

КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ
МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Кваліфікаційна наукова
праця на правах рукопису

БЕЗВІН ЮЛІЯ ГЕННАДІЇВНА

УДК 378. 091. 313 : 811. 111 (043.3)

ДОДАТКИ

ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ
ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ ЗАСОБАМИ ПРОЕКТНОЇ ДІЯЛЬНОСТІ

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Подається на здобуття наукового ступеня кандидата педагогічних наук.
Дисертація містить результати власних досліджень. Використання ідей,
результатів і текстів інших авторів мають посилання на відповідне джерело



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доцент

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Додаток А

Зразок анкети для виявлення ефективності процесу формування соціокультурної компетентності у майбутніх викладачів англійської мови серед викладачів ВНЗ

Шановні викладачі!

Просимо Вас висловити свою точку зору щодо специфіки організації та проведення занять з практики усного та писемного спілкування. Опитування є анонімним. Результати опитування будуть використані виключно для наукового дослідження на тему: "Формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами проектної діяльності".

Дякуємо за співпрацю!

Інструкція

Дайте, будь ласка, відповіді на усі запропоновані запитання. Обрані Вами варіанти відповідей позначте символом () або надайте стисло свій варіант відповіді у зазначеному (____) місці.

Повідомте, будь ласка, такі дані про себе:

ВНЗ, де Ви працюєте (повна назва), місто _____

Стаж викладання у вищій мовній школі _____

1. Вкажіть, чи ставите Ви за мету формувати соціокультурну компетентність на заняттях з практики усного та писемного спілкування у межах кожного змістовного модуля?

так ні

2. Якщо так, вкажіть матеріали, які Ви використовуєте для формування соціокультурної компетентності на заняттях та у якості завдань для самостійної роботи.

вітчизняні навчально-методичні комплекси;

зарубіжні навчально-методичні комплекси;

- підручники;
- посібники;
- матеріали з мережі Інтернет;
- власні матеріали;
- всі вище перераховані матеріали, оскільки відсутній один, який задовольняє всім вимогам програми;

інше _____

3. Яким чином відбувається у Вашій роботі формування соціокультурної компетентності у читанні?

- шляхом читання художніх творів;
- на заняттях з домашнього читання;
- шляхом читання автентичних адаптованих текстів;
- шляхом читання автентичних оригінальних текстів;
- шляхом читання матеріалів, які знаходять майбутні викладачі англійської мови, виконуючи завдання самостійної роботи;

інше _____

4. Чи впевнені Ви, що матеріали, які Ви використовуєте у роботі, в повній мірі забезпечують сформованість соціокультурної компетентності майбутніх викладачів?

- так, впевнений/(а) на 100 %;
- значна більшість матеріалів забезпечує достатньо високий рівень сформованості соціокультурної компетентності;
- хотів би/ хотіла б отримати додаткові матеріали або інформацію про джерело додаткових матеріалів для формування високого рівня соціокультурної компетентності;

інше _____

5. Чи аналізуєте Ви найактуальніші соціокультурні події, що відбулися у світі останнім часом, на заняттях з англійської мови у межах кожної теми програми?

- так
- ні

6. Чи відбувається знайомство з найактуальнішою соціокультурною інформацією про події, які відбуваються у світі, шляхом читання статей, новин, розміщених на веб-сайтах електронних газетних та журнальних видань?

- так ні

7. Яким чином здійснюється критичний аналіз соціокультурної інформації у прочитаній статті чи новині?

- на основі особистого попереднього досвіду магістрів;
 на основі думок значущої для магістрів групи людей (друзі, батьки, одногрупники, вчителі, тощо);
 на основі думок експертів з теми, до якої відноситься соціокультурна подія;
 на основі думки, вираженої у прочитаному тексті;
 на основі критичної оцінки та порівнянню думок різних авторів, які містяться у різних текстах;
 інше _____

8. Які вміння, на Вашу думку, потрібні для того, щоб дати критичну оцінку головній думці, яка виражена в тексті, стосовно певного соціокультурного явища?

- розуміння основної думки, яка виражена автором експліцитно або імпліцитно;
 розуміння припущення автора;
 оцінка доказів, фактів, деталей;
 оцінка балансу тексту;
 розуміння дедуктивної та індуктивної аргументації
 інше _____

9. Вкажіть, яким чином здійснюється дослідження того чи іншого соціокультурного явища на заняттях з практики усного та писемного спілкування та у ході самостійної роботи?

- шляхом читання матеріалів, які дає Ви;

- шляхом читання матеріалів, які знаходять майбутні викладачі самостійно;
- шляхом проведення дослідження соціокультурного явища;
- інше _____

10. Яким чином формується особисте відношення майбутнього викладача до соціокультурного явища, яке вивчається?

- шляхом розвитку вмінь критичного мислення;
- шляхом зіставлення відношень до соціокультурного явища у своїй країні з відношенням у інших країнах;
- інше _____

10. Чи використовуєте Ви проекту діяльність з метою формування соціокультурної компетентності?

- так;
- ні

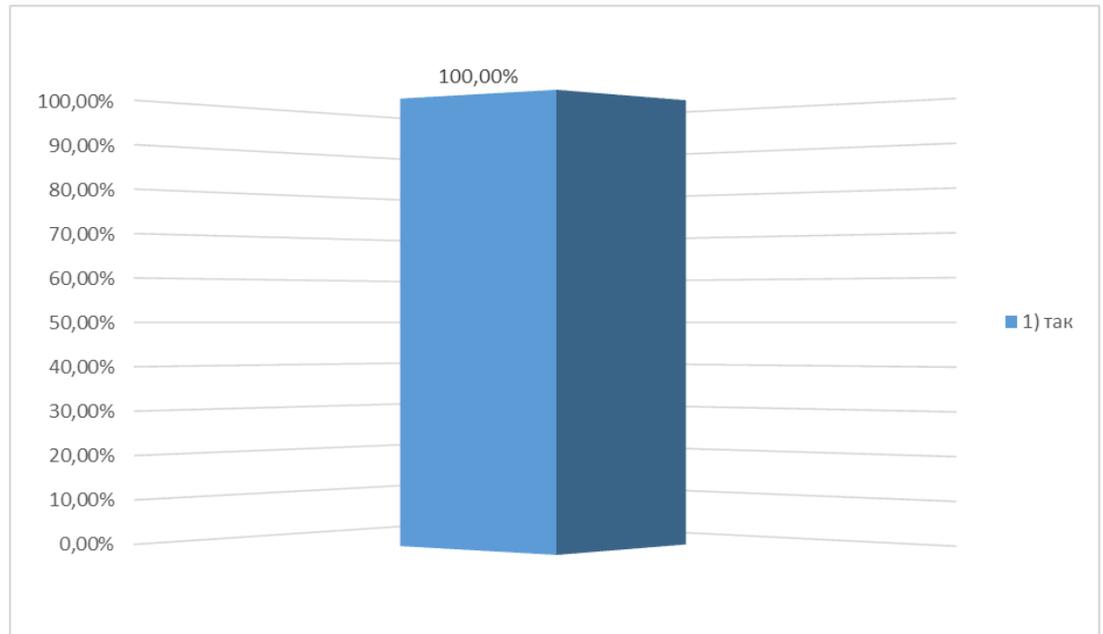
Дякуємо за надані відповіді!

Ваша співпраця дуже важлива для нашої роботи!

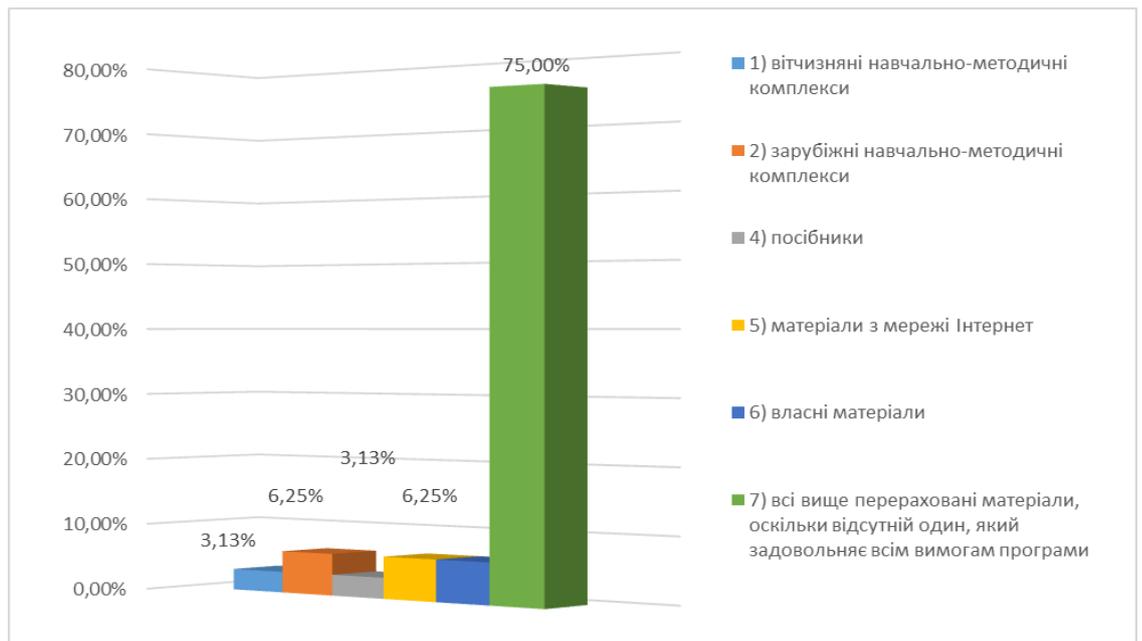
Додаток А1

Результати анкетування серед викладачів ВНЗ

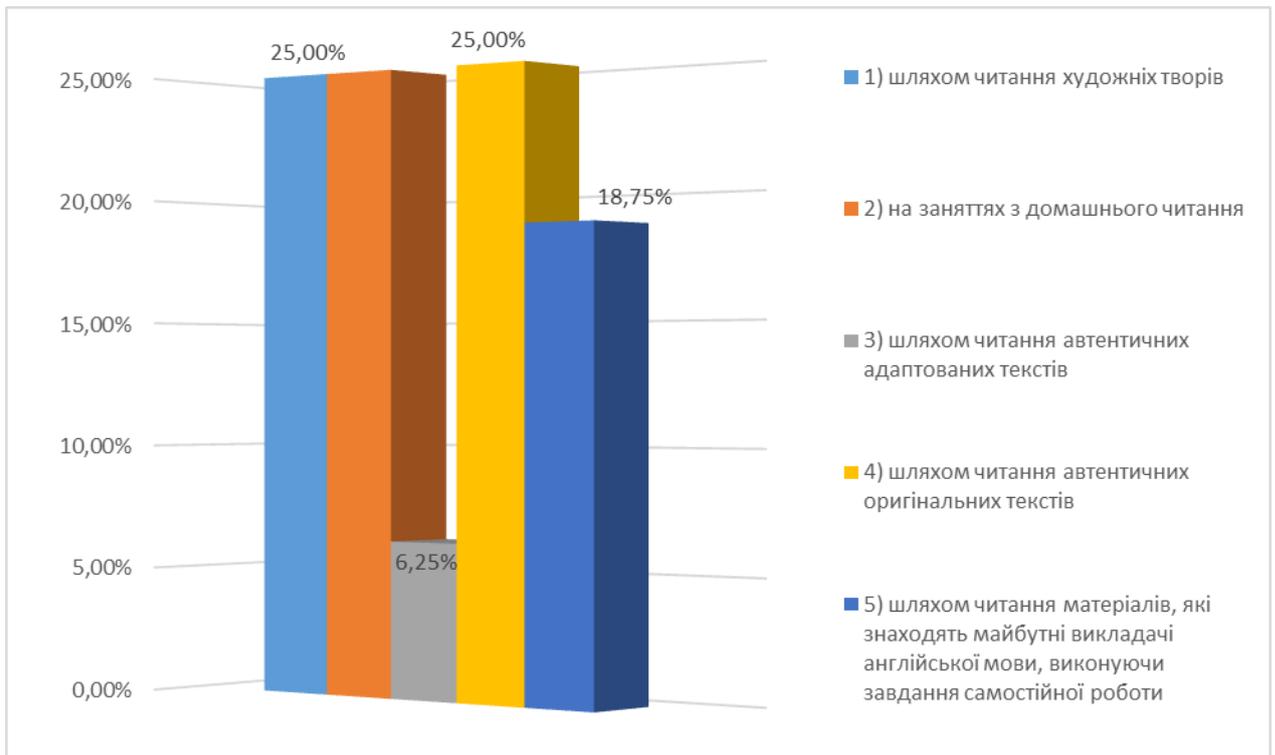
1. Вкажіть, чи ставите Ви за мету формувати соціокультурну компетентність на заняттях з практики усного та писемного спілкування у межах кожного змістовного модуля?



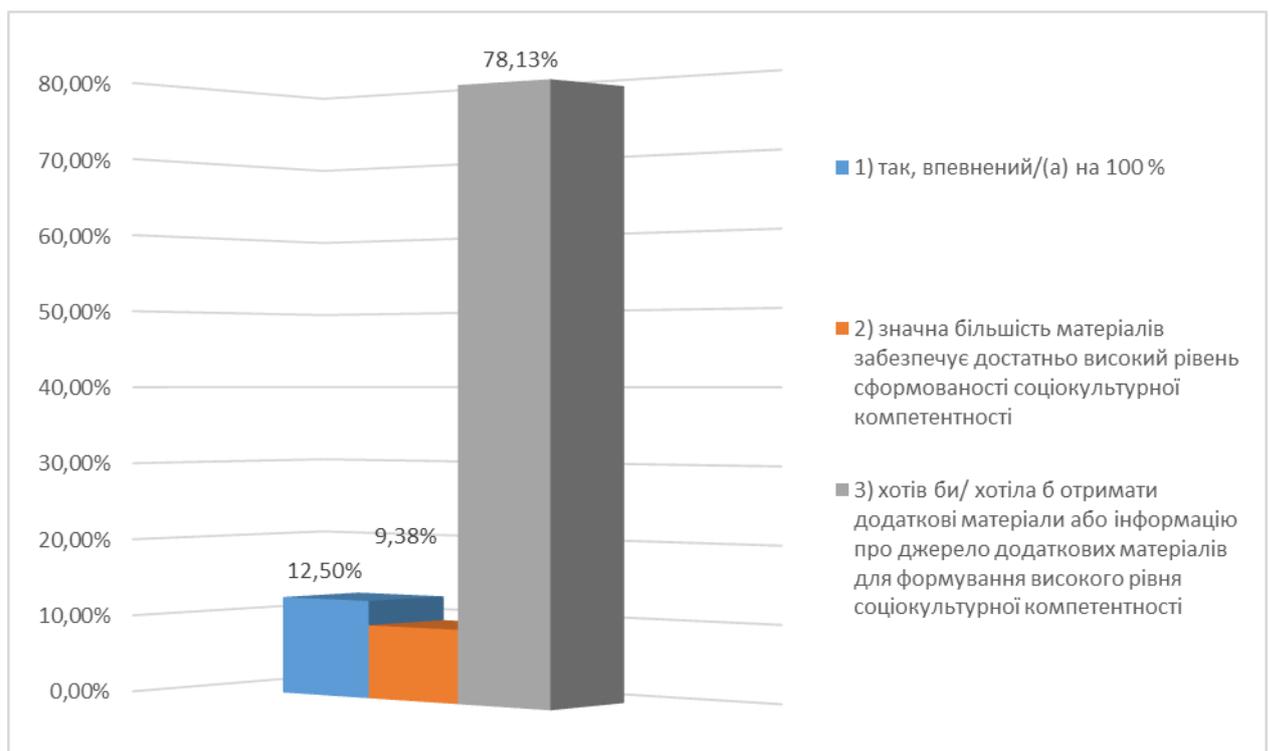
2. Якщо так, вкажіть матеріали, які Ви використовуєте для формування соціокультурної компетентності на заняттях та у якості завдань для самостійної роботи.



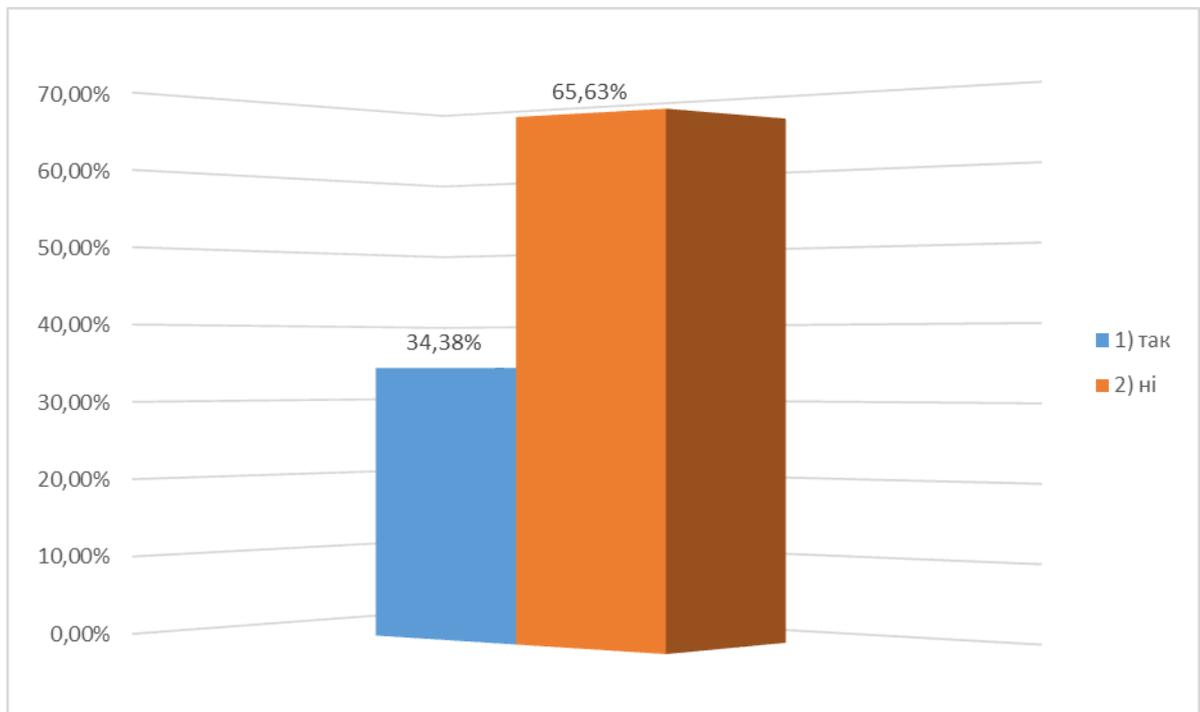
Яким чином відбувається у Вашій роботі формування соціокультурної компетентності у читанні?



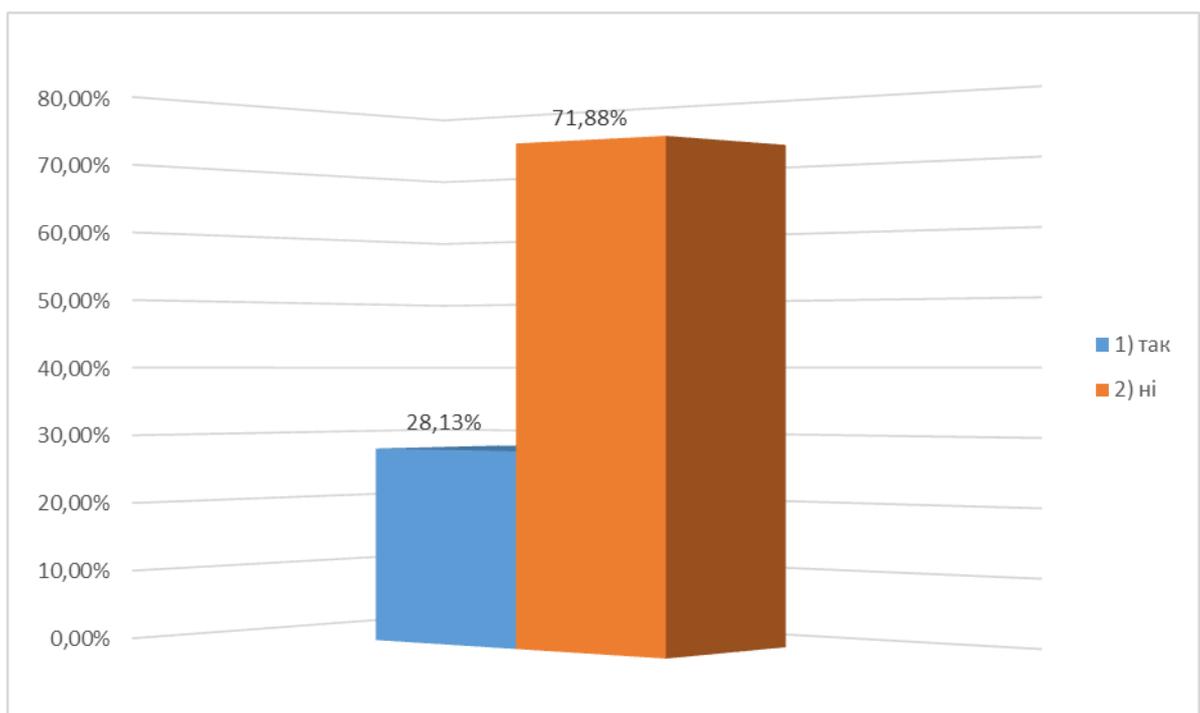
Чи впевнені Ви, що матеріали, які Ви використовуєте у роботі, в повній мірі забезпечують сформованість соціокультурної компетентності майбутніх викладачів?



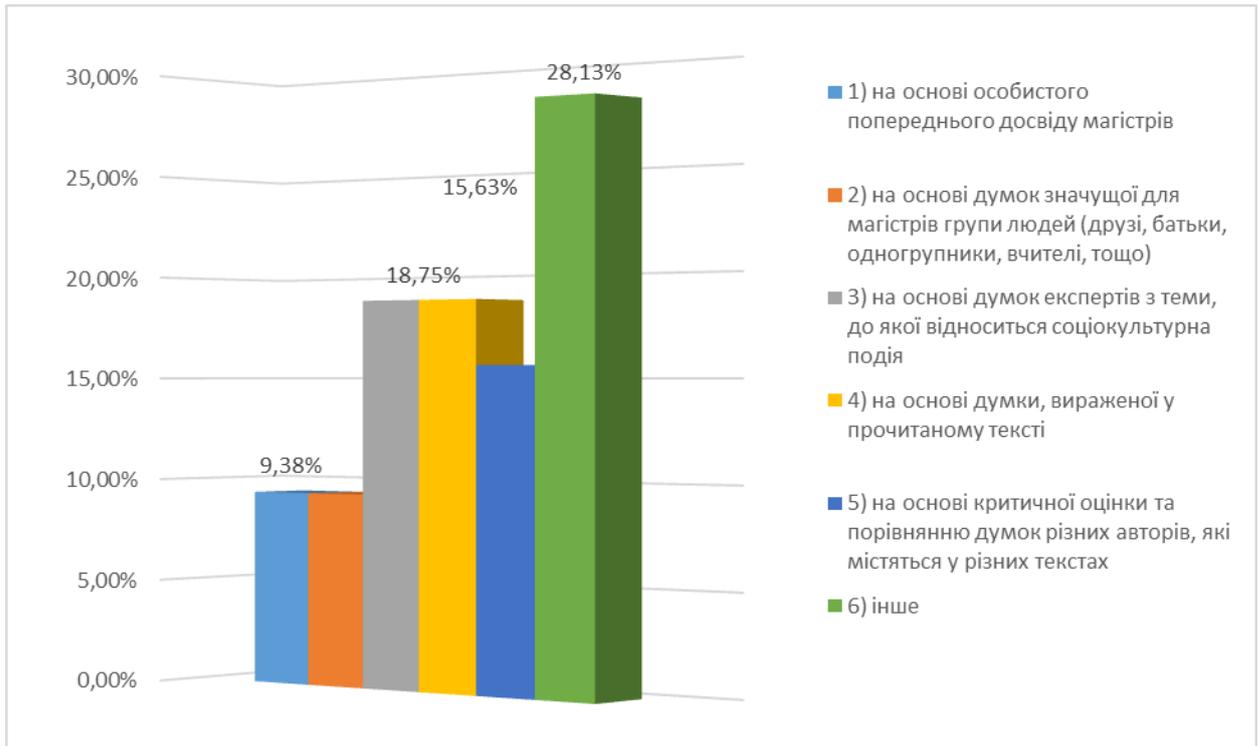
3. Чи аналізуєте Ви найактуальніші соціокультурні події, що відбулися у світі останнім часом, на заняттях з англійської мови у межах кожної теми програми?



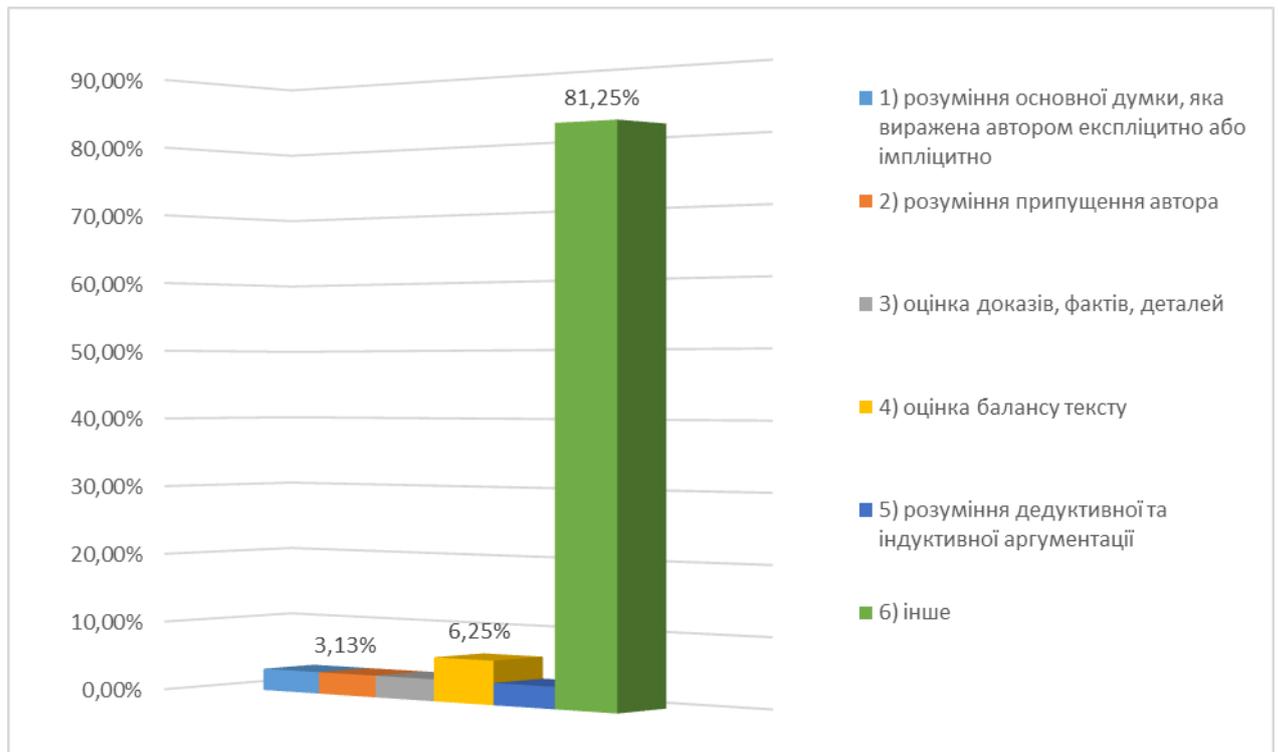
4. Чи відбувається знайомство з найактуальнішою соціокультурною інформацією про події, які відбуваються у світі, шляхом читання статей, новин, розміщених на веб-сайтах електронних газетних та журнальних видань?



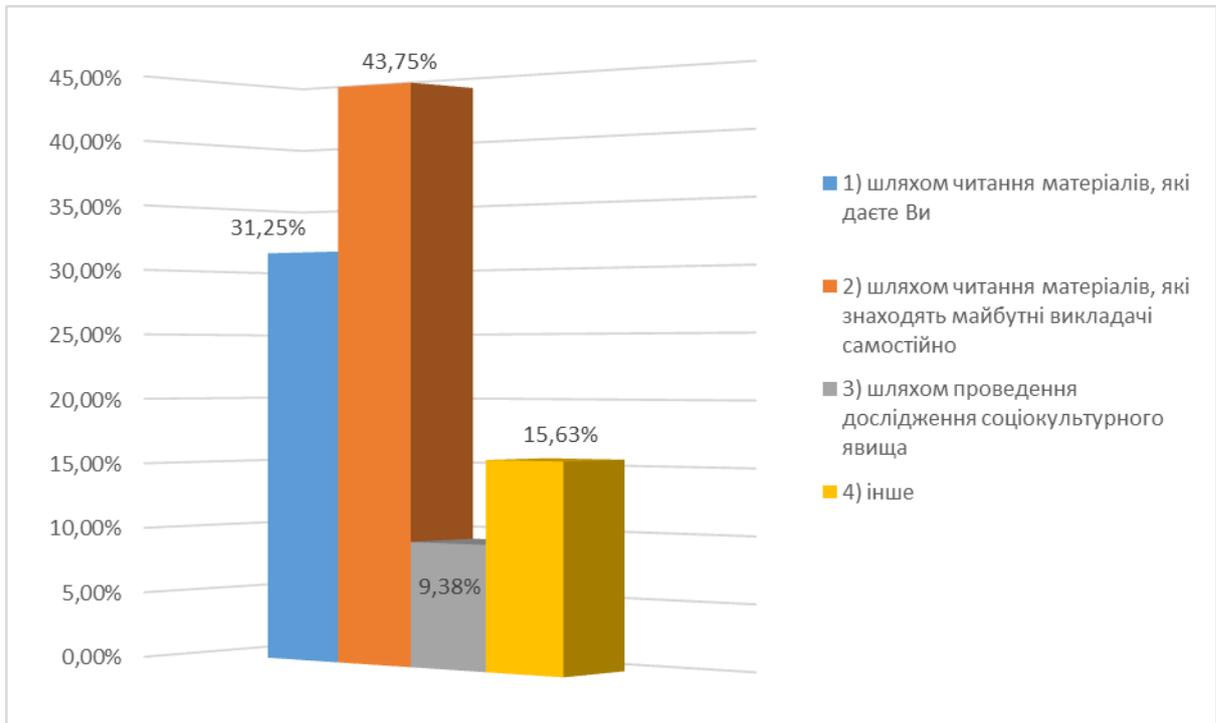
5. Яким чином здійснюється критичний аналіз соціокультурної інформації у прочитаній статті чи новині?



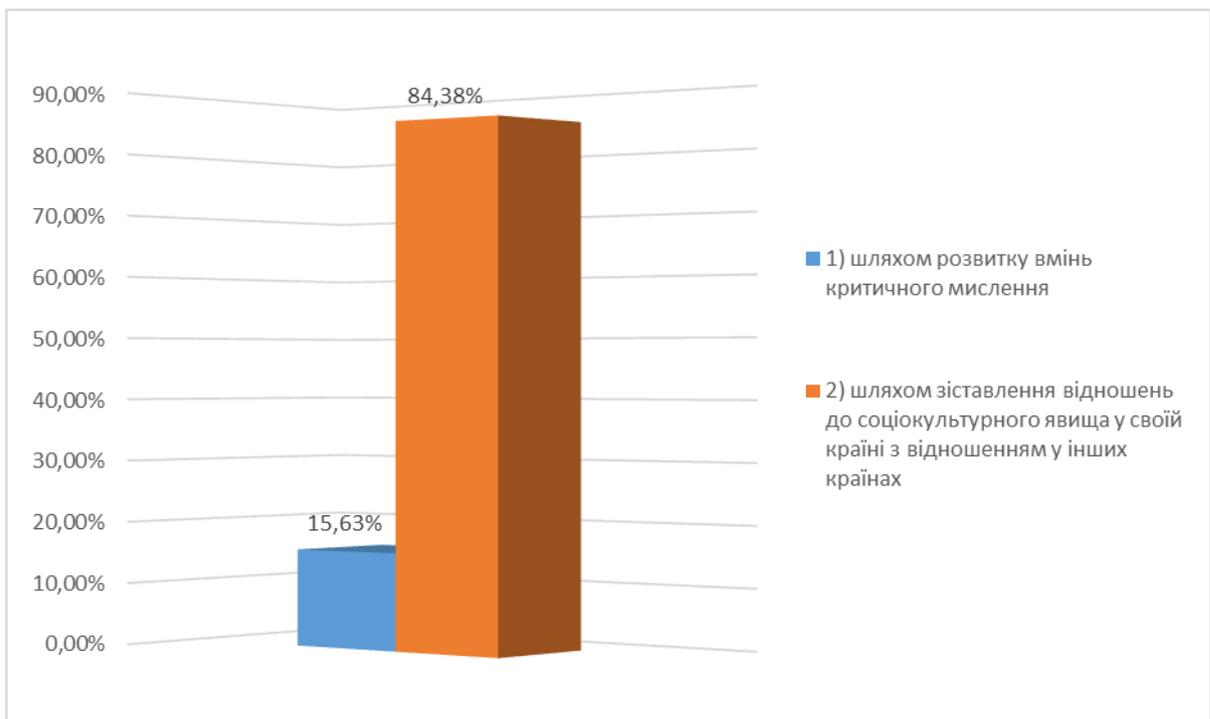
6. Які вміння, на Вашу думку, потрібні для того, щоб дати критичну оцінку головній думці, яка виражена в тексті, стосовно певного соціокультурного явища?



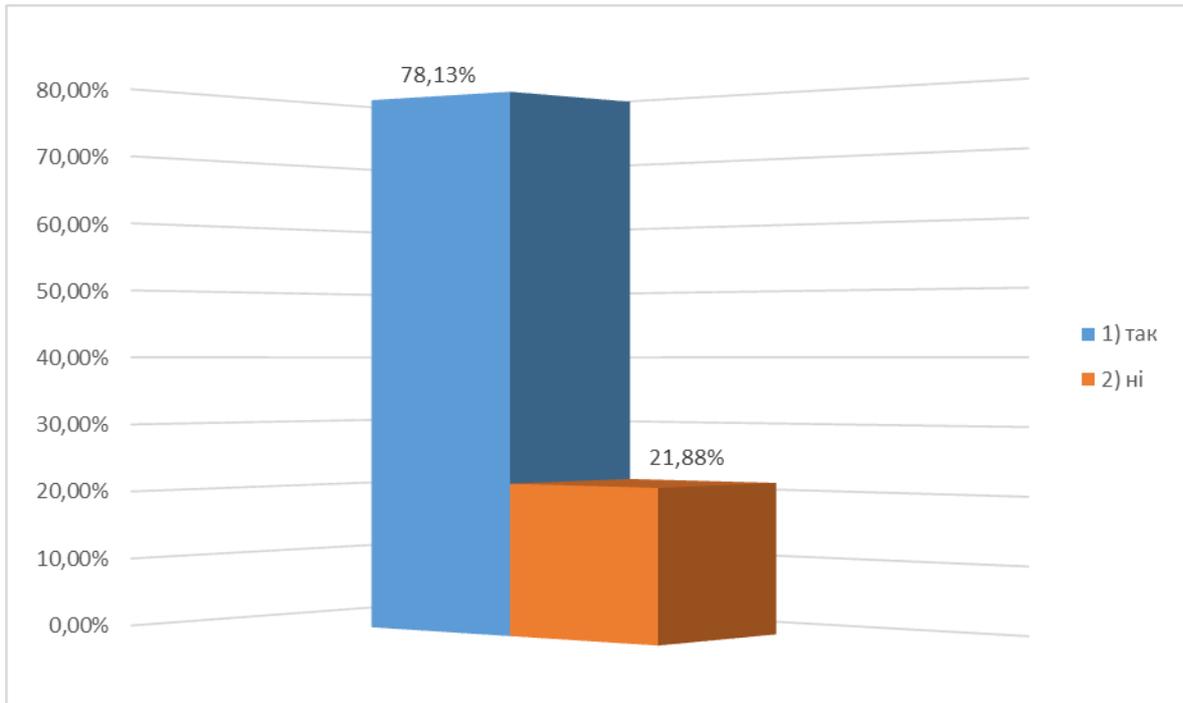
7. Вкажіть, яким чином здійснюється дослідження того чи іншого соціокультурного явища на заняттях з практики усного та писемного спілкування та у ході самостійної роботи?



8. Яким чином формується особисте відношення майбутнього викладача до соціокультурного явища, яке вивчається?



9. Чи використовуєте Ви проекту діяльність з метою формування соціокультурної компетентності?



Додаток Б

Зразок анкети для виявлення ефективності процесу формування соціокультурної компетентності у майбутніх викладачів англійської мови серед студентів

Шановні студенти!

Просимо Вас висловити свою точку зору щодо специфіки організації та проведення занять з практики усного та писемного спілкування. Опитування є анонімним. Результати опитування будуть використані виключно для наукового дослідження на тему: "Формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами проектної діяльності".

Дякуємо за співпрацю!

Інструкція

Дайте, будь ласка, відповіді на усі запропоновані запитання. Обрані Вами варіанти відповідей позначте символом () або надайте стисло свій варіант відповіді у зазначеному (____) місці.

Повідомте, будь ласка, такі дані про себе:

ВНЗ, де Ви навчаєтесь (повна назва), місто _____

Курс навчання _____

1. Вкажіть, чи користуєтесь Ви Інтернет сайтами для читання статей-новин рідною мовою.

так ні

2. Вкажіть, чи користуєтесь Ви англійськими веб-сайтами для читання статей-новин про події, що відбуваються у світі.

так ні

3. Вкажіть, чи аналізуєте Ви найактуальніші соціокультурні події, що відбулися у світі останнім часом, на заняттях з англійської мови.

- так ні

4. Чи працюєте Ви з англійськими веб-сайтами електронних газетних та журнальних видань, на заняттях з англійської мови чи в якості домашнього завдання?

- так ні

5. Вкажіть, чи можете Ви сказати, що вільно володієте навігацією англійських веб-сайтів електронних газетних та журнальних видань, можете швидко знаходити потрібну соціокультурну інформацію з однієї теми на різних веб-сайтах.

- так ні

6. Яким чином формується Ваше ставлення до соціокультурної події, яка тільки відбулась у світі?

- на основі Вашого особистого попереднього досвіду;
- на основі думок значущої для Вас групи людей (друзі, батьки, одногрупники, вчителі, тощо);
- на основі думок експертів з теми, до якої відноситься соціокультурна подія;
- на основі думки, вираженої автором у статті-новині;
- на основі порівняння думок різних авторів, виражених у різних статтях-новинах;
- інше _____

7. Вкажіть, чи є соціокультурні події, які відбулися/ відбуваються в інших країнах, до яких Ви відноситеся вкрай негативно?

- так ні

8. Які вміння, на Вашу думку, потрібні для того, щоб дати критичну оцінку головній думці автора щодо соціокультурної події, описаній у статтях, які містяться на англійських веб-сайтах електронних та журнальних видань?

розуміння основної думки, яка виражена автором експліцитно або імпліцитно;

розуміння припущення автора;

оцінка доказів, фактів, деталей;

оцінка балансу статті-новини;

розуміння дедуктивної та індуктивної аргументації;

інше _____

9. Які вміння, на Вашу думку, потрібні для того, щоб критично осмислити соціокультурне явище?

виклик знання про соціокультурну подію (з попереднього досвіду);

застосування знання про соціокультурну подію (де можна застосувати знання);

осмислення;

аналіз;

синтез;

оцінка;

прогнозування (як будуть розгортатись події);

інше _____

10. Вкажіть, чи подобається Вам виконувати проекту діяльність?

так;

ні;

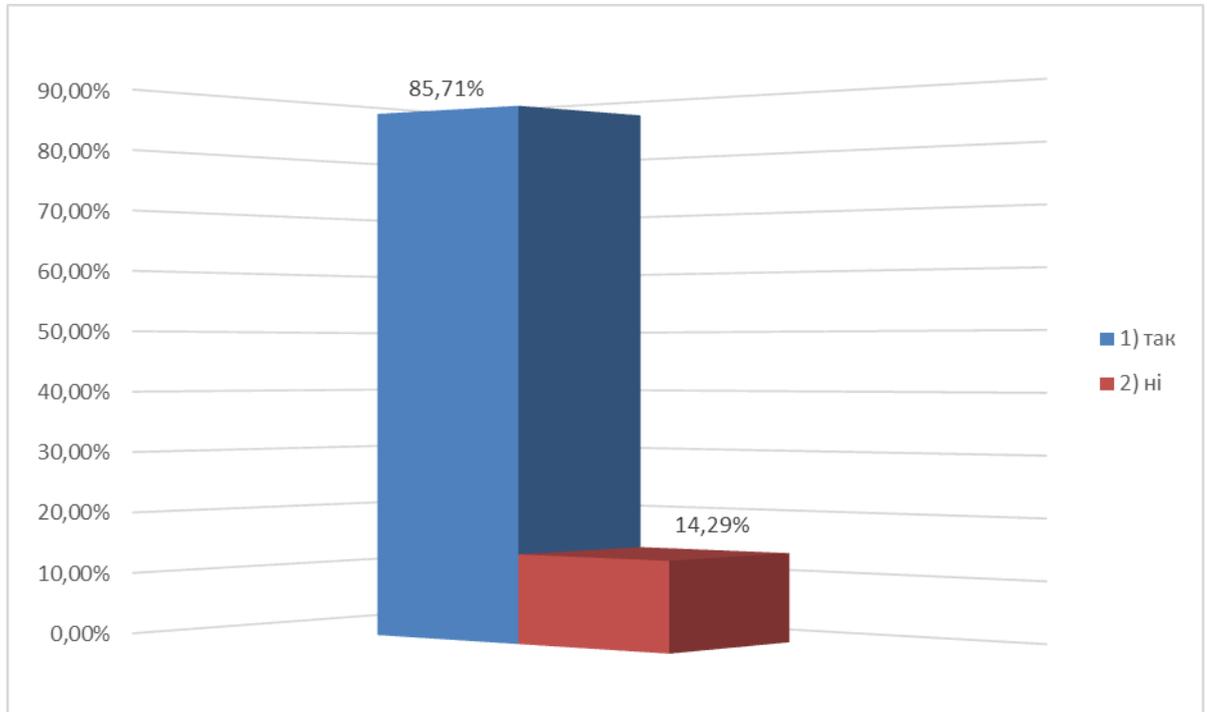
не знаю, не маю уявлення що являє собою проектна діяльність.

Дякуємо за надані відповіді!

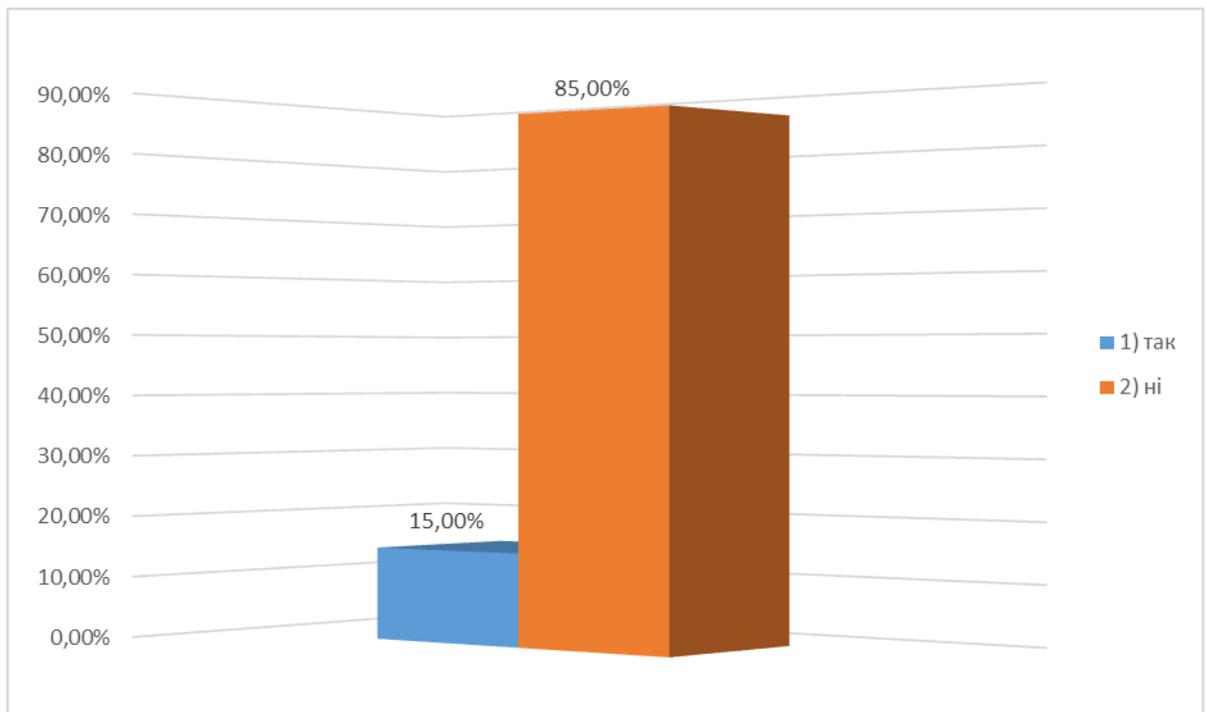
Ваша співпраця дуже важлива для нашої роботи!

