

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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of URBAN ECONOMY in KHARKIV**

Methodological guidelines

for Independent work

on the subject

“ENGLISH”

(for 2-year full-time students specialty 263 – Civil Defence)

Kharkiv – O. M. Beketov NUUE – 2021

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INTRODUCTION

These educational materials are designed for the ESP students of Civil Defence department of the second year of studies to develop their knowledge and skills in the English language.

This manual is based on the authentic texts from different sources concerning cross-cultural issues. It contains the tasks for reading and translation, vocabulary tasks and grammar exercises.

Each unit contains:

- An authentic text for reading and translation;
- Comprehension exercises;
- Exercises for memorization and mastering new vocabulary;
- Grammar exercises;
- Supplementary reading.

The manual is recommended for practical lessons.

Unit 1. From the history of Kharkiv.

Task 1. Read and translate the text

The city of Kharkiv is one of the major industrial, commercial, scientific and cultural centres of Ukraine. Its architecture has been influenced by varying conditions of life, habits and traditions of the Ukrainian people.

The river Dnieper has always played the most important role in life and economic activities of the Ukrainian people. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.

In the 14th century the right-Bank Ukraine and small regions on the left bank of the Dnieper were occupied by Poland and Lithuania, later united into Rzecz Pospolita.

Many Ukrainian peasants and Cossacs often rebelled against the power of Polish Roman Catholic nobility and began to flee to desolate parts of the Left-Bank Ukraine. They began growing crops, building villages, townships and fortresses. There were no big landlords on that territory then. Therefore this land was called Slobodskaya Ukraina, i.e. “free Ukrainian Land”.

In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it. During the first 12 decades of its existence the town was self-governed. Its administration was elected by the Cossacs and headed by the Cossac Colonel, also an elected official. The Voyevoda controlled only military affairs.

The population was almost Ukrainian and it was only in the second quarter of the 19th century that it became multinational. In the 1770's Catherine II abolished the autonomy of the Cossacs and divided Ukraine into a number of provinces (governorates) headed by Governors appointed by Monarch.

Since then the city has been developing rapidly. Its squares were surrounded with wooden or brick houses of one or two or even three storeys.

In 1805 the University of Kharkov was founded. The Assumption Cathedral, the oldest in city, was built in 1778. And in 1821-1844 its magnificent belfry was erected to mark the victory of the Russian Army over Emperor Napoleon of France.

Kharkovites have always loved theatre. They first saw theatre performances in the end of 18th century. In 1841 a building was erected for the permanent Drama Theatre.

The architecture of Kharkiv reflected variety of styles. There worked lots of famous architects.

After 1934 Kharkiv remained one of the most important and beautiful cities of Ukraine.

Task 2. Answer the questions

1. What is Kharkiv famous for?
2. Who occupied the right-Bank Ukraine and small regions on the left bank of the Dnieper in the 14th century?
3. Why did many Ukrainian peasants and Cossacs begin to flee to desolate parts of the Left-Bank Ukraine?
4. What did they begin doing?
5. What did Catherine II do in the 1770's?
6. What was founded in 1805?
7. What architects worked in Kharkiv?

Task 3. Match the sentences halves.

- | | |
|--|---|
| 1 The river Dnieper has always played | a) only military affairs. |
| 2 They began growing crops, building | b) the autonomy of the Cossacs. |
| 3 The Voyevoda controlled | c) in city, was built in 1778. |
| 4 In the 1770's Catherine II abolished | d) villages, townships and fortresses. |
| 5 The Assumption Cathedral, the oldest | e) the most important role in life and economic activities of the Ukrainian people. |
| 6 Kharkovites have always | f) loved theatre. |

Task 4. Read these statements. Decide whether you think they are true or false.

1. The river divides the country into two halves called the Left-Bank and the Right-Bank Ukraine.
2. Ukrainian peasants and Cossacs were always satisfied with their conditions of life.

3. In the second quarter of the 19th century the population of Ukraine became almost Ukrainian.
4. In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it.
5. Kharkovites first saw theatre performances in the end of 17th century.

Task 5. Complete the sentences with the correct form of the passive

1. Architecture of Kharkiv (influence) by varying conditions of life, habits and traditions of the Ukrainian people for many years.
2. In the 14th century the right-Bank Ukraine and small regions on the left bank of the Dnieper (occupy) by Poland and Lithuania.
3. In the 1650's a fortress (build)..... on the bank of the river Kharkiv.
4. Squares of Kharkiv (surround)..... with wooden or brick houses of one or two or even three storeys at that time.
5. And in 1821-1844 its magnificent belfry (erect)..... to mark the victory of the Russian Army over Emperor Napoleon of France.
6. Today Kharkiv (visit) by lots of tourists.

Task 6. Fill the gaps with personal or reflexive pronouns.

1. He is quite right, I agree with ... completely.
2. I looked at ... in the mirror and left the house in a very good mood.
3. "Who is it?" — "It's ... may I come in?"
4. Mr. Lloyds is very fat ... weighs over a hundred kilos?
5. Introduced his wife to the quests.
6. Where shall ... meet, Bob?
7. James took the book and opened
8. We don't dress ... for dinner here.
9. I taught ... to play the guitar.
10. Selfish people only care about ...

Task7. Put "some", "any" or "no".

