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# **КУРС «КРАЇНОЗНАВСТВО. ВЕЛИКА БРИТАНІЯ» 10 клас**

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Для студентів факультетів іноземних мов, молодих учителів, учителів-практиків.

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Випуск 11 (95)

**ГОРБУНОВА Юлія Геннадіївна,**  
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### **3MICT**

Lesson 1–2.	The history of Great Britain. The Roman occupation. Anglo-Saxon England. England under the Danes .....	4
Lesson 3–4.	Geographical position of Great Britain .....	10
Lesson 5–6.	Administrative Subdivision .....	17
Lesson 7.	Economical peculiarities of Great Britain .....	31
Lesson 8–9.	Economical relations between Great Britain and Ukraine .....	35
Lesson 10.	The cities of Great Britain .....	44
Lesson 11.	Political System .....	51
Lesson 12–13.	London — the capital of Great Britain .....	58
Lesson 14.	British theatres .....	72
Lesson 15.	British cinema .....	78
Lesson 16.	Terminal Test .....	85
Lesson 17.	Musical traditions of Great Britain .....	87
Lesson 18.	British Painting .....	93
Lesson 19–20.	Sport in Great Britain .....	101
Lesson 21–22.	Educational system of Great Britain .....	106
Lesson 23.	The science of Great Britain .....	113
Lesson 24.	British Youth .....	121
Lesson 25–26.	British holidays and traditions .....	128
Lesson 27–28.	British character .....	134
Lesson 29.	British national cuisine .....	143
Lesson 30.	British Modern Literature .....	148
Lesson 31–32.	Mass Media in Great Britain .....	156
Lesson 33–34.	British Royal family .....	170
Lesson 35.	Terminal test .....	175

## LESSON 1–2

**Topic.** The history of Great Britain. The Roman occupation. Anglo-Saxon England. England under the Danes

### **Aims and objectives:**

- to introduce and practise vocabulary, grammar
- to develop skills in reading and speaking
- to gain knowledge and interest in the history of the country

## PROCEDURE

### I. Introduction

#### **Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "The history of Great Britain".

#### **Warm up**

Answer the questions.

1. What do you know about the history of Great Britain?
2. How do you think who were the first inhabitants in Great Britain?
3. What main periods in the history of Great Britain can you name?
4. How can you describe these periods?

### II. The main part

#### **Reading**

#### **I. Jigsaw reading**

Ask the questions and complete the text.

#### *Group 1*

England's first known inhabitants were *Who* hunted and fished and lived under Stone Age conditions until after *When*. They probably were a blend of various people who came from the continent of Europe before glaciers separated *What* from the continent. *What* tribes from central Europe apparently came in large numbers from about *When*. Among the Celts were *Who*, after whom the Romans called the area *How*. *Who* landed in Britain in 55 B. C. with a few legions and returned the next year with a large army. He defeated *Whom* and led by the Belgae.

*What*, a prehistoric ruin near Salisbury, was probably built for ceremonial purposes. Some of the stones may have come from as far as Wales.

When Roman soldiers under *Whom* occupied Britain. In the second century *Who* built great walls in the north their Roman province from the fierce, unconquered *Whom* in Caledonia.

The Roman occupation ended *When*, when the legions were recalled to defend *What country* from the Visigoths. Despite more than 300 years of occupation few traces of Roman civilization remained in Britain, except for the fine Roman roads and the ruins of Roman cities.

### *Group II*

England's first known inhabitants were cave dwellers who hunted and fished and lived *How* until after 2000 B.C. They probably were a blend of various people who came from *What continent* before glaciers separated the British Isles from the continent. Celtic tribes from *What part* Europe apparently came in large numbers from about 600 B.C. Among the Celts were the Britons, after whom the Romans called the area Britain.

Julius Caesar landed in Britain in *When* with a few legions and returned *When* with a large army. He defeated the Celts and led by the Belgae. Stonehenge, a prehistoric ruin near *Where*, was probably built for *What*. Some of the stones may have come from as far as Wales.

In 43 A.D. *Who* under Emperor Claudisius occupied Britain. *When* Emperor Antonius Pius built *What* in the north to protect their Roman province from the fierce, unconquered Caledonians in *Where*. The Roman occupation ended in 407, when the legions were recalled to defend Italy from *Whom*. Despite more than *How many years* of occupation few traces of Roman civilization remained in Britain, except for *What*.