Додаток Б 1**Результати анкетування серед студентів**

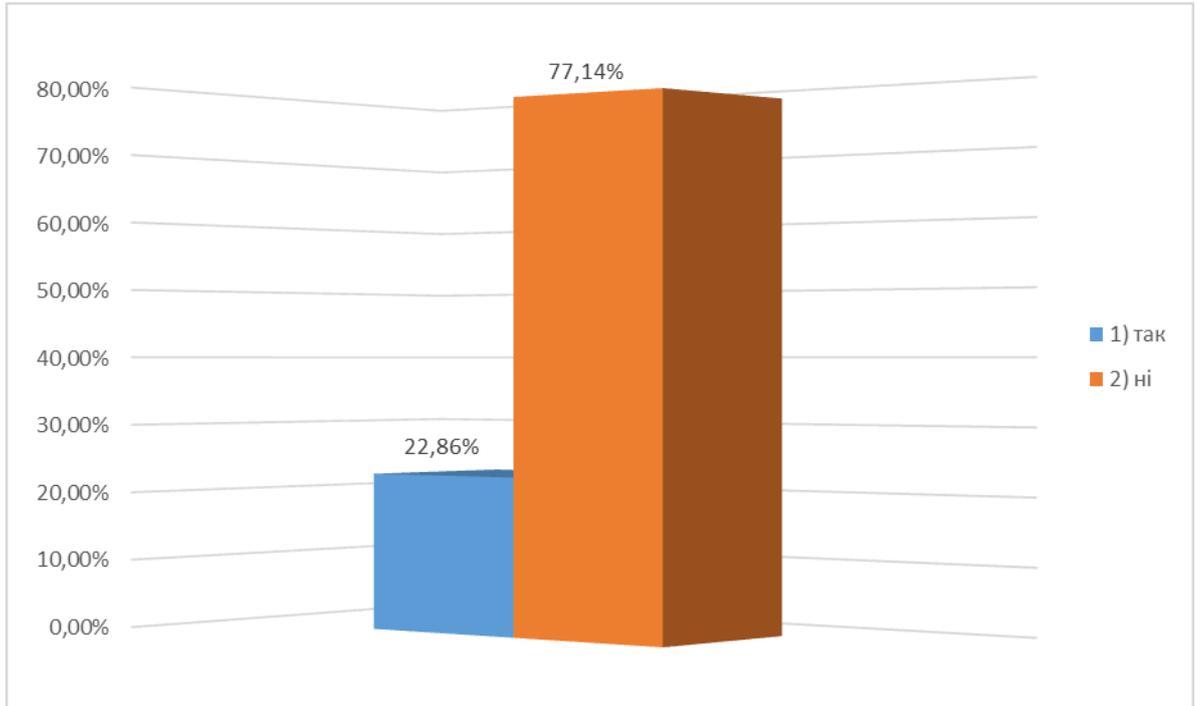
1. Вкажіть, чи користуєтесь Ви Інтернет сайтами для читання статей-новин рідною мовою.



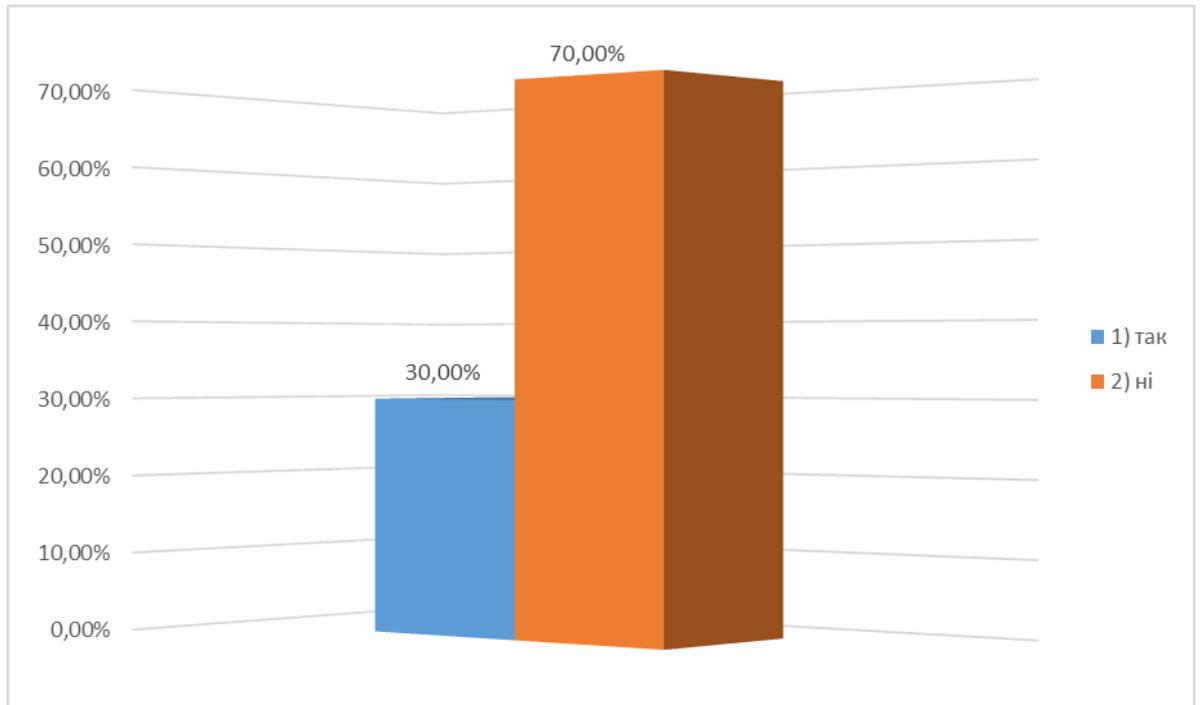
2. Вкажіть, чи користуєтесь Ви англomовними веб-сайтами для читання статей-новин про події, що відбуваються у світі.



3. Вкажіть, чи аналізуєте Ви найактуальніші соціокультурні події, що відбулися у світі останнім часом, на заняттях з англійської мови.

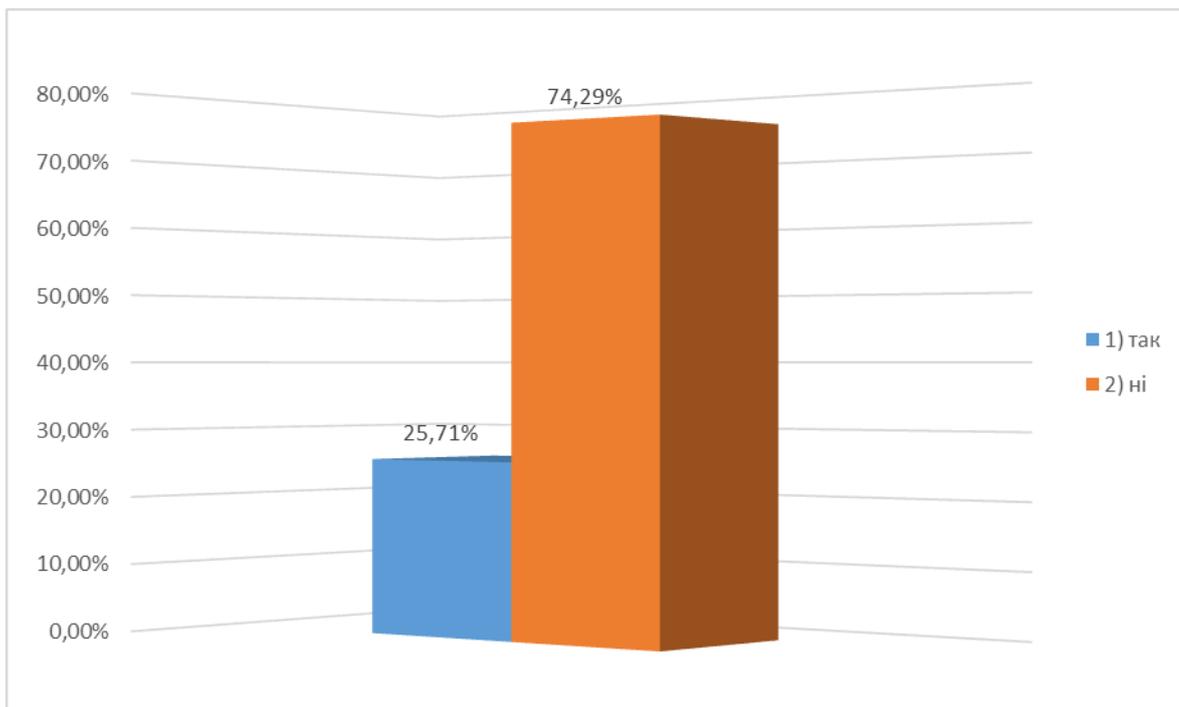


4. Чи працюєте Ви з англійськими веб-сайтами електронних газетних та журнальних видань, на заняттях з англійської мови чи в якості домашнього завдання?

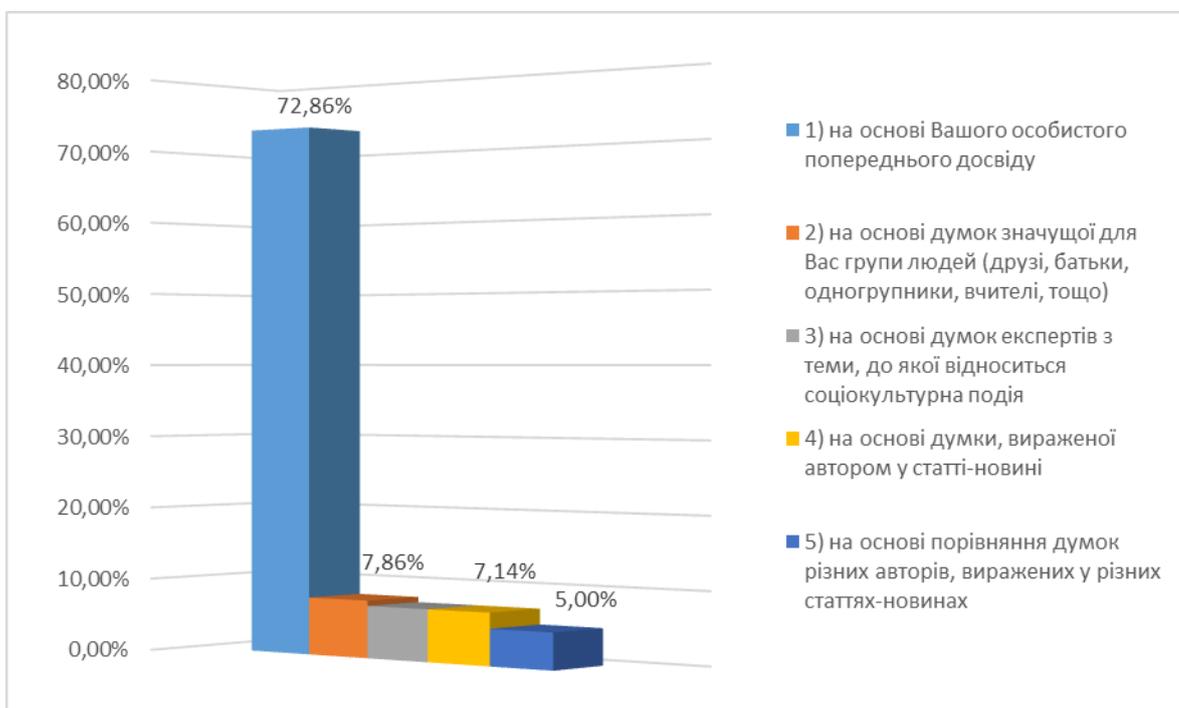


5. Вкажіть, чи можете Ви сказати, що вільно володієте навігацією англійських веб-сайтів електронних газетних та журнальних видань, можете

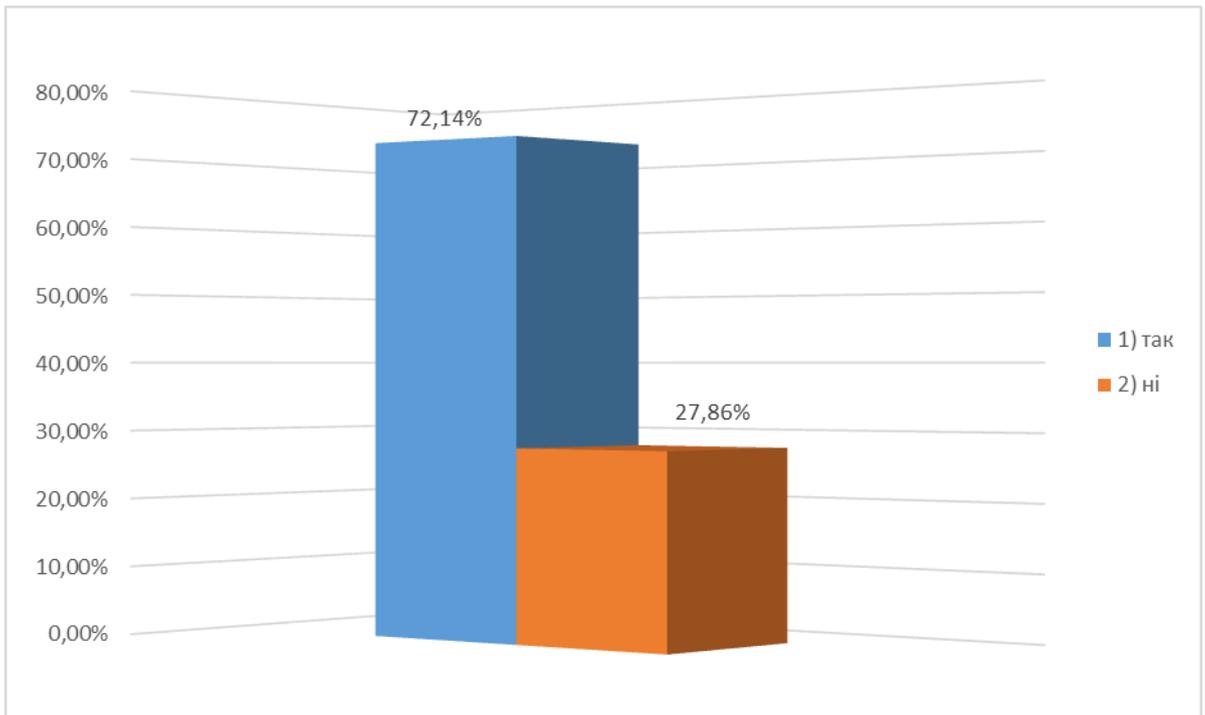
швидко знаходити потрібну соціокультурну інформацію з однієї теми на різних веб-сайтах.



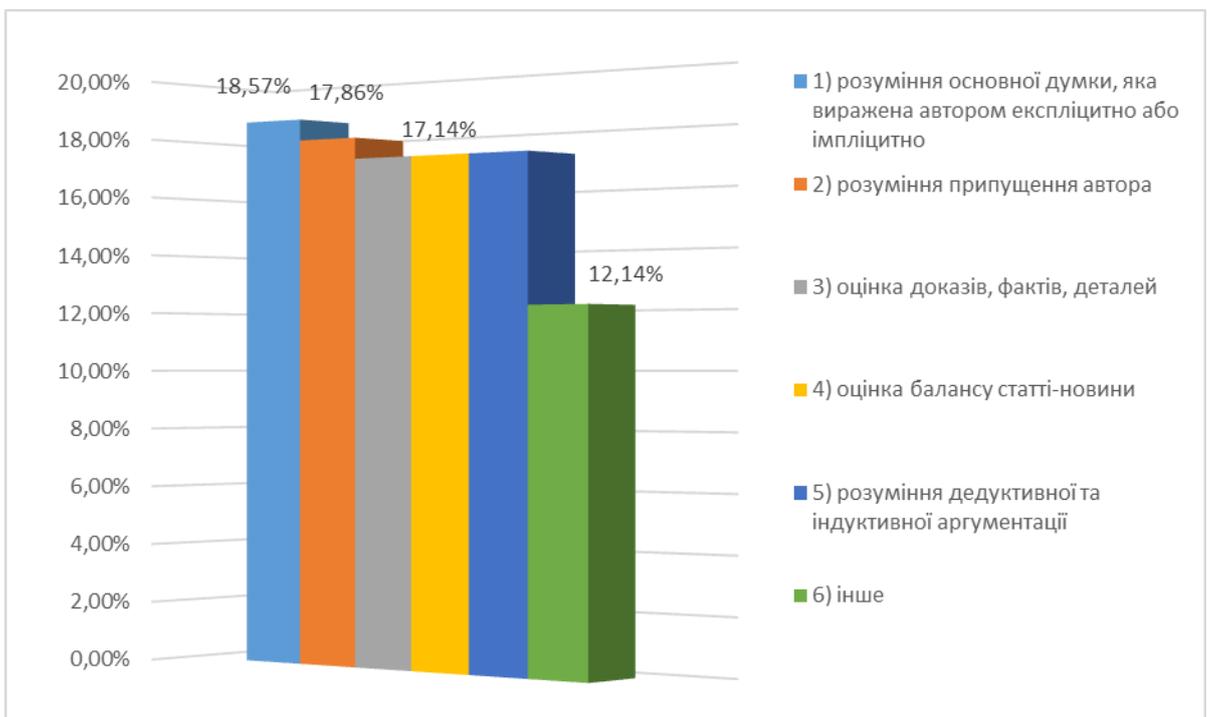
6. Яким чином формується Ваше ставлення до соціокультурної події, яка тільки відбулась у світі?



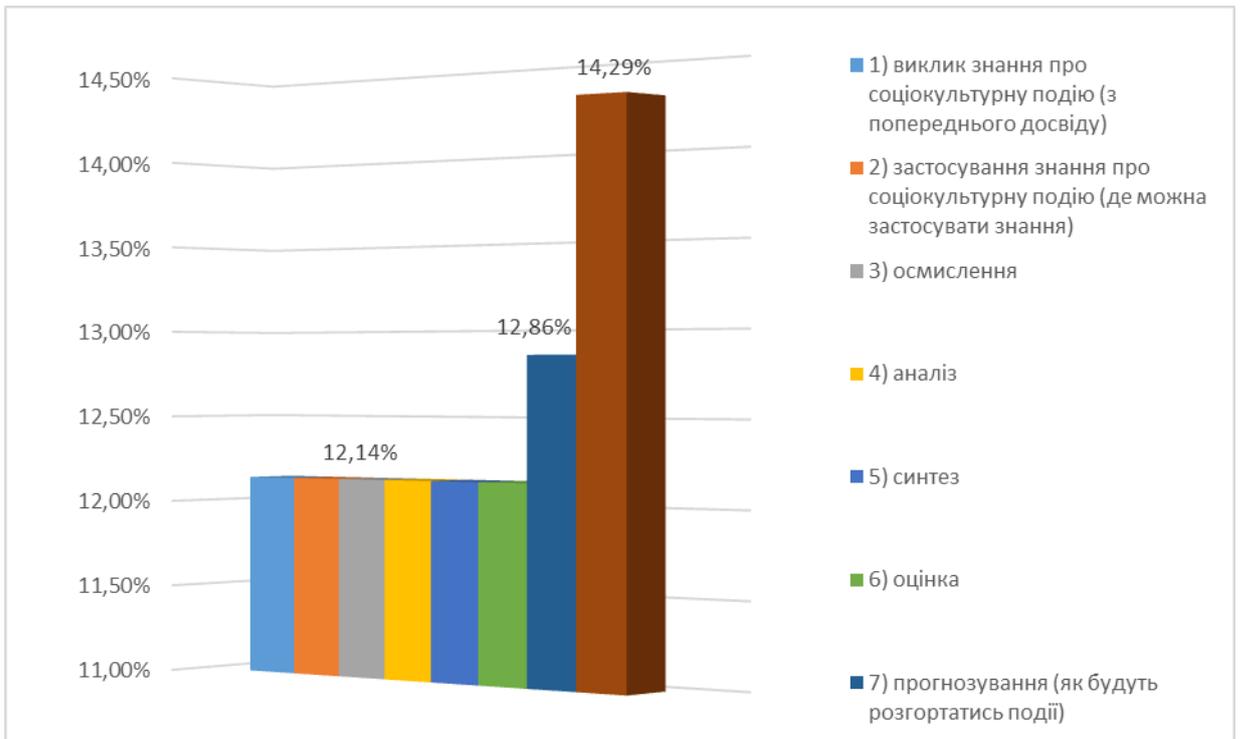
7. Вкажіть, чи є соціокультурні події, які відбулися / відбуваються в інших країнах, до яких Ви відноситеся вкрай негативно?



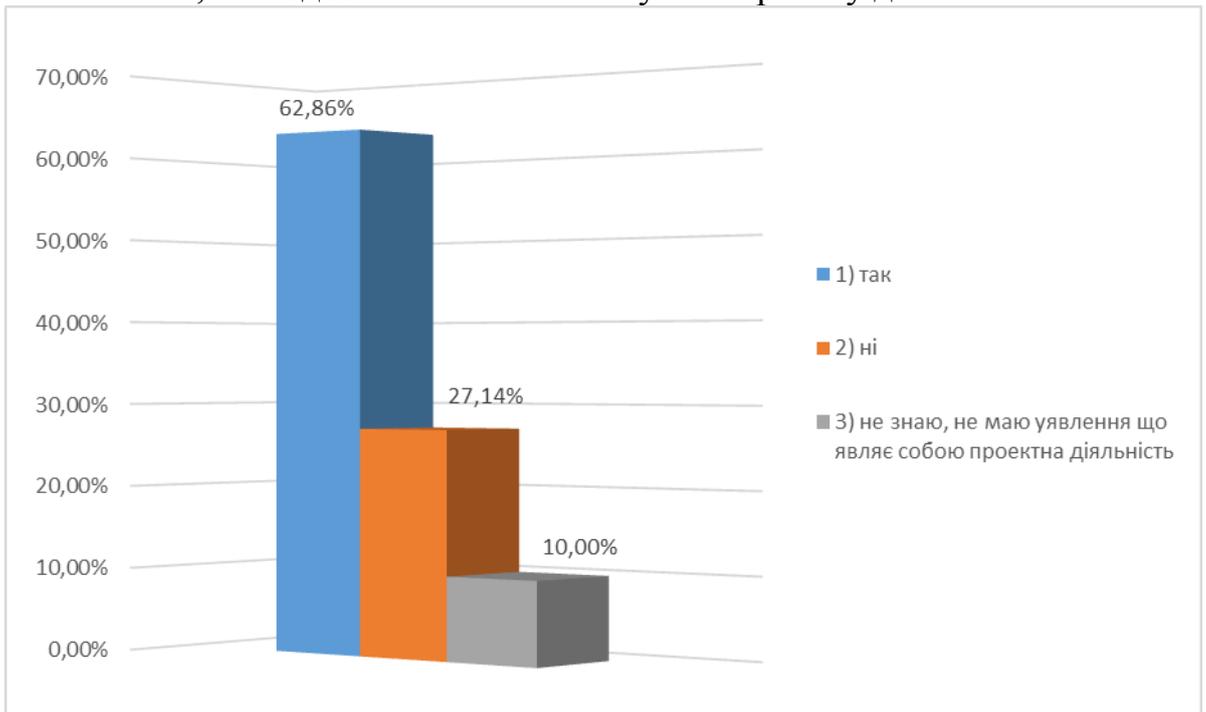
8. Які вміння, на Вашу думку, потрібні для того, щоб дати критичну оцінку головній думці автора щодо соціокультурної події, описаній у статтях, які містяться на англomовних веб-сайтах електронних та журнальних видань?



9. Які вміння, на Вашу думку, потрібні для того, щоб критично осмислити соціокультурне явище?



10. Вкажіть, чи подобається Вам виконувати проекту діяльність?



Додаток В**Відібрані статі-новин з сайту <http://www.breakingnewsenglish.com>****News Article 1**<http://www.breakingnewsenglish.com/1403/140316-pollution-pay.html>**Panasonic China staff to get "pollution pay" (16th March, 2014)**

Japanese electronics company Panasonic will pay its Japanese staff in China "pollution pay". The company wants to give its workers more money because of China's poor air quality. No one knows how many people will get the extra cash. Neither did the company say how much the additional pay would be. Panasonic did not announce any plans to give the payment to its Chinese staff. Workers who have to work in other countries usually get extra pay for phoning home, eating in restaurants or buying furniture. Panasonic is probably the first company in the world to give compensation to its workers because of pollution. Other companies in China may now follow Panasonic's example.

Air pollution is a serious problem in China. The World Health Organization said pollution levels there were 15 times higher than healthy levels. China's Premier, Li Keqiang, recently said his country would fight a "war on pollution". The Japan Times newspaper reported that: "Over the weekend, a top Chinese environment official said air quality was below national standards in almost every major city last year." There are several reasons why pollution in China has become so bad in recent years. The country's economic success means there are thousands more factories. China also uses coal as its main source of energy. In addition, there are hundreds of thousands more cars than before on China's roads.

Sources:<http://www.bbc.com/news/business-26555874><http://www.japantimes.co.jp/news/2014/03/13/business/panasonic-china-staff-get-pay-for-pollution/>

News Article 2

<http://www.breakingnewsenglish.com/1402/140224-security-guards.html>

Mount Everest security guards to stop fights (24th February, 2014)

Tempers can get hot even in the freezing conditions on Mount Everest, the world's highest mountain. So hot, in fact, that fights break out among climbers. One brawl erupted last April between climbers from Europe and local Sherpas. The free-for-all happened at 7,470m, 1,400m below the summit. It started over an argument about how to fix mountaineering ropes on the slopes. The dispute was resolved without anyone suffering serious injuries. With Everest becoming more and more crowded, Nepalese officials are attempting to nip any more trouble in the bud by deploying a team of security guards. The nine-person team will be ready to deal with any alpine altercations before the climbing season begins in April.

An official from Nepal's tourism ministry told the Himalayan Times website that last year's skirmish raised concerns about the safety and security of climbers on the mountain, especially given that law enforcement officers were days away. He said: "We will open an office at the base camp with a team of government officials, including the army and police personnel. This will make it easy to resolve any conflict." He added: "The presence of security officials at the base camp will give a psychological feeling to climbers that they are safe." He said the security officers could also assist with "medical help, rescues or anything else", adding: "We want to make things easier for climbers."

Sources:

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<http://www.thehimalayantimes.com/fullNews.php?headline=Mt+Everest+security++to+be+tightened&NewsID=406738>

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News Article 3

<http://www.breakingnewsenglish.com/1402/140220-renewable-energy.html>

Google investing \$1billion in renewable energy (20th February, 2014)

Tech giant Google is investing \$1billion in renewable energies to make its operations totally green. The company hopes to exploit solar energy, wind farms and other forms of alternative energy to power its data centres around the world. Rick Needham, Google's Director of Energy and Sustainability, told reporters: "We've invested over a billion dollars in 15 projects that have the capacity to produce two giga-watts of power around the world." Mr Needham added it was an economic necessity for Google to invest in energy. He said: "Procuring power for ourselves and investing in...renewable power plants...all make business sense. They make sense for us as a company to do. We rely on power for our business."

Mr Needham said Google still has a long way to go before all of its operations are fuelled by renewable energy. He said about 34 per cent of Google's power requirements are sourced from renewables. Needham told reporters it wasn't always easy to meet this target in some parts of the world, saying: "Our goal is to be 100 per cent renewable powered. There are lots of challenges in getting there, not the least of which is operating in many jurisdictions that are in different parts of the world." He added: "At Google we invest in innovative renewable energy projects that have the potential to transform the energy landscape and help provide more clean power to businesses and homes around the world."

Sources:

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<http://guardianlv.com/2014/02/google-attempts-to-power-all-its-operations-with-renewable-energy/>

News Article 4

<http://www.breakingnewsenglish.com/1402/140206-rats.html>

Future rats could be the size of sheep (6th February, 2014)

Rats that are the size of sheep might be a good horror movie story. However, scientists from the University of Leicester in England say that in the future, there could really be giant rats on the Earth. They could be as big as sheep and weigh up to 80kg. Rats are spreading all over the Earth. They are now the strongest animals on many small islands. One of the reasons for this is that they travel on ships and relocate to areas that never had rats before. Another reason is that many larger animals are becoming extinct, so there are fewer animals that might kill rats. Researcher Dr Jan Zalasiewicz said: "Given enough time, rats could probably grow to be...the world's largest rodent."

Dr Zalasiewicz said rats are one of the best examples of a species that we have spread around the world, and have successfully adapted to many of the new environments. He said: "There will be future thin rats, future fat rats, slow and heavy rats, fast and ferocious rats, probably future aquatic rats - the list goes on." After the dinosaurs died out, many small animals slowly grew bigger and bigger. The same thing could happen with rats if there are no animals left that hunt and kill them. Dr Zalasiewicz also believes that "super-rats" will start killing other species to make them extinct. This will have a big impact on food chains. He did not say what humans would do about giant rats running around everywhere.

Sources:

<http://www.express.co.uk/news/nature/457757/Super-sized-rodents-Rats-could-grow-bigger-than-sheep-and-weigh-same-as-average-Briton>

<http://www.skynews.com.au/eco/article.aspx?id=947282>

<http://www.natureworldnews.com/articles/5868/20140203/rats-will-adapt-replace-extinct-animals-become-enormous-expert.htm>

News Article 5

<http://www.breakingnewsenglish.com/1402/140204-great-barrier-reef.html>

Australia to dump sludge in Great Barrier Reef (4th February, 2014)

Australia's government has approved a plan to dump massive amounts of sludge in the Great Barrier Reef. The mud will come from a project to expand a coal port at Abbot Point, on the coast near the reef. The decision to give the go-ahead to the dumping of the sludge was made by Australia's Environment Minister in December. It has caused environmentalists to be up in arms about the possible damage to the world's largest and most famous coral reef. They say it is outrageous to put corporate profits ahead of such an important marine environment. About 3 million cubic meters of mud will be poured into the reef's waters. Authorities say the sludge will not be dumped on top of any coral.

The Barrier Reef is the world's largest coral reef system. It stretches for over 2,600 kilometres, covering an area of approximately 344,400 square kilometres. It receives special protection from Australia's government to limit the impact of fishing and tourism. Climate change is already damaging its delicate ecosystems by bleaching and killing the coral. The reef creates \$3 billion a year in tourism revenue. Greenpeace warned that the dumping, "is one more body blow for the Reef which further threatens marine life, its World Heritage status and Australia's tourism and fishing industries". The World Wildlife Fund said the decision marked, "a sad day for the reef and anyone who cares about its future".

Sources:

<http://edition.cnn.com/2014/01/31/world/asia/great-barrier-reef-dump-approved/>

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News Article 6

<http://www.breakingnewsenglish.com/1401/140121-sunrise.html>

Smog makes Beijing put sunrise on giant TV (21st January, 2014)

People in Beijing cannot see the sun. The air is full of smog (a mixture of smoke and fog). The smog is so thick that it blocks the sun all day. People really miss seeing the sun. Beijing's leaders decided to do something so people could see the sunrise. They put giant LED screens across the city. People stand in front of the digital screens and watch the sunrise. The screen in Tiananmen Square also had a special message on it. It was a public announcement that read: "Protecting the atmosphere and environment is everyone's responsibility." The live, digital sunrise is already a hit with tourists. Ricardo Hernandez from Mexico said: "It looks like science fiction. It's kind of cool, but it's also worrying. This smog sucks."

The air quality in China's cities often becomes bad in winter. People burn more coal for heating in the winter months. This makes more pollution. Beijing's mayor promised to make the air cleaner. He said the city would spend \$2.4 billion this year to improve the air quality. Many workers wore face masks on their way to work. They did not want to breathe the poisonous air. One man told reporters: "I couldn't see the tall buildings across the street this morning. The smog has become worse in the last two to three years." He said the smog usually makes him feel bad: "I often cough and my nose is always running," he said. The US embassy advised people to, "avoid all physical activity outdoors".

Sources:

<http://www.dailymail.co.uk/news/article-2540955/Beijing-clouded-smog-way-sunrise-watch-giant-commercial-screens-Tiananmen-Square.html>

http://www.huffingtonpost.com/2014/01/17/beijing-fake-sunrise_n_4618536.html?utm_hp_ref=world

News Article 7

<http://www.breakingnewsenglish.com/1312/131218-jade-rabbit.html>

Jade Rabbit sends photos from the Moon (18th December, 2013)

China's scientific expedition to the Moon has sent back its first photos of the lunar surface. A robot called the Jade Rabbit became the first vehicle to traverse the Moon's volcanic ash since America's Apollo missions four decades ago. Scientists at China's mission control were ecstatic as the first high-quality images came through of an area of the Moon known as the Bay of Rainbows. The photos showed the rover with the Chinese flag clearly visible against the dark of space. Jade Rabbit is expected to test soil samples ahead of the possible mining of the Moon's rocks and minerals. A Chinese scientist said: "China's lunar programme is an important component of mankind's activities to explore the peaceful use of space."

The South China Morning Post described the Moon landing as a landmark achievement in Chinese history. It wrote: "The world long ago sat up and took notice of China's rapid rise as a space power...But nothing compares with the scientific and technological significance of the landing on the moon at 9.12 on Saturday night." It said the mission, "has transformed China's dream of putting a man on the moon into a given; sooner rather than later". China's science fiction writers are also overjoyed with their country's success. Chen Qiufan described his vision of the future, saying: "I think everything will look differently when a Chinese person looks at Earth from the Moon." He added: "I expect that day will come."

Sources:

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http://news.xinhuanet.com/english/china/2013-12/15/c_132969790.htm

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News Article 8

<http://www.breakingnewsenglish.com/1312/131212-temperatures.html>

Coldest temperature on Earth recorded (12th December, 2013)

Scientists recently found the coldest place on Earth. Satellites measured a temperature of minus 93.2 degrees Celsius on part of Antarctica. Scientists still need to do more tests on the data. The real temperature could be one degree colder. The coldest temperature found before this was also in Antarctica. This was minus 89.2 degrees Celsius. Scientist Dr Ted Scambos said: "These very low temperatures are hard to imagine." He explained: "It's almost as cold below freezing as boiling water is above freezing." He added that parts of Antarctica are 50 degrees colder than Siberia. Nowhere on Antarctica is as cold as the Moon. Temperatures there got as low as minus 238 degrees Celsius.

Unfortunately, the record freezing temperatures measured by the satellites won't be in the Guinness Book of Records. The temperatures must be from a couple of meters above the ice. The scientists also have to use a thermometer. The satellites' temperatures were a few centimetres above the ice and they did not use a thermometer. Dr Scambos said he is sure that the temperatures recorded by the satellites are accurate. He also said that they would be too cold for a thermometer to work properly. He said it was so cold that you cannot breathe the air. When scientists go outside, they must wear a snorkel that goes inside their coat. They breathe the warmer air that is close to their skin.

Sources:

<http://www.bbc.co.uk/news/science-environment-25287806>

<http://www.livescience.com/41817-coldest-places-found-antarctica.html>

<http://www.stuff.co.nz/science/9499536/Coldest-place-on-Earth-94-7C>

News Article 9

<http://www.breakingnewsenglish.com/1312/131206-bicycles.html>

Bicycles outsell cars in most EU countries (6th December, 2013)

The BBC reports that in 2012, more bicycles were sold than cars in 26 out of 28 countries in the European Union. There appear to be several reasons behind this growing trend. One is because of the recession experienced in many countries after the global financial crisis. Many countries introduced austerity measures, which took away the spending power of consumers who might ordinarily have bought a car instead of a bicycle. The continuing rise in fuel prices is also making motorists think twice about driving. Another reason is that more people are getting into cycling. The BBC reports that: "The popularity of cycling appears to be going beyond the traditional 'cycling capitals' of northern Europe."

A whopping 50 per cent more bicycles were sold than cars. Europeans bought just 12 million cars in 2012, compared to 19.2 million bicycles. Sergio Marchionne, the head of the Italian car giant FIAT, said this was a sorry state of affairs for the car industry, and described it as "carmageddon". Car sales in Italy slumped so badly that they were at their lowest levels since 1965 – a five-decade low. The head of the Italian cycling federation believes there has been, "a small revolution in terms of lifestyle". The head of Italian cycling manufacturer Bianchi agreed. He said: "Customers these days want bikes they can commute with, and top-of-the-range bikes. They are looking for long-term investments."

Sources:

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<http://www.france24.com/en/20131203-southern-europe-joins-north-bike-revolution>

News Article 10

<http://www.breakingnewsenglish.com/1311/131118-ivory.html>

USA destroys 6,000kg of ivory (18th November, 2013)

Elephants are in danger. Hunters kill them for their tusks. The hunters sell the tusks because they are made from ivory. The USA is working to stop this trade. It wants to protect the world's elephants. On Thursday, the U.S. government burnt almost 6,000 kilograms of ivory tusks. They also destroyed ivory carvings and jewellery. The USA wants to send a message to poachers (people who illegally hunt and kill elephants) to stop killing elephants. More and more elephants in Africa are dying. It is difficult for African countries to stop the poachers. On Wednesday the USA offered a \$1 million reward for anyone who has information about a group in Laos that buys and sells ivory.

Conservationists (people who want to protect animals and the Earth) are happy with the USA's actions. They say one way to end poaching is to make it unprofitable. If poachers know they cannot make money from ivory, they will not kill elephants. Adam Roberts of the Born Free USA conservation group said: "Any time we can remove ivory from the marketplace, it's a win for elephants, because it suggests to the world that there isn't profitability to be had by selling ivory. And if there's no profitability in selling ivory, there's no profitability in poaching elephants." A worldwide ban on trading ivory started in 1989. It has helped to protect elephants, but the world needs to do a lot more.

Sources:

<http://www.voanews.com/content/authorities-crush-ivory-anti-poaching-message/1790646.html>

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News Article 11

<http://www.breakingnewsenglish.com/1311/131116-typhoon-haiyan.html>

Aid too slow in reaching Philippine needy (16th November, 2013)

The United Nations humanitarian chief Valerie Amos has said aid is not reaching survivors of Typhoon Haiyan quickly enough. Ms Amos is the UN Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator. She spoke to reporters in Manila yesterday and explained how urgent it was to act more quickly. She said: "The situation is dismal. Those who have been able to leave have done so. Many more are trying. People are extremely desperate for help." She added: "We need to get assistance to them now. They are already saying it has taken too long to arrive. Ensuring a faster delivery is our immediate priority." Early efforts at providing assistance were hampered by continuing bad weather.

Typhoon Haiyan is possibly the strongest on record to make landfall. Meteorologists say the violent storm packed winds of up to 315kph. It is believed over 10,000 people perished in the city of Tacloban alone. Hundreds of thousands are now homeless after the typhoon flattened almost everything in its path. The New York Times reported there being "typhoon gridlock" as the destroyed infrastructure is making the logistics of distributing aid a nightmare. People are desperate for water. The Doctors Without Borders charity said: "Access is extremely difficult and is preventing people from receiving help." Christian Aid said: "The devastation here is unimaginable."

Sources:

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News Article 12

<http://www.breakingnewsenglish.com/1310/131027-japanese-food.html>

Japanese food to get UNESCO status (27th October, 2013)

The United Nations is going to put traditional Japanese food on its list of important world cuisines. It will be the fifth time for UNESCO to give a country's or region's food its cultural heritage status. French, Mediterranean, Mexican and Turkish food are already on the list. Traditional Japanese food is called 'Washoku'. It is very famous for its variety. It ranges from sushi (raw fish on rice) to ramen noodles, tempura and sukiyaki. Japan's Agency for Cultural Affairs said it wants to put all of its food on the list, not just one or two famous dishes. The agency said Japanese food is special because of its artistic presentation. It also uses unique ingredients. Many dishes are important because they celebrate the four seasons.

'Washoku' is very healthy and has a good balance of minerals, vitamins, carbohydrates and protein. It is one of the reasons why Japanese people live for so long. It also helps to keep obesity levels low. The cuisine is also important as different meals throughout the year help to bring families and communities together. Food plays an important role in many ceremonies that mark seasonal traditions. The menu for New Year's celebrations, rice-planting events and harvest festivals are all very different. Japan's government said food helps Japanese people keep a strong sense of culture. It also said 'Washoku' is closely "associated with an essential spirit of respect for nature."

Sources:

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News Article 13

<http://www.breakingnewsenglish.com/1310/131003-world-hunger.html>

Hunger affects one in eight people (3rd October, 2013)

A new report from the United Nations says one in eight people around the world does not have enough food. The U.N. reports that 842 million people suffer from very serious hunger. This is about 12 per cent of the world population. This percentage has gone down. It was 17 per cent in 1992. The U.N. says many countries still cannot find ways to feed their people. Africa is the region with the highest number of undernourished people. The U.N. says that one in five Africans is undernourished. In over 19 African nations, more than a quarter of the population goes hungry. The U.N. said 98 per cent of the world's hungry people live in developing countries.

The World Food Programme (WFP) explained that undernourishment is "not having enough food for an active and healthy life" and an inability to "meet dietary energy requirements". The WFP said hunger is now the largest risk to people's health around the world. It is a more serious problem than AIDS, malaria and tuberculosis combined. One of the biggest reasons for people being hungry is war. The U.N. said developing countries that have experienced war in the past 20 years have bigger problems feeding their people. Scientists say this situation could get worse because of climate change. Hotter temperatures in more countries will mean farmers cannot grow enough food, leading to more hunger.

Sources:

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<http://www.voanews.com/content/world-hunger-down-not-enough-to-reach-goals/1760371.html>

<http://www.enca.com/world/world-hunger-greatest-threat-global-health>

News Article 14

<http://www.breakingnewsenglish.com/1310/131001-tomtato.html>

New TomTato plant grows potatoes and tomatoes (1st October, 2013)

A horticultural company in the U.K. is marketing a revolutionary new plant that grows both tomatoes and potatoes. It is called the TomTato and yields up to 500 sweet, cherry-sized tomatoes and a healthy crop of white potatoes. Britain's Daily Mail newspaper joked you can now get ketchup and fries from the same plant. The company, Thompson and Morgan, began research into the possibility of grafting together tomato and potato plants over 15 years ago. Paul Hansord, horticultural director at the company, said the great thing about the plant is that it is not genetically modified in any way. He said he knew it was possible to graft the two plants together because they belong to the same plant species.

Mr Hansord explained how the commercial concept developed. He said: "At the start, we thought it'd just be a novelty thing to do. But as the trials developed, we realised what we had produced was really high yield, had fantastic flavour and could be done commercially for the first time. The TomTato is being dubbed as "veg plot in a pot". Hansord said it can be grown inside or outside, in a large flower pot or in a bag. It is selling at around \$25 on the company's website. Britain's Telegraph newspaper said: "'Double-crop' plants like the TomTato could be extremely useful in the future, as they help populations grow more food in smaller spaces."

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News Article 15

<http://www.breakingnewsenglish.com/1309/130925-post-traumatic-stress-disorder.html>

Scientists find gene that erases memories (25th September, 2013)

Researchers from the Massachusetts Institute of Technology have found the gene that could help people forget traumatic experiences. They say the research could benefit people with painful memories. Soldiers, crime victims and people who survived natural disasters are some of the people this research could help. Many of these people suffer from very bad stress because of their memories. It is an illness called post-traumatic stress disorder (PTSD). The scientists found the memory gene in mice. They hope that one day they can erase painful memories in humans. They think they can replace upsetting memories with more positive thoughts and feelings. This would help millions of people who suffer from PTSD.

The head researcher, Li-Huei Tsai, did many tests to make mice forget their fear. Scientists put the mice into a cage and gave them a small electric shock. After many shocks, the mice became afraid of the cage. They were stressed when they saw it. Once the mice had "cage shock," the scientists put the mice in the cage again but didn't give them an electric shock. After a period of time, the mice no longer feared the cage. Positive feelings replaced their stress and fear. The scientists looked at the brain activity when the mice were afraid and when they were not afraid. They were surprised to find the gene that replaced old memories with new ones. They will now try to find this gene in humans.

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News Article 16

<http://www.breakingnewsenglish.com/1309/130917-blobfish.html>

Blobfish are the ugliest animals (17th September, 2013)

Most people do not know what a blobfish is. It is the world's ugliest animal. It is also the new mascot of the Ugly Animal Preservation Society (UAPS). The UAPS asked 11 celebrities and comedians to make a short video on what they thought was the ugliest creature on Earth. Thousands of people voted to decide the winner. UAPS president Simon Watt said he didn't want to use a cute animal as the society's mascot. He wanted people to know that not-so-cute animals are also in danger. Mr Watt said: "We've needed an ugly face for endangered animals for a long time...For too long the cute and fluffy animals have taken the limelight." He thinks the blobfish will make people remember the uglier animals.

Blobfish live in the seas and oceans near Australia and New Zealand. They stay largely on the seabed or ocean floor between 600 to 1,200 metres deep. They can grow up to 30 centimetres long. They have very large heads, small bodies and thin tails. Their name comes from the fact that they look like a large blob of jelly. This is because they have no muscles. They float in the water and swallow things that swim past them, like small crabs and shellfish. Even though humans do not eat blobfish (they are inedible), fishermen accidentally kill thousands each year. They are caught in the nets of fishing boats. Scientists are worried that this will put the blobfish on the list of endangered animals.



Sources:

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News Article 17

http://www.breakingnewsenglish.com/1307/130731-bee_attack.html

30,000 bees attack couple, kill ponies (31st July, 2013)

Being attacked by killer bees usually only happens in horror movies or nightmares. For a couple in Texas, the nightmare turned into reality on Wednesday night. Kristen Beauregard, 44, and her boyfriend were in their garden exercising their two ponies. Ms Beauregard told reporters that everything was normal until one of the ponies started kicking and jumping. The animal was very frightened about something. Suddenly she saw a dark cloud in the sky and she realised it was a swarm of bees. She said: "It got all dark, like it was night time, there were so many bees." The bees attacked the couple and their horses.

Luckily they had a swimming pool, so the couple jumped in. Ms Beauregard was stung over 200 times by the bees. Her boyfriend counted over 50 stings on his arms, neck and head. The pool probably saved their lives because the bees could not attack them under the water. Kristen explained how terrifying it was. She said: "We were trying to stand up in the water but every time we stuck our heads out for air, they would cover us and start stinging us. We were trying to breathe and they were stinging us on the face and on the nose." Unfortunately, the two ponies could not escape from the bees. They got stung thousands of times. One died on the farm, the other passed away at the vet's clinic later that evening.