1. He does his homework without ... difficulty.
2. This yeas all the apples are red, we are going out this morning to pick ...
3. I'd like ... water, please.
4. There weren't ... tomatoes left.
5. I won't go with you. I have ... free time.
6. There aren't ... students at the moment.
7. Sorry, I have ... matches.
8. Do you have ... money?

9. The box was empty. There was apples in it.
10. Pour me ... milk, please.

Task 8. Translate the sentences into English.

1. Она ничего не сказала.
2. Он посмотрел на нее с удивлением.
3. Она не захотела пойти с ним.
4. Я попросил его налить немного молока.
5. Когда ему было 3 года, он мог сам одеваться.
6. Простите, но у меня нет времени.
7. Какая красивая картина! Она твоя?
8. Возьми свою чашку. Эта чашка — моя.
9. Его мнение отличается от моего.
10. Сегодня вечером придет кто-нибудь?

UNIT 2. Civil Defence in the UK

Task 1. Read and translate the text

Equipment

The Civil Defence Corps initially inherited vehicles and equipment that had been stored from the end of the Second World War. However, it was realised that a nuclear attack demanded a different kind of response from the war time experience, potentially wiping out any local emergency response and communications in the affected area, so from 1954 there was a new approach to training and equipment to reflect this. This included a new rescue Man Pack, and the purchase of new vehicles.

The headquarters sections were equipped with mobile control centres, despatch riders, and Land Rovers equipped for reconnaissance (e.g. to measure radiation levels, damage, and road accessibility). These were fitted with radio to communicate back to base, and could carry a second radio for forward communication to personnel on foot. To repair or establish communication, there were also field cable party Land Rovers towing trailers for cable laying.

A reconnaissance detachment comprised four Land Rovers, each with a crew of four (driver, leader/navigator, radiac operator, wireless operator), which would be sent in on three parallel paths towards an area affected by a nuclear strike (with one vehicle spare). The radio operator would be in touch with area control at a base station, which could be a mobile station based in a Ford Thames signal office vehicle, or could be in a local town hall. The wireless equipment was Pye or BCC and operated at 155 or 168MHz. These mid-1950s radios (like the military equivalent) were 12 volt, using the vehicle supply or batteries. A second 5-channel radio

operating at 96Mhz was fitted between the driver and navigator and could be used to communicate with personnel on foot. These vehicles were fitted with hard tops with side windows. The Radiac operator would gather radiation level measurements that would be analysed together with wind patterns by the intelligence section.

The field cable party Land Rovers were soft-tops towing Brockhouse trailers with both cable and poles, so that cables could be carried over roads. Establishment of communications was one of the first priorities. Other vehicles included rescue trucks, equipped with a wide range of rescue equipment and trained staff with Rescue Manpacks, and welfare vehicles, as well as ambulances.

Task 2. Answer the questions

1. What vehicles did the Civil Defence Corps initially inherit?
2. What happened in 1954?
3. What can you tell us about Land Rovers?
4. What was fitted between the driver and navigator?

Task 3. Put the verbs into the correct form(Active or Passive voice)

1. The Civil Defence Corps initially(inherit) vehicles and equipment that(store) from the end of the Second World War.
2. However, it(realize) that a nuclear attack (demand) a different kind of response from the war time experience.
3. This(include) a new rescue ManPack, and the purchase of new vehicles.
4. The headquarters sections(equip) with mobile control centres.
5. These(fit) with radio to communicate back to base.
6. A reconnaissance detachment(comprise) four Land Rovers.
7. The wireless equipment(be) Pye or BCC and(operate) at 155 or 168MHz.
8. The Radiac operator would(gather) radiation level measurements that would(analyse) together with wind patterns by the intelligence section.

UNIT 3. Civil Defense in the USA

Task 1. Read and translate the text

United States civil defense refers to the use of civil defense in the history of the United States, which is the organized non-military effort to prepare Americans for military attack. Late in the 20th century, the term and practice of civil defense fell into disuse. Emergency management and homeland security replaced them.

History

Pre-World War

Task 2. Put the words into the appropriate place.

the event of an eye homeland to protect defense the term

There is little history of civil..... in the United States before the twentieth century. Since ancient times, cities typically built walls and moatsfrom invasion and commissioned patrols and watches to keepout for danger, but such activities have not traditionally been encompassed by "civil defense." The U.S. has a particular lack of early civil defense efforts because the Americanwas seldom threatened with a significant attack. Despite these considerations, there are still examples of what would today be considered civil defense. For example, as early as 1692, the village of Bedford, New York kept a paid drummer on staff, who was charged with sounding the town drum ina Native American attack—a very early precursor to the wailing sirens of the Cold War.

World War I

Civil defense truly began to come of age, both worldwide and in the United States, during the first World War—although it was usually referred to as *civilian defense*. This was the first major total war, which required the involvement and support of the general population. Strategic bombing during World War I brought bombing raids by dirigibles and airplanes, with thousands of injuries and deaths. Attacks on non-combat ships, like the *Lusitania*, presented another threat to non-combatants. The British responded with an organized effort which was soon copied in the US. This was formalized with the creation of the Council of National Defense on August 29, 1916. Civil defense responsibilities at the federal level were vested in this council, with subsidiary councils at the state and local levels providing additional support—a multi-level structure which was to remain throughout the history of United States civil defense.

