

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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Кафедра иностранных языков № 2

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АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс для студентов
АЭФ и ФПУ дневной формы обучения

Модуль 2

Социокультурное общение

Часть 3

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Модуль 2 учебно-методического комплекса включает в себя упражнения, направленные на формирование и развитие социально-личностных компетенций студентов. Цель обучения состоит в овладении студентами знаниями особенностей системы изучаемого иностранного языка в его лексико-грамматическом аспекте; социокультурных норм бытового и делового общения, правил речевого этикета, позволяющих специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире; истории и культуры стран изучаемого языка. Содержит сведения теоретического характера, аутентичные тексты и комплекс упражнений тренировочной и коммуникативной направленности по тематике модуля. Составлен в соответствии с требованиями типовой учебной программы для высших учебных заведений по иностранному языку, утвержденной Министерством образования Республики Беларусь.

Предназначен для студентов первого курса АЭФ и ФПУ БГАТУ.

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ВВЕДЕНИЕ

Главной целью обучения иностранному языку является формирование иноязычной коммуникативной компетенции специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

В русле современной образовательной идеологии иностранный язык рассматривается не только в качестве средства межкультурного общения, но и средства формирования личности как субъекта национальной и мировой культуры. Предполагается, что мировоззрение, включающее в себя ценности личности, общества, государства, а также более широкого сообщества (европейского, мирового), способствует большему взаимопониманию и сближению народов в современном поликультурном мире, а, следовательно, стабильности и устойчивости его развития.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная (**КК**) в единстве всех составляющих: – языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция (**ЯК**) – совокупность языковых средств (фонетических, лексических, грамматических), а также правил их использования в коммуникативных целях.

Речевая компетенция (**РК**) – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция (**СК**) – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция (**КомпК**) – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция (**УПК**) – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

В процессе социально-гуманитарной подготовки выпускник должен развить такие метапредметные компетенции (**МПК**), как владение методами системного и сравнительного анализа; сформированность критического мышления; умение работать в команде; владение навыками проектирования и прогнозирования; сформированность личностных качеств: самостоятельность, ответственность, организованность, целеустремленность, а также мотивационно-ценностные ориентации; умение учиться, постоянно повышать квалификацию.

В соответствии с целями и принципами социально-гуманитарной подготовки выпускник высшего учебного заведения при подготовке по образовательной программе первой ступени (специалист) должен приобрести следующие социально-личностные компетенции:

- компетенции культурно-ценностной и личностной ориентации (**ККЦЛО**),
- компетенции гражданственности и патриотизма (**КГП**),
- компетенции социального взаимодействия (**КСВ**),
- компетенции коммуникации (**КК** = ЯК + РК + СК + КомпК + УПК),
- компетенции здоровьесбережения (**КЗ**),
- компетенции самосовершенствования (**КС**).

В результате изучения дисциплины студент должен **знать**:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);

- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;

- историю и культуру стран изучаемого языка.

Студент должен **уметь**:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;

- читать и переводить литературу по специальности обучаемых (изучающее, ознакомительное, просмотровое и поисковое чтение);

- письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;

- составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т.п.;

- понимать аутентичную иноязычную речь на слух в объеме программной тематики.

В соответствии с учебной программой по иностранному языку изучение дисциплины «Иностранный язык» рассчитано на 150 аудиторных часов.

Содержание учебного модуля «**М-2. Социокультурное общение**» представлено в Таблице.

Тема модуля	Содержание	Кол-во час.	Формируемые компетенции
М-2. Социокультурное общение Студент должен: знать: социокультурные нормы бытового общения; уметь: в письменной и устной форме аргументированно представить свою точку зрения по темам «Страна изучаемого языка», «Беларусь», «Образование», «Спорт», «Досуг», «Экология», владеть всеми видами чтения, сочетать диалогическую и монологическую формы речи, участвовать в дискуссии по изучаемым проблемам.	Социокультурный портрет страны изучаемого языка и Республики Беларусь. УСРС: Национальные традиции и ценности. Социокультурный портрет молодежи: образование, спорт, досуг и т.п. УСРС: Проблемы молодежи. Нравственность и духовность в современном обществе. Экологическая культура. Технический прогресс и глобальные проблемы человечества. УСРС: Текущие события культурной жизни в изучаемых странах.	44	КК МПК КГП КСВ КЗ КС

УМК составлен в соответствии с требованиями Типовой учебной программы для высших учебных заведений по иностранному языку, утвержденной Министерством образования РБ. В основу структурирования содержания учебного материала положен принцип модульного подхода, который предполагает разбивку учебного материала на относительно самостоятельные модули (разделы) курса.

Модуль 2 «Социокультурное общение» включает упражнения, направленные на формирование и развитие социально-личностных компетенций студентов. Цель модульного обучения состоит в овладении студентами знаниями особенностей системы изучаемого иностранного языка в его лексико-грамматическом аспекте; социокультурных норм бытового и делового общения, правил речевого этикета, позволяющих специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире; истории и культуры стран изучаемого языка. Содержит сведения теоретического характера, аутентичные тексты и комплекс упражнений, как тренировочной, так и коммуникативной направленности по тематике модуля.

Предназначен для студентов первого курса факультета предпринимательства и управления и агроэнергетического факультета БГАТУ.