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News Article 18

<http://www.breakingnewsenglish.com/1307/130725-depression.html>

Scientists discover depression molecule (25th July, 2013)

Scientists say they have discovered the part of the brain that is responsible for us feeling miserable, anxious and stressed. A UK-based medical research company called Heptares Therapeutics said it has located the molecule related to depression. It is a protein found inside the brain called CRF1. The company said the protein, "is important in regulating the body's response to stress and is implicated in stress-related diseases such as depression and anxiety". The team used one of the world's most powerful x-ray machines in its research. Lead researcher Fiona Marshall said a greater understanding of the CRF1 protein could lead to ground-breaking drugs to control depression.

Britain's National Health Service (NHS) warned anyone suffering from depression or related illnesses not to get too excited about this research. It questioned whether a single molecule could really lead to depression, and said the condition actually resulted from a complex interaction of chemicals. An NHS statement expressed surprise at the way two of Britain's biggest newspapers have built the story up – "The Daily Mail" and "The Sunday Times". The latter reported that researchers had found the "miserable molecule," saying it was "the protein involved in all our feelings of stress, anxiety and even depression". The NHS said: "It's a great headline, but a hugely sweeping claim."

Sources:

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News Article 19

http://www.breakingnewsenglish.com/1307/130713-fried_eggs.html

No frying eggs in Death Valley, says park (13th July, 2013)

Officials at the Death Valley National Park have appealed to visitors to refrain from trying to fry eggs on rocks or the ground. The park has been inundated with visitors trying to test the theory that it is hot enough to fry an egg ever since a park employee posted a video on YouTube of her attempts to do so. The online clip, together with soaring temperatures nearing 50°C and the centennial on Wednesday of the hottest temperature ever recorded on Earth, encouraged many people to try their own experiment, with messy results. Park cleaners are being kept busy cleaning up egg shells, discarded egg cartons, and the foul-smelling goo from hundreds of unsuccessful attempts at a sunny-side up under the sun.

Park rangers urged people on their Facebook page to not fry eggs. It read: "An employee's posting of frying an egg in a pan in Death Valley was intended to demonstrate how hot it can get here, with the recommendation that if you do this, use a pan or tin foil and properly dispose of the contents. However, the...maintenance crew has been busy cleaning up eggs cracked directly on the sidewalk, including egg cartons and shells strewn across the parking lot." It added: "Please put trash in the garbage or recycle bins provided and don't crack eggs on the sidewalks." A comment on the park's YouTube page stated how hot it got in Saudi Arabia, joking that, "you can throw a chicken in the air and you will catch it cooked".

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News Article 20

http://www.breakingnewsenglish.com/1306/130609-panama_canal.html

China to build Panama Canal alternative (9th June, 2013)

China to build Panama Canal alternative (9th June, 2013)

A Chinese company is going to build a new shipping route through Central America. Nicaragua has given the company a \$40 billion contract to construct a canal across the country. It will join the Atlantic and Pacific oceans. This means there will be two waterways to connect the two oceans. The other one is the Panama Canal, which opened in 1914. The new waterway in Nicaragua will be bigger and longer than the 77-km-long Panama Canal. A spokesman said much bigger ships would pass through Nicaragua's canal – twice the size of those that currently use the Panama Canal. The name of the company that will build the canal is still a secret. However, it will have a 100-year contract to maintain the project.

The new canal will be a very important trade route. Shipping companies will save time and money because it will be farther north than the Panama Canal. It will take companies ten years to finish the project, but the first ships will use it within six years. It will be 22 metres deep and 286 km long. Not all Nicaraguans are happy about the canal. Congressman Carlos Langrand said: "This project affects all Nicaraguans, the future of Lake Nicaragua, our environmental resources, and the economy." He complained that the government was not being honest with the people. He told the "Nicaragua Dispatch" newspaper that: "We have many more questions than answers about this project."

Source:

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News Article 21

<http://www.breakingnewsenglish.com/1306/130607-garbage.html>

U.K. garbage could be worth billions (7th June, 2013)

A British government agency has claimed that the nation's garbage is an untapped gold mine that's potentially worth over \$4.5 billion. The Local Government Association's (LGA) review on Britain's waste disposal, 'Wealth from Waste', says local governments could earn billions by 2020 to provide better services to residents. The study outlines how the scheme could additionally create over 50,000 jobs by expanding the household recycling sector. LGA executive Clyde Loakes said: "There is clearly wealth in waste. The UK's waste and recycling sector is currently worth around £11 billion and growing at twice the rate of the rest of the economy, but there is so much more we could do to make the most of this booming industry."

The UK produces over 26 million tonnes of rubbish every year. The LGA is urging the country to fully exploit a resource that currently ends up in landfills. The report reads: "Taxpayers will be better off, the economy will benefit, and more people will have jobs if we grow our domestic market for collecting, sorting and reprocessing recycling. Landfilling waste costs a lot of money; burning it is still expensive; recycling actually brings in cash for the taxpayer and we owe it to today's hard-pressed taxpayers to get as much of their money back as possible." It adds: "There is wealth in waste. It is time to take the lid off the dustbin debate and raise the sights of government...from the kerbside to the global economic race."

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News Article 22

http://www.breakingnewsenglish.com/1306/130603-istanbul_gezi_park.html

Istanbul park protests spread across Turkey (3rd June, 2013)

People in Istanbul are continuing their protests against their government's decision to turn the city's Gezi Park into a shopping mall. The unrest has spread to the Turkish capital Ankara and 90 other places across the country, in what is seen as dissatisfaction with the rule of Prime Minister Recep Erdogan. More than 1,000 people have been arrested and dozens injured. The government has come under criticism for its heavy-handed response to the protestors. It has now ordered security forces to leave Istanbul's Taksim Square. Mr Erdogan admitted that police had made "mistakes" in the amount of force they used, but emphasized that the square, "cannot be an area where extremists are running wild".

Protesters have been staging their "Occupy Gezi Park" protest since May 26. They want to prevent the demolition of one of the few green areas left in central Istanbul. Journalist Murat Yetkin said the increasing and "disproportionate" police response "has managed to turn a pacifist and modest protest into a public protest movement". Oral Goktas, a 31-year old architect, said: "This has become a protest against the government, against Erdogan taking decisions like a king." Opposition party leader Kemal Kilicdaroglu accused Erdogan of behaving like a dictator, saying: "Tens of thousands are saying no. They are opposing the dictator." Erdogan vowed that the redevelopment of the park would go ahead as planned.

Sources:

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News Article 23

http://www.breakingnewsenglish.com/1305/130512-carbon_dioxide.html

Carbon dioxide at record high level (12th May, 2013)

The level of carbon dioxide (CO₂) in the atmosphere is now at a record high. An American weather station in Hawaii recorded the new high on the 9th of May. It found CO₂ levels were at 400 parts per million (ppm). The last time CO₂ was at this level was five million years ago. This was when there were no humans on the Earth. Scientists say the 400ppm level is a warning sign. They say we must do more to stop this number getting bigger. However, scientist James Butler said he thought CO₂ levels would keep rising. He warned: "In eight to nine years, we will probably have seen the last CO₂ reading under 400ppm." He told reporters that even at the South Pole, CO₂ would be above 400ppm.

Carbon dioxide is one of the gases that create global warming. Just one CO₂ molecule can stay in the atmosphere for hundreds of years. Pieter Tans, one of the scientists measuring CO₂ levels, said human activity is making the Earth warmer. He said that, "the burning of coal, oil, and natural gas is driving the acceleration". He pointed out that 300 years ago, CO₂ levels were around 280ppm. He added that 800,000 years ago, they were at 180ppm. Another scientist, Dr Ralph Keeling, warned that CO₂ is warming the Earth to dangerous levels. He is worried about arctic ice melting, causing sea levels to rise. This will put billions of people in danger.

He said: "It takes a long time to melt ice, but we're doing it. It's scary."

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News Article 24

http://www.breakingnewsenglish.com/1305/130504-mount_fuji.html

Mount Fuji to be World Heritage site (4th May, 2013)

Japan's Mount Fuji will become a World Heritage Site in June. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage status. The U.N. team that made the decision said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high volcano was important outside of Japan too. Fuji-san (as Japanese people call it) has been a sacred mountain for more than 1,000 years. Priests say that when you climb it, you move from the "everyday world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can wash away their sins by climbing to the top and coming back down again.

Mount Fuji is a major tourist destination. It is very popular with hikers, who want to see the rising sun from its peak. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing each day. Local residents are now worried the World Heritage status will mean more visitors. That means there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help preserve its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help financially with keeping the mountain clean." Another idea being talked about is to limit the daily number of hikers allowed to the top.

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News Article 25

<http://www.breakingnewsenglish.com/1303/130329-pesticides.html>

Pesticides stop bees learning (29th March, 2013)

Scientists have found that pesticides harm the ability of bees to find food. Bees must learn which flowers contain nectar (their food) from the smell of the flowers. If the bees do not learn which scents mean food, they will starve. Researchers at the University of Dundee in Scotland and Newcastle University in England found that pesticides used by farmers and gardeners can switch off the part of a bee's brain that is responsible for associating smells with food. Lead researcher Dr Geraldine Wright said pesticides could seriously impact the survival of honeybee colonies. She said, "bees that cannot learn will not be able to find food". This also means bees will not pollinate crops and wild plants.

Bee populations around the world have been declining. Scientists have searched for a long time for a reason why so many bees are disappearing. This new research may be an important clue. However, the British government does not want to stop the use of the pesticides that may prevent bees from learning. It wants to carry out more tests to make sure pesticides are the real reason for the reduction in the number of bees. A spokeswoman from the Friends Of The Earth charity said the government must act sooner rather than later. "Bee health is far too urgent to wait until more research has been completed. [Controls] should be placed on these pesticides until bee safety can be [guaranteed]," she said.

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News Article 26

http://www.breakingnewsenglish.com/1303/130313-animal_testing.html

EU bans sale of all animal-tested cosmetics (13th March, 2013)

People in Europe will no longer be able to buy cosmetics that were tested on animals. The European Union has banned all cosmetics that were developed using animal testing. The EU is also asking other countries to do the same. The total ban follows an earlier one from 2009, when companies could test on animals for serious human health issues. Tonio Borg, the EU's commissioner for health, said the ban, "gives an important signal on the value that Europe attaches to animal welfare". Mr Borg said the EU would help the industry find different ways of developing new cosmetics. He said this would, "set an example of responsible innovation in cosmetics without any compromise on consumer safety".

Animal rights campaigners say the ban is an important victory. They have campaigned for decades against animal testing. A spokesman from the Royal Society for the Prevention of Cruelty to Animals charity said: "Animal testing in the name of beauty has never been acceptable." He added the work for animal rights activists was not over. "This is a great day for animals but...there are still many animals being used across the world to develop cosmetics," he said. Cosmetics companies were very angry over the new law. A Cosmetics Europe spokesman said European companies would fall behind in developing new products. He added that, "consumers in Europe won't have access to new products".

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News Article 27

<http://www.breakingnewsenglish.com/1303/130305-cycling.html>

Cycling is bad for the environment (5th March, 2013)

An American lawmaker has said cycling is bad for the environment. He also said cyclists should pay a tax to ride their bikes on the roads. Ed Orcutt, a representative from Washington State, sent an e-mail to the owner of a local bike shop to outline his thinking. He wrote: "A cyclist has an increased heart rate and respiration. That means that the act of riding a bike results in greater emissions of carbon dioxide from the rider. Since CO₂ is...a greenhouse gas...cyclists are actually polluting when they ride." Mr Orcutt said: "You can't just say that there's no pollution as a result of riding a bicycle....You would be giving off more CO₂ if you are riding a bike than driving in a car."

Mr Orcutt also believes cyclists should be taxed to use the roads. He said it was unfair that motorists have to pay all of the costs of building and repairing roads. He wrote: "Currently motorists are paying to use their cars on the roads...so if cars pay for the roads they are using, it only makes sense that bicyclists would also be required to pay for the roads they use when they are actually biking on them." Dale Carlson, owner of the Tech Bike Shop said Mr Orcutt's ideas were wrong. He wrote: "People who choose to ride a bicycle instead of driving a car actively reduce congestion."

He added: "They save wear and tear on our roads and bridges, and reduce the [need for police] to patrol our highways."

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<http://seattlebikeblog.com/2013/03/02/state-lawmaker-says-bicycling-is-not-good-for-the-environment-should-be-taxed/>

News Article 28

http://www.breakingnewsenglish.com/1302/130221-city_living.html

City living makes it harder to concentrate (21st February, 2013)

A new report says living in a city makes it harder for people to concentrate. The research found that people who live in rural areas can focus better than people in urban areas. The study is from Goldsmiths College, which is part of the University of London. Head researcher Dr Karina Linnell and her team studied how two groups of people did the same "thinking tasks". The team went to a remote part of Namibia, southwest Africa, to study the Himba tribe. Himba people live a very basic life in the desert, doing traditional farming. The team also studied members of the same tribe who had moved to the nearest town. Dr Linnell said the tribe who lived in the desert did much better on the tests than those in the town.

Dr Linnell's research may change the way companies operate. In the future, workers may relocate from cities to live and work in the countryside. Linnell said there are too many things around us in the city that stop us from thinking about one thing for a long time. This means we do not work at our best. She asked: "What if, for example, companies realised certain tasks would be better carried out by employees based outside of the urban environment where their concentration ability is better?" The past century has seen billions of people move from the countryside to big cities. If Dr Linnell's research is true, this century might see many of those people return to the great outdoors.

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News Article 29

<http://www.breakingnewsenglish.com/1302/130217-meteorite.html>

Meteorite hits Russia, thousands injured (17 th February, 2013)

A meteorite exploded above central Russia on Friday morning. It was just like a scene from a science fiction movie. People watched the bright, swimming pool-sized rock fly across the sky and then crash. It entered the Earth's atmosphere and looked like a giant shooting star. The power of the explosion damaged many buildings and smashed thousands of windows. The city of Chelyabinsk had no gas or Internet for a short time after the meteor shower came down. Thousands of people went to hospital for medical treatment. Many of them had cuts from flying glass. They did not know the shock wave from the explosion would be so dangerous and cause so much damage.

The Russian army found three giant holes in the earth where different parts of the meteorite hit the ground. One crater was six metres wide. The craters were 80 km apart. Investigators are checking the sites of where the meteorites came down to see if they are radioactive. The police have sealed off the areas to protect the public. Scientists working at the site said the meteor was mostly rock and iron. They said it is the largest meteorite to hit the Earth for over 100 years. NASA estimated that the meteor weighed around 7,000 tons and exploded with the power of 20 atomic bombs. Russian newspapers say that some people are now trying to sell rocks from the meteorite for \$15 each.

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News Article 30

http://www.breakingnewsenglish.com/1301/130104-bottled_water.html

U.S. town bans small bottles of water (4th January, 2013)

The U.S. town of Concord in Massachusetts state has banned stores from selling water in bottles that are smaller than one litre. Stores who sell the water will have to pay a \$50 fine. The new law is the result of a three-year campaign by local resident Jean Hill. Ms Hill first told people about the idea at a meeting in 2010. She wants people to drink more tap water and use fewer plastic bottles, which she says end up littering streets, rivers and the countryside. She said: "Bottled water is bad for the environment, our health, and our public water systems. Concord's decision to go bottled-water free is a great example of how communities can promote our most essential public service: the tap."

Many people are unhappy with the new law, which started on New Year's Day. The bottled water industry said small bottles are very important for people's health. It said banning small bottles would mean people will drink more small bottles of colas and other soft drinks. Shops can still sell small bottles of other kinds of drinks. Local stores and restaurants say they will lose customers as people will simply drive to nearby towns to buy small bottles of water. One local resident said the new law is dangerous to her health. Ann Davidson, 82, said tap water is bad for her health so she has to buy water, but 1.5 litre bottles are too heavy for her. People buy 50 billion small bottles of water each year in the USA.

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<http://bostonglobe.com/metro/2012/12/30/with-new-year-concord-braces-for-ban-single-serving-water-bottles/tgdOyAtGApWkwwgJmgJq61H/story.html>

Додаток В1**Перелік відібраних веб-сайтів новин, що містять статі-новини
для формування СКК****On-line Magazines and Newspapers****Aggregated List of Internet Magazines and Newspapers Web Sites**

<http://www.world-newspapers.com/uk.html>

<http://www.wrx.zen.co.uk/britnews.htm>

<http://www.thebigproject.co.uk/news/#.UM2lknX7m2Y>

<http://dailynewspaper.co.uk/>

Random List of News Web Sites in the USA and UK**UK**

<http://www.bbc.co.uk/news/>

<http://www.guardian.co.uk/uk>

<http://www.breakingnewsenglish.com>

<http://www.independent.co.uk/>

<http://www.thesun.co.uk/sol/homepage/news/>

<http://www.telegraph.co.uk/news/uknews/>

<http://www.dailymail.co.uk/news/index.html>

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<http://www.standard.co.uk/>
<http://metro.co.uk/news/>
<http://www.dailyrecord.co.uk/>
<http://uk.reuters.com/news/uk>
<http://www.newspapersoc.org.uk/>
<http://online.wsj.com/public/page/uk.html>
<http://www.firstnews.co.uk/>
<http://www.walesonline.co.uk/>
<http://www.lbc.co.uk/>
<http://www.newsbiscuit.com/>
<http://www.ujnews.com/>
<http://www.ukcolumn.org/>
<http://www.pressgazette.co.uk/>
<http://www.mediauk.com/>
<http://www.peterboroughtoday.co.uk/>
<http://www.yorkshirepost.co.uk/>
<http://www.bloomberg.com/news/uk-ireland/>
<http://www.private-eye.co.uk/>
<http://www.newstatesman.com/>
<http://uk.msn.com/>
<http://www.helloonline.com/>
<http://web.orange.co.uk/p/news/home>
<http://www.socialistworker.co.uk/>
<http://www.bedfordtoday.co.uk/>
<http://www.anorak.co.uk/>
<http://www.ucl.ac.uk/news>

<http://www.ibtimes.co.uk/>
<http://www.newsint.co.uk/>
<http://www.bbmlive.com/>
<http://www.eveningnews24.co.uk/news>
<http://www.talktalk.co.uk/news/>
<http://www.eveningtimes.co.uk/>
<http://www.pinknews.co.uk/>
<http://www.belfasttelegraph.co.uk/news/local-national/uk/>
<http://www.dailystar.co.uk/sunday/>
<http://www.ukprogressive.co.uk/>
<http://www.portsmouth.co.uk/>
<http://www.liverpooldailypost.co.uk/>
<http://www.thetruthseeker.co.uk/>
<http://www.rediff.com/tags/british>
<http://www.allvoices.com/tags/british>
<http://www.religionnews.com/>
<http://www.newser.com/>

USA

<http://edition.cnn.com/>
<http://abcnews.go.com/>
<http://www.foxnews.com/>
<http://rt.com/usa/news/>
<http://www.wusa9.com/>
<http://news.yahoo.com/us/>
<http://www.nydailynews.com/>
<http://edition.cnn.com/>
<http://www.usatoday.com/>
<http://www.usnews.com/>
<http://www.voanews.com/>
<http://www.nytimes.com/>

Додаток Г

**Перелік інтернет-ресурсів, які містять рейтинг
найбільш популярних веб-сайтів новин**

Internet Resources Showing Tops of the Most Popular News Websites

Resource	Country	Information About a Resource	Link	Number of Websites Prioritized
Alexa Internet 	The USA	Its toolbar collects data on browsing behavior and transmits it to the Alexa website, where it is stored and analyzed, forming the basis for the company's web traffic reporting. As of 2013, Alexa provides traffic data, global rankings and other information on 30 million websites, and its website is visited by over 8.5 million people monthly.	http://www.alexa.com/topsites/category/Top/News	136
Net Top 20 	The USA	The News Net Top 20 brings you the pick of the most popular and highest-rating sites for news on the Net today, from a single page. That way you get quick one-stop access to the best of the Net for news sites. The most linked to, and most popular sites for a category are short-listed, then visited and evaluated for relevance and content for	http://news.nettop20.com/	20

		the category being reviewed (according to content, relevance and popularity)		
eBizMBA 	The USA	Here are the 15 Most Popular News Sites as derived from our eBizMBA Rank which is a constantly updated average of each website's Alexa Global Traffic Rank, and U.S. Traffic Rank from both Compete and Quantcast.	http://www.ebizmba.com/articles/news-websites	15

A news aggregator is a system that gathers news feeds from *many sources* and makes them available through a single set of screens. Some news aggregators also *merge feeds* from several sites with common topics to create customised "feeds of feeds".

The term news aggregator tends to refer to centralised Internet based services, but some desktop feed readers have the same sort of features, so there is a blurred line between the two [<http://www.metacentric.net/FAQ?glossary=news%20aggregator>].

A news service is an organization of journalists established to supply news reports to news organizations: newspapers, magazines, websites, radio and television broadcasters. Such an agency may also be referred to as a wire service, newswire, or news agency [<http://www.answers.com/topic/news-agency>].

One can read more on this

http://marketing.about.com/od/traditional_social_media_roles/a/What-Are-News-Aggregators.htm

http://www.proview.ru/news_ggregator_unwind/

Додаток Е

Рейтинг найбільш популярних веб-сайтів новин

The Most Popular News Websites according to eBizMBA Rank
(Updated 1/15/2014)

№	Name	Logo	Country	Additional information	Sections
1.	Yahoo!News		The USA	<p>Yahoo News is an online <i>news aggregator</i>. Articles in Yahoo News come from news services, such as Associated Press, Reuters, Agence France-Presse, Fox News, ABC News, NPR, USA Today, CNN.com, CBC News, Seven News, and BBC News.</p> <p>125,000,000 – Estimated Unique Monthly Visitors Commercial</p>	<ol style="list-style-type: none"> 1. U.S. 2. World 3. Politics 4. Tech 5. Science 6. Health 7. Odd news 8. Opinion 9. Local 10. Dear Abby 11. Comics 12. ABC News 13. Yahoo Originals 14. Photos
2.	The Huffington Post		The USA	<p>The Huffington Post is an online <i>news aggregator</i> and blog. It has an active community, with over one million comments made on the site each month.</p>	<ol style="list-style-type: none"> 1. Politics 2. World 3. Business 4. Small Business 5. Money

				105,000,000 – Estimated Unique Monthly Visitors Commercial	6. Media 7. Sports 8. Education 9. Crime 10. Weird News 11. Good News
3.	CNN		The USA	CNN.com is a <i>news service</i> which relies heavily on CNN's global team of over 4,000 news professionals. 85,000,000 – Estimated Unique Monthly Visitors Commercial	1. World News 2. Business News 3. Technology 4. Entertainment 5. World Sport 6. Travel 7. Weather 8. Hot Topics 9. CNN TV 10. CNN Videos
4.	Google News		The USA	Google News is a free <i>news aggregator</i> provided and operated by Google Inc., selecting most up-to-date information from thousands of publications by an automatic aggregation algorithm. 80,000,000 – Estimated Unique Monthly Visitors Non-commercial	1. World 2. Country 3. Business 4. Technology 5. Entertainment 6. Sports 7. Science 8. Health 9. Spotlight

5.	New York Times		The USA	<p>The New York Times is a global <i>news service</i> dedicated to enhancing society by creating, collecting and distributing high-quality news and information</p> <p>70,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. World 2. U.S. 3. New York 4. Business 5. Opinion 6. Sports 7. Science 8. Arts 9. Fashion & Style 10. Video
6.	Fox News		The USA	<p>The Fox News is a <i>news service</i> featuring the latest coverage (including columns by FNC television, radio and online personalities)</p> <p>65,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. Video 2. Politics 3. U.S. 4. Opinion 5. Entertainment 6. Tech 7. Science 8. Health 9. Travel 10. Lifestyle 11. World 12. Sports 13. Weather

7.	The Guardian		The UK	<p>TheGuardian.com is a <i>news service</i>. The Guardian and its Sunday sibling The Observer publish all their news online, with free access both to current news and an archive of three million stories. The website also offers G24, a free printable A4 format PDF 24-hour newspaper containing the top stories</p> <p>60,000,000 – Estimated Unique Monthly Visitors</p> <p>Commercial</p>	<ol style="list-style-type: none"> 1. UK 2. World 3. Development 4. US 5. Politics 6. Media 7. Education 8. Society 9. Science 10. Women 11. Law 12. Data 13. Football 14. Observer
8.	NBC News		The UK	<p>NBCNews.com, formerly known as msnbc.com, is a <i>news service</i> which covers national and international news of general interest, using original and wire service reporting, as well as videos from the network's television division, and partners including The New York Times.</p> <p>55,000,000 – Estimated Unique Monthly Visitors</p> <p>Commercial</p>	<ol style="list-style-type: none"> 1. US 2. World 3. Politics 4. Business 5. Entertainment 6. Health 7. Tech 8. Science 9. Travel 10. Local 11. Weather

9.	Mail Online			<p>Mail On line is a <i>news service</i> of the Daily Mail, a tabloid newspaper in the United Kingdom, and of its sister paper The Mail on Sunday. While the Mail Online maintains the conservative editorial stance of the print edition, much of the content featured on the website is produced exclusively for the Mail Online and is not published in the Daily Mail.</p> <p>53,000,000 – Estimated Unique Monthly Visitors Commercial</p>	<ol style="list-style-type: none"> 1. News 2. U.S. 3. Sport 4. TV& Showbiz 5. Female 6. Health 7. Science 8. Money 9. Video 10. Coffee Break 11. Travel 12. Fashion Finder
10.	USA Today		The USA	<p>USATODAY.com is a <i>news service</i> where readers can interact with newsroom staff. It also delivers news and information via e-mail with products such as Breaking News alerts, Managing Your Money, Books, Cars and Travel Specials & Deals.</p> <p>50,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. News 2. Sports 3. Life 4. Money 5. Tech 6. Travel 7. Opinion 8. Weather

11.	Washington Post		The USA	<p>Washingtonpost.com is a <i>news service</i> with a particular emphasis on national politics. It is a separate operation from its print product.</p> <p>47,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. Post TV 2. Politics 3. Opinions 4. Local 5. Sports 6. National 7. World 8. Business 9. Tech 10. Lifestyle 11. Entertainment 12. Jobs
12.	WSJ		The USA	<p>WSJ, com is a <i>news service</i>. The characteristic feature is that some of the site's options are available to anyone, but access to the entire site is limited to online subscribers who pay about \$2 per week. The paper's paid content is available free, on a limited basis, to American Online subscribers, and through the free Congoo Net pass.</p> <p>40,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. World 2. Europe 3. U.K. 4. U.S. 5. Business 6. Markets 7. Market Data 8. Tech 9. Life & Culture 10. Opinion 11. Heard on the Street 12. Property

13.	ABCNews		The USA	<p>ABSnews.go.com is a <i>news service</i>. It has a major content-sharing partnership with Yahoo, in which the two organizations combine their web traffic and much of their online content.</p> <p>35,000,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. U.S. 2. World 3. Politics 4. Weird news 5. Investigative 6. Health 7. Entertainment 8. Sports 9. Money 10. Technology 11. Travel 12. Recipes 13. News Topics 14. Live Blog
14.	BBC News		The UK	<p>BBC News Online is a <i>news service</i> reaching over a quarter of the UK's internet users, and worldwide. The BBC News channel is also available to view 24 hours a day, while video and radio clips are also available within online news articles.</p>	<ol style="list-style-type: none"> 1. Top Stories 2. World 3. UK 4. Business 5. Politics 6. Health 7. Education & Family 8. Science & Environment 9. Technology 10. Entertainment & Arts

15.	LA Times		The USA	<p>Latimes.com is a <i>news service</i>. The Times combined its print and web operations in 2007, emphasizing the website's importance with the move. 30,500,000 – Estimated Unique Monthly Visitors</p>	<ol style="list-style-type: none"> 1. Local 2. U.S. 3. World 4. Business 5. Sports 6. Entertainment 7. Health 8. Travel 9. Opinion
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Додаток Ж

Перелік найбільш поширених секцій новин

The Most Frequent News Sections

№	Sections	% (out of Top 15 News Sites according to eBizMBA	Website
1.	World	87%	1. Yahoo!News 2. The Huffington Post 3. CNN 4. Google News 5. New York Times 6. Fox News 7. The Guardian 8. NBC News 9. Washington Post 10.WSJ 11.ABCNews 12.BBC News 13.LA Times
2.	Tech	67%	1. Yahoo! News 2. CNN 3. Google News 4. Fox News 5. NBC News 6. USA Today 7. Washington Post 8. WSJ 9. ABCNews 10.BBC News

3.	Sport	67%	<ol style="list-style-type: none"> 1. The Huffington Post 2. CNN 3. Google News 4. New York Times 5. Fox News 6. Mail Online 7. USA Today 8. Washington Post 9. ABCNews 10. LA Times
4.	U.S.	60%	<ol style="list-style-type: none"> 1. Yahoo! News 2. New York Times 3. Fox News 4. The Guardian 5. Mail Online 6. WSJ 7. ABCNews 8. LA Times
5.	Business	60%	<ol style="list-style-type: none"> 1. The Huffington Post 2. CNN 3. Google News 4. New York Times 5. NBC News 6. Washington Post 7. WSJ 8. BBC News 9. LA Times
6.	Entertainment & Arts	60%	<ol style="list-style-type: none"> 1. CNN 2. Google News 3. New York Times

			<ol style="list-style-type: none"> 4. Fox News 5. NBC News 6. Washington Post 7. ABCNews 8. BBC News 9. LA Times
7.	Politics	53%	<ol style="list-style-type: none"> 1. Yahoo!News 2. The Huffington Post 3. Fox News 4. The Guardian 5. NBC News 6. Washington Post 7. ABCNews 8. BBC News
8.	Science & Environment	53%	<ol style="list-style-type: none"> 1. Yahoo!News 2. Google News 3. New York Times 4. Fox News 5. The Guardian 6. NBC News 7. Mail Online 8. BBC News
9.	Health	53%	<ol style="list-style-type: none"> 1. Yahoo!News 2. Google News 3. Fox News 4. NBC News 5. Mail Online 6. ABCNews 7. BBC News 8. LA Times

10.	Opinion	47%	<ol style="list-style-type: none"> 1. Yahoo!News 2. New York Times 3. Fox News 4. USA Today 5. Washington Post 6. WSJ 7. LA Times
11.	Travel	47%	<ol style="list-style-type: none"> 1. CNN 2. Fox News 3. NBC News 4. Mail Online 5. USA Today 6. ABCNews 7. LA Times
12.	Local	27%	<ol style="list-style-type: none"> 1. Yahoo!News 2. NBC News 3. Washington Post 4. LA Times
13.	Weather	27%	<ol style="list-style-type: none"> 1. CNN 2. Fox News 3. NBC News 4. USA Today
14.	Money	27%	<ol style="list-style-type: none"> 1. The Huffington Post 2. Mail Online 3. USA Today 4. ABCNews
15.	UK	20%	<ol style="list-style-type: none"> 1. The Guardian 2. WSJ 3. BBC News

16.	Education & Family	20%	1. The Huffington Post 2. The Guardian 3. BBC News
17.	Lifestyle	20%	1. USA Today 2. Washington Post
18.	Video	20%	1. New York Times 2. Mail Online
19.	Weird News	13%	1. The Huffington Post 2. ABCNews
20.	Media	13%	1. The Huffington Post 2. The Guardian
21.	Women (Female)	13%	1. The Guardian 2. Mail Online
22.	Fasion& Style (Fashion Finder)	13%	1. New York Times 2. Mail Online
23.	News	13%	1. Mail Online 2. USA Today

Original News Sections

№	Website	Original news sections
1.	Yahoo! News	1. Odd News 2. Dear Abby 3. Comics 4. ABC News 5. Yahoo Originals 6. Photos
2.	The Huffington Post	1. Small Business 2. Crime 3. Good News
3.	CNN	1. Hot Topics 2. CNN TV

		3. CNN Videos
4.	Google News	1. Country 2. Spotlight
5.	New York Times	1. New York
6.	Fox News	No Originals
7.	The Guardian	1. Development 2. Society 3. Law 4. Data 5. Football 6. Observer
8.	NBC News	No Originals
9.	Mail Online	1. TV&Showbiz 2. Coffee Break
10.	USA Today	No Originals
11.	Washington Post	1. Post TV 2. National 3. Jobs
12.	WSJ	1. Europe 2. Markets 3. Market Data 4. Life & Culture 5. Heard on the Street 6. Property
13.	ABCNews	1. Investigative 2. Recipes 3. News Topics 4. Live Blog
14.	BBC News	1. Top Stories
15.	LA Times	NONE

Додаток 3

**Перелік електронних журналів та газетних видань Великобританії
та США, що містять секції до тем "Earth and Environment"**

**UK On-line Magazines and Newspapers with Sections Related to Earth and
Environment**

http://www.bbc.co.uk/news/	Science/ Environment	http://www.bbc.com/news/science_and_environment/
http://www.guardian.co.uk/uk	Environment	http://www.theguardian.com/environment
http://www.independent.co.uk/	Environment	http://www.independent.co.uk/environment/
http://www.telegraph.co.uk/news/uknews/	Earth	http://www.telegraph.co.uk/earth/
http://uk.news.yahoo.com/	Science/ Environment	https://uk.news.yahoo.com/environment/
http://news.google.co.uk/	Science	http://news.google.co.uk/news/section?pz=1&cf=all&ned=uk&topic=snc&siidp=a542116141f8537464e10354de8466126c2e&ict=ln
http://www.channel4.com/news/	Science	http://www.channel4.com/news/science
http://www.express.co.uk/home	Nature Science and Technology	http://www.express.co.uk/news/nature http://www.express.co.uk/news/science-technology

http://www.thedailymash.co.uk/	Environment	http://www.thedailymash.co.uk/news/environment
http://www.newsnow.co.uk/h	Science	http://www.newsnow.co.uk/h/Science
http://www.walesonline.co.uk/	Go Green	http://www.walesonline.co.uk/all-about/go%20green
http://www.ukcolumn.org/	Environment	http://www.ukcolumn.org/articles/Environment
http://www.newstatesman.com	Energy	http://www.newstatesman.com/energy
http://www.ibtimes.co.uk/	Science	http://www.ibtimes.co.uk/science
http://www.newser.com/	Science	http://www.newser.com/section/6/science-news-headlines.html

USA On-line Magazines and Newspapers with Sections Related to Earth and Environment

http://www.foxnews.com/	Science	http://www.foxnews.com/science/index.html
http://news.yahoo.com/us/	Science	http://news.yahoo.com/science/
http://www.usnews.com/	Science	http://www.usnews.com/science/news
http://www.voanews.com/	Science and Technology	http://www.voanews.com/section/science-and-technology/2214.html
http://www.nytimes.com/	Science	http://www.nytimes.com/pages/science/index.html?module=HPMiniNav&contentCollection=Science&pgtype=Homepage&region=TopBar&action=click&t=qry660

Додаток И

Глосарій термінів для навігації веб-сайтів новин

Glossary of Terms for News Websites Navigation

Archive – архів;

Available to subscribers – доступно для передплатників;

Blogposts – повідомлення у блозі;

Breaking news, Top Headlines, The Post Most – головні новини;

Click here to return – натисніть, щоб повернутися;

Click the button – натисніть кнопку;

Click to play – натисніть, щоб ввімкнути;

Clock here to return – натисніть, щоб повернутися;

Find out more - знайдете більше інформації з даної теми;

Follow – підписатися;

Follow the link – перейти за посиланням;

Grid – інтерактивний дисплей;

Home, Homepage, FrontPage – домашня сторінка;

In case you missed it – на випадок, що ви пропустили;

Link – посилання;

List – список новин, файлів;

Login – увійти в систему;

Login – реєстраційне ім'я;

Most shared – найбільш поширені;

Most viewed – найбільш переглянуті;

Navigate to, go to, Jump to – перейти до теми;

On air – в ефірі;

Password – пароль;

Podcasts – подкаст (цифровий запис радіо- або телепередачі)

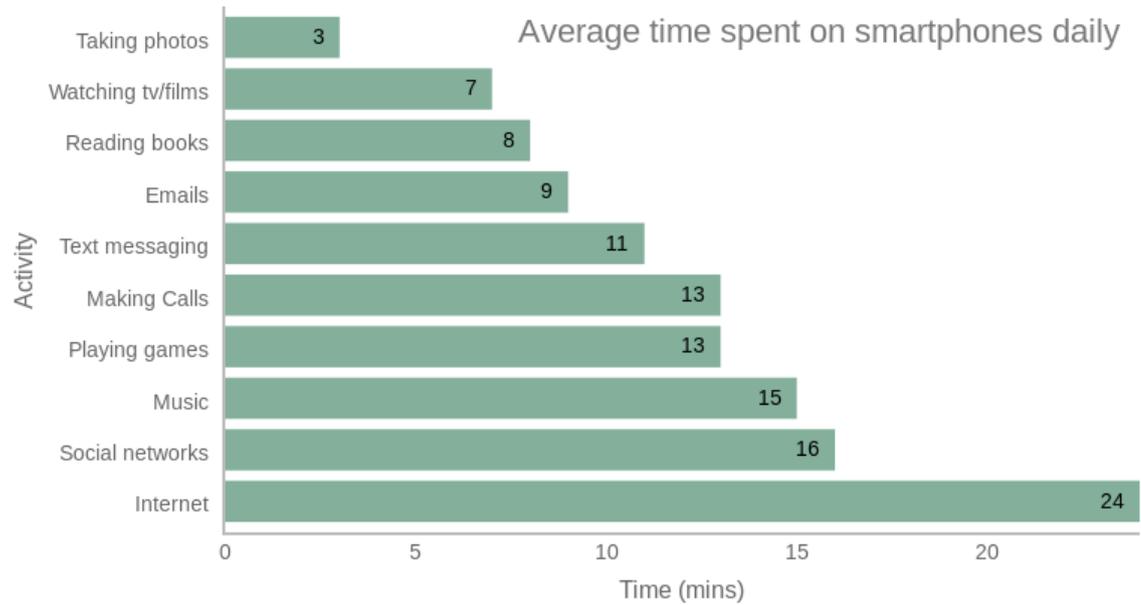
Quick links – швидкий перехід до розділів;

Quick read – швидкий перегляд статті;
Read whole post – переглянути усю статтю;
Recommended for you – рекомендовано для Вас;
Related stories – суміжні статті;
Search news – пошук новин;
Search Web – пошук в Інтернеті;
See all posts – подивитися всі статті з цієї теми;
See relative coverage – переглянути схоже повідомлення;
Shares – поділитися інформацією;
Shortcut – швидкий доступ;
Sign In – зареєструватися;
Sitemap – карта сайту;
Subscribe – підписатися на обновлювання;
The latest – останні новин;
Updated – оновлений;
Use search bar – використати строку вводу;
View comments – подивитися коментарі;
You might also like – також Вам може сподобатися;

Додаток К

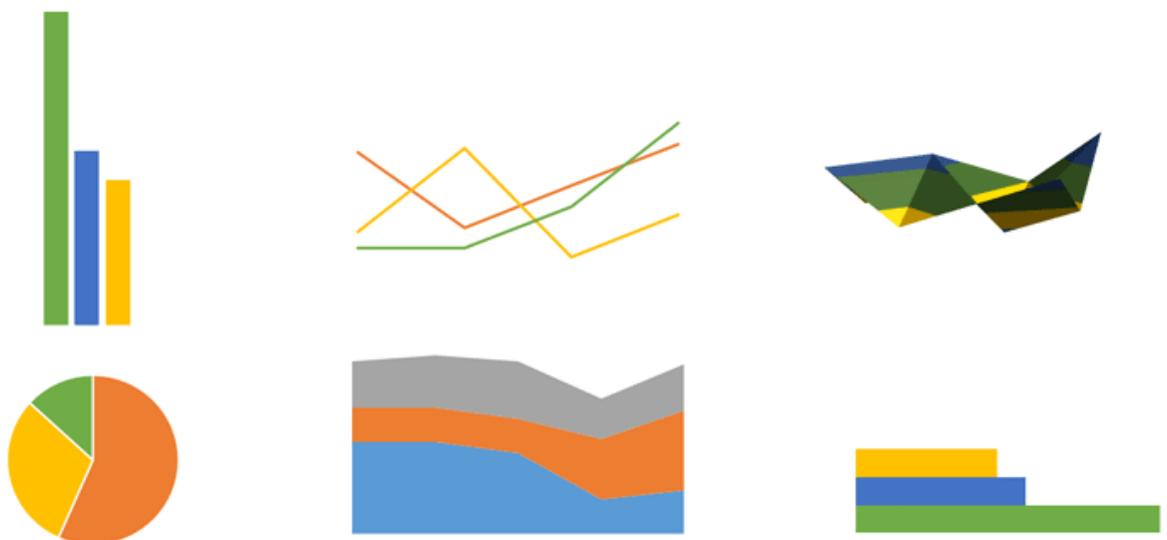
Графічне представлення статистичних даних у статтях-новинах

Charts



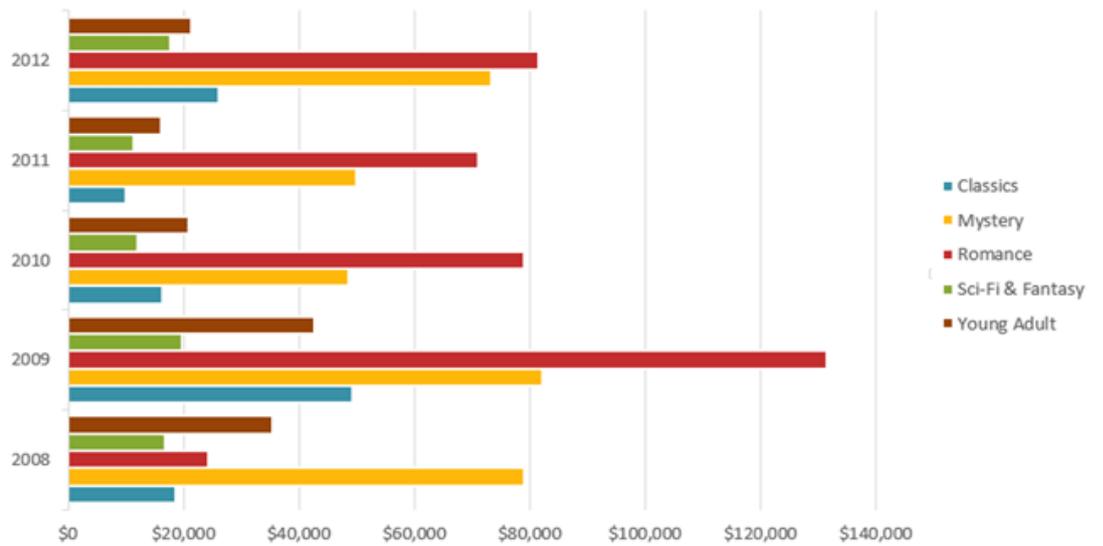
A **chart** is a graphical representation of data, in which "the data is represented by *symbols*, such as *bars* in a bar chart, *lines* in a line chart, or *slices* in a pie chart".

Types Charts



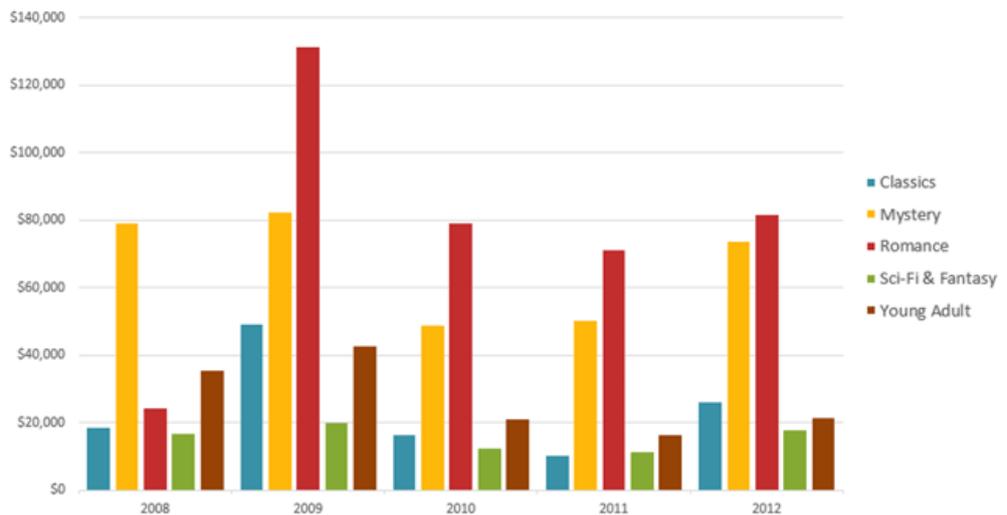
Choosing a type of chart depends first and foremost on what kind of data you have and what you want to express.

