

Белорусский государственный университет  
Факультет социокультурных коммуникаций  
Кафедра компьютерной лингвистики и лингводидактики

СОГЛАСОВАНО

Заведующий кафедрой

\_\_\_\_\_ О.Г. Прохоренко

протокол № \_\_\_\_ от \_\_\_\_\_.2017

СОГЛАСОВАНО

Декан факультета

\_\_\_\_\_ И.И. Янушевич

протокол № \_\_\_\_ от \_\_\_\_\_.2017

Регистрационный номер \_\_\_\_ от  
\_\_\_\_\_.2017

**ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ «Социокультурные основы  
речевого общения»**

для студентов 3-го курса специальности 1-21 06 01-01  
«СИЯ (преподавание)»

Составители: Ушакова Н.В., Дичковская Е.А.

Рассмотрено и утверждено

на заседании Научно-методического совета БГУ

\_\_\_\_\_ 2017г.

Протокол № \_\_\_\_

Минск, 2017

Решение о депонировании вынес  
Совет факультета социокультурных коммуникаций Протокол №\_\_\_\_\_ от \_\_\_\_\_  
2017г.

***Составители:***

старший преподаватель кафедры компьютерной лингвистики и  
лингводидактики  
факультета социокультурных коммуникаций Белорусского  
государственного университета Н.В. Ушакова;  
старший преподаватель кафедры компьютерной лингвистики и  
лингводидактики  
факультета социокультурных коммуникаций Белорусского  
государственного университета  
Е.А. Дичковская

***Рецензенты:***

Н.А. Куркович, кандидат филологических наук, доцент; доцент кафедры  
межкультурной экономической коммуникации;  
Белорусского государственного экономического университета;  
Е.Г. Полупанова, кандидат педагогических наук, доцент;  
доцент кафедры английского языка гуманитарных специальностей  
факультета международных отношений  
Белорусского государственного университета

***Ушакова, Н.В. «Социокультурные основы речевого общения» /  
Н.В. Ушакова, Е.А. Дичковская; БГУ, Фак. социокультурных  
коммуникаций, каф. компьютерной лингвистики и лингводидактики. –  
Минск: БГУ, 2017. – 66 с.***

Электронный учебно-методический комплекс предназначен для студентов 3-го курса специальности 1-21 06 01-01 Современные иностранные языки (преподавание), выпускаемых факультетом социокультурных коммуникаций БГУ. ЭУМК состоит из трех разделов: практического, контроля знаний и вспомогательного. ЭУМК содержит задания с ссылками на аудио- и видеоматериалы в сети Интернет по темам, предусмотренным Стандартом и учебной программой дисциплины, тексты и задания к ним, тесты для проверки знаний студентов, вопросы для подготовки к экзамену, учебную программу дисциплины и др.

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина “Социокультурные основы речевого общения” относится к государственному компоненту цикла специальных дисциплин учреждения высшего образования.

Практическая цель изучения данной дисциплины заключается в овладении лексикой изучаемых тем, развитии навыков понимания и воспроизведения монологической и диалогической речи, аудирования, умения вести аргументированную дискуссию. Одной из задач курса является формирование у обучающихся навыков чтения и понимания английского текста в подлиннике на базе общеупотребительной и специальной лексики, умения быстро извлекать необходимую информацию, а также вести на английском языке беседу-диалог общего характера.

Электронный учебно-методический комплекс “Социокультурные основы речевого общения” способствует достижению поставленной цели и предназначен для студентов III курса по специальности 1-21 06 01-01 “Современные иностранные языки (преподавание)”.

Данный комплекс разработан в соответствии с Положением БГУ об учебно-методическом комплексе по учебной дисциплине №497-ОД от 10.10.13 и состоит из трёх разделов: практического, контроля знаний и вспомогательного.

Практический раздел содержит задания с ссылками на аудио- и видеоматериалы в сети Интернет по темам, предусмотренным программой дисциплины, а также практические задания для закрепления знаний, формирования умений и навыков. Раздел контроля знаний содержит перечень вопросов для подготовки к зачету и экзамену, примеры заданий, включенных в лексические тесты для промежуточного и итогового контроля знаний студентов, образец билета для приема экзамена, критерии оценки знаний студентов. Вспомогательный раздел представлен учебной программой дисциплины, включающей пояснительную записку, содержание учебного материала, учебно-методическую карту и список основной и дополнительной литературы.

# I ПРАКТИЧЕСКИЙ РАЗДЕЛ

## UNIT 1

### LANGUAGE

#### LISTENING / READING

**Listen to:** <http://learnenglish.britishcouncil.org/en/uk-culture/language>

*Match the words and phrases in the table to their definitions.*

1. predominant	2. native language	3. newcomers	4. on occasions
5. the early days	6. assistance	7. interpreting	8. local authority

- a. help
- b. people who have recently arrived in an area
- c. sometimes
- d. more important or larger
- e. group of people who govern an area
- f. changing what someone is saying into another language
- g. the first language you learn
- h. the first days

*Read the text to find out if you are right.*

The predominant spoken language is English, but in parts of Wales, Scotland and Northern Ireland their native language is still spoken.

What newcomers to the UK might find confusing are the numbers of different regional accents and dialects which can on occasions be difficult to understand, even for native English speakers!

It is possible in the early days of your stay in the UK, that you'll need some assistance in interpreting or translating English into your preferred language. Interpretation services are often available locally and details of where and how to access them are normally available from your local authority or Citizens Advice Bureau.

Fill in the gaps in the text with the words from the box.

communication	regions	variety	first language
available	abroad	translator	council

Most people in the UK speak English, but outside England some still use a different \_\_\_\_\_. 1. There is still a wide \_\_\_\_\_ 2 of accents and dialects spoken in different \_\_\_\_\_ 3 of the country, and because of this people from the UK often have \_\_\_\_\_ 4 problems, not to mention visitors from \_\_\_\_\_. 5. Initially it may be necessary to use an interpreter or \_\_\_\_\_ 6. These are \_\_\_\_\_ 7 in most areas of the country and you should contact the local \_\_\_\_\_ 8 offices for this service.

## NEW WORDS

### LISTENING

**Listen to:** <http://learnenglish.britishcouncil.org/en/uk-culture/new-words>

### Before you listen

**Exercise 1** Use the words and phrases in the table to complete the sentences below.

a. be inept	b. bother	c. bring to the fore
d. come across	e. general currency	f. impose a policy
g. in a state of evolution	h. influx	i. issue
j. lexicographer	k. military conflict	l. pick up new words
m. playground	n. reviewing	o. spotter
p. weight	q. willingness	

1. A [.....] is a compiler or writer of a dictionary.
2. A [.....] is a hostile meeting of opposing military forces in the course of a war.
3. An [.....] of something is a rapid flowing in of something, perhaps too much.
4. An [.....] is a subject or problem people are thinking about.
5. If something is [.....], it is used or accepted in many places.
6. If you are a [.....], it is your job to notice a particular type of thing.
7. If you don't [.....] about something, you don't worry or make an effort about it.

8. If you [.....] something, you are considering it to make changes.
9. [.....] means to learn or get to know words, usually accidentally.
10. The [.....] is an area where children can play outside, often at school.
11. To be [.....] means to be in a state of change over time.
12. To [.....] at something means to be generally incompetent or not very good at something.
13. To [.....] means to highlight something or make it noticeable.
14. To [.....] on something means to force a plan of action on something.
15. [.....] is the quantity of something that may be too much.
16. When you [.....] something you discover it by chance.
17. [.....] means you are happy to do something if it is necessary.

### ***Transcript***

Hello and welcome to Trend UK, your shortcut to popular culture from the British Council. In the next few minutes we're going to be talking about new words and phrases.

New words enter the English language all the time, in fact English has always been in a state of evolution and in recent years more and more words and phrases have entered the language, partly due to the increased willingness of lexicographers to include them in the dictionaries. But where do all these words come from? Our reporter Mark has been finding out.

If you want to know what words like screenager and splod mean the man to ask is John Simpson, chief editor of the Oxford English Dictionary. John what's your favourite new word at the moment?

Really I don't have favourite words, but let's say that one of my favourite new words is screenager, which is a young person or a teenager who spends a lot of time in front of the computer.

Any other favourites John?

Some of those rather unpleasant words like splod, somebody who is mostly inept, a splody person, but as I said I don't really have favourite words because all words as far as I'm concerned are objects of scientific study.

And where do these new words and phrases come from?

Well, words come out of the culture they represent and they describe so if you've got a new development in medicine for example, bird flu, then you'll get the new word coming out of that. If there's a military conflict that may well bring all sorts of new words to the fore. Going back in time the First and Second

World Wars were times of great creativity of language because people from different countries met each other and exchanged their words and words developed from there. So really words come from, they come from the playground, they come from politics, they come from any area of life because every area of life is changing from day to day.

How do you keep up with the huge weight of new words you have to evaluate?

Well, it's not just me, we've got something like 60 editors working on the Oxford dictionary and we also have readers and word spotters throughout the world who are sending us information in. In the old days they used to write them out on index cards when they came across some in books, but nowadays they tend to type them onto their computers and send them into the central computer here. It's an enormous issue, but one which we just about manage to keep under control. We don't include words just because we've seen one example of them we have to wait for evidence of general currency to build up in our computer files before we start putting the word in the dictionary. So a lot of the time it's collecting data, letting it build up and then reviewing it and then seeing what you've got and so that's how we manage the work.

And why is it John that English has more words than any other language?

It certainly has more words than other European languages and probably of any other language in the world. English is put together from so many different bits. Originally it was a Germanic language and then after the Norman Conquest there was an enormous influx of French words. It comes from a country, the United Kingdom, which has been quite an expansive, trading, colonial power in the past and that's brought all sorts of other new words into the language because words come in through contact often and so yes, it's a very receptive language and this contrasts really with many of the other European languages who because they are smaller than English are concerned that they may well suffer what they call loss of domain, in other words, there may be areas where their language may not be used, in university teaching for example, or in business or whatever, in preference for English say and they tend to be much more concerned about maintaining and defending their language. English is really so large that it doesn't really UK Culture – New words bother about that. It also doesn't have a central academy that imposes a policy on the language – we don't really have any language policies here, we really allow the language to be self-regulating.

John Simpson of the Oxford English dictionary – thank you!



### ***After listening***

#### ***Exercise 2 Answer the questions.***

1. How often do new words come into the English language?
2. Where do new words come from?
3. Who works with all those new words? How is the work organized?
4. Why does English have more words than any other language?
5. Is there any central body responsible for language policies in Britain?

#### ***Exercise 3 Complete the gaps with a word from the box to make a summary of the text.***

dictionaries	mix	phrases	send
size	spotters	use	wars

Lexicographers have lately become more open to including new words into English language [.....(1).....]. New words and [.....(2).....] are generated from the fields in which they occur, but are also created when populations and cultures [.....(3).....], as was the case during the two world [.....(4).....]. Dictionary publishers employ teams of editors, readers and [.....(5).....] to keep track of the hundreds of new words that enter the language every year. They [.....(6).....] in examples of new usage from all over the world using the latest technology, but words only get included once it is clear they are in general [.....(7).....]. English is particularly challenging as it has more words than most European languages, being the mixture of various other languages and having been used widely in colonial times. Due to its [.....(8).....] and reach there is no central body to determine what is and what is not acceptable.