## **II. Complete the information about England.**

829, Germanic, Anglaland, invasions, Wessex, invaders, dominant, kingdoms, the ninth, several, withdrew

Even before the Roman \_\_ , Angles and Saxons and Jutes — \_\_ tribes from the north Germany and Denmark — had begun raiding the island. There were also \_\_ . of Britain by the Picts from northeast Scotland and by the Scots from Ireland and west Scotland.

The Britons tried to repel the new \_\_ . But the Angles, Saxons, and Jutes became \_\_ . The area they won came to be called \_\_ . England, from which comes England.

For \_\_ centuries the Angles, Saxons and Jutes often fought each other. A number of \_\_ were formed; Wessex, Essex, and Sussex by the Saxons; Kent by the Jutes; and East Anglia by the Angles.

In \_\_ century, Egbert, king of Wessex, conquered the southern Anglo-Saxon kingdoms and became overlord of Anglo-Saxon England. In \_\_ . he unified Wessex and Mercia through the conquest.

### III. Match the sentences.

1. There were a lot of invasions of Britain by the Germanic tribes	a) Британці намагалися відбити-ся від нових загарбників
2. The Britons tried to rebel the new invaders	b) Новими загарбниками було сформовано багато королівств
3. There were formed a lot of kingdom by the the new invaders	c) У ІХ столітті король Егберт завоював Англо-Саксонські королівства
4. The area the invaders won came to be called England	d) Германськими племенами було здійснено багато нападів на Британію
5. In the ninth century the king Egbert conquered the southern Anglo-Saxon kingdoms	e) Територія, яку захопили загарбники, була названа Англія

### Reading and grammar

Vikings, primarily Danes, but some also Norwegians — began plundering the England's coasts in 793. By 877, Danes held East Anglia, Northumbria and Mercia. In 878 Alfred Great of Wessex, after a great victory of Edington, compelled the Danes to withdraw from Saxon lands in the west into an area in the east that came to be called the Danelaw.

Alfred's West Saxon successors finally established their supremacy over the Danelaw in 954, when a united England under Anglo-Saxon rule came into being. In 994 the Danes began the conquest of England. It was completed in 1016 when Knut became the first of three Danish kings of England. Danish rule ended in 1042 when Hardecnute died and Edward the Confessor, a Saxon, became a king.

### IV. Match the phrases.

1. To plunder England's coasts	a) велика перемога
2. A great victory	b) встановити панування
3. To compel to withdraw	c) під керівництвом
4. To establish the supremacy	d) розпочати завойовування
5. Under the rule	e) примусити відступити
6. To begin the conquest	f) грабувати узбережжя Англії

**V. Complete the sentences.**

1. \_\_\_ began plundering the England's coasts in 793.
2. By 877, Danes held \_\_\_ .
3. In 878 \_\_\_ compelled the Danes to withdraw from Saxon lands.
4. In \_\_\_ the Danes began the conquest of \_\_\_ .
5. Danish rule ended in 1042 when \_\_\_ .

**VI. Put the verbs into the Passive Voice.****The Norman Conquest**

Edward \_\_\_ (succeed) by Harold II. However, William, duke of Normandy, claimed the throne on the basis of family connections and promises he claimed- \_\_\_ (make) to him by Harold and Edward. After a cross-channel invasions from Normandy, William defeated Harold's forces in the Battle of Hastings (1066) . Harold- \_\_\_ (kill) . As William I, the Conqueror, the Norman duke became a king.

William I was an efficient ruler. The Domesday Book, a survey of landholdings in England, \_\_\_ (compile) during his reign, probably for tax purposes. He introduced Norman-French ideas and customs, including the feudal system to England.

**VII. Find and underline the mistakes in the text.**

After William's death there begun a struggle over who would wield the most power — the king or the nobles — and how much authority the king should has over the church. William II and Henry I, sones of William the Conquer, strengthens the crown at the expense of the nobility. The barons regained many of their power under King Stephen but lost it again under Henry II, in part because of theirs frequent fights among themself.

Henry be the first of the Plantegenet kings. He extended the authority of the royal courts and fostered the grows of English common law. Henry established the jury of presentment — ancestor of the grand jury system — which presented charges against suspected kriminalns.

Henry's effort to gained greater authority over the church led to a bitter konflikt with Thomas Becket, archibishop of Canterbury. Becket be murdered in 1770 by knights from Henry's court. Pope Aleksander III, enraged at Becket's murder, required Henry to do penance, even though there were no proof that he orders the murder.

**III. Summing up****Speaking**

Answer the questions.

1. Who were the first invaders of the country?

2. What main periods in the history of Great Britain can you name?
3. Describe some important periods.

#### IV. Home assignment

Make the chronical chart of the main periods in history of Great Britain.

