unwavering commitment to sustainability, the sport embodies the spirit of innovation and progress. With each passing season, F1 reaffirms its status as a global phenomenon, captivating audiences with its exciting races and serving as a motivation for transformative change in the world of automotive engineering. As the boundaries of what is possible continue to be pushed, F1 stands as a shining example of what can be achieved when passion, expertise, and a drive for excellence converge on the world stage of motorsport.

Crop Circles



Do you believe in aliens? During the 1980s, hundreds of mysterious circles appeared in fields all over England. Many people thought they were created by aliens from outer space. What were these circles? And who had made them?

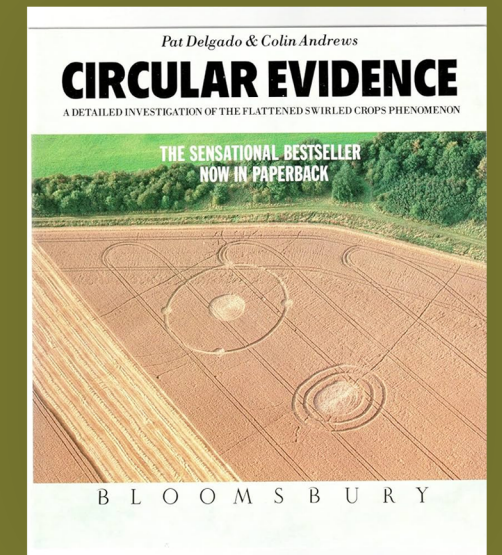
Creepy Circles

They appeared like magic in the middle of the night. Hundreds of geometrical patterns in the middle of English wheat fields. The most common theory was that they were made by spaceships that flattened the wheat as they hovered over the ground. Before long, books were written on the subject, and tourists flocked to see the circles. Two scientists, Pete Delgado and Colin Andrews, became obsessed with the subject. They were convinced the circles were the work of an “unknown intelligence”. By the end of the 1980s, crop circles had become a full-blown mystery; and there were regular reports in the press and on television. Apart from the alien theories, there were other suggestions too. Some believed the circles had been caused by animals such as deer; while others claimed the circles were caused by helicopters. Specialists in decoding thought the symbols were from ancient scripts (Sumerian, Phoenician, and Hopi Indian languages). However, no one could really offer a convincing explanation.



1990

1990 was the golden year for the crop circles. Delgado and Andrews released their book “Circular Evidence”, which became a bestseller. And a well-equipped team of Japanese scientists arrived to record circle-making in action. That year, the crop circles were even more elaborate than the ones before. The sensation of the year came on 12th July when a huge circle appeared in a field at Alton Barnes. Crop specialists were as confused as ever. But the mystery was about to be resolved.



One day that same year, a group of prominent circle experts set up surveillance equipment on a hill in Wiltshire. They were hoping to record the formation of a crop circle. Amazingly, the next day six circles appeared in a field just below them, without the team recording anything. Worse still, when the researchers entered the circles, they found man-made tools in the center of each circle, which seemed to prove that the circles had been made by humans. Finally, in 1991, Today newspaper published an account of how two men (Doug Bower and Dave Chorley) in their sixties had made the circles. The artists showed how they had created the circles at night with rope and flat boards. The following year, a circle-making contest was organized with a prize of 3,000 pounds for the winner. Eleven teams entered, some with many helpers and lots of equipment, but the third prize was won by a young American, Jim Schnabel, who was working alone. The results proved that it was a lot easier to produce the crop circles than investigators had at first believed. For many people, the phenomenon was definitively over. It was all a hoax. Or was it?



The thing is that since then, a great many more crop circles have appeared. And despite heavy surveillance (including government and military satellite cameras) no one has ever been caught actually making a crop circle. So, who is still making these circles? And why? The mystery remains.



Day 1 (September 10) - arrival

In the early morning hours, they all met in the departures hall of the Bratislava Airport. Then, the tour guide gave the students their airplane tickets and some of the students with larger luggage went to check-in. After passing through the security checkpoint at the airport, they waited for their Ryanair plane to London Stansted Airport by the gate. A couple of hours later they boarded the plane. After arriving at Stansted Airport, the group had to pass through another security checkpoint, which didn't go quite as smoothly.



