

TOMSK POLYTECHNIC UNIVERSITY

Vera V. Golubeva

FOREIGN TEXTS READING

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МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Государственное образовательное учреждение высшего профессионального образования
**«НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
ТОМСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

В.В. Голубева

ЧТЕНИЕ ИНОЯЗЫЧНЫХ ТЕКСТОВ

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Пособие содержит следующие разделы: «Food», «Mass Media», «Natural Disasters» и «Career Ladder», каждый из которых имеет определенное методическое назначение, и нацелено на совершенствование умений и навыков чтения англоязычных текстов. В каждом разделе предлагаются задания, направленные на развитие коммуникативной компетенции.

Пособие предназначено для преподавателей нелингвистических специальностей, обучающихся в системе послевузовской подготовки по специальности «Английский язык», а также может быть использовано студентами и слушателями языковых курсов.

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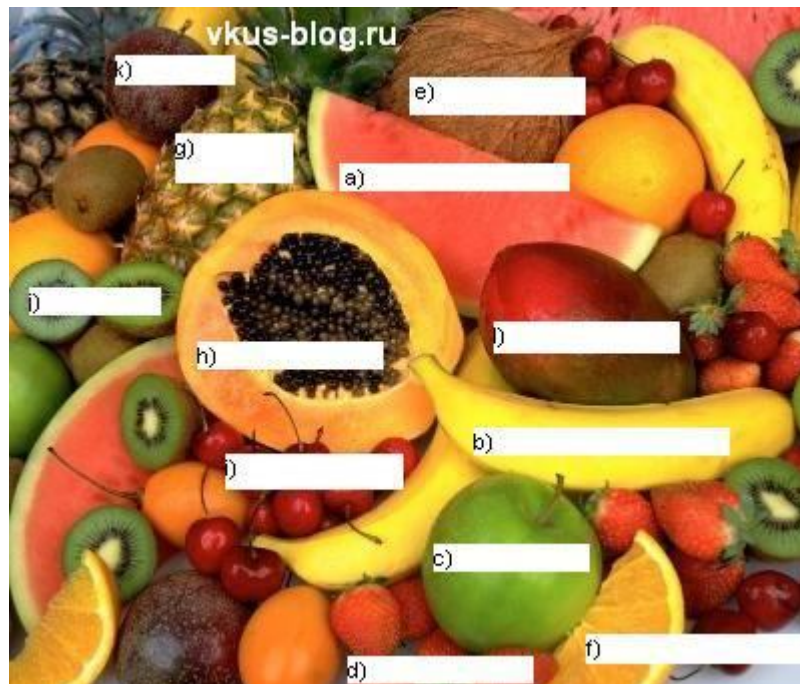
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FOOD
Part I: Vocabulary Activities

Task I: Find the fruits in the box on Picture 1.

Orange	Banana	Watermelon
Pineapple	Mango	Papaya
Plum	Coco	Cherry
Strawberry	Kiwi	Apple

Picture 1

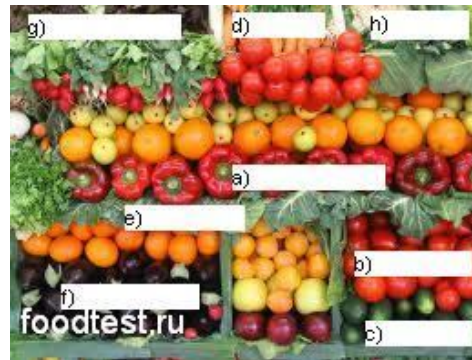


- What other types of fruit do you know?
- What are your favourite types of fruit?
- What are your least favourite types of fruit?
- What fruits taste bitter?
- What fruits taste sweet?
- What fruits taste sour?

Task II: Find the vegetables in the box on Picture 2.

Tomato	Lettuce
Cucumber	Radish
Cabbage	Carrot
Pepper	Aubergine

Picture 2



- What other types of vegetables do you know?
- What are your favourite types of vegetables?
- What are your least favourite types of vegetables?

Task III: Look at the foods in the box and put them into the right column.

Bacon	Herring	Mussels	Chocolate	Steak
Duck	Lobster	Biscuit	cake	Sausages
Veal	Egg	Chicken	Rye	Oyster
Wheat	Lamb	Pie	Shrimp	Mutton
Sardines	Ham	Beef	Pork	
Sour cream	Milk	Bread	Salmon	
			Yoghurt	

Table 1

Meat	Poultry	Fish	Shellfish	Dairy products	Bakery products	Cereals

Task V: Match the things in the box with their containers. Some can be linked with more than one container.

Beer	Flour	Fish	Sweets	Vinegar
Chewing	Spaghetti	Milk	Jam	Bacon

gum	Coffee	Honey	Tea	Crisps
Orange juice	Olive oil	Coke	Rice	Mustard
Pears	Water	Sugar	Soap	Lemonade
Wine	Biscuit	Bread	Chocolates	Salad
Chocolate	Potatoes	Cheese	Beef	
Ketchup	Butter	Cereal	Cake	
Soup				

- a) a bottle of _____
- b) a box of _____
- c) a jar of _____
- d) a bowl of _____
- e) a carton of _____
- f) a bag of _____
- g) a cup of _____
- h) a can of _____
- i) a slice of _____
- j) a glass of _____
- k) a bar of _____
- l) a packet of _____

Task VI: Fill in the correct word from the list below.

bar pinch rasher loaf clove slice pint lump

1. Please, cut me another of ham.
2. She put a of sugar into her tea.
3. There was a of bacon on the plate.
4. John asked for a of beer.
5. Mary has just bought a of bread.
6. Put a of garlic into the dish.
7. Break a of chocolate in pieces.
8. There is a tradition for adding a of salt to coffee in Turkey.

Task VII: Match the ways of cooking food to the descriptions below.

to fry to roast to bake to steam to boil to grill

1. to cook food by heating it in a covered container above boiling water;
2. to cook food by placing it under the heat;
3. to cook food in a oven or over a fire;

4. to cook food in an oven without direct exposure to a flame;
5. to cook food in boiling water;
6. to cook food in hot fat or oil;

Task VIII: Name the examples of:

- a) junk food;
- b) low-fat-foods;
- c) healthy foods;
- d) fatty foods;
- e) fast food;
- f) products that vegetarians don't eat;
- g) products that are unsuitable for people who are on a diet;
- h) products that are unsuitable for people who keep a fast.

Part II: Reading Activities
Text I

Before you read:

- Look at the title of the text and guess what the text is about.
- What do you think the stars eat to keep themselves fit?

The Star Dieters: What do Stars Eat to Stay Fit and Thin?

Celebrities are always in the eye of the public and are always watched by fans and by the media. That's why stars always have to be careful about their appearance and especially careful about their weight. The thing is that they can afford to pay professionals to keep their weight in check for them. They have special tricks and select diets meant to help them keep fit.

Here are some of the stars and their star diets:

Angelina Jolie eats plenty all day long but never enough to fill her up. And for dinner she enjoys a glass of soy milk, beef grill with vegetables or seafood.

Rock and roll legend Bryan Adams enjoys a nice fruit breakfast each morning and usually doesn't have anything till lunch.

Julia Robert's diet is made up of salads, veggies and fish. Since she doesn't like to miss out on all her favorite foods, she eats a little of everything. Her favorite deserts are ice-cream and pan-cakes.

Drew Barrymore keeps her weight in check by drinking diet coke with lots of ice cubes. Sometimes she indulges in her lust for vegetarian hamburgers and jelly.

Claudia Schiffer eats lots of fruits all day long. Dinner is made up of salad and steamed vegetables. Among the daily snacks she enjoys a nice cup of tomato juice or a cup of warm milk. She also likes grapefruit juice and tea.

Demi Moore purifies her body by drinking lots of plant teas. Throughout the day she eats 3 bowls of cereals just to keep fit.

Well these are just some star diets. As you can see there are plenty of choices to please anybody. What all the diets of the stars have in common is moderation. It seems that eating less is very popular amongst the stars. Maybe you should try it too. Don't get full at each and every meal. Leave a little space in your stomach.

(from www.shedyourweight.com)

Task I: Find in the text the English equivalents for:

Очищать организм; в центре внимания; контролировать вес; пропустить; поддерживать форму; иметь что-либо общее; состоять из чего-либо; предаваться чему-либо; быть популярным у звезд; человек, соблюдающий диету; наедаться до отвала.

Task II: Answer the questions to the text.

1. What does Claudia Schiffer eat?
2. Does Bryan Adams have breakfast?
3. How many bowls of cereals does Demi Moore eat throughout the day?
4. What does Angelina Jolie have for dinner?
5. How does Drew Barrymore keep her weight in check?

Task III: Answer the questionnaire and talk about your eating habits.

Eating Habits Questionnaire

1. Do you have breakfast before going to work?
2. Do you usually have a snack in the morning or in the afternoon?
3. How often do you eat salad with lunch or dinner?
4. Do you usually eat soup?
5. How many times a week do you eat fish?
6. How often do you eat fruit?
7. Do you usually have a dessert with your lunch or dinner?
8. What do you usually have for dessert?
9. What do you drink at meals?
10. How frequently do you eat at fast-food restaurants?
11. Do you use food supplement to complete your diet?
12. Do you think you have healthy eating habits?

(from <http://comeniusforave.blogspot.com>)

Text II

Before you read:

- What do you think the British usually have for breakfast?
- Find the things on Picture 3:

bangers

a mushroom

baked beans

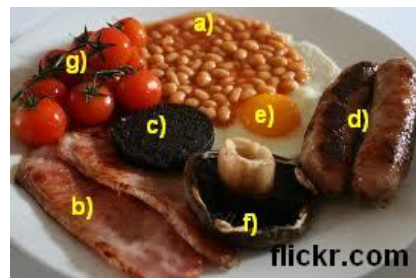
black pudding

a fried egg

tomatoes

bacon

Picture 3



British Breakfast

*What do you have for breakfast? Toast? Cereal? Just a cup of coffee? These days eating breakfast has become a bit of an international thing, with cereals from popular brands **available** all over the world; and restaurants like McDonald's and Starbucks serving coffee and cakes to everyone, anywhere. Of course, every country has its own specialities. So what about the British? What typical things do they have for breakfast?*

The English Breakfast

Perhaps the most internationally famous British **contribution to** breakfast has been the English breakfast. Of course, there are Irish and Scottish varieties too, but these breakfasts are all basically the same, and consist of the following: a pot of tea, baked beans, eggs, toasts, bacon, sausages (bangers), fried bread, mushrooms, black pudding and tomatoes.

Apparently this breakfast was invented by English aristocrats who **would** often **eat** enormous amounts of food in the morning, ending with a whole sheep. The idea was that they could spend the rest of the day hunting, fighting and dueling until the evening when they could eat again.

Eggs

One of the **key** components of the English breakfast is the egg. This can come in many shapes and forms, and you'll need to know all the options so you can make the best choice. Here are the main ways you can have your eggs:

- fried egg: this is an egg cooked in hot oil;
- scrambled eggs: these are eggs that have been broken open and mixed together. The mixture is cooked in oil with salt, pepper and milk (optional);
- poached egg: this is an egg that has been broken open and cooked in boiling water;
- boiled egg: this is an unbroken egg that is cooked in boiling water. If you cook it for just a couple of minutes, the inside of the egg will be runny and you will have a soft-boiled egg; and if you cook it for longer the inside will be harder and you will have a hard-boiled egg.

Variations

Of course, not everyone in England has an English breakfast in the morning. In fact, English breakfasts are mostly eaten at the weekend or during holidays. However, there are many lighter variations on the English breakfast. These dishes, as well as the full English breakfast, may be eaten at any time during the day. There are lots of different combinations, but the main ones are: baked beans on toast, fried egg on toast, a bacon butty (a sandwich with hot bacon inside) and scrambled egg on toast.

Miscellaneous

But it isn't all a question of fried food. There are lots of other typical things that the British eat for breakfast. Here are some of the main ones:

- porridge: this is a type of cereal that is cooked with milk or water and may be served with milk, sugar and milk and salt; this originated in Scotland;
- marmalade: this is a fruit conserve that is made with oranges, or other citrus fruits. If it's made from any other type of fruit, such as strawberries or apricots, then it's called "jam";
- marmite: this is a black paste made with yeast and salt;
- kippers: these are smoked fish that are typically eaten at a breakfast time. They are often served with **a knob of butter** and toast.

(from *Cool English*, №15)

Glossary:

Available (adj.) – accessible and ready for use and service

Contribution (n.) to smth. – a voluntary gift

Would eat – used to eat

Key (adj.) – main

Miscellaneous (adj.) – varied

A knob of butter – a piece of butter

Picture 4



Task I: Read the statements and decide whether they are true or false.

1. The British breakfast doesn't contain eggs.
2. English aristocrats didn't eat in the afternoon.
3. Kippers are eaten only at a breakfast time.
4. English aristocrats ate large amounts of food in the morning.
5. The Irish and English breakfast varieties are very different.
6. Porridge came from Scotland.
7. Marmite is a type of jam.
8. Scrambled eggs are cooked in boiling water.
9. Marmalade is made with citrus fruits.
10. Fried egg is cooked in hot oil.

Task II: Questions for discussion.

1. Is the British breakfast different from the Russian one?
2. What components of the British breakfast would you like to try?
Why?
3. What components of the British breakfast wouldn't you like to try?
Why?
4. Do you think the British breakfast is healthy?
5. Do you agree with the statement: "Eat breakfast like a king, lunch like a prince and dinner like a pauper"?
6. What do you usually have for breakfast?

Text III

Before you read:

- What do you know about the British pubs?
- What dishes do you think are served in pubs?
- Match the dishes with Picture 5–12.

Ploughman's lunch
Shepherd's pie
Pasties
Pork scratchings
Scotch egg
Lancashire hotpot
Baked potatoes
Pickled eggs



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Picture 10



Picture 11



Picture 12

British Food: The Pub

Pub Food in the Past

Pub eating all started with the Romans. They were in Britain more than 1,500 years ago. At that time Roman soldiers would go to the local “tabernae” to drink wine, eat cold meat and **chat** with their **mates**. Customers could even bring meat and pay a penny to have it cooked by the tavern staff.