Bar Chart



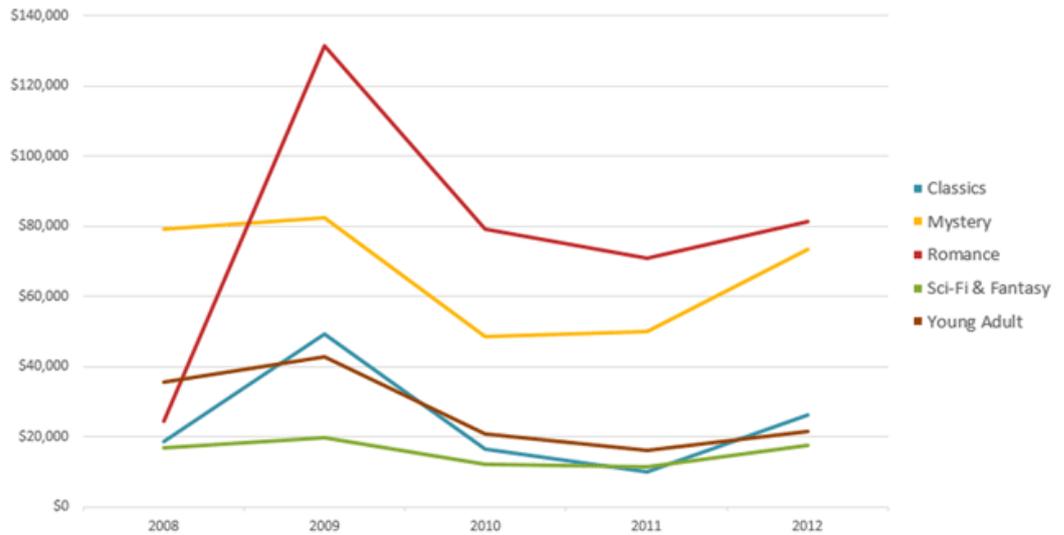
Used to display and compare the number, frequency or other measure (e.g. mean) for different discrete categories of data

Column Chart



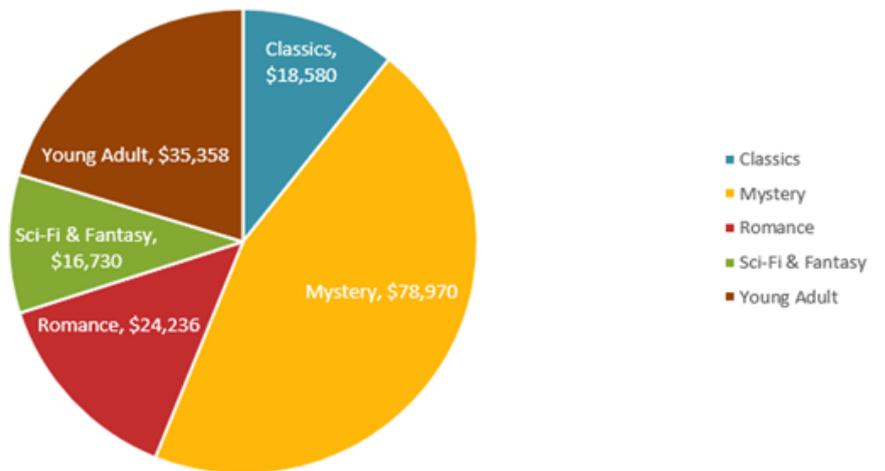
Used to compare two or more values

Line Chart



Used to display information as a series of data points called 'markers' connected by straight line segments

Pie Chart



Used to show percentage or proportional data

The Difference Between Graphs and Charts

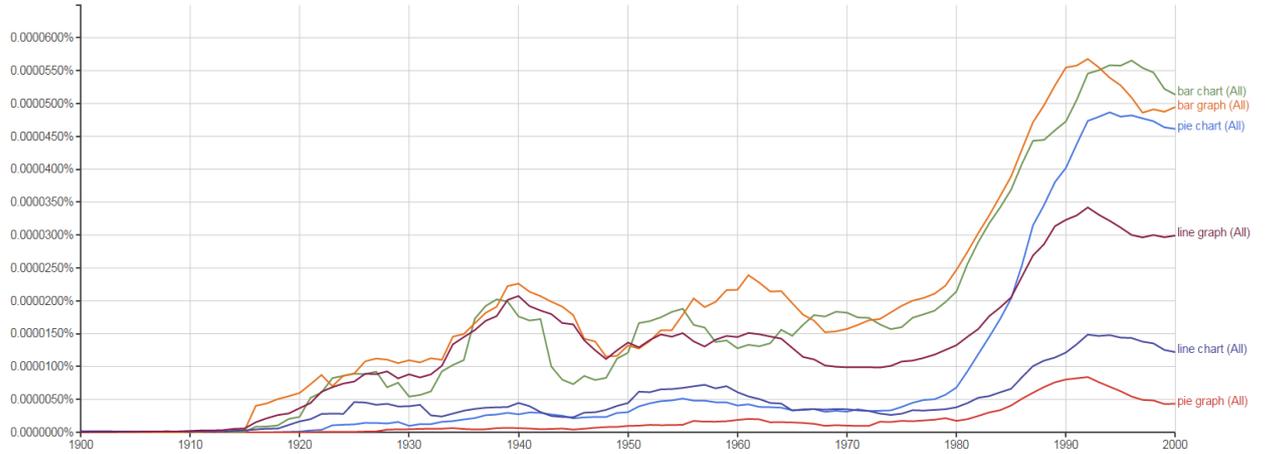


Chart and graph are essentially synonymous, but the difference is mainly in the way the data is compiled and the way it is represented

Додаток Л

Архівні статі електронно-газетного видання **The New York Times** з тем "Global Warming & Climate Change"

News about Global Warming & Climate Change, including commentary and archival articles published in The New York Times.

Year 2014

<http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html>

News about Global Warming & Climate Change, including commentary and archival articles published in The New York Times.

Related: More About Global Warming From The Learning Network

Chronology of Coverage

Global Warming & Climate Change



Steen Ulrik Johannessen/Agence France-Presse — Getty Images

May. 2, 2014

Editorial contends nuclear accidents like the one that took place 28 years ago at Chernobyl power plant should not spook policy makers away from embracing the technology; notes that latest dire warning from Intergovernmental Panel on Climate Change about global warming underscores need for nuclear energy; expresses hope that extraordinary international project to construct shield for Chernobyl plant will also entomb unfounded fears about nuclear power.

Apr. 29, 2014

Stephen R Palumbi study in journal Science suggests that coral may be able to adapt to warmer water temperatures, avoiding typical die-offs and lightening of color known as bleaching. MORE

Apr. 29, 2014

Justin Gillis By Degrees column observes that effects of present-day actions upon future generations of humans looms large in debate over climate change and has spurred differing opinions on what, if any, steps should be taken to avert future catastrophe; notes that most economists agree on worth of trying to limit climate change, but differ on extent of preventive actions.

Apr. 24, 2014

Studies show that spring has arrived earlier and earlier over past several decades, one of most striking impacts attributed to global warming, and that warming affects plants from spring to fall; research shows that carbon dioxide that causes global warming may be directly affecting plants as well.

Apr. 24, 2014

Scientists report in journal Nature that years of drier conditions in the Congo River basin in central Africa appear to be affecting trees in region's vast rain forests; say capacity of trees to photosynthesize has declined; suggest if trend continues a long-term result could be changes in the structure and composition of region's forests, world's largest expanse of rain forest after the Amazon.

Apr. 21, 2014

Editorial warns that the 21st Conference of the Parties that will take place in Paris in 2015 may be the world's last, best chance to get a grip on the problem of climate change; notes that key finding of latest report issued by the Intergovernmental Panel on Climate Change is that the world has only about 15 years left in which to begin to bend the carbon emissions curve downward.

Apr. 20, 2014

Serge Schmemmann Quick History column reflects on events of the week, including capsizing of South Korean ferry, possibility of diplomatic solution to crisis in Ukraine and report by Intergovernmental Panel on Climate Change.

Apr. 18, 2014

Paul Krugman Op-Ed column notes Intergovernmental Panel on Climate Change's latest assessment--that drastic action necessary to limit emissions of greenhouse gases will have a small economic impact; explains that panel's economic optimism is due to technological revolution that has decreased the cost of renewable energy, particularly solar power. MORE

Apr. 17, 2014

Letters from Sen Bernie Sanders and Watershed Alliance Pres Robert F Kennedy Jr respond to April 13 article and April 9 Op-Ed article by Ted Norhaus and Michael Shellenberger on growing global warming threat.

Apr. 15, 2014

Letter from former Sens Evan Bayh and Judd Gregg responds to April 9 Op-Ed article by Ted Nordhaus and Michael Shellenberger about Showtime program Years of Living Dangerously.

Apr. 15, 2014

"Aggressive efforts to tackle climate change have repeatedly collided with political reality in Washington, where some Republicans question underlying science of global warming, and ties to fossil fuel industry have made them resistant to change;" United Nations report says United States needs to enact major climate change law, such as a tax on carbon pollution, by the end of this decade to stave off the most catastrophic impacts of global warming. MORE

Apr. 14, 2014

"Report from Intergovernmental Panel on Climate Change finds that foot-dragging by world leaders has led to critically dangerous moment in global warming, and that only intensive push over next 15 years to bring greenhouse emissions under

control can stave off disaster;" finds silver lining in fact that political will to do so is on rise worldwide, and that ambitious action is also becoming more affordable.

Apr. 13, 2014

Thomas L Friedman Op-Ed column welcomes threat of a gas embargo against Ukraine by Russian Pres Vladimir Putin, noting that it could have unexpected benefits for the environment; holds that by cutting off major pipeline, Russia could prompt Europe to invest more aggressively in sources of alternative energy like wind and solar. MORE

Apr. 9, 2014

Op-Ed article by Ted Nordhaus and Michael Shellenberger, environmental experts at the Breakthrough Institute, contends that Showtime program Years of Living Dangerously will increase public skepticism about global warming; warns that efforts to raise public concern about climate change by linking it to natural disasters will likely backfire. MORE

Apr. 2, 2014

Unseasonably warm weather leaves trails bare in places during the Iditarod Trail Invitational, mixed ultra marathon long known for freezing temperatures and deep snow; shift allowed Jeff Oatley and several others to shatter 15-day record, and left many observers speculating about the impact of climate change.

Apr. 2, 2014

Eduardo Porter Economic Scene column discusses United Nations panel report warning of challenge imposed by global warming on world's food supply; points out that as crop yields fall and populations rise, Thomas Malthus's two-centuries-old prediction of famine might be proved right.

Apr. 2, 2014

Mark Bittman Op-Ed column calls for an appropriate response to report issued by Intergovernmental Panel on Climate Change revealing that negative effects of climate change have arrived and are ahead of schedule; underscores need for adaptive changes on every level.

Apr. 1, 2014

News analysis; sweeping new study on effects of climate change creates diplomatic challenge for Pres Obama, who hopes to make action on both climate change and economic inequality hallmarks of his legacy; United Nations study says it is already disrupting lives and livelihoods of poorest people across planet.

Apr. 1, 2014

Growing number of university courses are using cultural arts to help students brace for climate change.

Apr. 1, 2014

Editorial expresses hope that grim report from the Intergovernmental Panel on Climate Change will inhibit deniers and prompt the American public to fully accept the dangers posed by global warming; holds report will lend weight to Pres Obama's effort to use his executive authority under the Clean Air Act to limit greenhouse gases, particularly methane.

Mar. 31, 2014

Op-Ed article by author Jacques Leslie contends headlong embrace of Canadian Prime Min Stephen Harper's administration of developing so-called tar sands for oil production has altered the political landscape in the country; laments that policies addressing climate change have been abandoned, and the government has slashed funding for research; notes opposition to oil development would be less passionate if the government advocated a more measured approach.

Mar. 31, 2014

"Intergovernmental Panel on Climate Change report warns that climate change is already having sweeping effect worldwide, and is likely to grow much worse unless greenhouse emissions are brought under control;" cites host of devastating consequences, emphasizing risk posed to world's food supply; UN group's report is expected to carry considerable weight as nations try to agree next year on new global warming treaty.

Mar. 29, 2014

Obama administration announces strategy to start slashing emissions of methane, powerful greenhouse gas released by landfills, cattle and leaks from oil and natural gas production; move is latest in series of White House actions aimed at addressing climate change without legislation from Congress.

Mar. 29, 2014

"Bangladesh remains atop list of highly-populated coastal areas threatened with devastation as sea levels rise dramatically due to global warming;" residents lead tenuous existence, clinging to their way of life as more and more of their land is claimed by the sea; situation has led to growing sense of outrage in developing nations where millions face dire environmental threats despite having contributed little to industrial pollution that is root cause of warming. MORE

Mar. 23, 2014

Op-Ed article by history Prof Geoffrey Parker contends deep cold and extreme weather events in Europe in the 17th century offer an example of the way altered weather conditions can have catastrophic political and social consequences; contends while debate about whether human activities cause climate change is ongoing, it is best to prepare for the range of climate-induced catastrophes that history shows are inevitable.

Mar. 22, 2014

Gina McCarthy, administrator of the Environmental Protection Agency, faces 20 coal miners, union workers and local politicians in North Dakota, who are deeply suspicious of the new climate change regulations; Obama administration hopes the regulations will help save the planet, but North Dakotans say the rules will put coal and their livelihoods at risk. MORE

Mar. 21, 2014

Influential environmental group Natural Resources Defense Council sends proposal to Environmental Protection Agency that it contends will lead to cuts of 470 million to 700 million tons of carbon pollution per year in 2020; group has had strong voice in efforts to shape President Obama's climate change agenda.

Mar. 20, 2014

Obama administration inaugurates website, climate.data.gov, aimed at turning scientific data about the effects of climate change into eye-catching digital presentations that can be mapped using simple software apps.

Mar. 18, 2014

Justin Gillis By Degrees column; report by Dr Mario J Molina and the American Association for the Advancement of Science warns that effects of human-caused climate change are already being felt, that consequences are dire and that time to respond is running out; report, which uses sharper and clearer language than any other study to date, will be used to kick off outreach campaign and clear public confusion over issue.

Mar. 18, 2014

Study in journal *Current Biology* finds that chickadee mating grounds are moving further north at rate that matches warming trend in winter temperatures.

Mar. 11, 2014

Senate Democratic leader Harry Reid takes to Senate floor to kick off nearly 15-hour climate-change talkathon by nearly 30 Senate Democrats, part of campaign by new 'climate caucus' to make it politically urgent issue; all-night session is latest effort by group, working with parallel House caucus, to elevate issue of global warming.

Mar. 9, 2014

Op-Ed article by research meteorologist Martin P Hoerling contends that scientific evidence does not support an argument that the drought in California is appreciably linked to human-induced climate change, and has historical precedent; maintains that the value of determining the cause of the drought can provide a preview of the future.

Feb. 26, 2014

Scientific study in journal *Geology* presents evidence suggesting that temperature has throughout centuries been main factor in growth and retreat of Quelccaya ice cap in Peru, largest piece of ice in tropics; if findings prove correct, ice cap's melting over few decades could be viewed as symbol of planetary warming linked to greenhouse gases.

Feb. 24, 2014

Editorial urges the Supreme Court to find the Environmental Protection Agency is well within its authority to interpret the Clean Air Act as broadly as it has, which the court has reaffirmed repeatedly in the past; contends the optimal solution would be for Congress to update the law, but that is not going to happen anytime soon.

Feb. 23, 2014

Pres Obama's annual budget request will propose that Congress pay costs of fighting extreme wildfires in same way it finances federal responses to disasters like hurricanes and tornadoes; administration argues that proposal reflects ways in which climate change is increasing risk for and cost of those fires.

Feb. 19, 2014

"Pres Obama orders development of tough new fuel efficiency standards for nation's fleet of heavy-duty trucks;" aides say new regulations are part of what will be an increasingly muscular and unilateral campaign to tackle climate change through use of president's executive power.

Feb. 18, 2014

"Billionaire retired hedge fund manager Tom Steyer is forging plans to spend as much as \$100 million during 2014 election, seeking to pressure federal and state officials to enact climate change measures;" Democratic donor is planning to employ hard-edge campaign of attack ads to press governors and lawmakers, and is rallying other deep-pocketed donors.

Feb. 17, 2014

Some of leading experts in climate change suggest that it most likely has little role in causing California's current drought; scientists maintain that Obama administration was right to cite climate change when announcing aid for the drought-stricken state, as effects of drought appear to have been made worse by climatic warning.

Feb. 17, 2014

Secretary of State John Kerry urges Indonesia to take steps to combat climate change, warning that failure to act could jeopardize nation's resources and damage its economy; Indonesia is third largest producer of greenhouse gases, after China and United States.

Feb. 15, 2014

Pres Obama arrives in the heart of California's parched farmland to offer tens of millions of dollars in federal assistance to the state, where the lack of rain and snow this winter has led to the severest drought in its modern history; also presses ahead with the more difficult task of enlisting rural America in his campaign on climate change by linking it to the drought.

Feb. 11, 2014

Justin Gillis By Degrees column observes that unusually cold winter in United States has both sown confusion regarding global warming and provided fodder to climate change deniers; contends that such skepticism omits fact that global warming refers to trends taking place over whole planet, and that temperatures in general are still rising.

Feb. 11, 2014

Interview with environmental journalist Elizabeth Kolbert in which she discusses her book *The Sixth Extinction: Extinction: An Unnatural History*, which asks science-based questions about whether humans, only partly through global warming, might be causing mass extinction on planet.

Feb. 9, 2014

Op-Ed article by author and editor Porter Fox contends that there will be few places to host the Winter Olympic Games in the future if climate change is not reined in; maintains nothing besides a national policy shift on how Americans create and consume energy will keep nation's mountains white in winter.

Feb. 7, 2014

European Union lawmakers move to support bloc's system for trading carbon-emission permits, hoping to revive Europe's flagging effort to take a market-incentives approach to reducing greenhouse gases.

Feb. 6, 2014

Obama administration announces creation of seven regional 'climate hubs' to help farmers and rural communities respond to the risks of climate change, including drought, invasive pests, fires and floods; White House officials describe the move as one of several purely executive actions that President Obama will take on climate change.

Feb. 4, 2014

The Week column; study in journal PLoS One shows that temperature changes are adversely affecting Magellanic penguins in Argentina, killing as many chicks as do predators and starvation; other significant developments in science and medicine noted.

Feb. 1, 2014

United Nations announces that former New York City Mayor Michael R Bloomberg will serve as UN special envoy for cities and climate change.

Feb. 1, 2014

"Snowy owl captured at Logan International Airport is only latest of its species to be discovered far from its home near the Arctic Circle;" ecstatic bird watchers report sightings as far south as Bermuda; scientists have yet to determine cause of unprecedented shift in behavior, though climate change is suspected.

Jan. 30, 2014

Decades-long study of Magellanic penguins finds that climate change is making life more difficult for already vulnerable seabirds; research appears in online journal PLoS One.

Jan. 29, 2014

Major flood insurance bill passed by Congress in 2012 is now facing enthusiastic bipartisan effort to gut it; measure supported by conservatives and environmentalists may fall victim to unintended consequences and is a warning, some say, of rising costs of climate change.

Додаток М**Ресурсний банк статей-новин з електронно-газетного видання "The Guardian"****Recourse Bank of Articles****"The Guardian" (UK), Year 2013****Topic "Environment"****London told to cut air pollution by 2020 – or face fines**

<http://www.theguardian.com/environment/2013/dec/18/london-air-pollution-2020-vehicles>

London and other European cities which are defying European law by illegally polluting the air will have to dramatically reduce their vehicle emissions by 2020, the European commission has said.

In a signal that Europe is running out of patience with countries that consistently fail to meet air pollution targets, environment commissioner Janez Potočnik served notice that the EC would start fining countries from 2020.

"Poor air quality is the number one environmental cause of premature death in the EU with a toll that outstrips road traffic accidents. It is an 'invisible killer' and it prevents many people from living a fully active life," he said.

Potočnik said air pollution already costs Europe €330-940bn (£277-789bn) a year in extra health costs and prematurely killed over 100,000 people a year.

Large cities like London have claimed to be unable to meet NO₂ targets set in 1999 until 2025 at the earliest. They have argued for extensions but the new initiative is expected to force them to take traffic off the road using charges, and stricter low emission zones.

Potočnik proposed a package of measures aimed to avoid 58,000 premature deaths a year by 2030. The benefits, he claimed, would be about €40bn a year, or more than 12 times the costs of pollution abatement needed, estimated to reach €3.4bn a year in 2030.

The proposals, which will have to be studied by countries, included setting stricter emission ceilings by 2030 for six major pollutants, including particulate

matter (PM) or the fine dust emitted by vehicles and shipping, sulphur dioxide which contributes to acid rain and soil acidification, and nitrogen oxides emitted by road vehicles.

He also plans to reduce pollution from large buildings, tighten up existing targets and fund cities to reduce pollution.

But environment groups said they were disappointed that Europe was not insisting on earlier targets. "We're encouraged that they recognise the scale of the problem, but disappointed they've bowed to pressure from industry and countries like the UK to put off taking action until 2030," said Alan Andrews, a lawyer with ClientEarth.

"The government, London mayor and local councils must take bold action to tackle air pollution – building new roads and expanding airports will simply add to the problem. The UK has been allowed to drag its heels on delivering clean air for far too long," said Jenny Bates, air pollution campaigner with Friends of the Earth.

Ford Focus Electric launched in the UK

<http://www.theguardian.com/environment/2013/sep/05/ford-focus-electric-car>

Sales of electric cars could move out of the slow lane with the arrival of an electric version of the world's best-selling car.

The Ford Focus Electric, which goes on sale in the UK on Thursday, runs entirely on battery power for up to 100 miles between charges and has a top speed of 85mph. At a price of £28,500 even after a government grant, it will cost twice as much as the cheapest petrol-powered Focus.

Around 4,500 electric cars have been sold in the UK since the government launched a £5,000 grant scheme in January 2011, but more than 65,000 conventional new cars were sold last month alone, according to figures released today.

The Focus Electric is not significantly more impressive on paper than the last generation of electric cars, such as the Nissan Leaf, which went on sale in 2011. But it has been well received by motoring experts, who described it as having "excellent driving dynamics" and called it "a great new electric car to be enjoyed and savoured."

A Ford spokesman said: "Ultimately Ford have now electrified one of the best-selling cars in Britain. It is a very popular business and family car."

The car faces competition from other imminent high-profile electric car launches, including the smaller BMW i3, which has a range of 80-100 miles and will cost £25,680 after the government's grant.

The Focus Electric's arrival comes a day after the government said every new car sold in 2040 should be an electric or hydrogen vehicle, to cut carbon emissions.

Publishing a Department for Transport strategy on low-emission cars, the transport minister, Norman Baker, said: "As well as huge opportunities for the automotive sector, this [move to low-emission vehicles] will bring life-changing benefits to our towns and cities improving air quality and reducing carbon emissions and it will provide energy security by reducing our reliance on foreign oil imports."

Two-way news: City of London's new recycling bins with display screens

<http://www.theguardian.com/uk/2013/feb/10/city-london-recycling-bins-screens>

People receive their news from many sources these days – papers, television, web, mobiles. And now, rubbish bins.

Renew, a company co-founded in 2002 by chief executive Kaveh Memari, has developed a newspaper recycling bin which doubles as an open-air information screen. It has placed nearly 100 of the hi-tech bins around the City of London under a 21-year contract with the authority.

The bins – or techno-pods as Memari refers to them – are made of damage-resistant fibreglass with screens at either end which can relay anything from news to advertisements to information on London underground delays or the number of Boris bikes available in the vicinity. A team of journalists provide the news feed, with other content coming from magazines such as the Economist and Time Out. A group of software developers – what Memari calls the Geek Squad – operate from Athens.

The initial impetus for the bins came from the City of London authorities, with the capital littered with discarded free newspapers and Brussels putting pressure on for it missing recycling targets. Memari said: "We de-risked it for the City, they don't pay for the service and the only risk for them is reputational [if things go wrong]."

The company had hoped to have 100 pods – 200 screens – in place by the time of the Olympics, but that target slipped and was finally reached in November. But with the City getting the service for free, how does Renew propose to make money? Memari talks of several revenue streams: advertising, finding a major company to sponsor the pods, attracting publishers, talking to film studios, and even telecoms companies about using its wired connections to carry data services or conversations.

"We have killed the idea it's a grotty place for [advertisers and publishers] to put their messages. We are also talking to seven major film studios and they are very interested in the possibilities."

He believes studios could film special scenes to be shown on the screens, linked to major movies in what is effectively a viral marketing campaign.

The pods can also be used for emergency messages, with one recent test showing an alert reaching the system just three minutes after being received at the control room.

Now the pods are in place Renew has begun its real push to advertisers and media, with marketing campaigns under way for a number of businesses including CNBC, Qatari Islamic Bank, and Wallpaper, as well as a couple of charities which have been given free or heavily discounted airtime.

Renew has raised £4m in total from investors so far, mainly high net-worth individuals including one Premier League and England footballer. It has run up £3m of debt, but received financing to help with the rollout of the pods from the Qatari Investment Authority.

"We went to all the high street banks, but nothing," said Memari. "Perhaps they thought the risk was too great. The Qataris looked at it as a real estate investment, much the same way they looked at the Shard and Harrods."

It will need further funds as it expands overseas. It has one pod situated near Wall Street in New York, is looking at a trial of 100 units in the City, and may need to raise another £5m if this succeeds. Singapore and Tokyo are also in Memari's sights.

London air pollution dangerously high, campaigners warn

<http://www.theguardian.com/environment/2013/oct/04/london-air-pollution-nitrogen-dioxide>

Air pollution from traffic and industry is dangerously high in east London, according to tests by local "citizen scientists".

Local environment groups placed 36 diffusion monitoring tubes on structures close to parks, bus stops, busy roads and in residential areas, to measure emissions in more than 30 streets. They were left for four weeks and only four were removed or stolen.

Analysis by a laboratory used by government found that concentrations of the toxic exhaust pipe gas nitrogen dioxide (NO₂) exceeded EU levels by over 50% in some areas, and was over the safety limit in 15 out of 32 places tested.

The experiment suggests that official testing of roadside air pollution is limited and insufficient. Many of the tubes measured emissions in streets that are never monitored, and those placed near official monitors mostly recorded levels above those published by government.

Air pollution from traffic in east London is considered by health experts to be some of the worst in Britain, mostly affecting the old and young and linked to respiratory and heart diseases. It is estimated that air pollution kills over 4,000 people a year in the city each year. The Green party assembly member Darren Johnson said on Friday that London's air pollution was an "absolute crisis."

Environment groups expect air pollution to deteriorate further in east London if two major infrastructure developments are permitted. City airport has submitted plans which could allow it to add 50,000 more flights a year. Boris Johnson also wants a new Thames road crossing that could massively increase traffic.

"Our sampling showed that in key public locations readings are breaching EU guidelines. We are being asked to believe that the massive expansion of London city airport will have only a negligible impact on air quality. This shows it is simply not the case," said Alan Haughton of Stop City Airport.

"Many busy roads in London are currently way over EU legal limits for NO₂, and government does not expect London to meet limits for at least 12 years," said Jenny Bates, a Friends of the Earth pollution campaigner.

"Dangerous levels of air pollution in the capital already shorten lives and cause ill-health. We can't afford to make things worse. Allowing any new road river crossing or London City airport development would be a traffic-generating, pollution-worsening disaster," she said.

The groups called for the mayor and local councils to bring air pollution in London down to EU legal limits as fast as possible.

The government plans to cut obligations on local authorities to monitor air pollution, which could see as many as 600 monitoring stations shut down across England.

- This article was amended on 8 November 2013 to remove a reference to the hourly NO₂ limit. The results in fact referred to the annual NO₂ limit

Food waste: national campaign aims to stop the rot by 2020

<http://www.theguardian.com/environment/2013/nov/11/food-waste-ban-landfill-campaign>

Food producers, retailers, restaurants and consumers are being urged to join forces to secure a ban on all food waste going into landfill by 2020, in a bold national campaign.

Compulsory collections of food waste from all homes and businesses by local councils are among a series of measures recommended in a new report to enable food waste to be harnessed as a valuable resource to provide energy, heat and benefits for agriculture.

The ambition is to save the UK economy over £17bn a year through the reduction of food wasted by households, businesses and the public sector, preventing 27m tonnes of greenhouse gases a year from entering into the atmosphere.

The new study, Vision 2020: UK Roadmap to Zero Food Waste to Landfill is the culmination of more than two years' work and has the backing and input of local authority and industry experts. It sets the framework for a food waste-free UK by 2020.

Last week official figures revealed the average UK family was wasting nearly £60 a month by throwing away almost an entire meal a day. A report from the

government's waste advisory group Wrap showed Britons were chucking out the equivalent of 24 meals a month, adding up to 4.2m tonnes of food and drink every year that could have been consumed. Almost half of this is going straight from fridges or cupboards into the bin, Wrap found. One-fifth of what households buy ends up as waste, and around 60% of that could have been eaten.

At the same time the UK's largest retailer, Tesco, recently agreed to reduce its multi-buy items and other promotions after revealing that 35% of its bagged salad was being thrown out. It also found that 40% of apples were wasted, and just under half of bakery items.

The report highlights where and why food waste is happening at each stage of the UK supply chain; what actions are being taken to tackle food waste in each sector and what more can be done in the future to drive the positive environmental, economic and social outcomes.

The campaign is led by food waste recycling company ReFood – in collaboration with BioRegional, a sustainable business charity – as part of the Vision 2020 campaign supported by national and local government as well as industry. The Vision 2020 panel is headed by Lord Deben, the Conservative former environment secretary John Gummer.

Philip Simpson, commercial director at ReFood, said: "Our message is clear; food waste is a valuable resource that should never end up in landfill sites. Everyone from the food producer, through to the retailer, the restaurant and the householder can play their part in ensuring that we take full advantage of its considerable potential by ensuring we re-use, recycle and recover every nutrient and kilowatt of energy it has to offer."

The report calls for better collaboration at every stage of the supply chain to accelerate the adoption of best practice, improve waste prevention and maximise the value of food waste as a resource. A clear timetable for the phased introduction of a ban on food waste to landfill to come into force by 2020 would allow the industry the time to finance and develop an optimum collection and processing infrastructure, it says.

Compulsory food collections by local authorities are key to the new campaign – currently only 40% of councils have separate food waste collections, while Birmingham – the UK's largest authority – still relies on black bag collections of mixed waste. The Local Government Authority, which was involved in the report, says if "food contamination" of recycling was halved by 2020, it would save £1bn. The devolved administrations in Scotland, Wales and Northern Ireland are now consulting on banning food into landfill, but not England.

Re-using food waste through processes such as anaerobic digestion could return over 1.3m tonnes a year of valuable nutrients to the soil, the report says, or generate over 1 terrawatt-hour (Twh) electricity a year, enough to power over 600,000 homes.

Sue Riddlestone, chief executive and co-founder of BioRegional said: "Achieving zero food waste to landfill within the next seven years is a big challenge and we will need the support and actions of individuals, businesses and the government if this vision is to be realised. However, the case for change is compelling. We will save billions of pounds. We will prevent millions of tonnes of greenhouse gases from entering our atmosphere. And crucially, we will ensure that food is treated as a precious resource."

Додаток Н**Ресурсний банк статей-новин з електронно-газетного видання "NBC News"****Recourse Bank of Articles****"NBC News" (the USA), Year 2013****Topic "Environment"****New EPA chief: Climate controls will help economy**

http://usnews.nbcnews.com/_news/2013/07/30/19778881-new-epa-chief-climate-controls-will-help-economy?lite

WASHINGTON — President Barack Obama's top environmental official wasted no time Tuesday taking on opponents of the administration's plan to crack down on global warming pollution.

In her first speech as the head of EPA, Gina McCarthy told an audience gathered at Harvard Law School in Cambridge, Mass., that curbing climate-altering pollution will spark business innovation, grow jobs and strengthen the economy.

The message was classic Obama, who has long said that the environment and the economy aren't in conflict and has sold ambitious plans to reduce greenhouse gases as a means to jumpstart a clean energy economy.

McCarthy signaled Tuesday that she was ready for the fight, saying that the agency would continue issuing new rules, regardless of claims by Republicans and industry groups that under Obama the EPA has been the most aggressive and overreaching since it was formed more than 40 years ago.

"Can we stop talking about environmental regulations killing jobs? Please, at least for today," said McCarthy, referring to one of the favorite talking points of Republicans and industry groups.

"Let's talk about this as an opportunity of a lifetime, because there are too many lifetimes at stake," she said of efforts to address global warming.

In Obama's first four years, the EPA has issued the first-ever limits on toxic mercury pollution from power plants, regulated greenhouse gases for the first time, and updated a host of air pollution health standards.

McCarthy acknowledged the agency had been the most productive in its history. But she said Tuesday that "we are not just about rules and regulations, we are about getting environmental improvement."

But improvement, she said, could be made "everywhere."

That optimistic vision runs counter to claims by Republican lawmakers and some industry groups that more rules will kill jobs and fossil fuel industries. The EPA under Obama has already put in place or proposed new rules to reduce carbon pollution from cars and trucks, large smokestacks, and new power plants – regulations that McCarthy helped to draft as head of the air pollution office. Next on its agenda is the nation's existing fleet of coal-fired power plants, the largest single source of carbon dioxide left. Obama in a June speech gave the agency until June 2014 to draft those regulations.

"It is not supposed to be easy. It is supposed to be hard," McCarthy said of the road ahead. "I don't think it is my job out of the gate to know what the path forward is. It is my obligation to let those voices be heard and listen to them."

A panel in the Republican-controlled House recently signed off on a plan to cut the agency's budget by a third and attached a series of measures that McCarthy said "do everything but say the EPA can't do anything."

Yet, last week, in a victory, a federal court dismissed challenges brought by Texas and power companies to EPA's plans to regulate the largest sources of heat-trapping gases.

"Climate change will not be resolved overnight," she added. "But it will be engaged over the next three years – that I can promise you."

EPA: More than half of U.S. rivers unsuitable for aquatic life

http://usnews.nbcnews.com/_news/2013/03/26/17475544-epa-more-than-half-of-us-rivers-unsuitable-for-aquatic-life?lite

WASHINGTON – Fifty-five percent of U.S. river and stream lengths were in poor condition for aquatic life, largely under threat from runoff contaminated by fertilizers, the U.S. Environmental Protection Agency said on Tuesday.

High levels of phosphorus and nitrogen, runoff from urban areas, shrinking ground cover and pollution from mercury and bacteria were putting the 1.2 million miles of streams and rivers surveyed under stress, the EPA said.

"This new science shows that America's streams and rivers are under significant pressure," Nancy Stone, acting administrator of the EPA's Office of Water, said in a statement.

Twenty-one percent of the United States' river and stream length was in good biological condition, down from 27 percent in 2004, according to the survey, carried out in 2008 and 2009 at almost 2,000 sites.

Twenty-three percent was in fair condition and 55 percent was in poor condition, the survey showed. The finding uses an index that combines measures for aquatic life, such as crayfish and water insects.

Of the three major climatic regions surveyed - eastern highlands, plains and lowlands, and the west - the west was in the best shape, with 42 percent of stream and river length in good condition.

In the eastern highlands and the plains and lowlands, 17 percent and 16 percent of waterway length respectively was in good condition.

By far the most widespread stress factor was phosphorus and nitrogen, which are used in fertilizer. Forty percent of river and stream length had high levels of phosphorus and 28 percent had high levels of nitrogen, the report said.

Risk levels of mercury in fish tissue were exceeded in 13,144 miles of rivers. Streams were not surveyed. In 9 percent of river and stream length, samples for enterococci bacteria topped levels for protecting human health.

Federal, state and tribal researchers carried out the survey at sites ranging from the Mississippi River to mountain streams.

State Department admits Keystone environmental impact but says there's no better way

http://usnews.nbcnews.com/_news/2013/03/01/17149564-state-department-admits-keystone-environmental-impact-but-says-theres-no-better-way?lite

Construction of the controversial Keystone XL pipeline would create "numerous" and "substantial" impacts on the environment, the State Department said Friday in a draft environmental impact statement. But the project is a better bet than any of the alternatives, it said in essentially clearing the project to go ahead.

The report concluded that the Canadian synthetic crude oil the pipeline is slated to transport into the U.S. produces 17 percent more greenhouse gases than natural crude oil already refined here. In addition, it said the construction phase of the project would result in carbon dioxide emissions equivalent to about 626,000 passenger vehicles operating for a full year.

Without directly saying so, the report signaled the State Department's belief that the pipeline should go ahead, concluding that other modes of transportation would have the same impacts and that proposed alternatives – including an above-ground route and a smaller-diameter pipe – "were not reasonable."

And on a central issue of discussion, it concluded that blocking the pipeline wouldn't make any difference in the U.S.'s high consumption of oil.

Reaction from environmental groups was swift.

"The Sierra Club is outraged by the State Department's deeply flawed analysis today on Keystone XL," the Sierra Club tweeted.

Gene Karpinski, president of the League of Conservation Voters, said the report failed to appreciate the pipeline's potential effect on climate change.

"People who think our climate wouldn't be negatively impacted by Keystone XL have their heads in the (tar) sands," he said in a statement. "... LCV will work to ensure that the millions of Americans opposed to this dangerous pipeline have their voices heard during the comment period and that Keystone XL is rejected once and for all."

But House Speaker John Boehner, R-Ohio, welcomed the report, which he said "makes clear there is no reason for this critical pipeline to be blocked one more day."

"After four years of needless delays, it is time for President Obama to stand up for middle-class jobs and energy security and approve the Keystone pipeline," Boehner said.

The environmental statement is only a draft, not a final decision whether to greenlight the project. A public comment period of 45 days is next.

A final decision on the \$5.3 billion pipeline, a project of TransCanada Corp., has been pending for more than four years as environmental activists battle to kill it, contending that it contributes to the U.S.'s dependence on "dirty fuel" that generates higher emissions than crude oil refined in the U.S.

The pipeline would transport synthetic crude oil from oil sands in northeastern Alberta to refineries running along the spine of the U.S. all the way down to Texas. Along the way, the 2,000-page report said, it could also:

- Disturb highly erodible soil along nearly half of the 875-mile U.S. segment – including 4,715 acres of "prime farmland soil."

- Degrade streams and other surface water.

- Encroach on the habitats of 13 federally protected species or species being considered for that designation, including the whooping crane and the greater sage grouse.

- Be susceptible to potentially disastrous leaks and spill.

On the other side of the balance, the report noted the potential for economic development and growth in impoverished communities along the pipeline's pathway, saying it could create about 42,000 jobs during the construction period, about 3,900 of them directly employed in construction activities. The report noted that after construction is completed, the project would generate 35 permanent and 15 temporary jobs, primarily for routine inspections, maintenance and repairs.

President Barack Obama will have the final say on the project, which is being reviewed by the State Department, not the Environmental Protection Agency, because the pipeline would cross national borders. Obama signaled his support for the southern section of the line last year, but he gave environmentalists a measure of hope in January, when he promised to do more to fight climate change in his inaugural address.

Tens of thousands of protesters jammed the National Mall in Washington on Feb. 17 to urge Obama to reject pipeline. They adopted the slogan "Forward" – cribbing Obama's own campaign slogan.

The final decision will be a crucial one for Canada, which may need to look elsewhere for new energy markets if the pipeline is rejected.

Florida's mangrove forests expand north with climate change

<http://www.nbcnews.com/science/floridas-mangrove-forests-expand-north-climate-change-2D11826050>

Fewer deep freezes, attributable to Earth's warming climate, have caused mangrove forests to expand northward in Florida over the past three decades, new research suggests.

"Mangroves showed the largest increases in regions where cold snaps became less frequent over the past 30 years," study co-author Kyle Cavanaugh, an ecologist at the Smithsonian Environmental Research Center in Maryland, wrote in an email.

The findings, published today (Dec. 30) in the journal *Proceedings of the National Academy of Sciences*, suggest that climate change could alter ecosystems even more dramatically in the years to come.

Mangrove forests typically grow in tidal regions in tropical and subtropical climates. They serve a vital ecological function: The trees and shrubs that live in these regions can thrive in salty water, shifting sands and hot temperatures, and tree roots trap sediments, slowing the lapping of water and allowing other life to flourish.

To see how climate changes have affected Florida's mangrove forests, Cavanaugh and his colleagues looked at 28 years of satellite data from Florida's East Coast. They found that the area taken up by mangrove forests in the northernmost latitudes had doubled over the last few decades, while the southern stretches changed little.

This expansion wasn't connected to changes in average temperature, sea level rise, rain or land use. Instead, the regions with expanding mangroves experienced fewer cold snaps – periods when the temperature dips below 25 degrees Fahrenheit (minus 4 degrees Celsius).

The new results imply that mangrove forests may expand quickly with global warming in the coming decades. Though what this means for surrounding communities and the life that depends on the forests isn't yet clear.

"Right now we don't have enough information to determine if this is good or bad for humans," Cavanaugh said. "As mangroves expand they displace salt marsh. Both of these habitats are important ecologically and economically, and both are threatened by rising sea levels and coastal development."

With further global warming, mangrove expansion probably won't be confined to Florida.

"There is evidence that the ranges of mangroves in other parts of the world are also restricted by cold temperatures," Cavanaugh said.

And because water-dispersed plants can often travel farther than those dispersed by wind or plants, the mangrove expansion could be very rapid, the authors write in their paper.

Obama: 'The Affordable Care Act is not just a website'

http://firstread.nbcnews.com/_news/2013/10/21/21064263-obama-the-affordable-care-act-is-not-just-a-website?lite

President Barack Obama publicly acknowledged on Monday that the new health care law's website "hasn't worked as smoothly as it was supposed to work," but he urged Americans not to be deterred from registering for Obamacare because of the technological problems that have plagued its rollout.

"The Affordable Care Act is not just a website," he said. "It's much more."

Joined at the White House by Obamacare applicants and beneficiaries, Obama said the plans available through the health care exchanges – despite the issues with online enrollment – are helping consumers.

"That product is working. It's really good. And it turns out there's a massive demand for it," he said.

Saying that there's "no sugarcoating" the website's problems, Obama pledged quick improvements to the beleaguered HealthCare.Gov site.

"Nobody's madder than me that the website's not working like it should, which means it's going to get fixed," he said.

Dinging Republicans for "rooting for [Obamacare's] failure," Obama acknowledged that the glitches in the site have exposed the law to further attacks from opponents.

"But we did not wage this long and contentious battle just around a website," he added. "That's not what this was about."

He also encouraged those who want to apply for the program to do so "the old fashioned way" -- by phone or in person -- as work on the website continues.

Issues with the online health care site have plagued the administration since the web site's rollout on Oct. 1.

The Department of Health and Human Services said Sunday that it plans to enlist "the best and the brightest from both inside and outside government" to help fix the online issues, but it's unclear how long the digital repairs will take.

HHS Secretary Kathleen Sebelius will testify before the House Energy and Commerce Committee on Wednesday, Oct. 30, according to a committee statement. She was criticized earlier in the day after it was revealed she would not testify in front of the panel this week due to a scheduling conflict.

Over the weekend, Treasury Secretary Jack Lew said on NBC's "Meet the Press" that the president is "frustrated" with the rocky rollout and that HHS plans to fix the "unacceptable" problems as soon as possible.

Senior administration officials say about 476,000 health insurance applications have been filed through the Obamacare website so far.

Додаток П

Завдання і тексти для передекспериментального зрізу

PRE-EXPERIMENT TEST: Experiment Card

Experimenter: Y.G. Bezvin **Assistant**

Group: _____ **Date:**

Name: _____

I. You are on a holiday in the USA. You are having a Whale Watch Tour in the Atlantic Ocean in Boston. You have just met a nice couple from Spain. You are having a friendly talk. Write what topics you would discuss. Are there any topics which you find unacceptable to talk about?

II. You are in the same situation, as in Exercise I. Occasionally you start talking about bullfighting, which used to be popular in Spain (the country where they come from). They ask you about your attitude to it. What would be your answer?

III. Catalonia, Spain, became the first major region to ban bullfighting in 2010. Later the news article “Ecuador profile” (22 December 2013) says:

<http://www.bbc.com/news/world-latin-america-19331506>

«...In a further referendum in May 2011, voters approved further reforms proposed by Mr Correa, including giving the president more power over judicial appointments, regulating the media - and a ban on bullfighting...»

The article “Bull gores German cyclist to death in southern France” (15 October 2013) <http://www.bbc.com/news/world-europe-24532777> says about a tourist who was accidentally killed by a bull on a farm where the bulls had been kept in the land of bullfighters.

Now read two extracts from the news article, called “Trending: The battle over bullfighting in Colombia”. Answer the questions in the end of the text.

<http://www.bbc.com/news/magazine-24833531>

Idea against Bullfighting

"...Colombians love social media. Anyone who's anyone in the world of politics, sport or celebrity in Colombia uses Twitter. And bullfighting is one of the hottest issues at the moment, says Camilo Andres Garcia, a journalist, high-profile Twitter user and social media commentator in Bogota, who is opposed to bullfighting. It's the blood when the bull dies that many Colombians find hard to deal with. There has been enough human blood shed during the country's decades-long conflict, he says.

Colombia's Constitutional Court will decide on Thursday whether to reopen Bogota's famous bullfighting ring. In the lead up to the decision, the issue has been raging on social media..."

Idea for Bullfighting

"...It's a very important decision for our family," says Diana Carolina Baquero Hernandez, a journalist and bullfighting radio host. Her family's history is bound up with Bogota's bullfighting ring, Plaza la Santamaria. Her father's uncle was once the manager, and many of her relatives were born and grew up inside the stadium. "Bullfighting is our life, our passion, our tradition," she says.

Baquero-Hernandez has set up a Facebook page in support of bullfighting, but it's small-scale, and she admits her side is being drowned out. She says many who criticise bullfighting are ill-informed. "I feel angry sometimes because I feel people don't understand the real meaning of bullfighting. Bullfighting is an art..."

1) The lady says: "Bullfighting is an art". What does she mean? Do you agree or disagree?

2) No matter if you approve or disapprove bullfighting, do you still understand those who do or don't, unlike you?

IV. You have learnt topic Social Issues: Prejudice the Contemporary Society Promotes. One of its aspects is gay communities. Recollect your knowledge and answer the questions.

1) Is the attitude to extending gays' rights the same in different countries? Give examples.

2) Do people have the same attitude to gay communities?

3) What is your attitude? Give facts, details, if you can. You may as well give your opinion/ feelings on this. Where did you get the facts, evidences and details? What is your feeling based on?

V. Look through the headlines of the news articles, posted on <http://www.bbc.co.uk/news/> and <http://www.usatoday.com>, write if you have heard about the news.