МОДУЛЬ 2: СОЦИОКУЛЬТУРНОЕ ОБЩЕНИЕ

2.7 НРАВСТВЕННОСТЬ И ДУХОВНОСТЬ В СОВРЕМЕННОМ ОБЩЕСТВЕ

1. Read the definition of the term “morality” given in the Longman Dictionary of Contemporary English.

Morality 1 believes or ideas about what is right and wrong and about how people should behave : **sexual morality** | **public/private/personal morality** the decline in standards of personal morality | The authorities are protectors of public morality. | **conventional/traditional morality** a lack of concern for conventional morality 2 the degree to which something is right or acceptable : [+of] a discussion on the morality of abortion.

2. Make your own list of rights and wrongs.

What is right	What is wrong
1.	1.
2.	2.
3. ...	3. ...

3. Find common synonyms.

- | | |
|-----------------|----------------|
| Morality | 1. Corruptness |
| | 2. Crimes |
| | 3. Cruelty |
| | 4. Ethics |
| | 5. Goodness |
| | 6. Immorality |
| | 7. Virtue |

4. Morality describes the principles that govern our behavior. Without these principles in place, societies cannot survive for long. Read the following paragraphs and define if the terms described refer to personal or cultural values. Do you think our beliefs are critical to our moral behaviour?

Tattoos

A few words about tattoo and its history

A tattoo is a permanent marking made by inserting ink into the layers of skin to change the pigment for decorative aims or other reasons. Tattoos on a human body are a type of decorative body modification, while tattoos on animals are most commonly used for identification or branding.

Tattooing has been practiced worldwide. Tattoo appeared in ancient cultures, where people traditionally wore facial tattoos. Tattooing was widespread among Polynesian people and among certain tribal groups in the Philippines, Africa, America and Europe. Despite some taboos surrounding tattooing, the art continues to be popular in many parts of the world.

Different reasons for tattooing

People have also been tattooed for various reasons. Tattoos can mean status and rank, symbols of religious and spiritual devotion, decorations for bravery and pledges of love, punishment and talismans. The symbolism and impact of tattoos vary in different places and cultures.

Today, people choose to be tattooed for cosmetic, sentimental reasons, and to symbolize their belonging to or identification with particular groups, including criminal gangs, but also a particular ethnic group or law-abiding subculture.

Health risks

Scientists have found that 50% of the young population of the world has a tattoo. Because it requires breaking the skin barrier, tattooing may carry health risks, including infection and allergic reactions. In order to reduce such risks a professional should work with single-use items and sterilize their equipment after each use. But do remember, that nobody can give you 100% of a guarantee.

Body Piercing

Body piercing is the cutting a part of the human body, creating an opening in which jewellery may be worn. Body piercing is a form of body modification. The cultural norms reflected in body piercing are various. They may include religion, fashion or subcultural identification.

History of body piercing

Evidence suggests that body piercing (including ear piercing) has been practiced by people all over the world from ancient times; even mummified bodies with piercings have been discovered. Nose piercing has been common in India since the sixteenth century. Ear piercing, of either one or both ears, has long been practiced by men in many non-Western cultures. Other forms of body piercing have also existed for as long as ear piercing.

Ear piercing

Ear piercing has existed since ancient times. However, in North America, Europe, and Australia, ear piercing was relatively rare from the 1920s until the 1960s. At that time, it regained popularity among women. It was gradually adopted by men in the hippie, punk and gangster subcultures. Today, single and multiple piercing of either or both ears is common among Western women and men.

Body piercing

In 1973 Doug Malloy and Fakir Musafar together developed the basic techniques and equipment of modern body piercing. The display of body piercing by celebrities like Madonna helped to grow the market for these studios' products and services. By 1997 body piercing had become mainstream in body art.

Health risks

Body piercing is an invasive procedure and is not without risks. A new piercing will be sore, tender or red for several days up to three weeks. Complete healing normally takes several weeks or more. During this period, care must be taken to avoid infection.

5. Fill in the chart. Give the pros and cons.

	Pros	Cons
Tattoo		
Body Piercing		

6. Look at the tattoo esquisses. What would you say if:

- your girlfriend / boyfriend had such a tattoo?
- your mother had such a tattoo?
- your child had such a tattoo?
- you yourself had such a tattoo?



**Describe the character of the person wearing such a tattoo.
Why are tattoos popular among the criminals?**

An Italian criminologist Cesare Lombroso (6 November 1835 – 19 October 1909) considered tattoos being caused by specific features of a person character. To his mind they accompany “moral defects” and “criminal aptitude”. Lombroso also maintained that criminals had less sensibility to pain and touch; a lack of moral sense, more impulsiveness and cruelty; and other manifestations, such as the excessive use of tattooing. In 1882, A. Lackassage, the follower of Lombroso’s theory insisted that “The size of the skull (чепел) is very close to the corresponding size of the skull of a wild, but not a civilized man”. Therefore, a tattoo is widely spread among the prison communities.

7. As there are many reasons why people who commit crimes wear tattoos there are different kinds of crimes. Look at the words and study them.