## **IS ENGLISH CHANGING?**

### **LISTENING**

**Listen to:** <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-160804>

### ***Vocabulary***

baffling	difficult to understand
on the way out	disappearing; declining in popularity and use
interrogative	question
win out	succeed after a fight

obligation	having a duty to do something
authoritarian	demanding obedience from people
shying away from	avoiding
progressive	on-going
Stative	expressing a state of 'being' – as opposed to 'doing'

***Before listening question:***

What kinds of words are slow to change?

- a) nouns
- b) pronouns
- c) adjectives

***Listen to the conversation and answer the questions.***

1. Is the language of teenagers easy or difficult to understand? Give examples.
2. What have you learnt about the modal verb “shall”?
3. Why is the modal verb “must” declining?
4. Prove that the use of progressive tenses has been increasing rapidly.
5. What kinds of words are slow to change?

## **BILINGUALISM**

*by Jo Bertrand*

### **LISTENING**

**Listen to:** <http://learnenglish.britishcouncil.org/en/magazine/bilingualism>

Why is the question of bilingualism so important to the author?

What aspects of raising bilingual children bother her?

*Listen to the story and be ready to answer the questions using prompts and key words.*

What is a bilingual child?

- Being able to ...
- Knowing something about ...
- To switch automatically into ...

Why encourage bilingualism?

- On the family scale ...
- On a wider scale ...
- View difference as ...

### How do you raise a bilingual child?

- A dominant language
- The language spoken at home
- Consistency (постоянство)

### What are the dangers?

- It can be very difficult because ...
- When a child refuses to listen to either of the parents ...
- Problems at school

### International Mother Language Day

- First celebrated
- History (language martyrs, Bangla, cultural diversity, worldwide tolerance)

### The themes

- The themes range from ... to ...

### A multilingual community

- limit alienation
- contribute to the creation of a global community
- exposing my children to ...
- maintaining ...

## ENGLISH IS GREAT PART 1

### VIDEO

**Watch:** <http://learnenglish.britishcouncil.org/en/britain-great/english-great-part-1>

### *While you listen*

The *Britain is Great* series tells you about some of the things that make Britain so great. There's a lot of fun facts – and lots of good language, too. See if you can answer the questions while you watch the video.

**Comprehension Task 1** - What topics do Richard and Roger talk about? Choose all the right answers.

- a) the number of items in the British Library
- b) how English has evolved over time
- c) the impact of Shakespeare on English
- d) the impact of the Industrial Revolution on English
- e) the impact of the Internet on English
- f) a famous printer

- g) the first dictionary of English
- h) the first text message ever sent
- i) the versatility of English

**Comprehension Task 2** - Fill in the missing information with words or numbers from the video.

1. The British Library has existed for over \_\_\_\_\_ years.
2. Every year, they have to add \_\_\_\_\_ kilometres of shelves to house the new items.
3. The library has \_\_\_\_\_ items from all over the world.
4. A thousand years ago, English was similar to \_\_\_\_\_ .
5. The first English book was printed about \_\_\_\_\_ years ago.
6. Chaucer wrote the first \_\_\_\_\_ in the English language.
7. Caxton spells the word French as both '\_\_\_\_\_' and 'Frenshe' on the same page.
8. A poem which dates from \_\_\_\_\_ uses 2 for 'to' and 4 instead of 'for', just like modern SMS language.

**Language Task 1** - The nineteenth century poet wrote "I wrote 2 you b4", instead of 'I wrote to you before'. How good is your SMS English? Translate these messages into 'correct' English, one word in each space.

1. Luv u. C u l8r  
I \_\_\_\_\_ . \_\_\_\_\_ .
2. Ru OK? Pls call me asap.  
\_\_\_\_\_ OK? \_\_\_\_\_ call me \_\_\_\_\_ .
3. My hols wr gr8 - & yrs?  
My \_\_\_\_\_ - \_\_\_\_\_ ?
4. Wld u like dnr 2nite?  
\_\_\_\_\_ like \_\_\_\_\_ ?
5. I need 2 c u b4 I leave.  
I need \_\_\_\_\_ I leave.

**Language Task 2** - Richard says 'The British Library's collection just keeps on growing'. 'Keep on' is a phrasal verb that means 'continue'. Choose the best phrasal verb in these sentences - the first six are from the video.

1. Extra shelves have to be \_\_\_\_\_ every year.
  - a) built up
  - b) got in

c) made up

d) put up

2. The British Library is a good place to come to \_\_\_\_\_ about the English language.

a) find out

b) look up

c) pick up

d) sort out

3. We have documents here that \_\_\_\_\_ a thousand years.

a) go back

b) date from

c) take on

d) turn up

4. In Shakespeare's period, printing had already \_\_\_\_\_ .

a) come across

b) come in

c) ended up

d) turned out

5. William Caxton later \_\_\_\_\_ to print Chaucer's Canterbury Tales.

a) came out

b) got on

c) turned up

d) went on

6. William Caxton often had to \_\_\_\_\_ how to spell words himself.

a) call up

b) get across

c) make up

d) see to

7. Texts written in Old English are very hard to read, and it can be difficult to \_\_\_\_\_ the meaning.

a) get into

b) work out

c) take on

d) turn out

8. Many changes have \_\_\_\_\_ in the English language since the Internet was invented.

a) broken out

b) come about

c) gone through

d) got on

9. You've spelt 'necessary' wrong. You've \_\_\_\_\_ the second 's'.

a) left over

b) missed out

c) taken off

d) turned out

10. SMS language has really \_\_\_\_\_ in the last ten years - everyone understands the more common abbreviations now, even my mum!

a) broken out

b) caught on

c) grown up

d) taken up

### ***After listening.***

1. What general information about English do you remember?

2. What is the British Library? How many items does it contain?

3. How old is it?

4. Why is the British library a good place to come and find out about English?

5. How has English changed over time?

6. What impact has technology had on English?

7. What was the first book printed in English?

8. Is the English language a living or stable organism?

### ***Discussion.***

1. What do you know about the history of your language?

2. Do you think you could read Middle English? Why or why not?

3. How do you think English will change in the future?

## **ENGLISH IS GREAT PART 2**

### **VIDEO**

**Watch:** <http://learnenglish.britishcouncil.org/en/britain-great/english-great-part-2>

### ***While you listen***

The *Britain is Great* series tells you about some of the things that make Britain so great. There's a lot of fun facts – and lots of good language, too. See if you can answer the questions while you watch the video.

**Comprehension Task 1** - Put what happens in the video in the right order.

- a) Martin explains how technology can help learners of English.
- b) Richard asks about different types of English.
- c) Richard asks about English as a global language.
- d) Richard asks if technology changes language.
- e) Richard talks about the importance of English for work and study.
- f) Richard visits the British Council.
- g) Some people talk about their experiences of studying in Britain.

**Comprehension Task 2** - Choose the best answer according to the video.

1. The British Council...

- a) works to make cultural relationships with other countries.
- b) gives help to people who want to learn English.
- c) makes resources available for people who teach English.
- d) all of the above are true.

2. Martin Peacock...

- a) teaches English for the British Council.
- b) thinks there are many global languages.
- c) has a northern English accent.
- d) all of the above are true.

3. Martin says that English is a global language because...

- a) it's used in a lot of different contexts globally.
- b) there are many different varieties of English.
- c) it's spoken by large numbers of people.
- d) all of the above are true.

4. Martin says that technology...

- a) has speeded up the way that languages change.
- b) lets people read more authentic English.
- c) lets people translate languages.
- d) all of the above are true.

5. Clare, Maximiliano, Alexander and Anthony...

- a) are all studying English in Britain.
- b) all agree that British people are nice.
- c) all say that English will help them in their careers.
- d) all of the above are true.

**Language Task 1** - Put the words in the right spaces.

a) coined	e) resources
-----------	--------------

b) doors	f) scale
c) engage	g) turned
d) fields	h) widely

1. The British Council provides \_\_\_\_\_ for people learning English.
2. There are other languages which are used very \_\_\_\_\_ and spoken by many people.
3. In the past, new words were \_\_\_\_\_ by people - it might have been in a speech or a newspaper article or in a book.
4. The Internet allows people to read and translate languages like English, on a massive \_\_\_\_\_.
5. Knowledge of the language is often important in \_\_\_\_\_ like medicine, business and computing.
6. English opens \_\_\_\_\_ to employment, education and mobility.
7. English helps teachers and learners \_\_\_\_\_ across the globe.
8. I just \_\_\_\_\_ twenty-four last February and I'm from Malaysia.

**Language Task 2** - "English is used very widely". 'Widely' is an adverb. But not all adverbs end in 'ly'. Add 'ly' to the adverbs in these sentences - but only if necessary!

1. Portuguese is a wide\_\_\_ spoken language.
2. I thought the film was deep\_\_\_ moving.
3. I wanted to sleep late in the holidays, but I was always wide\_\_\_ awake at 6.30.
4. The thing I hate most\_\_\_ about my boss is her bad temper.
5. The pirates hid the treasure buried deep\_\_\_ beneath the sand.
6. I wouldn't say he's a friend - I hard\_\_\_ know the man.
7. Time goes really fast\_\_\_ when you're enjoying yourself.
8. I don't do much on Sunday evenings - just watch television most\_\_\_.
9. He played well, but he didn't come near\_\_\_ to winning the match.
10. He threw the ball so hard\_\_\_ that no-one could possibly catch it.
11. Stay close\_\_\_ to me at the concert if you don't want to get lost.
12. I ate near\_\_\_ a whole box of chocolates last night.
13. Don't get so upset - take it easy\_\_\_.
14. The actor left the nightclub, close\_\_\_ followed by a crowd of photographers.

**After listening. Discussion.**



1. What is the British Council?
2. Prove that English is a global language.
3. Are there many global languages?
4. Are there different types of English?
5. What impact has technology had on the language?
6. Why do people learn English?

## UNIT 2

### BRITISH WEATHER

#### LISTENING

**Listen to:** <http://learnenglish.britishcouncil.org/en/word-street/british-weather>

*Activity 1 Watch the video. Which five of these questions does the documentary answer?*

1. Why is it difficult to predict British weather?
2. How has British weather changed in the last 50 years?
3. Why do British people like talking about the weather?
4. What kind of weather do most people in Britain prefer?
5. How does a weather presenter prepare a weather bulletin?
6. Why do British people have problems with extreme weather?
7. What's the relationship between British weather and the British character?
8. How does a weather studio work?