<i>News</i>	<i>Yes/No</i>
Gay marriage to test 2016 GOP candidates (Jason Noble, April 5, 2014) http://www.usatoday.com/story/news/politics/elections/2014/04/04/gay-marriage-iowa-caucuses/7322437/	
'Nudge from Jesus' changes minister's gay marriage views (Niraj Warikoo, April 7, 2014) http://www.usatoday.com/story/news/nation/2014/04/07/evangelical-minister-supports-gay-marriage/7420513/	
GOP's Simpson: 'Live and let live' on gay marriage (Catalina Camia, April 8, 2014) http://onpolitics.usatoday.com/2014/04/08/gay-marriage-alan-simpson-ad-utah/	
Sochi 2014: Gay rights protests target Russia's games (5 February 2014) http://www.bbc.com/news/world-europe-26043872	

<p>Sochi 2014: No gay people in city, says mayor (27 January 2014) http://www.bbc.com/news/uk-25675957</p>	
<p>Openly gay men allowed to join Scouts in 2014 (31 December 2013) http://www.bbc.com/news/world-us-canada-25565381</p>	
<p>Many unhappy with decision on gay Boy Scouts (Mike Chalmers, May 24, 2013) http://www.usatoday.com/story/news/nation/2013/05/23/many-unhappy-with-boy-scouts-decision/2356607/</p>	
<p>What Liberace reveals about the march of gay rights (By Jon Kelly, 16 April 2013) http://www.bbc.com/news/magazine-22099082</p>	
<p>John Calipari discusses new book, NCAA issues and openly gay players (Scott Gleeson, April 16, 2014) http://www.usatoday.com/story/sports/ncaab/2014/04/16/john-calipari-discusses-new-book-one-and-dones-and-openly-gay-players/7772611/</p>	
<p>Judge: Ohio must recognize other states' gay marriages (Amber Hunt and Chrissie Thompson , April 14, 2014) http://www.usatoday.com/story/news/nation/2014/04/14/ohio-gay-marriage- court/7691313/</p>	

VI. Bullfighting is a controversial issue today.

On the one hand, news article “Bullfighting ban: Your reaction” (28 July 2010) says:

<http://www.bbc.com/news/world-europe-10790373>

«Catalonia has voted to ban bullfighting - the first region of mainland Spain to do so. The vote took place after a petition was brought to parliament, signed by 180,000 people who say the practice is barbaric and outdated.»

On the other hand, news article “Catalonia's bullfight ban provokes emotional response” says:

<http://www.bbc.com/news/world-europe-10798210>

"The Catalan parliament voted to ban bullfighting in an emotional session packed full of deputies, activists and observers, says the BBC's Sarah Rainsford in Barcelona. Sixty-eight deputies voted in favour of the ban; 55 were opposed."

So, it means not all the parliamentarians agree with the ban for bullfighting. The future of gay communities is also vague.

Now predict on people's/ countries' attitudes to gay communities and bullfighting in future.

VII. You are a University teacher of English. Your 4-Year student comes up and says that he is very interested in the brand-new information in the sphere of Education in UK and the USA. He is willing to know where to find the information about the latest changes, reforms and others. What would you recommend him? If you recommend more than one source, please, explain which you think is better and why.

VIII. Read the article and answer the questions.

Bullfighting comes under attack in France (31 October 2010)

<http://www.bbc.com/news/world-europe-11654609>

Bullfighting has a loyal following in France - but as David Chazan reports, the sport is coming under strong pressure from animal rights groups.

Think of bullfighting and you naturally think of Spain, but the controversial blood sport is also popular in parts of southern France.

Since a vote to ban it in the Spanish region of Catalonia from 2012, French animal welfare groups have been stepping up their campaign to get bullfighting outlawed in France as well.

About 100 bullfighting contests are held each year

But some towns in the south are planning to stage more bullfights because they're hoping to attract fans from Spain.

In Manduel, outside Nimes in southern France, hundreds of spectators are packed into the stands at a small village bullring.

They tense visibly and fall silent as the matador goads the black bull with flourishes of his red cape, and the bull snorts and lowers his head to charge.

The sense of gladiatorial drama is heightened by the music coming over the PA system - brassy, Spanish-sounding melodies with a French touch. At one point, a few bars of the Marseillaise are played.

"This is an important tradition which is part of our culture," says Brigitte Dubois, president of the bullfighting association of the nearby town of Nimes.

'Barbarian'

Although bullfighting originated across the border in Spain, it took root in France a century and a half ago, partly because of an influx of Spanish immigrants.

Wherever you go in this part of France, you see posters for bullfights - and the crowd in Manduel is loving every moment, undeterred by the knowledge that a few hundred metres away, there's a protest going on.

"There is a bill to abolish bullfighting in France, just like in Catalonia. The bullfighters are really afraid about that"

Jean-Pierre Garrigues

Anti-bullfighting campaigner

"I think the death of a bull in the ring is much more noble than in a slaughterhouse," says Mrs Dubois. "If you ban bullfighting then you should stop eating meat altogether."

But the demonstrators gathered nearby say that bulls are tortured in the ring before being put to death.

"It's not noble at all, it's a barbarian activity, and it's a real shame now to have that in the south of France," says one of the protesters, Jean-Pierre Garrigues, head of the committee against bullfighting.

The bull, he says, is a "herbivorous animal, a pacifist animal, and they want to kill it, to put it in pieces with a lot of blood, and it's awful".

Pressure for a ban

The campaign against bullfighting in France isn't as strong as the anti-hunting lobby has been in Britain.

But protesters chanting "Down with bullfighting" are turning up more often outside arenas.

They've been encouraged by the recent vote in Catalonia, although the conservative opposition there is now challenging the bullfighting ban at the constitutional court.

Bullfighting fans in France argue that the ban in Catalonia has more to do with regional tensions in Spain than with concerns about animal welfare.

In theory, bullfighting is already banned in most of France, but it's allowed in areas where it's become a local tradition.

There are considerable economic interests in bullfighting in the south. About 100 bullfighting contests are staged each year, with around a thousand bulls dying in the ring.

But Jean-Pierre Garrigues says pressure is now building for a ban in France.

"We have 65 members of parliament on our side and there is a bill to abolish bull fighting in France, just like in Catalonia. The bullfighters are really afraid about that."

Brigitte Dubois insists she loves animals "perhaps more than the protesters"

Art and skill

But aficionados won't give up easily. After the bullfight in Manduel, a woman who said she had never seen one before told me that she had found it less shocking than she had been led to believe.

"I don't see why this should be controversial," she said.

Other fans said they had enjoyed the corrida, but declined to comment on the calls for a ban.

"There's nothing wrong with this," one man said. "To us it's like an art, and when you see the skill of the matadors and think about the risks they're taking, where's the problem?"

Brigitte Dubois says the concerns of animal welfare groups are misplaced.

"I love animals perhaps more than the protesters," she says. "I can belong to the Society for the Prevention of Cruelty to Animals and at the same time like bullfights. It's not incompatible at all."

'Modern incongruity'

Her views are typical of bullfighting fans. But even here in the south, growing numbers of people are now speaking out against what they see as a gruesome hangover from an earlier era, when animal welfare seemed less important.

In June two MPs who presented a bill to parliament to ban bullfighting said ending the practice was a question of France's honour.

"Bullfighting is an incongruity of our times," the bill reads. "In an already extremely violent world, adding violence to violence is disgraceful."

But in the stands of the bullring, the concerns about brutality seem far removed from local reality.

For the spectators here, the blood, dust and drama of the bullfight are part of a cherished way of life which they're determined to preserve.

1) What is the argument (main idea) of the article?

2) Tick the correct box.

- It is expressed explicitly
- It is expressed implicitly
- I'm not sure

3) Tick the correct box. The author make an assumption towards bullfighting

- for it
- against it
- I'm not sure

4) Tick the correct box. The article is:

- balanced

not balanced

I'm not sure

5) *Tick the correct box. The author gives:*

deductive reasoning

inductive reasoning

none

I'm not sure

6) *Does the author use any of this:*

appeal to emotions

appeal to authority

appeal to patriotism

appeal to prejudice

appeal to sympathy

appeal to tradition

false analogy

false cause

oversimplification

none

I'm not sure

Додаток ПІ

Завдання і тексти для післяекспериментального зрізу

POST-EXPERIMENT TEST: Experiment Card

Experimenter: Y.G. Bezvin

Group: _____ **Date:**

Name: _____

I. You are in Washington, USA on April 22, 2014.

Today is the Earth Day, which is an annual event, celebrated worldwide and held to demonstrate support for environmental protection. It was first celebrated in 1970, and is now coordinated globally by the Earth Day Network, and celebrated in more than 192 countries each year.

NASA is celebrating Earth Day at Union Station in Washington, DC. NASA's large multi-screen HD visualization Hyperwall and Science Gallery informational banners have displayed NASA Earth science images and science results, and hands-on demonstrations and activities, which are now available to the public.

You are on the Earth Day celebrations together with a couple from China, who you have just met. What are the Earth issues you can discuss? Will you talk about environmental news?

II. You are in the same situation, as in Exercise I. Occasionally you start talking about the global environmental problems. They are interested in your opinion: Does the global community do something to resolve the Earth/environmental problems?/ Does it ignore these issues? Express your opinion.

III. Overpopulation is considered to be one of the Earth problems of today. Consider why and answer the questions.

1) Some people say that it's a human right to give birth to as many children as they want. Do you agree or disagree?

2) No matter if you approve or disapprove overpopulation, do you still understand those countries, which do nothing to regulate overpopulation, or the countries, which take measures to control overpopulation?

IV. You have learnt topic "Our Planet, our Home". One of its aspects is **ecotourism** which is defined as a form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas, intended as a low-impact and often small scale alternative to standard commercial (mass) tourism. Its purpose may be to educate the traveler, to provide funds for ecological conservation, to directly benefit the economic development and political empowerment of local communities, or to foster respect for different cultures and for human rights. Since the 1980s ecotourism has been considered a critical endeavor by environmentalists, so that future generations may experience destinations relatively untouched by human intervention.

News article "Ecotourism isn't bad for wildlife in the Amazon" (November 23, 2011) says:

«Ecotourism doesn't hurt biodiversity, and in some cases may even safeguard vulnerable areas, concludes a new study from the Amazon in Mammalian Biology. Surveying large mammals in an ecotourism area in Manu National Biosphere, the researchers found that ecotourists had no effect on the animals. However, the researchers warn that not all ecotourism is the same, and some types may, in fact, hurt the very animals tourists come to see.»

Recollect your knowledge and answer the questions.

1) What are the benefits of ecotourism? Give examples.

News article: *Global warming no longer Americans' top environmental concern, poll finds (July 3, 2012) says:*

http://www.washingtonpost.com/national/health-science/global-warming-no-longer-americans-top-environmental-concern-poll-finds/2012/07/02/gJQAs9IHJW_print.html

Climate change no longer ranks first on the list of what Americans see as the world's biggest environmental problem, according to a new Washington Post-Stanford University poll.

Just 18 percent of those polled name it as their top environmental concern. That compares with 33 percent who said so in 2007, amid publicity about a major U.N. climate report and Al Gore's Oscar-winning documentary about global warming. Today, 29 percent identify water and air pollution as the world's most pressing environmental issue.

The findings, along with follow-up interviews with some respondents, indicate that Washington's decision to shelve action on climate policy means that the issue has receded – even though many people link recent dramatic weather events to global warming. And they may help explain why elected officials feel little pressure to impose curbs on greenhouse gas emissions.

"I really don't give it a thought," said Wendy Stewart, a 46-year-old bookkeeper in New York. Although she thinks warmer winters and summers are signs of climate change, she has noticed that political leaders don't bring up the subject. "I've never heard them speak on global warming," she said. "I've never heard them elaborate on it."

The poll, conducted by phone between June 13 and 21, included 804 adults nationwide and has a margin of error of 4.5 percentage points.

Some who feel passionately about the issue say they have noticed that President Obama is no longer pushing a bill that would limit greenhouse gas emissions and allow emitters to trade pollution credits, a system known as "cap and trade." That proposal stalled in the Senate in 2010.

On the other hand, there is a news article, which says that this problem is now viewed as a major concern.

News article: *Climate Change the Earth Day Target for Obama, U.S. Officials (April 22, 2014) says:*

<http://ens-newswire.com/2014/04/22/climate-change-the-earth-day-for-obama-u-s-officials/>

"Today, we face another problem that threatens us all," Obama proclaimed. "The overwhelming judgment of science tells us that climate change is altering our planet in ways that will have profound impacts on all of humankind."

"Already, longer wildfire seasons put first responders at greater risk. Farmers must cope with increased soil erosion following heavy downpours and greater stresses from weeds, plant diseases, and insect pests. Increasingly severe weather patterns strain infrastructure and damage our communities, especially low-income communities, which are disproportionately vulnerable and have few resources to prepare. The consequences of climate change will only grow more dire in the years to come," Obama predicted.

Obama recounted the work his administration has done to prepare the nation for the impacts of climate change – tenfold increase in solar power, triple the electricity from wind power, and took credit for bringing "carbon pollution to its lowest levels in nearly two decades."

So, it means not all the people agree with the fact that Climate Change is a serious environmental issue. Its future is vague.

Now predict on people/ countries' attitudes and actions to Climate Change issue.

VII. You are a University teacher of English. Your 5-Year student comes up and says that he is very interested in the brand-new information in the sphere of Environment in UK and the USA. He is willing to know where to find the information. What would you recommend him? If you recommend more than one source, please, explain which you think is better and why.

VIII. Read the article and answer the questions.

<http://www.independent.co.uk/environment/overpopulation-is-main-threat-to-planet-521925.html>

Overpopulation 'is main threat to planet' (07 January 2006)

By Steve Connor , Science Editor

Climate change and global pollution cannot be adequately tackled without addressing the neglected issue of the world's booming population, according to two leading scientists.

Professor Chris Rapley, director of the British Antarctic Survey, and Professor John Guillebaud, vented their frustration yesterday at the fact that overpopulation had fallen off the agenda of the many organisations dedicated to saving the planet.

The scientists said dealing with the burgeoning human population of the planet was vital if real progress was to be made on the other enormous problems facing the world.

"It is the elephant in the room that nobody wants to talk about" Professor Guillebaud said. "Unless we reduce the human population humanely through family planning, nature will do it for us through violence, epidemics or starvation."

Professor Guillebaud said he decided to study the field of human reproduction more than 40 years ago specifically because of the problems he envisaged through overpopulation.

His concerns were echoed by Professor Rapley, an expert on the effects of climate change on the Antarctic, who pointed out that this year an extra 76 million people would be added to the 6.5 billion already living on Earth, which is twice as many as in 1960.

By the middle of the century, the United Nations estimates that the world population is likely to increase to more than nine billion, which is equivalent to an extra 200,000 people each day. Professor Rapley said the extra resources needed to sustain this growth in population would put immense strains on the planet's life-support system even if pollution emissions per head could be dramatically reduced.

"Although reducing human emissions to the atmosphere is undoubtedly of critical importance, as are any and all measures to reduce the human environmental 'footprint', the truth is that the contribution of each individual cannot be reduced to zero. Only the lack of the individual can bring it down to nothing," Professor Rapley says in an article for the BBC website.

"So if we believe that the size of the human 'footprint' is a serious problem – and there is much evidence for this – then a rational view would be that along with a raft of measures to reduce the footprint per person, the issue of population management must be addressed."

Professor Rapley says the explosive growth in the human population and the concomitant effects on the environment have been largely ignored by many of those concerned with climate change. "It is a bombshell of a topic, with profound and emotive issues of ethics, morality, equity and practicability," he says.

"So controversial is the subject that it has become the Cinderella of the great sustainability debate - rarely visible in public, or even in private.

"In interdisciplinary meetings addressing how the planet functions as an integrated whole, demographers and population specialists are usually notable by their absence."

Professor Guillebaud, who co-chairs the Optimum Population Trust, said it became politically incorrect about 25 years ago to bring up family planning in discussing the environmental problems of the developing world. The world population needed to be reduced by nearly two-thirds if climate change was to be prevented and everyone on the planet was to enjoy a lifestyle similar to that of Europeans, Professor Guillebaud said.

An environmental assessment by the conservation charity WWF and the Worldwatch Institute in Washington found that humans were now exploiting about 20 per cent more renewable resources than can be replaced each year.

Professor Guillebaud said this meant it would require the natural resources equivalent to four more Planet Earths to sustain the projected 2050 population of nine billion people.

"The figures demonstrate the folly of concentrating exclusively on lifestyles and technology and ignoring human numbers in our attempts to combat global warming," he said. "We need to think about climate changers – human beings and their numbers – as well as climate change."

Some environmentalists have argued that it is not human numbers that are important, but the relative use of natural resources and production of waste such as carbon dioxide emissions. They have suggested that the planet can sustain a population of nine billion people or even more provided that everyone adopts a less energy-intensive lifestyle based on renewable sources of energy rather than fossil fuels.

But Professor Guillebaud said: "We urgently need to stabilise and reduce human numbers. There is no way that a population of nine billion – the UN's medium forecast for 2050 – can meet its energy needs without unacceptable damage to the planet and a great deal of human misery."

Crowded Earth

- * The human population stands at 6.5 billion and is projected to rise to more than 9 billion by 2050.

- * In less than 50 years the human population has more than doubled from its 1960 level of 3 billion.

- * China is the most populous country with more than 1.3 billion people. India is second with more than 1.1 billion.

- * By about 2030 India is expected to exceed China with nearly 1.5 billion people.

- * About one in every three people alive today is under the age of 20, which means that the population will continue to grow as more children reach sexual maturity.

- * Britain's population of 60 million is forecast to grow by 7 million over the next 25 years and by at least 10 million over the next 60 years, mainly through immigration.

- * This is equivalent to an extra 57 towns the size of Luton (pop 184,000)

- * By the time you have finished reading this column, an estimated 100 babies have been born in the world.

1) What is the argument (main idea) of the article towards?

2) Tick the correct box.

- It is expressed explicitly
- It is expressed implicitly
- I'm not sure

3) Tick the correct box. The author make an assumption towards overpopulation

- for it
- against it
- I'm not sure

4) Tick the correct box. The article is:

- balanced
- not balanced
- I'm not sure

5) Tick the correct box. The author gives:

- deductive reasoning
- inductive reasoning
- none
- I'm not sure

6) Does the author use any of this:

- appeal to emotions
- appeal to authority
- appeal to patriotism
- appeal to prejudice
- appeal to sympathy
- appeal to tradition
- false analogy
- false cause
- oversimplification
- none
- I'm not sure

Додаток Р

Розподіл балів за критеріями рівня сформованості СКК

Номер групи	Назва групи	Номер питання	Максимально балів
1	СКК Знання	4/1	7.5
1	СКК Знання	4/2	7.5
1	СКК Знання	5/1	1.5
1	СКК Знання	5/2	1.5
1	СКК Знання	5/3	1.5
1	СКК Знання	5/4	1.5
1	СКК Знання	5/5	1.5
1	СКК Знання	5/6	1.5
1	СКК Знання	5/7	1.5
1	СКК Знання	5/8	1.5
1	СКК Знання	5/9	1.5
1	СКК Знання	5/10	1.5
2	СКК Вміння у читанні	8/1	4
2	СКК Вміння у читанні	8/2	4
2	СКК Вміння у читанні	8/3	4
2	СКК Вміння у читанні	8/4	4
2	СКК Вміння у читанні	8/5	4
2	СКК Вміння у читанні	8/6	4
3	СКК Вміння критичного мислення	2	5
3	СКК Вміння критичного мислення	3	5
3	СКК Вміння критичного мислення	6	10
4	Здатність і готовність	1	5
4	Здатність і готовність	7	5
4	Здатність і готовність	4/3	16
		Всього:	100

Додаток Р1

Результати передекспериментального зрізу

ЕГ-1	СКК Знання			
Максимально балів	7.5	7.5	15	30
Питання	4/1	4/2	5	Середня
ШБ магістра				
Глушко Тетяна Іванівна	7	5	6	18
Загорулько Віталіна Віталіївна	5	4	5	14
Кисельова Анна Сергіївна	6	5	6	17
Орлова Ніна Сергіївна	6.5	6	5	17.5
Репка Аліна Олегівна	7	5	6	18
Смик Ксенія Вікторівна	5.5	7	6	18.5
Стуканова Анна Олександрівна	6.5	4.5	3	14
Токар Карина Олександрівна	4	6	6	16
Валюх Ірина Вікторівна	3	6	5	14
Железняк Дар'я Сергіївна	7	5	6	18
Коваленко Анна Олексіївна	7	4	7	18
Мачула Тетяна Валеріївна	6	5	4	15
Сорока Тамара Вікторівна	5	6	4	15
Угринович Надія Олександрівна	6	7	6	19
Циганенко Анна Миколаївна	6	5	5	16

ЕГ-1	СКК Навички	
Максимально балів	24	24
Питання		
ШБ магістра	8	Середня
Глушко Тетяна Іванівна	9	9
Загорулько Віталіна Віталіївна	8	8
Кисельова Анна Сергіївна	9	9
Орлова Ніна Сергіївна	17	17
Репка Аліна Олегівна	8	8

Смик Ксенія Вікторівна	18	18
Стуканова Анна Олександрівна	7	7
Токар Карина Олександрівна	12	12
Валюх Ірина Вікторівна	8	8
Железняк Дар'я Сергіївна	10	10
Коваленко Анна Олексіївна	11	11
Мачула Тетяна Валеріївна	9	9
Сорока Тамара Вікторівна	8	8
Угринович Надія Олександрівна	19	19
Циганенко Анна Миколаївна	7	7

ЕГ-1	СКК Вміння			
Максимально балів	5	5	10	20
Питання	2	3	6	Середня
ПШБ магістра				
Глушко Тетяна Іванівна	3	4	6	13
Загорулько Віталіна Віталіївна	3	5	5	13
Кисельова Анна Сергіївна	2	4	5	11
Орлова Ніна Сергіївна	5	5	9	19
Репка Аліна Олегівна	3	3	4	10
Смик Ксенія Вікторівна	5	4	8	17
Стуканова Анна Олександрівна	4	3	5	12
Токар Карина Олександрівна	3	5	5	13
Валюх Ірина Вікторівна	4	3	4	11
Железняк Дар'я Сергіївна	3	3	5	11
Коваленко Анна Олексіївна	5	4	7	16
Мачула Тетяна Валеріївна	2	3	2	7
Сорока Тамара Вікторівна	4	3	5	12
Угринович Надія Олександрівна	5	3	6	14
Циганенко Анна Миколаївна	3	4	4	11

ЕГ-1	Здатність і готовність до іншомовного спілкування			
	Максимально балів	5	5	16
Питання				
ШБ магістра	1	7	4/3	Середня
Глушко Тетяна Іванівна	2	3	5	10
Загорулько Віталіна Віталіївна	3	3	4	10
Кисельова Анна Сергіївна	2	3	3	8
Орлова Ніна Сергіївна	5	4	15	24
Репка Аліна Олегівна	4	2	6	12
Смик Ксенія Вікторівна	5	5	15	25
Стуканова Анна Олександрівна	3	2	3	8
Токар Карина Олександрівна	2	3	4	9
Валух Ірина Вікторівна	2	2	4	8
Железняк Дар'я Сергіївна	2	3	5	10
Коваленко Анна Олексіївна	3	4	11	18
Мачула Тетяна Валеріївна	3	4	3	10
Сорока Тамара Вікторівна	2	3	4	9
Угринович Надія Олександрівна	3	5	12	20
Циганенко Анна Миколаївна	2	2	6	10

ЕГ-2	СКК Знання			
	Максимально балів	7.5	7.5	15
Питання				
ШБ магістра	4/1	4/2	5	Середня
Бикова Аліса Вікторівна	5	6	5	16
Бикова Ольга Дмитрівна	7	5	4	16
Босенко Євгенія Сергіївна	7	5	4	16
Ванганен Дарія Едуардівна	4	6	4	14
Васильєва Анастасія Олегівна	6	5	7	18
Вашист Катерина Миколаївна	7	5	3	15

Вдовченко Аліна Петрівна	5	5	4	14
Гончарова Юлія Олександрівна	6	7	6	19
Добрецький Антон Володимирович	5	4	7	16
Забара Юлія Юріївна	5	6	2	13
Коробко Аліна Олегівна	4	5	6	15
Кравець Леніна Сергіївна	6	5	4	15
Литюга Юлія Валеріївна	5	4	4	13
Наливайко Ігор Іванович	4	6	3	13
Натаю Роз'ян Флорін	6	5	6	17
Пономаренко Марина Вікторівна	4	5	4	13
Розуванова Юліана Георгіївна	5	6	4	15
Рогачова Ірина Олександрівна	6.5	4.5	3	14
Серженко Галина Вікторівна	3	4.5	5	12.5
Трофимець Дар'я Павлівна	5	4	3	12

ЕГ-2	СКК Вміння	
Максимально балів	24	24
Питання	8	Середня
ШБ магістра		
Бикова Аліса Вікторівна	14	14
Бикова Ольга Дмитрівна	9	9
Босенко Євгенія Сергіївна	19	19
Ванганен Дарія Едуардівна	13	13
Васильєва Анастасія Олегівна	8	8
Вашист Катерина Миколаївна	7	7
Вдовченко Аліна Петрівна	10	10
Гончарова Юлія Олександрівна	8	8
Добрецький Антон Володимирович	9	9
Забара Юлія Юріївна	8	8
Коробко Аліна Олегівна	9	9
Кравець Леніна Сергіївна	11	11

Литюга Юлія Валеріївна	11	11
Наливайко Ігор Іванович	7	7
Натаю Роз'ян Флюрін	8	8
Пономаренко Марина Вікторівна	10	10
Розуванова Юліана Георгіївна	9	9
Рогачова Ірина Олександрівна	8	8
Серженко Галина Вікторівна	11	11
Трофимець Дар'я Павлівна	7	7

ЕГ-2	СКК Вміння			
Максимально балів	5	5	10	20
Питання	2	3	6	Середня
ПІБ магістра				
Бикова Аліса Вікторівна	1	3	5	9
Бикова Ольга Дмитрівна	2	4	7	13
Босенко Євгенія Сергіївна	2	2	3	7
Ванганен Дарія Едуардівна	2	2	4	8
Васильєва Анастасія Олегівна	1	2	4	7
Вашист Катерина Миколаївна	3	2	2	7
Вдовченко Аліна Петрівна	2	2	3	7
Гончарова Юлія Олександрівна	4	4.5	8	16.5
Добрецький Антон Володимирович	2	4	7	13
Забара Юлія Юріївна	2	2	2	6
Коробко Аліна Олегівна	3	4	4	11
Кравець Леніна Сергіївна	3	3	4	10
Литюга Юлія Валеріївна	2	2	5	9
Наливайко Ігор Іванович	2	1	3	6
Натаю Роз'ян Флюрін	2	4	3	9
Пономаренко Марина Вікторівна	2	2	5	9
Розуванова Юліана Георгіївна	2	2	2	6
Рогачова Ірина Олександрівна	4	5	8	17
Серженко Галина Вікторівна	2	4	3	9
Трофимець Дар'я Павлівна	2	2	4	8

ЕГ-2	Здатність та готовність до міжкультурного спілкування			
	Максимально балів	5	5	16
Питання ШБ магістра	1	7	4/3	Середня
Бикова Аліса Вікторівна	1	2	4	7
Бикова Ольга Дмитрівна	2	3	5	10
Босенко Євгенія Сергіївна	4	2	4	10
Ванганен Дарія Едуардівна	2.5	1	3	6.5
Васильєва Анастасія Олегівна	2.5	3	5	10.5
Вашист Катерина Миколаївна	2	3	3	8
Вдовченко Аліна Петрівна	1	2	4	7
Гончарова Юлія Олександрівна	4.5	4	10	18.5
Добрецький Антон Володимирович	4	4	6	14
Забара Юлія Юріївна	3	2	6	11
Коробко Аліна Олегівна	3	1	5	9
Кравець Леніна Сергіївна	3	3	4	10
Литюга Юлія Валеріївна	2	3	9	14
Наливайко Ігор Іванович	3	2	5	10
Натаю Роз'ян Флорін	2	2	3	7
Пономаренко Марина Вікторівна	2	2	4	8
Розуванова Юліана Георгіївна	3	3	5	11
Рогачова Ірина Олександрівна	4.5	4	8	16.5
Серженко Галина Вікторівна	2	3	5	10
Трофимець Дар'я Павлівна	2	2	2	6

Додаток Р2

Результати післяекспериментального зрізу

ЕГ-1	СКК Знання			
Максимально балів	7.5	7.5	15	30
Питання	4/1	4/2	5	Середня
ПІБ магістра				
Глушко Тетяна Іванівна	7	6.5	13	26.5
Загорулько Віталіна Віталіївна	7	7	13	27
Кисельова Анна Сергіївна	6.5	6.5	14	27
Орлова Ніна Сергіївна	7	7.5	15	29.5
Репка Аліна Олегівна	7	5.5	12.5	25
Смик Ксенія Вікторівна	7.5	7	14	28.5
Стуканова Анна Олександрівна	6.5	6	13	25.5
Токар Карина Олександрівна	5.5	7	11	23.5
Валюх Ірина Вікторівна	7.5	7	13	27.5
Железняк Дар'я Сергіївна	7.5	7	13.5	28
Коваленко Анна Олексіївна	7	6.5	13	26.5
Мачула Тетяна Валеріївна	6.5	7	13	26.5
Сорока Тамара Вікторівна	7	6.5	13.5	27
Угринович Надія Олександрівна	7	7.5	14	28.5
Циганенко Анна Миколаївна	7	6.5	13	26.5

ЕГ-1	СКК Вміння	
Максимально балів	24	24
Питання	8	Середня
ПІБ магістра		
Глушко Тетяна Іванівна	20	20
Загорулько Віталіна Віталіївна	17	17
Кисельова Анна Сергіївна	18	18
Орлова Ніна Сергіївна	23	23
Репка Аліна Олегівна	21	21

Смик Ксенія Вікторівна	24	24
Стуканова Анна Олександрівна	20	20
Токар Карина Олександрівна	18	18
Валюх Ірина Вікторівна	21	21
Железняк Дар'я Сергіївна	19	19
Коваленко Анна Олексіївна	22	22
Мачула Тетяна Валеріївна	21	21
Сорока Тамара Вікторівна	22	22
Угринович Надія Олександрівна	24	24
Циганенко Анна Миколаївна	18	18

ЕГ-1	СКК Вміння			
Максимально балів	5	5	10	20
Питання ШБ магістра	2	3	6	Середня
Глушко Тетяна Іванівна	4	4.5	8	16.5
Загорулько Віталіна Віталіївна	4	4	7	15
Кисельова Анна Сергіївна	4	4.5	9	17.5
Орлова Ніна Сергіївна	5	5	10	20
Репка Аліна Олегівна	4	4	8	16
Смик Ксенія Вікторівна	5	5	9	19
Стуканова Анна Олександрівна	4	4.5	8	16.5
Токар Карина Олександрівна	4	4.5	7	15.5
Валюх Ірина Вікторівна	4	5	8	17
Железняк Дар'я Сергіївна	3	5	7	15
Коваленко Анна Олексіївна	4	5	9	18
Мачула Тетяна Валеріївна	4	4.5	8	16.5
Сорока Тамара Вікторівна	4	4	6	14
Угринович Надія Олександрівна	5	5	10	20
Циганенко Анна Миколаївна	5	4	8	17

ЕГ-1	Здатність і готовність до іншомовного спілкування			
	Максимально балів	5	5	16
Питання ШБ магістра	1	7	4/3	Середня
Глушко Тетяна Іванівна	4.5	4	14	22.5
Загорулько Віталіна Віталіївна	4	4.5	15	23.5
Кисельова Анна Сергіївна	3.5	4	14.5	22
Орлова Ніна Сергіївна	5	4.5	16	25.5
Репка Аліна Олегівна	4.5	4	13.5	22
Смик Ксенія Вікторівна	5	5	15	25
Стуканова Анна Олександрівна	5	4	13	22
Токар Карина Олександрівна	4.5	5	13.5	23
Валух Ірина Вікторівна	5	4.5	14	23.5
Железняк Дар'я Сергіївна	4.5	5	13.5	23
Коваленко Анна Олексіївна	4	5	14	23
Мачула Тетяна Валеріївна	5	5	10.5	20.5
Сорока Тамара Вікторівна	4.5	5	13.5	23
Угринович Надія Олександрівна	5	5	15	25
Циганенко Анна Миколаївна	4.5	4	14	22.5

ЕГ-2	СКК Знання			
	Максимально балів	7.5	7.5	15
Питання ШБ магістра	4/1	4/2	5	Середня
Бикова Аліса Вікторівна	7.5	7	11	25.5
Бикова Ольга Дмитрівна	7	7.5	11	25.5
Босенко Євгенія Сергіївна	6	7	12	25
Ванганен Дарія Едуардівна	6	5	11	22
Васильєва Анастасія Олегівна	7	7	12	26
Вашист Катерина Миколаївна	7	7	8	22

Вдовченко Аліна Петрівна	6	7.5	8	21.5
Гончарова Юлія Олександрівна	7.5	7	14	28.5
Добрецький Антон Володимирович	7	6	12	25
Забара Юлія Юрійівна	7	7	6	20
Коробко Аліна Олегівна	7	6	9	22
Кравець Леніна Сергіївна	7.5	7	10	24.5
Литюга Юлія Валеріївна	6	7	6	19
Наливайко Ігор Іванович	4	7	7	18
Натаю Роз'ян Флорін	7	7.5	11	25.5
Пономаренко Марина Вікторівна	6	7	6	19
Розуванова Юліана Георгіївна	6.5	7	10	23.5
Рогачова Ірина Олександрівна	7	7.5	6	20.5
Серженко Галина Вікторівна	7	6	4	17
Трофимець Дар'я Павлівна	7	6	3	16

ЕГ-2	СКК Вміння	
Максимально балів	24	24
Питання	8	Середня
ШБ магістра		
Бикова Аліса Вікторівна	15	15
Бикова Ольга Дмитрівна	24	24
Босенко Євгенія Сергіївна	11	11
Ванганен Дарія Едуардівна	14	14
Васильєва Анастасія Олегівна	18	18
Вашист Катерина Миколаївна	21	21
Вдовченко Аліна Петрівна	11	11
Гончарова Юлія Олександрівна	20	20
Добрецький Антон Володимирович	18	18
Забара Юлія Юрійівна	14	14
Коробко Аліна Олегівна	18	18
Кравець Леніна Сергіївна	13	13

Литюга Юлія Валеріївна	12	12
Наливайко Ігор Іванович	13	13
Натаю Роз'ян Флюрін	21	21
Пономаренко Марина Вікторівна	21	21
Розуванова Юліана Георгіївна	13	13
Рогачова Ірина Олександрівна	20	20
Серженко Галина Вікторівна	11	11
Трофимець Дар'я Павлівна	13	13

ЕГ-2	СКК Вміння			
Максимально балів	5	5	10	20
Питання	2	3	6	Середня
ПБ магістра				
Бикова Аліса Вікторівна	4	4.5	3	11.5
Бикова Ольга Дмитрівна	5	4.5	8	17.5
Босенко Євгенія Сергіївна	4	2	5	11
Ванганен Дарія Едуардівна	3	4	6	13
Васильєва Анастасія Олегівна	4	2	7	13
Вашист Катерина Миколаївна	3	4	5	12
Вдовченко Аліна Петрівна	2	4.5	7	13.5
Гончарова Юлія Олександрівна	4	5	8	17
Добрецький Антон Володимирович	2	2	7	11
Забара Юлія Юріївна	3	3	5	11
Коробко Аліна Олегівна	2	4	9	15
Кравець Леніна Сергіївна	3	4	5	12
Литюга Юлія Валеріївна	3	3.5	7	13.5
Наливайко Ігор Іванович	3	4	7	14
Натаю Роз'ян Флюрін	3.5	4	9	16.5
Пономаренко Марина Вікторівна	2	2	5	9
Розуванова Юліана Георгіївна	3	5	6	14
Рогачова Ірина Олександрівна	3	4	5	12
Серженко Галина Вікторівна	2	4	6	12
Трофимець Дар'я Павлівна	3	2	4	9

ЕГ-2	Здатність і готовність до іншомовного спілкування			
	Максимально балів	5	5	16
Питання ШБ магістра	1	7	4/3	Середня
Бикова Аліса Вікторівна	4.5	4	11	19.5
Бикова Ольга Дмитрівна	5	4.5	15	24.5
Босенко Євгенія Сергіївна	4	4.5	10	18.5
Ванганен Дарія Едуардівна	4	4	12	20
Васильєва Анастасія Олегівна	4.5	4	11	19.5
Вашист Катерина Миколаївна	4	3.5	11	18.5
Вдовченко Аліна Петрівна	3	4	11	18
Гончарова Юлія Олександрівна	4.5	4	14	22.5
Добрецький Антон Володимирович	4	3	13	20
Забара Юлія Юріївна	3	4.5	9	16.5
Коробко Аліна Олегівна	4	5	15	24
Кравець Леніна Сергіївна	4	4.5	11	19.5
Литюга Юлія Валеріївна	4.5	4	9	17.5
Наливайко Ігор Іванович	3.5	4	12	19.5
Натаю Роз'ян Флорін	4	5	16	25
Пономаренко Марина Вікторівна	4	4.5	11	19.5
Розуванова Юліана Георгіївна	4	3.5	13	20.5
Рогачова Ірина Олександрівна	5	4	10	19
Серженко Галина Вікторівна	4	5	9	18
Трофимець Дар'я Павлівна	4	4	11	19

Додаток С

Комплекси вправ для формування СКК засобами ІДП

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I. Підготовчий етап – Варіант А

Підсистема вправ, спрямованих на підготовку до ІДП

Стадія 1.1. Введення до теми проекту “Сучасні екологічні проблеми та шляхи їх вирішення” та введення в проектну діяльність.

Група вправ для введення до ІДП.

Підгрупа вправ 1.1.1 для актуалізації соціокультурних знань;

Підгрупа вправ 1.1.2 для формування проектних груп;

Підгрупа вправ 1.1.3 для ознайомлення зі структурою ІДП;

Підгрупа вправ 1.1.4 для отримання знань про джерела соціокультурної інформації для реалізації ІДП

Підгрупа вправ 1.1.5 для визначення соціокультурного явища для проведення інформаційного дослідження

Мета: ввести до теми ІДП викликати мотивацію до вивчення теми "**Our Planet, Our Home**"; здійснити виклик соціокультурного знання про суперечливі соціокультурні явища, які існують у світі, формувати вміння аргументувати своє ставлення щодо соціокультурного явища, формувати вміння розуміти протилежне ставлення інших людей щодо виучуваного соціокультурного явища, вміння толерантно ставитись до думок інших; сформувати проектні групи; ознайомити з метою проекту "Our Planet, Our Home", з метою кожного етапу проекту окремо, та практичною цінністю кінцевого продукту; ознайомити з веб-сайтами англomовних газетних та журнальних видань, які містять статті-

новини про актуальні соціокультурні події у якості джерела соціокультурної інформації; обговорити можливі підтеми для проведення інформаційного дослідження у ході роботи над ІДП; визначити підтеми, які є найбільш цікавими для проведення інформаційного дослідження.

Перейдемо до більш детального розгляду **підгрупи вправ 1.1.1 для актуалізації соціокультурних знань**, що передбачає формування вмінь виокремлювати та обговорювати суперечливі соціокультурні явища у світі, виражати власне ставлення, наводити аргументи, чому інші люди можуть мати протилежне ставлення щодо соціокультурного явища, яке обговорюється.

Вправа 1

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: індивідуальний, фронтальний.

Інструкція: *Think of the world socio- cultural controversial issues, related to the topics that you have learnt during you University Years. For example: urbanization, carrying the guns, drug legalization, death penalty, etc. Make a list of the controversial topics which reflect the peculiarities of different cultures, societies and countries. Say if you are for or against.*

Controversial Issue	For	Against

Вправа 2

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *For each controversial issue give the idea why the other people may have an opinion opposite to your one. What might be their reasons?*

Вправа 3

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Which controversial issues, out of the ones that have been mentioned in class, would you like to study in detail? Why?*

Підгрупа вправ 1.1.2 для формування проектних груп.

Вправа 4

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.

Режим виконання: індивідуальний.

Інструкція: *Lately the Internet has become the most convenient means of information exchange. So you can use the authentic on-line news articles to get the latest socio-cultural information to use in communication with the foreigners and in teaching your students.*

Here is a list of the latest News Articles (2013-2014) from <http://www.breakingnewsenglish.com/> – an Internet news articles resource. They are listed in a reverse chronological order, starting with the latest one. All the News Articles refer to our current topic “Our Planet, Our Home”. Tick three News Articles you are most interested in and you would like to read to learn more.

News Article №	Headline	Date	Tick
1	Panasonic China staff to get "pollution pay"	16th March, 2014	
2	Mount Everest security guards to stop fights	24th February, 2014	
3	Google investing \$1billion in renewable energy	20th February, 2014	
4	Future rats could be the size of sheep	6th February, 2014	
5	Australia to dump sludge in Great Barrier Reef	4th February, 2014	

6	Smog makes Beijing put sunrise on giant TV	21st January, 2014	
7	Jade Rabbit sends photos from the Moon	18th December, 2013	
8	Coldest temperature on Earth recorded	12th December, 2013	
9	Bicycles outsell cars in most EU countries	6th December, 2013	
10	USA destroys 6,000kg of ivory	18th November, 2013	
11	Aid too slow in reaching Philippine needy	16th November, 2013	
12	Japanese food to get UNESCO status	27th October, 2013	
13	Hunger affects one in eight people	3rd October, 2013	
14	New TomTato plant grows potatoes and tomatoes	1st October, 2013	
15	Scientists find gene that erases memories	25th September, 2013	
16	Blobfish are the ugliest animals	17th September, 2013	
17	30,000 bees attack couple, kill ponies	31st July, 2013	
18	Scientists discover depression molecule	25th July, 2013	
19	No frying eggs in Death Valley, says park	13th July, 2013	
20	China to build Panama Canal alternative	9th June, 2013	
21	U.K. garbage could be worth billions	7th June, 2013	
22	Istanbul park protests spread across Turkey	3rd June, 2013	
23	Carbon dioxide at record high level	12th May, 2013	
24	Mount Fuji to be World Heritage site	4th May, 2013	
25	Pesticides stop bees learning	29th March, 2013	
26	EU bans sale of all animal-tested cosmetics	13th March, 2013	
27	Cycling is bad for the environment	5th March, 2013	
28	City living makes it harder to concentrate	21st February, 2013	
29	Meteorite hits Russia, thousands injured	17 th February, 2013	
30	U.S. town bans small bottles of water	4th January, 2013	

Вправа 5

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: Form the groups of four according to the Feature Articles that you liked above. These will be your project groups to work on “Our Planet, Our Home” Project. Read chosen Feature News Articles and fill in the table below. Report briefly on the news.

What happened?	
When did it happen?	
Who was involved?	
Where did it happen?	
Why did it happen?	
How did it happen?	

Підгрупа вправ 1.1.3 для ознайомлення зі структурою ІДП**Вправа 6**

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: To learn more about a number of controversial things you will have to work on Information and Research Project, which is called “Our Planet, Our Home”.

Give your definition of Project Work. Recollect the projects in English that you have worked on. Can you name what types of projects they were?

Вправа 7

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: Study the stages of Information and Research type of Project below. Give your definition of the Information and Research type of Project.

The stages of the **Information and Research Project** are:

Observation – Statement of the Question (why is this happening this way);

Hypothesis – Possible Answer to the Question;

Experiment Design – Experimentation to check the Hypothesis. This stage will be missing in “Our Planet, Our Home” Project, as long as it’s not a scientific experiment;

Data Gathering;

Analysis of Data;

Conclusion.

Вправа 8

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: See the sample Project Stages and Project Activities for the project called “**Our Planet, Our Home**”, which is an Information and Research type of a project. Think of the aim of each stage. Jot the aims down in the table.

№	Project Stage	Project Step	Project Activity	Aim
1	Preparing for Project Work	Introduction	<p>Discussing a number of the world’s most controversial issues.</p> <p>Expressing one’s own opinion.</p> <p>Understanding the opinions which are drastically different (understanding the reasons why a person may think different).</p> <p>Introduction into the Information and Research Type of Project.</p> <p>Stating the aims of each project stage.</p> <p>General discussion on topic “Our Planet, our Home”. Brainstorming the possible subtopics.</p>	

		Sources of Information	<p>Discussing the sources of information for the project completion: encyclopedias, books, journal, Internet professional websites, specialized in certain areas, blogs, podcasts, Mass Media (TV, Radio, Newspapers, Magazines, Internet newspapers and magazines), etc.</p> <p>Introducing news as a source of the latest brand- new socio-cultural information.</p>	
		Grouping	<p>Splitting into project groups according to the shared interests.</p> <p>Deciding which subtopics are the most interesting. Choosing one controversial issue to work on as a group. The group may feel like changing the subtopic later.</p>	
		Planning	<p>Making the project timetable.</p> <p>Assigning the students to the project tasks.</p>	
2	Working on a Project	Initial/ Background Information Research	<p>Learning news websites navigation to find on-line news articles on a chosen controversial issue.</p> <p>Finding the news articles related to the subtopic for the initial information research</p> <p>Learning about Media manipulation.</p>	

			<p>Reading and evaluating critically the author's point of view, understanding if the information is biased or not, if the reader is being manipulated or not.</p> <p>Finding more news articles which represent different opinions of different authors (pros, cons; advantages, disadvantages) in different countries.</p>	
		Hypothesis	<p>Making the hypothesis/ anti-hypothesis of the research in your group.</p>	
		Further Information Research	<p>Working with the news web-sites archives to find the related news articles to see how the situation has changed in terms of your subtopics. Making questionnaire to ask the other students from another project groups, your teacher about the aspects they would like to know about your subtopic. Conducting interviews and making surveys (list of things to do further research).</p> <p>Searching the information using any other resources: books, magazines, Internet materials and others to learn more about the controversy.</p>	

			Making the Hypothesis check. Making Socio-Cultural Matrix of the socio-cultural information of the subtopic.	
		Making End Product	Choosing the Type of the End Product to use in communication with foreigners or in teaching the students. Making the End Product	
3	Presenting the End Product	End Product Display	Demonstrating the class how the End Product can be used in communication with foreigners and in teaching students.	
4	Project Evaluation		Evaluating Project Activities	

Вправа 9

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Think about possible End Products. How can they be used in communication with foreigners? How can they be applied in teaching students?*

Вправа 10

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: *Study the Algorithm of Activities for Project Work Completion for better understanding the project timetable. In your project groups, during the Project, tick the activities when completed in “Our Planet, Our Home” Project.*

№	Activities	Done
1	Choose the subtopic to study as a group	
2	Search the on-line news websites to find the news articles with interesting socio-cultural information related to your subtopic	

3	Understand if the author is for, against or neutral to the subtopic discussed.	
4	Critically analyze the news articles, see if the information is biased or not, if you are being manipulated by the author or not.	
5	Compare how the same subtopic is presented on different news web sites, using the adjusting links to the related news articles.	
6	Bring together the socio-cultural information: your prior knowledge and the information from different news articles.	
7	Make a hypothesis of your subtopic research.	
8	Do further research in other sources available (encyclopedias, blogs, books, TV programs, on-line Internet sources): what are the arguments for and against.	
9	Consider pros and cons, build your own opinion. In case you have a negative opinion, what can be a tolerant opinion about the studied subtopic?	
10	Critically analyze the subtopic: bring prior knowledge, where it can be applied, what is your understanding, make analysis, synthesis, build opinion, and predict the future, saying if you are optimistic or pessimistic about the future of the issue that you have done research on.	
11	Think how you can apply the knowledge and skills in communication with the foreigners and in teaching your students in the future teaching career. Choose the type of End Product based on this.	
12	Make End Product.	
13	Present End Product.	
14	Evaluate Project Work.	