As the United States had little threat of a direct attack on its shores, the organization instead "maintained anti-saboteur vigilance, encouraged men to join the armed forces, facilitated the implementation of the draft, participated in Liberty Bond drives, and helped to maintain the morale of the soldiers." This freedom to focus beyond air raid attacks gave United States civil defense a much broader scope than elsewhere. With the end of military conflict, the activities of the Council of National Defense were suspended. Thus, World War I marked the first time that organized civil defense was practised on a large scale in the United States. Although civil defense had not yet reached the scale and significance it soon would, many of the basic features were set in place.

Task 3. Answer the questions

1. What is known about Civil Defense in the US before World War I?
2. What is known about Civil Defense in the US during World War I?
3. When was the Council of National Defense created?
4. Why did the United States encourage men to join the armed forces?

Task 3.1 Choose an adjective or an adverb to make sentences grammatically correct.

Examples: It is clear. I see it clearly.

1. It is (correct, correctly).
2. Spell the word (correct, correctly).
3. You know it (good, well).
4. Of course it is (good, well).
5. It is (cold, coldly) in the room.
6. Don't look so (cold, coldly) at me.
7. It is (easy, easily).
8. I can do it (easy, easily).
9. It is (warm, warmly) today.
10. He always greets us (warm, warmly).

2. Give the Comparative and Superlative Degrees.

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

3. Put adjectives into correct forms.

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

4. Choose the correct form of an adjective.

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.

5. This is the (most large-largest) power — station, I've ever seen.
6. Henry is the (oldest — eldest) of the 3 brothers.

Task 4. Read and translate the text

World War II

World War II, which the United States entered after the Attack on Pearl Harbor, was characterized by a significantly greater use of civil defense. Even before the attack, the Council of National Defense was reactivated by President Roosevelt and created the Division of State and Local Cooperation to further assist the Council's efforts. Thus, the civil defense of World War II began very much as a continuation of that of World War I. Very soon, however, the idea of local and state councils bearing a significant burden became viewed as untenable and more responsibility was vested at the federal level with the creation of the Office of Civilian Defense (OCD) within the Office of Emergency Planning (OEP) in the Executive Office of the President (EOP) on May 20, 1941. The OCD was originally headed by New York Mayor Fiorello La Guardia and was charged with promoting protective measures and elevating national morale.

These organizations and others worked together to mobilize the civilian population in response to the threat. The Civil Air Patrol (CAP), which was created just days before the attack on Pearl Harbor, commissioned civilian pilots to patrol the coast and borders and engage in search and rescue missions as needed. The Civil Defense Corps, run by the OCD, organized approximately 10 million volunteers who trained to fight fires, decontaminate after chemical weapon attacks, provide first aid, and other duties.^[4] A Ground Observer Corps watched for enemy aircraft.

These efforts did not replace the kinds of civil defense that took place during World War I. Indeed, World War II saw an even greater use of rationing, recycling, and anti-saboteur vigilance than was seen in World War I. As the threat of air raids or invasions in the United States seemed less likely during the war, the focus on the Civil Defense Corps, air raid drills, and patrols of the border declined but the other efforts continued. Unlike the end of World War I, the US did not dismiss all its civil defense efforts as soon as World War II ended. Instead, they continued after the end of the war and served as the foundation of civil defense in the Cold War.

Task 5. Match the left column with the right one.

the Council of

Emergency Planning

the Division of

Air Patrol

the Office of

Office of the President

the Office of	National Defense
the Executive	Civilian Defense
the Civil	State and Local Cooperation
A Ground	Observer Corps

Task 6. Read and translate the text

Cold War

This 1950 atomic bomb information card, meant for U.S. military personnel, describes how in a number of respects an "Atomic bomb ("A-bomb") is similar to the effects of a large High explosive ("HE" bomb). While easily misinterpreted as dismissing the post-explosion radiation hazard, the pamphlet mentions the radiation hazard being over after the "debris has stopped falling" because then, the prompt radiation hazard has largely passed. Furthermore, written before the era of the Hydrogen bomb (1951) and atomic demolition munitions, the pamphlet does not discuss nuclear fallout as the pamphlet was created at a time when the only conceivable means by which soldiers would encounter nuclear explosions, was when they were air bursts, which does not produce militarily significant fallout.

The new dimensions of nuclear war terrified the world and the American people. The sheer power of nuclear weapons and the perceived likelihood of such an attack on the United States precipitated a greater response than had yet been required of civil defense. Civil defense, something previously considered an important and common-sense step, also became divisive and controversial in the charged atmosphere of the Cold War. In 1950, the National Security Resources Board created a 162-page document outlining a model civil defense structure for the US. Called the "Blue Book" by civil defense professionals in reference to its solid blue cover, it was the template for legislation and organization that occurred over the next 40 years. Despite a general agreement on the importance of civil defense, Congress never came close to meeting the budget requests of federal civil defense agencies. Throughout the Cold War, civil defense was characterized by fits and starts. Indeed, the responsibilities were passed through a myriad of agencies, and specific programs were often boosted and scrapped in a similar manner to US ballistic missile defense (BMD) systems with which it was seen as complementary.