*Activity 2 Watch the video again. Choose the correct endings to the sentences according to the documentary.*

1. BBC Television Centre is in
  - a) Birmingham.
  - b) London.
  - c) Manchester.
2. Weather in Britain can be difficult to predict because
  - a) Britain is an island.
  - b) it's a small country.
  - c) the climate is changing around the world.
3. British people talk about the weather a lot because
  - a) they don't like to talk about personal topics.

- b) they're worried about extreme weather.
- c) the weather is always changing.
- 4. The BBC has been making TV weather forecasts for
  - a) 50 years.
  - b) 65 years.
  - c) 75 years.
- 5. Nowadays, weather forecasts
  - a) give more local detail than in the past.
  - b) are more accurate.
  - c) are more expensive to make.
- 6. The weather studio is controlled by
  - a) the weather presenter.
  - b) the studio director.
  - c) a small team of experts.

**Activity 3** Put the letters in brackets ( ) in the correct order to complete the expressions with 'weather'.

- 1. weather f\_\_\_\_\_ (aceeorrst)
- 2. weather p\_\_\_\_\_ (cdeiinort)
- 3. weather c\_\_\_\_\_ (eenrt)
- 4. weather p\_\_\_\_\_ (eeenrrst)
- 5. weather s\_\_\_\_\_ (emsty)
- 6. weather b\_\_\_\_\_ (allnoo)
- 7. weather p\_\_\_\_\_ (aenrtt)
- 8. weather b\_\_\_\_\_ (eillntu)
- 9. weather s\_\_\_\_\_ (diotu)
- 10. weather g\_\_\_\_\_ (achiprs)

### **Discussion**

- Would you like to be a meteorologist?
- Do you watch or listen to weather forecasts?
- Are weather forecasts reliable in your country?

## **SOCIAL MEDIA REVOLUTION**

### **LISTENING**

**Listen to:** <http://learnenglish.britishcouncil.org/en/word-street/social-media-revolution>

**Activity 1** Watch Wendy's documentary about social media. Choose the correct option to complete each sentence.

1. 'All About The McKenzies' is ...
  - a) a soap opera.
  - b) a comedy.
  - c) a documentary.
2. You can watch 'All About The McKenzies' ...
  - a) on DVD.
  - b) on TV.
  - c) on the internet.
3. At the moment, the ... series of 'All About The McKenzies' is being filmed.
  - a) first
  - b) second
  - c) third
4. 'All About The McKenzies' is about a black British family living in ...
  - a) London.
  - b) Birmingham.
  - c) Manchester.
5. Al Brown talks about how 'Vice' uses social media to ...
  - a) advertise.
  - b) find out what its audience wants.
  - c) get news stories.
6. The cast and crew of 'All About The McKenzies' tell Wendy how social media help them to ...
  - a) get work.
  - b) advertise the programme.
  - c) recruit people.

**Activity 2** Read the extract from the documentary and find more words connected with the topic of TV and film. Add them to the list.

There are lights, a camera, actors and a film crew. But what's unusual here is that this programme isn't being made for television. 'All about the McKenzies' was launched on YouTube. They kept the costs down by filming on cheaper cameras and using a real house rather than an expensive studio. With the help of social media sites like Facebook and Twitter as well as its own website, it has built up a dedicated following. Now they are filming the third series. Not bad

when you consider the writer, director and star, Samuel Benta, had never done anything like this before.

**TV and film** lights, camera, a\_\_\_\_\_, f\_\_\_\_\_ c\_\_\_\_\_, s\_\_\_\_\_,  
w\_\_\_\_\_, d\_\_\_\_\_, s\_\_\_\_\_

**Activity 3** *Can you remember the TV and film words from Activity 2? Type in the correct words.*

There are 1\_\_\_\_\_, a c\_\_\_\_\_, a\_\_\_\_\_ and a f\_\_\_\_\_ c\_\_\_\_\_. But what's unusual here is that this p\_\_\_\_\_ isn't being made for television. 'All about the McKenzies' was launched on YouTube. They kept the costs down by filming on cheaper c\_\_\_\_\_ and using a real house rather than an expensive s\_\_\_\_\_. With the help of social media sites like Facebook and Twitter as well as its own website, it has built up a dedicated following. Now they are filming the third s\_\_\_\_\_. Not bad when you consider the w\_\_\_\_\_, d\_\_\_\_\_ and s\_\_\_\_\_, Samuel Benta, had never done anything like this before.

### **Discussion**

- What kinds of videos do you enjoy watching on the internet?
- Have you ever seen a series or film that was made for the internet?

## **UNIT 3**

### **EVERYTHING YOU (N)EVER WANTED TO KNOW ABOUT MOZART**

#### **LISTENING**

**Listen to:** <https://learnenglish.britishcouncil.org/en/magazine/everything-you-never-wanted-know-about-mozart>

**Exercise 1** *Below are 11 events from the article, but they are in the wrong chronological order. Decide which is the correct order.*

1. 180 compact discs containing the complete set of authenticated works by Mozart were produced by Philips Classics.
2. A funeral was held for Mozart's pet starling.
3. Mozart died.
4. Mozart reputedly wrote the symphonic masterpieces (No. 39, 40 and 41) in 42 days.
5. Mozart was born.
6. Mozart wrote his opera *La Clemenza di Tito* in 18 days.

7. Mozart's *Organ Piece for a Clock* was finally performed in the manner intended.
8. Mozart's overture *Don Giovanni* was written in full score at one sitting in Prague.
9. Researchers at University College, Cardiff, announced an important discovery concerning the formation of musical taste in rats.
10. The game of billiards was invented.
11. The *Mozartkugel* cake was created by the Salzburg confectioner Paul F

## MUSIC IS GREAT – PART 1

### VIDEO

**Watch:** <http://learnenglish.britishcouncil.org/en/britain-great-video-clips/music-great-part-1>

### *While you listen*

The *Britain is Great* series tells you about some of the things that make Britain so great. There's a lot of fun facts – and lots of good language, too. See if you can answer the questions while you watch the video.

**Comprehension Task 1:** Choose the sentences that are true according to the video.

- a) The Premises is a live music venue.
- b) It's in London.
- c) Richard talks to one of the musicians there.
- d) It has been open for twenty-six years.
- e) It has a range of facilities.
- f) They deal with a variety of music and musicians.
- g) Bestival has only rock music.
- h) Bestival is a four-day music festival.

**Comprehension Task 2:** Which of these musicians do they say have visited the Premises Studios?

Adele	Rihanna
Elton John	Ronnie Wood
Lady Gaga	The Arctic Monkeys
Lana del Rey	The Beatles
Madonna	

## MUSIC IS GREAT – PART 2

### VIDEO

**Watch:** <http://learnenglish.britishcouncil.org/en/britain-great-video-clips/music-great-part-2>

#### *While you listen*

The *Britain is Great* series tells you about some of the things that make Britain so great. There's a lot of fun facts – and lots of good language, too. See if you can answer the questions while you watch the video.

**Comprehension Task 1:** *What does Richard do in the video? Put the events in order.*

- a) He admires the building and asks about it.
- b) He goes to Southampton, on the South coast of Britain.
- c) He arrives at The Royal Albert Hall, where Verdi's Aida is being performed.
- d) He talks to the manager of Soco.
- e) He tries playing some instruments.
- f) He visits a shopping centre.

**Comprehension Task 2:** *Which place is described? Match the phrases to the place.*

The Royal Albert Hall:

Soco:

- a) ...aims to reach people who aren't usually involved in music.
- b) ...has been putting on performances for more than a hundred years.
- c) ...is also called The Hub.
- d) ...has hosted a lot of famous musicians.
- e) ...makes recordings of musicians who aren't well-known.
- f) ...runs workshops in music and arts.
- g) ...has rock, pop and classical performances.

## ROCK'N'ROLL GRANDDADS

### LISTENING

**Listen to:** <https://learnenglish.britishcouncil.org/en/magazine/rock-and-roll-grandads>

### ***Before you listen***

**Activity 1** Match the words and phrases at the top to their definitions.

a. been around	b. contestant	c. emphasis
d. hugely	e. outrageous	f. regarded as
g. released	h. stage	i. tastes

1. considered or seen as
2. extremely
3. been in existence, present
4. made available for the public to buy
5. particular importance or attention given to something
6. person who competes in a contest
7. raised area where actors or entertainers perform
8. shocking and morally unacceptable
9. what someone likes

### ***After listening***

**Activity 2** Below there are 10 sentences from the article. In each case, choose the sentence which has the same meaning.

1. Many critics... chose it as their favourite of the year.
  - a. A lot of people who write about music said the record was for them the best of 2005.
  - b. A lot of people who write about music said the record was the biggest seller of 2005.
  - c. A lot of people who write about music said the record was the best Rolling Stones have made.
2. Mick Jagger... Keith Richards and the other musicians are all well into their 60s...
  - a. The Rolling Stones started in the 1960s
  - b. The Rolling Stones were born in the 1960s
  - c. The Rolling Stones are aged over 60.
3. Madonna... is regarded as being an exciting contemporary artist
  - a. Madonna does paintings and sculptures.

- b. Madonna works in films and music and other artistic areas.
  - c. Many people think Madonna is still making great music.
4. Even a former terror like John Lydon...still makes records.
- a. John Lydon used to be a terrorist
  - b. John Lydon used to be terrifying
  - c. John Lydon used to be a punk
5. Many groups or singers make one or two good records when they are in their early 20's, then disappear, or carry on making less interesting records.
- a. The creative life of most groups is quite limited
  - b. Only young people can make pop music
  - c. Groups always make two good records then become boring
6. The Rolling Stones... are still much more famous for the songs they made in the 1960's and 70's than for their more recent recordings
- a. The new Rolling Stones song are their best
  - b. The old Rolling Stones songs are better
  - c. People remember the old songs more than the new ones
7. Many of these rock'n'roll grandads are really still living off the past.
- a. A lot of older rock and pop singers are famous because of what they did 20 or 30 years ago
  - b. A lot of singers still think its the 1960s
  - c. A lot of singers are now grandparents
8. This phenomenon is not limited to the west
- a. This doesn't only happen in Europe and the USA
  - b. This only happens in Europe and the USA
  - c. This doesn't happen in Asia
9. Now pop and rock music have been around for 50 years, people who started listening to it when they were young are now old.
- a. Rock and pop's audience is getting older
  - b. Older people are now bored of listening to the same music for so long
  - c. Pop and rock is now an outdated music form
10. Will anybody still be listening to Blue or Britney Spears when they're in their sixties?



- a. The writer suggests that no-one will be listening to them
- b. The writer suggests that everyone will still be listening to them
- c. The writer doesn't know, but suspects nobody will be listening to them

## THE PROMS

### LISTENING

**Listen to:** <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150910>

#### *Vocabulary:*

to pop down to	to visit somewhere
stuck-up	superior attitude
to be gripped by smth	to be completely attentive to something
Gig	an informal musical event
to commission	to pay to a person to create something unique
symphony	a work using the whole orchestra
concerto	a work using a soloist plus orchestra
Sonata	a work usually using just a soloist

Do you like classical music?