Підгрупа вправ 1.1.3 для отримання знань про джерела соціокультурної інформації для реалізації ІДП.

Вправа 11

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: фронтальний.

Інструкція: Which is the most popular source of information nowadays?
Which do you think will be the most popular in, say, 10 years' time?

Вправа 12

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: *Study the definition of the News. Why being all different, they are all correct?*

A report of a recent event; intelligence; information. E.g. His family has had no news of his college results for months.

The presentation of a report on recent or new events in a newspaper or other periodical or on radio or television.

Such reports taken collectively; information reported: There's good news tonight.

A person, thing, or event considered as a choice subject for journalistic treatment; newsworthy material.

The News is a source of brand-new/ breaking information on the world's issues.

Вправа 13

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий, фронтальний.

Інструкція: *Split into groups of four. In groups one of you is an interviewer in the street. You ask people (three other students) questions about the news. Those who were the interviewers, say how you introduced yourselves. If you didn't, think of the ways how you could introduce yourself being the street interviewer. Choose a person who talked less than others. He/ She will report on the findings.*

Question	Student 1	Student 2	Student 3
Where do you get your news most often? Radio, your neighbor, email, TV, the Internet others?			
How often do you read the paper or watch the news on TV?			
How important is it for you to keep up with current events?			

In your opinion, what has been the single biggest news item from this past year? How did the media cover this event?			
What is the latest environmental news in the world? Did you hear, watch or read it?			
Do you think that news reporting has gotten better, gotten worse, or stayed the same over your lifetime?			

Вправа 14

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** індивідуальний.

Інструкція: *Study the Information about NPR and Fox – news resources below. What are the figures mentioned?*

NPR, formerly National Public Radio, is a privately and publicly funded non-profit membership media organization that serves as a national syndicator to a network of 900 public radio stations in the United States.

It started as a government program, but after several failures, it now receives a small stipend from the government. Most of its income comes from “commercials” and donations.

According to a 2009 Washington Post article, about 20.9 million listeners tune into NPR each week. The average listener is 49 years old, and earns an annual household income of US \$93,000. As of 2006, NPR's listenership is 80% white and 20% non-white. NPR's signature morning news program, "Morning Edition", is the network's most popular program, drawing 12.9 million listeners a week, with its afternoon newsmagazine, "All Things Considered", a close second, with 12.2 million listeners a week. In contrast with commercial broadcasting, NPR does not carry traditional radio commercials, but has advertising in the form of brief statements from major donors. These statements are called underwriting spots and, unlike

commercials, are governed by specific FCC (Federal Communications Commission-governmental organization) restrictions in addition to truth in advertising laws; they cannot advocate a product or "promote the goods and services" of for-profit entities. NPR can be found on local terrestrial radios on different stations throughout the United States: <http://www.npr.org/stations/> In Waltham, Massachusetts: 90.9 FM radio Online: <http://www.npr.org/>

Bias: "The majority of the U.S. adult population does not believe that the news and information programming on public broadcasting is biased. The plurality of Americans indicates that there is no apparent bias one way or the other, while approximately two-in-ten detect a liberal bias and approximately one-in-ten detect a conservative bias."

Personal Opinion: NPR is a solid source for news. They tend to cover stories that I, personally, find interesting. Stories about space, technology, and they do cover politics. Their political coverage is drawn out and historically relevant. They are not a "sexy" media machine. In this light, sometimes I feel they don't go far enough in their coverage of some stories.

I don't feel good about them receiving money from our government. Yet compared to other networks, I feel they do a wonderful, if not sometimes boring, *job of news reporting*.

Fox News Channel (FNC), also known as Fox News, is an American basic cable and satellite news television channel that is owned by the Fox Entertainment Group subsidiary of 21st Century Fox.

Fox is a much larger than NPR and is part of a private company. Unlike NPR, which receives public money, Fox is part of a for profit entity. Fox News is the largest cable news organization. Fox is not part of the original three news organizations, but is just as, if not more, popular than these organizations today. The original three are CBS, NBC, and ABC (we will talk about these in greater lengths in future sessions).

As of August 2013, approximately 97,186,000 American households (85.1% of cable, satellite & tele-communication customers) receive the Fox News Channel. The channel broadcasts primarily from studios at Rockefeller Center in New York City.

The channel was created by Australian-American media mogul Rupert Murdoch, who hired former NBC executive Roger Ailes as its founding CEO. It launched on October 7, 1996] to 17 million cable subscribers. It grew during the late 1990s and 2000s to become the dominant cable news network in the United States.

Some observers have said Fox News Channel promotes conservative political positions and biased reporting. Commentators, news anchors, and reporters at Fox News Channel have responded that news reporting and political commentary operate independently of each other and have denied any bias in news reporting.

From the beginning, FNC has placed heavy emphasis on visual presentation. Graphics were designed to be colorful and attention-getting; this helped the viewer to grasp the main points of what was being said, even if they could not hear the host (with on-screen text summarizing the position of the interviewer or speaker, and "bullet points" when a host was delivering commentary). Fox News also created the "Fox News Alert," which interrupted its regular programming when a breaking news story occurred.

Demographics. As indicated by a New York Times article, based on Nielsen statistics, Fox appears to have an aging demographic. In 2008, in the 25-54 age group, Fox News had an average of 557,000 viewers, but dropped to 379,000 in 2013 while increasing its overall audience from 1.89 million in 2010 to 2.02 million in 2013. The median age for Fox News viewers is listed as 65+ as Nielsen does not give exact figures for ages over 65.

Fox News' programming featured 55 percent commentary and opinion and 45 percent "factual reporting", which is second worst percentage split related to news reporting.

Вправа 15

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** фронтальний.

Інструкція: *The articles above are all Feature Articles. What are the characteristics of Feature Articles? Say how they are different from the Opinion Articles?*

Вправа 16

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий.

Інструкція: *Choose the world news that you know or make up any fake world news, related to topic “Our Planet, Our Home”. Say it to the class. Report on the details as in a Feature Article. Let the other groups guess if the news is true or it is a fake. In what ways is the news different from the ones that we get from the newspapers or magazines?*

Підгрупа вправ 1.1.5 для визначення соціокультурного явища для проведення інформаційного дослідження.

Вправа 17

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: *Study the subtopics of the topic “Our Planet, Our Home”, which are suggested in this year Curriculum. What information do you know about the issues? How did you learn about this?*

1. Life on Earth as a miracle: its ontology and genesis.
2. A Wise Human genesis: traditional and alternative theories.
3. Human beings AND Nature or VERSUS Nature: mutual benefits or one-basket play?
4. The major ecological problems to be tackled to survive.
5. The international endowments in nature protection.
6. The outcome: it is too late to be pessimistic.

Вправа 18

Тип вправи: рецептивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний, фронтальний.

Інструкція: *Here are the examples of the latest events in the world, covered in the news articles. The events are related to the subtopics, mentioned above. Which of the news articles reflect the socio-cultural aspects, which ones don't, if any?*

Article 1

Moon Vacations Possible by 2014

A website that provides price comparisons for flights, hotels and car hire across the globe has made some bold predictions for what travel will look like in a decade from now. Perhaps the most mouthwatering destination for 2024 holidaymakers will be a trip to the Moon or a stay in space. The site Skyscanner.com has just released a report of what holidays in the not-too-distant future might look like. The report is titled 'The Future of Travel 2024' and outlines a whole series of previously unimaginable vacation choices for the thrill-seeking traveler and those who just want to get there quicker. The report is a result of the collaboration between travel experts and international technology experts.

Holidays in space are perhaps the most spectacular of Sky scanner's predictions. Its report says: "Orbital space travel will be the next hot ticket, and commercial companies are lining up to make it a more affordable proposition." Indeed, Virgin Galactic and SpaceX are already accepting bookings. The cost of a seat on the Virgin craft (round trip, of course) is \$250,000. Sky scanner also predicts an explosion in the number of underwater hotel rooms, which it says will become a mainstream travel option. Other things to look forward to include a supersonic aircraft that will fly London-Sydney in two hours and the emergence of "danger-zone" tourism. We can also expect futuristic advances in shopping and dining.

Article 2

U.S. City will Fine People who Waste Food

The U.S. city of Seattle is introducing a system to fine people who waste food. The city, in the USA's northwest, will begin issuing warnings on January the 1st and then start fining people six months later on July the 1st. People will get a \$1 fine if more than 10 per cent of their garbage is food. Businesses will get a \$50 fine. City officials want to reduce the amount of food that people and businesses waste. Americans waste around 40 per cent of the food they buy. The city hopes its new fines will bring this figure down. Seattle aims to increase the amount of waste it recycles from the current level of 56 per cent to 60 per cent. It has also become the second U.S. city to make composting compulsory.

The Seattle Public Utilities department said the new garbage disposal system should make people more aware that recycling is important. City official Tim Croll told the 'Seattle Times' newspaper that the programme would not make any money. He said: "The point isn't to raise revenue. We care more about reminding people to separate their materials." He added that he thinks the fines system will be a success and said he didn't expect to collect a lot of money in fines. It will be up to garbage collectors to decide if a house or business gets a fine. The collectors will look inside garbage bins to see how much food waste they contain. They can then add \$1 or \$50 to the next garbage bill.

Article 3

Falling Insect Numbers Dangerous to Humans

The number of insects in the world has fallen by 45 per cent in the past 35 years. Scientists say this could be dangerous for humans. A report on insect numbers has been published in the journal 'Science'. It says the human population has doubled since 1980 while the number of insects has nearly halved. One of the biggest reasons for this loss of insects is deforestation. Many of the places where insects live are disappearing because of new cities and land being used for farming. Another reason is global warming. Scientists say that in the UK, the number of beetles, butterflies, bees and wasps has fallen by up to 60 per cent. Many countries are worried about the disappearance of bees and butterflies.

Scientists say the decline in insect populations will lead to many problems for humans. One of the biggest dangers is that there will be fewer insects to pollinate flowers. This means that farmers will have problems growing food. The lead author of the report, professor Rodolfo Dirzo, said falling numbers of insects could also lead to more disease in humans. He said rats and mice would have less food to eat so they will move to cities and bring diseases with them. Dr Ben Collen from London University said we needed to stop more insects from dying. He added that scientists must understand, "what species are winning and losing in the fight for survival". He said this knowledge would help us to protect the "helpful" insects.

Article 4

Beef Production Damages the Environment

A new study says beef production is very damaging to the environment. It damages the environment around ten times more than the production of pork, lamb, chicken or other farm animals. Scientists said cows need 28 times more land and 11 times more water than pigs, sheep or chickens. They also produce a lot of greenhouse gas after they eat. Compared to food like potatoes, wheat, and rice, beef production needs 160 times more land and produces 11 times more greenhouse gases. The scientists said farming (of livestock and crops) is a major cause of global warming. It causes 15 per cent of all greenhouse gases. About half of this is from livestock.

One scientist said we could all reduce our carbon footprint by eating less beef. Professor Mark Sutton from the Centre for Ecology and Hydrology in the UK said cutting down on the amount of beef we eat is better for the environment than using the car less. He also said that if we ate less beef, we could use the wheat that farmers give to cows to feed starving people. He said this sounds simple, but many governments would not try to do it. Professor Sutton said: "Governments should consider these messages carefully if they want to improve overall production." He added: "The message for the consumer is even stronger. Avoiding excessive meat consumption, especially beef, is good for the environment."

Вправа 19

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *Can you think of any other subtopics of “Our Planet, Our Home” Project, related to socio-cultural aspects of life in different countries? As a class, brainstorm the possible subtopics and shortlist them. Which ones seem to be the most interesting to study in Information and Research Project? Agree on one subtopic for your group. (You may as well feel like changing it later).*

***Due to a teacher:** Remind a class what brainstorm is. **Brainstorm** is a technique to help people produce a lot of ideas. The ideas mustn't be discussed at once not to miss something important.

Вправа 20

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: Report to the class what you already know about the chosen subtopic. What is controversial about it?

Стадія 1.2. Стадія планування ІДП.

Група вправ для планування проектної діяльності за темою ІДП.

Мета: укласти план проекту, здійснити попередній розподіл проектних завдань у групах.

Вправа 21

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: Using the sample Project Stages and Project Activities for our project given before, make your own Project Timetable. Define the time span and assign the people to the activities. Fill in the table.

№	Project Activity	Time Span	Due Person	Done (+)

Вправа 22

Тип вправи: репродуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: Report on your Project Timetables to the class.

Підготовчий етап – Варіант Б

Підсистема вправ, спрямованих на підготовку до ІДП.

Стадія 1.1. Введення до теми проекту “Сучасні екологічні проблеми та шляхи їх вирішення” та введення в проектну діяльність.

Група вправ для введення до ІДП.

Підгрупа вправ 1.1.1 для актуалізації соціокультурних знань;

Підгрупа вправ 1.1.2 для формування проектних груп;

Підгрупа вправ 1.1.3 для визначення соціокультурного явища для проведення інформаційного дослідження;

Підгрупа вправ 1.1.4 для ознайомлення зі структурою ІДП;

Підгрупа вправ 1.1.5 для отримання знань про джерела соціокультурної інформації для реалізації ІДП.

Мета: ввести до теми ІДП викликати мотивацію до вивчення теми “**Our Planet, Our Home**”; здійснити виклик соціокультурного знання про суперечливі соціокультурні явища, які існують у світі, формувати вміння аргументувати своє ставлення щодо соціокультурного явища, формувати вміння розуміти протилежне ставлення інших людей щодо виучуваного соціокультурного явища, вміння толерантно ставитись до думок інших; сформувати проектні групи; ознайомити з метою проекту “Our Planet, Our Home”, з метою кожного етапу проекту окремо, та практичною цінністю кінцевого продукту; ознайомити з веб-сайтами англомовних газетних та журнальних видань, які містять статті-новини про актуальні соціокультурні події у якості джерела соціокультурної інформації; обговорити можливі підтеми для проведення інформаційного дослідження у ході роботи над ІДП; визначити підтеми, які є найбільш цікавими для проведення інформаційного дослідження.

Перейдемо до більш детального розгляду **підгрупи вправ 1.1.1** для **актуалізації соціокультурних знань**, що передбачає формування вмінь виокремлювати та обговорювати суперечливі соціокультурні явища у світі, виражати власне ставлення, наводити аргументи, чому інші люди можуть мати протилежне ставлення щодо соціокультурного явища, яке обговорюється.

Вправа 1

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: індивідуальний, фронтальний.

Інструкція: *Think of the world socio-cultural controversial issues, related to the topics that you have learnt during you University Years. For example: urbanization, carrying the guns, drug legalization, death penalty, etc. Make a list of the controversial topics which reflect the peculiarities of different cultures, societies and countries. Say if you are for or against.*

Controversial Issue	For	Against

Вправа 2

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *For each controversial issue give the idea why the other people may have an opinion opposite to your one. What might be their reasons?*

Вправа 3

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Which controversial issues, out of the ones that have been mentioned in class, would you like to study in detail? Why?*

Підгрупа вправ 1.1.2 для формування проектних груп.

Вправа 4

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.

Режим виконання: індивідуальний.

Інструкція: *Lately the Internet has become the most convenient means of information exchange. So you can use the authentic on-line news articles to get the latest socio-cultural information to use in communication with the foreigners and in teaching your students.*

Here is a list of the latest News Articles (2013-2014) from <http://www.breakingnewsenglish.com/> – an Internet news articles resource. They are listed in a reverse chronological order, starting with the latest one. All the News Articles refer to our current topic "Our Planet, Our Home". Tick three News Articles you are most interested in and you would like to read to learn more.

News Article №	Headline	Date	Tick
1	Panasonic China staff to get "pollution pay"	16th March, 2014	
2	Mount Everest security guards to stop fights	24th February, 2014	
3	Google investing \$1billion in renewable energy	20th February, 2014	
4	Future rats could be the size of sheep	6th February, 2014	
5	Australia to dump sludge in Great Barrier Reef	4th February, 2014	
6	Smog makes Beijing put sunrise on giant TV	21st January, 2014	
7	Jade Rabbit sends photos from the Moon	18th December, 2013	
8	Coldest temperature on Earth recorded	12th December, 2013	
9	Bicycles outsell cars in most EU countries	6th December, 2013	
10	USA destroys 6,000kg of ivory	18th November, 2013	
11	Aid too slow in reaching Philippine needy	16th November, 2013	
12	Japanese food to get UNESCO status	27th October, 2013	
13	Hunger affects one in eight people	3rd October, 2013	
14	New TomTato plant grows potatoes and tomatoes	1st October, 2013	
15	Scientists find gene that erases memories	25th September, 2013	
16	Blobfish are the ugliest animals	17th September, 2013	
17	30,000 bees attack couple, kill ponies	31st July, 2013	

18	Scientists discover depression molecule	25th July, 2013	
19	No frying eggs in Death Valley, says park	13th July, 2013	
20	China to build Panama Canal alternative	9th June, 2013	
21	U.K. garbage could be worth billions	7th June, 2013	
22	Istanbul park protests spread across Turkey	3rd June, 2013	
23	Carbon dioxide at record high level	12th May, 2013	
24	Mount Fuji to be World Heritage site	4th May, 2013	
25	Pesticides stop bees learning	29th March, 2013	
26	EU bans sale of all animal-tested cosmetics	13th March, 2013	
27	Cycling is bad for the environment	5th March, 2013	
28	City living makes it harder to concentrate	21st February, 2013	
29	Meteorite hits Russia, thousands injured	17 th February, 2013	
30	U.S. town bans small bottles of water	4th January, 2013	

Вправа 5

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: *Form the groups of four according to the Feature Articles that you liked above. These will be your project groups to work on “Our Planet, Our Home” Project. Read chosen Feature News Articles and fill in the table below. Report briefly on the news.*

What happened?	
When did it happen?	
Who was involved?	
Where did it happen?	
Why did it happen?	
How did it happen?	

Підгрупа вправ 1.1.3 для визначення соціокультурного явища для проведення інформаційного дослідження.

Вправа 6

Тип вправи: рецептивно-продуктивна комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** фронтальний.

Інструкція: Study the subtopics of the topic “Our Planet, Our Home”, which are suggested in this year Curriculum. What information do you know about the issues? How did you learn about this?

1. Life on Earth as a miracle: its ontology and genesis.
2. A Wise Human genesis: traditional and alternative theories.
3. Human beings AND Nature or VERSUS Nature: mutual benefits or one-basket play?
4. The major ecological problems to be tackled to survive.
5. The international endowments in nature protection.
6. The outcome: it is too late to be pessimistic.

Вправа 7

Тип вправи: рецептивна умовно-комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** індивідуальний, фронтальний.

Інструкція: Here are the examples of the latest events in the world, covered in the news articles. The events are related to the subtopics, mentioned above. Which of the news articles reflect the socio-cultural aspects, which ones don't, if any?

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Article 2

U.S. City will Fine People who Waste Food

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Article 3

Falling Insect Numbers Dangerous to Humans

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Scientists say the decline in insect populations will lead to many problems for humans. One of the biggest dangers is that there will be fewer insects to pollinate flowers. This means that farmers will have problems growing food. The lead author of the report, professor Rodolfo Dirzo, said falling numbers of insects could also lead to more disease in humans. He said rats and mice would have less food to eat so they will move to cities and bring diseases with them. Dr Ben Collen from London University said we needed to stop more insects from dying. He added that scientists must understand, "what species are winning and losing in the fight for survival". He said this knowledge would help us to protect the "helpful" insects.

Article 4

Beef Production Damages the Environment

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Вправа 8

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.
Режим виконання: фронтальний.

Інструкція: *Can you think of any other subtopics of “Our Planet, Our Home” Project, related to socio-cultural aspects of life in different countries? As a class, brainstorm the possible subtopics and shortlist them. Which ones seem to be the most interesting to study in Information and Research Project? Agree on one subtopic for your group. (You may as well feel like changing it later).*

***Due to a teacher:** Remind a class what brainstorm is. **Brainstorm** is a technique to help people produce a lot of ideas. The ideas mustn't be discussed at once not to miss something important.

Вправа 9

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: Report to the class what you already know about the chosen subtopic. What is controversial about it?

Підгрупа вправ 1.1.3 для ознайомлення зі структурою ІДП.**Вправа 10**

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *To learn more about a number of controversial things you will have to work on Information and Research Project, which is called “Our Planet, Our Home”.*

Give your definition of Project Work. Recollect the projects in English that you have worked on. Can you name what types of projects they were?

Вправа 11

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: *Study the stages of Information and Research type of Project below. Give your definition of the Information and Research type of Project.*

The stages of the **Information and Research Project** are:

Observation – Statement of the Question (why is this happening this way);

Hypothesis – Possible Answer to the Question;

Experiment Design – Experimentation to check the Hypothesis. This stage will be missing in “Our Planet, Our Home” Project, as long as it’s not a scientific experiment;

Data Gathering;

Analysis of Data;

Conclusion.

Вправа 12

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: See the sample Project Stages and Project Activities for the project called “*Our Planet, Our Home*”, which is an Information and Research type of a project. Think of the aim of each stage. Jot the aims down in the table.

№	Project Stage	Project Step	Project Activity	Aim
1	Preparing for Project Work	Introduction	<p>Discussing a number of the world’s most controversial issues.</p> <p>Expressing one’s own opinion.</p> <p>Understanding the opinions which are drastically different (understanding the reasons why a person may think different).</p> <p>Introduction into the Information and Research Type of Project.</p> <p>Stating the aims of each project stage.</p> <p>General discussion on topic “Our Planet, our Home”. Brainstorming the possible subtopics.</p>	
		Sources of Information	<p>Discussing the sources of information for the project completion: encyclopedias, books, journal, Internet professional websites, specialized in certain areas, blogs, podcasts, Mass Media (TV, Radio, Newspapers, Magazines, Internet newspapers and magazines), etc.</p> <p>Introducing news as a source of the latest brand- new socio-cultural information.</p>	

		Grouping	<p>Splitting into project groups according to the shared interests.</p> <p>Deciding which subtopics are the most interesting. Choosing one controversial issue to work on as a group. The group may feel like changing the subtopic later.</p>	
		Planning	<p>Making the project timetable.</p> <p>Assigning the students to the project tasks.</p>	
2	Working on a Project	Initial/ Background Information Research	<p>Learning news websites navigation to find on-line news articles on a chosen controversial issue.</p> <p>Finding the news articles related to the subtopic for the initial information research</p> <p>Learning about Media manipulation.</p> <p>Reading and evaluating critically the author's point of view, understanding if the information is biased or not, if the reader is being manipulated or not.</p> <p>Finding more news articles which represent different opinions of different authors (pros, cons; advantages, disadvantages) in different countries.</p>	
		Hypothesis	<p>Making the hypothesis / anti-hypothesis of the research in your group.</p>	

		Further Information Research	<p>Working with the news web-sites archives to find the related news articles to see how the situation has changed in terms of your subtopics.</p> <p>Making questionnaire to ask the other students from another project groups, your teacher about the aspects they would like to know about your subtopic. Conducting interviews and making surveys (list of things to do further research).</p> <p>Searching the information using any other resources: books, magazines, Internet materials and others to learn more about the controversy.</p> <p>Making the Hypothesis check.</p> <p>Making Socio-Cultural Matrix of the socio-cultural information of the subtopic.</p>	
		Making End Product	<p>Choosing the Type of the End Product to use in communication with foreigners or in teaching the students.</p> <p>Making the End Product</p>	
3	Presenting the End Product	End Product Display	Demonstrating the class how the End Product can be used in communication with foreigners and in teaching students.	
4	Project Evaluation		Evaluating Project Activities	

Вправа 13

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Think about possible End Products. How can they be used in communication with foreigners? How can they be applied in teaching students?*

Вправа 14

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: *Study the Algorithm of Activities for Project Work Completion for better understanding the project timetable. In your project groups, during the Project, tick the activities when completed in “Our Planet, Our Home” Project.*

№	Activities	Done
1	Choose the subtopic to study as a group	
2	Search the on-line news websites to find the news articles with interesting socio-cultural information related to your subtopic	
3	Understand if the author is for, against or neutral to the subtopic discussed.	
4	Critically analyze the news articles, see if the information is biased or not, if you are being manipulated by the author or not.	
5	Compare how the same subtopic is presented on different news web sites, using the adjusting links to the related news articles.	
6	Bring together the socio-cultural information: your prior knowledge and the information from different news articles.	
7	Make a hypothesis of your subtopic research.	
8	Do further research in other sources available (encyclopedias, blogs, books, TV programs, on-line Internet sources): what are the arguments for and against.	
9	Consider pros and cons, build your own opinion. In case you have a negative opinion, what can be a tolerant opinion about the studied subtopic?	

10	Critically analyze the subtopic: bring prior knowledge, where it can be applied, what is your understanding, make analysis, synthesis, build opinion, and predict the future, saying if you are optimistic or pessimistic about the future of the issue that you have done research on.	
11	Think how you can apply the knowledge and skills in communication with the foreigners and in teaching your students in the future teaching career. Choose the type of End Product based on this.	
12	Make End Product.	
13	Present End Product.	
14	Evaluate Project Work.	

Підгрупа вправ 1.1.3 для отримання знань про джерела соціокультурної інформації для реалізації ІДП.

Вправа 15

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: фронтальний.

Інструкція: Which is the most popular source of information nowadays? Which do you think will be the most popular in, say, 10 years' time?

Вправа 16

Тип вправи: рецептивно-продуктивна комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** фронтальний.

Інструкція: Study the definition of the News. Why being all different, they are all correct?

A report of a recent event; intelligence; information. E.g. His family has had no news of his college results for months.

The presentation of a report on recent or new events in a newspaper or other periodical or on radio or television.

Such reports taken collectively; information reported: There's good news tonight.

A person, thing, or event considered as a choice subject for journalistic treatment; newsworthy material.

The News is a source of brand-new/ breaking information on the world's issues.

Вправа 17

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий, фронтальний.

Інструкція: *Split into groups of four. In groups one of you is an interviewer in the street. You ask people (three other students) questions about the news. Those who were the interviewers, say how you introduced yourselves. If you didn't, think of the ways how you could introduce yourself being the street interviewer. Choose a person who talked less than others. He/ She will report on the findings.*

Question	Student 1	Student 2	Student 3
Where do you get your news most often? Radio, your neighbor, email, TV, the Internet others?			
How often do you read the paper or watch the news on TV?			
How important is it for you to keep up with current events?			
In your opinion, what has been the single biggest news item from this past year? How did the media cover this event?			
What is the latest environmental news in the world? Did you hear, watch or read it?			
Do you think that news reporting has gotten better, gotten worse, or stayed the same over your lifetime?			

Вправа 18

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: Study the Information about NPR and Fox – news resources below. What are the figures mentioned?

NPR, formerly National Public Radio, is a privately and publicly funded non-profit membership media organization that serves as a national syndicator to a network of 900 public radio stations in the United States.

It started as a government program, but after several failures, it now receives a small stipend from the government. Most of its income comes from "commercials" and donations.

According to a 2009 Washington Post article, about 20.9 million listeners tune into NPR each week. The average listener is 49 years old, and earns an annual household income of US \$93,000. As of 2006, NPR's listenership is 80% white and 20% non-white. NPR's signature morning news program, "Morning Edition", is the network's most popular program, drawing 12.9 million listeners a week, with its afternoon newsmagazine, "All Things Considered", a close second, with 12.2 million listeners a week. In contrast with commercial broadcasting, NPR does not carry traditional radio commercials, but has advertising in the form of brief statements from major donors. These statements are called underwriting spots and, unlike commercials, are governed by specific FCC (Federal Communications Commission-governmental organization) restrictions in addition to truth in advertising laws; they cannot advocate a product or "promote the goods and services" of for-profit entities. NPR can be found on local terrestrial radios on different stations throughout the United States: <http://www.npr.org/stations/> In Waltham, Massachusetts: 90.9 FM radio Online: <http://www.npr.org/>

Bias: "The majority of the U.S. adult population does not believe that the news and information programming on public broadcasting is biased. The plurality of Americans indicates that there is no apparent bias one way or the other, while approximately two-in-ten detect a liberal bias and approximately one-in-ten detect a conservative bias."

Personal Opinion: NPR is a solid source for news. They tend to cover stories that I, personally, find interesting. Stories about space, technology, and they do cover

politics. Their political coverage is drawn out and historically relevant. They are not a "sexy" media machine. In this light, sometimes I feel they don't go far enough in their coverage of some stories.

I don't feel good about them receiving money from our government. Yet compared to other networks, I feel they do a wonderful, if not sometimes boring, *job of news reporting*.

Fox Fox News Channel (FNC), also known as Fox News, is an American basic cable and satellite news television channel that is owned by the Fox Entertainment Group subsidiary of 21st Century Fox.

Fox is a much larger than NPR and is part of a private company. Unlike NPR, which receives public money, Fox is part of a for profit entity. Fox News is the largest cable news organization. Fox is not part of the original three news organizations, but is just as, if not more, popular than these organizations today. The original three are CBS, NBC, and ABC (we will talk about these in greater lengths in future sessions).

As of August 2013, approximately 97,186,000 American households (85.1% of cable, satellite & tele-communication customers) receive the Fox News Channel. The channel broadcasts primarily from studios at Rockefeller Center in New York City.

The channel was created by Australian-American media mogul Rupert Murdoch, who hired former NBC executive Roger Ailes as its founding CEO. It launched on October 7, 1996] to 17 million cable subscribers. It grew during the late 1990s and 2000s to become the dominant cable news network in the United States.

Some observers have said Fox News Channel promotes conservative political positions and biased reporting. Commentators, news anchors, and reporters at Fox News Channel have responded that news reporting and political commentary operate independently of each other and have denied any bias in news reporting.

From the beginning, FNC has placed heavy emphasis on visual presentation. Graphics were designed to be colorful and attention-getting; this helped the viewer to grasp the main points of what was being said, even if they could not hear the host (with on-screen text summarizing the position of the interviewer or speaker, and

"bullet points" when a host was delivering commentary). Fox News also created the "Fox News Alert," which interrupted its regular programming when a breaking news story occurred.

Demographics. As indicated by a New York Times article, based on Nielsen statistics, Fox appears to have an aging demographic. In 2008, in the 25-54 age group, Fox News had an average of 557,000 viewers, but dropped to 379,000 in 2013 while increasing its overall audience from 1.89 million in 2010 to 2.02 million in 2013. The median age for Fox News viewers is listed as 65+ as Nielsen does not give exact figures for ages over 65.

Fox News' programming featured 55 percent commentary and opinion and 45 percent "factual reporting", which is second worst percentage split related to news reporting.

Вправа 19

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: *The articles above are all Feature Articles. What are the characteristics of Feature Articles? Say how they are different from the Opinion Articles?*

Вправа 20

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий.

Інструкція: *Choose the world news that you know or make up any fake world news, related to topic "Our Planet, Our Home". Say it to the class. Report on the details as in a Feature Article. Let the other groups guess if the news is true or it is a fake. In what ways is the news different from the ones that we get from the newspapers or magazines?*

Стадія 1.2. Стадія планування ІДП.

Група вправ для планування проектної діяльності за темою ІДП.

Мета: укласти план проекту, здійснити попередній розподіл проектних завдань у групах.

Вправа 21

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: *Using the sample Project Stages and Project Activities for our project given before, make your own Project Timetable. Define the time span and assign the people to the activities. Fill in the table.*

№	Project Activity	Time Span	Due Person	Done (+)

Вправа 22

Тип вправи: репродуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Report on your Project Timetables to the class.*

II. Виконавчий етап.**Підсистема вправ, спрямованих на виконання завдань ІДП.****Стадія 2.1. Стадія проведення базового дослідження соціокультурного явища.**

Група вправ для отримання соціокультурних знань та формування соціокультурних вмінь у читанні статей-новин.

Підгрупа вправ 2.1.1 для формування пошукових вмінь.

Підгрупа вправ 2.1.2 для формування вмінь критичного оцінювання відібраного текстового матеріалу.

Мета: формувати вміння орієнтуватись у веб-сайтах англomовних газетних та журнальних видань, порівнювати їх структуру, ознайомитись з глосарієм для навігації веб-сайтів, формувати вміння знаходити релевантні статті-новини для проведення базового дослідження у ході роботи над ІДП; ознайомити з особливостями ЗМІ, їх маніпулятивною природою, вивчити особливості статті-новини, та її потенціалом до критичного осмислення

соціокультурних явищ; навчити критично читати статті-новини та оцінювати об'єктивність чи упередженість у них; розвивати вміння читати статті-новини та критично аналізувати соціокультурну інформацію, яка міститься в них, бачити упередженість думок, знаходити статті-новини, які містять протилежні думки різних авторів щодо одного й того самого явища, що вивчається.

Перейдемо до розгляду підгрупи вправ 2.1.1 для формування пошукових **вмінь**.

Вправа 23

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: *You will do Initial Information Research on your subtopics in your project group. For this you have to learn new websites navigation first.*

Study the news websites from the list of the most popular ones in the UK and the USA. (Додаток X) Choose two of them, say your opinion on how you find the newspapers and magazines websites layout. Compare these two websites, answering the questions below. Which news website do you like better?

in the UK:

<http://www.theguardian.com/uk>

<http://www.bbc.co.uk/news/>

<http://www.independent.co.uk/>

in the USA

<http://edition.cnn.com/>

<http://www.nytimes.com/>

<http://www.foxnews.com/>

- Layout of the Front Page/ News Articles: Is it overloaded with commercials or not, etc.?
- Pictures, Diagrams, Graphics. Do you like them or not?
- What are the sections?

- Which topical areas do you find most interesting.
- Is there a separate news section on each website?
- Are there sections, related to the topic “Our Planet, Our Home”?

Вправа 24

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: *This time study the news websites navigation. Follow the same links above again and say if the navigation is convenient or not. For this you may need to know the Glossary of Terms for News Websites navigation. Study it and make your own Glossary, taking the words from the news websites that you have chosen.*

Glossary of Terms for News Websites Navigation

- Archive – архів;
- Available to subscribers – доступно для передплатників;
- Blog posts – повідомлення у блозі;
- Breaking news, Top Headlines, The Post Most – головні новини;
- Click here to return – натисніть, щоб повернутися;
- Click the button – натисніть кнопку;
- Click to play – натисніть, щоб ввімкнути;
- Clock here to return – натисніть, щоб повернутися;
- Find out more - знайдете більше інформації з даної теми;
- Follow – підписатися;
- Follow the link – перейти за посиланням;
- Grid – інтерактивний дисплей;
- Home, Homepage, Front page – домашня сторінка;
- In case you missed it – на випадок, що ви пропустили;
- Link – посилання;
- List – список новин, файлів;
- Log in – увійти в систему;
- Login – реєстраційне ім'я;

- Most shared – найбільш поширені;
- Most viewed – найбільш переглянуті;
- Navigate to, go to, Jump to – перейти до теми;
- On air – в ефірі;
- Password – пароль;
- Podcasts – подкаст (цифровий запис радіо- або телепередачі)
- Quick links – швидкий перехід до розділів;
- Quick read – швидкий перегляд статті;
- Read whole post – переглянути усю статтю;
- Recommended for you – рекомендовано для Вас;
- Related stories – суміжні статті;
- Search news – пошук новин;
- Search Web – пошук в Інтернеті;
- See all posts – подивитися всі статті з цієї теми;
- See relative coverage – переглянути схоже повідомлення;
- Shares – поділитися інформацією;
- Shortcut – швидкий доступ;
- Sign In – зареєструватися;
- Site map – карта сайту;
- Subscribe – підписатися на оновлювання;
- The latest – останні новин;
- Updated – оновлений;
- Use search bar – використати строку вводу;
- View comments – подивитися коментарі;
- You might also like – також Вам може сподобатися;

Вправа 25

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** індивідуальний.

Інструкція: Check if the search bar is helpful. Follow the same links and find the latest news articles related to your subtopics, shortlist the headlines. Read the ones that you are most interested in.

Вправа 26

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: The information from the news articles can be used on Initial Information Research Stage of the Project. Find more news articles related to your subtopics and answer the following questions.

What are the websites the news article are on?

What are the news sections they are in?

What are the dates of issue?

Materials: Are they informative or not? Are they up-to-date or not?

Are there any adjusting/ related links to similar news on other news websites?

Підгрупа вправ 2.1.2 для формування вмінь критичного оцінювання відібраного текстового матеріалу.

Вправа 27

Тип вправи: рецептивно- продуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний, фронтальний.

Інструкція: To analyze the author's point of view and to see if the author means to convince us in one side of controversy, study the information in the table below. Do you consider them when reading? If yes, give examples how you do this.

Readers Responsibility

when reading news articles and evaluating the new socio-cultural information critically

Avoid Laziness	Accept everything you read as categorically accurate or inaccurate, don't just believe, and check it.
Comprehend accurately	Even if you can guess the meaning of the unknown word, look up in the dictionary, not to be misled.
Avoid prejudice or bias	Have a willingness to see events from another perspective. Identify possible negative or positive connotations.
View news articles through a world view/ Understand your world view	Parents Teachers Siblings Friends Acquaintances Economic status Education level Race Ethnic group Religion
Identify all mentioned above qualifiers in the writer and/or news organization.	Check and double-check

Вправа 28

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: фронтальний.

Інструкція: *As you have probably noticed, different news articles may give different information on one and the same subtopic. That's because of the subjective writing of the authors or because of manipulating technique in modern Mass Media. What are the functions of Mass Media? Think if manipulation can be a function of Mass Media. In what way? If so, who might be interested in it and why?*

Вправа 29

Тип вправи: рецептивно-репродуктивна, умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: People consider Mass Media to be more biased today than it used to be before. Here is some statistics, taken from the Internet. See the ways to present the materials graphically (додаток М). Study the table below and describe the current situation using the expressions from the box.

constant and considerable discrepancy

sudden and noticeable difference

rise dramatically

increase slightly

go up sharply

decline

decrease significantly

a sharp drop

a slight reduction

a significant increase

remain constant

Partisan Ratings of Press Performance									
Politically Biased?									
	1985	1987	1999	2001	2002	2003	2005	2007	2009
	%	%	%	%	%	%	%	%	%
Total	45	47	56	59	59	53	60	55	60
Republicans	49	55	69	68	69	62	73	70	78
Democrats	43	42	51	55	57	44	53	39	50
Independents	44	47	53	57	56	55	59	61	62
R-D Gap	+6	+13	+18	+13	+12	+18	+20	+31	+28
Not Professional?									
	1985	1989	1999	2001	2002	2003	2005	2007	2009
	%	%	%	%	%	%	%	%	%
Total	11	--	32	27	31	24	25	22	27
Republicans	11	--	34	25	29	31	34	24	39
Democrats	11	--	29	30	29	17	20	16	18
Independents	12	--	32	27	31	25	24	26	25
R-D Gap	0	--	+5	-5	0	+14	+14	+8	+21
Tend to Favor One Side?									
	1985	1989	1997	2001	2002	2003	2005	2007	2009
	%	%	%	%	%	%	%	%	%
Total	53	68	67	67	--	66	72	66	74
Republicans	60	71	77	70	--	73	83	81	84
Democrats	48	62	58	62	--	60	66	54	67
Independents	52	71	69	69	--	69	70	68	73
R-D Gap	+12	+9	+19	+8	--	+13	+17	+27	+17
Often Influenced by Powerful People and Organizations?									
	1985	1989	1999	2001	2002	2003	2005	2007	2009
	%	%	%	%	%	%	%	%	%
Total	53	62	--	71	--	70	73	69	74
Republicans	36	60	--	72	--	73	74	75	83
Democrats	38	60	--	70	--	68	67	65	66
Independents	37	65	--	71	--	70	76	69	76
R-D Gap	-2	0	--	+2	--	+5	+7	+10	+17
Stories Often Inaccurate?									
	1985	1989	1999	2001	2002	2003	2005	2007	2009
	%	%	%	%	%	%	%	%	%
Total	34	44	58	57	56	56	56	53	63
Republicans	37	43	59	57	60	60	68	63	69
Democrats	32	44	57	55	50	51	47	43	59
Independents	35	44	57	59	56	55	53	56	63
R-D Gap	+5	-1	+2	+2	+10	+9	+21	+20	+10

Q31, Q32, Q33, Q35IF2

	July 1985	Aug 1989	Feb 1999	Sept 2001	July 2003	June 2005	July 2007	July 2009	85-09 diff
News organizations ...	%	%	%	%	%	%	%	%	
Careful to avoid bias	36	--	31	26	29	28	31	26	-10
Politically biased	45	--	56	59	53	60	55	60	+15
Neither/Don't know	19	--	5	15	18	12	14	14	
Deal fairly with all sides	34	28	--	26	26	21	26	18	-16
Tend to favor one side	53	68	--	67	66	72	66	74	+21
Don't know	13	4	--	7	8	7	8	8	
Liberal	41	--	--	--	51	50	52	50	+9
Conservative	19	--	--	--	26	26	25	22	+3
Neither/Don't know	40	--	--	--	23	24	23	27	
Independent	37	33	--	23	23	21	23	20	-17
Influenced by powerful people/organizations	53	62	--	71	70	73	69	74	+21
Don't know	10	5	--	6	7	6	8	6	

Q35iF2, Q32, Q35jF2, Q33.

Вправа 30

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: *You are in the studio on a Talk Show "News in Today's World". The topic of the discussion is Mass Media Communication. As one of the Audience you have a chance to ask one of the questions below or to ask your own question to the Guest Journalist.*

Group 1: *Guest Journalists representing different news websites from UK and the USA. It's up to you which news website to represent.*

Group 2: *Audience/ Viewers*

1. Do you think that the media cover too much bad news and not enough good news? What was the last "good news" story you heard? Do you think that most newspapers print what's really important, or what will make them sell more newspapers?
2. Do you think politicians' or celebrities' private life is newsworthy? Why or why not? Why are people so interested in the private lives of celebrities?
3. Are there certain things journalists shouldn't report on? Why?
4. How do you feel about censorship? Are there times when the news should be censored? Who owns the newspapers and TV stations in your country? Do you think that has an effect on the news that you hear?

5. What is objectivity? Do you think that the media is objective? Why or why not?
6. What's happening in the news right now, both in your country and abroad?

Вправа 31

Тип вправи: рецептивна некомунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: індивідуальний.

Інструкція: *Now you are going to read the article about media manipulation.*

Study the Words and Word Combinations from the article first.

Vigilance – пильність

When it comes to – коли мова йде про, коли справа стосується

Exaggeration - перебільшення

Distortion – спотворення, деформація

Vulnerabilities – уразливість

Turn to – звертатись до

Dubious – сумнівний

Unfolded – викрити

Thicket – хаща

Assail – нападати

Warp – перекручувати

Lure – приманка, спокуса, наживка

Abuse – зловживання

Allude – посилатись

Loop – петля

Ply – займатись, старанно працювати

To do about – щось зробити, чимось допомогти

Perception – сприйняття

Media coverage – висвітлення в ЗМІ

Buzz – гул

One off – поодинокий (напр., one off occasion – поодинокий випадок)

Subscription – підписка

Deceive – обманювати

Combat – боротися

Acquire – здобути, отримати

Preposterous – безглуздий

Вправа 32

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** індивідуальний.

Інструкція: *Read this article. Answer the questions about the news article.*

1. According to the author there used to be two main ways of media manipulation. What are they?
2. What are the government propagandist and the hustling publicist? Explain in your words.
3. Does the author say that the media was trusted and reliable?
4. Find the phrase "behind the curtain" in the text. Do you remember Freddie Mercury's song – "Show must go on", where the same phrase is used? What was the content? Does it have the same meaning in the article?
5. What does the author do now for the benefit of the reader? What is he actually supposed to do?
6. The author contradicts real and fake. What do you think he meant to say?
7. The author uses quotations:
8. "You can't throw an entire steak at a dog to train it to sit. You have to give it little bits of steak over and over again until it learns. "
9. "Getting it right is expensive, getting it first is cheap"
10. "The art of online headlines: "the key is to get the whole story into the headline but leave out just enough that people will want to click. "
11. Is his attitude to the ideas expressed in the quotes different or the same? What is it?
12. What incentives does the author think can help avoid manipulations in Mass Media?
13. The sentence "Screw Michael Arrington." has a slang expression. Does it have a negative connotation or a positive one?

<http://www.forbes.com/sites/ryanholiday/2012/07/16/what-is-media-manipulation-a-definition-and-explanation/>

What is Media Manipulation?--A Definition and Explanation

What is Media Manipulation?



How Your Fake News Gets Made (Two Quick Examples)



Ryan

Holiday*Contributor*

If you don't know, you should. Because media manipulation currently shapes everything you read, hear and watch online. *Everything.*

In the old days, we only had a few threats to fear when it came to media manipulation: the government propagandist and the hustling publicist. They were serious threats, but vigilance worked as a clear and simple defense. They were the exceptions rather than the rule – they exploited the fact that the media was trusted and reliable. Today, with our blog and web driven media cycle, nothing can escape exaggeration, distortion, fabrication and simplification.

I know this because I am a media manipulator. My job was to use the media to make people do or think things they otherwise would not. People like me are there, behind the curtain, pulling the puppet strings. But that is about to get harder: I'm spilling my secrets to you and turned my talents from exploiting media vulnerabilities to exposing them – for your benefit.

