

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования «Забайкальский государственный университет»
(ФГБОУ ВПО «ЗабГУ»)

Историко-филологический факультет
Кафедра иностранных языков

УЧЕБНЫЕ МАТЕРИАЛЫ
для студентов заочной формы обучения
(с полным сроком обучения)

по дисциплине «Иностранный язык (английский)»

для направления подготовки 42.03.01 «Реклама и связи с общественностью»
Профиль подготовки: «Реклама и связи с общественностью в
государственном и муниципальном управлении»

Общая трудоемкость дисциплины (модуля) – 9 зачетных единиц.

Форма текущего контроля в семестре – контрольная работа,
собеседование.

Курсовая работа (курсовой проект) (КР, КП) – нет.

Форма промежуточного контроля в семестре – зачет/зачет/зачет/экзамен.

Общая трудоемкость дисциплины (модуля) – 324 часа.

Виды занятий	Распределение по семестрам в часах				Всего часов
	1 семестр	2 семестр	3 семестр	4 семестр	
1	2	3	4	5	6
Общая трудоемкость	72	72	72	74	324
Аудиторные занятия, в т.ч.:	10	10	6	8	34
лекционные (ЛК)	-	-	-	-	-
практические (семинарские) (ПЗ, СЗ)	-	-	-	-	-
лабораторные (ЛР)	10	10	6	8	34
Самостоятельная работа студентов (СРС)	62	62	66	64	254
Форма промежуточного контроля в семестре*	зачет	зачет	зачет	экзамен	36
Курсовая работа (курсовой проект) (КР, КП)	-	-	-	-	-

Краткое содержание курса

№ п/п	№ п/п Контролируемые разделы (темы) дисциплины*
1	Лексика, говорение: О себе. Моя семья. Распорядок дня. Транслитерация. Интернациональная лексика. Ложные друзья переводчика. Грамматика: Части речи; местоимения (личные, указательные, притяжательные, вопросительные, возвратные). Имя существительное (множ. число сущ.). Глагол to be, порядок слов в предложении.
2	Лексика, говорение: Моя учеба, мой университет (монологическое высказывание). Грамматика: Глагол to have. Оборот there is/are. Предлоги.
3	Лексика, говорение: Мой рабочий день (My working day). Моя будущая профессия (My future profession). (монологическое высказывание). Грамматика: Безличные предложения. Числительные.
4	Лексика, говорение: Роль английского языка в современном мире. Важность изучения английского языка. (English in the Modern World). (монологическое высказывание). Грамматика: Притяжательный падеж сущ-х. Местоимения some, any, no и их производные. Слова little, few, a little, a few, many, much.
5	Лексика, говорение: Английский язык для ситуаций бытового общения (Everyday English). Грамматика: Present Simple Tense. Past Simple. Future Simple.
6	Лексика, говорение: Страноведение. Знакомство с Великобританией. Знакомьтесь – США. (Getting to know English-speaking countries). Грамматика: Continuous Tenses Active Voice.
7	Лексика, говорение: Современные проблемы общества в странах изучаемого языка, освещаемые в СМИ. Part I. (Климат, окружающая среда, защита

	природы/животных, стихийные бедствия). (монологическое высказывание). Грамматика: Perfect Tenses Active Voice.
8	Лексика, говорение: Современные проблемы общества в странах изучаемого языка, освещаемые в СМИ. Part II. (Здоровье, преступность, политика, война и мир, терроризм). Грамматика: Phrasal verbs. Словообразование.
9	Лексика, говорение: The Role of Mass Media (Part I). (монологическое высказывание). Грамматика: Артикль. Модальные глаголы (can, may, must, need, should, have).
10	Лексика, говорение: The Role of Mass Media (Part II). (монологическое высказывание). Грамматика: Степени сравнения прилагательных. Passive Voice.
11	Лексика, говорение: Информационные источники англоязычного мира. Грамматика: Review
12	Лексика, говорение: Reading and discussing the press. Грамматика: Review
13	Реклама в СМИ (Advertising media). Стратегия рекламы (Advertising strategies and techniques: slogans, emotional appeal, etc.) Грамматика: Review
14	Создание рекламы (Production of ads). Грамматика: Review
15	Реклама продукции (Products for PR-activity) Грамматика: Review
16	Маркетинг и реклама (Marketing and Advertising). Advertising as a career. Грамматика: Review

Форма текущего контроля – контрольная работа, устная речь по темам.

Форма текущего контроля

Контрольная работа выполняется в виде письменной работы по переводу текстов и выполнению заданий и упражнений. Деления на варианты не предусмотрено. По каждой устной теме - монологическое высказывание; демонстрация владения лексикой и речью по теме. Студентам на занятия во время сессии необходимо иметь распечатанные материалы (соответственно каждому семестру).

Для семестра 1 (для сессии 1): из Приложения 1 - Чтение и письменный перевод текстов от руки в тетрадь. По каждой устной теме студентом предьявляется перевод текста(ов) и монологическое высказывание на основе изученных текстов. На занятия иметь распечатку: Приложения 1, 2.

Семестр 2: Лексика. По каждой устной теме студентом предьявляется перевод текста(ов) и монологическое высказывание на основе изученных текстов (Приложение 3). Изучите темы по грамматике и выполните упражнения Приложения 4. На первое по расписанию занятие сессии иметь распечатку: Приложения 3, 4.

Семестр 3: Лексика. По каждой устной теме студентом предьявляется перевод текста(ов) и монологическое высказывание на основе изученных текстов (Приложение 5). Изучите темы по грамматике и выполните

упражнения Приложения 6. На первое по расписанию сессии иметь распечатку: Приложения 5, 6.

Семестр 4: Лексика. По каждой устной теме студентом предьявляется перевод текста(ов) и монологическое высказывание на основе изученных текстов (Приложение 7). На занятия иметь распечатку: Приложение 7.

Дополнительные речевой и языковой материал представлен в ФОС (материалы находятся на кафедре). Грамматика. Темы, таблицы, тренировочные упражнения представлены в ФОС (материалы находятся на кафедре). Контрольные задания по грамматическим материалам тем семестров 1-3 представлены в Приложениях 1-6. Задания выполняются письменно в рабочей тетради для контрольных работ. Реферат: не предусмотрен. Другие формы текущего контроля: устный опрос, демонстрация речевых и языковых умений и навыков.

Форма промежуточного контроля

Семестр 1, 2, 3 - Зачет

Семестр 4 - экзамен

Зачет

Перечень примерных вопросов для подготовки к зачету:

1. Защита письменной контрольной работы.
2. Чтение, перевод текстов, монологическое высказывание на основе прочитанного.

Экзамен

Перечень примерных вопросов для подготовки к экзамену:

Пример экзаменационного билета:

1. Работа со спецтекстом.
 - а) Чтение указанного отрывка текста без предварительной подготовки. Передача общего содержания текста (время подготовки - 15 минут, без словаря).
 - б) Письменный перевод текста со словарем (время подготовки - 30 минут). Беседа с экзаменатором по содержанию текста.
2. Монологическое высказывание по изученным темам.
3. Задание по грамматике.

Оформление письменной работы согласно МИ 4.2-5/47-01-2013 Общие требования к построению и оформлению учебной текстовой документации.
http://zabgu.ru/files/html_document/pdf_files/fixed/Normativny%27e_dokumenty

Учебно-методическое и информационное обеспечение дисциплины
Основная литература

1. Хведченя, Л. В. Английский язык. Базовый курс [Текст] : учебное пособие / Л. В. Хведченя. - Минск: Современная школа, 2009. - 558 с. (аб. 4 – 2 экз.)
2. Ломаев Б.Ф., Томских Г.П., Михина А.Э. English: Your Way. Практический курс английского языка. – Чита, 2010.
3. Михина А.Э. Английский язык для студентов филологических факультетов. English for philology students. – Изд-во ЗабГУ. – Чита, 2018. – 250 с.

Дополнительная литература

1. Английский язык для студентов-математиков [Текст] : учебник / В. П. Дорожкина ; под ред. В. А. Скворцова. - 3-е изд., перераб. и доп. - М. : Астрель : АСТ, 2006. - 490 с. (аб. 4 – 20 экз)
2. Английский язык для физкультурных специальностей [Текст] : учеб. для студентов вузов / СПбГУ физ. культуры им. П.Ф.Лесгафта. - 3-е изд., испр. и доп. - М. : Академия, 2007. - 344 с. (аб. 4 – 40 экз.)
3. Английский язык для менеджеров [Текст] = English for Managers : учебник для студентов образовательных учреждений среднего проф. образования, обучающихся по специальности 0602 - Менеджмент (по отраслям) / Н. Н. Колесникова, Г. В. Данилова, Л. Н. Девяткина. - 3-е изд., стереотип. - М. : Академия, 2008. - 301 с. (аб. 4 – 15 экз)
4. Кутепова М.М. Английский язык для химиков [Текст] = The World of Chemistry : учебник для студентов вузов / М. М. Кутепова. - М. : КДУ, 2006. - 254 с. - ISBN 5- 98227-129-2 : 153 р. (аб. 4 – 10 экз)
5. Английский язык для студентов, обучающихся по специальности "Дизайн" : учебное пособие / Г. В. Шевцова, Е. Б. Нарочная, Л. Е. Москалец. - М. : Высшая школа, 2007. - 340 с. (аб. 4 – 30 экз)
6. Бобылева С.В. Английский язык для экологов и биотехнологов [Текст] : учебное пособие для студентов, обучающихся по специальностям 240901 - "Биотехнология" и 280202 - "Инженерная защита окружающей среды" / С. В. Бобылёва, Д. Н. Жаткин. - М. : Флинта : Наука, 2008. - 191 с. (аб. 4 – 20 экз)
7. Брутян К.Л. Английский язык для социологов [Текст] : учеб. пособие для студентов вузов, обучающихся по гуманитар. специальностям / К. Л. Брутян, А. Л. Трофимова ; МГУ им. М.В. Ломоносова; Факультет ин. яз. и регионоведения; Социолог. факультет. - М. : Кнорус, 2007. - 174 с. (аб. 4 – 10 экз)
8. Калашникова А.В. Английский язык современных законов [Текст] : учеб. пособие / А. В. Калашников. - М. : Высшая школа, 2010. - 126 с. (аб. 4 – 40 экз)
9. Зайцева С.Е. English for Students of Law : учеб. пособие для студентов вузов, обучающихся по специальности "Юриспруденция" / С. Е. Зайцева, Л. А. Тинигина. - 3-е изд., стереотип. - М. : Кнорус, 2008. - 346 с. (аб. 4 – 10 экз) 4
10. Гуманова Ю.Л. Английский для юристов. Базовый курс [Текст] : учеб. пособие для юридических вузов / Ю. Л. Гуманова [и др.]. ; под ред. Т. Н. Шишкиной ; МГУ им. М.В. Ломоносова; Факультет ин. яз. и регионоведения. - 6-е изд., стереотип. - М. : Кнорус, 2009. - 255 с. (аб. 4 – 30 экз)

Собственные учебные пособия

1. «Практический курс английского языка English: Your Way» / Б.Ф. Ломаев, Г.П. Томских, А.Э. Михина. – 5-е изд. испр. и доп. – 2014. – 300 с.
2. Фонетический практикум по английскому языку – 2-е изд., испр. и доп. / Сост. Б.Ф. Ломаев, А.Э. Михина; Забайкл. гос. гум.-пед. ун-т. – Чита, 2007. – 76 с. (аб. 4 – 4 экз., ч.з. – 1 экз.)
3. Английский язык. Заочная форма обучения: Практический курс / Сост. Б.Ф. Ломаев, Т.Ф. Федорова. – Чита: ЗабГПУ, 2005, 2006. – 176. (аб. 4 – 8 экз.. ч.з. – 1 экз.)