- | | |
|---------------------|------------------------------------|
| 1. Murder | убийство; |
| 2. Shoplifting | кража в магазине; |
| 3. Burglary | квартирная кража со взломом; |
| 4. Arson | поджог; |
| 5. Kidnapping | похищение человека с целью выкупа; |
| 6. Blackmail | шантаж; вымогательство; |
| 7. Drug Trafficking | наркоторговля; |
| 8. Pickpocketing | карманная кража; |
| 9. Hijacking | захват самолёта; |
| 10. Robbery | грабёж с насилием, разбой; |
| 11. Fraud | мошенничество, жульничество; |
| 12. Mugging | хулиганство, групповое нападение; |
| 13. Forgery | подделка, подлог, фальсификация. |

8. Match the crimes to their definitions

- | | |
|---------------------|------------------|
| 1. Murder | 8. Pickpocketing |
| 2. Shoplifting | 9. Hijacking |
| 3. Burglary | 10. Robbery |
| 4. Arson | 11. Fraud |
| 5. Kidnapping | 12. Mugging |
| 6. Blackmail | 13. Forgery |
| 7. Drug Trafficking | |

- A. A method of illegally getting money from someone, by using clever and complicated methods.
- B. An attack on someone in which they are robbed in a public place.
- C. Coping, something especially documents, painting, or paper money illegally.
- D. Dealing with drugs-buying and selling them.
- E. Killing someone.
- F. Setting fire to something in a criminal way.
- G. Stealing from someone’s home.
- H. Stealing things from shops, hiding them in your bags or under your clothes.
- I. Stealing things from somebody’s pocket or handbag.
- J. Taking a person hostage in exchange for money or other favours.
- K. The crime of stealing things from a bank, shop etc, using violence.
- L. Threatening somebody to get money.
- M. To use violence or threats to take control of a plane, ship.

9. Answer the questions.

1. What crimes are committed in our country?
2. What crimes are often shown on TV?
3. What crime do you consider to be the most serious?

10. Read five abstracts in which speakers are talking about different crimes and complete the chart. You can use some crimes more than once.

	Blackmail	Shoplifting	Mugging	Burglary	Robbery	Kidnapping
Speaker 1						
Speaker 2						
Speaker 3						
Speaker 4						
Speaker 5						

Crime

Speaker 1. I remember we'd gone to see my aunt who lived just a couple of blocks away, just round the corner; we can't have been away more than a couple of hours; I suppose it was about 11.30 pm when we got back. They must have gone in through the front door. No windows were broken, and the door hadn't been forced. The police suspect that a child must have gone through the small window we keep open so the cat can get in and out at night. They say the child would have opened the front door for the adult accomplice, who then searches the house. Then they both leave silently through the front door without disturbing anyone.

Speaker 2. It was terrible. I had my bag stolen as I was walking along the High Street. I suppose it must have been about 6 o'clock. My purse probably contained about 300 pounds and my credit card. And just a few odds and ends, you know. Anyway, he, the thief, I mean, ran down the road and jumped into a car that was parked on the corner. He can't

have been much older than my eldest son, who is 16 now. They must have seen me coming out of the bank on the High street.

Speaker 3. I was at the gas station, as I always am on the weekends. I was just checking the day's takings when a car drove up and two masked men got out. They came up to the cashier's window and then one of them pulled out a gun and pointed it at me; holding the gun to my head, they forced me into the washroom and locked the door. Then they made their getaway with all the money in the till; there can't have been much more than 500 pounds in the till. Funny thing was, they came back a few minutes later and asked me for directions to the next town; they can't have recognized me or the gas station. I reckon they must have been from out of town judging by their accent.

Speaker 4. I think this guy must be the world's worst robber or something, or it must have been his first time, because he walks in, and he goes up to the cashier, but you see, there was quite a long queue, and there were all these people waiting. And this woman tells him to get to the back of the queue and wait his turn. He looks a bit embarrassed at this, and shuffles to the back of the queue. Anyway, eventually he gets to the cashier and he gives her a note saying: "Hand over all the money or else", but she can't make out his handwriting. So, he starts explaining what the note says – no, really, it's a true story – and that's when he gets really panicky. And in the end, he just gives up and leaves, saying he will come back later. Honestly, it's true, it happened to a friend of mine.

Speaker 5. I was down the food department looking for a packet of breakfast cereal – it must have been a few minutes before they were due to close – when I saw this woman looking a bit suspicious. She kept looking around, and she wasn't carrying a bag or anything, which I thought a bit odd. I'd say she was in her thirties, very slim ... anyway she picked up this packet of biscuits and walked off with it, but when I got to the till I saw one of the assistants talking to her in the office with a police officer, so she couldn't have got away with it.

11. Conversation Questions

- Do you think abortion is moral?
- Do you think gun control is a good idea? Explain.
- Do you think police TV dramas are realistic?
- Do you think that death penalty is a good idea? Why or why not?
- Do you think prostitution has any moral base?
- If a person steals a loaf of bread because he needs to feed his starving family, should he be punished?
 - Is drunk driving a crime where you live? If so, what is the punishment?
 - Is it ever O.K. to break the law? If so, when?
 - Under what situations would you think of behaving immoral?
 - What makes some people behave immoral? Is it poverty, upbringing, lack of education, unemployment or something else?
 - Do you think graffiti is vandalism or art?
 - Do you agree that terrorism is the evil of the 21st century?
 - What is your attitude to the death penalty?
 - Is there a death penalty in in your country?
 - If you think it should exist, what kind of criminals should be sentenced to death?
 - Which punishment is more severe, the death penalty or life imprisonment?
 - What is intellectual property? Can you think of some examples of stealing intellectual property.
 - What do you know about the mafia?
 - If your friend is behaving immoral, how would you act?
 - Do you agree that everything that is not prohibited by law is allowed?
 - What is the difference between morality and sin?