In the 19th century pubs started selling more **varied** food, including baked potatoes, pork pies, pasties, **ploughman's** lunches as well as snacks that included pork **scratchings**, Scotch eggs, sausage rolls, **pickled** eggs, and pickled onions. These are the traditional things you can still find in pubs today.

Pub Food in the Present

In the 1990s things changed once again. Dishes started arriving from Europe, the Americas and the East. Brits could now eat “exotic” dishes such as lasagna, chilli con carne, and chicken curry, all **served** with **generous portions** of chips. These days the food served in the pubs is quite healthy.

There are traditional pubs serving “British food”, and there are more **sophisticated** “gastropubs”, serving high-end beer and food. At present, the pub-food trade is worth 5 billion British pounds a year, which represents a lot of food and drink.

Pies and Pasties

Perhaps the best thing to start with in a pub is a **pasty**. A pasty is made of pastry (a type of bread made from flour and water), and the most famous ones are Cornish pasties. This delicious pie usually has carrots, onions, potatoes and minced beef or **minced** lamb. Four million pasties are produced every day to feed hungry Brits. Pies are also popular, with chicken and mushroom pie being one of the most widely eaten.

Main Courses

If you want to try a typical main course, a good one to start is a ploughman’s lunch. This dish was invented by an **advertising company** to **promote** the **consumption** of cheese. As you might imagine, a ploughman’s lunch comes with a piece of cheese. It’s the healthy choice.

Another good dish to try is **shepherd’s** pie. **Curiously**, this isn’t actually a pie, and it’s basically a mixture of minced beef, carrots and onions with mashed potato on top.

One more example of a typical pub dish is Lancashire hotpot. This dish is made traditionally from lamb or mutton and onion, topped with sliced potatoes, left to bake in the oven all day in a heavy pot and on a low heat.

Pub soups are usually delicious, especially on a cold day. You can try a thick tomato soup, or a potato and leek one served with warm bread and butter.

(from *Cool English*, №15)

Task I: Explain the words in bold.

Task II: Answer the questions to the text.

1. How did pub eating start?
2. What is a pasty made with?
3. How many pounds a year is the pub-food trade worth?
4. For what purpose was a ploughman’s lunch invented?
5. What soup is served with bread and butter?
6. What is the most widely-eaten pie in Britain?
7. What is a shepherd’ pie?
8. What types of pubs can we find in Britain?
9. What changed in 1990s?
10. What is the most famous pasty in Britain?

Task III: Decide whether the following statements are true or false and correct the false ones:

1. People have been going to pubs since Norman times.
2. Lasagne and chicken curry are traditional British dishes.
3. The amount of pasties produced in Great Britain is about 4 million a day.
4. A ploughman's lunch was invented by an advertising company to promote the consumption of pickled onions.
5. Chicken and mushroom pie is very popular among Brits.
6. Nowadays pub customers can bring their own meat and pay a pound to have it cooked by the pub staff.
7. The most sophisticated type of pubs is called gastropub.
8. In the 18th century pubs served a large number of dishes.

Task IV: Fill in the correct word.

1. Roman soldiers not only ate in the pubs, but also _____ with their _____ (talked, friends).
2. This dish is really _____ (delicious).
3. The majority of British dishes are served with large _____ of chips (amounts).
4. A pasty is made with _____ (dough).
5. British food is very _____ (tasty).
6. Pork scratchings, Scotch eggs, sausage rolls are _____ (appetizers).
7. One of the typical main _____ in Britain is a ploughman's lunch (dishes).
8. British food is quite _____ (different).
9. A lot of _____ go to this pub (clients).
10. The British like _____ products (marinated).

Task V: Questions for discussion.

1. Does the British cuisine differ from the Russian one?
2. Do you think the British cuisine is
 - a) healthy?
 - b) fatty?
 - c) tasty?
3. What dishes would you like to try? Why?
4. What dishes wouldn't you like to try? Why?

Text IV

Before you read:

- What do you know about the British tea-taking ceremony?
- Match the things with Pictures 13-16.

Muffins

Scones

Pasties

Crumpets



Picture 13



Picture 14



Picture 15



Picture 16

More Tea, Vicar?

*You've probably heard of the British tradition of taking tea at 4pm. But does it really exist? Actually, it does, and every day, millions of Brits stop work to take part in this tradition that **goes back centuries**. How did it start? What does an afternoon tea consist of? And where can you enjoy your very own afternoon tea?*

Tea Time is Any Time

The British drink *enormous quantities* of tea. Some have as many as 10 or 20 cups a day. And this **custom** is **common among all classes**, including workers on a break, and **posh** ladies in their county mansions. Just go around to any house during the day and you'll hear the familiar question, "Shall I put the kettle on for a **cuppa**." And every "cuppa" becomes at least 2 or 3 cups. In fact, **experts estimate** that Brits drink about 200,000,000 cups of tea every day – **an average of 3.5 cups** for every adult, child and baby.

The special time to enjoy tea is during the day at approximately 4pm. This is known as "afternoon tea", and it's a tradition that's **still going strong**. Some take their afternoon tea at home; while others enjoy their cup in **quaint** tearooms, which can be found all over Britain. So when did it all start?

Bored Ladies

The famous tradition began when companies started shipping tea from India to Britain in the late 17th century. In those days only the **wealthy** could **afford** to buy tea. The actual person who claimed to have "invented" the tradition was Anna, the seventh Duchess of Bedford in 1840. She established the tradition of taking afternoon tea because she got hungry before dinner and needed something to **keep her going**. In the 19th century it was common to have large breakfasts, a very light lunch at about 1pm, and nothing else until dinner at about 8pm. So it was perfectly logical that the poor duchess got a little hungry in the late afternoon.

Tea Drinking Etiquette

Rich ladies soon copied the new custom and afternoon tea developed its own **ritual** and set of rules. First of all the hostess would bring out the finest **porcelain** called "the China", which was extremely thin, **fragile** and **intricately painted** cups and saucers. This would be carried on a silver tray.

The tea would be served, and the hostess would politely ask her guests if they wanted any sugar or milk with their tea. Each guest took a napkin, and **tried their best** to balance a full cup, saucer, a plate piled high with cakes, a knife and a napkin without spilling and tea or dropping anything on the floor. That was all part of the fun.

All the guests would exhibit their best social skills, and **converse** politely on the weather, their homes and the latest society gossip. The women would be all dressed in summer dresses, fashionable hats, and the men would be wearing light linen suits. Everyone was expected to behave with **exquisite manners**, and there was no slurping, drinking from the saucer, or loud conversation.

Some Food with Your Tea?

Soon, people started adding special items of food for their guests to enjoy things that are still eaten today. The most typical ones are small cakes, crumpets, muffins and scones.

Sandwiches are also popular. And the most typical ones are cucumber sandwiches. These are prepared with finely sliced bread (crusts removed), a layer of butter, **slithers** of cucumber, and a sprinkle of salt and black pepper. Other popular ingredients for sandwiches include egg mayonnaise, smoked salmon, and chicken. **Yummy!**

The Ultimate Experience

So where can you enjoy a typical afternoon tea? There are literally thousands of tearooms all over Britain where you can participate in this **very** British tradition. However, the place to really experience the tea-taking ceremony is at the Ritz in London. Every day of the year you can enjoy an afternoon tea in The Palm Court. Tea, cakes and sandwiches are served from 12 noon and there are five **sittings**: 11.30 am, 1.30 pm, 3.30 pm, 5.30 pm and 7.30 pm. During the week a pianist plays, and at weekends there's a harpist. You have **to make** your **reservation** at least six weeks **in advance**. The Ritz also has a formal dress code, and gentlemen have to wear a jacket and a tie.

(from *Cool English*, №15)

Task I: Explain the words in bold.

Task II: Choose the correct answer.

1. In the late 17th century

- a) tea was popular among all classes.
- b) the tea-taking ceremony took place only in the Ritz.
- c) only the rich had enough money to buy tea.
- d) the British didn't drink tea.

2. **How much tea do the British drink according to the experts?**
 - a) 2 cups a week.
 - b) 3.5 cups every evening.
 - c) 200,000,000 cups a day.
 - d) 5-10 cups a day.
3. **How many tea sittings are there in the Ritz?**
 - a) five.
 - b) three.
 - c) one.
 - d) four.
4. **One of the popular ingredients for sandwiches is**
 - a) scones.
 - b) black pepper.
 - c) bread.
 - d) chicken.
5. **In order to experience the tea-taking ceremony**
 - a) you should be properly dressed.
 - b) you should go to Hilton.
 - c) you should be able to play the piano.
 - d) you should make your reservation three weeks in advance.

Task II: Fill in the correct word:

1. The tradition of taking afternoon tea _____ (is quite old).
2. During afternoon tea you should behave with _____ (polite and well).
3. The _____ of taking afternoon tea began in the late 17th century (tradition).
4. This restaurant is always crowded, let's _____ a table _____ (book; beforehand).
5. This building is rather _____ (strange).
6. There are several tea _____ in the Ritz (periods).
7. That lady is the _____ of the house (mistress).
8. The tradition of taking afternoon tea is still _____ (continuing).
9. Let's _____ on the weather (talk).
10. Only _____ ladies could afford buying clothes in this shop (rich).
11. This _____ is very _____ (china, breakable).
12. She doesn't live in London; she lives in the _____ (cottage).
13. Nowadays tea-taking ceremony is a special _____ (set of rules).
14. Please, cut this cucumber into _____ (thin pieces).
15. What an _____ vase! (with complicated designs).

Task III: Questions for discussion.

1. Do you prefer tea or coffee?
2. What do you usually have with you tea?
3. What other tea-taking ceremonies do you know?

Part III: Test Your Knowledge Task I

Questions 1-5

- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation.

1.



Picture 17

- A You'll have one Roast Beef Sandwich free if you bring the coupon.
- B The coupon gives 15% discount to elder people.
- C There are only sandwiches for breakfast.

2.



Picture 18

- A The container is too large to be put into a lunch box.
- B You shouldn't heat the food in the microwave.
- C There are five different tastes of Hormel meals

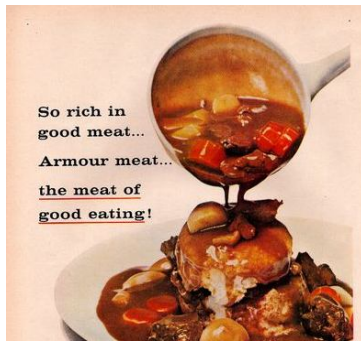
3.



Picture 19

- A Fast food is bad for your health.
- B Don't eat while driving.
- C Fast driving kills.

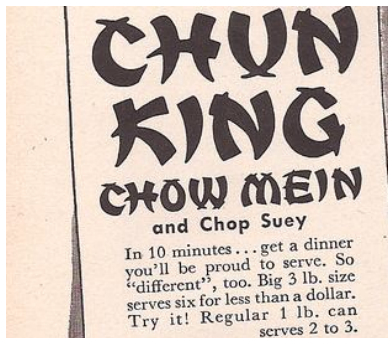
4.



Picture 20

- A The meal contains a large portion of meat.
- B The meat is not tasty.
- C The meat is bad.

5.



Picture 21

- A You can buy the meal at baker's.
- B The meal costs 2\$.
- C It takes 10 minutes to cook the meal.

Task II

Questions 1-8

- The people below all want to dine at a restaurant.
- Read the descriptions of eight New York restaurants.
- Decide which restaurant (A-H) would be the most suitable for each person (1-8).

1. Andy.

Andy wants to try Mexican cuisine.

2. Cindy.

Cindy wants to have a sea food dish, but he doesn't like lobsters.

3. Mark.

Mark is interested in football.

4. Lara.

Lara likes to sing.

5. Clark.

Clark would like to try belly dancing.

6. Maria.

Maria has a birthday, she wants to celebrate it with her friends in a restaurant.

7. Timothy.

Timothy enjoys beer.

8. Laura.

Laura loves pizzas.

New York Restaurants

A *Affair on Eighth*

The place is for those who want to drink the best pint of Guinness in Greenwich. There is live music 4 nights a week. The place is open from Monday to Friday.

B *Mojito's*

Mojito's offers Mexican and Latin cuisine. The place has a patio and is open everyday. DJ Leylo plays every 2nd Friday.

C *Monster Pizzas*

Monster Pizzas is open 7 days a week from noon till 4 am. It offers a large variety of brick oven pizzas. If you buy one large pie, you'll get one large plain pie free.

D *People Kitchen & Lounge*

People Kitchen & Lounge is ready to serve your special events needs. There are hosted events for birthdays as well as holiday and corporate parties.

E *Nick's Lobster*

You'll get you lobsters fresh from our tank to your table. On Sundays there are football specials.

F *Japas 38*

Japas 38 offers you Japanese cuisine and is open daily till late. There is a karaoke bar where you can sing more than 107,000 songs in English, Japanese, Korean, Chinese and Phillipine.

G *Barzola Restaurant*

Barzola Restaurant is a wonderful discovery located in Bushwick Brooklyn. Enjoy fine Ecuadorian cuisine and mouth-watering fresh sea food dishes.

H *L'Orange Bleue*

L'Orange Bleue offers Brazilian music and dancing live every Sunday from 5 to 9 pm. There is belly dancing with Anath every Friday and Saturday at 9 pm.

Task III

Read the text below and choose the correct word for each space.

Video games make kids eat more: study

An hour spent playing video games may make teenage boys eat more over the rest of the day, a small study **(1)**

The study, of 22 normal-weight teens, found that the boys ate a bigger lunch when they had a pre-meal video game, versus an hour spent relaxing. And they did not make up **(2)** the extra bites by burning more calories through gaming, or by eating less later in the day.

On **(3)**, the boys downed 163 calories more on the day when they played video games, researchers report in the *American Journal of Clinical Nutrition*.