When the news is decided not by what is important but by what readers are clicking; when the cycle is so fast that the news cannot be anything else but consistently and regularly incomplete; when dubious scandals scuttle election bids or knock billions from the market caps of publicly traded companies; when the news

frequently covers itself in stories about ‘how the story unfolded’ – media manipulation is the status quo. It becomes, as Daniel Boorstin, author *The Image: A Guide to Pseudo-Events in America*, once put it, a “thicket ...which stands between us and the facts of life.

Today the media – driven by blogs – is assailed on all sides, by the crushing economics of their business, dishonest sources, inhuman deadlines, pageview quotas, inaccurate information, greedy publishers, poor training, the demands of the audience, and so much more. These incentives are real, whether you’re the Huffington Post or CNN or some tiny blog. They warp everything you read online – and let me tell you, thumbnail-cheating YouTube videos and paid-edit Wikipedia articles are only the beginning.

Everyone is in on the game, from bloggers to non-profits to marketers to the *New York Times* itself. The lure of gaming you for clicks is too appealing for anyone to resist. And when everyone is running the same racket, the line between the real and the fake becomes indistinguishable.

The Rise of the Manipulator

At top of the pantheon of the media manipulators, of course, sits the late Andrew Brietbart. "Feeding the media is like training a dog," he once said, "You can't throw an entire steak at a dog to train it to sit. You have to give it little bits of steak over and over again until it learns." And learned it did: they followed his lead exactly in the Shirley Sherrod story, and continue to fall for the manipulations of his student, James O'Keefe, who has ravaged NPR, ACORN, and many other liberal organizations.

But in this rising class, I also place some unlikely figures. Michael Arrington, former editor and founder of the popular blog TechCrunch. Manipulator is the only word for Arrington, a man who once said “Getting it right is expensive, getting it first is cheap” and made \$25 million from around that fact. Nick Denton and his cabal of Gawker writers— partially paid by how many visitors their posts get – use the same tricks to get your attention and sell it to advertisers. You can see it in how Brian Moylan, one of Denton’s minions, once explained the art of online headlines: "the key is to get the whole story into the headline but leave out just enough that people will want to click."

And the old threat of government abuse of the media? We know that the Bush administration was a pro at it. Think of Dick Cheney leaking bogus information to Judith Miller at the New York Times as an anonymous source and then citing himself (without disclosing the conflict) to justify the build up to the war in Iraq. He planted the information which he then alluded to as support. That happened in 2002. Today, this loop is even easier, because as political strategists like Christian Grantham admit, "Campaigns understand that there are some stories that regular reporters won't print. So they'll give those stories to the blogs."

So it goes: manipulators on both sides of the equation – the writers and the marketers and press agents – all influencing the news to their own benefit. I know because I used to be one of them. I plied the trade for bestselling authors and billion dollar brands. I can recognize manipulation when I see it...because I invented many of the plays myself.

Where It Comes From and What to Do About It

Media manipulation exploits the difference between perception and reality. The media was long a trusted source of information for the public. Today, all the barriers that made it reliable have broken down. Yet the old perceptions remain. If a random blog is half as reliable as a New York Times article that was fact checked, edited and reviewed by multiple editors, it is twice as easy to get coverage on. So manipulators (myself included) play the volume game. We know that if we can generate enough online buzz people will assume that where there is smoke there is fire...and the unreal becomes real.

This all happens because of the poor incentives. When readers don't PAY for news, the creators of the news don't have any loyalty to the readers either. Everything is read one off, passed around on Facebook and Twitter instead of by subscription. As a result, there is no consequence for burning anyone. Manipulators can deceive journalists because journalists are not held responsible for deceiving readers.

To combat these manipulations, we must change the incentives. If we want loyalty to the truth, we must be loyal to the people who provide us with it – whoever they are. This probably means paying for information in one form or another. It

means we have to be more patient. Good information takes time to acquire after all. The idea that news can be given to us iteratively and reliably is preposterous. Screw Michael Arrington. I'd rather have my news right than first.

*For more on media manipulation – both the art and the dangers of it – pick up my book, *Trust Me, I'm Lying: Confessions of a Media Manipulation*. It's out now from Portfolio/Penguin. Watch the book trailer [here](#).*

Вправа 33

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *Discuss the following. What is the author's intention in using the names in the article? Does he want to reveal those who use media manipulation or does he want to be famous himself by revealing their names? Find the information about the author. Why does the author place the phrase "Watch the book trailer here"? Is this additional information about the author helpful?*

Вправа 34

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією.
Режим виконання: індивідуальний.

Інструкція: *Write an advantage and disadvantage essay on the following topic: **These days, more and more people flick through the pages of Internet newspapers and magazines. There are clearly many benefits, but Mass Media can be manipulative at times.***

In the essay:

- *write an introduction into the topic*
- *think of two advantages of getting information from on-line newspapers and magazines and provide clear relevant examples from your own knowledge or experience.*
- *think of two disadvantages of getting information from on-line newspapers and magazines and write about these with good relevant support from your own knowledge or experience.*
- *write a short conclusion giving your overall opinion*
- *write approximately 450 words.*

Вправа 35

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний, фронтальний.

Інструкція: *Some subtopics of “Our Planet, Out Home” project are inherently noncontroversial, like anti-littering campaign. But others raise concern, like overpopulation: is this a human right to give birth to as many kids as you want, or the Planet is running out of resources? The subtopic "Climate Change" is taken as the subtopic to make a sample research for all of us to study as a class in "Our Planet, Our Home" Project.*

Read the background information about Climate Change/ Global Warming. Do you think the issue of Climate Change is controversial or not? What else do you know about climate change?

***Climate change** is a significant and lasting change in the statistical distribution of weather patterns over periods ranging from decades to millions of years. It may be a change in average weather conditions, or in the distribution of weather around the average conditions (i.e., more or fewer extreme weather events). Climate change is caused by factors such as biotic processes, variations in solar radiation received by Earth, plate tectonics, and volcanic eruptions. Certain human activities have also been identified as significant causes of recent climate change, often referred to as "global warming".

Study the synopsis of the Article

The article looks at how the early warning signs of global warming are already here, despite European countries efforts to fight climate change, and that citizens should accept a change in climate as inevitable. The writer looks at the signs of global warming such as hurricane Katrina and the floods and heat waves that have affected Europe. The writer then goes on to, look at the certain countries have had and explains how each problem is being tackled.

Study the vocabulary of the article:

Vocabulary

Drought – засуха

Tidal wave – приливна хвиля

Caution – обережність

Irrefutable - незаперечний

International treaty – міжнародний договір

Mitigate the climate – пом'якшувати

Algae – морські водорості

Ticks – кліщі

Hiking trails – похідні стежки

To opt - вибирати

Marginal – крайній

Beset – оточувати, обложити, займати (територію)

Subsidies – субсидії

Marsh – болото

Study the Socio-Cultural Environmental Aspects, discussed in the article

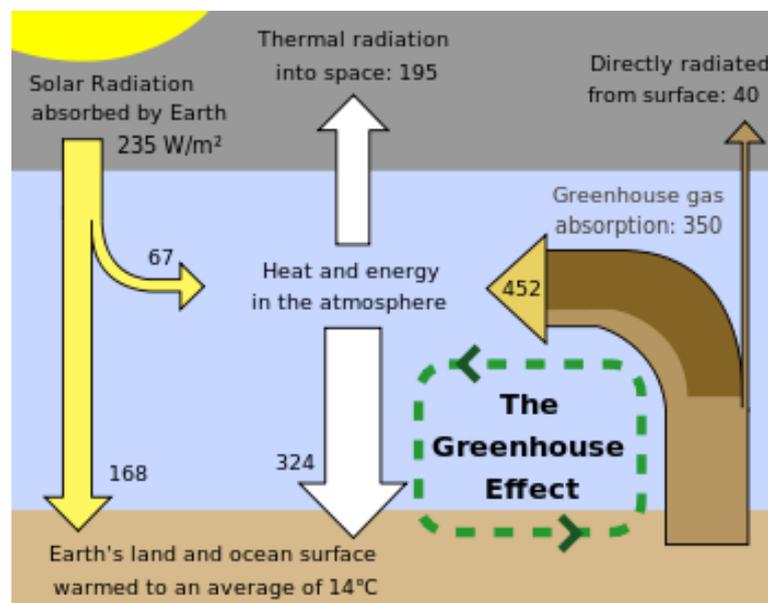
The **Kyoto Protocol** is an agreement under which industrialized countries commit to reduce their collective emissions of carbon dioxide and other greenhouse gases. The treaty was negotiated in Kyoto, Japan in 1997 and came into force in 2005.

Carbon dioxide (chemical formula CO₂) is a naturally occurring chemical compound composed of 2 oxygen atoms each covalently double bonded to a single carbon atom. It is a gas at standard temperature and pressure and exists in Earth's atmosphere in this state, as a trace gas at a concentration of 0.039 per cent by volume.

A **greenhouse gas** (sometimes abbreviated GHG) is a gas in an atmosphere that absorbs and emits radiation within the thermal infrared range. This process is the fundamental cause of the greenhouse effect. The primary greenhouse gases in the Earth's atmosphere are water vapor, carbon dioxide, methane, nitrous oxide, and ozone. Greenhouse gases greatly affect the temperature of the Earth; without them, Earth's surface would average about 33 °C colder, which is about 59 °F below the present average of 14 °C (57 °F).

Since the beginning of the Industrial Revolution (taken as the year 1750), the burning of fossil fuels and extensive clearing of native forests has contributed to

a 40% increase in the atmospheric concentration of carbon dioxide, from 280 to 392.6 parts per million (ppm) in 2012. This increase has occurred despite the uptake of a large portion of the emissions by various natural "sinks" involved in the carbon cycle. Anthropogenic carbon dioxide (CO₂) emissions (i.e., emissions produced by human activities) come from combustion of carbon-based fuels, principally wood, coal, oil, and natural gas. Under ongoing greenhouse gas emissions, available Earth System Models project that the Earth's surface temperature could exceed historical analogs as early as 2047 affecting most ecosystems on Earth and the livelihoods of over 3 billion people worldwide. Greenhouse gases also trigger[clarification needed] ocean bio-geochemical changes with broad ramifications in marine systems.



Вправа 36

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.

Режим виконання: індивідуальний.

Інструкція: *Considering the manipulative tendency in modern Media, the news articles may be manipulative as well. Now you will learn how to analyze the socio-cultural information in the news articles and critically evaluate it. Study the information in the table below, which will help to read the information critically and see if the information in the news article is distorted or not.*

<i>Uncovering the author's argument</i>	
What is an argument?	<i>A course of reasoning aimed at demonstrating truth or falsehood.</i>
What are stated or implied arguments?	<i>Stated argument says the things directly. Implied argument is when a writer may merely imply what "should" be done or "must be done".</i>
What are persuasive or argumentative arguments?	<i>The main idea the author wants the reader to accept a subjective point of view.</i>
What is an assumption? Stated or unstated?	<i>All arguments rest on assumptions or premises. That is what an arguments goes from. E.g. Argument: Abortions have to be banned. Assumption: Abortions are bad in any way. Argument: The species, which are next to extinction, must be protected at all costs. Assumption: Even if it may harm the existing species, the extinctive ones must be saved.</i>
What is a balanced article?	<i>The journalistic responsibility to present controversial issue fairly, striving to maintain objectivity in presenting both sides of a controversy.</i>
What is inductive and deductive reasoning?	<i>Inductive reasoning is built upon a set of factual statements that serve as evidence. The statements may come from observation or experience, whether personal or scientific. From these statements one may arrive at a generalization or a likely conclusion of what will probably occur. It is also called probability argument. E.g. One scientist said that climate change will lead the Earth to death, a few more scientists expressed the same idea. The generalization is that climate change will kill the world.</i>

	<p>Deductive reasoning moves from reason to conclusion or to specific application with logical necessity. The conclusion must follow from the two preceding statements if they are true. E.g. Members of Green Piece Organization are for preserving the nature. I am a member of Green Piece organization. I am for preserving the nature.</p>
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Вправа 37

Тип вправи: рецептивно-репродуктивна, комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний, фронтальний.

Інструкція: *Read three news articles which express different opinion on the issue of Climate Change / Global Warming. Answer the questions using the information from the table above:*

1. What is the subtopic discussed in the article? Succinctly explain the content of the article. Formulate the argument (main idea) of the article? What would be the counter-argument of the article?
2. What is the author saying? Who is the author?
3. Are there any assumptions in this article? If so, which are stated? If so, which are unstated (assumed)?
4. Evaluate the evidence. Is there any evidence? What is this evidence based on? Personal experience? Facts and statistics? Good reasons? Narrative examples? Definition of key terms? Analogy? Historical analysis?
5. Is the evidence relevant, reliable, and/or convincing?
6. What is journalistic responsibility? What is objectivity? Does this article have journalistic responsibility and/or objectivity? Why or Why not?
7. Is this article balanced? Defend your claim.
8. Are there deductive or inductive reasoning?
9. How does this article provide value to the reader?

Article 1

http://www.nytimes.com/2005/09/11/world/europe/11iht-climate.html?pagewanted=all&_r=0

Global Warming: Adapting to a new reality (*September 13, 2005*)**By Elisabeth Rosenthal**

ROME – When Dr. Giancarlo Icardi, health director for the Italian city of Genoa, got a call this summer that his young nephew was ill with a fever, headache and watery eyes after a day at the beach, global warming was not the first diagnosis on his mind. He suspected an out-of-season flu.

But 128 other beachgoers turned up at Genoa hospitals with similar symptoms that July weekend, forcing the closure of area beaches in the midst of a heat wave. Even though the health problems cleared up within a day, scientists quickly announced disturbing news about the culprit: a toxic warm-water alga that now grows in an increasingly warm Mediterranean Sea and had not previously bloomed in an Italian resort so far north.

"This is the first time that we've had this problem in Liguria," Icardi said, referring to the northern Italian region that includes Genoa. But scientists "discovered what it was quickly," he said, because in recent years disease-causing algae had cropped up at beaches in the Italian regions of Tuscany and Puglia, and in Spain.

As countries across Europe reduce production of greenhouse gases in order to fight climate change, scientists and citizens are discovering that effects of warming are already upon us. Irreversible warming is already happening, they say, and will continue for a century even if polluting emissions are controlled by the Kyoto Protocol, the international treaty aimed at limiting greenhouse gases.

To this end, they say, government and citizens must prepare for a steamier future, adapting to a climate that is hotter and stormier.

"In addition to mitigating climate warming, we should also be focusing on how to adapt," said Richard Klein of the Potsdam Institute for Climate Impact Research, in Germany. "In the last few years people have realized that climate change will happen. Adapting is not a choice - it's something we need to do."

The early warning signs of global warming are apparent: an increase in summer deaths due to heat waves in Europe; the northern migration of toxic algae and tropical fish to the Mediterranean; the spread of disease-carrying ticks into previously inhospitable parts of Sweden and the Czech Republic.

Scientists say that global warming may be partially responsible for the rising number of powerful hurricanes, like Katrina, as well as an increase in floods, like the ones that inundated parts of central Europe this summer.

Global warming also has been linked to recurring summer fires in Portugal, since the Iberian Peninsula has become hotter and dryer than in the past.

The role of global warming in creating any particular flood or fire or outbreak of disease is difficult to prove, since year-to-year temperature variability and other factors are involved. But the average number of yearly weather- and climate-related disasters in the 1990s was twice that of the 1980s, according to the European Environment Agency, in Copenhagen.

In response to this trend, countries and politicians are starting to think about changes they will have to make. French farmers are shifting to crops that better tolerate warmer temperatures – from corn to rapeseed, for example.

Austrian ski resorts that can no longer count on snow are planning hiking trails and golf courses.

The Italian city of Brescia is supplying the elderly with air-conditioners, a rarity in that country. Planners of the new Copenhagen subway raised all structures to allow for a half-meter, or 1.5-foot, rise in sea level that they expect global warming to cause in the next 100 years.

Most scientific models predict that, even with reduced emission standards promulgated by the Kyoto Protocol, temperatures will rise from 2 degrees to 6 degrees Celsius (4 degrees to 11 degrees Fahrenheit) in Europe over the next century – slightly less elsewhere in the world. And people are largely unprepared.

"Our resilience is quite low in the face of climate change," said Jacqueline McGlade, executive director of the European Environment Agency, which has published a report, "Impacts of Europe's Changing Climate," that catalogues areas of vulnerability and suggests how Europe can adapt.

She predicted that if nothing were done, people in northern and southern Europe, where the effect is expected to be greatest, would become "climate refugees," moving to the center of the continent.

"In the Arctic countries and southern Europe," McGlade said, "it will become harder and harder to sustain current living and consumption patterns."

Evidence of warming is now irrefutable, and almost all scientists believe it has been produced – or at least vastly accelerated – by emissions associated with industrialization.

The 1990s was the warmest decade in history. The years 1998, 2002 and 2003 were the hottest ever. By 2080, according to the Hadley Center for Climate Prediction and Research, in Britain, every second summer will be as hot or hotter than the scorching summer of 2003, when Europe recorded 20,000 excess deaths.

Southern Europe is likely to heat up earlier, within the next two decades, the European Environment Agency predicts. Cold winters, which occurred once every 10 years over the last three decades, are expected almost to disappear, McGlade said.

Already, scientists have been able to detect some hard evidence of climate change. "Until 10 years ago, we were mostly dealing with predictions and scenarios," said Roberto Bertollini, director of the Special Program on Health and Environment at the World Health Organization's European office. "Now, unfortunately, in the last few years, we are able to see and measure actual effects."

Some of the best-studied examples have been in Sweden, where scientists have documented the spread of disease-carrying ticks in tandem with warming weather. The insects - which carry Lyme disease and tick-borne encephalitis, a brain infection - need warm, short winters in order to survive.

"Variations in climate have had a very noticeable impact," said Elisabeth Lindgren of the University of Stockholm's department of systems ecology. "We're seeing disease in areas where we've never had it before, as well as more cases in areas where it previously existed."

In the 1990s, people in northern Sweden were told they were not vulnerable to these diseases, and took few precautions when venturing into the woods. Now, at the beginning of each spring, the Swedish authorities distribute maps showing ever widening areas of vulnerability.

Due to warmer winter temperatures, lakes in Sweden have more bacteria and detritus, affecting recreation and also the water supply, said Gesa Weyhenmeyer of the Swedish University of Agricultural Sciences in Uppsala.

Although Sweden made a big push to clean up Lake Malaren, just outside of Stockholm, in the 1960s and '70s, climate change has "counteracted our lake management effect," said Weyhenmeyer, adding: "Authorities monitor the water, but you can seldom swim there anymore because of harmful algae and bacteria." The Italian authorities are contemplating a similar program for Italy's Mediterranean beaches.

With winter temperatures in Sweden rising by up to 3 degrees Celsius in the 1990s, many parts of the country have lost their winter snow and ice cover in the last two decades, producing dramatic effects on ecology.

Because the land around Lake Malaren is no longer frozen during the winter, small brown particles of dirt leach into the lake, sometimes turning Stockholm's drinking water an unsightly shade of brown.

"Everyone wants to solve the problem, but it's hard to find a solution," Weyhenmeyer said.

Sometimes adapting to climate change is simple: The Swedish government is encouraging foresters to plant new species of trees that grow better in a slightly warmer climate, for example. In Hamburg and Rotterdam, new docks are being built to accommodate the likelihood of rising sea levels.

In other cases, adaptation would be so expensive that the authorities may opt to let nature take its course. Along the British coast in Norfolk and Essex, local governments are contemplating letting marginal coastal farmland, already beset by frequent flooding, simply sink into the sea as the water level rises.

"The most sensible thing may be for man to withdraw and change the coastline," Klein said.

"You won't have to pay subsidies. And these fields could probably become a healthy salt marsh, rather than poor farmland."

Article 2

<http://www.telegraph.co.uk/earth/environment/globalwarming/10353206/Were-facing-a-mass-extinction-event-claims-Bob-Geldof.html>

'We're facing a mass extinction event,' claims Bob Geldof (03 Oct 2013)

By Rebecca Burn-Callander, Johannesburg

**Bob Geldof addressing the One Young World summit in Johannesburg**

Live Aid founder and activist Bob Geldof has warned that the human race may be extinct within 15 years because of climate change.

"The world can decide in a fit of madness to kill itself," announced Bob Geldof at the launch of the One Young World summit in Johannesburg. "Sometimes progress may not be possible.

"We're in a very fraught time," he added. "There will be a mass extinction event. That could happen on your watch.

"The signs are that it will happen and soon."

Sir Bob, wearing his trademark sunglasses, addressed 8,000 One Young World delegates from 190 nations across the world in Soccer City, Johannesburg last night. He is a counsellor for the organisation, which hopes to inspire and create the next generation of global leaders.

The Live Aid founder and one-time Boomtown rat announced that his generation has let down the young people of today. "My generation has failed more than others. You cannot let your generation fail. The next war will not be a World War 1 or a World War 2, it will be the end.

Attendees shouted and blew on thousands of vuvuzelas as Sir Bob added: "We may not get to 2030. We need to address the problem of climate change urgently. What are you going to do about it? Get serious. Some of the nations that arrived here so proudly will not be there to meet us."

However, the singer tried to inject a note of positivism into his gloomy predictions. "Just because you may not believe that progress is possible, that should not prevent you from trying for it," he said. "The alternative is finality."

"We need to be more human. Less Irish. Less Cameroonian. Less Chinese. Less Russian. More human."

However, Sir Bob then disappeared down a philosophical route that baffled most of the audience, many of whom do not count English as a first language. "The ordinary trouble of ordinary days doesn't seem to matter much," he sighed. "We are in the great existential age of our humanity. We somehow feel we've missed something's that's greater than ourselves and we don't know what it is or how to find it."

He finished his address apologising for being "bloody miserable". "Just get on with it," he told delegates, before leaving the stage.

Article 3

<http://www.telegraph.co.uk/earth/environment/climatechange/10362717/Keep-calm-and-save-the-Earth.html>

Keep calm and save the Earth (08 Oct 2013)

By Bjorn Lomborg

Apocalyptic rhetoric about climate change is blinding us to reality, argues Bjorn Lomborg.



Bad news sells – that’s why we hear so much of it. But it can leave us with a panicked sense that the world is full of problems that urgently need to be fixed. And panic is rarely a good basis for smart policy.

Today, MPs on the House of Commons’ Environmental Audit Committee have released a report arguing that the UK needs its strong climate policies, otherwise we will face “dangerous destabilisation of the global climate”. Yet such scary statements simply underpin expensive policies that offer little benefit.

Remember the Millennium Bug? The world was likely to crash, since computers couldn’t handle the switch from 1999 to 2000. It was a great story, but we ended up spending billions to tackle an almost non-existent problem.

Similarly, in 1997-98, the weather pattern known as El Niño made itself felt in the US and elsewhere. On TV and in the newspapers, it was blamed for everything – wrecking tourism, causing more allergies, melting ski slopes, creating snowstorms, even causing a dip in Disney’s share price.

But economic research provides a fuller picture. A peer-reviewed article tallied, in financial terms, all the problems and all the benefits from El Niño in the US. Yes, the weather pattern caused storm damage, but it raised winter temperatures, which lowered heating bills and cut the number of people who died from the cold. It also reduced flood damage in the spring, created fewer transportation delays, and diminished the number of hurricanes in the Atlantic. While the total damage in the US was estimated at \$4 billion, the total benefits were estimated at \$19 billion.

We need the same kind of analysis today, particularly about fracking. Drilling for shale gas, we are told, could pollute drinking water. But the US has drilled more than 40,000 wells and the regulator there has not found “any proven case where the fracking process itself has affected water”. So while there is reason to be cautious, we should focus on better regulation.

Also, by highlighting the bad news, shale’s opponents play down the potential benefits. Natural gas is much more environmentally friendly than coal, which still powers a huge chunk of electricity production. Gas emits less than half the CO₂ to generate the same amount of energy, and much lower quantities of nitrogen oxides, sodium dioxide, black carbon, carbon monoxide, mercury and particulates. If the UK engaged in large-scale fracking of the Bowland Shale, it could reduce air pollution and eliminate around a third of its carbon emissions.

This feeds into climate policy. Despite the moderate predictions of the UN Climate Panel, many people, not least the MPs on the Environmental Audit Committee, have tried to spin the issue as threatening Armageddon.

The reality is that, by 2020, the cost of promised climate policies to the UK economy will be £21 billion annually. The net effect over the century – after spending more than £1.5 trillion – will be to reduce temperature rises by a pitiful 0.005C. Compare this to increased shale gas production, which would generate more than £6 billion annually in tax revenues, and reduce carbon emissions by about 10 times more than the current plan.

We deserve better than to have bad news drive bad decisions. That’s why I asked 21 of the world’s top economists to look at some of our biggest problems – hunger, health, global warming and pollution – and tell us the bad and the good news. The results are contained in a new book that I have edited, *How Much have Global Problems Cost the World? A Scorecard from 1900 to 2050*.

When you look at these issues properly, the results are surprising. Climate change, for example, has had a net benefit for the world. From 1900 to 2025, it has increased global welfare by up to 1.5 per cent of GDP per year. Why? Because it has mixed effects – and when warming is moderate, the benefits prevail (even if they are unevenly distributed between nations).

Increased levels of atmospheric CO₂ have improved agriculture, because the gas works as a fertilizer; we have avoided more deaths from cold than have been caused by extra heat; and we have saved more from lower heating bills than we have lost to an increased need for air conditioning.

Does that mean global warming is "good"? Not in the long run. As temperatures rise, the costs will rise and the benefits decline – and the balance will tip sooner in some places than others. From 2070, global warming will become a net cost to the world, justifying cost-effective climate action now and in the decades to come.

If we truly want to make a difference, the world's biggest environmental problem is air pollution, caused by using dirty fuels in indoor cooking and heating. In the 20th century, 260 million people in the Third World died from this. The good news is that things are getting better. As poverty has receded and clean fuels have become cheaper, the risk has fallen eightfold. It is set to decline further. But indoor air pollution still kills more than three million people a year, and costs around 3 per cent of global GDP.

Only if we dare to step away from the torrent of bad news can we see where the future needs us to focus our attention – on boring indoor air pollution rather than scary global warming. Such clear analysis will also help us realize that, on most accounts, the world is getting to be a better place.

Вправа 38

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** груповий.

Інструкція: *Go back to the news articles from the UK and the USA news websites, that you have found for the initial research in your Project Group before. Then go to the adjusting links to another news articles, related to the same topic. The links are normally given in the end of the articles, which are written by other authors on other news websites.*

Make a list of news articles headlines about the subtopic and corresponding links.

News Article Link + Article Headline	Adjusted Link + Article Headline

Вправа 39

Тип вправи: рецептивно-продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** груповий.

Інструкція: *Allocate the articles in your Project Groups, follow the links and read them. Analyze the articles in the similar way as we did with the articles about the Climate Change. Say if the opinions about your subtopics are the same as in the articles you have read before:*

1. Did you learn new information from the article you chose?
2. How was this article presented differently than the article you have found?
3. Is the information in the articles useful for your group research?
4. Do you consider these articles to be relevant, irrelevant or to some an extent relevant to the project. Give your reasons.

Вправа 40

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: *Careful persuasive writer uses accurate and convincing evidence, thereby appealing to our intellect, which may be manipulation in itself. There are some other ways of manipulation as to appeal to various emotions and instincts. Study the manipulative devices in argumentation in the table below.*

Appeals in Arguments	
Appeal to Emotions	<p>Transfer</p> <p>The author tries to transfer the favorable impressions about one thing to something else. E.g.: <i>The eco-tourism is 100 % beneficial! You will see the spots on the Earth no one has seen before!</i></p> <p>Appeal to emotions disregarding the harm you can make to pristine nature.</p>

	<p>Just plain Folks</p> <p>The author has an intention to have him perceived as "ordinary citizen" or "just plain folks". E.g.: A politician making a speech in support of energy saving: <i>"As a boy who was brought up in the countryside, I appreciate the nature, I take my bike on weekends and simply ride". He wants to show that he is one of us, though he hasn't yet refused from the gas-guzzling four wheel drive car</i></p> <p>Testimony. Endorsement of famous people. E.g.: <i>The celebrations of the World Earth Day this year are largely supported by the President.</i></p> <p>Bandwagon Appeal</p> <p>The author wants the others to accept the idea by appealing to the people desire to "get on the bandwagon", because it seems like "everybody else thinks so". E.g.: <i>Everyone agrees that to give the birth to as many kids as you want is a right of every human being.</i></p> <p>Flattery</p> <p>The author tries to put us into a group of people that we might hope to identify with. E.g.: <i>Every well-educated person is pessimistic about future of whales, harmed by shipping industry.</i></p>
Appeal to Authority	The author tries to convince us to accept an argument because some authoritative figure backs it. E.g.: <i>Our Prime Minister said: "Let's face it! We have no gas resources left. Let's cut down on them".</i>
Appeal to Fear	The author expects to arouse our fear of what will happen if we do something. E.g.: <i>If we keep ignoring the overpopulation, we'll all die from hunger.</i>
Appeal to Patriotism	The author makes us think that we are disloyal to our country's system or values, if we don't accept the argument. E.g.: <i>If the country is in war, stay with it. Give up thinking as it is some purpose to lessen the Earth population.</i>

Appeal to Prejudice	The author inflames negative feelings, beliefs, or stereotypes about racial, ethnic or religious groups, gender or sexual orientation. E.g.: <i>Americans are known to be the greatest wasters. The waste up to 40 % of the food. So, Americans have a wasting mentality.</i>
Appeal to Sympathy	The author wants us to sympathize. E.g.: <i>Alaska has declared an air war against hundreds of wolves, but one can hardly blame it for this, because it is all for the sake of boosting already abundant populations of caribou and moose. Though Alaska’s decision is rooted in special-interest economics, not biology.</i>
Appeal to Tradition	The author asks us to accept a practice because it has always been done that way. E.g.: <i>We mustn’t invest into NGV’s (non-gas vehicles), as it is too expensive for the country.</i>
Logical Fallacies	
Ad Hominem argument	Means “to the man”. The author either attacks the character of the person rather than the principles he stands for or attacking the character and reputation of a position’s supporters. E.g.: <i>Don’t vote for this candidate in the next elections, because I discovered that big pharmaceutical companies are in favor of him. And all pharmaceuticals are not to cure the people, but to make them addicted to drugs.</i>
Begging the Question	The author presents a proposition and assumes that it has been proved when it has not. E.g.: <i>Because children need a mother more than a father, women have to be medically treated first during epidemics.</i>
Either/or Fallacy	The author reduces a complicated issue to only two choices, ignoring other alternatives. E.g.: <i>Today’s world ecology is bad or hopeless.</i>
False Analogy	An analogy is false if there are fewer similarities than differences, if the resemblance is remote or there is no resemblance at all. E.g.: <i>The world is a big family, where the rich countries must give funds with no pay back to the poor countries in order to decrease pollution in the area. The world is not a big family in fact.</i>

False Cause	The author presents cause-and-effect relationship, either because the cause is cited as irrelevant to the effect or because it may be a remote cause. E.g.: <i>China is heavily industrialized, thus the country is very polluted that they hardly see the sun rise. All the countries which have big industries will end up like this.</i>
Oversimplification	The author reduces a complicated issue to overly simple terms or to suppress information that would strengthen the argument. E.g.: <i>The way to save the energy for the heating this winter is to turn off the heating for those who are in debt for this.</i>
Slippery Slope	It means that one step in a wrong direction will inevitably lead to more and more undesired occurrences. E.g.: <i>If we keep on giving birth to kids like this, we'll gradually have no money to educate them. Eventually, we'll be a nation of stupid crowd.</i>
Two Wrongs make a Right	The author makes wrongdoing sound legitimate because others engage in the same practice. Because Side A does this, we can do that" or "Because all Presidents do this, so can the current President." E.g.: <i>Increasing number of airplane flights is inevitable as long as it develops the human contacts and opens the door of a new world to a number of tourists. Though, in fact, the CO2 level is immensely increased.</i>

Вправа 41

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: *Read one more article "Climate Change Might Just Be Driving the Historic Cold Snap" and answer the questions about Climate Change using the information from the table above to see if the main argument of the article is biased or not? Answer the questions:*

1. What is your impression of this article?
2. Is this article fair and balanced?
3. In what ways is this article biased?
4. Who is the intended audience of this article?
5. Is there any information presented as fact that is not? Are there "begging questions" technique?
6. Does the article use oversimplification?
7. Does this article have slippery slope arguments?
8. Does this article present the "Two wrong make a right"?

<http://science.time.com/2014/01/06/climate-change-driving-cold-weather/>

Climate Change Might Just Be Driving the Historic Cold Snap

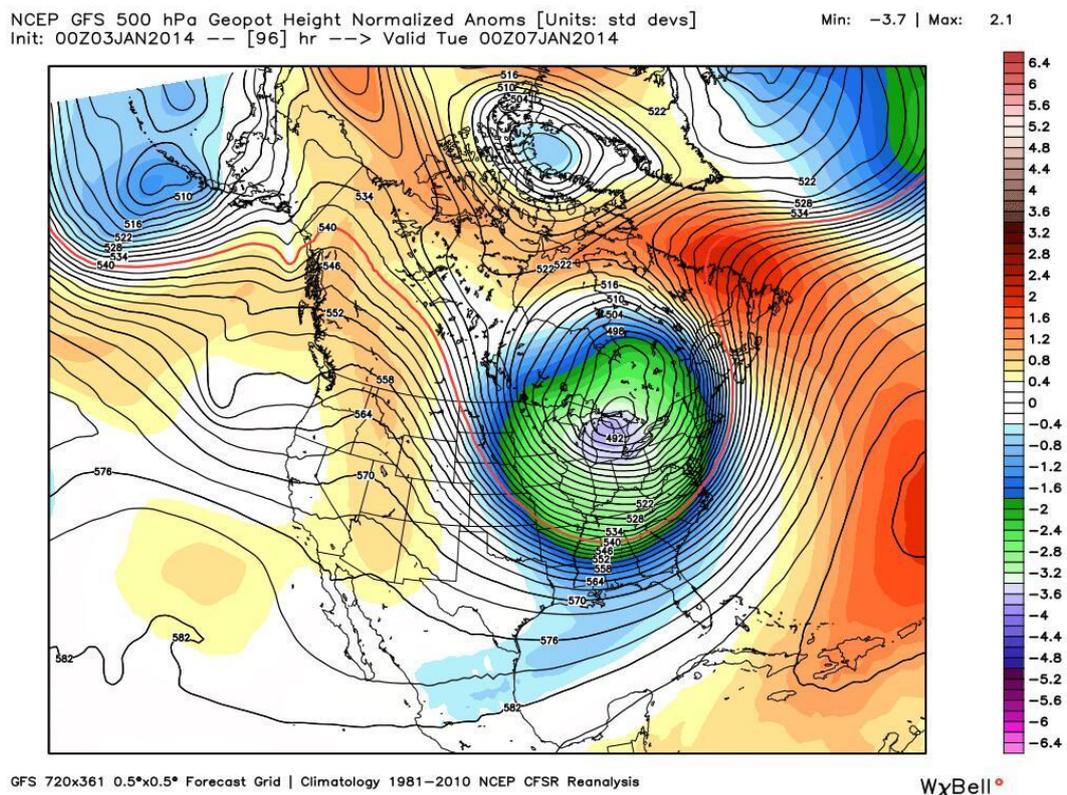
Climate change skeptics are pointing to the record cold weather as evidence that the globe isn't warming. But it could be that melting Arctic ice is making sudden cold snaps more likely – not less

It's polar bear weather today for much of the Midwest. Temperatures are in the -20s° F (-28° C) and -30s° F (-35° C) in eastern Montana, North Dakota, northeast South Dakota, Minnesota and northern Iowa. With the stiff wind, it's even worse – wind chills in the -40s° F (-40° C) and -50s° F (-45° C) are common across Minnesota and North Dakota, cold enough for exposed skin to suffer frostbite in just five minutes. By tonight, the freeze will reach the East Coast, where temperatures from Florida to Maine are expected to be 30° F to 40° F (16° C to 22° C) degrees below normal, extremes that haven't been seen in decades. The National Weather Service isn't kidding when it calls the cold "life-threatening."

Unsurprisingly, the extreme cold has brought out the climate change skeptics, who point to the freeze and the recent snowstorms and say, essentially, "nyah-nyah." Now this is where I would usually point to the fact that the occasional cold snap – even one as extreme as much of the U.S. is experiencing now – doesn't change the overall trajectory of a warming planet. Weather is what happens in the atmosphere day to day; climate is how the atmosphere behaves over long periods of time.

Winters in the U.S. have been warming steadily over the past century, and even faster in recent decades, so it would take more than a few sub-zero days to cancel that out.

But not only does the cold spell not disprove climate change, it may well be that global warming could be making the occasional bout of extreme cold weather in the U.S. even more likely. Right now much of the U.S. is in the grip of a polar vortex, which is pretty much what it sounds like: a whirlwind of extremely cold, extremely dense air that forms near the poles. Usually the fast winds in the vortex – which can top 100 mph (161 k/h)—keep that cold air locked up in the Arctic. But when the winds weaken, the vortex can begin to wobble like a drunk on his fourth martini, and the Arctic air can escape and spill southward, bringing Arctic weather with it. In this case, nearly the entire polar vortex has tumbled southward, leading to record-breaking cold.



That disruption to the polar vortex may have been triggered by a sudden stratospheric warming event, a phenomenon Rick Grow explained at the Washington Post a few days ago:

Large atmospheric waves move upward from the troposphere – where most weather occurs – into the stratosphere, which is the layer of air above the troposphere. These waves, which are called Rossby waves, transport energy and momentum from the troposphere to the stratosphere. This energy and momentum transfer generates a circulation in the stratosphere, which features sinking air in the polar latitudes and rising air in the lowest latitudes. As air sinks, it warms. If the stratospheric air warms rapidly in the Arctic, it will throw the circulation off balance. This can cause a major disruption to the polar vortex, stretching it and – sometimes – splitting it apart.

What does that have to do with climate change? Sea ice is vanishing from the Arctic thanks to climate change, which leaves behind dark open ocean water, which absorbs more of the heat from the sun than reflective ice. That in turn is helping to cause the Arctic to warm faster than the rest of the planet, almost twice the global average. The jet stream – the belt of fast-flowing, westerly winds that essentially serves as the boundary between cold northern air and warmer southern air – is driven by temperature difference between the northerly latitudes and the tropical ones. Some scientists theorize that as that temperature difference narrows, it may weaken the jet stream, which in turns makes it more likely that cold Arctic air will escape the polar vortex and flow southward. Right now, an unusually large kink in the jet stream has that Arctic air flowing much further south than it usually would.

Still, this research is fairly preliminary, in part because extreme Arctic sea ice loss is a fairly recent phenomenon, so scientists don't have the long data sets they need to draw more robust conclusions about the interaction between Arctic warming and cold snaps. In fact, the most recent report from the Intergovernmental Panel on Climate Change concluded that it was likely that the jet stream would shift towards the north as the climate warmed, and that the polar vortex would actually contract, even as a 2009 study found that sudden stratospheric warming events are becoming more frequent, which in turn seems to be driven by the rapid loss in Arctic sea ice.

And while a muddle like that would seem to make the science less rather than more reliable, it's actually one more bit of proof that climate change is real. Global warming is sometimes thought of more as "global weirding," with all manner of

complex disruptions occurring over time. This week's events show that climate change is almost certainly screwing with weather patterns ways that go beyond mere increases in temperature – meaning that you'd be smart to hold onto those winter coats for a while longer.

Вправа 42

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія.
Режим виконання: індивідуальний.

Інструкція: Compare your answers to the edits in the article below. This is an example how the information can be processed, using the editing function of the computers.

These are the Print Screens with the editing comments to some parts of the Article, made by a Student. Judging on the comments, does the student believe in what is said in the article?

The screenshot shows a Microsoft Word document titled "1.29 article with edits". The article text is as follows:

Climate Change Might Just Be Driving the Historic Cold Snap

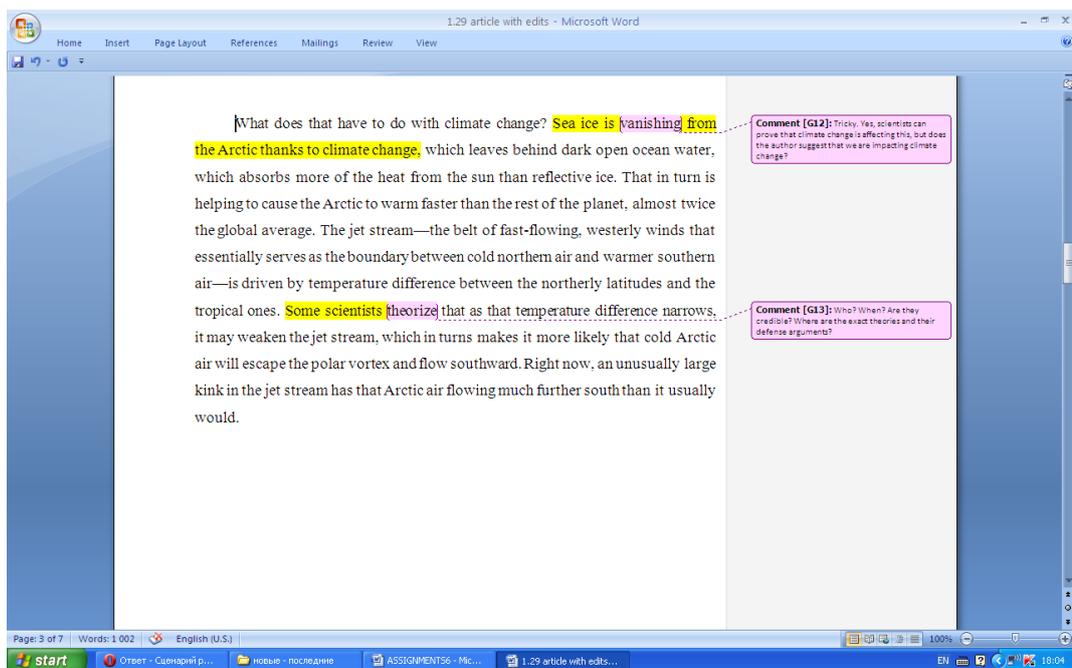
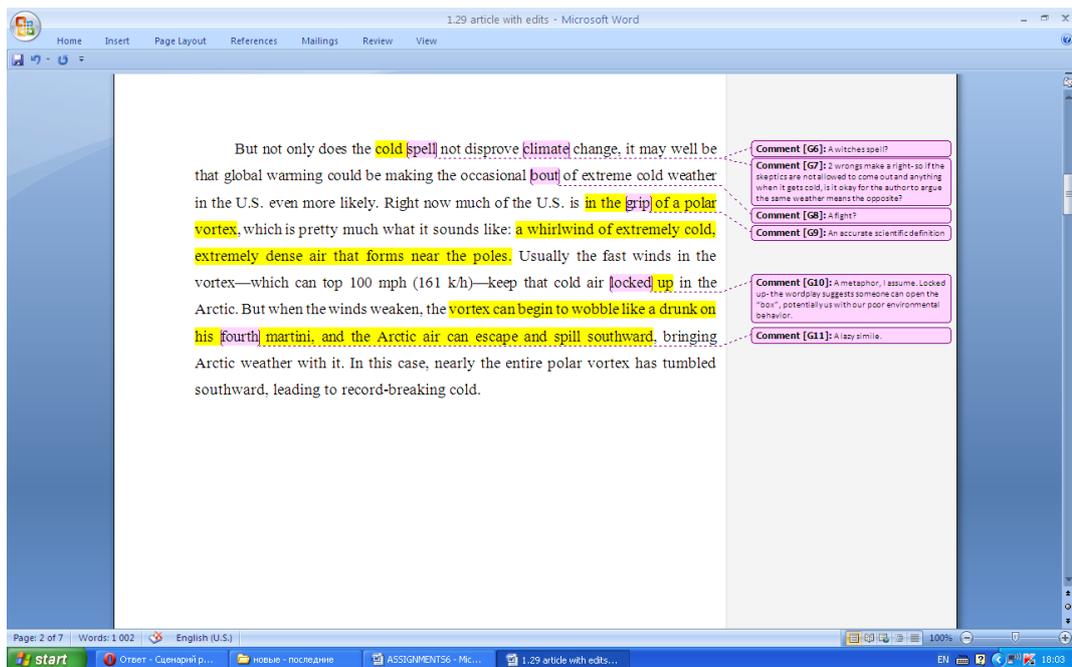
It's polar bear weather today for much of the Midwest. Temperatures are in the -20s° F (-28° C) and -30s° F (-35° C) in eastern Montana, North Dakota, northeast South Dakota, Minnesota and northern Iowa. With the stiff wind, it's even worse—wind chills in the -40s° F (-40° C) and -50s° F (-45° C) are common across Minnesota and North Dakota, cold enough for exposed skin to suffer frostbite in just five minutes. By tonight, the freeze will reach the East Coast, where temperatures from Florida to Maine are expected to be 30° F to 40° F (16° C to 22° C) degrees below normal, extremes that haven't been seen in decades. The National Weather Service isn't kidding when it calls the cold "life-threatening."

Unsurprisingly, the extreme cold has brought out the climate change skeptics, who point to the freeze and the recent snowstorms and say, essentially, "nyah-nyahh!" Now this is where I would usually point to the fact that the occasional cold snap—even one as extreme as much of the U.S. is experiencing now—doesn't change the overall trajectory of a warming planet. Weather is what happens in the atmosphere day to day; climate is how the atmosphere behaves over long periods of time. Winters in the U.S. have been warming steadily over the past century, and even faster in recent decades, so it would take more than a few sub-zero days to cancel that out.

The following comments are visible in the right margin:

- Comment [G1]:** Word choice. Non-suggestive. English would just say "to become frostbitten".
- Comment [G2]:** Just is suggestive. 5 minutes is a timeframe; just makes the timeframe seem short or long.
- Comment [G3]:** Does the article use oversimplification? Here is a great example, portraying all skeptics as little children.
- Comment [G4]:** The first word- Unsurprisingly is not needed. It begs the reader to a point of you. Furthermore, "nyah-nyahh" suggests to the reader that skeptics are little children.
- Comment [G5]:** Reference?