12. Read The Golden Rules Quotes. Discuss each quote in pairs.

Three things **to be respected** are : mother, father & teacher.
Three things **to be taken care of** are : wife, wealth & wisdom.
Three things **never to be forgotten** are : debt, duty & disease.
Three things **to be kept in control** are : greed, sex & tongue.
Three things **to avoid** for happiness are : anger, hatred & jealousy.
Three things to avoid are : bad company, selfishness & hypocrisy.
Three things to the path of prosperity are : god, education & hard work.
Three things that **do not wait** are : time, death & customer.
Three signs of maturity are : forgive, forget & befriend.
Three things that **do not come back** are : arrow from the bow, word from tongue & life from body.
Three wrongs that to be avoided are : wrong eating, wrong living & wrong.

(Anonymous)



2.8 ЭКОЛОГИЧЕСКАЯ КУЛЬТУРА

Active Vocabulary

Acid - кислота

Chlorofluorocarbons (CFC) - хлорфторуглероды

Consequence – последствия

Contamination – загрязнение, заражение

Crucial turning point – переломный момент, критическое положение

Depletion – истощение

Deforestation – вырубка леса

Diversity – разнообразие

Recycle – перерабатывать

Release – выбрасывать, освобождать

Sensitive equilibrium – хрупкое равновесие

Thrive – процветать

1. Read and translate the following text and say what threats people are worried about.

Nature Protection

Ecology, a vital philosophical issue, stands at the crossroads of politics, science and economics. The relationship between man and nature has become one of the major problems facing civilization today.

For hundreds of thousands of years the human race has thrived in Earth's environment. But now we are at a crucial turning point. We have upset nature's sensitive equilibrium releasing harmful substances into the air, polluting rivers and oceans with industrial waste and tearing up the countryside to accommodate our rubbish. These are the consequences of the development of civilization. We are to stop it by joint efforts of all the people of the world.

The range of environmental problems is wide. But the matters of people's great concern nowadays are atmosphere and climate changes,

depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety.

One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to the earth in the form of acid rain, mist or snow. Acid rain is killing forests and animals. It has acidified lakes and streams and they can't support fish, wildlife, plants or insects.

The protective layer of the Earth, the ozone layer, which protects the Earth from the sun's destructive UV (ultraviolet) rays, is being damaged by chlorofluorocarbons. They are released by the daily use of industrial and household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a "hole". This "hole" allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of people.

We know that the tropical rain forest is natural recycler, provider and protector for our planet. It helps to determine temperature, rainfall and other climatic conditions and supports the most diverse ecosystem in the world. Nowadays they have been cut down to provide land, paper, wood, medicines, minerals, fuel. Deforestation could cause one forth of all species on earth to vanish in the next 25 years. Protecting all the forests is one key to our survival on this planet.

Today people are worried about the threat of nuclear power. Chernobyl disaster of 1986 in the result of the explosion of a nuclear reactor has badly affected Belarus. About 18 per cent of the territory of Belarus were polluted with radioactive substances. A great damage has been done to the republic's agriculture, forests and people's health.

We have only a few years to attempt to turn things around. We are obliged to remove factories and plants from cities, use modern technologies, redesign and modify purifying systems for cleaning and trapping harmful substances, protect and increase the greenery and broaden ecological education. These are the main practical measures, which must be taken in order to improve the ecological situation. It's important to remember that everyone should protect nature not only for the sake of the present but also for the future generations.

2. Answer the following questions.

1. What are the matters of people's great concern nowadays?
2. What forms of environmental pollution do you know?
3. What damage do acid rains bring?
4. Are the rainforests in danger nowadays? Why?
5. What do you know about the Chernobyl ecological disaster?
6. What are the consequences of this tragedy?
7. What is the main threat to nature?
8. What are the main practical measures which must be taken in order to improve the ecological situation?
9. Why is international cooperation important for the successful solution of ecological problems?
10. What can you do to protect the local environment?

3. Fill in the blanks with the suitable words.

1. For hundreds of thousands of years the human race has thriven in Earth's _____.
2. It results from the release into the atmosphere of _____ and _____ that react with water droplets and return to the earth in the form of acid rain, _____ or snow.
3. The _____ layer of the Earth, the ozone layer, which protects the Earth from the sun's _____ UV (ultraviolet) rays, is being damaged by chlorofluorocarbons.
4. It helps to determine temperature, rainfall and other _____ conditions and supports the most diverse _____ in the world.
5. Today people are worried about the _____ of nuclear power.

4. Complete the sentences using the right variant.

1. Environmental changes are the consequences of the
 - a) development of sport.
 - b) development of civilization.
 - c) protection of the environment.

2. Acid rains are killing
 - a) forests in Canada, the USA, central and northern Europe.
 - b) towns in Africa.
 - c) animals all over the world.

3. Tropical rain forests help determine
 - a) temperature, rainfall and other climatic conditions.
 - b) level of the world ocean.
 - c) the development of science.

4. About 18 per cent of the territory of Belarus were polluted with radioactive substances.
 - a) dust and other harmful substances.
 - b) chemical waste.
 - c) radioactive substances.

5. Practical measures must be taken to
 - a) flood coastal areas and vast tracts of farmland.
 - b) improve the ecological situation.
 - c) protect animals.

5. Complete the following sentences according to the text "Nature Protection".

1. The relationship between man and nature has become
2. We have upset nature's sensitive equilibrium releasing ... into the air, polluting rivers and oceans with ... and tearing up the countryside to accommodate
3. One of the most alarming forms of air pollution is
4. We know that the tropical rain forest is natural ..., provider and ... for our planet.
5. It's important to remember that everyone should protect nature not only for the sake of the present but

6. Divide the text into logical parts and name them.

7. Put the sentences in the right order.

1. Acid rains.
2. The ozone "hole".
3. People upset nature's equilibrium.
4. The increase of the average temperature.
5. The main practical measures to improve the ecological situation.
6. The tropical forest.