Exactly what that **(4)** for video gamers' waistlines is unknown. But the **(5)** add to studies that have linked kids' screen time - from TV and computers - to the odds of being overweight.

While those studies observed patterns, and do not prove cause-and-effect, the current study actually tested the idea that something about video-

gaming itself might affect eating (6), explained lead researcher Jean-Philippe Chaput.

It's not clear why boys ate more on game day, according to Chaput, who researches obesity and lifestyle at the Children's Hospital of Eastern Ontario Research Institute in Ottawa, Canada.

"We didn't see an increase in hunger," he said, adding that neither the boys' self-ratings of hunger nor their levels of appetite hormones appeared to be affected by playing video games.

Instead, Chaput speculated that there is a subtle "mental-stress effect", and eating food may (7) the brain's need for a "reward".

"And most of the food we'd want," Chaput said, "would be sugary and (8)"

He noted that in past (9), he has found a similar effect of computer work on calorie (10)

(from www.theage.com.au)

- 1. **A.** proposes
- B.** offers
- C.** suggests
- D.** hints

- 2. **A.** to
- B.** for
- C.** with
- D.** on

- 3. **A.** average
- B.** general
- C.** middle
- D.** usual

- 4. **A.** means
- B.** depends
- C.** takes
- D.** determines

- 5. **A.** consequences
- B.** knowledge
- C.** findings
- D.** reasons

- 6. **A.** rituals
- B.** habits
- C.** traditions
- D.** customs

- 7. **A.** take
- B.** put
- C.** aim
- D.** satisfy

- 8. **A.** tasty
- B.** bitter
- C.** fatty
- D.** vegetarian

- 9. **A.** research
- B.** information
- C.** data
- D.** search

- 10. **A.** output
- B.** result
- C.** measure
- D.** intake

MASS MEDIA
Part I: Vocabulary Activities

Task I: Look at the words in the box and put them into the right column.

Advertisement	Monthly	Editor
Remote control	Aerial	Producer
Broadsheet	Readership	Circulation
Show	To broadcast	Distribution
To publish	Weekly	Commercial
Channel	Article	Tabloid

Table 2

TV	Newspapers

Task II: Match the types of TV programmes with their definitions.

1. sitcom
2. current affairs programme
3. soap opera
4. serial
5. documentary
6. quiz show
7. chat show
8. series
9. game show

- a) a programme, that consists of recurring characters in a format in which there are one or more humorous story lines centred around a common environment, such as family home or workplace;
- b) a programme about important political or social events or issues of the present time;
- c) a story that is broadcast in parts, normally at regular intervals;

- d) a television programme in the form of a game in which contestants compete against each other for prizes by answering questions that test their general or specialist knowledge;
- e) a serial on television or radio that deals with the lives of a group of characters, especially in a melodramatic or sentimental way;
- f) a programme based on official documents;
- g) a set of regularly broadcast programmes, each of which is complete in itself;
- h) a television programme in which people compete for money or prizes;
- i) a television programme in which ordinary people discuss aspects of their lives or current social issues.

Task IV: Look at the newspaper lines or headlines and identify the section.

1. Clashes in Cairo Leave 12 Dead and 2 Churches in Flames.
2. Contribute Cisco Regroups before Skeptical Wall St.
3. The answer, to us, is clear. It is time for Mr. Obama, alone or with the quartet, to put a map and deal on the table.
4. Honda 2012 Civic Cpe. Starting at \$ 15,605.
5. Yankees 12, Rangers 5: Jeter Finds Power Stroke, and Texas Pays.
6. Lots of Drama, but No Fall, During Spider-Man Rehearsal.
7. Casting Light on Taiwanese Cinema.
8. Monday. Mostly sunny and nice.
9. 10.00. BBC Lifestyle

- a) foreign/ international news
- b) sports section
- c) classified ads
- d) radio and TV programme
- e) film review
- f) weather forecast
- g) theatre review
- h) editorial
- i) business news

Part II: Reading Activities

Text I

Before you read:

- What British newspapers do you know?
- What American newspapers do you know?

Newspapers

Almost every adult in Britain reads or sees a daily newspaper, and many people remain loyal to a particular paper for life. There are daily papers, published from Monday to Saturday, and Sunday papers. In some cities, evening papers are also published. Newspapers in Britain are broadly divided into the quality press and the popular press. The ‘qualities’, also sometimes known as ‘heavies’, are the serious and more expensive papers, with detailed and extensive coverage of home and overseas news, and with a range of additional features such as sport sections, financial reports, book reviews, women’s pages, art summaries, travel news and usually a daily topical feature, such as a profile of someone in the news. All ‘qualities’ are broadsheet in format, that is with a large page size.

The ‘populars’, also known as ‘the tabloids’ (because of their smaller page size) or, disparagingly, as the ‘gutter press,’ cater for the less demanding reader, who is not interested in detailed news reports. They are cheaper in price, and are easily distinguishable by their large, bold headlines, colloquial use of English, and abundant photographs, often in colour. Their many short items and features usually concentrate on the personal aspects of the news, with reports of the latest scandals, sensations and sexual liaisons, especially of celebrities, not excluding the royal family. However, some of the ‘populars’ also offer their readers news coverage of a more conventional kind, and some of their ‘scoops’ are newsworthy and important.

The oldest of the daily ‘qualities’ is *The Times*, founded in 1785. It has a long-standing reputation as one of the most influential papers in the country, and has become well-known for its extensive news coverage, its sober and generally unbiased editorials, its letters to the editor, its financial and sporting pages, its personal column and its daily crossword. It claims to be politically independent, but it is inclined to be right-wing and has an ‘establishment’ image. It is in close competition with two rivals: *The Guardian*, founded in 1825 (as *The Manchester Guardian*), and *The Independent*, founded in 1986. *The Guardian* is noted for its lively reporting, its original features, and generally for its campaigning support for ‘worthy causes’, such as educational reform, the protection and conservation of the environment, and animal rights. Politically it is left of centre, and it formerly

supported the Liberal Party. *The Independent* has rapidly acquired a reputation for its excellent news coverage, intelligent reporting, informed comment, and the care it takes not to patronize its readers.

Each of these papers has a circulation of just under half a million. *The Daily Telegraph*, founded in 1855, has a circulation roughly twice as big. It is noted for its detailed reporting and good international news coverage, as well as its exceptionally wide and thorough coverage of sport. It is right of centre, supports the Conservative Party, and has a generally middle-aged to elderly but very loyal readership. The Financial Times, founded in 1888, specializes in City news but also carries some general news items, features and reviews. It is printed on distinctive pink paper, so that it is sometimes nicknamed 'The Pink 'Un'.

Although newspapers are normally associated with a particular political viewpoint, either of the right or the left, most have no formal links with political parties. (The one exception is the *Morning Star*.) The views expressed are those of the editor, who is appointed by the proprietor of the newspaper. The largest newspaper company in Britain is News International Ltd., owned by Rupert Murdoch, the publisher of *The Times*, *The Sun*, *Today*, the *News of the World* and *The Sunday Times*.

The Sun, founded in 1964, has a circulation of around 4 million and is currently outsells all other daily 'populars'. Its most famous feature is its 'Page Three' photograph of a nude or nearly nude young woman. The *Daily Mirror*, with a circulation of about 3 million, was founded in 1903, and has traditionally supported the Labour Party. Both the *Daily Express* and *Daily Mail* have circulation of about 1.5 million, and were founded in 1990 and 1896 respectively. The *Express* has established a reputation for its lively writing and 'no nonsense' reporting, while the *Mail* is the most sophisticated of the 'populars', with well-written 'crusading' articles and serialized fiction. Both papers have weekly book reviews, women's pages and other regular features. The *Daily Star*, founded in 1978 is similar to the *Mirror*. It has a greater number of young women readers than the *Mirror*, but a lower overall circulation of under 1 million. *Today*, founded in 1986, has maintained a high standard of original journalism. Its circulation is about half a million.

Despite the general classification of 'quality' and 'popular', the *Express*, *Mail* and *Today* are distinctive enough from the *Sun*, *Star* and *Mirror* to be more accurately defined as 'middle market'. In a class of its own is the *Morning Star*, founded in 1930 by the Communist Party as the *Daily Worker*. It is now struggling to survive, with a circulation of less than 18 000.

Of the Sunday 'qualities', the *Sunday Times* leads the field with a circulation of over a million. It has built a reputation for the range and excellence of its writing and reporting, and is produced in eight separate

sections: a main news section and others devoted to sport, news reviews, business, the arts, jobs advertisements (mainly in industry and business), fashion and travel, and book reviews. It was founded in 1822 and is politically right of centre. *The Observer* is the oldest Sunday paper, founded in 1791. It has a circulation of around half a million and politically it is 'middle of the road'. The *Sunday Telegraph*, founded in 1961, is more right-wing, like its sister daily. Its circulation, now about half a million, has been steadily declining. *The Independent on Sunday* was first published in 1990.

The best-selling Sunday 'popular' is the *News of the World*, with a circulation of around 5 million. The paper, founded in 1843, has a reputation for its detailed reports of crime and sex stories but also for its sports reports and its political comment. The *Sunday Mirror* has a circulation of about 3 million, and like its sister daily paper contains mainly popular items on celebrities in the news, with much gossip and many photographs. Its rival is *The People*, a paper with a circulation of about 2.5 million and an emphasis on 'true life' stories and features. Both the *Sunday Express* and *Mail on Sunday* have circulations of just under 2 million, and likewise resemble their daily equivalents in style and content. The *Sunday Sport*, founded in 1986, contains many colour photographs of people, especially nudes, in unconventional poses, as well as generally titillating stories. It has a circulation of about half a million. Almost all Sunday papers have accompanying colour magazines.

As well as the national press, there are many regional daily newspapers such as the *Yorkshire Post*, the *Northern Echo*, the *Western Mail* and the *Scotsman*. Evening papers include the *Evening Standard* in London, the *Manchester Evening News* and the *Liverpool Echo*. There are also local weekly papers, and many local papers are delivered free and paid for entirely from advertising.

Because of the size of the USA, there are few national newspapers. Apart from the popular paper *USA Today*, only the *New York Times*, the *Chicago Tribune* and the *Wall Street Journal* have anything like a nationwide readership, mainly thanks to satellite technology. The *Times* is generally regarded as America's most prestigious paper. The *Journal* is the leading financial and business newspaper, and is currently has a circulation of about 2 million, the highest in the country. But there are influential regional papers, among them the *Washington Post*, the *New York Daily News*, the *Philadelphia Enquirer*, the *Los Angeles Times*, the *Boston Globe*, the *San Francisco Examiner* and the *Christian Science Monitor* (not a religious paper, despite its title). *USA Today*, founded in 1982, is the leading popular daily paper, with short news reports, lively feature stories, and items of practical advice. The tabloid weekly newspapers, such as the *National*

Enquirer and the *Star*, with circulations of around 4.5 and 3.5 million respectively, are sold in supermarkets throughout the country.

There are no separate Sunday papers, as there are in Britain, but most dailies have special Sunday editions, with notable exception of the *Wall Street Journal* and *USA Today*. Some of them are remarkable for their size, particularly the *New York Times*, which can run to 150 pages.

(from *Oxford Advanced Learner's Encyclopedic Dictionary*, 2004)

Task I: Answer the questions to the text.

1. What are the two types of newspapers in the UK?
2. What are the main characteristics of “quality” papers?
3. What are the main characteristics of “popular” papers?
4. What are the synonyms for “populars”?
5. What is the synonym for “qualities”?
6. What is the oldest daily quality paper and when was it founded?
7. What political views does *The Times* share?
8. What are the two rivals of *The Times*?
9. What is *The Guardian* noted for?
10. Do newspapers have any formal links with political parties? What newspaper is an exception?
11. What newspaper is the most sophisticated of the “populars”?
12. How many sections does the *Sunday Times* have?
13. What is the oldest Sunday paper and when was it founded?
14. What is the best-selling Sunday “popular”?
15. What regional daily papers are mentioned in the text?
16. What American newspapers are mentioned in the text?
17. What are influential regional papers in the USA?
18. What is the leading popular daily paper in the USA?
19. Are there any separate Sunday papers in the USA?
20. How many pages can the *New York Times* run to?

Task II: Decide whether the following statements are true or false.

1. There are many national newspapers in the USA.
2. Local papers in the UK are generally delivered free of charge.
3. The Daily Telegraph is the oldest daily ‘quality’ in the UK.
4. The *Express*, *Mail* and *Today* are similar to the *Sun*, *Star* and *Mirror*.
5. *The Times* tends to be left-wing.
6. The *Morning Star* was established by the Labour Party.
7. The most prestigious American paper is the *Times*.

8. The *Wall Street Journal* has a special Sunday edition.
9. The 'populars' are more expensive than the 'qualities'.
10. *The Daily Telegraph* supports the Tories.

Task III: Give synonyms to:

1. to decrease regularly;
2. powerful district newspapers;
3. detailed information about sports in newspapers;
4. cultural reviews;
5. recent outrages;
6. to fight for life;
7. to have many pictures of people
8. to distribute without charge;
9. witty coverage;
10. famous people.

Task IV: Find in the text "Newspapers" the English equivalents for:

1. оставаться верным определенной газете в течение жизни;
2. иметь тираж примерно 4 миллиона;
3. стремиться быть политически независимым;
4. установить высокий стандарт оригинальной журналистики;
5. быть известным благодаря детальному освещению международных новостей;
6. умеренные и беспристрастные передовые статьи;
7. концентрироваться на личностных аспектах новостей;
8. ведущая финансовая и деловая газета;
9. напоминать ежедневные эквиваленты по стилю и содержанию;
10. назначаться владельцем газеты;
11. хорошо написанные статьи по борьбе с чем-либо;
12. иметь прозвище;
13. благодаря спутниковым технологиям;
14. находиться посередине.

Task V: Questions for Discussion:

1. How often do you read newspapers?
2. What newspapers do you read?
3. What are your favourite features?
4. What are your favourite newspaper sections?
5. Do you have your favourite newspaper journalists?