Britain uses an electronic system for security checkpoints, which doesn't work very well. That's why some of the students had to go see a security guard who asked them the following questions before letting them go: "Why are you in London?" and "How long is your stay?" After claiming their luggage the group boarded the National Express coach to Golders Green station and went to their hotel. After the bus ride, they arrived at the hotel, but their rooms weren't ready yet. So, they just stored their luggage in the hotel's restaurant and went to the nearest Tesco grocery store. Then, they returned to Golders Green station, where they boarded the Northern line Underground. They got off the train half an hour later at the station Bank, from where they walked to the Monument to the Great Fire of London.



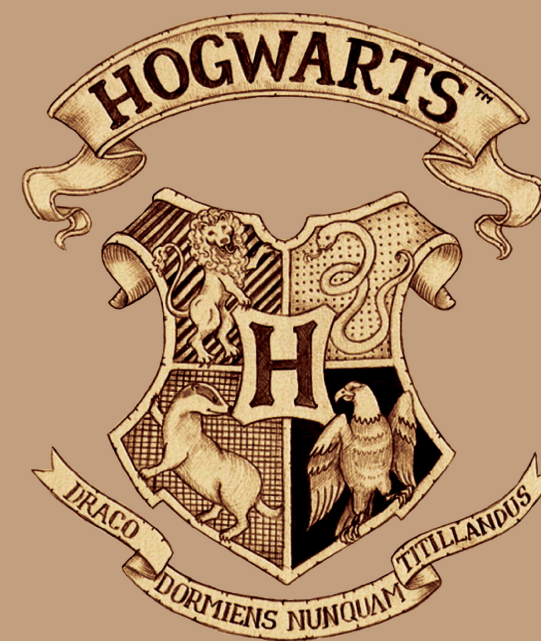
When the service ended, they all regrouped and the tour guide told them what to do next. Half of the group wanted to see the largest toy store in London - Hamley's on Regent Street, and the other half wanted to go back to the hotel. So, the group split up once again. The tour guide took her half of the group to Oxford Circus station and the teachers took the rest of the group to the hotel. After arriving at Regent Street, the tour guide gave the group some time to look around the stores. Some time later they regrouped and headed towards their hotel.

After the tour guide told the group some facts about the Monument, they walked down to the river Thames and started heading toward Tower Bridge. Along the way, they stopped at a souvenir shop across from the Tower of London. After they were done shopping, the group headed towards Saint Katherine's Docks, where they took a quick look around and took some pictures. Next, they crossed the Tower Bridge and walked towards Saint Paul's Cathedral, where the group split up for some time. Those who wanted went on an hour-long service in the cathedral, and the rest went shopping or to get some food.



Day 2 (September 11) - Harry Potter studios

This day was the most interesting from the program side of things. It started with the group's first breakfast in the hotel, which only offered vegetarian meals. After that, the group went to the local Tesco store for their lunch, utilizing their meal deal discount, and boarded their train at Golders Green station. The next stop for the group was the Madame Tussaud's museum. In the museum, a lot of wax figures of famous people were on display. From famous actors such as Morgan Freeman, Dwayne Johnson to famous singers like Freddy Mercury. There were many more figurines on display, everything from the royal family to the worst criminals in the history of London (for example Jack the Ripper). After the group regrouped outside the museum, they split into two smaller groups - one went to the Harry Potter studios and the other went to the National History Museum and Science Museum. Also, one of the teachers went back to the Tower of London for a tour, because she didn't have time for it the day before. Now, a few words from my classmate Adrian, who visited the Harry Potter studios. After we toured Madame Tussaud's museum, we boarded the Underground train to a train station, where we boarded another train, which finally took us to a Warner Brothers double-decker bus heading to the Harry Potter studios.