In declassified US war game analyses of the late 1950–60 s, it was estimated that approximately 27 million US citizens would have been saved with civil defense education in the event of a Soviet pre-emptive strike. At the time however the cost of a full-scale civil defense program was, in cost-benefit analysis, deemed less effective than a BMD system, and as the adversary was increasing their nuclear stockpile, both programs would yield diminishing returns.

Task 7. Put the words into appropriate place

Complementary responsibilities increasing however
radiation a general agreement created an important and common-
sense hazard

1. While easily misinterpreted as dismissing the post-explosion radiation....., the pamphlet mentions the radiation hazard being over after the "debris has stopped falling" because then, the prompthazard has largely passed.
2. The new dimensions of nuclear war terrified the world and the American people.
3. Civil defense, something previously consideredstep, also became divisive and controversial in the charged atmosphere of the Cold War.
4. In 1950, the National Security Resources Boarda 162-page document outlining a model civil defense structure for the US.
5. Despiteon the importance of civil defense, Congress never came close to meeting the budget requests of federal civil defense agencies.
6. Throughout the Cold War, civil defense was characterized by fits and starts.
7. Indeed, thewere passed through a myriad of agencies, and specific programs were often boosted and scrapped in a similar manner to US ballistic missile defense (BMD) systems with which it was seen as
8. At the timethe cost of a full-scale civil defense program was, in cost-benefit analysis, deemed less effective than a BMD system, and as the adversary wastheir nuclear stockpile, both programs would yield diminishing returns.

Task 8. Read and translate the text

Educational efforts

One aspect of the Cold War civil defense program was the educational effort made or promoted by the government. One primary way in which they did this was the publication and production of federally funded films that were distributed to the mass public. In *Duck and Cover*, Bert the Turtle advocated that children "duck and cover" when they "see the flash". In this film, children are instructed to "kneel with their backs facing the windows, eyes shut, their hands clasped behind their backs." *Duck and Cover* also reached audiences through printed media and radio waves. This included a 14-minute radio adaptation, a 16-page coloring booklet, and a nationwide newspaper serialization. The image of Bert the Turtle was often seen as a way to defuse tensions related to nuclear weapons. The creators of the cartoon "were forced to pick their way delicately through overly glib depictions of nuclear war on one

hand, and terrifying descriptions prescribing hysteria and panic on the other." Thus, children were able to adapt to a world of panic and come to terms with the existence of the bomb while also learning how to prepare for the possibility of nuclear disaster.

Another educational program, produced by the Federal Civil Defense Administration, was *Survival Under Atomic Attack*. Produced in both film and print, *Survival* gave Americans information on how to prepare themselves and their homes in the case of a nuclear attack. The film showed citizens how the whole family can get involved in final moments of preparation if they were to hear the warning sirens that alerted them of an incoming attack. Along with popularity of the film, over a million copies of the *Survival* booklet sold within its first year of publication in 1951. Audiences of both the film and print sources learned specific skills on how to ensure their safety in the case of emergency. This included preparing a first aid kit, storing plenty of water and canned goods, stocking up on batteries for radios and flashlights, and equipping a fallout shelter that they could access easily and safely.

"Alert America" also sought to teach the American public how to prepare for instances of emergency and the threat of atomic attack. Created in December 1951, the "Alert America" program consisted of three convoys with ten thirty-two-foot trailer trucks that traveled 36,000 miles throughout the nation's 82 major cities and attracted 1.1 million people. While displaying products and information to educate people on the affects and preparedness associated with nuclear weapons, the "Alert America" program also showed federally supported films such as *Duck and Cover*, *Survival Under Atomic Attack*, and *Our Cities Must Fight*.

Educational efforts also targeted women in the form of campaigns such as "Grandma's Pantry". Supported by the National Grocer's Association, various pharmaceutical houses, and the American National Dietetic Association, "Grandma's Pantry" educated women on national guidelines for how, when properly prepared, a home could withstand a nuclear holocaust. Avoiding the scare tactics that were primarily used by other forms of civil defense education, "Grandma's Pantry" instead attempted a supposedly "softer" and so-called "feminine" approach to emergency preparedness by fusing female domesticity with paramilitary education. Through this, women were encouraged to "make ready for the possibility of nuclear war" by warning them against "the possibility of damaged water systems, broken sewer lines, mounting heaps of garbage, and a lack of food and fresh water after an attack", all of which were duties that typically aligned with prescribed gender roles given to women during the postwar era. Thus, civil defense education attempted to seemingly blend into already established societal norms.

Civil defense educational efforts also included training in practical life skills lessons that they could implement in the case of nuclear war. Home economics courses in grade schools trained students on how to build and maintain fallout shelters, the basics of food preparation and storage, safety and sanitation, child care, and how to care for the sick and injured. These lessons transferred to real life

expectations, where even adults were continuously instructed on how to manage homes, perform gendered assigned roles, and prepare their families for the case of nuclear attacks. Such examples were found in literature and educational films which taught women the values and skills of home nursing and first aid that would protect and save the lives of their family members. Women were also taught to be the ones to dominate kitchen work during the first few days within shelters if there was an emergency, only to be relieved by teenagers and young children who were only expected to volunteer when needed.

Task 9. Answer the questions.

1. Why such cartoons as Duck and Cover are important for children?
2. What does film Survival Under Atomic Attack show citizens?
3. What did Civil defense educational efforts also include?
4. How were the Americans prepared for instances of emergency and the threat of atomic attack?