For some people, classical music is seen as a bit elitist - but you can forget about that when it comes to the BBC Proms. It's been called the largest and most democratic classical music festival in the world. And that's because it's very informal, open to everyone and cheap to get a ticket - if you don't mind standing!

#### ***Before listening question:***

The Proms is a very old festival, but how old is it? Is it:

- a) 57 years?
- b) 84 years?
- c) 120 years?

You'll hear the answer at the end of the programme.

#### *Questions:*

- 1) What are the Proms?
- 2) What is the last night of the Proms famous for?

- 3) How old is the festival?
- 4) How do people show their appreciation?
- 5) Who are the Prommers?
- 6) How much is the ticket?
- 7) Who performs at the festival?
- 8) Prove that the range of music is becoming wider year by year.

## UNIT 4

### SUB-CULTURES IN BRITAIN

#### *Part 1*

Notting Hill Carnival reggae legitimate dialect camouflage jackets mainstream	uncut hair distinctive clothes Afro-Caribbean (3) Rastafarian (2) whites black music	rebellion Golden Age country-cottage culture urban culture challenge sub-culture rap
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(1) \_\_\_\_\_-s\_ such as punks, hippies, etc. have tended to (2) \_\_\_\_\_ the traditional values of smart and respectable dress. (3) \_\_\_\_\_ and dissent belong on city streets. Among those who rejected the English (4) \_\_\_\_\_ in favour of popular (5) \_\_\_\_\_, some remained deeply dissatisfied with their place in society. The single greatest influence for all these rebel sub-cultures has been (6) \_\_\_\_\_. Afro-Caribbean immigrants, and more particularly their children, have felt excluded from (7) \_\_\_\_\_ British society. Many (8) \_\_\_\_\_ associated (9) \_\_\_\_\_ youths with violence and disorder. At a spiritual level many (10) \_\_\_\_\_, like those in the Caribbean, dreamed of a (11) \_\_\_\_\_ in Africa before the slave traders came. These Rastafarians began to wear (12) \_\_\_\_\_, (13) \_\_\_\_\_, large hats in the red, gold and green colours of Ethiopia and wear their long (14) \_\_\_\_\_ in “dreadlocks”. They took to speaking a special (15) \_\_\_\_\_. This was defiance and revolt, until (16) \_\_\_\_\_ became a recognized and (17)

\_\_\_\_\_ minority group at the end of the 1980s. Most important, however, for its cultural impact, has been the (18) \_\_\_\_\_ which came into Britain mainly through the (19) \_\_\_\_\_ movement. Three particular types, ska, (20) \_\_\_\_\_ and (21) \_\_\_\_\_ evolved in the Caribbean and United States but were developed in Britain. Afro-Caribbean music and culture finds its most colourful and exuberant public expression in the annual (22) \_\_\_\_\_ in London.

### ***Part 2***

generation cult shave homosexual racist views	minority Afro-Caribbean Identify identity black mannerism	reggae black fashion heavy adoption
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The Skinheads developed in the 1970s out of an older (1) \_\_\_\_\_, the Mods, and copied (2) \_\_\_\_\_ and (3) \_\_\_\_\_ and danced to (4) \_\_\_\_\_. This was the biggest (5) \_\_\_\_\_ of black fashion by white people. Yet Skinheads were closely (6) \_\_\_\_\_ with extreme (7) \_\_\_\_\_. In general they tolerated (8) \_\_\_\_\_ more willingly than Asian (9) \_\_\_\_\_. So many Skinheads were violent to blacks and (10) \_\_\_\_\_, that they are widely considered to be virtually fascist. They wore (11) \_\_\_\_\_ boots, jeans and braces and (12) \_\_\_\_\_ their hair or cut it very short. They aggressively sought to recover a crude working-class (13) \_\_\_\_\_ which their parents' (14) \_\_\_\_\_ had largely abandoned.

### ***Part 3***

Class black music social values	Mutilate glamour Union Jacks	foul appeal	torn clothes race
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The Punks were a reaction to the (1) \_\_\_\_\_ of the pop-star world of the 1960s and early 1970s. Their (2) \_\_\_\_\_ to the young was their ability to outrage middle-aged opinion, particularly among the guardians of (3) \_\_\_\_\_, like the police and other civil authorities. They did this by using (4) \_\_\_\_\_ language, dressing in (5) \_\_\_\_\_, wearing (6) \_\_\_\_\_,

swastikas, (7) \_\_\_\_\_ their bodies with safety pins, wearing chains and even articles suggestive of urban waste like black plastic dustbin liner shirts. Punks too used (8) \_\_\_\_\_, particularly reggae. While the rock-star culture of the 1960s proclaimed a classless society, Punks, Skinheads and Rastafarians, each in their own way, were insisting that they inhabited a world divided by (9) \_\_\_\_\_ and (10) \_\_\_\_\_.

#### **Part 4**

acceptance “cranky” views countryside	profound influence simple life sub-cultures	the traditional Roma urban life Hippies
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One of the most important and significantly different recent (1) \_\_\_\_\_, are the New Age Travellers, who reject (2) \_\_\_\_\_ to imitate (3) \_\_\_\_\_, forming small communities and moving around (4) \_\_\_\_\_ in caravans, to live a natural and idealized (5) \_\_\_\_\_. They are the natural descendants of the 1960s (6) \_\_\_\_\_. The New Age Travellers have had a (7) \_\_\_\_\_ on the whole country. For their supposedly (8) \_\_\_\_\_ about an imperiled ecology and environment acquired growing (9) \_\_\_\_\_ in the 1990s as the population began to appreciate the madness of destroying countryside for the sake of yet more cars.

### **THE MEANING OF CLOTHES**

#### **LISTENING**

**Listen to:** <http://www.bbc.co.uk/learningenglish/russian/features/6-minute-english/ep-150917>

#### ***Vocabulary***

scruffy	untidy
out of place	that means unsuitable
dress down	that means dress casually
make snap judgements	make quick decisions
draped	covered
garment	a piece of clothing
ceremonial occasions	special events like weddings

splash of colour	a display of colour
off the top of your head	someone who can't think of something immediately
look out of place	look unsuitable
look a bit samey	be the same, monotonous, unvaried
catwalk	a narrow pathway used by models in a fashion show

Do you dress formal or casual? Do you choose trendy items or old comfortable ones? Do we value tradition when deciding what to keep in our wardrobe? Rob and Will talk about the meaning of clothes. Listen to the conversation and learn some new words.

***Before listening question***

What is the maximum length of a sari? Is it ...

- a) 12 metres
- b) 9 metres
- c) 7 metres

You can hear the right answer at the end of the programme.

***Listen to the conversation and answer the questions.***

1. What is Will's / Rob's attitude to clothes?
2. How do people's clothes depend on their jobs?
3. Prove that the meaning of clothes goes far deeper.
4. What have you learnt about sari?
5. How is the British dress code characterized?

## HOW BAD IS BOOZE?

### LISTENING

**Listen to:** <http://www.bbc.co.uk/learningenglish/russian/features/6-minute-english/ep-160505>

***Vocabulary***

hangover	the headache and sickness you can feel after drinking too much alcohol
Cure	something that makes you better
teetotal	someone who doesn't drink alcohol
hair of the dog	the belief that drinking more alcohol when you already have a hangover will make you feel better
Booz	alcoholic drink, a drinking party
Boozy	lots of alcohol

downside	disadvantages
Tipple	alcoholic drink
don't knock it until you've tried it	try something before you criticize it
skeptical	doubtful about whether something is true or not
fermentation	the process in which yeast or bacteria change sugar to alcohol

Do you enjoy a glass or two of wine? How about three or four? Is beer your favourite drink or do you go for gin? Rob and Alice discuss how good or bad alcohol is for you. They also talk about what risk to your health regular drinking may have.

***Before listening question***

What is the name of the main process involved in producing alcohol? Is it...

- a) fermentation?
- b) hydration?
- c) purification?

You can hear the right answer at the end of the programme.

***Listen to the conversation and answer the questions.***

1. Why does Rob look so pale?
2. What is hangover? What are possible hangover cures?
3. What problems can alcohol lead to?
4. Can moderate drinking keep decrease these risks??
5. Is drinking red wine good for your health?
6. What is Alice's favourite tipple?
7. What do statistics say about the risk of death connected with alcohol?

## UNIT 5

### GLOBAL WARMING CAUSES

**READING**

**Read:** <http://www.climatehotmap.org/about/global-warming-causes.html>

Global warming is primarily a problem of too much carbon dioxide (CO<sub>2</sub>) in the atmosphere—which acts as a blanket, trapping heat and warming the planet. As we burn fossil fuels like coal, oil and natural gas for energy or cut down and burn forests to create pastures and plantations, carbon accumulates and overloads our atmosphere. Certain waste management and agricultural

practices aggravate the problem by releasing other potent global warming gases, such as methane and nitrous oxide. See the pie chart for a breakdown of heat-trapping global warming emissions by economic sector.

### Global Warming Is Urgent and Can Be Addressed

CO<sub>2</sub> survives in the atmosphere for a long time—up to many centuries—so its heat-trapping effects are compounded over time. Of the many heat-trapping gases, CO<sub>2</sub> puts us at the greatest risk of irreversible changes if it continues to accumulate unabated in the atmosphere—as it is likely to do if the global economy remains dependent on fossil fuels for its energy needs. To put this in perspective, the carbon we put in the atmosphere today will literally determine not only our climate future but that of future generations as well.

Substantial scientific evidence indicates that an increase in the global average temperature of more than 3.6 degrees Fahrenheit (°F) (or 2 degrees Celsius [°C]) above pre-industrial levels poses severe risks to natural systems and to human health and well-being. The good news is that, because we as humans caused global warming, we can also do something about it. To avoid this level of warming, large emitters such as the United States need to greatly reduce heat-trapping gas emissions by mid century. Delay in taking such action means the prospect of much steeper cuts later if there is any hope of staying below the 3.6°F (2°C) temperature goal. Delayed action is also likely to make it more difficult and costly to not only make these reductions, but also address the climate consequences that occur in the meantime.

### The Consequences of a Warming World

Over the last century, global average temperature has increased by more than 1°F (0.7°C). The 2001-2010 decade is the warmest since 1880—the earliest year for which comprehensive global temperature records were available. In fact, nine of the warmest years on record have occurred in just the last 10 years. This warming has been accompanied by a decrease in very cold days and nights and an increase in extremely hot days and warm nights. The continental United States, for example, has seen record daily highs twice as often as record daily lows from 2000 to 2009. While the record shows that some parts of the world are warming faster than others, the long-term global upward trend is unambiguous.

Of course, land and ocean temperature is only one way to measure the effects of climate change. A warming world also has the potential to change rainfall and snow patterns, increase droughts and severe storms, reduce lake ice cover, melt glaciers, increase sea levels, and change plant and animal behavior.