Text II

Before you read

- What do you know about British television?
- What British TV channels do you know?

Broadcasting in the UK

British broadcasting has traditionally been based on the principle that it is a public service accountable to the people through Parliament. Following 1990 legislation, it is also embracing the principles of competition and choice. Three public bodies are responsible for television and radio services throughout Britain:

- the British Broadcasting Corporation (BBC) broadcasts television and radio services;
- the Independent Television (ITV) licenses and regulates non-BBC television services, including cable and satellite services; and
- the Radio Authority licensed and regulated all non BBC-radio services. It ceased to exist on 29 December 2003 and its duties were assumed by Ofcom, the Office of Communications.

Television viewing is Britain's most popular leisure pastime.

The Government is not responsible for programme content, nor for broadcasters' day-to-day conduct of business. The independence of the broadcasters requires them to maintain certain standards: programmes must display a proper balance and wide range of subject matter, and impartiality in matters of controversy. They must not offend against good taste.

BBC

The BBC is the largest broadcasting organisation in the world. Its mission is to enrich people's lives with programmes that inform, educate and entertain.

It is a public service broadcaster, established by a Royal Charter and funded by the licence fee that is paid by UK households.

The BBC uses the income from the licence fee to provide services including 8 national TV channels plus regional programming, 10 national radio stations, 40 local radio stations and an extensive website.

BBC World Service broadcasts to the world on radio, on TV and online, providing news and information in 32 languages. It is funded by a government grant, not from the licence fee.

The BBC also has a commercial arm, BBC Worldwide. Its profits are returned to the BBC for investment in new programming and services.

Independent Television

ITV is the biggest commercial television network in the UK, broadcasting the most talked about television and digital content, making a major contribution to the UK's culture, economy and communities.

ITV is more than just ITV1. The digital channels ITV2, ITV3, ITV4 and CITV plus HD and time-shifted channels are growing audience and revenue. The programs for ITV channels and other broadcasters are produced by ITV Studios.

The Radio Authority and Ofcom

The Radio Authority licensed and regulated independent radio in accordance with the statutory requirements of the Broadcasting Acts 1990 and 1996.

It planned frequencies, awarded licenses, regulated programming and radio advertising, and supervised the radio ownership system.

The Authority took an active role in the development of policies which affected the independent radio industry and its listeners, in accordance with its statutory remit to ensure the provision of high quality services offering a wide listening choice.

Nowadays the duties of the Radio Authorities are performed by Ofcom. Ofcom is the communications regulator. It regulates the TV and radio sectors, fixed line telecoms and mobiles, plus the airwaves over which wireless devices operate.

Ofcom makes sure that people in the UK get the best from their communications services and are protected from scams and sharp practices, while ensuring that competition can thrive.

Ofcom operates under the Communications Act 2003. This detailed Act of Parliament spells out exactly what Ofcom should do – it can do no more or no less than is spelt out in the Act.

The Act says that Ofcom's general duties should be to further the interests of citizens and of consumers. Meeting these two duties is at the heart of everything it does.

Accountable to Parliament, Ofcom is involved in advising and setting some of the more technical aspects of regulation, implementing and enforcing the law.

Ofcom is funded by fees from industry for regulating broadcasting and communications networks, and grant-in-aid from the Government.

References:

1. Focus on Britain.
2. www.bbc.co.uk
3. www.itv.com
4. www.ofcom.org.uk

Task I: Choose the correct answer.

1. What is the general idea of the text?

- a) to describe BBC services
- b) to describe the peculiarities of the British broadcasting
- c) to enumerate the public bodies that are responsible for television and radio services throughout Britain
- d) to show the peculiarities of the British radio services

2. The BBC

- a) provides services in 30 languages
- b) was established by a Royal Charter
- c) doesn't have a commercial branch
- d) is a private broadcaster

3. Ofcom

- a) ceased to exist in 2003
- b) operates under a Royal Charter
- c) assumed the duties that were formerly performed by the Radio Authority
- d) is funded by the Parliament

4. The Radio Authority

- a) was in charge of independent radio services
- b) transformed into Ofcom
- c) licensed non-BBC television services
- d) fixed line telecoms and mobiles

5. ITV

- a) has 15 channels
- b) is a commercial organization
- c) regulates British radio services
- d) is a public broadcaster

Text III

Before you read

- What do you know about television in the US?
- What American TV channels do you know?

Television in the US

Television channels and networks

There are at least five basic types of television in the United States: broadcast, or “over-the-air” television, unencrypted satellite or “free-to-air”, Direct Broadcast Satellite, cable television, and IPTV (internet protocol television).

Over-the-air and free-to-air TV is free with no monthly payments while Cable, Direct Broadcast Satellite, and IPTV require a monthly payment that varies depending on how many channels a subscriber chooses to pay for. Channels are usually sold in groups, rather than singly.

Broadcast television

The United States has a decentralized, market-oriented television system. Unlike many other countries, the United States has no national broadcast programming service. Instead, local media markets have their own television stations, which may be affiliated with or owned and operated by a TV network. Stations may sign affiliation agreements with one of the national networks. Except in very small markets with few stations, affiliation agreements are usually exclusive: If a station is an NBC affiliate, the station would not air programs from ABC, CBS or other networks.

The three major networks

The three major networks in the U.S. are the National Broadcasting Company (NBC), Columbia Broadcasting System (CBS) – both of which date to the early days of television – (in fact, they both began in the 1920s as radio networks), and thirdly the American Broadcasting Company (ABC), which began its life as a radio network spun off from NBC in 1943. In big cities, affiliates of these networks were almost always broadcast free of charge in the VHF band before the transition to digital television in 2009.

Major-network affiliates run very similar schedules. Typically, they begin weekdays with an early-morning locally produced news show, followed by a network morning show, such as NBC's *Today*, which mixes news, weather, interviews and music. Syndicated programming, especially talk shows, fill the late morning, followed often by local news at noon (*Eastern Time*). Network run soap operas dominate the early afternoon, while syndicated talk shows such as *The Oprah Winfrey Show* appear in the late afternoon. Local news comes on again in the early evening, followed by the national network's news program at 6:30 or 5:30 p.m., followed by more news.

More syndication occupies the next hour (or ½ hour in the Central time zone, called prime access slot) before the networks take over for prime time, the most-watched three hours of television. Typically, family-oriented comedy programs led in the early part of prime time, although in recent years, reality television like *Dancing with the Stars* has largely replaced them. Later in the evening, dramas like *CSI: Crime Scene Investigation*, *House, M.D.*, and *Grey's Anatomy* air.

At 10 or 11 p.m., another local news program comes on, usually followed by late-night interview shows, such as *Late Show with David Letterman* or *The Tonight Show*. Rather than sign off for the early hours of

the morning (as was standard practice until the early 1970s in larger markets and until the mid 1980's in smaller ones), TV stations now fill the time with syndicated programming, reruns of prime time television shows and/or the local 10 or 11 o'clock news, or 30-minute advertisements, known as infomercials, and in the case of CBS and ABC, overnight network news programs.

Saturday mornings usually feature network programming aimed at children (including animated cartoons), while Sunday mornings include public-affairs programs that help fulfill stations' legal obligations to provide public-service programming. Sports and infomercials can be found on weekend afternoons, followed again by the same type of prime-time shows aired during the week.

Non-commercial television

Public television has a far smaller role than in most other countries. There is no federal state-owned broadcasting authority. However, a number of states, including West Virginia, Maryland, Kentucky, and South Carolina, among others, do have state-owned public broadcasting authorities which operate and fund all public television stations in their respective states. The federal government does subsidize non-commercial educational television stations through the Corporation for Public Broadcasting. The income received from the government is insufficient to cover expenses and stations rely on corporate sponsorships and viewer contributions.

American public television stations air programming that commercial stations do not offer, such as educational, including cultural, and public affairs programming. Most public TV stations are affiliates of the Public Broadcasting Service, sharing programs like Sesame Street and Masterpiece Theatre. Unlike the commercial networks, PBS does not produce its own programming; instead, individual PBS stations create programming and provide these to other affiliates. New York City's municipally-owned broadcast service, NYCTV, creates original programming that airs in several markets. Few cities have major municipally-owned stations.

Many religious broadcasting stations exist, also surviving on viewer contributions, including Trinity Broadcasting Network, Three Angels Broadcasting Network, Hope Channel, Amazing Facts Television, Daystar Television Network, The Word Network, The Worship Network, Total Christian Television, and INSP.

Cable and satellite television

While pay television systems existed as early as the late 1940s, until the early 1970s cable television only brought distant over-the-air TV to rural areas without local stations. This role was reflected in the original meaning of the CATV acronym: community antenna TV. In that decade, national

networks dedicated exclusively to cable broadcasting appeared along with cable-TV systems in major cities with over-the-air TV. By the mid 1970's some form of cable-TV was available in almost every market that already had over-the-air TV. Today, most American households receive cable TV, and cable networks collectively have greater viewership than broadcast networks.

Unlike broadcast networks, most cable networks air the same programming nationwide. Top cable networks include USA Network (general entertainment), ESPN and Fox Sports (sports), MTV (music), CNN, Fox News, and MSNBC (news), Syfy (science fiction), Disney Channel (family), Nickelodeon and Cartoon Network (Children's), Discovery Channel and Animal Planet (documentaries), TBS (comedy), TNT (drama) and Lifetime (women's).

The national cable TV network became possible in the mid 1970s with the launch of domestic communication satellites that could economically broadcast TV programs to cable operators anywhere in the continental US. (Some domestic satellites also covered Alaska and Hawaii with dedicated spot beams.) Until then, cable networks like HBO had been limited to regional coverage by expensive terrestrial microwave links leased from the telephone companies (primarily AT&T). Satellites were generally used only for international (i.e., transoceanic) communications; their antennas covered an entire hemisphere, producing weak signals that required large, expensive receiving antennas. The first domestic communications satellite, Westar 1, was launched in 1974. By concentrating its signal on the continental United States with a directional antenna, Westar 1 could transmit to TVRO ("TV, receive only") dishes only a few meters in diameter, well within the means of local cable TV operators.

Cable system operators now receive programming by satellite, terrestrial optical fiber, off the air, and from in-house sources and relay it to subscribers' homes. Usually, local governments award a monopoly to provide cable-TV service in a given area. By law, cable systems must include local over-the-air stations in their offerings to customers.

The U.S. has now moved to digital television. A law passed in 2006 required over-the-air stations to cease analog broadcasting by February 2009, but was delayed to June 12.

In 2008, there were an estimated 327 million television sets in the US.

On Sunday, February, 6, 2011, 111 million viewers tuned in to watch the Green Bay Packers defeat the Pittsburgh Steelers in *Super Bowl 45*, making it the largest television audience ever for a U.S. TV program. The previous record was set at last year's *Super Bowl* when the New Orleans Saints defeated the Indianapolis Colts (106.5 million viewers).

(from *www.wikipedia.org*)

Task I: Decide whether the following statements are true or false.

1. American public television stations broadcast programs that are very similar to those of commercial stations.
2. The USA has no national broadcast programming service.
3. PBS produce their own programming.
4. There are six basic types of television in the USA.
5. There are some religious broadcasting stations in the USA.
6. Nowadays television in the USA is analog.

Task II: Questions for discussion.

1. How often do you watch TV?
2. What programs do you usually watch? Why?
3. What do you think about TV commercials?

Part III: Test Your Knowledge
Task I

Questions 1-5

- **The people below all want to watch a program on TV.**
- **Read the descriptions of eight different programs.**
- **Decide which restaurant (A-H) would be the most suitable for each person (1-5).**

1. **Andrew** is fond of reading detective stories. He wants to watch the screen adaptations of the stories written by prominent English and American writers.

2. **Julia** is looking forward to watching some educational program with her twelve-year-old son, whose favourite subject at school is History.

3. **Clark** likes documentaries, especially those which are based on military newsreel.

4. **Cindy** loves comedies, but she doesn't like sitcoms, because of the stupid laugh track.

5. **Mike** is fond of watching mysterious stories with faked characters.

TV programs

A. *Australians at War*

Australians at War is an eight-hour television series that examines the effects of war on the lives of Australians and how this nation has been shaped by those experiences. Commissioned by the Australian Government through the Department of Veterans' Affairs, in co-operation with the Australian War Memorial, as part of the commemorations to mark the Centenary of Federation, the series will be broadcast over eight consecutive weeks on ABC Television commencing on Anzac Day, 25 April 2001.

B. *Pyramid*

The building of the Great Pyramid of Giza is retold through the story of conscripted labourer, Nakht. Life in ancient Egypt is reconstructed based on archaeological artefacts and writings. Computer generated images and impressive 3D graphics illustrate the scale and internal structure of the pyramid.

C. *Flipside*

Flipside is sketch comedy but presented in a way unseen on our screens before. The first glaring difference is the absence of a laugh track. It's not going to tell you when or where to laugh. That's your job as an audience. It turns out that different things amuse different people.

D. *What's Your Poison?*

Caffeine is the most commonly used drug on the planet. In fact, the world consumes the equivalent of one caffeine drink, per person, per day. It's such a part of everyday life, we don't even consider it a poison. Yet research shows that some of the effects of caffeine are similar to those experienced with hard drugs. But there is another side to the story – caffeine is being put to good use treating premature babies and the elderly.

E. *Agatha Christie's Miss Marple*

A series of murder mysteries based on the stories of world renowned queen of crime Agatha Christie. The much-loved amateur sleuth Miss Jane Marple's (Julia McKenzie) sweet old lady exterior hides an excellent

perception of human nature and a razor sharp intuition for solving crimes – murderers underestimate her at their peril!

F. Being Human

Three twenty-something housemates are trying to live normal lives despite struggling with unusual afflictions; one is a werewolf, one is a vampire and one is a ghost. On first appearances things seem to be positive and ‘normal’ for the three. But as they do their best to live their lives as normally as possible, they carry dark and strange secrets. Their ‘other’ world has intruders always threatening to expose them – on top of the usual issues faced by young people surrounding love, work and mates.