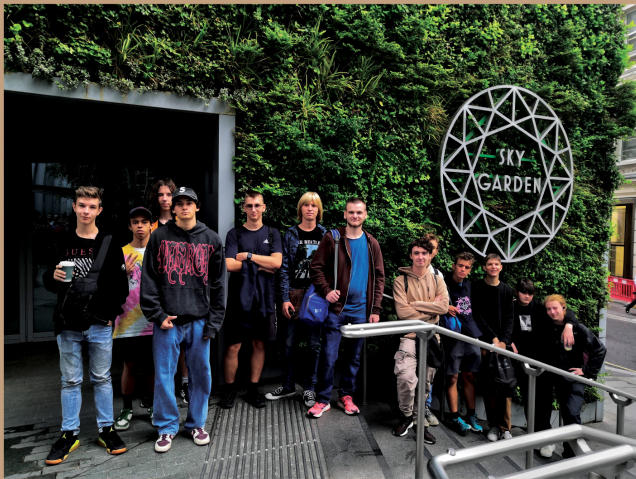
Day 3 (September 12) - Sky Garden

This day started the same as the day before - breakfast in the hotel and shopping at Tesco, before the whole group boarded a train to the City. After getting off the train, they walked to a skyscraper named Sky Garden. It has its name because there is a huge garden on the top three floors (floors 35-37), from where you can see almost all of London. After spending some time there, the next stop was the London Eye. After a ride in it, the group split up into two groups - one went to the London Dungeon and the other went to the London Aquarium.

A few more words from Adrian, this time about the London Aquarium. At the entrance, the security guards checked our bags and then we were allowed to enter. But the views waiting for us past the entrance were to die for. Walking around the underwater creatures we never get to meet in normal life up close was simply breathtaking. We saw a lot of animals from penguins, sea horses, to many types of sharks. We couldn't believe the size of these creatures. The overall atmosphere in the London Aquarium was amazing, the mysterious music was playing all around us, while we were watching these amazing creatures swim around the whole aquarium.

After arriving, we went to get lunch, but the prices were quite high. Upon entering the studios, we got a "passport" - a paper leaflet, where we could collect stamps from various places which appeared in the movies. The first stop was a small cinema, where we saw a short recording of the main actors of the Harry Potter series greeting us. As we walked through the studios, we saw many breathtaking scenes from the movies, which were beautifully recreated.

The rest of the group had some time to tour both the National History and Science Museums. Both museums had incredible exhibits, the former having dinosaurs and the latter having space exploration and the first examples of things we use today (cars, computers, lights, you name it). After the museum group was done with the tour, they went to look at the most expensive and luxurious shopping mall in London - Harrods. Prices of some pieces of clothing easily exceed thousands of pounds, with some suits and jackets costing more than you could ever imagine. After nearly losing their minds from the astronomical prices, the museum group went for a quick dinner in Hyde Park. After some time, they walked to a bus stop near Wellington Arch, where they boarded a bus to Westminster and regrouped with one of the teachers. Shortly after getting off the bus, the group took photos of the Elizabeth Tower (also known as Big Ben) and started walking towards Trafalgar Square. After a quick stop, they walked to Leicester Square and Piccadilly Circus, where they had time to get dinner or look at the stores. After that, they walked towards the nearest Underground station and boarded a train to their hotel.