Базы данных, информационно-справочные и поисковые системы*

<i>№ п/п</i>	<i>Название сайта</i>	<i>Электронный адрес</i>
1	Изучение иностранных языков on-line	http://www.study.ru/
2	Ресурсы для изучения английского языка (учебники на русском и английском языке)	http://www.alleng.ru/english/engl.htm
3	Учебная, художественная и научная литература на английском языке	http://englishtips.org/
4	Изучения английского языка	http://www.bbc.co.uk/russian/learning_english/
5	Уроки английского языка on-line	http://abc-english-grammar.com/online_uroki.htm
6	Видео уроки английского языка	http://elf-english.ru/2009/09/video-uroki-po-anglijskomu-onlajn/
7	Интерактивные уроки английского языка	http://www.english.language.ru/lessons/
8	Упражнения и тесты по английскому языку	http://www.englishjet.com/english_courses_files/resources.htm
9	Тесты по английскому языку	http://www.englishjet.com/english_courses_files/tests.htm
10	История Великобритании	http://www.great-britain.co.uk/history/history.htm
11	Достопримечательности Великобритании: Вестминстерское аббатство	www.westminster-abbey.org
12	Достопримечательности Великобритании: Букингемский дворец	www.royal.gov.uk
13	Достопримечательности Великобритании: замок Виндзор	www.windsor.gov.uk
14	Единая коллекция ЦОР. Предметная коллекция «Английский язык»	http://school-collection.edu.ru
15	Национальная библиотека Великобритании	http://www.bl.uk/
16	Библиотека Конгресса	http://www.loc.gov
17	Обучение чтению на английском языке.	www.cnn.com – home of CNN Interactive, the cyber-version of CNN, the world's first 24-hour TV news service. www.guardian.co.uk – use the clearly defined sections to

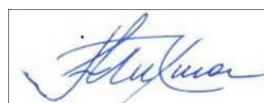
		<p>follow regularly updated stories on everything from politics to sport.</p> <p>www.the-times.co.uk – The Times Internet Edition. The Times is an alternative to The Guardian, offering information on the day's events and in-depth stories. Updated daily.</p> <p>www.uexpress.com – United Express, a big newspaper company in the United States very generously publish a daily paper.</p> <p>http://www.britannica.com/ - encyclopedia Britannica.</p> <p>www.literature.org/authors - the online literature library, a massive collection of classic stories are held on file at this top-notch website. If you fancy a Sherlock Holmes mystery, a Victorian romance or a gothic horror tale, they are all here.</p> <p>http://www.englishclub.com/reading/classic-reading.htm - these are short, famous texts in English from classic sources like the Bible or Shakespeare. Some texts have word definitions and explanations to help you.</p> <p>http://www.englishclub.com/reading/test.htm - reading test. This test evaluates how well you understand what you read in English.</p> <p>http://www.linguapress.com/inter.htm</p>
18	Обучение письму.	<p>www.its-online.com – its-online is a unique Internet resource for teachers of English as a foreign or second language. At its-online you'll find a community site for your students (its-myworld) with online projects, blogs, forums, and penpals.</p> <p>http://www.englishclub.com/writing/index.htm -is for ESL learners, to help you learn the skill of writing in English. Write your ideas and thoughts on a variety of topics. Spelling rules, Peer Editing (why you need a friend to help you check your own writing - and how s/he can do it).</p> <p>http://www.englishclub.com/esl-forums/viewforum.php?f=239 - Writing Help forum.</p> <p>http://www.englishclub.com/writing/resumes-and-cover-letters/index.htm - Sample Resumes, Curriculum Vitae, Cover Letters: sample letters, the Art of the letter, Thank You Letters, Follow Up Letters, Letter Design.</p> <p>http://www.englishclub.com/business-english/business-letters-write.htm - how to write Business Letters in English.</p> <p>http://www.eslteachersboard.com/cgi-bin/meeting/index.pl - Pen Pals.</p>
19	Обучение аудированию	<p>www.real.com – Real Player, which allows you to play streamed audio and video files on the Internet, can be downloaded free.</p>

		<p>www.bbc.co.uk/worldservice/newshour/ - news channel site, with video, real audio and tips for teachers.</p> <p>http://www.bbc.co.uk/worldservice/programmeguide/ - the BBC's International Radio Station. It says how and when to listen.</p> <p>http://www.englishclub.com/listening/index.htm - it helps you learn the skill of listening in English.</p> <p>http://www.englishclub.com/listening/news.htm - Monthly News Digest Online for ESL Learners. A "news digest" is a summary of news stories. Each month EnglishClub creates a digest in easy English with four short audio news reports from the past 30 days.</p> <p>http://www.englishclub.com/esl-articles/200204.htm - instructions for successful listening.</p> <p>http://www.englishclub.com/listening/radio.htm - listen to television or radio news in English on your computer. From this page you can get instant access to English language TV and radio news programmes wherever you are in the world, without a TV or radio. Perfect for listening practice.</p> <p>www.broadcast.com/books/index.asp - you can listen to audiobooks.</p> <p>www.english4theworldteam.com - video and audio lessons.</p> <p>www.leeds-castles.com - movie with the sound.</p> <p>www.royal.gov.uk - movie with the sound.</p> <p>www.bbc.co.uk/radio4/progs/listenagain.shtml - BBC radio 4: online and archive.</p> <p>www.linguapress.com - online radio news.</p> <p>www.EnglishListening.com - features recordings of ordinary English speakers, with questions and other study aids.</p> <p>www.esl.about.com/cs/listening/index/htm - English Listening Skills and Activities-Effective Listening Practice - listening comprehension for all levels (beginners to advanced).</p> <p>www.globalenglish.com - listening comprehension for all levels (from beginners to advanced). The GlobalEnglish Mobile Learning Network provides business-focused audio and video podcasts that can be downloaded to a portable media player for on-the-go learning.</p> <p>www.englishlistening.com - listening comprehension for all levels (beginners to advanced).</p> <p>www.manythings.org/el/ - listen and read along (Flash/MP3).</p> <p>www.stuff.co.uk/wicked.htm - wicked stuff for English learners: a variety of learning material.</p> <p>www.wrn.org/ondemand - World Radio Network: online radio and archives from all over the world.</p>
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20	Говорение и словарный запас	<p>www.Merriam-WebsterOnLine.com – all the best resources on the net (learning online, online training, online translation, speech aids).</p> <p>www.americanaccent.com - American pronunciation: theory and practice.</p> <p>www.manythings.org/pp/ - American Pronunciation: practice.</p> <p>http://www.englishclub.com/speaking/index.htm -it helps you learn and practise the skill of speaking English.</p> <p>http://www.englishclub.com/webguide/Speaking/ - links to English Speaking pages for ESL learners and teachers.</p> <p>http://www.englishclub.com/pronunciation/index.htm - English Club English Pronunciation for ESL learners.</p> <p>http://www.englishclub.com/vocabulary/index.htm - vocabulary lessons.</p> <p>http://www.linguapress.com/puzzles/xwd-index.htm - advanced and intermediate level word games and crosswords.</p> <p>http://www.linguistic-funland.com/ - a list of various linguistics links. Here at the Funland, you'll find resources for language teaching and learning, linguistics study, and other miscellaneous resources.</p>
21	Грамматика английского языка	<p>http://www.englishclub.com/grammar/index.htm - grammar lessons, tutorials and quizzes on eight parts of speech.</p> <p>www.better-english.com/exerciselis.html - business-english exercises, grammar and vocabulary quizzes, plus business English Hangman game.</p> <p>http://www.englishgrammarsecrets.com/ - use these English grammar lessons for self study or to consolidate your lessons with your teacher.</p> <p>http://www.english-grammar-lessons.com/ - English grammar lessons.</p> <p>www.GrammarNOW.com – a grammar, composition, editing, proofreading resource.</p> <p>www.GrammarBytes.com – a list of various grammar links.</p>

*Указываются базы данных, информационно-справочные и поисковые системы необходимые для проведения конкретных видов занятий по дисциплине.

Ведущий преподаватель доц.



Михина А.Э.

Заведующий кафедрой проф.



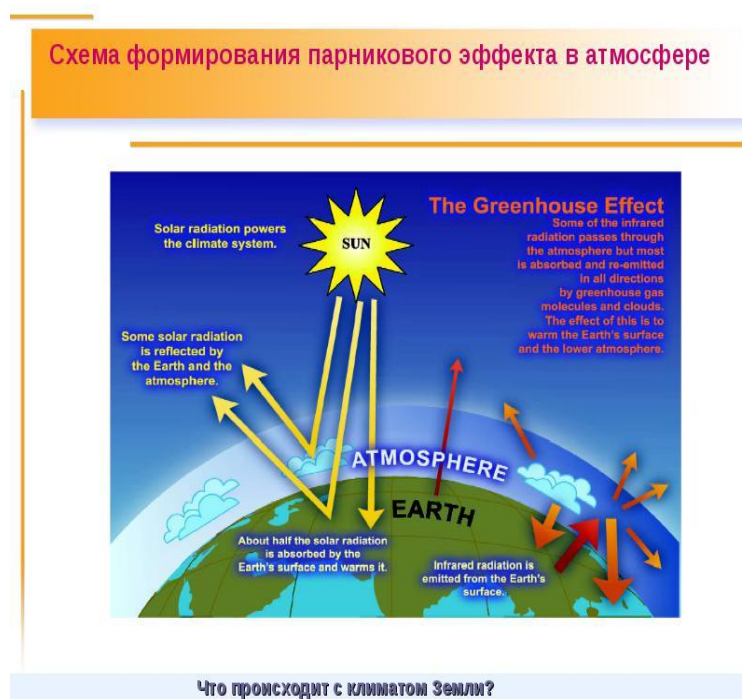
Каплина С.Е.

Доцент, к.п.н. Алла Эдуардовна Михина
 Материалы по английскому языку для 2 семестра ЖУР заочники

Устные темы по блоку «Глобальные проблемы современности, отражаемые в СМИ или о чем пишут газеты и сообщается в выпусках новостей».

Global problems. News through Mass Media.

Climate change



Exercise 1. Study the active vocabulary first. Then read, translate and discuss the text.

Glossary

climate	<i>the normal weather conditions of a particular region</i>	human	<i>connected with people</i>
the environment	<i>the natural world; the air, land, and water in which people, plants, and animals live (an environmentalist is sb who studies the environment).</i>	unpredictable	<i>If sth is unpredictable, you can't say how it will change in the future, opp. predictable. predict v.</i>
gradual	<i>happening slowly over a long period of time, gradually adv.</i>	rise	<i>increase, go higher, rise n. opp. fall v, n.</i>
the atmosphere	<i>the gases around the earth planets, etc.</i>	extreme	<i>much hotter, colder, or more, violent than usual</i>

harmful	<i>causing damage, injury, or illness, harm sth/sb v.</i>	melt	<i>If you heat ice. it melts: it changes from a solid to a liquid</i>
gas	<i>a substance like air, e.g. oxygen and hydrogen</i>	disappear	<i>stop existing, syn. vanish.</i>
pollution	<i>dirty and dangerous gases, chemicals, etc. that harm the environment, pollute v.</i>	famine	<i>when there is not enough food in a country</i>
spread	<i>affect more and more people or things.</i>	disease	<i>illness in people, animals, or plants.</i>

Our environment

Global warming is the gradual increase in the average temperature of the earth's atmosphere, and is caused by harmful gases. Many environmentalists believe that most of this pollution is the result of human activities.

Here are some of the effects:

- As the ice at the poles melts, sea levels could rise by almost a metre in the next century.
- There will be more extreme and unpredictable weather, e.g. heatwaves or floods.
- The earth will become even warmer because the rainforests are disappearing.
- Famine and disease will spread, and this will especially affect people in poor countries.
- There may be wildfires and it leads to deforestation and devastation.

Many people believe we are destroying the environment. (If you 'destroy' something, you damage it so badly it does not exist any more).

For example:

- Cars and factories pollute the air. (= make the air dirty)
- We continue to cut down rainforests and increase the dangers of global warming. (= an increase in temperature because of increased carbon dioxide around the earth)

How can the planet (earth) survive? (= continue to exist)

- We must save/conserve (= use less and use well) natural resources (e.g. water, oil and gas). We mustn't waste them. (= use them badly)
- We must protect animals and plants. (= keep them safe from human damage)
- We mustn't throw away bottles and cans. We must recycle them. (= use them again)



Language focus

An effect is a change which is caused by something.

What are the **effects** of global warming?

To **affect** something means to make it change in a particular way.

Climate change will **affect** all our lives (= will make our lives change).

Exercise 2. Complete the chart.

<i>verb</i>	<i>noun</i>	<i>verb</i>	<i>noun</i>
	destruction	pollute	
	survival	protect	
	waste	recycle	

Exercise 3. Complete the words.

- | | | |
|-----------------|-------------------------|-------------------------|
| 1. h _ man | 5. un _ _ edi _ _ _ ble | 9. _ _ _ ds |
| 2. f _ mine | 6. po _ _ _ tion | 10. w _ _ ming |
| 3. dis _ _ pear | 7. _ ild _ _ res | 11. h _ _ t _ ave |
| 4. we _ _ _ er | 8. me _ _ _ | 12. de _ _ _ _ _ tation |

Exercise 4. Good or bad? Write G or B.