### Regional Actions Add Up to Global Solutions

Any action to reduce or eliminate the release of heat-trapping gases to the atmosphere helps slow the rate of warming and, likely, the pace and severity of change at any given hot spot. Local sources of carbon emissions vary from region to region, suggesting that solutions are often decided at the community level. The Climate Hot Map points to regional examples of climate-friendly energy, transportation, or adaptation choices. Some regions, however, must rely upon global solutions such as international agreements to reduce the carbon overload in the atmosphere that threatens them. Small islands, for example, are a paltry source of carbon emissions and yet are disproportionately affected by the consequences of global carbon overload as accelerated sea level rise threatens the very existence of low-lying islands.

Individual, regional, and national actions can all add up to global solutions, slowing and eventually halting the upward climb of CO<sub>2</sub> concentrations in the atmosphere.

## **SOLUTIONS TO GLOBAL WARMING**

There is no single solution to global warming, which is primarily a problem of too much heat-trapping carbon dioxide (CO<sub>2</sub>), methane and nitrous oxide in the atmosphere. The technologies and approaches outlined below are all needed to bring down the emissions of these gases by at least 80 percent by mid-century.

- **Boosting energy efficiency:** The energy used to power, heat, and cool our homes, businesses, and industries is the single largest contributor to global warming. Energy efficiency technologies allow us to use less energy to get the same—or higher—level of production, service, and comfort. This approach has vast potential to save both energy and money, and can be deployed quickly.
- **Greening transportation:** The transportation sector's emissions have increased at a faster rate than any other energy-using sector over the past decade. A variety of solutions are at hand, including improving efficiency (miles per gallon) in all modes of transport, switching to low-carbon fuels, and reducing vehicle miles traveled through smart growth and more efficient mass transportation systems.
- **Revving up renewables:** Renewable energy sources such as solar, wind, geothermal and bioenergy are available around the world. Multiple studies have shown that renewable energy has the technical potential to



meet the vast majority of our energy needs. Renewable technologies can be deployed quickly, are increasingly cost-effective, and create jobs while reducing pollution.

- **Phasing out fossil fuel electricity:** Dramatically reducing our use of fossil fuels—especially carbon-intensive coal—is essential to tackle climate change. There are many ways to begin this process. Key action steps include: not building any new coal-burning power plants, initiating a phased shutdown of coal plants starting with the oldest and dirtiest, and capturing and storing carbon emissions from power plants. While it may sound like science fiction, the technology exists to store carbon emissions underground. The technology has not been deployed on a large scale or proven to be safe and permanent, but it has been demonstrated in other contexts such as oil and natural gas recovery. Demonstration projects to test the viability and costs of this technology for power plant emissions are worth pursuing.
- **Managing forests and agriculture:** Taken together, tropical deforestation and emissions from agriculture represent nearly 30 percent of the world's heat-trapping emissions. We can fight global warming by reducing emissions from deforestation and forest degradation and by making our food production practices more sustainable.
- **Exploring nuclear:** Because nuclear power results in few global warming emissions, an increased share of nuclear power in the energy mix could help reduce global warming—but nuclear technology poses serious threats to our security and, as the accident at the Fukushima Daiichi plant in Japan illustrates to our health and the environment as well. The question remains: can the safety, proliferation, waste disposal, and cost barriers of nuclear power be overcome?
- **Developing and deploying new low-carbon and zero-carbon technologies:** Research into and development of the next generation of low-carbon technologies will be critical to deep mid-century reductions in global emissions. Current research on battery technology, new materials for solar cells, harnessing energy from novel sources like bacteria and algae, and other innovative areas could provide important breakthroughs.
- **Ensuring sustainable development:** The countries of the world—from the most to the least developed—vary dramatically in their contributions to the problem of climate change and in their responsibilities and capacities to confront it. A successful global compact on climate change must include financial assistance from richer countries to poorer countries

to help make the transition to low-carbon development pathways and to help adapt to the impacts of climate change.

### 35 SURPRISING FACTS ON GLOBAL WARMING

#### READING

**Read:** <http://www.conserve-energy-future.com/various-global-warming-facts.php>

**Fact 1:** Global warming is the result of increase in the earth's average surface temperature due to greenhouse gases like carbon dioxide and methane. These gases are required for the presence of human life on earth. However, global warming is happening due to over-emittance of these gases.

**Fact 2:** Emissions like carbon dioxide, nitrous oxide and other greenhouses gases will remain in the atmosphere for many years making impossible to eliminate global warming for several decades.

**Fact 3:** According to IPCC 2007 report, sea levels will rise by 7-23 inches by the end of this century due to global warming.

**Fact 4:** Since 1880, the average temperature has risen by 1.4-Fahrenheit degrees.

**Fact 5:** The last two decades of the 20<sup>th</sup> century have been hottest in the last 400 years, according to climate studies.

**Fact 6:** The Arctic is one of the worst places to be effected by global warming.

**Fact 7:** According to the multinational Arctic Climate Impact Assessment report compiled between 2000 and 2004, the average temperature in Alaska, Western Canada and Russia have risen at twice the global average.

**Fact 8:** The Arctic ice is melting rapidly. By 2040 the region is expected to have a completely ice free summer, or even earlier.

**Fact 9:** The Montana Glacier National Park has only 25 glaciers instead of 150 that were there in the year 1910.

**Fact 10:** Due to global warming and pollution, coral reefs are suffering the worst bleaching with the highest dying record since 1980.

**Fact 11:** Global warming that is causing extreme weather changes has shown it implications in the way of forest fires, heat waves and severe tropical storms throughout the world.

**Fact 12:** There has been a tremendous increase of water vapor, carbon dioxide, methane nitrous oxide and especially greenhouse gases due to polluting substances emitted as a result of industrialization, pollution, deforestation.

**Fact 13:** Humans are emitting more carbon dioxide in the atmosphere, faster than the absorbing rates of plants and the oceans.

**Fact 14:** Sea levels have risen about 7 inches in the in the last 100 years, which is more than the previous 2000 years combined. The rising sea levels due to global warming could threaten the lives of people living along the coastal areas.

**Fact 15:** Around 100 million people live with 3 feet of sea level and many cities of the world are located near such vulnerable coastal areas.

**Fact 16:** Melting of glaciers will cause sea levels to rise on one hand and water shortages in areas that depend on natural sources of water.

**Fact 17:** More than 1 million species have become extinct due to disappearing habitats, ecosystems acidic oceans all caused due to global warming.

**Fact 18:** The global warming will completely alter the ocean's conveyer belt which will cause a mini ice age in the Europe.

**Fact 19:** Increasing temperatures will release more greenhouse gases, unlock methane, and cause more evaporation of water.

**Fact 20:** 2000-2009 has been the hottest decade periods of the earth.

**Fact 21:** The rate at which carbon dioxide is being dumped in to the environment is 1000 tons per second until the 2011 records.

**Fact 22:** The carbon dioxide levels in the 20<sup>th</sup> century have been highest in 650,000 years. Till 1950, the levels rose by 11% and recently the levels have risen by 40%.

**Fact 23:** Due to industrial revolution, the burning of fossil fuels like coal, oil and gas started on a massive scale. This not only increased greenhouse gases but was also responsible for large scale deaths due to asthma and other respiratory diseases.

**Fact 24:** Human activities release around 37 billion metric tons of carbon dioxide per year.

**Fact 25:** Since the industrial revolution in 1700, the level of carbon dioxide on earth has increased by 34%.

**Fact 26:** By year 2100, the average temperature will rise by 5.8 degrees as a result of global warming.

**Fact 27:** Each year of the 21<sup>st</sup> century ranks amongst 14 hottest years since 1880.

**Fact 28:** In the last 30 years, the average consumption of fossil fuel by United States has been 80%. Fossil fuels are the most dangerous contributors to global warming.

**Fact 29:** Between 2000-2100, the heat related deaths will rise by 150,000.

**Fact 30:** Global warming is causing the colder areas of the world to become more hot, thereby becoming more vulnerable to diseases.

**Fact 31:** A failure in preventing global warming can cause a major economic collapse causing 20% of global domestic output to fix.

**Fact 32:** Droughts, hurricanes, wildfires, extinction on endangered species, melting of polar ice caps, storms are few of the effects of global warming.

**Fact 33:** The NRDC (Natural Resources Defense Council) proposed the Clean Air Act to cut power plant emissions by 26 percent in the next 7 years.

**Fact 34:** The heat trapping gases have been increasing in the atmosphere at an alarming rate. The presence of large number of these gases has resulted in enhanced greenhouse effect. Heat waves caused by global warming is responsible for many heat related illness and deaths.

**Fact 35:** Global warming can lead to massive food and water shortages and has a life threatening impact on the wildlife.

If these figures do not startle, then it will be extremely difficult to prevent the world from collapsing from global warming. Many schools, organizations, government bodies etc are making efforts to encourage people to take steps that would prevent them from taking any action that would lead to global warming. The most important consideration however is to feel for the problem and to be fully awakened to the situation.

## **A THROW-AWAY SOCIETY**

### **LISTENING**

#### **Listen to:**

[http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/02/090217\\_aae\\_throwaway.shtml](http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/02/090217_aae_throwaway.shtml)

1. What does it mean “to throw something away”?

.....

2. What things do we throw away every day?

.....

3. What does a “throwaway society” mean?  
.....
4. Is it typical for developed or developing countries?  
.....
5. Give some examples of people’s behavior in developed countries.  
.....
6. What fact encourages people to throw things away?  
.....
7. Does the term of “throwaway society” have positive or negative connotation?  
.....
8. Why should people try to waste less?  
.....

### **How We Became a Throw-away Society**

*by Elizabeth A. Zimmerman, Certified Environmental Professional*

#### **READING**

**Read:** <http://www.ourbetternature.org/throwaway.htm>

I once had a house guest from South America. During his visit, I happened to throw an old, broken blender in the trash. The next day it was sitting on my counter – in working order. In his world, people simply cannot afford to replace a malfunctioning item. They take the time and figure out how to fix it. In Cuba, they are still driving cars from the 1950’s, mainly because they do not have a choice. New American cars have not been available since the Revolution and subsequent embargo.



In contrast, the U.S. is renowned as a “throw-away society.” On average, each American generates 4.6 lbs. of garbage every day (source: U.S. EPA,

*Cubans put a lot of effort and ingenuity into maintaining old cars like this 1952 Ford Custom. With an average salary of \$19 a month, most Cubans could not afford a new car even if they were available. Photo by Tina Gallagher.*

2006.) I believe a combination of factors has contributed to this phenomenon.

“Planned obsolescence” is not a myth. It is a manufacturing philosophy developed in the 1920’s and 1930’s, when mass production became popular. The goal is to make a product or part that will fail, or become less desirable over time or after a certain amount of use. This pressures the consumer to buy again.

Advertising trains consumers to want what is new and improved. It convinces them that the more they have, the happier they will be. Vance Packard, author of *The Waste Makers*, a book published in 1960, called this “the systematic attempt of business to make us wasteful, debt-ridden, permanently discontented individuals.”