Task 10. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He ... sleep well recently.
a) can't
b) couldn't have
c) hasn't been able to
2. I ... sleep for hours when I was a little girls.
a) could
b) am able to
c) can
3. Tom ... play tennis well but he ... play a game yesterday because he was ill.
a) couldn't, could
b) can, was able
c) can, couldn't
4. I didn't want to be late for the meeting. We ... meet at 5 sharp.
a) were to
b) had to
c) could
5. Where are my gloves? — I ... put them on because it's cold today.
a) can't
b) have to
c) needn't

6. You ... take an umbrella today. The Sun is shining.

- a) needn't
- b) mustn't
- c) can't

7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.

- a) must
- b) should
- c) need to

8. Well, it's 10 o'clock. I ... go now.

- a) can
- b) has to
- c) must

9. You ... smoke so much.

- a) would
- b) can't
- c) shouldn't

10. We have got plenty of time. We ... hurry.

- a) must
- b) needn't
- c) should

Task 11. Translate the sentences into English.

1. Вы должны бросить курить.

2. Вечеринка была замечательная. Вам следовало прийти.

3. Ты можешь решить эту проблему.

4. Тебе следует навестить своего больного друга.

5. Тебе следовало навестить своего больного друга, но ты не навестил.

6. Не хотите еще чая?

7. Я вынужден был сделать это.

8. Я не знаю, почему мы спешили. Нам не нужно было спешить.

9. Я бы хотел пойти с тобой.

10. Ты можешь делать все, что хочешь.

11. Ольге нужно уделить больше внимания занятиям по английскому языку.

12. Я не уверен, но возможно он неправ.

13. Ему разрешили взять машину своего отца в прошлую пятницу.

14. Я могу считать до 50 на испанском.

Task 12. There is a mistake in each sentence. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. Some years ago I didn't can speak English.

Task 13. Read and translate the text

Evacuation plans

At the dawn of the nuclear age, evacuation was opposed by the federal government. The Federal Civil Defense Administration produced a short movie called *Our Cities Must Fight*. It argued that in the event of a nuclear war, people need to stay in cities to help repair the infrastructure and man the recovering industries. "Nuclear radiation," it advised, "would only stay in the air a day or two." Despite this early opposition, evacuation plans were soon created. One city at the forefront of such efforts was Portland, Oregon. In 1955, their city government completed "Operation Greenlight"—a drill to evacuate the city center. Hospital patients were packed into semi-trucks, pedestrians were picked up by passing motorists, and the city's construction equipment and emergency vehicles were rushed out to "dispersal points." The entire city center was evacuated in 19 minutes. On December 8, 1957, CBS Television aired a dramatization of how a well prepared city might respond to an imminent nuclear attack. The show, *A Day Called 'X'*, produced "in co-operation with the Federal Civil Defense Administration," was shot in Portland, using City officials and ordinary citizens instead of professional actors. It was narrated by Glenn Ford.

Such plans were plausible in the early days of the Cold War, when an attack would have come from strategic bombers, which would have allowed a warning of many hours, not to mention the high possibility of interception by anti-air systems and fighters. However, the development of intercontinental ballistic missiles in the late 1950s made this goal less realistic. Despite that, civil defense officials still worked to prepare evacuation plans. In 1983, President Ronald Reagan announced the Crisis Relocation Program. The White House suggested that the \$10 billion, five-year program could allow the evacuation of targeted urban centers to rural "host areas" and thus save 80% of the population. The plan allowed up to three days for the evacuation to be completed, believing that a nuclear war would not come in a surprise attack but rather as the culmination of a crisis period of rising tensions. However, the plan has been criticized by academics and organizations like the Federation of American Scientists for failing to take into account disruptions to healthcare

infrastructure preventing the effective treatment of the wounded, disruption to the food supply, ecological devastation (including nuclear winter), and social unrest following an attack. Because of these shortcomings, Stanford University physician and professor Herbert L. Abrams estimated that no more than 60 million people (25% of the population) would survive if the program was executed as designed.

Task 14. Put the verbs into correct form (Active or Passive voice)

1. At the dawn of the nuclear age, evacuation (oppose)by the federal government.
2. The Federal Civil Defense Administration(produce) a short movie called *Our Cities Must Fight*.
3. Despite this early opposition, evacuation plans soon (create).
4. In 1955, their city government(complete) "Operation Greenlight"—a drill to evacuate the city center.
5. Hospital patients(pack) into semi-trucks, pedestrians (pick) up by passing motorists, and the city's construction equipment and emergency vehicles(rush) out to "dispersal points."
6. Such plans(be) plausible in the early days of the Cold War.
7. However, the development of intercontinental ballistic missiles in the late 1950s(make) this goal less realistic.
8. Despite that, civil defense officials still(work) to prepare evacuation plans.
9. In 1983, President Ronald Reagan(announce) the Crisis Relocation Program.
10. The White House(suggest) that the \$10 billion, five-year program could allow the evacuation of targeted urban centers to rural "host areas" and thus(save) 80% of the population.