8. Using the facts from the text speak about:

1. How the human race has upset the nature's equilibrium.
2. The impact of acid rains and ozone "holes" on the life on the Earth.
3. What we can do to improve the ecological situation.

9. Match the words and their definitions.

Wildlife	- the mixture of gases that surrounds some planets, such as the Earth;
To pollute	- to make (air, water, earth, etc.) dirty or harmful to people, animals and plants, especially by adding harmful substances;
Fauna	- the relationship between the air, land, water, animals, plants, etc., or a scientific study of this;
Flora	- the power from something such as electricity or oil, which can do work, such as providing light and heat;
Atmosphere	- animals and plants that grow independently of people, usually in natural conditions;
Ecology	- a human society with its highly developed organizations, or the culture and the life of a society or country at a particular period in time;
Civilization	- all the plants of a particular place;
Energy	- all the animals that live wild in a particular area.

10. Choose the best way to define these:

<u>Pollution:</u>	1) dirty water, air and atmosphere; 2) making water, air, atmosphere dirty and dangerous for people and animals to live in; 3) people who make water, air and atmosphere dirty and dangerous.
<u>Environment:</u>	1) air, water and land, in which people, animals and plants live; 2) an organization that wants to protect the natural world; 3) something that we do to prevent air and water pollution.
<u>Ecology:</u>	1) natural balance between plants, animals, people and their environment; 2) plants growing in some area; 3) part of medicine that helps people to lead a healthy life.
<u>Greenhouse effect:</u>	1) a building in a garden or park which has glass walls and a glass roof in which you grow plants; 2) a salad made mainly with green vegetables; 3) the problem of temperature rise in the Earth's atmosphere.

11. Answer the questions according to the example:

What is one of the most important problems for mankind now? (the problem of pollution and ecology)

The problem of pollution and ecology is one of the most important problems for mankind now.

1. What problem is becoming a global problem? (the problem of air and water pollution).

2. What makes it possible to eliminate air and water pollution? (scientific knowledge and technological advance, good will and large investments).

3. What are scientists in industrially developed countries currently working on? (the theory of interaction of the atmospheric and oceanic global processes).

4. What factors are slowly changing the global climate and water balance? (the growth of population, industrialization and use of resources).

5. What actions are necessary to take to deal successfully with the problem of protecting the environment throughout the world? (planning, developing international programs to study ecological data, joint efforts of scientists and special public organizations).

12. Read the text “Ecology of Man” and say why people need no less protection than animals do.

ECOLOGY OF MAN

It may sound funny to you, but man needs protection and care as much as animals do. People’s habitants – their homes, towns and cities – must be kept ecologically clean. In the places where people drink poisoned water, eat bad food and breathe polluted they suffer from serious diseases and die early; their children are born weak. No medicines prescribed by the doctors can help them. This problem becomes more and more serious with every passing day. The modern way of life when people have little physical activity, use cars instead of walking, watch television for many hours and work on computers is turning them into legless creatures.

13. Think of at least five things Modern Man must do to survive. Compare your lists.

14. Ask questions on the text for your group mates to answer.

15. Read the dialogues and role-play them.

1

Frank: We had an ecology conference yesterday. We discussed different environmental problems.

Chris: No wonder. They are the most important problems these days.

Frank: I think many people understand that they should protect the environment.

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Chris: Do they really understand that? I’m not quite sure, because factories dump waste into rivers, air pollution is getting worse too.

Frank: That’s true. And yet more and more people fight against nuclear tests, nuclear weapons and other things.

Chris: But will they win? And when will they win these battles?

Frank: Don’t lose hope. Let’s hope for the best.

2

Tom: Did you see the programme on TV last night that showed some rats who were made to smoke 60 cigarettes a day, and they died?

Alice: Yes, I did. Isn’t it awful! Can’t they prove that smoking is bad for people without testing on animals?

Tom: That’s true. Why should animals die horrible deaths just because some silly people can’t give up smoking?

Alice: Well, but most of the experiments on animals improve medical treatment of people. That’s what they say.

Tom: They may be right. But the Animal Liberation Front is fighting against it. And I agree with them.

Alice: Yes, more and more animals disappear for good (навсегда), and so many are killed as well. I am happy I have a dog and a cat at home.

3

Reporter: How do you think what does the greatest harm to nature?

Student 1: I think industry does the greatest harm to nature. They’ve created a lot of machines and cars that poison the air.

Student 2: In my opinion it’s nuclear power. There is a threat of nuclear war, or nuclear stations may explode anywhere.

Student 3: And I think it’s throwing waste into oceans, seas and rivers. Clean water is the most important and life necessary thing on the Earth.

Student 4: I’m sure it’s extinction of rare animals and plants. All this ruins the balance of nature.

Reporter: What should be done to protect nature?

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Student 1: A lot depends on us. People should take measures (соблюдать меру) in exploring nature.

Student 2: Those who do harm to nature must be punished.

Student 3: We should do something but not just speak about it. How can we have comfortable life with cars, planes, electricity without destroying.

Student 4: Let's stop talking about the black side of things. Look, the weather is wonderful and it's good day for a picnic in the forest.