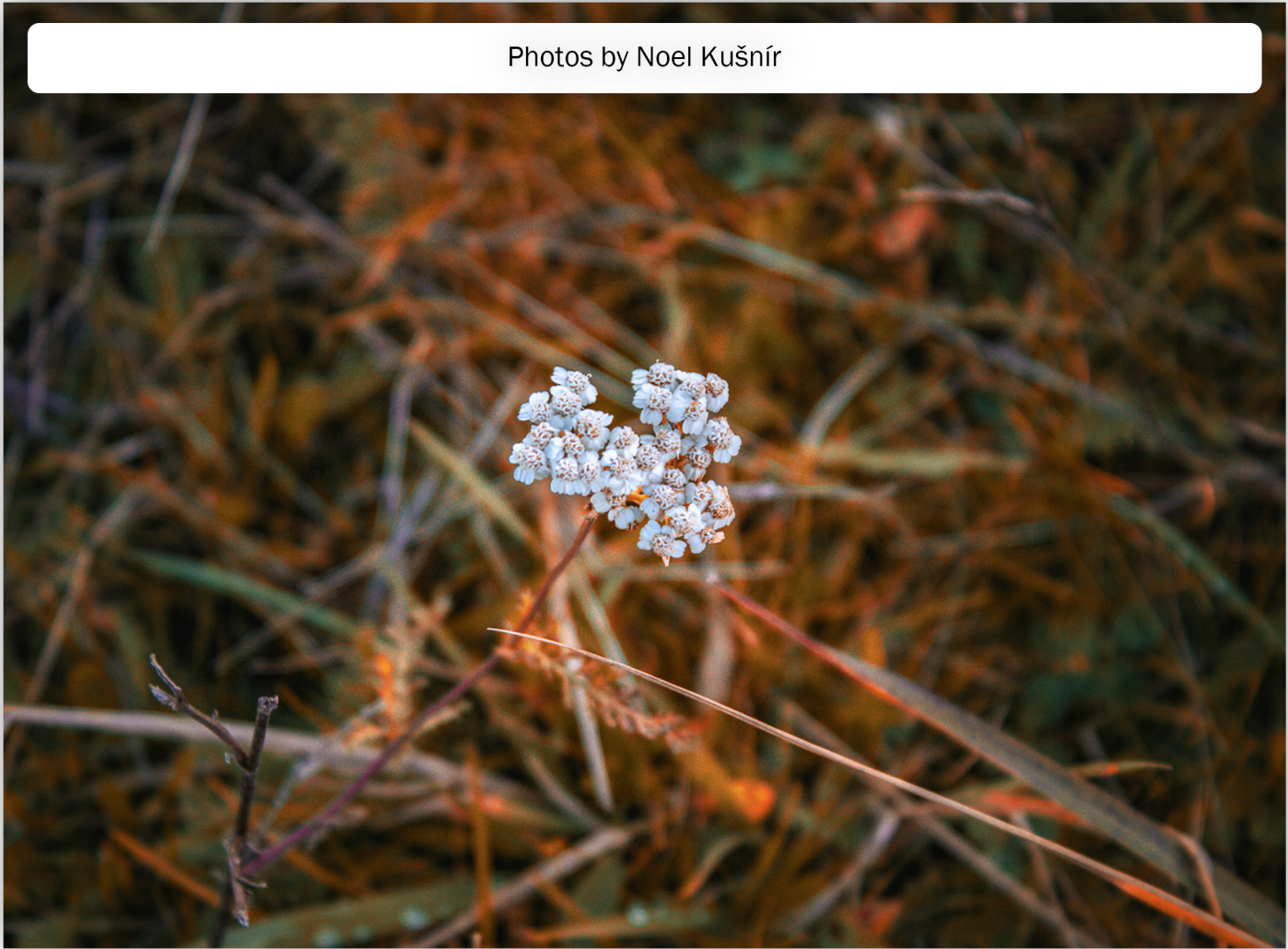
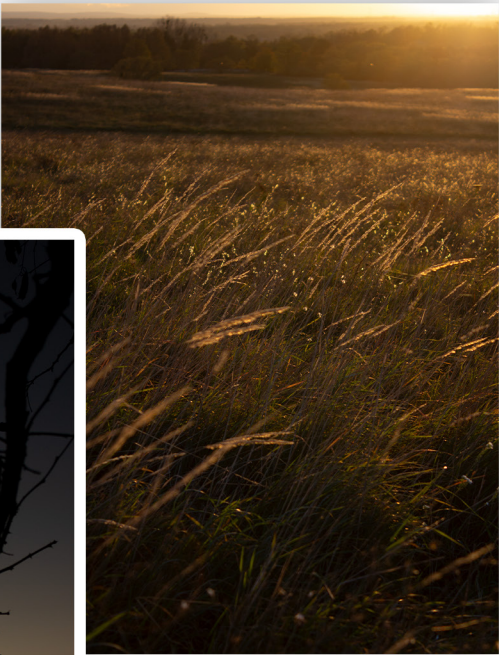
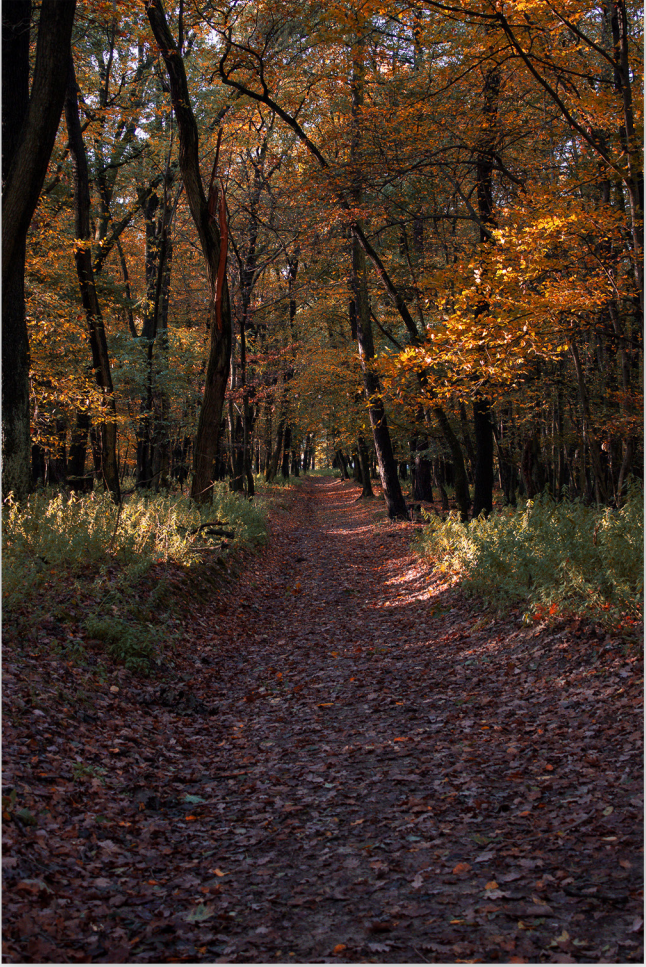
Day 4 (September 13) - the final day