- | | |
|--|---------------------------------------|
| 1. Some kinds of animals are vanishing | 5. The weather is less extreme |
| 2. The ice at the poles is gradually melting | 6. The earth's temperature is rising. |
| 3. The flood water is falling | 7. Famine is spreading |
| 4. This liquid is harmful. | 8. The river is polluted. |

Exercise 5 Circle the correct word.

- Ice is a solid/liquid.
- How does the situation effect/affect you?
- It's all very predictable/unpredictable: you never know what's going to happen.
- My brother studies the environment/an environmentalist.
- Global warming is caused by people/human activity.
- Eat your ice cream quickly – it's spreading/melting.
- Water is a liquid/gas.
- The rainforest is gradually disappearing/melting.
- There are harmful gases in the atmosphere/effect.

Exercise 6. Complete the sentences.

- The earth is g _____ getting warmer.
- We had a lot of e _____ weather last year: a long heatwave and gales in the autumn. I think it's all part of c _____ change.

3. If you freeze water, it changes from a s _____ into a l _____.
4. The beach was p _____ with oil, which seriously a _____ the sea birds and animals.
5. Environmentalists p _____ that there will be a r _____ in sea levels in the future.
6. With g _____ warming, some kinds of plants and animals are d _____ very fast.
7. Certain diseases s _____ from person to person very quickly.
8. P _____ has a very h _____ effect on the environment.
9. After many months without rain, there is a real danger of f _____ in this part of Africa.

Exercise 7. *About you and your region. Answer and ask another student.*

1. How worried are you about global warming?
2. What kind of forest do you have in your region? What is happening to it?
3. Has the climate changed in recent years in your region? If so, how?
4. Which human activities do you think are harming the environment most?
5. What kind of pollution is common in your region?

Test yourself

Exercise 8. *Read and translate the headlines of the articles from the CNN channel (Cable News Network - Кабельная Новостная Сеть), the newspaper "Independent" and say what the articles are about. Read each article and analyze it with the help of 5Ws and an H (find answers for Kipling's questions – см. Приложение).*

Article 1. <https://edition.cnn.com/2018/04/18/world/great-barrier-reef-coral-dying-climate-change/index.html>

The image shows a screenshot of a web browser displaying a CNN article. The address bar shows the URL: [edition.cnn.com Global warming is killing the Great Barrier Reef, study says - CNN](https://edition.cnn.com/2018/04/18/world/great-barrier-reef-coral-dying-climate-change/index.html). Below the address bar, there is a navigation bar with the CNN logo and links for Health, Food, Fitness, Wellness, Parenting, and Vital Signs. The main headline reads "Global warming is killing the Great Barrier Reef, study says". Below the headline, it says "By Ashley Strickland, CNN" and "Updated 1923 GMT (0323 HKT) April 18, 2018".

Story highlights

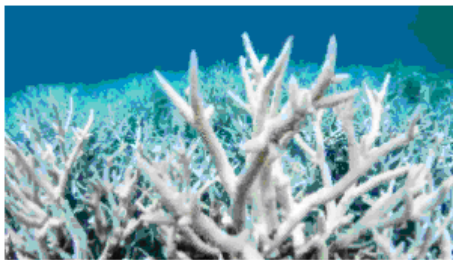
Marine heat waves caused massive coral die-off in two years, research finds

Failure to curb global warming will be detrimental for the Great Barrier Reef

The Great Barrier Reef experienced an extended marine heat wave in 2016 that caused massive coral bleaching and die-off. Most of the impact was along 500 miles of the northern Great Barrier Reef, its most pristine region.

The reef endured coral bleaching in 1998 and 2002, but the northern region sustained only minor damage then. Global heat and coral bleaching began to increase in 2014 and continued through 2017; this event meant that marine heat waves causing bleaching struck three-quarters of the world's coral reefs and that the heat waves that cause corals to die struck almost a third, the researchers said.

The 2016 marine heat wave caused the most severe and catastrophic coral bleaching event the Great Barrier Reef has ever experienced, the study found. Overall, these events have affected every part of the reef.



Related Article: Great Barrier Reef 'cooking and dying' as seas heat up, warn scientists

(CNN) — Marine heat waves caused by global warming are killing off the corals of Australia's Great Barrier Reef, the world's largest reef system, according to a study published Wednesday in the journal [Nature](#).

The Great Barrier Reef experienced an extended marine heat wave in 2016 that caused massive coral bleaching

and die-off. Most of the impact was along 500 miles of the northern Great Barrier Reef, its most pristine region.

The reef endured coral bleaching in 1998 and 2002, but the northern region sustained only minor damage then. Global heat and coral bleaching began to increase in 2014 and continued through 2017; this event meant that marine heat waves causing bleaching struck three-quarters of the world's coral reefs and that the heat waves that cause corals to die struck almost a third, the researchers said.

The 2016 marine heat wave caused the most severe and catastrophic coral bleaching event the Great Barrier Reef has ever experienced, the study found. Overall, these events have affected every part of the reef.

"We lost 30 percent of the corals in the nine month period between March and November 2016," Terry Hughes, study author and director of the Australian Research Council Centre of Excellence for Coral Reef Studies at James Cook University, said in a statement.

To add insult to injury, another marine heat wave hit the Reef in 2017, with severe heat stress and bleaching striking the central region.

"We've seen half of the corals on the Great Barrier Reef killed by climate change in just two years," Mark Eakin,

study author and coordinator for the US National Oceanic and Atmospheric Administration's

Article 2. <https://edition.cnn.com/2018/05/22/asia/pakistan-heat-wave-wxc-intl/index.html>

CNN World » Heatwave kills at least 65 in Pakistan

International Edition +

Heatwave kills at least 65 in Pakistan

By Sophia Saifi and Jessie Yeung, CNN

Updated 1735 GMT (0135 HKT) May 22, 2018





Pakistani residents cool off at Clifton beach during a heat wave in Karachi on May 21, 2018.

Islamabad, Pakistan (CNN) — Hotter than average temperatures have killed at least 65 people in just three days in Karachi, Pakistan.

Temperatures reached a high of 44 degrees Celsius (111 Fahrenheit) on Monday, according to

The heatwave has also reached central and northern India. Conditions are expected to remain hot until the arrival of monsoon rains which are forecast to come in early June in southern India before moving north throughout the month, coinciding with the end of Ramadan on June 14.

This is not the first time people in Karachi have endured such intense heat. A 2015 heatwave in the city reached 45 degrees Celsius, killing at least 1,300 people, including many ill and elderly people.

Temperatures are forecast to stay in the low 40s (105 to 110 Fahrenheit) for the next few days before cooling down to the upper 30s (upper 90s to low 100s Fahrenheit) at the end of the week.

"The biggest issue is that there is no green cover in the city," said Suneela Ahmed, a Karachi based architect and urban designer.

Normally Karachi has a high humidity level, during a heat wave there is a change in wind direction which brings in dry inland winds to the city instead of moisture from the sea, (and) there are no trees to provide the green cover."

Article 3. <https://www.independent.co.uk/environment/bering-sea-ice-melt-global-warming-climate-change-alaska-a8338656.html>

← Я × www.independent.co.uk Almost all the ice covering the Bering Sea has melted, throwing Alaska communities into disarray | The Indep...

страница на английском Перевести на русский ×



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Almost all the ice covering the Bering Sea has melted, throwing Alaska communities into disarray

Almost all the ice covering the **Bering Sea** has melted, scientists have confirmed, throwing communities living around its shores into disarray.

The region's ice cover normally persists for at least another month, and this year it has vanished earlier than any other year except 2017.

Located in the northern Pacific Ocean between **Alaska** and Russia, the Bering Sea is experiencing the brunt of climate change and has already drawn attention this year for **unprecedented levels of winter melting**.

Natural disasters

A disaster is when something terrible happens and people often die. A natural disaster is caused by nature. For example:

- famine – a situation where people die because there isn't enough food;
- drought – no rain for a long period of time; this often causes famine;
- floods – too much rain in a short period of time, causing damage to houses and land;
- earthquakes – violent movement of the earth; buildings, bridges and roads are often destroyed.

Exercise 9. Study the active vocabulary first, then read the definitions of natural disasters.

Glossary

disaster - a very bad event, causing harm or death.

starve (to death) - suffer (or die) because you don't have enough food.

ground - the top part of the earth's surface that people walk on.

damage - harm or injury caused when sth is broken,

damage v.

destroy sth break sth completely so it can't be used again,

destruction n.

sudden -happening very quickly.

suddenly adv.

surrounding - that is near or around sth.

surroundings n.

crops - plants that are grown for food, e.g. rice and potatoes

lava - hot liquid rock

erupt - explode and throw out (fire, burning rocks, etc.)

violent - very strong and usually causing damage,

violence n.

Types of disaster

Hurricane: this word is used especially of storms in the western Atlantic. It is a **violent** storm with very **strong winds**. In other parts of the world, especially Asia, it is called a **typhoon**.

Earthquake: a **sudden** violent movement of the **ground** causing **damage**.

Tidal wave: a very large ocean wave that is caused by a storm or earthquake, and which **destroys** things when it reaches land. In Asia it is called a **tsunami**.

Volcanic eruption: a volcano is a mountain with a hole in the top, and when it **erupts**, hot gases and **lava** are forced out into the air and onto the **surrounding** land.

Drought: a long period with no rain. **Crops** die, and people may starve to death.



Exercise 10. Combine six pairs of words to form compound words or phrases.

earth / volcanic / tidal / surrounding/ starve / land / eruption /
violent / wave / to death / storm / quake

Exercise 11. What nouns are formed from these adjectives and verbs?

volcanic _____ destroy _____ damage _____
violent _____ erupt _____ surrounding _____

Exercise 12. Complete the words in the sentences in the correct form.

1. When the tidal w_____ reached land, it was over ten metres high.
2. During the h_____, winds reached over 150 kph, and many homes were either completely d_____ or badly d_____. It was a terrible d_____ for the island.
3. They expect a period of d_____: the c_____ will die and people could s_____.
4. The volcano e_____ without warning and the g_____ was covered in red, hot l_____.
5. There was a s_____ and v_____ storm. It was the beginning of the t_____.

Exercise 13. Complete these sentences with suitable verbs.

If we want to look after the environment, there are certain things we shouldn't do and certain things we should do.

We shouldn't:

1. _____ paper, bottles and cans; we should _____ them.
2. _____ water and energy; we should _____ them.
3. _____ rainforests; we should _____ them from human damage.

Exercise 14. Read and translate the article about the natural disaster.

EARTHQUAKE HITS KASHMIR	
Late last night a sudden earthquake struck the region of Kashmir on the borders of India and Pakistan, and hundreds of people are thought to have lost their lives as buildings collapsed while they slept.	
Thousands have now been evacuated, but there are fears that many are still trapped inside their homes, so the death toll could rise. The damage has already been	considerable and the next 48 hours will be crucial, not only to rescue more people but also to try to maintain supplies of water and electricity.

Glossary

- hit sth/sb** - make sudden violent contact with sth/sb. S. **strike** sth/sb.
- collapse** - If a building collapses, it falls to the ground, **collapse** n.
- evacuate sb** - move sb away from a dangerous place, **evacuation** n.
- fear** - a feeling that sth bad might happen, **fear** v.
- trap sb** - If sb is trapped, they are inside sth and cannot get out.
- death toll** - the number of people killed in a disaster, accident, etc.
- considerable** - very large in size or amount.
- crucial** - very important.
- rescue sb** - take sb from a dangerous place to safety, SYN **save** sb.
- maintain sth** - make sth continue at a certain level.
- supply** - an amount of sth that you need.
- (pl. supplies)**

Exercise 15. Complete the text with words from the box in the correct form.

supply, trap, earthquake, maintain, strike/hit, fear, collapse, evacuate, rescue

When (1) an _____ hits a city, there is always a danger that buildings will (2) _____ and people will be (3) _____ inside. As soon as the immediate danger has passed, the first job is to (4) _____ people

from the area, and (5)_____ those in danger.

At the same time, the government will send in (6)_____ of food, water, and blankets to the disaster area. One of the hardest things of all is to (7)_____ a supply of clean drinking water, and there is always the (8)_____ that more people could die.

Exercise 16. Replace the underlined words with a different word that has the same meaning.

Example: Many people are afraid that there will be more earthquakes. - *fear*

- 1) Many buildings fell to the around.
- 2) It could be a very important decision.
- 3) The villagers have all been moved from the village.
- 4) There are people who are inside their homes and cannot get out.
- 5) Scientists believe the hurricane will reach and attack Florida within 24 hours.
- 6) The number of people killed could be as high as 2,000.
- 7) The storm has done a great deal of damage.
- 8) He was injured while trying to take his son to safety from the fire.