The Windows taskbar at the bottom shows the system clock as 18:03 and the language as English (U.S.).



Words/Expressions/Sentences

With the stiff wind, it's even worse – wind chills in the -40s° F (-40° C) and -50s° F (-45° C) are common across Minnesota and North Dakota, cold enough for exposed skin ***to suffer frostbite*** in just five minutes.

Editing Comments

Word choice is suggestive.
Non-suggestive English would just say "to become frostbitten".

<p>With the stiff wind, it's even worse—wind chills in the -40s° F (-40° C) and -50s° F (-45° C) are common across Minnesota and North Dakota, cold enough for exposed skin to suffer frostbite in <u>just</u> five minutes.</p>	<p>"Just" is suggestive. 5 minutes is a timeframe; "just" makes the timeframe seem short or long.</p>
<p><u>Unsurprisingly</u>, the extreme cold has brought out the climate change skeptics, <u>who</u> point to the freeze and the recent snowstorms and say, essentially, "<u>nyah-nyah</u>."</p>	<p>Use oversimplification. Here is a great example, portraying all skeptics as little children. The first word- Unsurprisingly is not needed. It begs the reader to a point of you. Furthermore, "Nyah Nyah" suggests to the reader that skeptics are little children.</p>
<p>Winters in the U.S. have been warming steadily <u>over the past century</u>, and even faster in <u>recent</u> decades, so it would take more than a few sub-zero days to cancel that out.</p>	<p>There is no reference. Thus, no evidence.</p>
<p>But not only does the <u>cold spell</u> not disprove climate change, it may well be that global warming could be making the occasional bout of extreme cold weather in the U.S. even more likely.</p>	<p>Cold spell is associated with a witch spell.</p>
<p>But not only does the cold spell not disprove climate change, <u>it may well</u> be that global warming could be making the occasional bout of extreme cold weather in the U.S. <u>even more likely</u>.</p>	<p>Two wrongs make a right. If the skeptics are not allowed to come out and anything when it gets cold, is it okay for the author to argue the same weather means the opposite?</p>

<p>But not only does the cold spell not disprove climate change, it may well be that global warming could be making the occasional <u>bout</u> of extreme cold weather in the U.S. even more likely.</p>	<p>Does mean a fight?</p>
<p>Right now much of the U.S. <u>is in the grip of a polar vortex</u>, which is pretty much what it sounds like: <u>a whirlwind of extremely cold, extremely dense air that forms near the poles.</u></p>	<p>It is hardly an accurate scientific definition of a grip of a polar vortex.</p>
<p>Usually the fast winds in the vortex—which can top 100 mph (161 k/h) – keep that cold air <u>locked up</u> in the Arctic.</p>	<p>Locked up- the wordplay suggests someone can open the "box", potentially us with our poor environmental behavior.</p>
<p>But when the winds weaken, the vortex can begin to wobble like a drunk on his <u>fourth</u> martini, and the Arctic air can escape and spill southward, bringing Arctic weather with it.</p>	<p>A lazy simile.</p>
<p>What does that have to do with climate change? Sea ice is <u>vanishing</u> from the Arctic <u>thanks to</u> climate change, which leaves behind dark open ocean water, which absorbs more of the heat from the sun than reflective ice.</p>	<p>That is very tricky. Yes, scientists can prove that climate change is affecting this, but does the author suggest that we are impacting climate change?</p>
<p>Some scientists <u>theorize</u> that as that temperature difference narrows, it may weaken the jet stream, which in turns makes it more likely that cold Arctic air will escape the polar vortex and flow southward.</p>	<p>Who? When? Are they credible? Where are the exact theories and their defense arguments?</p>

<p>In fact, the most <u>recent report</u> from the Intergovernmental Panel on Climate Change concluded that it was likely that the jet stream would shift towards the north as the climate warmed, and that the polar vortex would actually contract...</p>	<p>Likely, not a direct cause and where is the link to the report?</p>
<p>... even as <u>a 2009 study</u> found that sudden stratospheric warming events are becoming <u>more frequent</u>, which in turn seems to be driven by the rapid loss in Arctic sea ice.</p>	<p>Who did the study? Note the wording. Likely, seems. These are not conclusive terms being used.</p>
<p>And while a muddle like that would seem to make the science less rather than more reliable, it's actually one more bit of <u>proof</u> that climate change is real.</p>	<p>PROOF? Proof is defined as something which shows that something else is true or correct.</p>
<p>Global warming is <u>sometimes</u> thought of more as "global weirding," with all manner of complex disruptions occurring over time.</p>	<p>Who said this and when? I have never heard this claim before.</p>
<p>This week's events show that <u>climate change is almost certainly screwing with weather patterns ways</u> that go beyond mere increases in temperature—meaning that you'd be smart to hold onto those winter coats for a while longer.</p>	<p>The repeated argument from climate change "believers" is that failure to change our human behavior will lead to global warming or climate change, making the worlds weather patterns more unstable. See, he doesn't ever make this argument, but everything about the article, in the context of the world, will lead to the conclusion—without ever having to say it.</p>

Вправа 43

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: *Analyze all relevant news articles that you have read before. Say if the authors use appeals to talk about the subtopic. Make notes of the information analysis from the articles in the way the student did it in the exercise above. You may as well use any other way of making notes on the information from your news articles. Discuss in your Project Groups. Have you found more articles which are more optimistic or less optimistic about the future of the subtopic?*

Стадія 2.2. Формулювання гіпотези/ антигіпотези.

Група вправ для формування вмінь формулювати гіпотезу та антигіпотезу ІДП.

Мета: навчити знаходити та доводити аргументи за та проти виучуваного соціокультурного явища у проектних групах, формулювати гіпотезу та антигіпотезу дослідження, та критично їх аналізувати.

Вправа 44

Тип вправи: рецептивно-репродуктивна комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий.

Інструкція: *You have learnt about pros and cons of your controversial subtopics.*

There are many other controversial ideas on different environmental issues. Mark the closest number (1-5) to your own opinion. Find the news articles on one of these issues. Report on them in pairs in different project groups.

1 = Strongly disagree

2= Disagree

3= Not sure/ don't know

4=Agree

5=Strongly agree

Socio-cultural Environmental Issues	1	2	3	4	5
The society is interested in switching to solar car engines, not in earning money on oil and gas consumption.					
The pharmacy is interested in clean ecology and curing people, not in getting profits.					
It seems like someone is interested in making the population of the Earth less, because we are running out of resources. Thus, someone is interested in environmental problems.					
Graffiti is an art, not pollution.					
Overpopulation: is it a human's right, not a way to lead the Earth to exhaustion, thus to famine and geopolitical wars.					
Eco-tourism: it is a true care about nature, not a new way to earn the money. It doesn't make harm to nature anyway.					

Вправа 45

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** груповий, фронтальний.

Інструкція: *As a class, make a full list of the subtopics of each Project Group. First, in your Project Groups think in what way each subtopic is controversial. Briefly discuss in groups.*

*Then, role-play the **Debates** between Project Groups: one group is the journalists, the 2-d group is the university teachers, the 3-d are the students and the 4-th group are experts in the subtopics. Give the argument for and against four controversial issues.*

Вправа 46

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** груповий.

Інструкція: *Make a **Hypothesis** of your research on a chosen subtopic, based on the articles you have read before. For this, you can recollect the **arguments***

*(main ideas) of the articles. You may as well think of **Anti-Hypothesis** for your subtopics. For this, you can think of the **counter-arguments** of the news articles you have read before.*

The hypothesis may be our agreement or disagreement with the controversial issue.

*In terms of the Climate Change issue, the **hypothesis** may be the following:*

Climate Change is hardly a problem for the Planet.

The Planet has to take more preventative measures to stop Climate Change.

The Planet has to face up to the problem of Climate Change and to adapt to the changes.

Climate Change is a burning problem in the world today and it's important for the countries to take preventative measures to adapt to it.

Teacher's Note: Because of problems with result interpretations when trying to probe the hypothesis (usually experiments were designed to "probe" the hypothesis and this led to a lot of problems), scientist decide to probe the Null Hypothesis instead. Then they noticed that this also had some flaws so they decided to go for the Anti Hypothesis, this is all the possible possibilities not included in the Hypothesis. When you fail to probe the **Anti Hypothesis**, then there is no other explanation than the Hypothesis.

Стадія 2.3. Стадія проведення додаткового інформаційного дослідження.

Група вправ для формування вмінь у використанні архівних статей-новин та інших джерел відносно соціокультурного явища, що досліджується.

Мета: навчити знаходити та зіставляти соціокультурну інформацію з архівних статей-новин та інших джерел, таких як книги, журнали, енциклопедії, довідники, інтернет- матеріали про виучуване соціокультурне явище, формувати вміння у аудіюванні аудіо чи відео джерел; організувати інформацію для перевірки висунутої гіпотези; використовувати соціокультурну інформацію для

формування соціокультурних вмінь у говорінні, у обговоренні виучуваної теми з іншими студентами та викладачем, формувати вміння фіксації результатів додаткового дослідження на письмі.

Вправа 47

Тип вправи: репродуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: *Let's sum up. You have learnt news websites navigation, learned to find the relevant news articles, and learnt how to make analysis of the ideas about your subtopics. You have also stated the **Hypothesis**. Now you are starting to work on a Further Information Research, which requires **Data Gathering, Analysis of Data and Conclusion**. Say what you think you will have to do further.*

Вправа 48

Тип вправи: рецептивна некомунікативна. **Місце виконання:** аудиторія. **Режим виконання:** індивідуальний.

Інструкція: *Now learn how the attitude to the issue of Climate Change/ Global Warming has been changed with time. For this, study the archival news articles about Climate Change/ Global Warming, published in The New York Times (Додаток К).*

Вправа 49

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: *Use the archives of the news websites to look for the archival news articles, related to the subtopic of your group research, which show the subtopic in the dynamics and retrospective. Make notes on the relevant information to your group research.*

<http://www.nbcnews.com/> <http://www.npr.org/> <http://www.foxnews.com/>

<http://www.cbsnews.com/> <http://www.aljazeera.com/> <http://abcnews.go.com/>

Вправа 50

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.

Режим виконання: груповий.

Інструкція: It's essential to see how different countries treat the issue of Climate Change/ Global Warming. Here are two news articles, one about the USA and another one is about Ukraine. Read them and say if the attitude to the Climate Change/ Global Warming is the same or not.

Article 1

http://www.washingtonpost.com/national/health-science/global-warming-no-longer-americans-top-environmental-concern-poll-finds/2012/07/02/gJQAs9IHJW_print.html

Global warming no longer Americans' top environmental concern, poll finds

By Juliet Eilperin and Peyton M. Craighill, Published: July 3, 2012

Climate change no longer ranks first on the list of what Americans see as the world's biggest environmental problem, according to a new Washington Post-Stanford University poll.

Just 18 percent of those polled name it as their top environmental concern. That compares with 33 percent who said so in 2007, amid publicity about a major U.N. climate report and Al Gore's Oscar-winning documentary about global warming. Today, 29 percent identify water and air pollution as the world's most pressing environmental issue.

Still, Americans continue to see climate change as a threat, caused in part by human activity, and they think government and businesses should do more to address it. Nearly three-quarters say the Earth is warming, and just as many say they believe that temperatures will continue to rise if nothing is done, according to the poll.

The findings, along with follow-up interviews with some respondents, indicate that Washington's decision to shelve action on climate policy means that the issue has receded – even though many people link recent dramatic weather events to global warming. And they may help explain why elected officials feel little pressure to impose curbs on greenhouse gas emissions.

"I really don't give it a thought," said Wendy Stewart, a 46-year-old bookkeeper in New York. Although she thinks warmer winters and summers are signs of climate change, she has noticed that political leaders don't bring up the subject. "I've never heard them speak on global warming," she said. "I've never heard them elaborate on it."

Michael Joseph, 20, a student at the Wentworth Institute of Technology in Boston, said he sees extreme weather-related events such as the Colorado wildfires and the derecho storm that struck Washington on Friday as "having something to do with climate change." But, like Stewart, he added, "I don't really hear about it that much."

The poll, conducted by phone between June 13 and 21, included 804 adults nationwide and has a margin of error of 4.5 percentage points.

Some who feel passionately about the issue say they have noticed that President Obama is no longer pushing a bill that would limit greenhouse gas emissions and allow emitters to trade pollution credits, a system known as "cap and trade." That proposal stalled in the Senate in 2010.

"I know that he has to pick his battles," said Margaret Foshee, 52, of Arlington County, who works in a ski shop after spending much of her career as a nurse. Describing herself as "a big Obama supporter," Foshee said she hopes the president will do more to address climate change if he wins a second term. "If you don't take a stand on this, we're all doomed. We've got to do something even if no one else's doing it. America should be a leader on a project like this."

Seventy-eight percent of those polled say global warming will be a serious problem if left alone, with 55 percent saying the U.S. government should do "a great deal" or "quite a bit" about it. Sixty-one percent say the same of American businesses. Just 18 percent say the government is doing enough to solve the problem; 13 percent say businesses are taking sufficient action.

While concern about warming crosses party lines, the intensity is sharply different. More than half of Democrats say it will be "very serious" if no action is taken, compared with 23 percent of Republicans and more than a third of independents.

There are also partisan differences in how respondents see the roles of government and business. About three-quarters of Democrats say both government and business should do "a great deal" or "quite a bit" to address global warming. A quarter of Republicans say government should do that much, and 36 percent say so about business.

And although climate legislation has little chance of passage on Capitol Hill right now, it continues to enjoy public support. Seventy-seven percent say the government should limit the amount of carbon dioxide that businesses can emit. It is a rare instance in which majorities of Democrats, Republicans and independents agree, albeit with varying intensity.

There is a widespread belief that personal actions to help halt warming would not impose too much of an individual burden. Just 12 percent say taking such action would make their lives worse, about 43 percent say it would make their lives better, and an equal number say it wouldn't make a difference.

Stanford University communications professor Jon Krosnick, whose team conducted the poll with The Post, said the survey shows that public support for action on climate change has remained level.

"There's really no movement in recent years in support for the amount of government effort they want to see put into the problem," Krosnick noted. "But clearly the salience of the issue has declined a bit, [so] the pressure the public puts on government will be less."

Just under four in 10 polled say global warming is extremely or very important to them, the lowest percentage since 2006 and down from 52 percent in 2007. Just 10 percent say it is extremely important to them personally, down from 15 percent in 2011 and 18 percent in 2007.

"The good news is that the public understands that the global warming problem is serious, and they overwhelmingly support serious solutions. The sad news is that, with reduced mainstream-media coverage and with big polluters and their allies in the media and in Congress falsely screaming hoax, the issue is not as high a priority," said Gene Karpinski, president of the League of Conservation Voters. "But record-breaking temperatures, intense droughts and wildfires, and other climate-related disasters will hopefully be a wake-up call."

Sen. James M. Inhofe (Okla.), a climate skeptic and the top Republican on the Senate Environment and Public Works Committee, said in a statement, "The irony, of course, is that the president who came into office promising to slow the rise of the oceans has presided over the complete collapse of the global warming movement."

He added that environmentalists have not criticized Obama because "they've no doubt been assured that if he is reelected, he will have the 'flexibility' to institute the largest tax increase in American history through regulations because he could not do it through legislation."

People's knowledge about global warming has declined as well over the past five years. Today, 55 percent say they know a lot or a moderate amount about it, down from 68 percent.

While many Republican lawmakers and candidates – including the party's presumptive presidential nominee, Mitt Romney – question the connection between human activity and climate change, a majority of Americans say such a link exists. Thirty percent say climate change is caused by humans, and 47 percent say both human and natural factors contribute to it. Just 22 percent think climate change stems from natural causes alone.

Beth Abbadusky, 70, a retired office worker who lives near Moline, Ill., said she does not think humans are influencing the climate.

"I'm a Christian. I feel that we humans don't have a lot of control over nature," she said. "We just accept what's going on."

Abbadusky added that while she favors Romney over Obama, their positions on the climate "would not be a factor" in her vote. Overall, she said of politicians and global warming: "They're not talking much about it anymore."

Trust in scientific opinion on global warming continues to be less than robust. About a quarter of the public trusts what scientists say about the issue "completely" or "a lot," while 35 percent, trust scientists only a little or not at all. Thirty-eight percent trust scientific opinions a moderate amount.

Part of this lack of trust could be due to how Americans see climate scientists' motivations for their work. More than a third of them think that scientists who say

climate change is real make their conclusions based on money and politics. Almost half say scientists who deny that climate change exists base their conclusions on their economic and political interests.

(Editor's Note: This article includes comments from Stanford professor Jon Krosnick, whose team conducted the poll with The Post. The Post, which had editorial control over the polling and the reporting, was not aware that Krosnick served on the board of Climate Central, an activist organization on climate issues. Krosnick has subsequently resigned that position.)

Article 2

<http://en.necu.org.ua/climate-change/>

Climate change

Global climate change is one of the most critical environmental problems faced by the humanity. According to forecasts made by top international climate think-tanks, over the next century the global temperature will rise by 2-5 degrees Centigrade. This rate of global warming will cause severe climate changes, and different ecosystems will be endangered. Today we can undoubtedly say that significant climate changes are taking place. We have to think and understand that humanity has no right to use the atmosphere for pollution. If we do not start taking actions, very soon the humanity will reach the limit, and if going beyond it, we will not be able to stop climate changes, while the future life on the planet will be at risk.

The primary cause of climate change is usage of fossil fuels and inefficient consumption of the generated energy. Anthropogenic greenhouse gases result in the growing greenhouse effect. Excessive gases emitted by the thermal power plants, transport, agriculture, industry and forest fires trap solar heat in the lower atmosphere and prevent it from returning to space.

After-effects.

The most measureable effect of the climate change is not a gradual warming, but extreme weather events, such as severe droughts, floods, storms, hurricanes, more frequent extremely hot days.

Global sea level rises, and oceanic currents can significantly change. Humanity will face troubles with water supply, agriculture and forest land degradation.

Ukraine's place in the global climate change process.

Today Ukraine is among 20 largest emitters of greenhouse gases (GHGs) in the world after the USA, Russia, Japan, Germany, Canada, the UK, France, Italy, and Australia.

On 15 March 1999, Ukraine signed the Kyoto Protocol which lists specific commitment for our state. The treaty conditions turned out very mild for Ukraine since they do not require GHG emission reduction, and even allow increasing them to the level of 1990.

The National Ecological Centre of Ukraine aims to monitor activity of the Ukrainian government and impact its decisions for implementation of the climate protection programs. The NECU participates in activities of the NGO Working Group (NGO WG) on Climate.

*The NECU is a member of the NGO WG.

Вправа 51

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** груповий.

Інструкція: *Make a questionnaire to ask the other students from another project groups and your teacher what aspects of your subtopics they would like to learn more about. Conduct the short interview.*

Вправа 52

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** груповий.

Інструкція: *Make a survey – a list of things the others would like to know about your subtopic. Consider their interests in Further Research.*

Вправа 53

Тип вправи: рецептивно-репродуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** індивідуальний, груповий.

Інструкція: *Follow the link to see the Internet websites, related to Climate Change/ Global Warming. <http://www.livescience.com/topics/global-warming/>. Study the information, say if it proves the Hypothesis or not.*

Вправа 54

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний, груповий.

Інструкція: *In Project Groups, search the information related to your subtopics, using books, magazines, Internet audio and video materials and others to learn more about the controversy to make the Hypothesis check in your Project Groups. Bring the information together.*

Стадія 2.4. Стадія створення кінцевого продукту проекту.

Група вправ для розвитку соціокультурної здатності та готовності критично осмислювати соціокультурне явище, що досліджується.

Підгрупа вправ 2.4.1 для формування вмінь критичної оцінки соціокультурного явища, що досліджується з метою представлення його у “соціокультурній матриці”.

Підгрупа вправ 2.4.2 для формування вмінь формулювати результати проведеного інформаційного дослідження.

Мета: зіставляти соціокультурну інформацію з різних джерел, організувати її, критично оцінювати досліджуване соціокультурне явище за допомогою "соціокультурної матриці", яка передбачає виклик попереднього соціокультурного знання, розуміння нового соціокультурного знання, розуміння областей застосування даного знання, аналіз, синтез, формулювання власного ставлення, прогнозування соціокультурного явища; формувати вміння використовувати набуті соціокультурні знання, навички та вміння у спілкуванні з представниками інших культур та навчання такому спілкуванню студентів у подальшій педагогічній діяльності; формулювати результати ІДП та визначати тип та форми кінцевого продукту.

Перейдемо до розгляду підгрупи вправ 2.4.1 для формування вмінь критичної оцінки соціокультурного явища, що досліджується з метою представлення його у "соціокультурній матриці".

Вправа 55

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *What are your feelings on the Climate Change/ Global Warming issue? Are you optimistic or pessimistic about the future? Do you still understand those who have another point of view? What can be their arguments?*

Вправа 56

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** фронтальний.

Інструкція: Tick the factors you think the person should consider when building his opinion to the socio-cultural issue. Say why they are important? Which are the factors not to be considered alone?

Opinion	
Factor to Consider	Tick
Prior Knowledge	
Prior Experience	
Opinion of the people whose ideas are appreciated by you	
Opinion of Experts	
Feelings	
Intuition	
Mood	
Latest News	
State of the things in the past	
Information from a number of different resources	

Вправа 57

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *Based on your research, say what is your personal attitude to the subtopic that your Project Group has been working on. Remember that there is nothing wrong if your attitude is negative to some socio-cultural phenomenon, BUT it's extremely wrong to make judgment based on your feelings only and to miss the facts, evidence. It's also advisable to review the situation with time. The circumstances may change. Jumping to conclusions based on feelings only, may lead to bias.*

Вправа 58

Тип вправи: рецептивно-репродуктивна умовно-комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** індивідуальний.

Інструкція: *There is one thing we have to learn is to make predictions on what's going to happen to the socio-cultural phenomenon of your subtopic. Here are two news articles predicting the Future of Global Warming. Read the articles and say what they predict.*

<http://www.telegraph.co.uk/earth/environment/globalwarming/10471304/Carbon-in-atmosphere-could-warm-planet-for-centuries.html>

Carbon in atmosphere 'could warm planet for centuries' (24 Nov 2013)

By Nick Collins, Science Correspondent

Global warming could continue for centuries even if carbon emissions were stopped overnight



A diesel particulate filter captures small soot particles, preventing them from being expelled into the atmosphere

Carbon dioxide which is already in our atmosphere could continue warming the planet for centuries even if new emissions were entirely halted, scientists claim.

A new analysis of future carbon emission scenarios found that it may take significantly fewer emissions for global temperatures to reach unsafe levels than previously thought.

Carbon dioxide, the most important greenhouse gas, has long-term effects because it can remain in the atmosphere for centuries after it is emitted.

To understand how long its influence on global temperatures will last, scientists produced a computer model of a scenario where all carbon emissions were immediately stopped after 1,800 billion tonnes had been released into the atmosphere.

They found that 40 per cent of the carbon would be absorbed by the oceans or landmasses within 20 years of emissions ceasing, 60 per cent within 100 years and 80 per cent within 1,000 years.

The decreasing levels of carbon in the atmosphere should in theory have a cooling effect, but this would be outweighed by the fact the oceans will absorb less and less heat as time goes on.

Previous studies had suggested that global temperatures would remain steady or decline if emissions were suddenly stopped, but did not account for the declining capacity of the oceans to continue absorbing heat, the scientists claimed.

Eventually the warming effect of heat which is no longer being absorbed by the oceans and is lingering in the atmosphere will outweigh the cooling caused by declining CO₂ levels, they said.

Results published in the Nature Climate Change journal suggest that after an initial century of cooling following the stoppage of emissions, the planet would then warm by 0.37C over a 400 year period.

Although the change sounds small, it is almost half the total amount of warming seen since the start of the industrial era which stands at 0.85C.

According to the Intergovernmental Panel on Climate Change, an increase of 2C or more above pre-industrial levels could result in dangerous effects on the climate system.

Experts have previously warned that to keep global temperature rises below 2C, humans must keep the total amount of carbon dioxide emitted in the industrial era below 1,000 billion tonnes, about half of which has already been released.

But the new study suggests the 2C benchmark could be reached with significantly lower carbon emissions.

Dr Thomas Frölicher of Princeton University, who led the study, said: "If our results are correct, the total carbon emissions required to stay below two degrees of warming would have to be three-quarters of previous estimates, only 750 billion tons instead of 1,000 billion tons of carbon.

"Thus, limiting the warming to two degrees would require keeping future cumulative carbon emissions below 250 billion tons, only half of the already emitted amount of 500 billion tons."

<http://www.telegraph.co.uk/earth/environment/globalwarming/10730590/Global-warming-theres-hope-amid-the-gloom.html>

Global warming - there's hope amid the gloom (28 Mar 2014)

By Geoffrey Lean

Scepticism has replaced concern over climate change, so world leaders must speak up even louder about the dangers



A scene from 'The Day After Tomorrow': Hollywood fiction but global warming threatens lesser ills

Here we go again. On Monday the world's governments and top climate scientists will publish the most devastating assessment yet of what global warming threatens to do to the planet. And that, in turn, will intensify a new bid to forge an international agreement to tackle it.

World leaders will meet in New York in September to address climate change for the first time since the ill-fated 2009 Copenhagen summit. Then they assemble again in Paris in December next year to try once more to conclude a pact to reduce emissions of carbon dioxide and other greenhouse gases. But they are approaching it in a very different atmosphere from five years ago.

Not that the scientific warnings are any the less severe – quite the reverse. Monday's report by the Intergovernmental Panel on Climate Change (IPCC), to be released in Yokohama, Japan, is still being completed. But its final draft predicts that, unless speedy action is taken, floods and droughts will greatly increase, "hundreds of millions" of coastal dwellers will have to flee their homes, and the yields of major crops will fall even as population grows.

It will follow another IPCC report, in September, stating with at least 95 per cent certainty that humanity is heating up the planet. A third, to be published next month, will conclude that not nearly enough is being done to head off disaster. And this week a World Meteorological Organisation report concluded that recent extreme weather – such as our floods, the icy American winter, and an unprecedentedly hot 2013 in Australia – are consistent with global warming, while the Met Office warned that heatwaves worse than the one that killed 2,000 Britons in 2003 will blight most summers by the 2040s.

Last time, such warnings were almost universally accepted, but they now fall on much more sceptical ears. That is partly because the predecessor to Monday's report contained several inaccuracies, most notably vastly overestimating the rate at which Himalayan glaciers are melting.

Over the intervening years, fashionable scepticism has replaced fashionable concern over climate change. And government leaders, traumatised by their experience in Copenhagen, have tended to stay quiet.

So while expectations were sky-high for what was dubbed “Hopenhagen”, they are rock-bottom for Paris next year. Yet it is possible that the present pessimism is equally misplaced. For there have also been more positive changes.

Almost unnoticed in Britain, the two main obstacles to agreement in the Danish capital – the United States and China – are taking a lead in combating global warming, no small thing considering that they together account for two-fifths of world emissions. President Obama – who privately feels his record on climate change was the biggest failure of his first term – has made it a top priority for his second.

Unable to get climate laws through a Republican House of Representatives, he is instead resorting to executive orders to cut carbon dioxide emissions from vehicles and power stations. Together with the rapid expansion of shale gas – less polluting than coal – these are likely, unexpectedly, to enable the US to meet the target of a 17 per cent reduction by 2020 unveiled, to widespread scepticism, in Copenhagen.

Even more improbably, China, which burns about half the world’s coal, is beginning to move away from it, partly to clean up the smogs that kill an estimated quarter of a million of its citizens each year. Scores of planned new coal plants are being scrapped, while in December the national energy administration announced that, for the first time, more renewable energy than fossil-fuel power generation capacity joined the grid in the first 10 months of 2013. Some expect China’s emissions to peak in the next decade.

The two governments have agreed to cooperate, and the US is prioritising an international agreement in Paris. Meanwhile 61 of the 66 countries responsible for 88 per cent of the world’s emissions have passed legislation to control them: in all, nearly 500 laws have been adopted worldwide.

There is also a shift from seeing combating climate change as sacrificing growth to realising that it can increase it.

Renewable energy is taking off; it’s worldwide capacity is already over 10 times what was predicted at the turn of the millennium. And opposition to action is beginning to fade. One survey shows that even most US Republicans under the age of 35 regard sceptics as “ignorant”, “out of touch” or “crazy”.

It could, of course, all yet go horribly wrong, as in Copenhagen. Even at best, no agreement in Paris is likely to match up to what is needed to control global warming.

But, despite the prevailing gloom, a more solid basis for making a start on tackling the threat may be coming into place than in the heady atmosphere of 2009.

Вправа 59

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: груповий.

Інструкція: *In your Project Groups, find the information on the predictions of the socio-cultural issue you have been doing research on. Organize all the information that your group has previously found on the socio-cultural issue into "socio-cultural matrix" below.*

Critical Thinking Skills	Question to Answer	Socio-Cultural Information
Prior Knowledge	Give an example of... What do you already know about?	
Where It can be Applied	How can one use this in (...)/ for (...) How can it be applied in real life?	
Understanding	Explain why ... ? Why is it important ... ? What's the use of ... ?	
Analysis	What ... means? What comprises ... ? What will happen, if... What are the strengths and weaknesses of ... ?	
Synthesis	What are the possible solutions to ... ? Do you agree with the statement ... ? How can you prove your idea?	
Opinion	Which argument is the best and why? Compare this and that, based on ...	
Prediction/ Forecast	What do you think will happen next, in terms of...?	

Підгрупа вправ 2.4.2 для формування вмінь формулювати результати проведеного інформаційного дослідження.

Вправа 60

Тип вправи: продуктивна комунікативна. **Місце виконання:** аудиторія.
Режим виконання: фронтальний.

Інструкція: *Where can the information about this socio-cultural issue be applied? How can you, personally, apply this information in:*

- 1) *communication with foreigners;*
- 2) *teaching students in your future teaching career.*

Вправа 61

Тип вправи: продуктивна умовно-комунікативна. **Місце виконання:** аудиторія. **Режим виконання:** парний.

Інструкція: *Role- play the situations in pairs:*

1) *One of you is Ukrainian and another one is a foreigner. Have a small talk. Say what country you are in. Give details of the occasion in the dialogue: where you are having a talk, what you are doing there, how long you have been staying. Perform the conversation naturally; use the facts from the news in a natural flow, to make a person you are talking to, interested and involved in the conversation.*

2) *One of you is a University teacher and another one is a student. Say what the topic of your lesson is and what the socio-cultural aspect is. The student asks the question and the teacher has to be knowledgeable about it.*

Вправа 62

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** груповий.

Інструкція: *Depending on where you can apply the information that you got from your research, think of the possible type of end product for “Our Planet, Our Home” project.*

Вправа 63

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** груповий.

Інструкція: *You have researched the News Websites in UK and the USA, using the Internet, current Media or academic sources. You have chosen one aspect which your Project Group considers to be the most interesting, studied it in detail. Allocate the tasks for everyone in your group to prepare the End Product. Write what will be done by:*

- 1) Student A
- 2) Student B
- 3) Student C
- 4) Student D

Make the End Product of your project.

III. Завершальний етап.

Підсистема вправ, спрямованих на презентацію кінцевого продукту та підведення підсумків ІДП.

Стадія 3.1. Стадія презентації кінцевого продукту ІДП.

Група вправ для формування вмінь презентувати кінцевий продукт ІДП.

Мета: формувати вміння робити презентацію кінцевого продукту, який являє собою знання, думку про соціокультурне явище, яке можливо застосувати у реальному житті.

Вправа 64

Тип вправи: продуктивна комунікативна. **Місце виконання:** поза аудиторією. **Режим виконання:** груповий.

Інструкція: *Prepare a 20-minute presentation for your group mates using available visuals (PowerPoint, videos etc.). Plan your presentation carefully. Estimate the time. Prioritize the tasks. See the sample list of things to be done. In groups write your names (Due Person) next to the activities.*

№	<i>Things to be done</i>	<i>Due Person</i>
1	Choosing the most relevant information to present.	
2	Making the charts, bar charts, pie charts, diagrams etc.	
3	Making a list of sources of information used.	
4	Choosing a method and structure of the presentation.	
5	Making a Power Point Pattern for presentation.	
6	Finding the pictures.	
7	Proofreading.	
8	Making a presentation.	
9	Making a dry-run.	

Вправа 65

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** поза аудиторією. ***Режим виконання:*** груповий.

Інструкція: *In project Groups present the End Product.*

Стадія 3.2. Підведення підсумків.

Група вправ 3.2 для формування вмінь рефлексії та оцінювання результатів ІДП.

Мета: формувати вміння давати оцінку проектній роботі.

Вправа 66

Тип вправи: репродуктивна умовно-комунікативна. ***Місце виконання:*** аудиторія. ***Режим виконання:*** індивідуальний, фронтальний.

Інструкція: *Recollect the project activities. Which activities did you find the most interesting, the least interesting, the most difficult, the least difficult, the most useful and the least useful? Fill in the table and say to the class.*

Evaluation	Project Activity
Most interesting	
Least interesting	
Most difficult	
Least difficult	
Most useful	
Least useful	

Вправа 67

Тип вправи: продуктивна комунікативна. ***Місце виконання:*** аудиторія.

Режим виконання: фронтальний.

Інструкція: *Say if you liked to do the Project Work. In what way was it beneficial? If not, say why.*

Додаток Т

Список публікацій за темою дисертації та відомості про апробацію результатів дисертації

Праці, в яких опубліковані *основні* наукові результати дисертації:

1. Безвін, Ю. Г. (2015а). Лінгвометодичні особливості електронних статей-новин у формуванні соціокультурної компетентності особистості. *Теоретичні питання культури, освіти та виховання*, 52, 79-83.
2. Безвін, Ю. Г. (2015b). Психолого-педагогічні передумови формування соціокультурної компетентності у майбутніх викладачів англійської мови. *Педагогічні науки: теорія, історія, інноваційні технології*, 10 (54), 3-10.
3. Безвін, Ю. Г. (2015c). Стаття-новина як джерело формування соціокультурної компетентності майбутнього викладача іноземних мов. *Придніпровський научний вестник*, 5 (159), 62-68.
4. Безвін, Ю. Г. (2016а). Експериментальна перевірка ефективності методики формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами проектної роботи. *Вісник Київського національного лінгвістичного університету, Серія: Педагогіка та психологія*, 25, 55-66.
5. Безвін, Ю. Г. (2016b). Культурознавчий аспект у формуванні соціокультурної компетентності майбутніх викладачів англійської мови на основі рівневого підходу. *Теоретичні питання культури, освіти та виховання*, 53, 49-52.
6. Безвін, Ю. Г. (2016c). Основные методы обучения в процессе формирования социокультурной компетентности личности при изучении иностранных языков. *Современный научный вестник*, 17 (264), 19-26.
7. Безвін, Ю. Г. (2016d). Система вправ для формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами інформаційно-дослідницького проекту. *Іноземні мови*, 3, 36-41.
8. Безвін, Ю. Г. (2016e). Формування соціокультурної компетентності майбутніх викладачів іноземних мов у контексті науково-педагогічних досліджень. *Наукові записки Національного університету "Острозька академія"*, 61, 171-174.

9. Подосиннікова, Г. І. і Безвін, Ю. Г. (2006). Використання методу проектів для формування професійно-педагогічної компетенції у студентів вищих мовних навчальних закладів. *Іноземні мови, 1*, 30-37.

10. Bezvin, I. G. (2014). The Problem of Developing Socio-Cultural Competence of Future University Teachers of English in Reading News Articles on the Internet News Sites Using Project work. *Science and Education a New Dimension, Pedagogy and Psychology, 19*, 7-9.

Праці *апробаційного* характеру:

11. Безвін, Ю. Г. і Подосиннікова, Г. І. (2017). *Controversial Issues: Forming Communicative Competence through Project Work = Суперечливі проблеми: формування комунікативної компетентностями засобами проектної роботи*. Суми, Україна: СумДПУ імені А. С. Макаренка.

Праці, які *додатково* відображають наукові результати дисертації:

12. Безвін, Ю. Г. (2013). Проблема формування лінгвосоціокультурної компетентності у процесі навчання читання. В. Г. Ціватий, Н. А. Шпак (Ред.), *Іноземна мова професійного спрямування як складова підготовки дипломатів та фахівців у сфері зовнішніх зносин* (сс. 164-166). Київ, Україна: ДАУ при МЗС України.

13. Безвін, Ю. Г. (2015d). Роль критичного мислення у процесі формування соціокультурної компетентності у майбутніх викладачів англійської мови. В С. Б. Кузікова, І. М. Щербакова і Н. О. Пасічник (Ред.), *Етнічна самосвідомість та крос-культурна взаємодія сучасної молоді*. Матеріали VI міжнародної науково-практичної конференції студентів, аспірантів та молодих вчених, Суми, 26 берез. 2015 (сс. 206-208). Суми, Україна: Вид-во СумДПУ імені А. С. Макаренка.

14. Безвін, Ю. Г. (2016f). Культурознавчий аспект у формуванні соціокультурної компетентності майбутніх викладачів англійської мови. В С. Б. Кузікова, І. М. Щербакова, Н. О. Пасічник (Ред.), *Етнічна самосвідомість та міжетнічна взаємодія в сучасному світі* (сс. 197-201). Суми, Україна: Видавництво СумДПУ імені А. С. Макаренка.

Основні положення та результати проведеного дослідження оприлюднено на *міжнародних* науково-практичних конференціях:

1. "Актуальні проблеми лінгвістики та лінгводидактики у контексті євроінтеграції" (м. Київ, Київський національний лінгвістичний університет, 4-6 квітня 2006 р., очна форма участі);

2. "Іноземна мова професійного спрямування як складова підготовки дипломатів та фахівців у сфері зовнішніх зносин" (м. Київ, Дипломатична академія України при МЗС України, 31 травня 2013 р., очна форма участі);

3. "Україна і світ: діалог мов та культур" (м. Київ, Київський національний лінгвістичний університет, 19-21 березня 2014 р., очна форма участі);

4. "Современные проблемы науки и образования" (м. Будапешт, 28-30 січня 2014 р., заочна форма участі);

5. "Етнічна самосвідомість та крос-культурна взаємодія сучасної молоді" (м. Суми, Сумський державний педагогічний університет імені А. С. Макаренка, 26 березня 2015 р., очна форма участі);

6. "Етнічна самосвідомість та міжетнічна взаємодія в сучасному світі" (м. Суми, Сумський державний педагогічний університет імені А. С. Макаренка, 30 березня 2016 р., очна форма участі);

7. "Міжкультурна комунікація: мова – культура – особистість" (м. Острог, Національний університет "Острозька академія", 07-08 квітня 2016 р., очна форма участі);

8. "Актуальні питання методики викладання суспільних та гуманітарних дисциплін в умовах розбудови сучасної школи" (м. Суми, Сумський державний педагогічний університет імені А. С. Макаренка, 30 березня 2017 р., очна форма участі).

Додаток У

**Акти впровадження пропонованої методики у навчальний процес
вищих навчальних закладів**



УКРАЇНА

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВОЛОДИМИРА ГНАТЮКА**

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Від "25" 05 2016 р. № 666-33/09
На № _____ від "___" _____ 2016 р.

АКТ

**про впровадження результатів дисертаційного дослідження
Безвін Юлії Геннадіївни**

**з теми "Формування соціокультурної компетентності у майбутніх викладачів
англійської мови засобами проєктної діяльності" в навчальний процес
за спеціальністю 13.00.02 – теорія і методика навчання: германські мови**

Впровадження методики формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами проєктної діяльності, запропонованої Безвін Юлією Геннадіївною, відбувалось у Тернопільському національному педагогічному університеті імені Володимира Гнатюка в I семестрі 2015-2016 навчального року серед 10 студентів магістратури, які навчаються за спеціальністю 8.02030302 Мова і література* (англійська).

Запропонована методика сприяє забезпеченню формування усіх компонентів соціокультурної компетентності: знань про культуру і країну вивчуваної мови, а саме соціокультурного фонду, тем «табу» і «безпечних» тем спілкування; вмінь використовувати набуті соціокультурні знання для ідентифікації та аналізу соціокультурного явища у процесі критичного читання та інтерпретації актуальних статей-новин; здатності та готовності до міжкультурного спілкування, зокрема, використання соціокультурних знань для реалізації соціокультурної спостережливості, чутливості, емпатії, толерантності, неупередженості, доброзичливості у процесі спілкування з носіями мови та у подальшій професійно-педагогічній діяльності.

Вдосконалення рівня сформованості соціокультурних знань, навичок, умінь, здатності та готовності до здійснення міжкультурної взаємодії студентів магістратури свідчить про дієвість розробленої методики та ефективність розробленої системи вправ з використанням інформаційно-дослідницького проєкту, що дозволяє зробити висновок про доцільність їх використання з метою навчання майбутніх викладачів англійської мови.

Акт про впровадження затверджений на засіданні кафедри практики англійської мови та методики її викладання (протокол № 10 від 19 травня 2016 року).

Завідувач кафедри практики англійської мови та методики її викладання

І. П. Задорожна

Декан факультету іноземних мов

М. С. Кебало

Проректор з наукової роботи та міжнародного співробітництва

Б. Б. Буяк





МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХЕРСОНСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

вул. 40 років Жовтня, 27, м. Херсон, 73003. Тел.: +38(0552) 32-67-05, 32-67-31; факс 49-21-14; e-mail: office@ksu.ks.ua; http://www.kspu.edu
 МФО 820172 код за ЄДРПОУ 02125609 р/р 3522 7222 000120; 3521 2022 000120 банк ГУДКСУ в Херсонській обл.

07.06. 2016 р. № 01-28/1121
 На № _____ від _____ 2016 р.

АКТ

про впровадження результатів дисертаційного дослідження
Безвін Юлії Геннадіївни
 в навчальний процес
 за спеціальністю 13.00.02 – теорія і методика навчання: германські мови

Методика формування соціокультурної компетентності у майбутніх викладачів англійської мови, розроблена Юлією Геннадіївною Безвін з теми: «Формування соціокультурної компетентності у майбутніх викладачів англійської мови засобами проектної діяльності», була впроваджена в навчальний процес у першому семестрі 2015-2016 навчального року. Експериментальне навчання проходило в магістратурі зі спеціальності «Мова і література (англійська)» факультету іноземної філології Херсонського державного університету. В цілому, у навчанні взяли участь 30 студентів.

Розроблена методика вирішує проблему навчання пошуку сайтів електронних газетних та журнальних видань, які містять статті-новини для формування соціокультурної компетентності у майбутніх викладачів англійської мови, навчання відбору статей-новин, що охоплюють найактуальнішу соціокультурну інформацію, яку майбутній викладач може використовувати у спілкуванні та у навчанні своїх студентів, навчання критичного аналізу достовірності чи упередженості отриманої інформації, яке є основою для формування толерантного відношення до соціокультурного явища іншомовної культури.

Розроблена система вправ містить відповідні групи вправ для засвоєння соціокультурних знань, формування соціокультурних навичок та розвитку соціокультурних вмінь, зокрема, у читанні автентичних статей-новин, розвитку здатності та готовності студентів до іншомовного міжкультурного спілкування.

Аналіз результатів засвоєння матеріалу студентами свідчить про дієвість розробленої методики. Результати впровадженої методики схвалені на засіданні кафедри англійської мови та методики її викладання Херсонського державного університету (протокол № 13 від 11.05.2016).

Завідувач кафедри англійської мови та
 методики її викладання
 доктор педагогічних наук,
 професор

О. О. Заболотська

Проректор з наукової роботи,
 доктор педагогічних наук,
 професор



В. Л. Федяєва



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
**ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
 ІМЕНІ Т. Г. ШЕВЧЕНКА**

вул. Гетьмана Полуботка, 53, м. Чернігів, 14013, Тел. 3-36-10

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Код ЄДРПОУ 02125674

30.05.2016

№ 20

На №

від

АКТ

про впровадження результатів дисертаційного дослідження

Безвін Юлії Геннадіївни

з теми “Формування соціокультурної компетентності
 у майбутніх викладачів англійської мови засобами проектної діяльності”
 на здобуття наукового ступеня кандидата педагогічних наук
 зі спеціальності 13.00.02 – теорія і методика навчання (германські мови)

Методика навчання, розроблена Безвін Юлією Геннадіївною, спрямована на формування соціокультурної компетентності у майбутніх викладачів англійської мови у ході інформаційно-дослідницького проекту.

Зазначена методика була впроваджена в навчальний процес студентів спеціальності 8.02030302 “Мова і література (англійська)” філологічного факультету Чернігівського національного педагогічного університету імені Т. Г. Шевченка у першому семестрі 2015-2016 навчального року. В експериментальному навчанні взяли участь 18 студентів магістратури. Акт про впровадження запропонованої методики ухвалено на засіданні кафедри германської філології (протокол №10 від 25 травня 2016 р.).

Навчання майбутніх викладачів англійської мови за розробленою методикою формування соціокультурної компетентності організовано за наступними принципами: навчання з опорою на критичне мислення, інтерактивності, природньої мотивації, автономії, співробітництва, проблемності та інтегрованості.

Запропонована система вправ містить достатню кількість вправ для розвитку у студентів англомовної соціокультурної компетентності: знань про культуру і країну виучуваної мови, вмінь використовувати соціокультурні знання для ідентифікації та аналізу соціокультурного явища, здатності та готовності до спілкування англійською мовою.

Аналіз результатів перевірки умінь студентів свідчить про те, що вказана методика сприяє формуванню соціокультурної компетентності у майбутніх викладачів англійської мови, а також загальній ефективності навчального процесу.

Завідувач кафедри германської філології,

кандидат філологічних наук, доцент

О. О. Борисов

Перший проректор

проректор з науково-педагогічної роботи,

доктор історичних наук, професор



(Handwritten signature of O. O. Borisov)
(Handwritten signature of V. O. Dyatlov)

В. О. Дятлов