16. Read and translate the text attentively for more information about environmental protection.

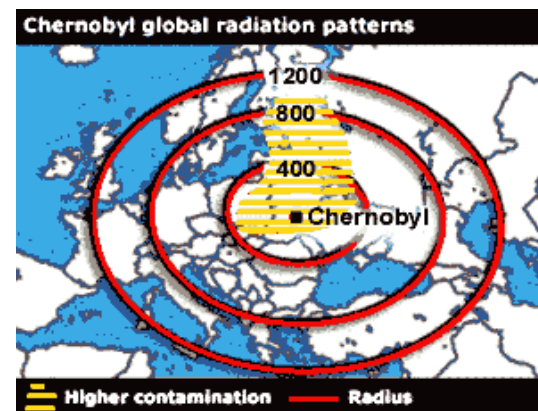
Environmental Protection in Belarus

Improving the system of utilizing nature, protecting the environment are the main priorities of the state policy of the Republic of Belarus. The basic purpose of this policy is the maintenance of ecologically safe conditions for habitation by the population, protection and rational use of natural resources of the country in the interests of the present and future generations. To achieve this goal, a system of state management for environmental protection in the industrial sphere with consecutive transition to conserving resources, low waste and non-waste technologies, improvement of environmental legislation, are needed. The basic ecological problems of the Republic of Belarus are:

- high level of radioactive pollution of a significant part of the territory of the republic after the disaster at the Chernobyl power plant;
- slow reduction of waste and dumps of polluting substances into the environment;
- irrational use of natural resources. The Republic of Belarus uses a much larger amount of raw materials, power resources per unit of production than advanced industrial countries do;
- reduction in some species of animals like elks, wild boars, musk-rats, beavers, etc. A complex republican program of environmental protection, "Ecology", for 1991-2000, includes measures, directed at improving ecological conditions, preserving and strengthening the natural potential of the republic.

State control in the field of environmental protection is carried out by the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus, and in the field of radiological control – by the Ministry on Emergencies and Protection of Population from the aftermath of the disaster at the Chernobyl powerplant. The responsibility for the state of natural environment rests on territorial bodies of state management and subjects of power.

The republic has powerful scientific potential in the field of environmental protection. Ecological problems are the subject of 5 scientific institutions of the Ministry of Natural Resources and Environmental Protection, 10 scientific-research academies of sciences of Belarus and many scientific groups of higher educational institutions. A Committee on hydrometeorology within the Ministry on Emergencies and Protection of Population from the aftermath of the disaster at the Chernobyl powerplant and scientific groups carry out ecological monitoring. The perspectives, having priority in terms of investing in the field of environmental protection, are the improvement of technologies in the sphere of production, ensuring more rational use of natural resources and reduction in wastes and dumps into the environmental; the expansion of the network of enterprises on secondary waste utilization and processing; the erection and reconstruction of purification facilities, the expansion of industrial production of appropriate equipment; the expansion of production of ecological control devices. The republic of Belarus is a member of many conventions and international agreements in the area of environmental protection.



17. Learn the poem.

A Better World

I woke up one day
and I saw that things were not OK.
I heard the cars making a noise.
I say the streets are no place for toys.
The children try to find a place
a better for them to play.
Where are the fields and gardens?
Oh, God! People are killing the planet.
I pray but changes don't come,
we are still alive, it's not fun.
We have to try to find a way,
a better world for us to stay.
I *made a plea*, do something with me,
because it's not a simple thing.
Our lives are in danger
And we want a better world to live in.

Make a plea – просить, умолять



2.9 ТЕХНИЧЕСКИЙ ПРОГРЕСС И ГЛОБАЛЬНЫЕ ПРОБЛЕМЫ ЧЕЛОВЕЧЕСТВА

Active Vocabulary

A matter of great concern – вопрос, вызывающий озабоченность
Accelerate – ускорять
Arouse – вызывать
Beyond recognition – до неузнаваемости
Combustion engine – двигатель внутреннего сгорания
Conquest – покорение
Disclose – обнаруживать, раскрывать
Embrace – охватывать
Jet engine – реактивный двигатель
Rapid – быстрый, скорый
Reverse – обратная сторона
Splitting – расщепление
Trivial – обыденный
Universe – вселенная, мир

1. Read and translate the following text.

Technological Progress

It is difficult to overestimate the role of science and technology in our life. They accelerate the development of civilization and help us in our co-operation with nature. Scientists investigate the laws of the universe, discover the secrets of nature, and apply their knowledge in practice improving the life of people.

Let's compare our life nowadays with the life of people at the beginning of the 20th century. It has changed beyond recognition. Our ancestors hadn't the slightest idea of the trivial things created by the scientific progress that we use in our every day life: refrigerators, TV sets, computers, microwave ovens, radio telephones and so on. They would seem miracle to them that made our life easy, comfortable and

pleasant. On the other hand, the great inventions of the beginning of the 20th century (radio, aeroplanes, combustion and jet engines) have become usual things and we can't imagine our life without them.

A century is a long period for scientific and technological progress, as it is rapid. Millions of investigations, the endless number of outstanding discoveries have been made. Our century has had several names that were connected with a certain era in science and technology. At first it was called the atomic age due to the discovery of the splitting of the atom. Then it became the age of the conquest of space when for the first time in the history of mankind a man overcame the gravity and entered the Universe. And now we live in the information era when the computer network embraces the globe and connects not only the countries and space stations but a lot of people all over the world. All these things prove the power and the greatest progressive role of science in our life.