G. Agony Aunts

The veteran broadcaster, well known on radio and television, teams up with two Agony Aunts, financial guru Sally Wilson and relationship expert Dr Patricia Weerakoon, to help floundering baby boomers get their lives back on track.

Each show features a couple who contacted Agony Aunts to ask for some help to sort out their problems. They may have financial pressures, frustrations with work, problems with health and fitness, romantic issues or simply a lack of motivation. Whatever it is, the Agony Aunts can help – but they have just one week to sort things out!

G. Elders with Andrew Denton

Richard Dawkins is the essence of scientific reason, an evolutionary biologist, a best-selling author, and strident atheist. He’s been declared one of the most influential – and provocative – thinkers of our time. He’s our guest in the last episode of this series of Elders.

(from *www.abc.net.au*)

Task II

Read the text below and choose the correct word for each space.

CNN

Cable News Network (CNN) is a U.S. cable news channel **(1)** in 1980 by Ted Turner. Upon its **(2)**, CNN was the first channel to **(3)** 24-hour television news **(4)**, and the first all-news television channel in the United States. While the news channel has numerous affiliates, CNN primarily **(5)** from its headquarters at the CNN Center in Atlanta, the Time Warner Center in New York City, and studios in

Washington, D.C. and Los Angeles. CNN is owned by parent company Time Warner, and the U.S. news channel is a (6) of the Turner Broadcasting System.

CNN is sometimes (7) to as CNN/U.S. to (8) the American channel from its international counterpart, CNN International. As of August 2010, CNN is available in over 100 million U.S. households. Broadcast coverage extends to over 890,000 American hotel rooms, and the U.S broadcast is also shown in Canada. Globally, CNN programming (9) through CNN International, which can be seen by (10) in over 212 countries and territories. Starting late 2010, the domestic version CNN/U.S., is available in high definition to viewers in Japan under the name CNN HD.

- 1. **A.** built
- B.** founded
- C.** found
- D.** appeared

- 2. **A.** launch
- B.** opening
- C.** appearance
- D.** presence

- 3. **A.** give
- B.** cater
- C.** present
- D.** provide
- 4. **A.** delivery
- B.** coverage
- C.** pack
- D.** package

- 5. **A.** translates
- B.** speaks
- C.** broadcasts
- D.** tells

- 6. **A.** division
- B.** part
- C.** union
- D.** coverage

- 7. **A.** known
- B.** meant
- C.** given
- D.** referred

- 8. **A.** distinguish
- B.** divide
- C.** border
- D.** buy

- 9. **A.** airs
- B.** translates
- C.** speaks
- D.** gives

- 10. **A.** readership
- B.** readers
- C.** viewers
- D.** listeners

Natural Disasters

Part I: Vocabulary Activities

Task I: Match the following words and phrases with their definitions:

1. earthquake
2. tectonic plate
3. draught
4. avalanche
5. tornado
6. fault line
7. lightning
8. landslide
9. tsunami
10. eruption

- a) a long high sea wave caused by an earthquake or other disturbance;
- b) a mass of snow, ice and rocks falling rapidly down a mountainside;
- c) a sudden violent shaking of the ground as a result of movements within the earth's crust;
- d) the occurrence of a brief natural high-voltage electrical discharge between a cloud and the ground or within a cloud, accompanied by a bright flash and often thunder;
- e) the sudden occurrence of a violent discharge of steam and volcanic material;
- f) a place on the Earth where earthquakes are more common;
- g) the sliding down of a mass of earth or rock from a mountain or cliff;
- h) a prolonged period of abnormally low rainfall, leading to a shortage of water.

Task II: Choose the correct answer.

Natural Disaster Quiz

1. Which natural disaster can produce the fastest wind on Earth?
 - a) tornado
 - b) hurricane
 - c) cyclone
 - d) tsunami
2. Which natural disaster can not be caused by shifts in tectonic plates?
 - a) avalanche
 - b) earthquake
 - c) volcanic eruption

- d) hurricane
3. In what country did the strongest earthquake on record occur?
 - a) Chile
 - b) United States
 - c) Indonesia
 - d) Iran
 4. What natural phenomenon is a hypocenter associated with?
 - a) earthquake
 - b) hurricane
 - c) tornado
 - d) tsunami
 5. On average, what are your chances of being stuck by lightning in a give year?
 - a) 1 in 7,000,000
 - b) 1 in 700,000
 - c) 1 in 70,000
 - d) 1 in 7,000
 6. What is the most dangerous type of avalanche?
 - a) wet avalanche
 - b) dry slab avalanche
 - c) ice fall avalanche
 - d) loose snow avalanche
 7. Which of the following islands was completely destroyed during an 1893 hurricane?
 - a) Sumatra, Indonesia
 - b) Hog Island, new York
 - c) Rotuma, Polynesia
 - d) Bimini, Bahamas
 8. How often does lightning occur worldwide?
 - a) 50 to 100 times per second
 - b) 21 to 50 times per second
 - c) 500 to 1,000 times per second
 - d) 250 to 500 times per second

(from www.nationalgeographic.com)

Part II: Reading Activities

Text I

Before you read:

- What natural disasters do you know?
- What do you know about earthquakes and tsunamis?

Earthquakes and Killer Waves

Task I: Read the text and put the headings into the correct place.

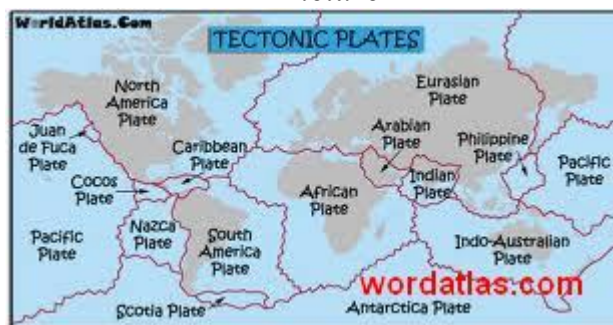
- A. Massive Destruction
- B. Tsunami
- C. No Protection
- D. What is an Earthquake?
- E. How a British Girl Saved Her Family and 100 Other Tourists
- F. Sounding the Alarm

1.

We all know, even if we haven't experienced it ourselves, that during an earthquake the ground shakes, lots of buildings fall down and sometimes cracks appear in the earth. But what makes an earthquake happen?

Planet earth is covered with a thick crust. The crust is cracked into more than twenty sections – a bit like the shell of a boiled egg when you tap it with a spoon. These cracked sections are called tectonic plates and they are always on the move. They move very slowly, but with incredible power. When the plates rub against each other or collide with each other, an earthquake happens.

Picture 22



2.

Earthquakes happen all the time in all parts of the world but we don't notice most of them because they are small. But big earthquakes are really dangerous. They can make buildings fall down, set off landslides and do other deadly things.

Have you heard about the Rift Valley in Africa? It was created by repeated earthquakes over thousands of years, which opened up the ground to form an enormous trench. The trench is so deep and wide that it can be seen from the moon!

The highest death toll caused by an earthquake was in China in 1556 when at least 830,000 people died. China also holds the record for the

greatest number of deaths from an earthquake in recent times. In 1976, a huge quake caused the death of 250,000 people.

3.

Nowadays, new buildings in earthquake-prone towns and cities are built to withstand the shock of an earthquake. Even so, during seismic activity, gas pipes and electricity cables are ripped apart and cause fires and explosions, so even if buildings don't fall down, there can still be a lot of destruction.

4.

A tsunami is a chain of huge waves, again caused by an earthquake, but this time under the seabed.

Tsunami waves can be very long (as much as 100 kilometres) and there may be an hour between them.

They can move very fast too, sometimes at the speed of 800 kilometres an hour. So if an earthquake happened in Los Angeles, a tsunami could hit Tokyo quicker than you could fly between the cities by jet.

When a tsunami reaches the coastline, it slows down but its height grows. There have been tsunamis as high as 30 metres above sea level! No wonder they are so dangerous.

The Christmas weekend tsunami of 2004 is probably the most destructive tsunami in history. It was caused by an earthquake in the Indian Ocean measuring 9.0 on the Richter scale. The huge waves crashed into several Asian countries and thousands of people lost their lives.

5.

Before the huge waves of the recent tsunami crashed into the coastline areas, wild and domestic animals showed very unusual behaviour. They seemed to know what was going to happen.

According to eyewitness stories, the following events happened:

- Elephants screamed and ran for higher ground.
- Dogs refused to go outdoors.
- Zoo animals rushed into their shelters and nothing could make them come out.

Such stories aren't new. In 373 BC, historians wrote that animals, including rats and snakes, deserted the Greek city of Helice just days before a quake destroyed the place.

During the more recent earthquake in Turkey in 1999, dogs howled like wolves for two days before the earthquake struck. No one took any notice and many buildings fell down like stacks of cards, killing over 17,000 people.

Do animals have a sixth sense? Can they predict disasters? And why don't people learn to use these animal instincts?

6.

10-year-old Tilly Smith was on holiday with her parents and 7-year-old sister when the tsunami struck.

'We were on the beach, and the water started to go funny,' she recalls. 'There were bubbles and the sea retreated all of a sudden.'

The adults were curious, but Tilly froze in horror. She remembered her geography teacher, Mr Kearney, who had told her class about tectonic plates, earthquakes and tsunamis just a couple of weeks earlier.

'Mummy, we must get off the beach now!' she cried. 'I think there's going to be a tsunami.'

Her parents didn't understand her at first.

'When the water went back, I was like most people on the beach. I wanted to walk down and look at what was going on,' Tilly's mother said. 'It was only when Tilly explained what was going to happen that I had second thoughts.'

Tilly's parents alerted other tourists and they all ran off the beach as fast as they could. A few minutes later the water rose over the beach and destroyed everything in its path.

As it turned out later, this beach was one of the few places in Thailand where no one was killed or seriously injured.

Now Tilly is back at school and her classmates are very proud of her and their geography teacher.

(from *Speak Out*, №1, 2005)

Task II: Fill in the correct preposition (if necessary), then choose any five items and make sentences.

1. to fly ... jet;
2. a stack ... cards;
3. to be caused ... smth;
4. to destroy everything ... its path;
5. to rub ... each other;
6. to set ... landslides;
7. to be covered ... smth;
8. to be school;
9. to be ... the beach;
10. to crash ... smth;

11. to reach ... the coastline;
12. to hear ... smth;
13. ... the seabed;
14. ... sea level;
15. to be seen ... the moon;
16. to be proud ... smth;
17. to turn ... later;
18. to be ... holiday;
19. to measure 9.0 ... the Richter scale;
20. to be ... the move;
21. to collide ... each other;
22. to rush ... smth;
23. ... the speed of 800 kilometres;
24. to freeze ... horror.

Task III: Read the statements and decide whether they are true or false.

1. Small earthquakes are very dangerous.
2. Animals can predict disasters.
3. There was a huge earthquake in China in 1977.
4. Tsunami waves can be as high as 35 metres.
5. Tsunami is caused by an earthquake.
6. Tsunamis can cause landslides.
7. Tectonic plates move fast.
8. The Rift valley was created by earthquakes.

Task IV: Questions for discussion.

1. What harm can a huge earthquake do?
2. What harm can a tsunami do?
3. Are there any measures that can be taken to prevent earthquakes?
4. Are there any measures that can be taken to prevent tsunamis?
5. What should a person do during an earthquake?
6. What should a person do during a tsunami?
7. Have you ever witnessed an earthquake?

Text II

Before you read:

- What do you know about avalanches?
- What can cause avalanches?

Task I: Choose the correct answer.

Avalanches

While avalanches are **sudden**, the **warning signs** are almost always numerous before they let loose. Yet in 90 percent of avalanche incidents, the snow slides **are triggered by** the victim or someone in the victim's party. Avalanches kill more than 150 people worldwide each year. Most are snowmobilers, skiers, and snowboarders.

Many avalanches are small slides of dry powdery snow that move as a formless mass. These "sluffs" account for a **tiny fraction** of the death and destruction **wrought by** their bigger, more organized cousins. Disastrous avalanches occur when massive **slabs of snow break loose** from a mountainside and **shatter** like broken glass as they race downhill. These moving masses can reach speeds of 80 miles (130 kilometers) per hour within about five seconds. Victims caught in these events seldom **escape**. Avalanches are most common during and in the 24 hours right after a storm that **dumps** 12 inches (30 centimeters) or more of fresh snow. The quick **pileup overloads** the underlying snowpack, which causes a weak layer beneath the slab to fracture. The layers are an archive of winter weather: big dumps, drought, rain, a hard freeze, and more snow. How the layers **bond** often determines how easily one will weaken and cause a slide.

Storminess, temperature, wind, slope **steepness** and orientation (the direction it faces), terrain, vegetation, and general snowpack conditions are all factors that influence whether and how a slope avalanches. Different combinations of these factors create low, **moderate**, considerable, and high avalanche **hazards**.

(from *www.nationalgeographic.com*)

Task I: Explain the words in bold.

Task II: Read the statements and decide whether they are true or false.

1. Avalanches kill more than 200 people each year.
2. Avalanches can reach speeds of 75 miles per hour.
3. It is difficult to escape an avalanche if you are caught in it.
4. Usually there are no signs of the forthcoming avalanche.
5. There are some factors that determine the direction of an avalanche.

Text III

Before you read:

- What do you know about wildfires?
- What can cause wildfires?

Wildfires

Uncontrolled **blazes fueled** by weather, wind, and dry **underbrush**, wildfires can burn acres of land – and **consume** everything in their paths – in mere minutes.

On average, more than 100,000 wildfires, also called wildland fires or forest fires, clear 4 million to 5 million acres (1.6 million to 2 million hectares) of land in the U.S. every year. In recent years, wildfires have burned up to 9 million acres (3.6 million hectares) of land. A wildfire moves at speeds of up to 14 miles an hour (23 kilometers an hour), consuming everything – trees, brush, homes, even humans – in its path.

