

Module 5

Global Issues

5a. Reading and vocabulary

1. What is a *disaster*? How can you define this term? Use the jumbled words below and order them to make up a definition.

A *disaster* is –

a or man-made that affects life, property, livelihood or industry in permanent changes resulting event to human societies, often ecosystems and negatively environment natural
--

Do you agree or disagree with this definition? What would you add or extract from it?

2. Match the words to make up word combinations. Translate them and write 5 sentences using them.

tinned	roads
collapsed	fish
cracked	waves
massive	out
pull sb	bridges

3. Mark the statements T (*True*), F (*False*) or NS (*Not Stated*) using the text in your SB, p. 74.

1. Lots of private companies provided Nias with rice, water and other supplies. _____

2. Sue helped people right in the street. _____
3. Bill was pulled out of the water onto the tree. _____
4. Jason and his crew rescued a 13-year-old girl. _____
5. Alex presented information about tsunami in Indonesia. _____

4. Look at the list of man-made disasters. How do you call them in Russian?

arson –

civil disorder –

crime –

data loss –

power outage –

radiation –

terrorism –

war –

5. Read definitions of natural disasters and name them. Say where they can occur.

1. a shaking of the ground –
2. a large mass of snow falling down the side of a mountain –
3. an extremely violent wind or storm –
4. large amount of water that covers an area which is usually dry –
5. a huge wave caused by an earthquake which flows onto land –

6. a period of time with no rain –

6. Read the title of the article below. What is it going to be about?

How do you think people should prepare for a disaster?

Personal And Family Disaster Preparation

People and families should *make an assessment* the likely *threats* in their location and prepare *emergency supply kits*, learn basic first aid and decide on 'safe' meeting places.

Young children should be trained to:

- *recognize* the warning signs for dangerous situations;
- respond safely to different threats;
- evacuate to a safe place;
- know their full name;
- know their parent's full name;
- know their telephone number;
- know their address;
- know the names of their relatives.

7. Read the text from ex. 6 and say what words in bold mean. Do you know the recommended items?

8. Pair work

Work in pairs and decide what an emergency supply kit should contain. After that share your ideas with the classmates and work out the final model of an emergency supply kit.

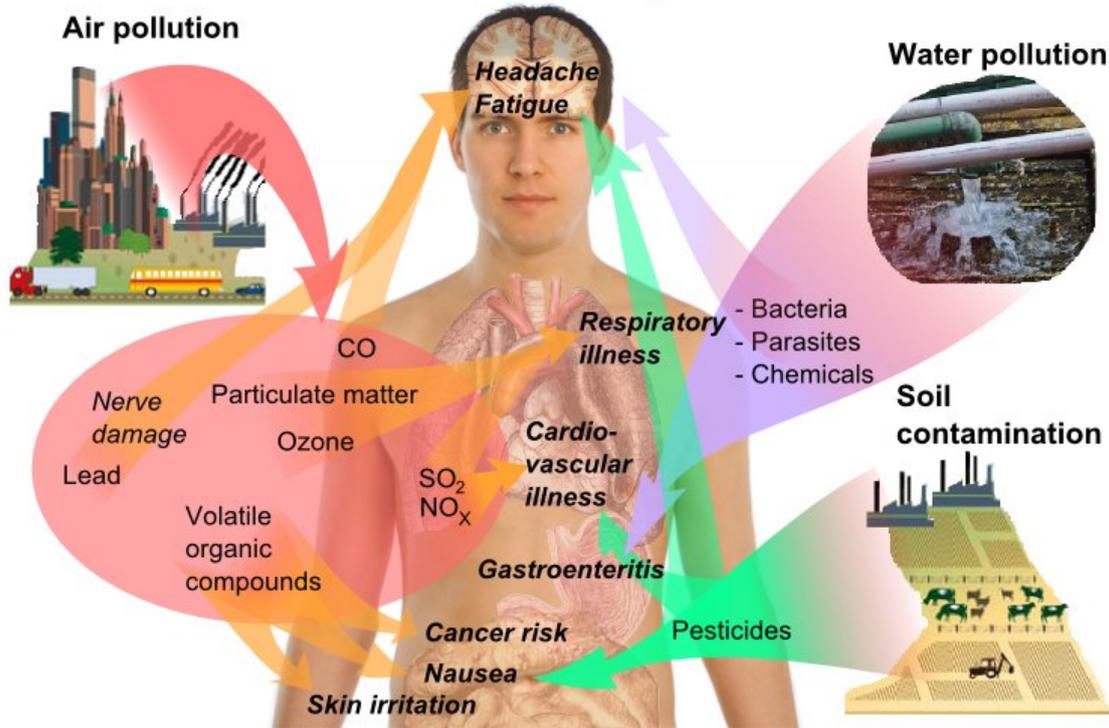
Recommended Items to Include in a Basic Emergency Supply Kit:

- Water, one gallon of water per person per day for at least three days, for drinking and sanitation;
- Food, at least a three-day supply of non-perishable food;
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert and extra batteries for both;
- Flashlight and extra batteries;
- First aid kit;
- Whistle to signal for help;
- Dust mask, to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place;
- Moist towelettes, garbage bags and plastic ties for personal sanitation;
- Wrench or pliers to turn off utilities;
- Can opener for food (if kit contains canned food);
- Local maps;
- Cell phone with chargers.