Planned obsolescence does keep costs down. Instead of making an expensive product that will last a long time, businesses produce more affordable, disposable items. In addition, technological advances are occurring at a breakneck pace. Some electronic items have become so inexpensive that it is cheaper to replace them than to repair them. Labor and parts are pricey. Few consumers would pay \$50 or more to repair a broken VCR, when they can purchase a brand new DVD player for the same amount.

Busy people often value their time and convenience more than money. It takes time, patience, and some skill to darn a sock. Complicated, computerized equipment may be difficult to repair. If a car starts to have mechanical problems, replacing it with a newer, more reliable model may be more appealing than tolerating it being in the shop for a week.

In a materialistic society, people may accumulate so many things that they may not value them. I will never forget watching an Ecuadorian boy absorbed in play. He had a truck made from a leftover margarine tub, pulled along his little dirt construction site on a string. I would not be surprised if it were the only toy he owned. In the U.S., most children receive so many gifts at Christmas that they do not have the time or attention span to open them all.

We also live in an era of fast food. In a sit down restaurant, food is served on real china and silverware that is then washed and re-used. “To go” food comes in cheap, disposable packaging. Pre-packaged frozen and canned food are

increasingly popular, generating waste cardboard and tin. Milk used to come in glass bottles that were picked each up morning when fresh milk was delivered. Now, most beverages come in plastic bottles, of which less than a third are recycled (source: EPA, 2003).

Unlike people in many developing countries, we live in a world of abundance. A 2004 study by Dr. Timothy Jones of the University of Arizona also found that in the U.S., 40-50 percent of all food ready for harvest is wasted. Jones estimated that an average family of four throws out \$590 worth of meat, fruit, vegetables and grain products each year.

Trash is fairly cheap to dispose of. Landfills and incinerators are out of sight and out of mind.

## GLOBAL WARMING

### LISTENING

**Listen to:** <http://www.bbc.co.uk/learningenglish/russian/features/6-minute-english/ep-160915>

#### *Vocabulary*

Unseasonably	not normal for the time of year
Mitigate	make them less harmful
Pledged	promised
Desalination	removing the salt and other minerals from sea water
Homegrown	produced locally
cost-efficient	good value for the money you paid
Logistics	the organization of a complex activity

What might the world look like if the temperature keeps rising? There will be many losers – but who are the likely winners? Neil and Alice discuss what we need to do to adapt to the inevitable changes ahead.

#### ***Before listening question:***

How much has the average temperature of the Earth's surface increased in the last hundred years? Is it...

- a) 0.85°C?
- b) 1.85°C?
- c) 8.5°C?

You'll hear the answer at the end of the programme.

***Listen to the programme and find answers to the following questions.***

1. Why has the Earth warmed up in the past?
2. Why is the Earth getting warmer today? Can we reverse the changes?
3. What can people do to solve the problem?
4. Do you know any ways to mitigate greenhouse emissions?
5. What are rich countries doing to improve the situation in poor countries?
6. What homegrown technologies were mentioned? (in Australia and China, in Bangladesh, in Denmark) Can these ideas be implemented?

## ENVIRONMENTAL PROTEST GROUPS

### LISTENING

**Listen to:** <https://learnenglish.britishcouncil.org/en/magazine/environmental-protest-groups>

***Vocabulary:***

aquatic	living or growing in, happening in, or connected with water
blockbuster	a book, film, etc that is very popular or successful
epic	a story or film which is very long and contains a lot of action
Ernst Blofeld	the villain in some James Bond films
Lex Luther	the villain in Superman
to found	to start an organization, esp. by providing money
household name	someone or something that everyone knows
to mar	to spoil something
paddling pool	a shallow pool that small children can play in
Russian roulette	a dangerous game of chance
status quo	the situation that exists now, without any changes
tarmac	a thick, black substance that is sticky when hot and is used to cover roads

***True or false:***

1. Surfers Against Sewage members like playing with guns.
2. Reclaim the streets started in Cornwall.
3. The people who started Surfers Against Sewage like water sports.



4. RTS demonstrations are always peaceful.
5. The SAS organization has been very successful.
6. RTS is against road building.
7. The SAS logo appeared in the film “The Beach”.
8. RTS events sometimes attract thousands of people.

***Listen and fulfil the tasks:***

1. What horrible facts about the global environment were mentioned? (7)
2. Who is to blame for these problems?
3. What for were many protest groups set up? Name some of their aims (4)
4. *Surfers Against Sewage* was founded in ..... by ..... who were concerned about .....
5. What are *SAS* main activities?
6. Enumerate successful results of the *SAS* activity.
7. Prove that *SAS* has acquired a cool image.
8. *Reclaim The Streets* way started in ..... in ..... to campaign FOR  
.....  
....., AGAINST  
.....  
.....
9. What are the *RTS* main activities?
10. What are their methods?
11. Why is *RTS* called “disorganization”?
12. How does the Internet help these protest groups?

## GLOBAL WASTE: FOOD FOR THOUGHT

### LISTENING

**Listen to:**

[http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2012/08/120830\\_6min\\_global\\_waste.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2012/08/120830_6min_global_waste.shtml)

***Vocabulary and definitions***

expired	come to the end of the acceptable time to eat
edible	eatable

blemish	mark, fault
nutritious	healthy, beneficial
imperfections	defects, faults
reliance	dependence
inefficient	badly organised, wasteful
rot	decay
take their toll	have a bad effect on
food for thought	provide motivation for thinking about something

How much food do you throw away? Chris discusses with Jen the problems of global food and water waste in this week's 6 Minute English.

***Before listening question:***

How much food is wasted every year around the world? Is it:

- a) 5,000 tonnes
- b) 1 million tonnes
- c) 1.3 billion tonnes

***Listen to the programme and find answers to the following questions.***

1. When do people throw food away?
2. How much food is wasted according to the conference in Sweden? How does it happen?
3. How much food do people in developed and developing countries waste?
4. What factors lead to waste in poor countries?
5. Why do we need to think more?

## PLASTIC BAGS

### LISTENING

**Listen to:** <http://www.bbc.co.uk/learningenglish/russian/features/6-minute-english/ep-151105>

***Vocabulary:***

Hoarder	someone who collects large amounts of something and finds it hard to throw things away
decompose	gradually break down by natural chemical processes
clog	block something
biodegradable	able to break down naturally without any harm to the environment
landfill	a place where our rubbish is buried under the earth
ingested	eaten

zooplankton	tiny little animals in the sea other sea animals feed on
-------------	--

***Before listening question:***

How many tones of plastic rubbish from the UK is being sent to China each year for recycling?

- a) 20.000
- b) 200.000
- c) 2.000.000

***Listen and answer:***

- 1) Why do people use plastic bags instead of their own?
- 2) What's a recent government initiative?
- 3) What countries charge for plastic bags and which ones have banned them altogether?
- 4) Why are plastic bags bad for the environment?
- 5) What are possible solutions?
- 6) Where does the used plastic and rubbish end up in?
- 7) Why are many scientists concerned about the plastic that ends up in the sea?
- 8) How can it happen, that people may end up eating that microplastics?

## AMAZON DEFORESTATION

### READING

**Read:** [http://news.bbc.co.uk/go/pr/fr/-/cbbcnews/hi/newsid\\_4560000/newsid\\_4563300/4563353.stm](http://news.bbc.co.uk/go/pr/fr/-/cbbcnews/hi/newsid_4560000/newsid_4563300/4563353.stm)

Some main reasons why areas of rainforests are cut down:

- Farming e.g. soya fields, cattle ranches
- Mining
- Flooding areas of land as part of hydro electric power stations
- Logging to sell the timber

Once the trees go, the soil becomes infertile in one or two years, making it poor for farming.

Hunting becomes more difficult for the people who live there as the habitat for wildlife is lost. Traditional people's cultures are also lost.

The effects of deforestation:

- Trees are removed.
- Trees do not protect soil so nutrients are washed out by the rain.

- Soil is now less fertile and the unprotected surface becomes dry and compacted.
- It is hard for rain to soak into the soil, so flooding may occur.
- New trees grow more slowly and there are less species.

#### Possible alternatives to deforestation:

You may think that the obvious solution to the problems of deforestation is simply to stop people cutting the trees down.

However, it's not always as straightforward as that. Most of the countries that have rainforests are trying to cope with poverty, debt and high rates of population growth.

Can they be blamed for trying to make some money?

Here are some alternatives to deforestation on a big scale:

- A mixture of different crops and trees are planted together. This variety helps prevent insect damage and soil erosion, as well as maintaining natural soil fertility.
- Banning sales of valuable hard wood e.g. mahogany.
- Less economically developed countries could have some of their debts reduced in return for setting up projects to protect their rainforests.
- Increased world trade in rainforest products at fair prices.
- National Rainforest Parks e.g. Korup in Cameroon. These act as wildlife reserves and may make some money through careful tourism.
- Portable sawmills to reduce damage caused by motor vehicles bringing logs to permanent sites.
- Reserves for people already living in the rainforests so that local land rights and lifestyles can be respected.

#### The global effects of deforestation:

- The destruction of the rainforest is reducing the number of species of plants and animals as there are many species unique to different rainforests.
- The destruction of the rainforest may lead to the loss of valuable plants that could be useful to people in the future e.g. medicines or crops.
- The changes in humidity in deforested areas are creating less rainfall and having knock-on effects on savannah climates to the North and South. Rainfall is becoming more unpredictable.

- The destruction of the rainforest is likely to increase the greenhouse gas carbon dioxide in the atmosphere. However this is a minor effect compared to burning fossil fuels for industry and transport.
- Some scientists think the destruction of the rainforest is increasing global warming but others say climate change is natural. There have been cold and warm periods on Earth in the past.

#### Myths about deforestation:

The destruction of the rainforest is NOT increasing ozone in the atmosphere.

This is due to chemicals (CFCs) released into the atmosphere by people.

The destruction of the rainforest is NOT making people short of breath as there is plenty of oxygen in the air to breathe.

#### Other information:

It is estimated that 7.5 million hectares of rainforest are being cut down each year - that is the same as 20 football pitches every minute.

However, there is an area of rainforest the size of western Europe remaining in South America.

## **RAINFORESTS RULE**

### **LISTENING**

**Listen to:** <https://learnenglish.britishcouncil.org/en/magazine/rainforests-rule>

#### ***I. Listen to the story and answer the questions.***

1. Prove that the world of the rainforest is a world like no other.
2. Are rainforests distributed in the small or relatively big land area? Are they the same in different parts of the world?
3. They are situated between the Tropic of ..... and the Tropic of ..... .
4. What role do they play in maintaining the world as we know it? What amazing examples were mentioned? (ants, 480, 50%)
5. How do rainforests ensure their own survival?
6. How much of their own rain do they generate?
7. At least ... of rain a year is normal, and in some areas there may be as much as ... of rain annually.
8. Why are rainforests disappearing? (1).....2).....3).....)
9. A few thousand years ago, tropical rainforests covered ..... of the land surface on Earth, but today this has fallen to ..... .