There are three conditions that need to be present in order for a wildfire to burn, which firefighters refer to as the fire triangle: **fuel**, oxygen, and a **heat source**. Fuel is any **flammable** material surrounding a fire, including trees, grasses, brush, even homes. The greater an area's fuel load, the more intense the fire. Air **supplies** the oxygen a fire needs to burn. Heat sources help **spark** the wildfire and bring fuel to temperatures hot enough to **ignite**. Lightning, burning campfires or cigarettes, hot winds, and even the sun can all provide sufficient heat to spark a wildfire.

Although four out of five wildfires are started by people, nature is usually more than happy to help **fan** the flames. Dry weather and drought **convert** green vegetation into bone-dry, flammable fuel; strong winds spread fire quickly over land; and warm temperatures encourage **combustion**. When these factors come together all that's needed is a spark – in the form of lightning, **arson**, a downed power line, or a burning campfire or cigarette – to ignite a blaze that could last for weeks and consume tens of thousands of acres.

These violent **infernos** occur around the world and in most of the 50 states, but they are most common in the U.S. West, where heat, drought, and frequent thunderstorms create perfect wildfire conditions. Montana, Idaho, Wyoming, Washington, Colorado, Oregon, and California experience some of the worst **conflagrations** in the U.S. In California wildfires are often made worse by the hot, dry Santa Ana winds, which can carry a spark for miles.

Firefighters fight wildfires by **depriving** them of one or more of the fire triangle fundamentals. Traditional methods include water **dousing** and spraying **fire retardants** to **extinguish** existing fires. Clearing vegetation to create firebreaks starves a fire of fuel and can help slow or contain it.

Firefighters also fight wildfires by **deliberately** starting fires in a process called controlled burning. These prescribed fires remove undergrowth, brush, and ground litter from a forest, depriving a wildfire of fuel.

Although often harmful and destructive to humans, naturally occurring wildfires play an integral role in nature. They return nutrients to the soil by burning dead or decaying matter. They also act as a disinfectant, removing disease-ridden plants and harmful insects from a forest ecosystem. And by burning through thick **canopies** and brushy undergrowth, wildfires allow sunlight to reach the forest floor, enabling a new generation of **seedlings** to grow.

(from *www.nationalgeographic.com*)

Task I: Explain the words in bold.

Task II: Read the statements and decide whether they are true or false.

1. Wildfires have only negative effects.
2. Controlled burning helps to fight fires.
3. Wild fires are most common in South America.
4. Wildfires are always caused by people.
5. Fires don't start unless there are three conditions.

Task III: Questions for Discussion.

1. Have you ever witnessed a wildfire?
2. What do people need to do to prevent wildfires?

Text IV

Before you read:

- What do you know about hurricanes?
- In what ways are hurricanes destructive?

Hurricanes

Hurricanes are giant, spiraling tropical storms that can **pack** wind speeds of over 160 miles (257 kilometers) an hour and **unleash** more than 2.4 trillion gallons (9 trillion liters) of rain a day. These same tropical storms are known as cyclones in the northern Indian Ocean and Bay of Bengal, and as typhoons in the western Pacific Ocean.

The Atlantic Ocean's hurricane season peaks from mid-August to late October and averages five to six hurricanes per year.

Hurricanes begin as tropical **disturbances** in warm ocean waters with surface temperatures of at least 80 degrees Fahrenheit (26.5 degrees Celsius). These low pressure systems **are fed by** energy from the warm seas. If a storm achieves wind speeds of 38 miles (61 kilometers) an hour, it becomes known as a tropical depression. A tropical depression becomes a tropical storm, and is given a name, when its **sustained** wind speeds top 39 miles (63 kilometers) an hour. When a storm's sustained wind speeds reach 74 miles (119 kilometers) an hour it becomes a hurricane and earns a category rating of 1 to 5 on the Saffir-Simpson scale.

Hurricanes are enormous heat engines that generate energy on a **staggering** scale. They **draw** heat from warm, moist ocean air and **release** it through condensation of water **vapor** in thunderstorms.

Hurricanes **spin** around a low-pressure center known as the "eye." Sinking air makes this 20- to 30-mile-wide (32- to 48-kilometer-wide) area **notoriously** calm. But the eye is surrounded by a circular "eye wall" that hosts the storm's strongest winds and rain.

These storms bring destruction ashore in many different ways. When a hurricane makes landfall it often produces a devastating storm surge that can reach 20 feet (6 meters) high and extend nearly 100 miles (161 kilometers). Ninety percent of all hurricane deaths result from storm **surges**.

A hurricane's high winds are also destructive and may **spawn** tornadoes. **Torrential rains** cause further damage by spawning floods and landslides, which may occur many miles inland.

The best defense against a hurricane is an accurate forecast that gives people time to get out of its way. The National Hurricane Center issues hurricane watches for storms that may endanger communities, and hurricane warnings for storms that will make landfall within 24 hours.

(from *www.nationalgeographic.com*)

Task I: Explain the words in bold.

Task II: Choose the correct answer.

1. A storm that has achieved wind speed of 119 kilometres per hour is called

- a) a tropical depression;
- b) a tropical storm;
- c) a hurricane;
- d) a tornado.

2. The majority of the Atlantic Ocean's hurricanes occur

- a) from mid-July to late October;

- b) in September;
- c) in winter;
- d) from mid-August to late October.

3. Hurricanes

- a) spin around a low-pressure centre;
- b) cannot be predicted;
- c) begin in cold ocean waters;
- d) spin around a high-pressure centre.

4. Which of the following cannot hurricanes produce?

- a) tsunamis;
- b) tornadoes;
- c) rains;
- d) energy.

5. The tropical storms in the northern Indian Ocean are known as

- a) tsunamis;
- b) typhoons;
- c) cyclones;
- d) storms.

Task III: Questions for Discussion.

1. Have you ever witnessed a hurricane?
2. What damage can hurricanes bring?

Text V

Before you read:

- What do you know about lightning?
- In what ways is lightning dangerous?

Lightning Can Strike Twice

Cloud-to-ground lightning **bolts** are a common phenomenon – about 100 strike Earth’s surface every single second – yet their power is **extraordinary**. Each bolt can contain up to one billion volts of electricity.

This enormous electrical **discharge** is caused by an **imbalance** between positive and negative **charges**. During a storm, colliding particles of rain, ice, or snow increase this imbalance and often negatively charge the lower reaches of storm clouds. Objects on the ground, like **steeple**s, trees, and the Earth itself, become positively charged – creating an imbalance that nature seeks to **remedy** by passing **current** between the two charges.

A step-like series of negative charges, called a stepped leader, works its way incrementally downward from the bottom of a storm cloud toward the

Earth. Each of these segments is about 150 feet (46 meters) long. When the lowermost step comes within 150 feet (46 meters) of a positively charged object it is met by a climbing surge of positive electricity, called a streamer, which can rise up through a building, a tree, or even a person. The process forms a channel through which electricity is transferred as lightning.

Some types of lightning, including the most common types, never leave the clouds but travel between differently charged areas within or between clouds. Other rare forms can be sparked by extreme forest fires, volcanic eruptions, and snowstorms. **Ball lightning**, a small, charged sphere that floats, glows, and bounces along **oblivious** to the laws of gravity or physics, still **puzzles** scientists.

Lightning is extremely hot – a flash can heat the air around it to temperatures five times hotter than the sun’s surface. This heat causes surrounding air to rapidly expand and vibrate, which creates the pealing thunder we hear a short time after seeing a lightning flash.

Lightning is not only **spectacular**, it’s dangerous. About 2,000 people are killed worldwide by lightning each year. Hundreds more survive strikes but suffer from a variety of lasting symptoms, including memory loss, dizziness, weakness, numbness, and other life-altering **ailments**.

(from *www.nationalgeographic.com*)

Task I: Explain the words in bold.

Task II: Read the statements and decide whether they are true or false.

1. Lightning is spectacular.
2. Ball lightning is well-studied by scientists.
3. Lightning is not usually very hot.
4. People who have survived lightning can suffer from many ailments.
5. The lightning is caused by an imbalance between negative and positive charges.

Text VI

Before you read:

- What do you know about tornadoes?
- In what ways are tornadoes dangerous?

Tornadoes

Tornadoes are vertical **funnels** of rapidly spinning air. Their winds may top 250 miles (400 kilometers) an hour and can clear-cut a pathway a mile (1.6 kilometers) wide and 50 miles (80 kilometers) long.

Twisters are born in thunderstorms and are often **accompanied by** hail. Giant, **persistent** thunderstorms called supercells spawn the most destructive tornadoes.

These violent storms occur around the world, but the United States is a major hotspot with about a thousand tornadoes every year. “Tornado Alley,” a region that includes eastern South Dakota, Nebraska, Kansas, Oklahoma, northern Texas, and eastern Colorado, is home to the most powerful and destructive of these storms. U.S. tornadoes cause 80 deaths and more than 1,500 injuries per year.

A tornado forms when changes in wind speed and direction create a horizontal spinning effect within a storm cell. This effect is then tipped vertical by rising air moving up through the thunderclouds.

The meteorological factors that drive tornadoes make them more likely at some times than at others. They occur more often in late afternoon, when thunderstorms are common, and are more **prevalent** in spring and summer. However, tornadoes can and do form at any time of the day and year.

Tornadoes’ distinctive funnel clouds are actually **transparent**. They become visible when water droplets pulled from a storm’s moist air condense or when dust and debris are taken up. Funnels typically grow about 660 feet (200 meters) wide.

Tornadoes move at speeds of about 10 to 20 miles (16 to 32 kilometers) per hour, although they’ve been **clocked in bursts** up to 70 miles (113 kilometers) per hour. Most don’t get very far though. They rarely travel more than about six miles (ten kilometers) in their short lifetimes.

Tornadoes are classified as weak, strong, or violent storms. Violent tornadoes comprise only about two percent of all tornadoes, but they cause 70 percent of all tornado deaths and may last an hour or more.

People, cars, and even buildings may be hurled aloft by tornado-force winds – or simply blown away. Most injuries and deaths are caused by flying debris.

Tornado forecasters can’t provide the same kind of warning that hurricane watchers can, but they can do enough to save lives. Today the average warning time for a tornado alert is 13 minutes. Tornadoes can also be identified by warning signs that include a dark, greenish sky, large hail, and a powerful train-like roar.

(from *www.nationalgeographic.com*)

Task I: Explain the words in bold.

Task II: Read the statements and decide whether they are true or false.

1. Tornado warnings are useless.
2. Tornadoes can be weak, strong and violent.
3. Tornadoes are mostly common in winter.
4. Tornadoes can travel up to 100 kilometres.
5. The majority of all tornadoes are violent ones.

Part III: Test Your Knowledge Task I

Questions 1-5

- **Look at the text in each question.**
- **What does it say?**
- **Mark the letter next to the correct explanation.**

1.

Picture 23



- A. If an earthquake strikes, don't panic.
- B. There is a risk of tsunami.
- C. Today's weather is good for surfing.

2.

Picture 24



- A. The highest wind ever happened was recorded here.
- B. Today's weather is windy.
- C. The highest wind that people noticed happened here.

3.

Picture 25



- A. If an earthquake strikes, the building may be destroyed by it.
- B. The building is not safe for living.
- C. In case of an earthquake, people can use the building as a shelter.

4.

Picture 26



- A. The landslides are possible here.
- B. The area was destroyed by a landslide.
- C. Do not enter the area.

5.

Picture 27



- A. A tornado may happen at any time.
- B. People shouldn't leave their houses.
- C. There is a tornado on its way.

Task II

Read the text below and choose the correct word for each space.

What Are Landslides?

Landslides are rock, earth, or (1) flows on slopes due to gravity. They can occur on any (2) given the right conditions of soil, moisture, and the angle of slope. Integral (3) the natural process of the earth's surface geology, landslides serve to redistribute soil and sediments in a process that can be in abrupt collapses or in slow gradual slides. Such is the (4)of the earth's surface dynamics. Also (5) as mud flows, debris flows, earth failures, slope failures, etc., they can be triggered (6)rains, floods, earthquakes, and other natural causes as well as human-made causes, such as grading, terrain cutting and filling, excessive development, etc. Because the factors (7) landslides can be geophysical or human-made, they can occur in developed areas, undeveloped areas, or any area where the terrain was altered for roads, houses, utilities, buildings, and even for lawns in one's (8) They (9) in all fifty states with varying frequency and more than half the states have rates sufficient to be classified as a significant natural (10)

(from <http://www.ussartf.org/landslides.htm>)

- | | |
|---------------|---------------|
| 1. A. remains | 2. A. terrain |
| B. debris | B. square |
| C. breaks | C. place |
| D. cracks | D. site |

3. **A.** down
B. on
C. up
D. to

4. **A.** nature
B. centre
C. law
D. point

5. **A.** considered
B. taken
C. known
D. regarded

6. **A.** on
B. with
C. by
D. to

7. **A.** resulting
B. making
C. doing
D. affecting

8. **A.** backyard
B. house
C. area
D. place

9. **A.** are
B. occur
C. take
D. chance

10. **A.** risk
B. phenomenon
C. danger
D. hazard

Career Ladder Part I: Vocabulary Activities

Task I: Look at the words in the box and give their definitions.

Shop assistant	Lecturer	Hairdresser	Electrician	Footballer
Lawyer	Banker	Referee	Pilot	Vet
Employer	Librarian	Nurse	Engineer	Caretaker
Chemist	Accountant	Teacher	Employee	Manager
Designer	Journalist	Professor	Doctor	Plumber
Surgeon	Coach	Architect	Judge	Builder
Chef	Carpenter	Actor	Biologist	Conductor

E.g. A shop assistant is a person who serves people in a shop.

Task II: Complete the table with words denoting jobs.

Table 3

- ian	- er	-or	-ist	other

Task III: Which of these qualities do you need to do the jobs in Task I?