##### *Keys*

- II. Invasion, Germanic, invaders, Anglaland, kingdoms, the ninth, withdrew.
- III. 1 d; 2 a; 3 b; 4 e; 5 c.
- IV. 1 f; 2 a; 3 e; 4 b; 5 c; 6 d.
- V. 1. Vikings, Danes, Norwegians; 2. East Anglia, Northumbria, Mercia. 3. Alfred Great of Wessex; 4. 994, England; 5. Hardecanut died.
- VI. was succeeded; was made; was killed; was compiled.
- VII. themselves; was; criminals; conflict; prove.

#### Additional material to the topic “The history of Great Britain”

##### Tasks

#### I. Match the phrases.

1. Roman invasion	a) кельтські племена
2. Prominent occupation	b) римська навала
3. Celtic tribes	c) блискучий триумф
4. A splendid triumph	d) провінційна адміністрація
5. The provincial administration	e) видатна окупація

#### II. Read the text and complete the sentences.

##### Changes in Empire and at Home

The first Roman invasion of the lands we now call the British Isles took place in 55 B.C. under war leader Julius Caesar, who returned one year later, but these probings did not lead to any significant or permanent occupation.

In the year 43. A.D. an expedition was ordered against Britain by the Emperor Claudius, who showed he meant business by sending his general, Aulus Plautius, and an army of 40,000 men. Only three months after Plautius's troops landed on Britain's shores, the Emperor Claudius felt it was safe enough to visit his new province. Estab-



lishing their bases in what is now Kent, through a series of battles involving greater discipline, a great element of luck, and general lack of co-ordination between the leaders of the various Celtic tribes, the Romans subdued much of Britain in the short space of forty years. They were to remain for nearly 400 years. The great number of prosperous villas that have been excavated in the southeast and southwest testify to the rapidity by which Britain became Romanized, for they functioned as centers of a settled, peaceful and urban life.

For Imperial Rome, the island of Britain was a western breadbasket. Caesar had taken armies there to punish those who were aiding the Gauls on the Continent in their fight to stay free of Roman influence. Claudius invaded to give himself prestige, and his subjugation of eleven British tribes gave him a splendid triumph. Vespasian was a legion commander in Britain before he became Emperor, but it was Agricola who gave us most notice of the heroic struggle of the native Britons through his biographer Tacitus. From him, we get the unforgettable picture of the druids, "ranged in order, with their hands uplifted, invoking the gods and pouring forth horrible imprecations". Agricola also won the decisive victory of Mons Graupius in present-day Scotland in 84 A. D. over Calgacus "the swordsman", that carried Roman arms farther west and north than they had ever before ventured. They called their newly-conquered northern territory Caledonia.

Roman society in Britain was highly classified. At the top were those people associated with the legions, the provincial administration, the government of towns and the wealthy traders and commercial classes who enjoyed legal privileges not generally accorded to the majority of the population. In 212 A.D., the Emperor Caracalla extended citizenship to all free-born inhabitants of the empire, but social and legal distinctions remained rigidly set between the upper rank of citizens known as *honestiores* and the masses, known as *humiliores*.

One of the greatest achievements of the Roman Empire was its system of roads, in Britain no less than elsewhere. When the legions arrived in a country with virtually no roads at all, as Britain was in the first century A.D., their first task was to build a system to link not only their military headquarters but also their isolated forts. Vital for trade, the roads were also of paramount importance in the speedy movement of troops, munitions and supplies from one strategic center to another. They also allowed the movement of agricultural products from farm to market. London was the chief administrative centre, and from it, roads spread out to all parts of the province. They included Ermine Street, to Lincoln; Watling Street, to Wroxeter and then to

Chester, all the way in the northwest on the Welsh frontier; and the Fosse Way, from Exeter to Lincoln, the first frontier of the province of Britain.

The Roman legions began to withdraw from Britain at the end of the fourth century. Those who stayed behind were to become the Romanized Britons who organized local defences against the onslaught of the Saxon hordes. The famous letter of A. D. 410 from the Emperor Honorius told the cities of Britain to look to their own defences from that time on.

1. The first Roman invasion of the lands we now call the British Isles took place \_\_ .
2. In the year 43. A.D. an expedition was ordered against Britain by \_\_ .
3. For Imperial Rome, the island of Britain was \_\_ .
4. One of the greatest achievements of the Roman Empire was \_\_ .
5. The Roman legions began to withdraw from Britain at the end of the \_\_ .