#### ***II. Select the best answer to each of the following questions.***

1. Rainforests can be found

- a) only in South America
- b) in many countries all over the world
- c) in a small strip of land, mostly equatorial

2. Rainforests hold

- a) more than half the world's species
- b) less than half the world's species
- c) approximately half the world's species

3. Rainforests are 'the lungs of the planet' because they

- a) produce a large amount of oxygen and store a large amount of carbon dioxide
- b) store a small amount of oxygen and produce a large amount of carbon dioxide
- c) produce a small amount of oxygen and store a small amount of carbon dioxide

4. Rainforest tree leaves never touch the leaves of another tree

- a) to make rain fall on the ground of the forest
- b) to protect the trees from disease and insects
- c) to give the forest animals more exercise

5. Rainforests make a difference to the world's water supply because

- a) the humidity of the rainforests produces rainclouds
- b) rainforests are very rainy places
- c) the rainforests produce their own rain

6. Over the last few thousand years, the land covered by rainforests has

- a) increased
- b) decreased
- c) stayed the same

## **SMOG (AIR POLLUTION IN CHINA)**

### **LISTENING**

**Listen to:**

[http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/04/140417\\_6min\\_smog.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/04/140417_6min_smog.shtml)

Officials in China are dealing with a serious problem that's affecting people's health.

At certain times, the air in big cities such as Shanghai is so polluted people cannot go outside.

The dirty air, known as smog, is a combination of weather conditions, fumes and smoke from cars and factories.

Rob and Finn discuss what is being done to clean up the air and explain some pollution-related vocabulary.

***Before listening question:***

According to research by the World Health Organisation, which country has the city with the world's worst air pollution? Is it:

- a) China b) India c) Iran

***Match the vocabulary and definitions:***

- |                      |   |
|----------------------|---|
| 1) air pollution     | a) mixture of smoke, gases, chemicals and fog                 |
| 2) smog              | b) (here) better for the environment                          |
| 3) choking           | c) very harmful and could cause death                         |
| 4) contaminated      | d) medical condition that makes it hard to breathe            |
| 5) fumes             | e) particles that make the air dirty and difficult to breathe |
| 6) industrialised    | f) of having lots heavy industry                              |
| 7) poisonous         | g) power made from natural resources that never get used up   |
| 8) asthma            | h) made dirty or less pure                                    |
| 9) greener           | i) (here) preventing people from breathing properly           |
| 10) renewable energy | j) strong smelling and dangerous gas                          |

***Listen to the story and find answers to the following questions:***

1. Name three types of pollution mentioned and explain their essence.

.....  
.....  
.....

2. In what connection was "pea-souper" mentioned?

3. What is the main cause of pollution in China?

4. What diseases are usually associated with air pollution?

5. How much money are the Chinese authorities spending on cleaning up the air? What are the two main things they are trying to do in Beijing?

6. What is implied by “greener cars”?
7. Is cleaning up the air a quick process, provided the authorities have enough money?



## II РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

### 2.1 ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ТЕСТЫ ДЛЯ ПРОМЕЖУТОЧНОГО И ИТОГОВОГО КОНТРОЛЯ

Образцы заданий, включенных в итоговые тесты

*Fill in the table of derivatives*

Verb	Noun
admit	
advance	
	bias
contribute	

Verb	Adjective
flex	
stagger	
vary	1.2.
dominate	

**Add the correct prefix / suffix from the box**

-able, -al, -ant, -ible, -ity(2), -ive, -ment, -ence, -ous, bi-, mono-, multi-, long-, out-

1. adapt \_\_\_\_\_ (adj)
2. adopt \_\_\_\_\_ (adj)
3. domin \_\_\_\_\_ (adj)
4. establish \_\_\_\_\_ (n)
5. flex \_\_\_\_\_ (adj), \_\_\_\_\_ (n)
6. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / lingual (adj)
7. prior \_\_\_\_\_ (n)
8. resurge \_\_\_\_\_ (n)
9. survive \_\_\_\_\_ (n)
10. vari \_\_\_\_\_ (adj)
11. \_\_\_\_\_ -standing (adj)
12. \_\_\_\_\_ -last (n)

**Match the words with their definitions**

clipped	omitting parts of words when speaking
consistent	keeping to the same pattern or style
extinct	no longer in existence
Posh	upper-class

**Match the words to make suitable word combinations**

to challenge	identities
to reflect	on the town
to go out	traditional values
class	hybridity
cultural	one's perception

**Give synonyms to the following**

1. TV production
2. to transmit
3. to report an event
4. biased
5. impact

**Give the opposite way of saying the following**

1. local
2. a recorded interview
3. a general interest programme
4. impartial
5. growing audience

**Use the appropriate prepositions**

1. to aim \_\_\_ somebody / something
2. to be set up \_\_\_\_\_ the auspices
3. to cover sports \_\_\_ depth
4. to have access \_\_\_ TV
5. to run \_\_\_ a commercial basis

**Explain the meaning of the following words and word combinations**

1. shebeen
2. to dress up

3. cultural hybridity
4. pub crawls
5. a stag party

**Translate into Russian**

1. to surpass a standard of excellence
2. the composer's melodic gift
3. paradise of gaiety and trivia
4. records of the songs sold like hot cakes
5. successful collaboration

**Translate into English**

1. сильнодействующие наркотики
2. поколение нового тысячелетия
3. государственная работа с гарантированным заработком
4. интеллигенция
5. отвергать устаревшие представления

## **2.2 СОДЕРЖАНИЕ ЗАЧЕТНО-ЭКЗАМЕНАЦИОННОЙ СЕССИИ**

### **Примерный список устных тем для подготовки к зачету:**

1. The role of English in the 21<sup>st</sup> century.
2. English as a world language.
3. British English and languages of the United Kingdom.
4. The transatlantic connection.
5. English, the language reconquering polyglot India.
6. British radio and television.
7. Treatment of certain subjects on British radio and TV.
8. The Open University.
9. The giants of English classical music.
10. The history of the Proms.
11. Folk culture of the United Kingdom.
12. The history of rock and pop.

### **Примерный список устных тем для подготовки к экзамену:**

1. Youth subcultures and class identities.
2. Going out on the town (pubs, clubs).
3. Clubbing – the other side of the legal.
4. Young people and the media.
5. The anything goes generation.
6. Environmental protection – nationwide concern.
7. Global warming as one of the most urgent problems facing mankind.
8. Deforestation as one of the most urgent problems facing mankind.
9. Environmental protest groups.
10. The throw-away society.
11. Chernobyl's deadly legacy.

**Образец билета для приема экзамена**

**BELARUSIAN STATE UNIVERSITY**

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(назва ВНУ)

**Э к з а м е н а ц ы й н ы й б і л е т № 1**

**Дысцыпліна: Социокультурные основы речевого общения, 3 курс “  
СИЯ”**

Зімовая экзаменацыйная сесія 2016 – 2017 навучальнага  
**Летняя** года

**1. Read text 1, analyze it and express your attitude towards it.**

**2. Speak on the topic “Youth subcultures and class identities”.**

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**Загадчык кафедры** \_\_\_\_\_ **Выкладчык**

\_\_\_\_\_ **Дата зацвярджэння** 26.04.2017 г. протокол № 9

## 2.3 КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ И ПРАКТИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ ПО 10-БАЛЬНОЙ ШКАЛЕ

Балл	Требования к знаниям и умениям студента
<b>10</b>	<ul style="list-style-type: none"> <li>- систематизированные, глубокие и полные знания по всем разделам учебной программы, а также по основным вопросам, выходящих за ее пределы;</li> <li>- точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;</li> <li>- безупречное владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач;</li> <li>- выраженная способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации;</li> <li>- полное и глубокое усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку, использовать научные достижения других дисциплин;</li> <li>- творческая самостоятельная работа на практических, лабораторных занятиях, активное участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>- систематизированные, глубокие и полные знания по всем разделам учебной программы;</li> <li>- точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;</li> <li>- владение инструментарием учебной дисциплины,</li> </ul>

	<p>умение его эффективно использовать в постановке и решении научных и профессиональных задач;</p> <ul style="list-style-type: none"> <li>- способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации в рамках учебной программы;</li> <li>- полное усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку;</li> <li>- самостоятельная работа на практических, лабораторных занятиях, творческое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>
8	<ul style="list-style-type: none"> <li>- систематизированные, глубокие и полные знания по всем поставленным вопросам в объеме учебной программы;</li> <li>- использование научной терминологии, стилистически грамотное и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;</li> <li>- владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач;</li> <li>- способность самостоятельно решать сложные проблемы в рамках учебной программы;</li> <li>- усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку с позиций государственной идеологии (по дисциплинам социально-гуманитарного цикла);</li> <li>- активная самостоятельная работа на практических, лабораторных занятиях, систематическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>

7	<ul style="list-style-type: none"> <li>- систематизированные, глубокие и полные знания по всем раздела учебной программы;</li> <li>- использование научной терминологии (в том числе на иностранном языке), лингвистически и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;</li> <li>- владение инструментарием учебной дисциплины, умение, его использовать в постановке и решении научных и профессиональных задач;</li> <li>- усвоение основной и дополнительном литературы рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку;</li> <li>- самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>
6	<ul style="list-style-type: none"> <li>- достаточно полные и систематизированные знания в объеме учебной программы;</li> <li>- грамотное, логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;</li> <li>- владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач;</li> <li>- способность самостоятельно применять типовые решения в рамках учебной программы;</li> <li>- усвоение основной литературы, рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку;</li> <li>- активная самостоятельная работа на практических, лабораторных занятиях, периодическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>



<b>5</b>	<ul style="list-style-type: none"> <li>- достаточные знания в объеме учебной программы;</li> <li>- использование научной терминологии, стилистически грамотное, логически правильное изложение ответа на вопросы, умение делать выводы;</li> <li>- владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач;</li> <li>- способность самостоятельно применять типовые решения в рамках учебной программы;</li> <li>- усвоение основной литературы, рекомендованной учебной программой дисциплины;</li> <li>- умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку;</li> <li>- самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</li> </ul>
<b>4</b> (ЗАЧТЕНО)	<ul style="list-style-type: none"> <li>- достаточный объем знаний в рамках образовательного стандарта;</li> <li>- усвоение основной литературы, рекомендованной учебной программой дисциплины;</li> <li>- использование научной терминологии, стилистическое и логическое изложение ответа на вопросы, умение делать выводы без существенных ошибок;</li> <li>- владение инструментарием учебной дисциплины, умение его использовать в решении стандартных (типовых) задач;</li> <li>- умение под руководством преподавателя решать стандартные (типовые) задачи;</li> <li>- знание основных базовых теорий, концепций и направлений по изучаемой дисциплине и умение давать им оценку;</li> </ul>
<b>3</b> (НЕЗАЧТЕНО)	<ul style="list-style-type: none"> <li>- недостаточно полный объем знаний в рамках образовательного стандарта;</li> <li>- знание части основной литературы, рекомендованной учебной программой дисциплины;</li> <li>- использование научной терминологии, изложение</li> </ul>