Task 15. Read and translate the text

Post-Cold War

Since the end of the Cold War, civil defense has fallen into disuse within the United States. Gradually, the focus on nuclear war shifted to an "all-hazards" approach of Comprehensive Emergency Management. Natural disasters and the emergence of new threats such as terrorism have caused attention to be focused away from traditional civil defense and into new forms of civil protection such as emergency management and homeland security. In 2006, the old triangle logo was finally retired, replaced with a new logo featuring a stylized *EM* (for emergency management). The new logo was announced by the Federal Emergency Management Agency; however, a depiction of the old CD logo (without the red CD letters) can be seen above the eagle's head in the FEMA seal. The name and logo, however, continue to be used by Hawaii State Civil Defense Hawaii State Civil Defense and Guam Homeland Security/Office of Civil Defense Guam Homeland Security | Office of

Civil Defense. The Republic of the Philippines has an Office of Civil Defense that uses a similar logo.

Task 16. Translate into Russian.

1. The buyers want to know our terms of payment.
2. This is for you to decide.
3. The plan of our work will be discussed at the meeting to be held on May 25.
4. To walk in the garden was a pleasure.
5. Jane remembered to have been told a lot about Mr. Smith.
6. I felt him put his hand on my shoulder.
7. This writer is said to have written a new novel.
8. She seems to be having a good time at the seaside.
9. They watched the boy cross the street.
10. To advertise in magazines is very expensive.
11. He proved to be one of the cleverest students at our Institute.
12. He knew himself to be strong enough to take part in the expedition.
13. To see is to believe.
14. He is sure to enjoy himself at the disco.
15. To tell you the truth, this company has a very stable position in the market.

Task 17. Put “to” before the infinitive where it is necessary.

1. My son asked me ... let him ... go to the club.
2. You must make him ... practice an hour a day.
3. She was made ... repeat the song.
4. He is not sure that it can ... be done, but he is willing ... try.
5. Let me ... help you with your work.
6. She asked me ... read the letter carefully and ... write an answer.
7. You ought ... take care of your health.
8. I looked for the book everywhere but could not ... find it.
9. He was seen ... leave the house.
10. We had ... put on our overcoats because it was cold.
11. The man told me not ... walk on the grass.
12. Have you heard him ... play the piano?
13. You had better ... go there at once.
14. I would rather not ... tell them about it.
15. We shall take a taxi so as not ... miss the train.

Task 18. Use the appropriate form of the infinitive.

1. They want (to take) to the concert by their father.
2. I was glad (to do) all the homework yesterday.
3. This plant is known (to produce) tractors.
4. He wants his son (to become) a lawyer.
5. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
6. He seems (to know) French very well: he is said (to spend) his youth in Paris.

Unit 4. Civil Defense in Canada

Task 1. Read and translate the text

Canada's civil defense measures evolved over time. As with many other matters in Canada, responsibility is shared between the federal and provincial government. The first post-WWII civil defence co-ordinator was appointed in October 1948 "to supervise the work of federal, provincial and municipal authorities in planning for public air-raid shelters, emergency food and medical supplies, and the evacuation of likely target areas".

In 1959, the Government of Canada, under John Diefenbaker handed authority for civilian defense to the Emergency Measures Organisation (EMO). Large fallout shelters, known as "Diefenbunkers" were built at rural locations outside major cities across Canada at the height of the Cold War during the infancy of the ICBM threat.

The EMO then became Emergency Planning Canada in 1974, then Emergency Preparedness Canada in 1986. In February 2001, the Government replaced Emergency Preparedness with the Office of Critical Infrastructure Protection and Emergency Preparedness (OC�PEP), responsible for civilian emergency planning in both peace and war.

Among the "Core Missions" of the Canada First Defence Strategy (under the Canadian Department of National Defence) are to respond to terrorist attacks and other crises such as natural disasters. According to the Emergency Management Act, the Minister of Public Safety and Emergency Preparedness is responsible for exercising leadership relating to emergency management in Canada by coordinating, among government institutions and in cooperation with the provinces and other entities, emergency management activities.

Task 2. What does the dates refer to?

1948, 1959, 1986, 1974, 2001

Task 3. Put the words into appropriate place.

institutionsactivities cooperation with attacks responsible for

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Unit 5. State Emergency Service of Ukraine

Task 1. Read and translate the text

The **State Emergency Service** (Ukrainian: Державна служба України з надзвичайних ситуацій), until 24 December 2012 the **Ministry of Emergencies of Ukraine** (Ukrainian: Міністерство надзвичайних ситуацій України), is the main body in the system of central bodies of the executive power that provides realization of a state policy in the sphere of a civil defence, rescue, creation and functioning of the system of insurance fund documentation, utilization of radioactive wastes, protection of population and territory from any emergency situations, preventing such situations and reaction to them, liquidation of their results and the results of the Chernobyl catastrophe. It is abbreviated as МНС [України]. The ministry manages its sphere of operations and is fully responsible for its development. The agency directly administers the zone of alienation which is located just north of Kiev.

The agency's motto is "To prevent. To rescue. To help." (Ukrainian: Запобігти. Врятувати. Допомогти).

The former ministry was created in 1996 upon the merging the ministry of Ukraine in protection of population from the consequences of the Chernobyl catastrophe and the headquarters of the state civil defense which until then were two different establishments. Later in 2003 to the agency was included the Fire Department that was under jurisdiction of the Ministry of Internal Affairs (Militsiya).