Test yourself

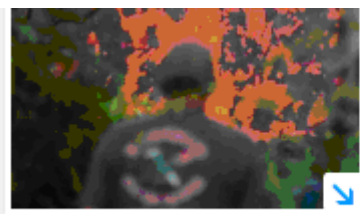
Exercise 17. Read and translate the headlines of the articles from the “USA today” news channel and from the newspaper “Independent” and say what the articles are about. Read each article and analyze it with the help of 5Ws and an H (find answers for Kipling’s questions – см. Приложение).

Article 1. <https://www.usatoday.com/story/news/2018/05/05/hawaii-kilauea-volcano-lava-moves-through-neighborhood/583791002/>

USA TODAY NEWS SPORTS LIFE MONEY TECH TRAVEL OPINION 68° CROSSWORDS VIDEO SUBSCRIBE NEWSLETTERS

Hawaii's Kilauea volcano: Slow-moving lava destroys more homes as more eruption points open

Christal Hayes and Trevor Hughes, USA TODAY Published 4:26 p.m. ET May 5, 2018 | Updated 12:42 a.m. ET May 6, 2018



(Photo: Frederic J. Brown, AFP/Getty Images)

PAHOA, Hawaii — A total of five homes have burned to the ground on Hawaii's Big Island as slow-moving lava continues to make its way through neighborhoods and streets, leaving a trail of destruction behind.

More than 1,700 people have evacuated their homes since Thursday when the Kilauea volcano started oozing lava. Hazards from new volcanic cracks that opened Saturday have left residents on edge and hurrying to find shelter. The eruption, along with strong earthquakes and toxic sulfur dioxide gas, has provided a trifecta of natural threats.

The U.S. Geological Survey says this event is far from over, with more earthquakes and eruptions likely that could cover the area with plumes of ash. The agency said it has measured a jarring 477 earthquakes on the island over the last 24 hours, though many were small and likely weren't felt by residents.

Article 2. https://www.independent.co.uk/news/world/americas/hawaii-volcano-latest-kilauea-eruption-earthquake-toxic-gas-lava-evacuations-a8338661.html?utm_campaign=Echobox&utm_medium=Social&utm_source=Facebook#link_time=1525610944

Hawaii volcano eruption: Earthquakes, lava flows and toxic gas could last for months, scientists warn

Scientists say eruptions could continue 'for weeks or months'

Thousands of people who were evacuated after **Hawaii's Kilauea volcano** continued to erupt are preparing for the possibility they may not return home for some time.

The number of houses **destroyed by lava shooting from openings in the ground created by the eruption** has increased to five, while hundreds of small earthquakes have continued to rumble.

Scientists forecast further eruptions and earthquakes, perhaps for months to come, after **Big Island** was rocked by a 6.9-magnitude tremor on Friday, the strongest the island has seen since 1975.

The US Geological Survey (USGS) said several new lava fissures had opened in the Leilani Estates subdivision of Puna District, which is about a dozen miles (19km) from the volcano. Not all the fissures were still active, it added.

But the Hawaiian Volcano Observatory said “eruptive activity is increasing and is expected to continue.”

Article 3. <https://www.independent.co.uk/news/uk/home-news/uk-weather-latest->

[updates-thunderstorms-rain-flooding-heatwave-met-office-a8443921.html?utm_term=Autofeed&utm_campaign=Echobox&utm_medium=Social&utm_source=Facebook#Echobox=1531401584](https://www.bbc.com/news/uk-weather-56443921)

UK weather: Thunderstorms, torrential rain and flooding to interrupt heatwave, forecasters warn

Despite downpours and lightning strikes, many could still see temperatures up to 28C

Thunderstorms are set to interrupt the **summer heatwave** in Britain, with forecasters warning people across the country to "be prepared" for flooding.

The **Met Office** issued a yellow thunderstorm warning for Friday, with swathes of England and Wales put on notice of a risk of downpours.

The warning states some places could bring "around 20mm in an hour", while other areas will remain dry.

Read more



Who was St Swithin and why is he associated with the weather?



Hosepipe ban threat still looms as heatwave set to return this weekend



Britain's coastal wetlands will 'soon vanish under rising sea levels'

London and southeast England, the North West, South West, Wales and the West Midlands all face heavy showers.

Met Office meteorologist Martin Bowles said those areas which could be heaviest hit include **Wales** and central southern England.

"You can get a lot of rain in a short time. You can get flooding issues with people driving on roads facing large puddles," he said.

"It is a be prepared warning so it is not expected to cause problems but people need to be aware of it."

Our Earth neighbours. Animals and insects

Exercise 18. Make sure you know the words denoting the creatures (great and small): wild animals and insects.

lion (tail, mane)



elephant (trunk)



shark (fin)



monkey, ape



tiger (stripes)



camel (hump)



bear (fur)



whale



leopard (spots)



snake



eagle (beak, wings, feather)



spider



fly



bee



mosquito



Glossary

creature – living thing such as an animal, bird, fish, or insect.

wild – living in natural conditions; not looked after by people.

insect – a small animal with six legs, one or two pairs of wings, and body in three parts.

to extinct – stop living, no longer in existence; to become extinct; an extinct language, an extinct animal, an extinct volcano. **extinction** n.; to be in danger of extinction.

Exercise 19. One letter is missing. Write the words correctly.

tige _____

lepard _____

sark _____

money _____

Wale _____

elephant _____

sider _____

nake _____

egle _____

be _____

Exercise 20. Which creature:

Example: Has wings? *fly* _____, e _____, b _____, m _____.

1 Has a tail? l _____, e _____, l _____, t _____, c _____, m _____.

2 Is an insect? f _____, b _____, m _____.

3 Has thick fur? b _____.

4 Has a trunk? e _____.

5 Has stripes or spots? t _____ and l _____.

6 Has a beak and feathers? e _____.

Exercise 21. Speak about the animals which are in danger of extinction.

Farm and small animals

Exercise 22. Make sure you know the following words.

1. cow 3. turkey 5. goat 7. donkey 9. hen 11. rat

2. rabbit 4. calf 6. horse 8. frog 10. bull 12. mouse
(pl mice)

Language focus.

A **cow** is the **female** animal that is kept on farms to produce milk. The **male** is a **bull**. Cows and bulls kept as farm animals can be called **cattle**. A group of cows is called a **herd**.

Exercise 23. Complete the sentences.

1. A young cow is a _____.
2. The plural of mouse is _____.
3. Cows, sheep, and _____ produce milk that people drink.
4. A _____ is like a small horse with long ears.
5. A _____ is like a mouse, but is larger.
6. A _____ lives in or near water, and can jump.
7. A bull is the adult _____ of the cow family.
8. A _____ is a group of cows.
9. A _____ is a large bird, similar to chicken, that can be eaten.
10. The general word for bulls and cows on a farm is _____.
11. A goat often has two h _____ on its head.

Test yourself

Exercise 24. Read and translate the headlines of the articles from the “USA today” news channel and say what the articles are about. Then read each article and analyze it with the help of 5Ws and an H (find answers for Kipling’s questions – см. Приложение).

Article 1. <https://www.usatoday.com/story/news/world/2018/06/01/lions-tigers-escape-german-zoo/662692002/>

Live stream: Washington Capitals take to D.C. streets for parade to celebrate Stanley Cup victory [Read Story](#)

Lions, tigers recaptured after breaking out of German zoo

Deutsche Welle Published 7:16 a.m. ET June 1, 2018 | Updated 9:34 a.m. ET June 1, 2018



(Photo: Michael Probst, AP)

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Several animals managed to break out of a zoo in western Germany on Friday, following a thunderstorm and flooding that eroded the fences of the enclosures in the hilly Eifel area, near Lünebach in Rheinland-Palatinate state.

The animals included two lions, two tigers, a bear and a jaguar.

Hunters and police officers took part in a massive search effort after the escape, with authorities warning locals to stay indoors. The bear was shot dead during the search.

The region was hit by severe storms in the early hours of the morning, flooding sections of the zoo. The flooding weakened the fence and made them "permeable" enough to allow the predators to escape, a police spokesperson said.

All of the big cats were recaptured hours later on Friday.

Authorities confirmed said the animals were "in their enclosure" and the officials were checking the damaged fence. A press conference was scheduled for Friday afternoon.

This article originally appeared on DW.com. Its content was created separately to USA

Article 2. <https://www.usatoday.com/story/tech/sciencefair/2017/01/18/primates-apes-monkeys-extinction/96724398/>

USA TODAY NEWS SPORTS LIFE MONEY **TECH** TRAVEL OPINION 39° INVESTIGATIONS CROSSWORDS SUBSCRIBE MORE

Over half of world's apes and monkeys in danger of extinction

Doyle Rice, USA TODAY Published 2:02 p.m. ET Jan. 18, 2017 | Updated 3:38 p.m. ET Jan. 18, 2017



(Photo: Russell A. Mittermeier)

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The world's apes and monkeys are in serious trouble.

About 60% of Earth's non-human primate species, including apes, monkeys, gorillas, gibbons and lemurs, are threatened with extinction and about 75% have declining populations, according to a study

published Wednesday.

"This truly is the 11th hour for many of these creatures," said [University of Illinois anthropology professor Paul Garber](#), who co-led the study.

In the case of the Hainan gibbon, a species of ape in China, fewer than 30 animals remain on the planet. The population of the Grauer's gorilla fell from 17,000 in the mid-90s to around 3,800 today, mainly from hunting and mining, the study said. And 22 out of the 26 primate species in China are endangered, Garber said.

Those and many other species will disappear in the next 25 years unless conservation becomes a global priority, Garber said. Of the 500 species of primates in the world, about 300 are threatened or endangered.

Humanity's population expansion is the main cause for the extinction threat, with 5 billion humans living in countries with primates. Habitat loss due to logging, mining and agriculture; hunting; the illegal pet trade; and climate change are all top reasons for the decline, Garber said. "Most of this has gone on in the past 100 years," he added.

The study, which involved dozens of authors from around the world, is the most comprehensive review of the world's primates ever conducted, the researchers say.



Deforestation in Sumatra. Habitat loss due to logging is one of the major threats to the world's non-human primates. (Photo: W. F. Laurance)

Health issues

Exercise 25. Study the vocabulary first. Then read, translate and discuss the text.

Glossary

suffer from sth
infectious

- **have the experience of sth bad.**

- **an infectious disease passes easily from person to person.**

disease
asthma
increase
breathe (in/out)
allergy

infection *n.*

- **an illness (e.g. skin disease, kidney disease).**

- **a medical condition which makes it difficult to breathe.**

- **get larger in number or amount.** increase *n.*
opp. decrease *v.n.*

- **take air into your lungs and let it out again.**

- **a medical condition that makes you ill when you touch, eat, or breathe sth that doesn't normally make other people ill.** allergic *adj.*

- **sudden and surprising.**

- **the state of being so fat that you are unhealthy.** obese *adj.*

dramatic
obesity
lead to sth
heart attack

- **cause or have sth as a result, often sth bad.**

- **when sb has a heart attack, their heart suddenly stops working normally.**

- **a disease in which your body can't control the level of sugar in the blood.** diabetic *adj.*

- **a feeling of being very unhappy (this can also be an illness).** depressed *adj.*



Diseases common among younger people

Nowadays fewer children **suffer from infectious diseases**, but the number of children around the world with **asthma** has **increased**. Doctors believe that the **breathing** difficulties of asthma sufferers are often caused by **allergies** to smoke, food, or pollution. There has also been a **dramatic** increase in **obesity** in young people in the last 20 years. Amongst other things, it can **lead to heart attacks, diabetes, and depression**.

Exercise 26. Write the related adjective.

infection _____ allergy _____
 obesity _____
 depression _____ diabetes _____

Exercise 27. Choose the correct word.

1. Breathing problems can be caused by asthmta /depression
2. Diabetes /Asthma is related to sugar in the blood.
3. She has a food allergy / asthma.
4. Diseases /Asthma can be infectious.
5. Instances of asthma have increased / decreased.
6. The increase is dramatic / infectious.
7. He had a heart / lung attack.

Exercise 28. Complete the sentences.

1. I can eat most things, but I'm _____to seafood. It makes me really ill.
2. So many children eat junk food; we have a big problem with _____in our country.
3. My uncle had a heart _____ last year, but he's fine now.
4. More people _____ from asthma than in the past.
5. He's _____, so he has to test his blood sugar levels regularly.
8. When you _____in, your _____fill with air.
9. Obesity can _____ to a number of serious _____.
- 10.He lost his job and became very _____, but he's happier now.
9. If you have breathing difficulties, you may be suffering from_____.
10. Fortunately there has been a small _____in numbers of children suffering from infectious diseases.