	<p>ответа на вопросы с существенными лингвистическими и логическими ошибками;</p> <ul style="list-style-type: none"> <li>- слабое владение инструментарием учебной дисциплины, некомпетентность в решении стандартных (типовых) задач;</li> <li>- неумение ориентироваться в основных теориях, концепциях и направлениях изучаемой дисциплины;</li> <li>- пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий.</li> </ul>
<p><b>2</b> (НЕЗАЧТЕНО)</p>	<ul style="list-style-type: none"> <li>- фрагментарные знания в рамках образовательного стандарта;</li> <li>- знания отдельных литературных источников, рекомендованных учебной программой дисциплины;</li> <li>- неумение использовать научную терминологию дисциплины, наличие в ответе грубых стилистических и логических ошибок;</li> <li>- пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий.</li> </ul>
<p><b>1</b> (НЕЗАЧТЕНО)</p>	<ul style="list-style-type: none"> <li>- отсутствие знаний и компетенций в рамках образовательной стандарта или отказ от ответа.</li> </ul>

## **III ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

### **3.1 УЧЕБНАЯ ПРОГРАММА**

#### **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Учебная программа по дисциплине «социокультурные основы речевого общения» предназначена для студентов специальности 1-21 06 01-01 современные иностранные языки (преподавание) факультета социокультурных коммуникаций БГУ и рассчитана на 5, 6 семестры обучения. На изучение учебной дисциплины отводится 290 часов, в том числе 132 аудиторных часа. Итоговый контроль представлен в форме зачета в 5 семестре, экзамена в 6 семестре. Программа обучения языку социокультурным основам речевого общения реализует следующие теоретические положения:

- 1) единства практической, развивающей, воспитательной и образовательной целей;
- 2) сочетания практической направленности с систематизацией языкового и речевого материала;
- 3) сочетание сознательно-сопоставительного анализа с активной коммуникативностью;
- 4) дифференциации и интеграции обучения (разграничение по формированию отдельного вида речевой деятельности при установлении взаимосвязи и взаимодействия всех аспектов языка, различных видов речевой деятельности в целом);
- 5) эффективного управления контролируруемыми и самостоятельными формами работы в процессе овладения языком.

Данный курс предусматривает:

- гуманизацию содержания образования, его направленность на освоение студентами общечеловеческих социальных, моральных и эстетических ценностей;
- изучение литературных произведений как явлений искусства слова в органичном единстве их идейного содержания и формы, специфике родовой и жанровой природы;

-дифференцированный подход к студентам в процессе изучения произведений, создание условий для самопознания и развития их творческих способностей.

Задачей курса является овладение лексикой изучаемых тем, развитие навыков понимания и воспроизведения монологической и диалогической речи, аудирования, умения вести аргументированную дискуссию. Одной из задач курса английского языка является формирование у обучаемых навыков чтения и понимания английского текста в подлиннике на базе общеупотребительной и специальной лексики, умения быстро извлекать необходимую информацию, а также вести на английском языке беседу-диалог общего характера. Кроме того, практической целью обучения английскому языку является приобретение навыков работы с иностранной литературой по специальности с целью поиска необходимой информации.

Студенты должны знать:

- 1) различные функциональные типы монологических и диалогических высказываний;
- 2) нормы социально-вербального поведения;
- 3) тематически и ситуативно-обусловленные языковые единицы, структуры и речевые клише;
- 4) разговорные клише для выражения согласия/несогласия, отношения/предпочтение, похвалы/порицания и т.п.;
- 5) фактологическую информацию в рамках изучаемой проблематики;
- 6) особенности изучаемого иностранного языка как неотъемлемого компонента национальной культуры.

студенты должны уметь:

- 1) понимать нейтральную и эмоционально окрашенную аутентичную речь в непосредственном общении или записи;
- 2) выразительно говорить и доказательно излагать мысли, используя изученные лексико-грамматические структуры;
- 3) формулировать монологическое высказывание в диапазоне от отдельного высказывания до целостного устного сообщения, доклада и т.п.;
- 4) вести диалога, беседу, дискуссию проблемного характера с использованием адекватных речевых структур;
- 5) реализовать коммуникативное намерение в рамках поставленной коммуникативной задачи;

6) оценивать высказывания собеседника с точки зрения содержания и правильности языковой формы;

7) выражать письменно свои мысли по изученной тематике с использованием наиболее характерных для стиля письменной речи лексических, грамматических и речевых структур.

Целью курса является овладение нормами социально-вербального поведения, развитие навыков понимания и воспроизведения монологической и диалогической формы межкультурной коммуникации с соблюдением норм речевого этикета в следующих сферах общения: Проблемы языка и культуры.

Язык и национальный характер.

Культурологический аспект языка.

Система образования как отражение

Национального языка и культуры.

Культурная компетентность как условие

Овладения иностранным языком.

Поведенческая и лингво-специфическая культура.

Экология речи.

Образ жизни, обычаи и традиции.

Проблемы современной молодежи.

Молодежь и музыка, молодежь и средства массовой информации, Молодежные движения.

Экологические проблемы.

Окружающая среда и цивилизация, источники загрязнения окружающей среды.

Чернобыльская катастрофа и пути устранения ее последствий.

Энергетический кризис, проблемы вторичного производства и отходов.

### **Содержание дисциплины**

1. THE ENGLISH LANGUAGE AS A WORLD LANGUAGE. The role of English in the 21st Century. English as a world language. British English and the languages of the UK. The transatlantic connection. It isn't what you say, it's the way that you say it. English, the language, reconquering polyglot India. British students build new language barrier.

2. MASS MEDIA. British Radio and Television. Treatment of certain subjects on British radio and TV. The Open University. What kind of university is the Open University? Ways of getting information. Children and TV. TV violence. Why are children so vulnerable to TV's negative impact? Why shouldn't one

make a blanket condemnation of children's videos? What is the educational potential of TV? How do you feel about watching violence on screen?

3. MUSIC IN GREAT BRITAIN. Music is the language of one's most intimate, most passionate feelings. What feelings does music arouse in you? British music has ancient traditions. Old tunes are best. Musical composition traditionally viewed as the starting point of English music. Music in GB in the 13-15 centuries. The earliest English compositions, music worthy of serious attention. Church music, secular music. The Golden Age of English music. English music in the reign of the Tudors. Music in GB in the 18-19 centuries. The Giants of English classical music. The Promenade Concert. The history of the Proms. Proms ride a wave of classical popularity. Folk music and folk dancing. Music from north to south. The history of rock and pop.

4. YOUTH CULTURE. Youth subcultures. Young people and the media. Teenagers' moral values.

5. ENVIRONMENTAL ISSUES. The main environmental problems confronting the world today. Environmental protection – nationwide concern. Major environmental threats. Kinds of pollution. Climate crisis. Acid rain. A hotter Earth. Hole in the skies. Environmental hazards. Welcome to the new world. Friends of the Earth. Most terrific disasters of the past decade (operation failures, lingering effects). The possible consequences of nature disasters. Chernobyl's deadly legacy. Recycling of waste materials. New measures to combat pollution. The environment and rubbish. Dealing with waste. Radioactive wastes. Organizations – friends of the earth. Campaigns to make people environmentally-minded. Greenpeace. Green consumerism. Alternative energy. Nuclear energy. Clean cars, clean fuels. Bright new dawn ahead for nuclear power plants. New technology to combat pollution. How technology is helping to clean up the streets of Britain.

### Учебно-методическая карта дисциплины

№ темы	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов					Количество часов В УСП	Формы контроля знаний	Литература
		Лекц	Пр актич.	Семи нарс.	Лаб	др.			
1	2	3	4	5	6	7	8	9	10
1	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE The role of English in the 21 <sup>st</sup> Century		4					Устный опрос	1-4
2	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE English as a world language		2					Устный опрос	1-4
3	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE <del>British English and the languages of the UK</del>		2					Устный опрос	1-4
4	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE The transatlantic connection		2					Устный опрос	1-4
5	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE It ain't what you say, it's the way that you say it		4					Устный опрос	1-4
6	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE English, the language, reconquering polyglot		2					Устный опрос	1-4
7	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE British students build new language barrier		2					Устный опрос	1-4

8	THE ENGLISH LANGUAGE AS A WORLD LANGUAGE Revision		6					Устный опрос Тест	1-4
9	MASS MEDIA British Radio and Television		4					Устный опрос	1-4
10	MASS MEDIA Treatment of certain subjects on British radio		6					Устный опрос	1-4
11	MASS MEDIA The Open University		4					Устный опрос	1-4
12	MASS MEDIA Children and TV		4					Устный опрос	1-4
13	MASS MEDIA Revision		2					Устный опрос Тест	1-4
14	MUSIC IN GREAT BRITAIN Old tunes are best		2					Устный опрос	1-4
15	MUSIC IN GREAT BRITAIN The Giants of English classical music		6					Устный опрос	1-4
16	MUSIC IN GREAT BRITAIN The history of the Proms		4					Устный опрос	1-4
17	MUSIC IN GREAT BRITAIN Folk music and folk dancing From north to south		4					Устный опрос	1-4
18	MUSIC IN GREAT BRITAIN The history of rock and pop		6					Устный опрос	1-4
19	MUSIC IN GREAT BRITAIN Revision		6					Устный опрос Тест	1-4
20	YOUTH CULTURE Youth subcultures		10					Устный опрос	1-2



21	YOUTH CULTURE Young people and the media		10					Устный опрос	1-2
22	YOUTH CULTURE Teenagers' moral values		10					Устный опрос Тест	1-2
23	ENVIRONMENTAL ISSUES Environmental protection - nationwide concern		6					Устный опрос	1-2
24	ENVIRONMENTAL ISSUES Welcome to the new world		2					Устный опрос	1-2
26	ENVIRONMENTAL ISSUES Friends of the Earth		8					Устный опрос	1-2
26	ENVIRONMENTAL ISSUES Chernobyl's deadly legacy		10					Устный опрос	1-2
27	ENVIRONMENTAL ISSUES Revision		4					Устный опрос Тест	1-2
	Total:		132						

## Список основной и дополнительной литературы

№	Список литературы	Год издания
	<b>Основная</b>	
1	Михалева Е.П., Лаптева О.А. и др. Практика устной и письменной речи =Horizons: A Practical Course in Spoken and Written English: Учеб.пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Е.П. Михалева и др. - Мн.: Лексис, 2008. – 244 с.	2008
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	<b>Дополнительная</b>	
3	Alexander L.G. For and Against. An Oral Practice Book for Advanced Students of English / L.G. Alexander - Longman Group UK Limited, 2007.- 66p.	2007
4	4. Britain: the country and its people: An introduction for learners of English / J. O'Driscoll; J. O' Driscoll. - Oxford; New York: Oxford University Press, 2003. – 224 p.	2003