After starting the day the usual way, the group boarded a train to Camden Town. They walked down the street and took some pictures of the houses there. Camden Town is famous for its beautifully decorated houses with the theme of the store on the ground floor of each house (for example, a house with a shoe store had a couple of huge shoes on it). After returning to the hotel soon in the day, the group collected their luggage and boarded a National Express coach to London Stansted Airport. After checking in, the group had quite some time before boarding their plane back home, so they toured the various shops at the airport. When it was finally time to board the plane, the group walked to their gate and began boarding the plane. After the plane landed in Bratislava in the evening hours, the students were greeted by their parents, who were excited about the stories their children would tell them. 10/10 would go again.

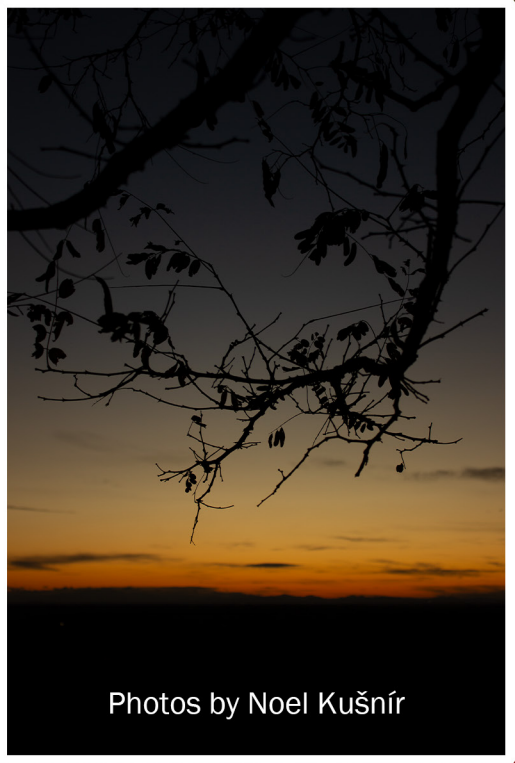
In conclusion, this trip to London was one of the best experiences in my whole life and I would totally go again if I were given the opportunity. I saw a lot of wonderful places, learned a lot of new things, and perfected my English language. So, once again, thank you to our English teachers for making this trip possible.

10/10 would go again.

by Filip Beňo



Photos by Noel Kušnír



Photos by Noel Kušnír



1. Advanced Research Projects Agency Network 2. Defence 3. The Soviet launch of the Sputnik satellite
4. J. C. R. Licklider 5. True 6. Bob Metcalfe 7. ALOHANET 8. SATNET 9. Vint Cerf 10. The Father of the Internet
11. 1980s 12. Ted Nelson 13. The World Wide Web 14. Marc Andreessen 15. Stanford University 16. 1994
17. 1998 18. 2001 19. Web 2.0 20. True