Persistent	Sociable	Reserved	Determined
Fit	Fashionable	Intelligent	Practical
Reliable	Self-confident	Hard-working	Sensitive
Sensible	Organized	Imaginative	Lively
Smart	Flamboyant	Young	Funny

Task IV: Look at the words and phrases and make up sentences:

To apply for a job

To work for

To work as

To work in

To work part-time (to do a part-time job)

To work full-time (to do a full-time job)
To write a CV
To get (be) promoted
Wage
Salary
Income
Income tax
To quit a job
To be dismissed
To be sacked
To be made redundant
To work freelance
To be unemployed
To run smth
To be in charge of (responsible for) smth
To do a training course
To deal with smth
To earn
To get a holiday pay
To get a sick pay
To do a nine-to-five job
To work flexi-time
To do shiftwork
To do overtime

Task V: Look at the list of questions and make up dialogs.

1. What do you do for a living?
2. What does your job involve (what are your duties and responsibilities)?
3. How much holiday do you get?
4. How much income tax do you pay?
5. What are your working hours?
6. Do you work
 - a) part-time;
 - b) flexi-time;
 - c) overtime?
7. Do you do shiftwork?
8. Do you get sick pay?

Part II: Reading Activities

Text I

Before you read:

- What are the possible steps in launching an academic career?

Task I: Read the text and put the headings into the correct place.

- A. Past-doctoral Research Posts
- B. How do I Decide Whether Academia is Right for Me?
- C. What are the Cons
- D. What does a Career in Academia Involve?
- E. Motivation and Determination.
- F. What are the Pros?

How to Launch an Academic Career?

1.

A postgraduate research degree (especially a PhD) is often viewed as a stepping stone to a career in Higher Education. However, entering academia should not be seen as the ‘easy option’ on completion of your research degree, even though it can seem like the most obvious route to take. Ask yourself whether you really know what this career path involves and, more importantly, whether you have the motivation and determination to succeed in what is a very competitive area.

2.

If you decide on an academic career, you should note that it is unlikely (though not unheard of) that you will gain a permanent lectureship straight after your PhD. You are more likely to begin with one or more short-term contracts or research fellowships before obtaining a lecturing post. These may take the form of research assistant or fellow posts, where you are paid to work on a specific programme of research, or ‘early career’ or ‘post-doc’ fellowships, where you may have secured funding to develop your own research

3.

‘Post-doc’ commonly refers to a range of posts that you might be employed in after completing your doctorate. They are usually temporary contracts that can last between a few months and several years. Potentially

they can lead on to a permanent academic post or alternatively be used as a stepping stone to a career in industry. Although they are generally research oriented, there may be teaching and/or administrative commitments involved.

There are a number of different paths these posts can take. Many research councils and funding sources offer Early Career and/or Postdoctoral Research Fellowships. It is common (particularly in the Humanities and Social Sciences) to develop a programme of research and apply for a Fellowship award to fund this. In the Sciences and Engineering, it is more common to apply for postdoctoral positions available on new and existing research programmes. In the first few years after your PhD, you may also find yourself attracted to posts that involve working with one or more Principal Investigators on a specific programme of research: these might be termed Research Assistant, Research Associate or Research Fellow posts.

Academia is a very competitive market and the trend in the last twenty years has been towards short-term research or teaching contracts, rather than permanent posts. It is important that you think about the pros and cons of a career in academia and carefully consider your motivations for following this career path.

4.

Academia can be a very challenging and yet ultimately rewarding vocation. At the beginning of the career path, new academics may have:

- opportunities to work at the leading edge of their discipline and/or in inter-disciplinary collaborations
- to publish their research in high profile journals and/or in books
- to attend international conferences
- to teach undergraduates (and possibly also postgraduates)
- ideally, they may also have a mentor who is a leading authority in their discipline and who can be a powerful referee on future applications
- relative autonomy in their daily schedule
- the stimulus and excitement of working with highly intelligent co-researchers and teaching staff from around the world
- opportunities to work with individuals, organisations and bodies outside Higher Education to broaden the impact and reach of their research
- see Prospects for a selection of academics' comments on the academic lifestyle.

5.

There are also down sides, especially in the first years of an academic career. New academics may:

- feel like second class citizens, with less influence than permanent staff.
- feel isolated if there are no other postdoctoral researchers in their department. Some academics have commented that academia can be quite isolating, even later in their careers.
- have to deal with the insecurity of short term contracts, affecting, for example, the possibility of obtaining a mortgage.
- have no guarantee that a permanent post will follow. Only a relatively small proportion of researchers are likely to find a permanent career in academia, probably in lecturing rather than in research. This is since permanent tenure for researchers is the exception rather than the norm because of the way in which research funding is allocated.
- experience work-related stress and difficulties in maintaining a work-life balance.

You can explore some of the advantages and disadvantages of working in Higher Education on Vitae and read a selection of academics' comments on the academic lifestyle on Prospects.

6.

You need to consider your motivations and know what will be expected of you. To be satisfied and successful as an academic researcher or a research active lecturer, you need to give positive answers to the following questions:

- Do I want to make my degree discipline the focal point of my career?
- Do I want to work in a university environment?
- Do I accept that I won't make the highest salary in my field?
- Am I prepared to work long hours for no extra pay?
- Can I work on my own initiative in an environment where intellectual stimulus is the chief reward?

Start to build the right profile for a successful career in academia by gaining skills and experience that will help increase your chances of success if you answered 'yes'.

- Read Vitae's working in Higher Education pages for more information
- Get advice and support from a lecturer (your supervisor, perhaps) to help you make your decision
- If you are having doubts about whether you want to enter academia you can also see a Careers Adviser to discuss your options.

(from www.strath.ac.uk)

Task II: Find in the text the English equivalent for:

Преимущества и недостатки; временный договор; средство для достижения цели; получить поддержку; научный руководитель; распределять средства; ведущие научные журналы; получить ипотеку; гуманитарные науки; кандидат наук; чтение лекций; ступить на какой-либо путь; научный сотрудник; куратор; научный совет; срок пребывания в должности; начать какую-либо карьеру; источник финансирования; главный исследователь; общественные науки.

Task III: Decide whether the following statements are true or false.

1. Launching an academic career is quite easy.
2. An academic career has both positive and negative sides.
3. An academic career doesn't involve doing administrative tasks.
4. An academic career generally implies a permanent contract.
5. You can enter academia after getting a Master's degree.
6. An academic career may imply teaching undergraduates.
7. Anyone involved in an academic career normally get extra pay for working overtime.
8. An academic career is not stressful.
9. An academic career is usually isolating.
10. An academic career is not autonomous.

Task IV: Questions for discussion.

1. What are the advantages and disadvantages of an academic career?
2. In what way is an academic career in the UK similar to an academic career in Russia?
3. What are the differences between an academic career in the UK and an academic career in Russia?

Text II

The Many Roads to CEO

Before you read:

- What is a CEO?
- What qualities does a person need to become a CEO?

Task 1: Read the text below and choose the correct word for each space.

I grew up in Minnesota, and learned how to be an entrepreneur from my father, who has **(1)** a small business for almost 30 years. I went to Georgetown University and tried a lot of ventures in college with varying degrees of success, ranging from live-in chef (mildly successful) to running a handyman business (moderately successful) to running a hardwood flooring operation (a definitive flop). And I always had a dream job scenario: to walk to work, work **(2)** myself and build/shape something for consumers.

I'm only 29, so it's been a quick ride to CEO. Out of college, I worked **(3)** AOL as a product manager, then moved to Revolution Health and ran the consumer product team. In mid-2007 I left Revolution Health and joined with several other **(4)** to start LivingSocial, where I became CEO. LivingSocial actually started as a Facebook application called "PickYourFive" which became the top app on the network. But we knew the greatest potential was in offline stores, and we needed to **(5)** the gap. As a team we did research, and in 2009 I led the company in acquiring BuyYourFriendADrink, a service that worked with beverage companies to **(6)** offers at select bars for people to redeem. We **(7)** that model to all sorts of retailers in cities all over the country. We now have about 85 million users participating in our discount buying programs and booking revenues of more than \$1 million a day.

Career advice: While I'm grossly **(8)** to be giving out advice, here it goes: Don't figure out where you want to work, or even what industry you'd like to work at. Figure out what makes you tick. What gives you a really big rush? Answer why you like things, not what you like doing ... and then apply it to your work life. Also, just because you're graduating, don't stop learning. Read more books than you did in college. Most people don't actively try to make **(9)** smarter once they're done with school. If you do, and they're not, you're really well-positioned to **(10)** in whatever you do.

(from <http://blogs.wsj.com>)

1. **A.** led
- B.** gone
- C.** run
- D.** made

2. **A.** at
- B.** as
- C.** in
- D.** for

3. **A.** for
B. as
C. in
D. at

4. **A.** colleagues
B. workers
C. employers
D. employees

5. **A.** take
B. bridge
C. make
D. put

6. **A.** provide
B. give
C. take
D. make

7. **A.** rose
B. increased
C. extended
D. expanded

8. **A.** underspecialized
B. confident
C. underqualified
D. conscious

9. **A.** ourselves
B. themselves
C. them
D. us

10. **A.** succeed
B. achieve
C. reach
D. take

Part III: Test Your Knowledge

Task I

Read the text and choose the correct answer.

Downshifting: Quitting the Rat Race

Many individuals are taking a step back from work in their lives, preferring a life of balance rather than overwork. Franco Gandolfi examines this trend and details how some organisations are taking flexibility and balance to the next level.

There is a new trend on the horizon. In a society filled with conflicting responsibilities and commitments, work/life balance has become a predominant issue in the workplace. An increasing number of professionals around the world are opting to pursue a more balanced lifestyle. Work/life balance initiatives per se are not new. In fact, it was Rosabeth Moss Kanter's seminal book *Work and Family in the United States: A critical review and agenda for research and policy* in 1977 that brought the issue of work/life balance to the forefront of research and organisations. In the 1980s and 1990s, companies slowly began to introduce work/life programs. More recently, the global quest for a more balanced lifestyle and the pursuit of quality of life has intensified. Not surprisingly, a new management buzzword has emerged – downshifting.

What is downshifting?

The term downshifting is widely attributed to the work of John Drake, co-founder of HR consulting firm, Drake Beam Morin, who defines it as “changing voluntarily to a less demanding work schedule in order to enjoy life more”. Downshifter want to slow down at work in order to ‘upshift’ in other areas of their lives. Studies in Australia and overseas have uncovered a number of primary motivations. Downshifter, also called ‘sea changers’, may be pursuing a more balanced and fulfilling life. For instance, they may want to spend more time with their families, they may want to invest more time in their hobbies, or they may be motivated by a desire to live a less materialistic and more sustainable life. There is an increasing number of both males and females who want to bring the whole ‘rat race’ at work down to a slower speed, so they do not have to ‘get a life’. Many Australians dream of escaping the rate race and agree with the epigram: “The trouble with the rat race is, even if you win, you are still a rat.” At the same time, downshifter insist that they are not dropouts but are in pursuit of a more balanced lifestyle.

In Australia, the phenomenon of downshifting has been examined by Clive Hamilton, who refers to downshifter as “those people who make voluntary, long-term lifestyle changes that involve accepting significantly less income and consuming less”. He asserts that “Australians are working longer and harder than they have for decades and are neglecting their families and their health as a result”. The preoccupation with money and consumption has also come at an increasing cost, including consumer debt, personal bankruptcies and poor health. Hamilton’s study in 2003 revealed that, contrary to widely held beliefs, downshifter were as likely to be blue collar as white collar workers, and confirmed that there was an increasing trend to downshift in more recent years.

What drives downshifting? At the core of the downshifting phenomenon are values. Downshifter tend to place less value on money and individual possessions and instead focus more on time, health, and peace of mind. A number of key drivers of downshifting have been identified by the Australian Institute in 2003. They include a desire for a more balanced life, a clash of personal values in the workplace, a more fulfilled lifestyle, and poor health as a result of excessive stress at work.

A recent survey conducted in the United States showed that 19 per cent of adult Americans had voluntarily decided to reduce their income and consumption levels in the past five years. Similarly, the Australian Institute reported in 2003 that 23 per cent of adult Australians have chosen to downshift to a simpler lifestyle on less income over the past ten years. Similar findings have been reported in New Zealand and Canada. A survey in the UK in 2004 has revealed that four out of ten people under the age of 35 are planning to leave their high-powered, high-stress jobs and downshift at some point during their careers. A November 2004 poll conducted by the US News and World Report found that 48 per cent of Americans have done at least one of the following in the past five years: cut back their hours

at work, declined or did not seek a promotion, lowered their expectations for what they need out of life, reduced their work commitments, or moved to a community with a less hectic way of life.

Anecdotal evidence of prominent downshifters abounds. Australian Gabriela Mouson, 41, is a downshifter. A former HR director of a large bank, Mouson recently downshifted from a secure corporate job, to being a work-at-home mother. “I always found HR to be a meaningful career, but, like any job, I would spend half my day doing what I loved to do and the other half of my day doing what my job description required me to do,” says Mouson. Increasingly, what she found was that she loved the coaching and mentoring parts of HR, but not everything else that went with it. A little more than six months ago, she left to pursue her passions and went on to establish a coaching and consulting firm that helps individuals reach personal and business successes.

American Jordon Scott (name changed), 35, a senior mortgage lender working in a small-town branch for a major US bank, rejected an offer for promotion as a mortgage education trainer along with a significantly higher salary, so that he could spend more time with his family. He said: “Rejecting the offer was a sacrifice in terms of money and position, but I look at it like this: spending more time with my kids is worth gold to me – I want to be able to have the flexibility to drop my kids off to school in the morning, or even go home for lunch.”

A corporate view of downshifting

The emergence of downshifting is causing organisations to rethink the very nature of work and work arrangements: What is a full-time job? What is a part-time job? Who defines when and where a job is to be performed? What are the measurements by which companies remunerate for work? From a HR perspective, downshifting can be interpreted as the next level beyond work-life balancing. It requires companies to be even more creative in their understanding of what jobs are, the time it takes to do them, and what it means to integrate business needs with employee motivation, talent, and the pursuit of individual happiness.