*Keys*

- I. 1 b; 2 e; 3 a; 4 c; 5 d.
- II. 1. In 55 BC; 2. The Emperor Claudius; 3. A western breadbasket; 4. Its system of roads; 5. the fourth century.

### LESSON 3–4

**Topic.** Geographical position of Great Britain

**Aims and objectives:**

- to introduce and practise the vocabulary;
- to develop interactive skills based on the country study;
- to widen the students' outlook.

#### PROCEDURE

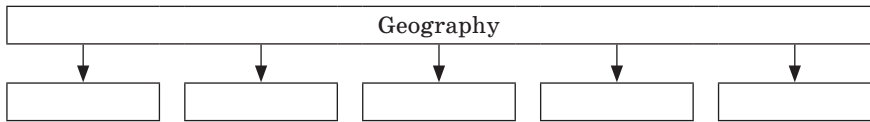
##### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Geographical position of Great Britain".

**Warm up**

T. The first thing that comes to our mind when we are speaking about any country is its geography. Now give your associations to this word.



*Answers:* location, boundary, area, water resources, mineral resources, cities, towns, etc.

## II. The main part

### Reading

#### I. Match the phrases.

1. Британські острови	a) mineral resources
2. Загальна площа	b) the British Isles
3. Мінеральні ресурси	c) total area
4. Європейський континент	d) the western coast
5. Ірландська республіка	e) the Irish Republic
6. Західне узбережжя	f) European continent

#### II. Read the text and complete the table.

The United Kingdom is situated on the British Isles. The full name of the country the United Kingdom of Great Britain and Northern Ireland.

The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south.

The population of country is more than 56 million people. The country has a very good geographical position as it lies on the crossways of the sea routes from Europe to other parts of the world. Great Britain consists of 4 main parts: England, Wales, Scotland and Northern Ireland. The relief in the South and East is flat. Scotland and Wales are mountains and hilly. But the mountains are not high. In the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except

in the region known as East Anglia. The highest one is Ben Nevis in Scotland. It is 1343 meters high.

There are many rivers in Great Britain but they are not long. Many of rivers are connected with each other by means of channels . The main rivers are: The Severn, The Thames, The Shannon and The Clyde. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers.

Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

Official name	
Area	
Population	
Capital city	
The highest mountain	
The longest river	
Main mineral resources	

### Reading and grammar

T. As we know the United Kingdom of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland. Let's improve our knowledge about this wonderful country.

### III. Complete the text.

an area, borders, washed, separated, can be divided, beaches, caves
---

#### England

Of the four countries which make, up the United Kingdom, England is the largest. It occupies \_\_ of 131,8 thousand sq. km.

England \_\_ on Scotland in the north. In the east it is \_\_ by the North Sea. In the south it is \_\_ from the continent by the English Channel. In the west it borders on Wales and is washed by the Bristol Channel and by the Irish Sea.

The Atlantic Ocean washes the rocky and broken \_\_ of England, Wales and Scotland and is gradually wearing it away, leaving and sandy \_\_ . On the east coast the land is low and sandy.

As concerns the relief, England \_\_ into Northern England mostly taken up by the low Pennine Mountains, the Central Plain, lowland south-east England, and hilly south-west England.

**IV. Put the verbs in brackets into the right form.**

Scotland

Scotland \_\_ (to be) the most northern of the countries that constitute the United Kingdom. It \_\_ (to occupy) an area of 78,8 thousand sq. km.

Scotland \_\_ (to wash) by the Atlantic Ocean in the north and west and by the North Sea in the east.

Geographically the territory of Scotland can be \_\_ (to divide) into three regions: the Northern Highlands, the Central Lowlands and the Southern Uplands.

The Highlands are the highest mountains in the British Isles. Their average height does not exceed 157 m above sea level, though some peaks are much higher, rising over a thousand metres. Ben Nevis, the highest peak in the British Isles, \_\_ (to reach) the height of 1343 m.

The Lowlands are the cradle of the Scottish nation. They are densely \_\_ (to populate) .

**V. Complete the sentences.**

1. Scotland \_\_ an area of 78.8 thousand sq. km.
2. The territory of Scotland can be divided into three regions: the Northern \_\_ , the Central \_\_ , and the Southern \_\_ .
3. \_\_ are the highest mountains in the British Isles.
4. \_\_ is the . highest peak in the British Isles.
5. The Lowlands are the \_\_ of the Scottish nation.

**VI. Put the verbs in brackets into the Passive Voice.**

Wales

Wales \_\_ (to wash) by the sea on three sides: the Bristol Channel in the south, the St. George's Channel in the west, and the Irish Sea in the north. Its territory is 20,8 thousand sq. km.