Diseases common among older people

<i>Word</i>	<i>Example</i>	<i>Meaning</i>
-------------	----------------	----------------

disabled disability <i>n</i>	<i>My sister is disabled: she can't walk.</i>	<i>not able to use a part of your body properly.</i>
blind go or be blind <i>syn</i> lose your sight	<i>My unde is going blind.</i>	<i>not able to see.</i>
deaf go or be deaf	<i>I'm a bit deaf so please speak up.</i>	<i>not able to hear.</i>
(have a) stroke	<i>She had a stroke, but she's able to walk again now.</i>	<i>a sudden illness which affects the brain and can stop you walking, talking, etc.</i>
heart disease	<i>He suffers from heart disease.</i>	<i>a serious long-term condition causing problems for your heart.</i>
cancer e.g. skin cancer	<i>He got lung cancer from smoking.</i>	<i>a very serious illness in which tumours often grow in the body.</i>
arthritis arthritic <i>adj.</i>	<i>I can't walk very far because of ray arthritis.</i>	<i>a disease which causes pain when you bend your arms, fingers, etc.</i>
memory loss	<i>She suffers from memory loss; she forgets things easily</i>	<i>a condition in which you lose your ability to remember things</i>

Exercise 29. Write the missing letters in the words.

- | | | | |
|------------------|--------------|-------------|---------------|
| 1) l _ng can_ er | 3) ar__r_tic | 5) bl _ _ _ | 7) h _ _rt |
| 2) m_m_r_l_ss | 4) br_ _n | 6) bl _ _ _ | 8) d_s_b_l_ty |

Exercise 30. True or false? T or F?

- Arthritis means your fingers, feet, etc. may be painful.
- If you are going deaf, you can't see very well
- If you lose your sight completely, you go blind.
- People with cancer often have a tumour in their body.
- Heart disease is the same as a heart attack.
- If you suffer from memory loss, you can remember things.
- A stroke attacks the lungs.
- Being deaf and blind are disabilities.
- If someone has heart disease, the problems started some time ago

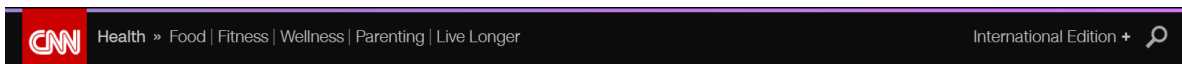
Exercise 31. Complete the text.

Elderly people usually become more disabled as time goes by. My grandmother, for example, suffers from (1) a _____, and she can't walk very easily. Last year she started to go a bit (2) d_____, but fortunately she hasn't lost her (3) s____so she can still enjoy the TV. Sadly, she suffers from (4) m_____loss, but that's very common with people of her age. No one in our family has suffered from either (5) c_____or (6) h _____disease, however.

Test yourself

Exercise 32. Read and translate the headlines of the articles from the CNN news channel, the newspaper “The Independent” and say what the articles are about. Then read each article and analyze it with the help of 5Ws and an H (find answers for Kipling’s questions – см. Приложение).

Article 1. https://edition.cnn.com/2018/05/21/health/eggs-heart-disease-study/index.html?utm_term=link&utm_medium=social&utm_source=fbCNNi&utm_content=2018-05-22T13%3A30%3A09



An egg a day might reduce your risk of heart disease, study says

By Susan Scutti, CNN

Updated 2230 GMT (0630 HKT) May 21, 2018



Photos: Fill your plate with superfoods

Researchers defined a "healthy diet" as one containing lots of fruits and vegetables, nuts, fish, moderate alcohol use and minimal red meat. Click through our gallery of superfoods for what to include in your healthy diet.

Story highlights

Adults who ate an egg a day had a 26% lower risk of hemorrhagic stroke than those who avoided eggs

Daily egg eaters also had an 18% lower risk of dying from cardiovascular disease

(CNN) — Eating an egg a day may lower your risk of cardiovascular disease, a study of more than 400,000 adults in China suggests.

Daily egg eaters had an 18% lower risk of dying from cardiovascular disease, which manifests as heart attacks and strokes, compared with adults who avoided eggs, according to the [research](#) published Monday in the

journal Heart.

Commonly called heart disease, cardiovascular disease includes heart failure, arrhythmias and heart valve problems in addition to strokes and attacks. Raised blood pressure, carrying too much weight or obesity, and elevated blood sugar all contribute to the risk of cardiovascular disease, which is triggered by unhealthy diet, physical inactivity, smoking and harmful use of alcohol.

'Controversial' nutrition source

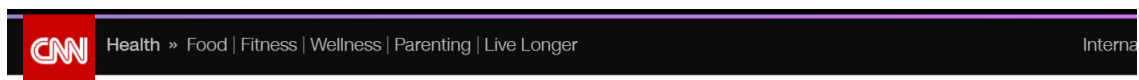
In the past, doctors sometimes warned patients to avoid [eating too many eggs](#).

Though eggs contain high-quality protein and other positive nutritional components, they also have high amounts of cholesterol, which was thought might be harmful, explained [Canqing Yu](#), a co-author of the study and an associate professor in the Peking University School of Public Health in Beijing.



Yet "existing studies on the association between egg and cardiovascular diseases are controversial due to small sample size and limited information," Yu wrote in an email. Past studies have provided only limited evidence from the Chinese population, "which have huge differences in dietary habits, lifestyle behaviors and diseases patterns," Yu said.

Article 2. <https://edition.cnn.com/2018/03/07/health/brain-food-drayer/index.html>



Some foods better for your brain, memory

By [Lisa Drayer, CNN](#)

🕒 Updated 1554 GMT (2354 HKT) March 7, 2018

Story highlights

People who ate fish at least once a week had a 60% lower risk of Alzheimer's disease

Study: Caffeine appeared to reduce cognitive decline in older women without dementia

(CNN) — You may be aware of foods that protect our hearts and bones and even keep our weight in check as we age. But which foods keep our brains in top shape? Below is an evidence-based list of brain foods that may help pre-empt senior moments and more.

Berries

Berries may do more than add sweetness and color to a morning bowl of cereal or yogurt. In fact, they may help to keep our brains sharp as we age.

In a study that looked at the diet habits of more than 16,000 older women over a 15-year period, researchers found that those who consumed at least one half-cup of blueberries or at least one cup of strawberries each week had slower rates of cognitive decline. Specifically, when women were given various tests, including the ability to recall words or retell a story, the berries appeared to [slow memory decline](#) by up to 2½ years, according to lead author Elizabeth Devore,

associate epidemiologist at Brigham and Women's Hospital and an instructor in medicine at Harvard Medical School.



Related Article: Ten tasty snacks under 200 calories, and four disappointing ones

The fact that diet intake was followed for such a long time is meaningful, as it's long enough to also potentially impact the pathology of diseases that may begin in midlife, such as Alzheimer's, explained Devore.

Berries contain natural compounds known as anthocyanidins, which, in addition to contributing color to fruit, may help keep our brains in top shape through their antioxidant and anti-inflammatory effects.

"Inflammation and oxidative stress have been implicated in cognitive decline," Devore said. Additionally, animal research has revealed that anthocyanidins cross the blood-brain barrier, which may directly impact neurons involved with learning and memory, she explained.

Fish and oil

If you've been pregnant, you might remember taking a prenatal vitamin with DHA in it. That's because DHA, an omega-3 fatty acid that is found in fish (and also plant foods like algae), plays a role in brain development, starting before birth. The important role of this omega-3 fat continues into adulthood: One meta-analysis linked consumption of DHA to [improved memory function](#) in older adults with mild memory complaints.

The study is consistent with Morris' previous research, which found that consuming omega-3 rich fish just once a week was associated with a 10% per year [slower rate of cognitive decline](#) among older adults.

In another study that Morris co-authored, people who consumed fish at least once per week had a [60% lower risk of Alzheimer's](#) disease.

Article 3. https://www.independent.co.uk/news/health/cancer-diagnosis-deaths-preventable-smoking-obesity-suncream-breast-prostate-lung-lifestyle-a8380776.html?utm_term=Autofeed&utm_campaign=Echobox&utm_medium=Social&utm_source=Facebook#link_time=1527968929



News > Health

Global cancer cases rise by a third in a decade as life expectancy and unhealthy habits increase, finds major study

'Lifestyle cancers' linked to smoking, bad diet and sun exposure rising particularly fast in developing countries

The number of **cancer** cases diagnosed around the world each year has risen by almost a third in the past decade as increasing **life expectancy** means millions of more people will be diagnosed in their lifetime.

Researchers said there was also cause for concern in the rise in skin, lung and colorectal cancers, which could largely be prevented by addressing lifestyle habits like **smoking** and diet.

The Global Burden of Disease Cancer Collaboration audits diagnosis rates and deaths of 29 types of cancer around the world each year.

Its latest report, published in the *JAMA Oncology* journal, shows there were 17.2 million cancer cases, and 8.9 million cancer deaths around the world in 2016.

Crime

Exercise 33. Study the vocabulary and practice the words in the following exercises.

Glossary

against the law	– against the rules of a country, SYN illegal , <i>opp legal</i>
steal sth <i>pr</i> stole <i>pp</i>	– take sth belonging to sb else without permission.
stolen	– sth that belongs to you (e.g. a computer, jewellery).
property	– do sth illegal
commit a crime	– do sth illegal/against the law. OPP obey
break the law	the law.
offence	– an illegal activity, syn crime. (The person is an offender / a criminal).
minor	– not important, OPP serious.
violent	– using force to hurt sb physically, violence n.
kill sb	– make sb die.
attack sb	– start fighting or hurting sb.
go to prison	– go to a place where criminals have to stay after committing a crime, SYN go to jail.

What is crime?

Crime is activity which is against the laws for example, if you steal someone's property, you are committing a crime and breaking the law. Some offences are only minor, e.g. illegal parking: but for more serious and especially violent crimes, e.g. killing or attacking someone, a person could go to prison for a long time.

Exercise 34. Circle the verbs below. Don't circle the other words.
*offence minor kill violent law steal crime prison commit illegal serious attack
 criminal offend obey*

Exercise 35. *Is the meaning the same or different? Write S or D.*

- | | |
|-----------------------------------|------------------------------------|
| 1). illegal / against the law | 5). criminal / offender |
| 2). an offence / a crime | 6). commit a crime / break the law |
| 3). legal / illegal. | 7). prison / jail |
| 4). kill someone / attack someone | 8). minor crime / serious crime |

Exercise 36. *Complete the sentences using a word from the box. Put the verbs in the correct form.*

violent serious against break property steal jail minor violence go attack

- There is a lot of _____ in the centre of town at night.
- A group of boys _____ the man, but fortunately he wasn't badly hurt.
- The young man _____ my bike and sold it in the market.
- _____ was stolen from several houses in the street last night.
- It was a very _____ crime; several people had to go to hospital.
- He committed a _____ crime, and he'll probably go to _____ for a long time.
- I've never _____ the law.
- He parked in the wrong place; it was only a _____ offence, but it's still _____ the law.
- She did something terrible, and I heard that she _____ to prison.

Types of crime

Crime	The crime of...	Verb	Criminal
theft	taking something which belongs to someone else without permission.	He steals cars and sells them.	thief
robbery	stealing from a person or place, often using violence.	They were planning to rob the bank.	robber
burglary	entering a building illegally and stealing things from it.	They broke into the house and stole some jewellery.	burglar
shoplifting	stealing things from a shop.	She stole a skirt from the supermarket.	shoplifter
mugging	attacking someone in a public place in order to steal from them.	He mugged people for their money late at night.	mugger
assault	hurting someone physically.	He assaulted/attacked , a man. He stabbed him.	attacker

murder	killing someone deliberately (= you wanted or planned to do it)	He murdered his neighbour. Why did he shoot him?	murderer
---------------	---	--	-----------------

Language focus.

Someone **steal** money or things, but **rob** a person or place.

Someone has **stolen** my bike. Thieves **stole** € 2000 from the shop.

I was **robbed** at the football match. They **robbed** the museum last night.

Exercise 37. One word in each sentence is wrong. Cross it out.

1. Rob, steal, murder, and attacker are all verbs.
2. Theft, mug, robbery, and assault are all crimes.
3. Shooting, assaulting, stabbing, and breaking into are all ways of attacking people physically.
4. Mugging, assault, shoplifting, and murder are all acts of violence.
5. Mugger, shoplifter, thief, and burglary are all criminals.
6. Thieves, murderers, robbers and burglars all steal property.