But every medal has its reverse. And the rapid scientific progress has aroused a number of mankind problems that are a matter of our great concern. These are ecological problems, the safety of nuclear power stations, the nuclear war threat, and the responsibility of a scientist. Thus achievements in different branches of science are used not only to help people but cause damages them. It is known that laser can be used for destruction and at the same time medical men use it to cure and investigate diseases.

It is impossible to stop technological progress, people's investigating and exploring the world. But people ought to care it wouldn't be led in wrong directions and cause global problems. Politicians should be influenced and warned of possible effects of using new discoveries, have a new much broader way of thinking than before. Scientists and politicians have to think that it's their responsibility for not using scientific developments to be harmful to people's health and destroy their lives, to cause destruction. There is a lot of work to be done in this direction because technological developments and progress can't be stopped or banned.

But still we are grateful to the outstanding men of the past and the present who have courage and patience to disclose the secrets of the Universe.

2. Express the same in English.

1. Трудно переоценить роль науки и техники в нашей жизни.
2. Наши предки не имели ни малейшего представления об обычных вещах, созданных прогрессом науки, которыми мы пользуемся каждый день.
3. Были проведены миллионы исследований и сделано бесконечное число выдающихся открытий.
4. Но у любой медали есть обратная сторона.
5. Таким образом, достижения в различных отраслях науки используются не только, чтобы помочь людям, но и причиняют им вред.
6. И все же мы благодарны великим ученым прошлого и настоящего, у которых есть мужество и терпение раскрывать секреты Вселенной.

3. Complete the sentences by putting the right words in.

1. Science and technology ... the development of civilization and help us in our ... with nature.
2. Trivial things created by the scientific progress would seem ... to our ancestors.
3. The great inventions made our life easy, ... and
4. A century is a long period for ... and ... progress, as it's rather
5. Now we live in the when the computer network ... the globe and ... not only the countries and space stations, but a lot of ... all over the world.
6. Rapid scientific progress has ... a number of problems that are a matter of our great

4. Read the text again for more detailed information and answer these questions.

1. What is the role of science and technology in our life?
2. What things, which we use in our daily life, would seem miracles to our ancestors?
3. How have great inventions changed our life?
4. What is our century called? Why?

5. Why was it called the atomic age?
6. What problems has the rapid technological progress aroused?
7. Are achievements in different branches of science used not only to help people?
8. What ought people to take care of?
9. What kind of responsibility should there be for scientists and politicians?
10. We are grateful to the great scientists and inventors, aren't we?

5. Put the sentences in the right order.

1. Things that make our life easy, comfortable and pleasant.
2. Every medal has its reverse.
3. The role of science and technology in our life.
4. The reason why the 20th century has several different names.

6. Express your attitude towards.

- a) The global problems caused by technological progress.
- b) The necessity of further technological advancement.

7. Alice and Paul are talking in the University coffee-bar. Read their conversation and name the advantages of computers.

Alice: Paul, what are you going to do at your laboratory classes today?

Paul: I'm going to work on computer.

Alice: And do you often work at the computer centre?

Paul: Not very often. But I like to work on computer. It does the work of many human beings at fantastically high speeds.

Alice: Well, if I'm not mistaken it's primarily a calculating machine.

Paul: Oh, I believe that it's almost a human machine with "brains". A computer usually replaces people in dull, routine tasks. It works according to the instructions.

Alice: Well, I see. In my opinion, it's a fascinating machine.

Paul: Exactly.

8. Complete the dialogues.

1. **A:** ...
B: I'm going to work on my project. What about you?
A: ...
2. **A:** Do you often work at the Internet centre?
B: ...
3. **A:** As far as I'm concerned, a computer is almost a human machine!
B: ...

9. Match a line A with a line B.

A	B
1. What is computer?	a. It's a set of instructions in a special computer language.
2. Do you often work at the computer centre?	b. Yes, they do.
3. What is a programme?	c. I think, e-mail.
4. What basic job does computer perform?	d. Well, it's a complex electronic machine.
5. Do modern computers operate quickly?	e. Not very often.
6. What is the most popular Internet service?	f. It receives and processes information.

10. More and more people use computers in their work. It is impossible to imagine our life without this invention on the 20th century. Are computers the greatest or the most dangerous invention? Do you use computers in your studies or do you simply play computer games?

a) Read the following arguments. Add your own ones.

Computers are the greatest invention	Computers are the most dangerous invention
1. They save a lot of time.	1. They are dangerous for your health.
2. They help you to process information.	2. Some people live in the virtual reality not in the real world.
3. They operate quickly and solve problems accurately.	3. They are machines and it's easy to break them.
4. They replace people in dull and boring tasks.	4. They don't think.
5. ...	5. ...

b) Discuss the problem in groups of 3-5 students in order to make decisions.

c) Write two paragraphs, one about the advantages and the other about the disadvantages of computers.

11. You are probably familiar with the traditional branches of science e.g. chemistry, physics, botany, etc. Match the words and their definitions to know more about new fields of science.

Genetic engineering	- the application of physical laws and theories to stars and galaxies.
Molecular biology	- the study of physical systems at temperatures less than 183° C
Cybernetics	- the study of the way nuclear power can be made useful
Information technology	- study of the way geographical factors help to explain the basis of the power of nation states
Bioclimatology	- the study of climate as it affects humans
Geopolitics	- the study of technology related to the transfer of information (computers, digital electronics, telecommunications)
Nuclear engineering	- the study of the way information is moved and controlled by the brain or by machinery
Cryogenics	- the study of the structure and function of the organic molecules associated with living organisms
Astrophysics	- the study of the artificial manipulation of the make-up of living things

12. This is an extract from a scientific journal. Read and translate it into Russian.

Man-made Man

In the past few years, we have seen important advances in computer sciences, biomechanics material science, which have caused great changes in robot engineering.