Geographically Wales may \_\_ (to be consider) part of highland of Britain, the Cumbrian Mountains occupying most of the land. It is an area of high mountains, deep valleys, waterfalls and lakes.

Wales is a region of heavy rainfall brought by the prevailing west winds from the Atlantic Ocean. The valleys \_\_ (to shelter) by the high mountains from cold east winds. The climate is rather mild. Wales has never been densely populated. The Welsh have kept their own language, but English \_\_ (to speak) in town as well.

**VII. Look at these sentences. Do you think they are true or false.**

1. Wales is washed by the sea on two sides: the Bristol Channel in the south and the Irish Sea in the north.

2. Wales is an area of high mountains, deep valleys, waterfalls and lakes.
3. Wales is a region of heavy rainfall brought by the prevailing east winds from the Pacific Ocean.
4. The climate is rather mild.
5. English isn't spoken in town as well.

**VIII. Find and underline the mistakes in the text.**

Northern Ireland

Northern Ireland occupies the north-eastern part of Ireland, which is separated from the island of Great Britain by the North Channel. In the south-west Northern Ireland borders on the Irish Republic (Eire).

Almost all the area of Northern Ireland is a plain of volcanic origin, deepening in the centre to form the largest lake of the British Isles, Lough Neagh.

The greatly indented coastline of Northern Ireland is abundant in rocks and cliffs.

Forests are rather scarce, moors and meadows prevail.

Northern Ireland is mostly an agrarian district. On small farms they grow crops, especially oats, vegetables and potatoes. Large areas are taken up by meadows, where cattle graze. On the river banks and in the coasts the population is engaged in fishing.

**IX. Circle the correct letter.**

1. Northern Ireland occupies
  - a) the north-eastern part of Ireland;
  - b) the north-western part of Ireland.
2. The greatly indented coastline of Northern Ireland is abundant
  - a) in rocks and cliffs;
  - b) in mountains and hills.
3. Northern Ireland is mostly
  - a) an agrarian district;
  - b) an industrial district.
4. On the river banks and in the coasts the population is engaged
  - a) in fishing
  - b) in hunting.

**III. Summing up**

**Speaking**

Answer the questions.

1. What is the official name of the country?

2. What parts does Great Britain consist of?
  3. What is the highest mountain of Great Britain?
  4. What is the longest river in Great Britain?
  5. What kind of climate is there in Great Britain?
- X. *Find these numbers in the texts. Say what they are about.*
- 314.000
  - 131.8
  - 56
  - 78.8
  - 1343
  - 157

#### IV. Home assignment

Make a map of Great Britain and write your commentary.

##### *Keys*

- I. 1 b; 2 c; 3 a; 4 f; 5 e; 6 d.
- II. The United Kingdom of Great Britain; 314 sq. km; 56 mln; London; Ben Nevis; The Thames; coal, iron, oil, gas.
- III. An area; borders; washed; separated; caves; beaches; can be divided.
- IV. Is; occupies; is washed; divided; reaches; populated.
- VI. Is washed; be considered; are sheltered; is spoken.
- VII. 1 F; 2 T; 3 F; 4 T; 5 F.
- VIII. Eastern; origin; lake; cliffs; district; taken; banks; engaged.
- IX. 1 a; 2 a; 3 a; 4 a.
- X
  - 314.000 — the total area of Great Britain;
  - 52 mln — the population of Great Britain;
  - 1343 — the height of Ben Nevis;
  - 131.8 — the total area of England;
  - 78.8 — the total area of Scotland;
  - 157 — the average height of the mountains.

#### Additional material to the topic “Geographical position of Great Britain”

##### Tasks

- I. *Read and complete the text with the words from the box.*

Consists, crossways, manufacture and trade, is surrounded, mild, economy

Great Britain is situated on the British Isles. It \_\_\_ of England, Wales, Scotland and Northern Ireland, and is one thirtieth the size of Europe. Great Britain \_\_\_ by seas on all sides and is separated from the continent by the North Sea and the English Channel.

There are many rivers in Britain. They are not long but some of them are deep. The longest river is the Severn. There are many mountains in the north of England and in Scotland but they are not very high. The highest mountain in Great Britain is Ben Nevis. There are many lakes in Scotland. The most beautiful is Loch Lomond.

Great Britain has a very good position as it lies on the \_\_\_ of the sea routes from Europe to the other parts of the world. There are many countries which are connected with Great Britain by sea. Thanks to Gulf Stream the climate of Great Britain is \_\_\_. It is often foggy and rainy. The summer is not very hot and the winter is not very cold.