Exercise 38. Complete the sentences.

1. The thief _____ \$1000.
2. Two robbers _____ into the museum and _____ three paintings. A guard tried to stop them, but one robber had a knife and .. him in the chest.
3. The driver killed a man, but it wasn't murder, because he didn't do it ____ .
4. Someone _____ me on the way home last night. He had a gun and said he would _____ me if I didn't give him money and my mobile phone. It was horrible.
5. He will be in prison for the rest of his life for his wife. He bought a gun and _____ her while she was asleep.
6. A _____ broke into our house and took our jewellery and cameras.
7. The three men _____ that bank because it was in a very quiet area.

The Justice System

Exercise 39. Read and say what are the steps of a police investigation?

A police investigation

A crime is **reported** to the police, usually by the **victim**. The police **investigate** it. The victim and **witnesses** tell the police what they know. The police **may** take **fingerprints**, or take photos where the crime **took place**. If possible, they **catch** the **suspect** and **arrest** him. If there is enough **evidence**, they will **charge** the suspect and he will **go to court**.

Glossary

report sth
victim
investigate sth
witness

- give information that sth has happened.
- a person who has been robbed, injured, etc.
- try to find out about sth.
- a person who sees sth happen (e.g. a crime or an accident).

may	– we use <i>may</i> to say that sth is possible, <i>SYN might</i>
take place	– <i>happen.</i>
catch sb	– <i>find and hold sb.</i>
PT caught PP caught	
suspect	– <i>a person who the police think has committed a crime.</i>
evidence	– <i>facts, signs, or objects that make you believe sth is true.</i>
charge sb	– <i>(of the police) say officially that they believe sb has done sth illegal.</i>

Exercise 40. Choose the correct word.

When a robbery has taken place, someone will (1) investigate/report it to the police. (2) Victims/Suspects and witnesses will tell the police what they saw. After that, the police will begin to (3) investigate/charge the crime. They may take photos and take (4) fingerprints/suspects where the robbery (5) took place/caught. They (6) will/may catch the (7) suspect/victim; if they do, they will (8) report/arrest him. If they have enough (9) evidence/victims, they will (10) catch/charge the suspect, and he will have to go to (11) court/the police station.

Exercise 41. Answer the questions. One question has more than one answer.

- 1 Who takes fingerprints?
- 2 Who is charged?
- 3 Who investigates the crime?
- 4 Who is hurt by the crime?
5. Who is caught?
6. Who usually reports the crime?
7. Who is arrested?
8. Who sees the crime take place?
9. Who has to find the evidence?

Exercise 42. Read and translate the text. Look up the new words in the dictionary.

In court

In Britain, serious crimes such as robbery and murder are **tried** by a **judge** and **jury**. At the **trial**, **the prosecution** aims to **prove** that **the accused** (or **defendant**) has committed the crime. **The defence** aims to prove he is **innocent**. At the end, the jury decides whether the defendant is **guilty** or not guilty. If he is guilty, he is **sentenced** by the judge. He may **get a fine** or a **prison sentence**.

Glossary

try sb	– <i>ask questions and listen to evidence in court to decide if sb has done sth illegal.</i>
trial	– <i>an examination of evidence in court to decide if sb has done sth illegal.</i>
the prosecution	– <i>the lawyers who try to prove that the accused person has committed a crime. prosecute sb v.</i>
prove sth	– <i>give evidence to show that sth is true. proof n.</i>
the defence	– <i>the lawyers who try to prove that the accused person has not</i>

innocent
sentence sb

committed the crime. defend sb v.
– *if you are innocent, you have done nothing wrong, opp. guilty*
– *tell sb who is guilty what they will have to do, e.g. go to prison.*

fine

sentence n.
– *a sum of money you have to pay if you break a law. fine sb v.*

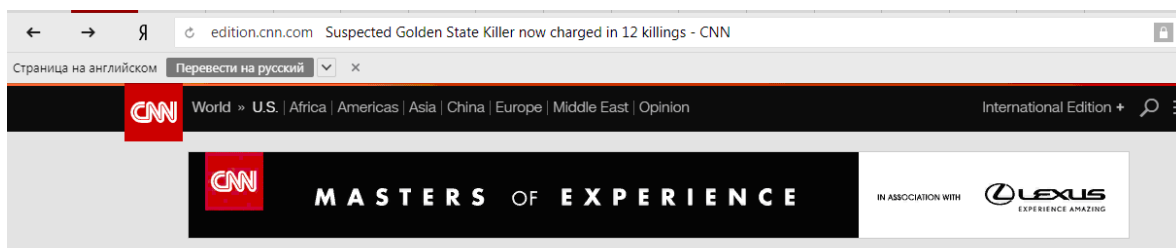
Exercise 43. Complete the sentences using the words on the right in the correct form.

- | | |
|--|-----------|
| 1. He may get a prison _____. | SENTENCE |
| 2. The accused is _____ by the judge and jury | TRY |
| 3. The defence must _____ that the accused is innocent. | PROOF |
| 4. The _____ has to show that the accused committed the crime. | PROSECUTE |
| 5. If the _____ is guilty, he may go to prison. | DEFEND |
| 6. The guilty person is _____ by the judge. | SENTENCE |
| 7. A _____ takes place in court. | TRY |
| 8. A person who is guilty may be _____ a sum of money. | FINE |

Test yourself

Exercise 44. Read and translate the headlines of the articles from the CNN channel (Cable News Network - Кабельная Новостная Сеть) and the newspaper "Independent" and say what the articles are about. Read each article and analyze it with the help of 5Ws and an H (find answers for Kipling's questions – см. Приложение).

Article 1. <https://edition.cnn.com/2018/05/10/us/suspected-golden-state-killer-charges/index.html?sr=fbCNN051018suspected-golden-state-killer-charges1120PMStoryLink>



Suspected Golden State Killer now charged in 12 killings

By Cheri Mossburg and Darran Simon, CNN
Updated 0900 GMT (1700 HKT) May 11, 2018



Sacramento DA: We found needle in the haystack 02:10

(CNN) — [Joseph James DeAngelo](#), the suspected Golden State Killer, was charged Thursday with four additional counts of murder, according to Santa Barbara County District Attorney Joyce Dudley.

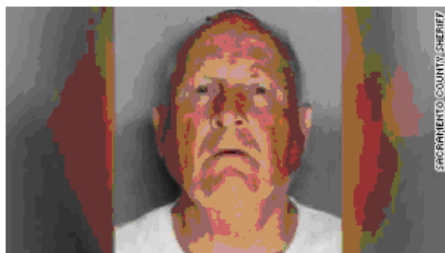


Authorities have said they believe the Golden State Killer was responsible for killing a dozen people and for at least 50 rapes in 10 counties in California between 1976 and 1986.

DeAngelo, 72, who was [arrested](#) last month, was previously charged with eight slayings, including four in Orange County, two in Ventura County and two in Sacramento County. [He has not yet entered a plea.](#)

DeAngelo is accused of killing Debra Alexandria Manning on December 30, 1979, while committing a rape and a burglary, according to the new charges. He is also accused of killing Robert Offerman that same day while committing a burglary, according to the complaint.

DeAngelo is also charged with killing Cheri Domingo while committing a rape and a burglary and killing Greg Sanchez while committing a burglary -- both on July 27, 1981, according to the complaint.



James DeAngelo, 72. DeAngelo is believed to be the long-sought criminal

Killings shook communities

"Violent cold cases never grow cold for victims or their loved ones," Dudley told reporters. "In fact, most of them spend their lives feverishly seeking answers and desperately hoping for justice."

DeAngelo's attorney Diane Howard said Thursday she

Article 2. <https://www.independent.co.uk/news/uk/crime/crime-street-robbery-normanton-derby-broken-neck-zofija-kaczan-dead-a8385771.html>

News > UK > Crime

Woman, 100, who had her neck broken in Derby street robbery has died

Zofija Kaczan was on way to church when she was targeted in 'absolutely horrific' attack

A 100-year-old woman whose neck was broken during a street robbery in **Derby** has died, police have said.

Zofija Kaczan was walking to church when she knocked over from behind last week by **a mugger who stole her handbag**.

She suffered multiple injuries and died in the early hours of Wednesday morning, Derbyshire Police said.



“This crime is absolutely horrific,” said detective chief inspector Darren De’ath.

“Mrs Kaczan was a well-loved member of the community and that she was targeted in this way is disgusting.”

READ MORE

Woman, 100, left with broken neck after 'nasty' street robbery

A 39-year-old man arrested in connection with the robbery was released under investigation earlier this week.

Ms Kaczan also suffered a fractured cheek and facial bruising after she was targeted in the Normanton area of the city at 8.45am on Monday, 28 May.

She is reported to have been a widower and former factory worker who moved to the UK with her husband following World War II.

Police said last week that Ms Kaczan was in a stable condition and appeared to be recovering following the robbery.

“She is sitting up and talking which is very positive,” detective inspector Chris Whiteley told the *Derby Telegraph*.

However, her condition deteriorated and she later died.

Before her death, gave police a description of the thief who she said approached her from behind, knocked to the ground and stole her handbag.

The bag, which is green, made of fake leather and has gold clasps, was later found nearby at the junction of Moore Street and Normanton Road.

Politics. British Parliament

Exercis 45. Study the vocabulary. Then read, translate and discuss the text. Compare it with the political system in your country.



Glossary

election	– <i>the time when people choose individuals to speak for them and act for them, elect v.</i>
hold sth	– <i>organize an event such as an election.</i>
constituency	– <i>one of the areas into which the country is divided for voting in political elections.</i>
vote for sb/sth	– <i>choose sb/sth in an election, vote n.</i>
represent sb/sth	– <i>act officially for people or an organization.</i>
political party	– <i>a group of people with the same ideas who want to win an election (e.g. the Labour Party, the Conservative Party).</i> – <i>in political control of the country.</i> – <i>a person with a job in politics.</i>
in power	– <i>the group of people elected to make the laws in a country.</i>
politician	– <i>sth be formed or made up of sth.</i>
parliament	– <i>the largest number or part of sth. Opp. minority.</i>
consist of	– <i>the group of people in control of a country, govern v.</i>

majority
government
prime minister
(or PM)

– *the leader of the government in some countries.*



The British political system

In the United Kingdom (the UK), **elections** are **held** about every five years. The UK is divided into 646 political areas, called **constituencies**, and in each constituency people **vote for** one person **representing** the **political party** they want to see **in power**. The **politician** with the most votes becomes the **Member of Parliament** (known as an MP) for that area. Parliament, therefore, **consists of** 646 MPs, and the party with the **majority** of MPs forms the **government**. The leader of that party also becomes **prime minister**.

Exercise 46. True or false in Britain? Write T or F.

1. Elections must be held every four years
2. People can only vote for one person in this election.
3. Two or three people may be elected in each constituency.
4. If you are a Member of Parliament, you are in the government
5. The leader of the largest political party in parliament becomes prime minister.
6. The party with the minority of elected MPs forms the government.
7. The British parliament consists of 646 elected representatives.

Exercise 47. Complete the sentences.

1. How often do you hold _____ for parliament?
2. Parliament _____ of people from a number of different political ____.
3. In the UK, the Conservative Party was in _____ from 1979 to 1997.
4. Who did you _____ for in the last election?
5. Politicians _____ the people who elect them.
6. She had over 50 per cent of the votes, so a _____ of the people voted for her.
7. PM is an abbreviation of _____.

Exercise 48. About your country. Write your answers and ask another student.

1. How often does your country usually hold elections? _____
2. Which political party is in power at the moment? _____
3. How long have they been in power? _____
4. What is the title of the leader of the party? _____
5. How many people are in parliament? _____

Political objectives

Glossary

objective	– a thing you are trying to do. syns aim. goal.
announce sth	– say sth officially and in public, announcement n.
priority	– a thing that is important or that you must do before anything else.
focus on sth	– give all your attention to sth. focus n.
need for sth	– a situation in which you must have or do sth.
policy	– a plan to do sth. agreed by a government, company, etc.
persuade sb (to do sth)	– give reasons to make sb agree (to do sth).
face sth	– have to deal with a difficult situation.
immigration	– the process of coming to live in a country that is not your own (the people are called immigrants).
launch sth	– start sth new, especially a campaign or product.
campaign	– (often used in politics or business) a plan to do a number of things with a specific aim.

Exercise 49. Read and translate the news from the government.