5b. Listening and Speaking

1. How do different types of pollution influence your health? Look at the picture and make sure you understand everything. Speak on the picture and make a monologue.

Health effects of pollution



2. Look at the pictures and say what kind of disasters they represent. Search the Internet for more pictures of disasters mentioned at pp. 76–77, SB.



a





b

c



d

3. Answer the questions to the texts at p. 76, SB.

- What causes changes in climate, sea levels, and other aspects of environment?
- How can governments support poor families?
- What are the problems with the endangered species of animals?
- How can we save electricity?
- What are the reasons of famine?

4. Running dictation.

Split into pairs. Student A remains at his/her desk. Student B goes out of the classroom with their teacher. Teacher reads the text in short parts. Student B goes to Student A and dictates what he/she has remembered. Then Student B goes back to the teacher and everything repeats further on. As soon as the half of the text is written down – Students make change-over. The winner is the pair which is the first to write down the full text.

Text for running dictation:

Poverty and over population have been identified as the two main causes of child labor. Parents are forced to send little children into hazardous jobs for reasons of survival, even when they know it is wrong. Monetary constraints and the need for food, shelter and clothing drives their children in the trap of premature labor. Over population in some regions creates paucity of resources. When there are limited means and more mouths to feed children are driven to commercial activities and not provided for their development needs. This is the case in most Asian and African countries.

5. Discuss the following questions.

- What can you personally do to save on electricity?

- Should people take care of homeless people or is it a matter of the government?
- What should government do to prevent child labour?

6. Make a report on:

- how European governments help homeless people;
- how Russia helps countries in danger.

5c. Grammar in Use

1. Put the verb in brackets into the correct form *-ing/infinitive*.

- The denied _____ the window. (break)
- The baby began _____ in the middle of the night. (cry).
- The decided _____ the homework. (do)
- I don't want _____ to the cinema. (go)
- Has it stopped _____ yet? (snow)

2. Put the verbs in brackets into the correct form.

- Please remember _____ off the light when you go out.
(turn)
- She remembered _____ the door when she left. (lock)
- Tom now regrets _____ what he said. (say)
- I am absolutely sure I locked the door. I do remember
_____ it. (lock)
- The batteries in the radio need _____. (change)
- I need _____ batteries in the radio. (change)

3. Choose *used to/be used to/get used to* + a verb in brackets.

- When I was a child I _____ a lot of questions. (ask)
- Sue lives alone. She It is not strange for her. She _____ alone. (live)
- Their neighbours are very noisy, so they have to _____ to the noise.
- She's been in Britain for three months and she can't _____ on the left. (drive)
- Mike _____ his homework to music. (do) It's a usual way he does it.

5d. Vocabulary and Speaking

1. Match the words to make acceptable pairs. You may use some words more than once.

lovely	hot day
heavy	climate
mild	cold
bitterly	clouds
strong	spell
freezing	rain
dark	wind
dry	fog
hot	weather
thick	

2. Play a game. Describe a typical climate of a country and let your classmates guess what country you are talking about.

5f. English in Use

1. Write an article for your school magazine about your last vacations. Use the new grammar material of the Module and don't forget to write about weather, your habits/ what you had to get used to. Make it sound interesting and captivating.

Keys

Module 5

5a.

1.

A *disaster* is a natural or man-made event that negatively affects life, property, livelihood or industry often resulting in permanent changes to human societies, ecosystems and environment.

2.

tinned fish

collapsed bridges

cracked roads

massive waves

pull sb out

3.

1. NS

2. F

3. T

4. T

5. F

4.

arson – поджог

civil disorder – общественный беспорядок

crime – преступление

data loss – потеря информации

power outage – отключение электричества

radiation – радиация

terrorism – терроризм

war – война

5.

1. earthquake

2. avalanche

3. hurricane

4. flood

5. tsunami

6. drought

7.

оценить

угроза

вещи первой необходимости

определить/узнать

8.

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- Flashlight and extra batteries;
- First aid kit;
- Whistle to signal for help;
- Dust mask, to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place;
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- Wrench or pliers to turn off utilities ;
- Can opener for food (if kit contains canned food);
- Local maps;
- Cell phone with chargers.

5b.

2.

a –war

b –homelessness

c –famine

d –pollution

3.

- The fact that our planet is getting hotter and hotter.
- The governments should set up schools for children and support poor families.
- Animals' habitats are being destroyed and lots of people hunt even when they are not allowed.
- We can turn off the lights.
- Too many people and climate is bad.

5c.

1.

- breaking
- crying/to cry
- to do
- to go
- snowing

2.

- to turn
- locking
- saying
- locking
- changing

- to change

3.

- used to ask
- is used to living
- get used to
- get used to driving
- is used to doing

5d.

1. a lovely hot day, a mild/hot climate, freezing/bitterly cold, heavy/dark clouds, a mild/dry spell, heavy rain, strong wind, freezing/thick/heavy fog, lovely/mild/hot/dry weather.