Great Britain is a highly developed industrial country. It lives by \_\_\_. Its agriculture provides only half the food it needs, the other half of its food has to be imported. Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture, eleven are employed in mining, manufacturing and building. The main branches of British \_\_\_ are engineering, mining, ship-building, motor vehicle manufacturing, textile, chemistry, electronics, fishing and food processing. The industrial centres of Great Britain are London, Manchester, Eirtingham, Leeds, Liverpool, Sheffield and others.

## II. Complete the sentences with the prepositions from the box.

in, on, from, of
------------------

- Great Britain is situated \_\_\_ the British Isles.
- There are many rivers \_\_\_ Britain.
- Great Britain lies on the crossways \_\_\_ the sea routes \_\_\_ Europe.
- Britain is one of the most highly industrialised countries \_\_\_ the world.
- The industrial centres \_\_\_ Great Britain are London, Manchester, Eirtingham, Leeds, Liverpool, Sheffield and others.

### Keys

- Consists; is surrounded; crossways; mild; manufacture and trade; economy.
- 1 on; 2 in; 3 from, of; 4 of.



**LESSON 5–6**

**Topic.** Administrative Subdivision

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking; to develop interactive skills based on the country study;
- to expand students’ knowledge about geographic and historical parts of the United Kingdom

**PROCEDURE****I. Introduction**

**Greeting. Introducing the topic**

T. Good morning! Today we’re going to work on the topic “Administrative Subdivision”.

**Warm up**

Answer the questions.

1. What is the official name of the United Kingdom?
2. What parts does the UK consist of?
3. What is the principal subdivision of the country?
4. What crosses are combined in the present form of the Union Flag?
5. What do you know about the Royal Coat of Arms and the British national anthem?

**II. The main part****I. Jigsaw reading**

Ask questions and complete the text.

Administrative Subdivision

*Group 1*

*What country?* consists of four geographic and historical parts—England, Scotland, Wales and Northern Ireland. *What parts?* were united politically, administratively, and legally by the acts of union of 1536 and 1542. *When?* Scotland joined England and Wales in forming a single parliament for Great Britain, although the three countries had previously shared a monarch.

*What part?* is a predominant constituent unit of the United Kingdom. Despite *What legacy?* that has secured the perpetuation of its name, England no longer officially exists as a country. Unlike Scotland and Wales, which have *What?*, and Northern Ireland, which has

self-government in domestic affairs, England enjoys no separate political status within the United Kingdom.

In Great Britain *What?* is the principal subdivision of the country for administrative, judicial and other purposes. Counties are used *Where?* but have been replaced by other administrative units in Scotland and Northern Ireland. *What?* provides police and fire services, education, social welfare services, public transport, traffic regulation, consumer protection, libraries, and some highways and parks.

### *Group II*

The United Kingdom of Great Britain and Northern Ireland consists of four geographic and historical parts-*What parts?*. Wales and England were united politically, administratively, and legally by *What acts?*. In 1707 Scotland joined England and Wales in forming *What?* for Great Britain, although the three countries had previously shared a monarch.

England is a predominant constituent *What?* of the United Kingdom. Despite the political, economic, and cultural legacy that has secured the perpetuation of its name, England no longer officially exists as *What?*. Unlike Scotland and Wales, which have their own departments of state and Cabinet ministers, and Northern Ireland, which has *What?*, England enjoys no separate political status within the United Kingdom.

In Great Britain the county, or shire, is the principal subdivision of the country for *What purposes?*. Counties are used in England and Wales but have been replaced by other administrative units *Where?*. A British county provides *What?*.

## **II. Read the text.**

### England

England is the largest and richest country of Great Britain. For the most part its territory is flat or undulating. There are upland regions in the north and in Devon and Cornwall. The capital of England is London, but there are other large industrial cities, such as Birmingham, Liverpool, and Manchester. Other very interesting and famous cities are York, Chester, Oxford and Cambridge.

Stonehenge is one of the most famous prehistoric sites in the world. This ancient circle of stones stands in Southwest England. It was built between 3,000 and 1,500 B. C. and it measures 30 meters across. It is made with massive blocks of stone up to 4 meters high. Why it was built is a mystery. Some people think it was used for pagan religious ceremonies. Not far from Stonehenge stands Salisbury Cathedral. It is a splendid example of an English Gothic Cathedral; it has

the highest spires in England and was built in the 12th century. Inside the cathedral there is one of four copies of the Magna Charta and also the oldest clock in England.