- The government has **announced** that its first **priority** will be education, and today the prime minister will **focus** on the **need for** more young people to go to university.
- A **new** transport **policy** will be announced today, which aims to **persuade** motorists to leave their cars at home.
- The government will **face** strong **opposition** to their new **immigration** policy.
- An Olympic athlete has been chosen to **launch** the government's new fitness **campaign**.



Exercise 50. Choose the correct answer.

1. If you announce something, you say it in public / private.
2. A priority is important / not important.
3. If you face a problem, you avoid it / deal with it.

4. If you launch something, you start it /finish it.
5. Immigration is the process of coming / going to live in a foreign country.
6. If you oppose something, you agree / disagree with it.
7. If you persuade somebody to do something, they do / don't do it.

Exercise 51. Complete the sentences.

1. Helping poor people is a major _____ for the government.
2. Do you agree with the government's economic _____?
3. They've launched a _____ to educate people about the tax system.
4. Some MPs already agree with the prime minister, but he still has to _____ others.
5. The USA received a lot of European _____ in the early twentieth century.
6. The main _____ of the education policy is to give parents more choice.
7. It's clear that the _____ disagree strongly with the government's policy.
8. In his speech, the prime minister will _____ on health issues.
9. The government has expressed the _____ for change in their education policy.

War and Peace. Conflict

A **war** is a long period of **fighting** between two or more countries. Some countries have been at war for years. There are also civil wars (= fighting between two or more groups in the same country). These are some of the most violent - **soldiers** are killed, but many civilians (= people not in the army or navy, etc.) also die. Wars often end with a **peace settlement**. (= both sides agree to stop fighting).

Exercise 52. Study the vocabulary and then practice it with the help of the following exercises.

Glossary

conflict – an angry argument or state of fighting between people or countries. (**war** is fighting between countries or groups using guns, etc.)

bomb – a container packed with materials that can burst out with force.

explode – burst with force and a loud noise,

SYN. **go off. explosion** n.

dozen – twelve or a group of twelve (**half a dozen** = 6).

soldier – a person who is a member of an army.

fight PT **fought** – When people **fight**, they try to hurt or kill each other (sb who fights is a **fighter**), **fight** n.

battle – a fight between armies in a war.

capture sb/sth – 1) catch and keep sb so they can't leave; 2) take control of sth.

enemy – the people your army or country is fighting against.

be in control of sth – have the power or ability to deal with sth.

surrender – stop fighting and admit you have lost. SYN. **give up**.



crisis – a time of great danger or difficulty, **critical** adj.
civil war – a war between groups of people who live in the same country.
break out – (used about fighting, wars, fires, etc.) start suddenly.



Exercise 53. Read and translate the news about conflicts.

- The bomb exploded in the city centre killing at least a dozen people...
- Soldiers fought a two-hour gun battle and captured a number of enemy fighters...
- The army have captured the airport and are now in control of the situation.
- Most enemy soldiers have now surrendered. If the current crisis gets worse, civil war could break out at any time...

Exercise 54. Match 1-6 with a-g.

- | | |
|-----------------------|----------------------|
| 1. They're in control | a) surrendered |
| 2. The conflict | b) the main port |
| 3. Soldiers fought | c) guns were found |
| 4. Two bombs | d) of the city |
| 5. Soldiers captured | e) a long battle |
| 6. The soldiers | f) exploded |
| 7. A dozen | g) lasted many years |

Exercise 55. Complete the sentences.

1. It has become a serious _____ and could end in war.
2. Why did war break _____ ?
3. The _____ exploded at 10.15.
4. Fifty people died in the first _____ of the war.
5. There are 50,000 _____ in the army.
6. Are they in _____ of the situation?
7. The conflict could result in civil _____.

Пабло Пикассо. Голубь мира



Compromise

Example	Word and meaning
The US and its European allies are both determined to find a solution.	ally - a country that agrees to support another country. determined - having a strong desire to do sth and be successful.

<p>The two countries involved are hoping they can reach an agreement.</p>	<p>involved - <i>taking part in sth or connected to sth.</i> reach an agreement - <i>arrive at a decision that both sides agree on.</i></p>
<p>Leaders from the two main parties are now negotiating, and there is some hope of a peace settlement.</p>	<p>Leader - <i>a person who is in charge or control of sth.</i> negotiate - <i>talk to sb in order to decide or agree on sth.</i> peace settlement - <i>an official agreement that ends a war (peace is a time when there is no war).</i></p>
<p>The two sides have finally agreed a ceasefire.</p>	<p>side - <i>either of two or more groups who are arguing or fighting with each other.</i> ceasefire - <i>an agreement between two sides to stop fighting.</i></p>
<p>If both sides are willing to compromise, there could be a settlement fairly soon.</p>	<p>willing to do sth - <i>ready to do sth.</i> Opp. unwilling. compromise - <i>accept less than you want in order to reach an agreement, compromise n.</i></p>

Terrorism

This is violent action for political reasons. People who do this are terrorists. A common terrorist crime is putting bombs in public places often to kill (assassinate) important people. Terrorists also hijack planes and buses (take control of them by force). The people on board then become prisoners (called hostages). The terrorists may agree to release the hostages (permit the hostages to go free) if governments agree to their demands, perhaps giving them money or releasing other terrorists from prison.

Exercise 60. Complete these sentences with a suitable word.

1. Terrorists have hijacked a.....
2. Two men attempted to assassinate the.....
3. One of the terrorists planted a.....
4. The terrorists have agreed to release all the
5. During the fighting a number of civilians were....
6. The two sides have agreed to a peace

Test yourself

Exercise 58. Read and translate the headline of the articles from the newspaper "The Independent" and say what the article is about. Read the article and analyze it with the help of 5Ws and an H (find answers for Kipling's questions).

Article 1. <https://www.independent.co.uk/news/world/middle-east/after-two-years-of-war-yemenis-face-cholera-famine-and-state-collapse-a7766896.html>

News > World > Middle East

After two years of war, Yemenis face cholera, famine and state collapse

Already one of the world's most urgent humanitarian disasters, the situation in Yemen is only getting worse

Yemen and its people are engulfed by utter devastation. In the two-plus years of the conflict between the Houthi movement and its allies, including former president Ali Abdullah Saleh, and an interim government supported by a Saudi-led military coalition, more than 10,000 people have died – and not just because of violence.

Two thirds of Yemen's 26 million people live with the reality of famine, with about 7 million already suffering from acute malnutrition. Of this number, more than 3 million face acute malnourishment. In these conditions, a child under five dies every 10 minutes. What's more, the World Health Organisation is sounding the alarm over a new cholera outbreak in the country, which has killed hundreds of people and put some 150,000 at risk.

While it's true that both sides of the conflict have inflicted innumerable harms on Yemeni civilians, the overwhelming force of the Saudi coalition, backed and supplied by the US and the UK, has received the bulk of the attention, at least in the Western media.

Грамматика
Wordbuilding. Словообразование

В английском языке существуют следующие способы словообразования: словосложение, словопроизводство с помощью суффиксов и префиксов, и конверсия – переход слов из одной части речи в другую без изменения формы слова.

1. **Словосложение** – это соединение двух слов в одно с образованием нового слова:

Примеры сложных существительных:

schoolchildren – школьники; *postman* – почтальон; *newspaper* – газета

Примеры сложных прилагательных:

waterproof – водонепроницаемый; *red-hot* – накаленный докрасна;
first-class – первоклассный

Примеры сложных местоимений:

something – что-нибудь; *anywhere* – везде; *somehow* – как-нибудь

1. **Словопроизводство** – это образование нового слова с помощью суффиксов и префиксов.

Наиболее употребительные суффиксы и префиксы существительных

Суффиксы

-er/or – teacher преподаватель, writer писатель, actor актер, doctor доктор **-ist** – scientist ученый, artist художник

-ment – movement движение, development развитие, government правительство

-ance – distance расстояние importance важность, appearance внешность

-(t)ion – revolution революция, translation перевод, operation действие

-ity/-ty – popularity популярность, honesty честность, ability способность

-hood – childhood детство, neighbourhood окрестность

-ship – friendship дружба, leadership лидерство

-age – passage проход, breakage поломка

-ence – conference конференция, difference различие

-dom – freedom свобода, wisdom мудрость

-sion/ssion – revision пересмотр, discussion обсуждение

-ness – happiness счастье, illness болезнь, darkness темнота

Префиксы

re – reconstruction реконструкция

co – cooperation сотрудничество, coexistence сосуществование

dis – disadvantage неудобство, discomfort дискомфорт

in – inaccuracy неточность, independence независимость

mis – misunderstanding недоразумение, misinformation дезинформация

im – impossibility невозможность, impatience нетерпение

un – unemployment безработица, unreality недействительность

il – illegality незаконность, illiteracy неграмотность.

Наиболее употребительные суффиксы и префиксы глаголов

Суффиксы

- en** – deepen углубить, lighten осветить, strengthen усилить
- fy** – classify классифицировать, electrify электризовать, specify определить
- ize** – organize организовать, characterize характеризовать, mechanize механизировать
- ate** – indicate указать, activate активизировать

Префиксы

- co** – cooperate сотрудничать
- de** – decode расшифровать, decompose разложиться
- dis** – disappear исчезнуть
- in** – input вводить
- inter** – interact взаимодействовать, interchange взаимозаменять
- over** – overheat перегревать, overhear подслушивать
- re** – reconstruct восстановить, rewrite переписать

Наиболее употребительные суффиксы и префиксы прилагательных

Суффиксы

- able** – comfortable удобный
- al** – natural естественный, cultural культурный, territorial территориальный
- ant** – distant отдаленный, resistant стойкий
- ent** – dependent зависимый, different различный
- ful** – careful осторожный, useful полезный, powerful мощный
- ible** – possible возможный, visible видимый
- ic** – atomic атомный, historic исторический
- ive** – inventive изобретательный, effective эффективный
- less** – hopeless безнадежный, useless бесполезный, homeless бездомный
- ous** – famous известный, dangerous опасный, various различный
- y** – rainy дождливый, sunny солнечный, dirty грязный

Префиксы

- un** – unhappy несчастный, unable неспособный, uncomfortable неудобный
- in** – independent независимый, indirect косвенный, invisible невидимый
- im** – impossible невозможный, imperfect несовершенный
- ir** – irregular нерегулярный, irrational иррациональный
- il** – illegal незаконный, illimitable неограниченный
- non** – non-ferrous цветной

3. Конверсия

Конверсией называется совпадение формы и произношения слов, относящихся к различным частям речи: *water* – вода (существительное) *to water* – поливать (глагол)

limit – предел (существительное) *to limit* – ограничивать (глагол)
hand – рука (существительное) *to hand* – вручать (глагол) и т.д.

Exercise 1. Make up new words with the help of the following suffixes and prefixes. Translate the words.

-er/or

to teach обучать – teacher учитель

to write – to borrow – to lend

-sion/ssion/ tion

to produce производить – production производство

to discuss – to include

-ment

to move двигать(ся) – movement движение

to develop – to replace

-ing

to build строить – building здание

to meet – to write

-ness

happy счастливый – happiness счастье

ill – dark

Exercise 2. Read the following nouns and say the words they were made of.
pressure, construction, direction, concentration, collection, necessity, agreement, difference, drawing

Exercise 3. Using the suffixes and prefixes make up nouns from the following words, then translate them into Russian.

a) to sail, to connect, to educate, to build, to create

b) friend, leader, fellow

c) dark, weak, cold, bright, free

Exercise 4. Make up adjectives from the following words, using the prefixes and suffixes, then translate the words.

hope, truth, beauty, rain, peace, help, colour, power, joy, care, use

Exercise 5. Think about the meaning of the prefixes and make up new words.

1. inter– 2. post– 3. bi– 4. pre– 5. multi– 6. ex–

a) more than one; many

b) later than; after

c) before; in preparation

d) former and still living

e) between; among a group

a) two; twice; double

Времена английского глагола

Группа простых времен: настоящее простое (Present Simple), будущее простое (Future Simple), прошедшее простое (Past Simple)

Формы глагола в Present Simple – настоящее простое

Глаголы в формах настоящего простого времени описывают действия как факт, которые происходят *всегда (always), часто (often), обычно (usually), иногда (sometimes), происходят регулярно или никогда, повторяются каждый вечер, день, год, каждую минуту, неделю* и т.п. Такие слова являются сигналами, **словами-маркерами** для употребления времени Present Simple. Обратите на их место в предложении:

She often speaks English. – Она часто говорит по-английски.

I go to school every day. – Я хожу в школу каждый день.