Until 1991 the ministry of Ukraine in protection of population from the consequences of the Chernobyl catastrophe was a state committee of the Cabinet of Ministers of Ukrainian SSR, while the state civil defense was part of the bigger All-Union civil defense network in the Soviet Union.

Until 2005 the agency was a military reserve of the Armed Forces of Ukraine, but after the 2003 reform and merger with the Fire Department, all militarized formation were dissolved and in 2005 the agency became officially non-military and focused on rescue services.

Until the administration reform on December 9, 2010 it was called as Ministry of Ukraine in emergencies and affairs in protection of population from the consequences of the Chernobyl catastrophe. After the reform three major bodies of central executive power were directly subordinated to it:

- State service of mining supervision and industrial safety of Ukraine (Ukrainian: Державна служба гірничого нагляду та промислової безпеки України).
- State agency of Ukraine in administration of the zone of alienation (Ukrainian: Державне агентство України з управління зоною відчуження).
- State inspection of techogenic safety of Ukraine (Ukrainian: Державна інспекція техногенної безпеки України).

Other agencies

- State department of fire-prevention security (see Firefighting).
- State search and rescue aviation service *Ukraviaposhuk*.
- State hydro-meteorological service.
- State department of the insurance documentation fund of the Ministry.

On 24 December 2012 the Ministry of Emergencies of Ukraine was transformed into State Emergency Service and placed under jurisdiction of the Ministry of Defence of Ukraine. On 25 April 2014 the service was transferred to the Ministry of Internal Affairs of Ukraine.

Task 2. Rewrite sentences(Reported Speech)

Helen: I want to tell you something about my holiday in London.

Gareth: What does she say?

You: She says that _____.

Helen: I went to London in July.

Gareth: What does she say?

You: She says that _____.

Helen: My parents went with me.

Gareth: What does she say?

You: She says that _____.

Helen: We spent three days in London.

Gareth: What does she say?

You: She says that _____.

Helen: London is a multicultural place.

Gareth: What does she say?

You: She says _____.

Helen: I saw people of all colours.

Gareth: What does she say?

You: She says that _____.

Helen: Me and my parents visited the Tower.

Gareth: What does she say?

You: She says that _____.

Helen: One evening we went to see a musical.

Gareth: What does she say?

You: She says that _____.

Helen: I love London.

Gareth: What does she say?

You: She says _____.

Helen: The people are so nice there.

Gareth: What does she say?

You: She says _____.

Task 3. Complete the sentences in the Reported speech.

Your friend is an exchange student in the USA at the moment. You are speaking with him on the phone and your friend Sue is standing next to you. She is very excited - you have to repeat every sentence to her.

Tom: I'm fine.

Sue: What does he say?

You: He says that _____.

Tom: The weather here is great.

Sue: What does he say?

You: He says that _____.

Tom: My host family is very nice.

Sue: What does he say?

You: He says that _____.

Tom: I have my own room.

Sue: What does he say?

You: He says that _____.

Tom: We have a national park here.

Sue: What does he say?

You: He says that _____.

Tom: We went there yesterday.

Sue: What does he say?

You: He says that _____.

Tom: It was great.

Sue: What does he say?

You: He says that _____.

Tom: I'd love to go there again.

Sue: What does he say?

You: He says that _____.

Tom: The teachers at my school are very nice.

Sue: What does he say?

You: He says that _____.

Tom: My English has improved.

Sue: What does he say?

Task 4. Complete the sentences using Reported speech.

1. She said, "I am reading."

She said that _____.

2. They said, "We are busy."

They said that _____.

3. He said, "I know a better restaurant."

He said that _____.

4. She said, "I woke up early."

She said that _____.

5. He said, "I will ring her."

He said that _____.

6. They said, "We have just arrived."

They said that _____.

7. He said, "I will clean the car."

He said that _____.

8. She said, "I did not say that."

She said that _____.

9. She said, "I don't know where my shoes are."

She said that _____.

10. He said: "I won't tell anyone."

He said that _____.

Unit 6. Civil Defence in India

Task 1. Read and translate the text

Civil Defence measures are designed to deal with immediate emergency conditions, protect the public and restore vital services and facilities that have been destroyed or damaged by disaster. Historically, till the declaration of Emergency in 1962, was confined to making the States and Union Territories conscious of the need of civil protection measures and to ask them to keep ready civil protection paper plans for major cities and towns under the then Emergency Relief Organization (ERO) Scheme. The Chinese aggression in 1962 and the Indo- Pak conflict in 1965 led to a considerable re-thinking about the policy and scope of Civil Defence. The Civil Defence Act, 1968 (Act 27 of 1968) was passed by Parliament in May 1968. The Act extends to the whole of India and provides for among other things measures not amounting to actual combat, for affording protection to any person, property, place or thing in India or any part of the territory thereof against any hostile attack, whether from air, land, sea or other places, or for depriving any such attack of the whole or part of its effects, whether such measures are taken before, during, at or after the time of such attack. It also authorized the raising of Civil Defence Corps and for making Rules and Regulations for Civil Defence.