Chester is a very important town in the north-west of England. It has about sixty thousand inhabitants. In the past it used to be a Roman fort; its name comes from the Latin word *castra*, meaning “fortified camp”. In Chester there is a famous toy museum which contains over 5,000 ancient and modern toys, and a dolls’ hospital where dolls and teddies are restored and repaired.

Oxford is the home of the oldest university in England. Most of the oldest colleges are situated just a short walk from each other in the centre of town. The most famous college is Christ Church. It has a great hall dating from the reign of Henry VIII and its chapel has become the Cathedral of Oxford.

Cambridge is the home of Britain’s second oldest University. It is situated on the river Cam. A beautiful way to visit it is from the river, hiring a punt and going under its beautiful bridges.

York was the capital of Northern England. It is one of the best preserved medieval cities in Europe. It was built by the Romans, conquered by the Anglo-Saxons and ruled by the Vikings. If you are in York you cannot miss the Shambles, a medieval street where the buildings are very close together, and York Minster, the largest Gothic Cathedral north of the Alps.

The Lake District is a lovely region of lakes and mountains in Northwest England, in a region called Cumbria. England’s largest lake, Windermere, and highest mountain, Scafell Pike, are here. The Romantic poets Wordsworth and De Quincey lived here and were called the Lake Poets.

**III. State whether these statements are TRUE or FALSE.**

1. Oxford University is older than Cambridge University.
2. People know why Stonehenge was built.
3. The oldest clock in England is in York Minster.
4. Wordsworth lived in the Lake District.
5. Chester was built by the Romans.
6. York Minster is the largest Gothic Cathedral north of the Alps.

**IV. Join the following sentences with the right relative pronoun; choose from: *which, whose, who*.**

*e. g.*

- In Chester there is a famous toy museum. It contains over 5,000 ancient and modern toys.

- In Chester there is a famous toy museum which contains over 5,000 ancient and modern toys.
- a) Christ Church has a hall. It is very large.
- b) The Romans built York. It was the capital of Northern England.
- c) Wordsworth and De Quincey were Romantic poets. They lived in the Lake District.
- d) England is the largest and richest country in Great Britain. Its territory is flat or undulating.
- e) England was invaded by the Vikings. They ruled York too.

**V. Write a sentence about each of the following.**

- a) The Shambles
- b) Cumbria
- c) The River Cam
- d) Stonehenge
- e) Chester
- f) Salisbury Cathedral

**VI. Ask questions as suggested and answer.**

*e. g.* large and rich country / Great Britain

What's the largest and richest country in Great Britain?

The largest and richest country in Great Britain is England.

- a) important cities / England
- b) old college / Oxford
- c) well preserved medieval city / Europe
- d) large Gothic Cathedral / Alps
- e) famous prehistoric site / world
- f) high and old spires / England

**VII. Read the text.**

Scotland

Scotland is the country in the north of Great Britain, beyond Hadrian's Wall, and is part of the United Kingdom of Great Britain and Northern Ireland. Scotland is divided into three natural regions: the Southern Uplands, the Central Lowlands and the Highlands and islands. A lot of places in Scotland are a natural paradise, still untouched by man. Scotland's landscape is very attractive with glens, wild mountains and deep lochs. The capital of Scotland is *Edinburgh*, well known for its castle and for the Edinburgh International Festival which is held every August. *Glasgow* is the industrial capital of Scotland. It lies on the River Clyde and is the third largest city in Great

Britain. The typical products of Scotland are timber, whisky, salmon, bagpipes and tartans. Golf is the Scottish national sport and it seems to have originated in this country. Scotland is also the land of myths and mysteries; every castle has its ghost. Glamis Castle is said to have nine of them, including Macbeth, and who has never heard of the Loch Ness Monster.

*Nessie*, the Loch Ness Monster, is said to be about six metres long, with a long, thin neck, a small head and two or three humps. The first person who reported a monster in Loch Ness was St. Columba, who was visiting the king of the Picts in 565 AD. Many centuries later, in 1880, a Scottish diver was examining the wreck of a sunken ship in the waters of the loch, when he claimed to have seen an enormous animal and refused to dive again. When a road along Loch Ness was opened in 1933, the sighting of the monster became much more frequent. Since 1934, thousands of people have claimed to have seen the monster. Scientists have investigated the loch and taken pictures, but no scientific explanation of the mystery has been given. The Loch Ness Tourist Organization has collected all the evidence about the monster in a museum called the Monster Exhibition.