В предложениях с глаголом **to be** эти наречия обычно ставятся после глагола: *He is never late for the lessons.* – Он никогда не опаздывает на уроки.

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	<i>I (you) ask. He (she, it) asks.</i>	<i>Do I (you) ask? Does he (she, it) ask?</i>	<i>I (you) do not ask. He (she, it) does not ask.</i>
Мн.	<i>We (you, they) ask.</i>	<i>Do we (you, they) ask?</i>	<i>We (you, they) do not ask.</i>

Будущее простое время – Future Simple

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	<i>I shall ask. You (he, she, it) will ask.</i>	<i>Shall I ask? Will you (he, she, it) ask?</i>	<i>I shall not ask. You (he, she, it) will not ask.</i>
Мн.	<i>We shall ask. You (they) will ask.</i>	<i>Shall we ask? Will you (they) ask?</i>	<i>We shall not ask. You (they) will not ask.</i>

Слова-маркеры – *tomorrow (завтра), next year (в следующем году), in a year (через год) и т.п.*

Прошедшее простое время – Past Simple.

Образование форм глагола зависит от характеристики глагола - правильный или неправильный. Правильные глаголы в прошедшем времени принимают окончание **-ed** (2-я форма глагола): *to ask — asked, to change — changed, to receive — received.*

Правило произношения окончания **-ed**: **после звонких согласных и**

гласных звуков окончание произносится **звонко** как [d] – *loved*, а **после глухих** согласных – **глухо**, как [t] – *looked*. После звуков [d] и [t] на конце слова окончание *-ed (-d)* произносится как [id] – *landed, started*.

Неправильные глаголы образуют 2-ю форму особым образом, их форму нужно запоминать (см. таблицу неправильных глаголов, для Past Simple 2-ой столбик).

Слова-маркеры – *yesterday, last (year/month/week), ago, the other day (на днях), in the past, in 1997 (2018)*.

Отрицательная и вопросительная формы в Past Simple образуются при помощи вспомогательного глагола **did** (при отрицании с частицей **not** - краткая форма: **didn't**). В вопросительном предложении нужна перестановка подлежащего и вспомогательного глагола. Вопросительные слова при этом стоят всегда впереди.

Примеры с правильным глаголом:

He liked the film. – Ему понравился фильм.

He didn't like the film. – Ему не понравился фильм.

Did he like the film? – Ему понравился фильм?

What film did he like? – Какой фильм ему понравился?

Примеры с неправильным глаголом:

He went to the cinema yesterday. – Он ходил в кино вчера

Did he go to the cinema? – Он ходил в кино вчера?

He didn't go to the cinema. – Он не ходил в кино вчера.

Необходимо выучить таблицу неправильных глаголов (см.Словарь).

Группа временных форм Continuous

Глаголы в формах Continuous описывают действие как *процесс*, как *длительность* – в определенный момент в прошлом, настоящем или будущем: I am going to school (*now*). – Я иду в школу (*сейчас, в настоящий момент*). *I was reading a book yesterday at 5 o'clock.* – Я читал книгу вчера в 5 часов. I will be watching TV tomorrow at 7 o'clock. – Я буду смотреть телевизор завтра в семь часов.

Помимо этой функции, глаголы в Present Continuous выражают действие, отнесенное в ближайшее будущее: *We are leaving for Moscow in July.* – Мы уезжаем в Москву в июле.

Формы глагола в Present Continuous

Present Continuous употребляется для выражения действия, длящегося в настоящий момент, период или находится в процессе своего развития. Указание на время типа **now** (сейчас), **at the moment** (в данный момент) может быть либо выражено, либо подразумеваться.

С глаголами, которые обозначают не действие, а состояние, **Present Continuous** обычно не употребляется: to feel (чувствовать) to be (быть, находиться) to live (жить) to stay (оставаться) to hear (слышать) to see (видеть) to know (знать) to remember (помнить) to think (думать) to want (хотеть) to like

(любить, нравиться) to love (любить).

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч	<i>I am asking. You are asking. He (she, it) is asking.</i>	<i>Am I asking? Are you asking? Is he (she, it) asking?</i>	<i>He (she, it) is not asking.</i>
Мн.ч	<i>We (you, they) are asking.</i>	<i>Are we (you, they) asking?</i>	<i>We (you, they) are not asking.</i>

Формы глагола в Past Continuous

Past Continuous обычно употребляется для выражения конкретного действия, длившегося в точно указанный момент или период в прошлом.

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	<i>I (he, she, it) was asking. You were asking.</i>	<i>Was I (he, she, it) asking? Were you asking?</i>	<i>I (he, she, it) was not asking. You were not asking.</i>
Мн.	<i>We (you, they) were asking</i>	<i>Were we (you, they) asking?</i>	<i>We (you, they) were not asking.</i>

Формы глагола в Future Continuous

Future Continuous употребляется для выражения действия, которое **будет длиться в точно указанный момент или период в будущем.**

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед	<i>I shall be asking. You (he, she, it) will be asking.</i>	<i>Shall I be asking? Will you (he, she, it) be asking?</i>	<i>I shall not be asking. You (he, she, it) will not be asking.</i>
Мн	<i>We shall be asking. You (they) will be asking.</i>	<i>Shall we be asking? Will you (they) be asking?</i>	<i>We shall not be asking. You (they) will not be asking.</i>

Группа временных форм Perfect

Present Perfect

Present Perfect употребляется когда действие произошло, но нет указания на прошлое, а имеется связь с настоящим за счет слов-маркеров: *since, ever, recently, lately, already, just, yet, today, this (evening, morning...)*, иногда *never (I have never seen him) и always (I have always known him)*. Образуется при помощи вспомогательного глагола **to have** в настоящем времени (**have, has**) и третьей формы смыслового глагола. В вопросительном предложении вспомогательный глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание **not**.

Формы глагола в Present Perfect (have/has+3я ф.гл.)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	<i>I (you) have asked. He (she, it) has asked.</i>	<i>Have I (you) asked? Has he (she, it) asked?</i>	<i>I (you) have not asked. He (she, it) has not asked.</i>
Мн.	<i>We (you, they) have asked.</i>	<i>Have we (you, they) asked?</i>	<i>We (you, they) have not asked.</i>

Формы глагола в Past Perfect (had+3я форма глагола)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед. и мн.	<i>I (you, he, she, it, we, they) had asked.</i>	<i>Had I (you, he, she, it, we, they) asked?</i>	<i>I (you, he, she, it, we, they) had not asked.</i>

Past Perfect употребляется, если одно действие в прошлом произошло раньше другого или завершилось к какому-то моменту в прошлом:

He had read the book by 10 o'clock yesterday. Он прочел книгу до десяти часов (к десяти часам) вчера.

*When we came to the airport the plane had **already** landed.* Когда мы приехали в аэропорт, самолет уже приземлился.

He had done his home work when I called him. – Он уже сделал домашнее задание, когда я позвонил ему.

Формы глагола в Future Perfect (will have+3я ф.гл.)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	<i>I shall have asked. You (he, she, it) will have asked.</i>	<i>Shall I have asked? Will you (he, she, it) have asked?</i>	<i>I shall not have asked. You (he, she, it) will not have asked.</i>
Мн.	<i>We shall have asked. You (they) will have asked.</i>	<i>Shall we have asked? Will you (they) have asked?</i>	<i>We shall not have asked. You (they) will not have asked.</i>

Future Perfect употребляется, если одно действие в будущем произойдет раньше другого или завершится к какому-то моменту в будущем:

*I **will have written** the letter by 10 o'clock tomorrow.* – Я напишу письмо к 10 часам завтра.

*I **will have already cleaned** the room when my mum **comes** home from work.*

– Я уже уберусь в комнате, когда мама придет домой с работы.

Exercise 6. Put in the verb "to write" in appropriate form:

1. We often ___ letters to our parents.
2. What ___ you ___ now?
3. Yesterday we ___ tests from 10 till 12 o'clock.
4. Who ___ this letter?
5. I ___ some letters last week.
6. What ___ you ___ tomorrow at 10?
7. When I came to her, she ___ a letter.
8. ___ you ___ letters tomorrow?
9. I ___ not ___ this letter now. I ___ it in some days.
10. ___ he ___ his homework now?
11. What ___ she ___ in the evening yesterday?
12. As a rule, he ___ tests well.

Exercise 7. Use the verbs in the appropriate form.

1. He (know) several foreign languages.
2. I (learn) English at school.
3. Usually the lessons (begin) at 9 o'clock.
4. Our grandparents (live) now in Moscow.
5. He often (visit) them last year.
6. As a rule I (go) to my school by bus.
7. She (work) abroad next year.
8. She (not like) loud music.
9. Your children usually (ask) many questions.
10. At present he (work) at school.
11. My brother (like) music.
12. What you (do) yesterday?
13. His sister (go) to the seaside next July.
14. Soon we (leave) the school.
15. Who (take) his book yesterday?

Exercise 8. Use the verbs in the appropriate form.

1. Peter and Ann (go) away five minutes ago.
2. I (write) the letter but I (not send) it.
3. He just (go) away.
4. She already (answer) the letter. She (answer) it on Tuesday.
5. I just (tell) you the answer.
6. I (read) that book during my summer holidays.
7. I (not see) him for three years. I (be) glad to see him again some time.
8. What you (do)? I (copy) the text from the text-book now.
9. He (go) to Moscow next week?
10. He (not smoke) for a month. He is trying to give it up.
11. When he (arrive)? - He (arrive) at 2.00.
12. You (switch off) the light before you left the house?
13. I (read) these books when I was at school. I (like) them very much.
14. I can't go out because I (not finish) my work.
15. I already (tell) you the answer yesterday.
16. What you (do) tomorrow in the morning?

Exercise 9. Translate and use the verbs in the appropriate form.

1. Я никогда об этом не слышал. 2. Я только что прочитал ваше письмо. 3. Вы уже купили новую квартиру? 4. Вы сделали много ошибок в диктанте. 5. Вы когда-нибудь видели этого человека? 6. В этом месяце я прочитал две новых книги. 7. Мой друг уехал в Москву неделю назад и еще не писал мне. 8. Я не видел новых фильмов за последнее время (lately). 9. Вы прочитали сегодня в газете о нашем новом театре? 10. Вы были когда-нибудь в Лондоне? - Нет, я поеду туда в этом году. 11. Вы уже прочитали эту книгу? 12. Я хотел посмотреть этот фильм на прошлой неделе, но смог посмотреть его только вчера.

Exercise 10. Translate using Past Continuous:

1. Он писал письмо, когда я пришел к нему. 2. Он делал свою работу, пока его братья играли в футбол. 3. Я упал, когда играл в футбол. 4. Мы делали уроки, когда пошел дождь. 5. Когда учитель писал на доске, новая ученица вошла в класс. 6. Когда зазвонил телефон, я работал в саду. 7. Я увидел своих одноклассников, когда я шел по улице. 8. Начался дождь, когда мы наблюдали за игрой.

Exercise 11. Put the verbs in one of the Past Tenses.

1. When I (come) the lecture already (start). 2 They (go) to Moscow some days ago. 3. When I came he (leave), so we only had time for a few words. 4. When we (come) to the airport, the plane already (land). 5. He suddenly (understand) that he (travel) in the wrong direction. 6. Our teacher (speak) many foreign languages. 7. Who (speak) now? 8. Where is Bob? He (play) tennis. 9. I (to go) home when we met. 10. Listen, my son (play) the piano. 11. They already (translate) this text last lesson. 12. You (do) this exercise next week. 13. We (discuss) your plan tomorrow at 10 o'clock. 14. It (rain) when I went for a walk. 15. What you (do) here? 16. I (not, write) at the moment.

Exercise 12. Translate from Russian into English.

1. Вчера в 9 часов вечера я смотрел телевизор. 2. Она сказала, что еще не выполнила домашнее Задание. 3. Когда пришел мой друг, я еще завтракал. 4. Когда я встретил ее впервые, она работала в школе. 5. Все студенты выполнили задание после того, как преподаватель рассказал им, как его делать. 6. Когда мы вышли на улицу, ярко светило солнце. 7. Мой друг сказал, что его брат уже приехал. 8. Я читал книгу, когда услышал телефонный звонок. 9. После того, как врач осмотрел (to examine) больного, он поговорил с его родственниками, 10. Когда мы пришли на остановку (bus stop), автобус уже ушел. 11. Он смотрел телевизор, когда пришел его друг. 12. Каждый вечер я смотрю телевизор. 14. Служащие (the clerks) заканчивают работу в шесть часов вечера.