Act and Policy

The Civil Defence Act, 1968, has been suitably amended by the Civil Defence (Amendment) Act, 2009 by Notification No. 3 of 2010, to include the disaster management as an additional role for the Civil Defence Corps, while retaining its primary role. The additional role in disaster management will be enacted by the Civil Defence Personnel before, during and after emergencies arising out of calamities/ disasters, whether natural or man-made. Although the Civil Defence Act, 1968 is applicable throughout the country, the Organisation is only raised in such areas and zones which are tactically and strategically considered vulnerable from enemy attack points of view. Civil Defence towns have been converted into districts and categorization of the districts in respect of State/ Union Territory is appended herewith 100 Multi Hazard Prone Districts Civil Defence activities are restricted to 259 categorized towns spread over 36 States/Union Territories.

Role

The objectives of Civil Defence are to save the life, to minimize loss of property, to maintain continuity of production and to keep high up the morale of the people. During times of war and emergencies, the Civil Defence organization has the vital role of guarding the hinterland, supporting the Armed forces, mobilizing the citizens and helping civil administration. The concept of Civil Defence over the years has shifted from management of damage against conventional weapons to also include threat perceptions against Nuclear weapons, Biological & Chemical Warfare and natural and man-made disasters.

Organisation

Civil Defence is primarily organised on voluntary basis except for a small nucleus of paid staff and establishment which is augmented during emergencies. The present target of Civil Defence volunteers is 14.11 lac, out of which 5.38 lac have already been raised. Civil Defence is primarily organised on voluntary basis except for a small nucleus of paid staff and establishment which is augmented during emergencies. However, Duty/Training allowance is admissible to the C.D. Volunteers. These volunteers are administered and trained by Deputy Controllers, Medical Officers and C. D. Instructors which are full time paid posts. The Civil Defence Organisation is need to have a strong presence in all districts of the country in order to attain a target of 1 Crore volunteers in the country by 7 years.

Central Financial Assistance

To help the State Governments, the Central Government reimburses 50 % of the expenditure incurred by the State Government on the authorized items of Civil Defence for raising, training and equipping of Civil Defence Services etc for North- Eastern States excluding Assam and 25 % for other States including Assam in

the form of grants-in-aid, some part of the expenditure incurred on the authorized items of Civil Defence for raising, training and equipping for Civil Defence. Every year, these grants-in-aid are released in the form of reimbursement share of expenditure while setting, the quarterly claims submitted by the State Governments. As such, the budgetary provision of 10 Crore for reimbursement to State Governments has been made for the year 2017–18. A centrally sponsored scheme was launched by Government of India at a cost of `100 Crores in 2009 for revamping of Civil Defence Setup in the country during 11th plan. The scheme envisages creation of new Civil Defence Training Institutes (CDTIs) in 17 States, in addition 100 multi hazard districts have been selected for creation of Civil Defence infrastructure. A pilot project has also been launched in 40 selected towns to train and utilize Civil Defence Volunteers in internal security tasks. by Government of India had approved the centrally sponsored scheme for mainstreaming Civil Defence in disaster risk reduction for duration of five years – upto march 2019 amounting to Rs. 290.89 Crore. The fund of Rs.15 crore had been released to the States of Andhra Pradesh, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Mainpur, Meghalaya, Mizoram, Nagaland, Odisha, Telangana and West Bengal States for the implementation during 2014–2015.

Training

Apart from carrying out training and rehearsal/ demonstration of Civil Defence measures during peace time, Civil Defence volunteers are also deployed, on a voluntary basis, in various constructive and nation building activities, which include providing assistance to the administration in undertaking social and welfare services and in the prevention/mitigation of natural/man-made disasters as well as in post-disaster response and relief operations. Civil Defence training is conducted by the State Governments/UT Administrations in three tiers, i.e. at the Local/Town/district level, State level and National level. The training of master trainers and specialized training is conducted at the National Civil Defence College, Nagpur and team/leadership training is conduct at State Civil Defence Training Institutes. Training of the volunteers in Civil Defence Organization is conducted at local/town levels by trained trainers in the form of short-term training programmers.

Task 2. Answer the questions

1. What are the objectives of Civil Defence of India?
2. Why did the Central Government reimburse 50% of the expenditure incurred by the State Government on the authorized items of Civil Defence?
3. What can you tell about development of Civil Defence in India?

Task 3. Put the verb (Gerund or Infinitive)

- 1) A lot of people are worried about _____ their jobs. (lose)
- 2) He agreed _____ a new car. (buy)
- 3) The question is easy _____ (answer)
- 4) Not everybody can afford _____ to university. (go)
- 5) I look forward to _____ you at the weekend. (see)
- 6) Are you thinking of _____ London? (visit)
- 7) He apologized for _____ so late. (arrive)
- 8) Stop _____ noise, please; I'm studying. (make)
- 9) She doesn't mind _____ the night shift. (work)
- 10) I learned _____ the bike at the age of 5.(ride)
- 11) We decided _____ a new car. (buy)
- 12) I regret _____ you we won't lend you the money. (tell)
- 13) Peter gave up _____.(smoke)
- 14) He'd like _____ an aeroplane.(fly)
- 15) I enjoy _____ picture postcards. (write)
- 16) He offered _____ help with the cleaning. (help)
- 17) Avoid _____ silly mistakes.(make)
- 18) My parents wanted me _____ home at 11 o'clock. (be)
- 19) I dream about _____ a big house. (build)
- 20) He advised me _____ so much money. (not spend)

Task 4. Put the verbs into the appropriate place.

the countrydistrictsstafftargetbasis emergencies

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з дисципліни

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(Англ. мовою)

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