Today a robot is not just a metal structure. It is already capable of expressing different emotions and imitating simple operations. Engineers and scientists have written a lot of complicated programmes for robots but it is still very difficult to make a thinking machine. Chess, for example, involves a great deal of human brainpower, but for robots playing chess is a simpler task than, say, making soup. A chess player needs only information and logic but what about making soup? You cut some vegetables, boil some bones, add some spices. But what vegetables and how many? How to distinguish potatoes from chicken? And, by the way, whose bones to put? And can a robot possibly add salt with no sense of what "saltiness" means?

So you see that in order to have human-like machines that will work in real-world situations scientists still have a lot of work to do.

13. Discussion. It was long time ago when people devised the first prototype of a robot. Nowadays we are close to making humanlike machines. Will these robots improve our life or will they make it worse? Read the following arguments and think of your own.

<i>For creating humanlike robots</i>	<i>Against creating humanlike robots</i>
1. They will save us.	1. They will destroy us.
2. They help us in dangerous and routine tasks.	2. They can't work without constant supply of energy.
3. They never have any problems and never complain.	3. They can go out of control.
4. ...	4. ...

14. Read the text attentively, translate it and say what new things you have learnt about E-ink.

E-ink – A Revolution in Information Technology

With a world full of electronic displays made with liquid crystals, light-emitting diodes and gas plasma, you probably don't think of paper as being a revolutionary display technology, but the Chinese invention of paper in 105 A.D. forever changed the way the world communicates. Without it, books might still be printed on silk rolls, making literacy an expensive skill. It would be nearly impossible to live one day without coming into contact with paper in some form. This year, for example, the world will consume an estimated 280 million tons of paper.

For nearly 2,000 years, ink on paper was the only way to display words and images, and it still beats computer displays when it comes to portability and price. Paper also doesn't require an external power supply. Yet it does have some limitations: once printed on paper, words cannot be changed without at least leaving some marks, and it is also difficult to carry around a large number of books.

Scientists are developing a revolutionary technology that could replace paper, called electronic ink. It will allow you to carry a whole library in one book. E-ink technology aims at creating a digital book that can type-set itself and that readers could leaf through just as if it were made of regular paper. Such a book could be programmed to alternate between up to 10 books stored on the device. Just as electronic ink could radically change the way we read books, it could change the way you receive your daily newspaper. Simply pressing a button on the delivery computer will simultaneously update thousands of electronic newspapers each morning.

E-ink has several advantages over current display technology, including: low power usage, flexibility and readability. Electronic ink uses 50 to 100 times less power than liquid crystal displays because it only needs power when changing the display. E-ink can be printed on any surface, including walls, product labels and T-shirts. You will soon be able to change your digital wallpaper by sending a signal to the electronic ink painted on the walls. Another advantage electronic ink has over traditional computer displays is its readability. It looks more like printed text, so it's a lot easier on the eyes. And it saves trees by cutting the demand on paper!

15. Choose the correct option to complete the sentences.

1. The invention of paper changed the world communication by making books ...
a) expensive; b) available; c) impossible.
2. For nearly 2,000 years words and images were displayed by means of ...
a) ink and paper; b) portable computers; c) books.
3. E-ink technology will eventually create ...
a) paper; b) newspapers; c) a digital book.
4. The digital book will look like ...
a) a computer display; b) a common book; c) a silk roll.
5. Liquid crystal displays consume ... E-ink.
a) more energy than; b) less energy than; c) as much energy as.
6. Electronic ink needs power in order to ...
a) change the display;
b) alternate between the books stored;
c) show pictures.
7. Digital wallpaper, T-shirts and glass prove E-ink to be ...
a) energy-efficient; b) readable; c) flexible.
8. Good readability of E-ink means that the text is ...
a) harmless for the eyes;
b) easy to understand;
c) weighs very little.

16. Make a project of your own describing the following themes:

1. The 20th century – the age of the conquest of space and the information era.
2. Trivial things make our life easy and comfortable.
3. The problems caused by the rapid technological progress.
4. The consequences of the Chernobyl catastrophe in Belarus.
5. The measures which are taken to decrease the influence of radiation.

**ПЕРЕЧЕНЬ КОМПЬЮТЕРНЫХ
СРЕДСТВ ОБУЧЕНИЯ, РЕКОМЕНДУЕМЫХ
СТУДЕНТАМ ПРИ ПОДГОТОВКЕ К УСРС**

ДЛЯ ЗАМЕТОК

Вид	Наименование программного продукта	Назначение
Компьютерные программы	«English Platinum». ТОО «Мультимедиа Технологии».	обучающая программа
	«Профессор Хиггинс. Английский без акцента!». НПП «Istrasoft».	обучающая программа
	EBC (English Business Contracts). ТОО «Медиахаус».	обучающая программа
Интернет-сайты	http://moodle.batu.edu.by	сайт самоконтроля и проверки уровня знаний
	www.wikipedia.org (английский язык)	энциклопедия
	www.britanica.org	энциклопедия
	www.englishclub.net	обучающие тесты
	http://www.dailyesl.com	информационные сайты для самостоятельной работы, самообразования
	www.globalenvision.org	
	www.lrs.ed.uiuc.edu/Impact/	
	http://www.ezslang.com/	
	http://iteslj.org/questions/	

ДЛЯ ЗАМЕТОК

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