Clearly, if employees are overworked, they are not able to balance the rest of their lives, irrespective of how attractive their remuneration is and no matter how many perks they receive. Downshifters may not necessarily be cynical, angry, or overly critical. They simply do not fit into the traditional fast-track mold anymore. They are also measuring ‘success’ by their own standards. In response, downshifters are expecting companies to be more flexible and accommodating in their endeavours.

So, how do modern companies support the ways of downshifters? Eric Lane (name changed), HR director of a large Australian insurer, states: “We’re definitely seeing people who are not only interested in their careers, but also interested in being a whole person – having their work lives, their family lives, and their community lives.” John Scaali (name changed), a senior HR manager, adds: “A lot of people are involved in their communities. They may have a family or family

life, or they may take care of an ageing parent. In any case, they want to make a meaningful contribution to people around them – this is a very important aspect”.

Bob Smith (name changed), a HR executive with an Australian retailer, says: “We provide our managers with a lot of flexibility in creating an environment that works for people rather than trying to fit people into a preset mold. It’s a talent focus. The company optimises the talent focus by not having rigid policies. Rather, we allow managers to work with individuals on helping them succeed. The key issue is access to great talent and the flexibility around how to best access and retain that talent. I am certainly not convinced that firm and inflexible policies would be the trigger for that.”

Chicago-based Morningstar Inc. has become a self-acclaimed employer of choice, attracting people to a workplace that provides growth opportunities, a dynamic work environment and a relaxed work-lifestyle. According to employee Bevin Lemond (name changed), “People want to be seen as adults, capable of managing their own careers, and their own lives” and “People want the freedom to manage their work and their careers as they see fit”. Indeed, Lemond has observed a gradual shift away from the big, bureaucratic and highly stressful environments to companies whose corporate culture empowers people to find greater balance in the pursuit of professional and non-professional activities.

Admittedly, corporate Australia already has made some concessions toward work-life balancing by providing telecommuting, job-sharing, part-time work, flextime, and sabbaticals. However, downshifters are increasingly expecting more innovative solutions to modern life’s dilemmas. As a consequence, companies are progressively more compelled to accommodate downshifters and to respond with even more creative ideas.

Is HR ready for downshifting?

Flexibility obviously creates staffing challenges for management. In some companies and departments, flexibility is clearly limited. Blue-collar plant workers, for instance, will not be able to telecommute, so there are certain functions and environments that are more inclined toward certain formats of flexibility. A Sydney-based media agency, for example, offers its employees flextime arrangements in the form of job sharing and condensed workweek. Campbell (name changed), a senior HR consultant, remarks: “In a job-share arrangement, we have agreed that a review would be performed after a six-month-interval”. Campbell adds: “What I would say to other HR professionals is to be open to the flexibility concept and give it a try. There are many rewards in it for all parties involved – some benefits may not be visible up front”.

Where do you draw the line? Campbell recommends thinking ahead about what the business needs to accomplish. “If you get away from why you are in the business in the first place and focus too much on the needs of the individuals, then you don’t balance what’s really important [for the business],” he says, and “it’s a delicate balance between the business and what needs to get done to remain competitive and successful and the people you have behind to make it all happen”.

The future of downshifting

There are emerging signs that the downshifting trend is part of a bigger shift in values, attitudes and the notion of what constitutes success. Are contemporary organisations willing and able to accommodate downshifters? Prior to establishing work/life initiatives, it is important to ascertain whether the organisation's culture is open and ready to support such programs. "The support from executive management is absolutely critical," states John Alonso (name changed), a HR consultant. Bob Alan (name changed), a former CEO of a large Australian mining company adds: "Work/life programs should not be seen as an additional HR expense, but as a part of a corporate quest to achieve and maintain an image of an employer of choice and a means of achieving sustainable competitive advantage". Alan says "it's ultimately the employees themselves that bring success to a company".

(from *www.humanresourcesmagazine.com.au*)

Task I

Choose the correct answer.

- 1. Downshifting at work implies**
 - a) getting a higher position
 - b) upshifting in other areas of life
 - c) getting less money while doing the same job
 - d) doing a lot of paperwork

- 2. The term "downshifting" was introduced in a work by**
 - a) John Drake
 - b) Rosabeth Moss Kanter
 - c) Clive Hamilton
 - d) Franco Gandolfi

- 3. Which of the following is not a result of overworking?**
 - a) poor health
 - b) consumer debt
 - c) socializing
 - d) personal bankruptcy

- 4. Gabriella Mouson**
 - a) is not a downshifter
 - b) established her own firm
 - c) quit her job and devoted herself entirely to the family
 - d) was a former PR director

- 5. Downshifting requires companies**
 - a) to hire more people
 - b) to sack a lot of people
 - c) to adjust business needs with those of employees

d) to allow employees to work at home

6. In response to downshifting, organizations in Australia

a) are providing flexi-time

b) are doing nothing

c) are paying more money to their employees

d) are hiring psychologists for working with people inclined to downshifting

7. Downshiffters

a) are always cynical

b) always criticize the policy of the company they work for

c) are angry

d) measure success by their own standards

8. Clive Hamilton thinks that

a) there are becoming less and less downshiffters in Australia

b) Australians are working less

c) downshiffters try to change something in their lives

d) there are more downshiffters in Australia than in the USA

9. Downshiffters

a) try to pursue a more balanced life

b) do not want to work at all

c) want to get more money

d) want promotion

10. The reason for downshifting is

a) a desire for working less and getting more money

b) a shift in values

c) an increase in consumption

d) a desire to work at home

Task II

Questions 1-5

- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation.

1.

Picture 28



A. It's an advertisement in the Internet

B. It's a newspaper advertisement.

C. It's a commercial.

2.

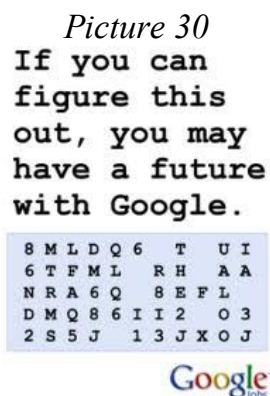


A. There's a new course of English.

B. The advertisement is for those who want to work at the till.

C. The company hire only those people who can speak English.

3.



A. *Google* has a problem and wants people to help.

B. If you are able to decipher the symbols, *Google* will offer you a job.

C. If you work for *Google*, your future will be brilliant.

4.

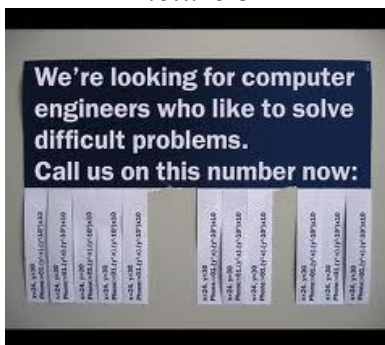
Picture 31



- A. The jobs offered in the ad are only for people who have a university degree.
- B. If you are 35, you are not eligible for the job.
- C. It's possible to work part-time.

5.

Picture 32



- A. They are looking for computers.
- B. They hire only those people who like puzzles.
- C. If you want to work as a computer engineer, contact the company.

Task III

Read the text below and decide whether the statements (1–10) are true or false.

How to Become a Creative Genius?

When we measure the creativity of young children, virtually all of them will record as being 'highly creative'. However, only a small percentage of adults register as being 'highly creative'.

What happened?

Schools have crushed creativity. We were told to color within the lines. We were taught to follow instructions. The goal in school is to get the “right” answer. Unfortunately, if you’re afraid to be wrong, you’ll never be creative or original.

The job of education is to produce employees who follow instructions. And to this endeavor, they are doing a very good job. However, in terms of creativity, they are falling terribly short.

This is one of the most unfortunate realities in our current education system.

To undo this, we must continually exercise our creative juices. That’s why I have put together 6 tips for expanding your creativity.

1. Keep a Notebook and Pencil on hand at all times.

Ideas are like in-laws, you never know when they’re coming over to visit. By keeping a notebook around, you will always be able to capture your ideas at any time of the day.

Leonardo Da Vinci was well known for keeping a journal of his ideas. His notebooks are now prized possessions that hold the many creative and genius thoughts of this master thinker, painter, and inventor.

His notebooks were filled with plans for flying machines, a parachute, a helicopter, the extendable ladder, the bicycle, folding furniture, and a number of automated tools for increasing productivity.

Yes, I am happy to say that Leonardo Da Vinci was a productivity junkie.

A blank page is an open invitation for the creative and curious mind. The simple act of writing gets you into a creative flow that can last for hours.

The free-flowing, exploratory practice of keeping a journal encourages freedom of thought and expanded perspectives.

2. The second key to creativity is to ask questions.

Questions are the root of all knowledge and creativity. By continually asking questions about the world around us, we fuel our creative fire.

Great minds are those that have asked the greatest questions.

Leonardo Da Vinci asked such questions as:

“Why does the thunder last a longer time than that which causes it?” and *“Why is the sky blue?”*

Socrates asked such questions as:

- “What is wisdom?”
- “What is piety”?
- “What is beauty”?

As a young boy, Albert Einstein asked himself, *“What would it be like to run beside a light beam at the speed of light?”*

A number of inventions have been created by asking one simple question...

“What if.....?”

By asking questions we increase our level of consciousness and our perspective of the world.

3. To become a creative genius, you must also be a voracious reader.

Reading enhances your mental ability and lets you experience the world from a brand new perspective.

When we read a book, we let go of our own perspectives and experience the world from the characters that have been crafted by the author.

I have found in my own life that the more I read, the more I want to know. Reading becomes an insatiable desire and an unquenchable thirst.

4. Seek out new experiences.

Our minds are much like a garden. Without proper care, the weeds will take over. Nothing sparks the mind like learning something new.

If you want to expand your creativity, then learn a new skill. It can be anything you choose. Learn a new language. Learn to water ski. Learn to play an instrument. Pick up photography or even try a new sport.

All of these activities get your mind working outside of its regular patterns.

5. Become a whole-brain thinker.

There are generally two-types of people in this world: left-brained and right-brained.

In most cases, people are either analytical thinkers who enjoy math, science, and logic or they are highly imaginative and creative individuals who focus on the big-picture.

Unfortunately, our school systems generally cater to those who are left-brained analytical thinkers. This has created a world of employees who are very good at following directions but are not so good at developing new ideas.

To break the mold, we must become whole-brain, holistic thinkers.

You can do this by using a powerful method known as mind mapping.

Mind mapping has been used by some of history's greatest brains, including Michelangelo, Mark Twain, and Leonardo Da Vinci.

Mind mapping is a whole-brain activity that will awaken your creative side as well as your analytical side.

Mind mapping will also help you to generate new ideas when needed. It doesn't matter whether you're using it for personal goal setting, problem solving, or simply to become a more creative, whole-brain thinker.

Our mind works in pictures, associating one idea to the next. Mind mapping allows you to continue this natural thought process on paper.

Mind mapping is one of the most powerful tools for awakening your creativity.

6. The final tool for developing your creativity is imaginary dialogue.

Yes, I know, it may sound silly at first, but this technique can be an extremely powerful tool for developing your creativity.

This technique was first introduced in the best-selling book by Napoleon Hill, "Think and Grow Rich".

Before achieving his success, Napoleon Hill was first meeting with an imaginary mastermind each night. He would close his eyes and visualize a table

occupied by such great men as Abraham Lincoln, George Washington, Napoleon Bonaparte, Ralph Waldo Emerson, and Elbert Hubbard.

Napoleon Hill would then speak to the members of his imaginary mastermind in the following manner:

“Mr. Lincoln: I desire to build in my own character those qualities of patience and fairness toward all mankind and the keen sense of humor which were outstanding characteristics.”

“Mr. Washington: I desire to build in my own character those qualities of patriotism and self-sacrifice and leadership which were your outstanding characteristics.”

“Mr. Hubbard: I desire to develop the ability to equal and even to excel the ability that you possessed with which to express yourself in clear, concise and forceful language.”

After meeting with his mastermind group for several months, he found that he had developed each of their desired characteristics into his own personality.

Napoleon also went to his imaginary mastermind to help solve any problem he was facing.

The imaginary mastermind is a master tool for finding new perspectives and looking at your problem from a different angle.

For example, let's say that you own a business. Why not develop an imaginary mastermind of the greatest business minds in history? You can call to your table such names as Henry Ford, Andrew Carnegie, Walt Disney, Bill Gates, Ray Kroc, and Sam Walton.

Call on them daily for advice and you will begin to see your problems in a new light. As once said by Albert Einstein,

“You can't solve a problem with the same mind that created it.”

(from www.lifehack.org)

1. People are roughly divided into analytical and creative thinkers.
2. Schools motivate children to be creative.
3. Leonardo Da Vinci never kept all his ideas in mind.
4. The book “*Think and Grow Rich*” was written by Napoleon Hill.
5. Mind mapping helps to develop only analytical skills.
6. Schools stimulate left-brain analytical thinking.
7. In order to develop analytical thinking, you should concentrate on one skill.
8. It's impossible to develop creative thinking without reading much.
9. Mind mapping helps only in personal goal-setting.
10. To develop creative thinking it is essential to ask questions.

KEYS

FOOD

Task I

1. B
2. C
3. A
4. A
5. C

Task II

1. B
2. G
3. E
4. F
5. H
6. D
7. A
8. C

Task III

1. C
2. B
3. A
4. A
5. C
6. B
7. D
8. C
9. A
10. D

MASS MEDIA

Task I

1. E
2. B
3. A
4. C
5. F

Task II

1. B
2. A
3. D
4. B
5. C

6. A
7. D
8. A
9. A
10. C

NATURAL DISASTERS

Task I

1. B
2. C
3. A
4. A
5. C

Task II

1. B
2. A
3. D
4. A
5. C

6. C
7. D
8. A
9. B
10. D

CAREER LADDER

Task I

1. B
2. A
3. C
4. B
5. C
6. A
7. D
8. C
9. A
10. B

Task II

1. A
2. C
3. B
4. B
5. B

Task III

1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. T
9. F
10. T

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