**VIII. Write a sentence about each of the following giving some useful information for visitors to Scotland.**

- a) Edinburgh
- b) Glasgow
- c) Golf
- d) Nessie
- e) Highlands
- f) Whisky

**IX. Connect the following using *so, as, because, buy, while, and*.**

*e. g.*

- A museum contains all the evidence about the monster so it is called the Monster Exhibition.
1. Scotland's landscape is very attractive \_\_\_ it is a very cold country.
  2. Edinburgh is well-known \_\_\_ an international festival held there every year
  3. St. Columba heard about Loch Ness monster \_\_\_ was visiting the king of the Picts.
  4. A Scottish diver saw the monster he refused to dive again.
  5. The Englishman sat down \_\_\_ nobody was around.

**X. Do you believe in the Loch Ness Monster? Make a list of the arguments FOR and AGAINST its existence and let's see the results.**

FOR	AGAINST

**XI. Insert the missing prepositions and adverbs.**

1. An Englishman was \_\_ holiday in Scotland.
2. Scotland lies \_\_ Hadrian's Wall.
3. A road \_\_ the Loch Ness was opened in 1933.
4. All the evidence \_\_ the monster is collected in a museum.
5. Everybody has heard \_\_ the Loch Ness monster.
6. He was waiting \_\_ someone to pass \_\_ .
7. A lot of places in Scotland are still untouched \_\_ man.

**XII. Ask questions beginning with the appropriate question word.**

*e. g.* Scotland is in the north of Great Britain.

Where is Scotland?

1. Several hours later a Scottish shepherd came by.
2. Every castle has its ghost.
3. A Scottish diver was examining the wreck of a sunken ship.
4. The English man's car broke down.
5. Edinburgh is famous because there is an international festival.

**XIII. Read the text.**

Wales

Wales, or Cymru in Welsh, is a country in the west of Great Britain. It is mainly a mountainous land with a chiefly agricultural economy and an industrial and coal-mining area in the south. The landscape is beautiful and many English people move to Wales when they retire, attracted by the mild climate of the coast. Cardiff, a large city in the south, on the Bristol Channel, was chosen as capital of Wales in 1955, mainly because of its size. Since 1536, Wales has been governed by England and the heir to the throne of England has the title of Prince of Wales, but Welsh people have a strong sense of identity: there is a Welsh Nationalist party which wants independence from the UK and the Welsh language is still used in certain parts of the country.

The Welsh language

Welsh is an ancient Celtic language similar to Breton, spoken in Brittany, France. In the '60s Welsh was given equal status with English as an official language and is used in the law courts. Road signs are bilingual, it is taught in schools and some TV programmes are

broadcast in Welsh. However, only about 20% of the population speaks Welsh, mainly in the rural north and west.

### History

Together with the people from Cornwall, Western Scotland and the Isle of Man, the Welsh are the original Britons. In fact, the Celts were inhabitants of Britain long before the invasion of the Romans, Anglo-Saxons and Normans. They came from the Iberian Peninsula and are shorter, darker and stockier than the Anglo-Saxons. Wales is a land of legends — their heroes are famous for fighting the Saxon invaders. William the Conqueror did not attempt to conquer Wales though he gave the border lands to his lords and invited them to build castles and help themselves to Welsh lands. Edward I finally conquered Wales in the 13th century. Their king, Llewellyn, was killed and Edward promised them a Prince of Royal blood, with spotless character who spoke neither English nor French. In fact, he named his one-week-old son the first Prince of Wales! The tradition continues today. Rebellions continued unsuccessfully and peaceful union did not come until the reign of Henry VII (15th century) who was Welsh by birth and education and was proud of the arts and history of his people. He and his son Henry VIII brought peace and order to the land of their fathers. When Elizabeth I became queen, she had the Bible and prayer book printed in Welsh but the Welsh people kept out of the religious quarrels of the next centuries. Their Free Church opened schools to read the Bible.

### ***XIV. Tick the correct phrase and complete the sentences.***

1. The Welsh name for Wales is \_\_ .
  - a) Cmyru
  - b) Cymru
  - c) Cmruy
2. Wales lies to the \_\_ of England.
  - 1) east
  - 2) south
  - 3) west
3. Cardiff \_\_ the capital since 1955.
  - a) is
  - b) has been
  - c) was
4. \_\_ speaks English.
  - a) Everyone
  - b) A small percentage
  - c) Noone

5. The Welsh Nationalist Party wants Wales to be \_\_ .
  - a) autonomous
  - b) dependent on the UK
  - c) dependent on Scotland
6. Welsh is \_\_ important as English, officially.
  - a) more
  - b) less
  - c) as

**XV. Write the events which took place at the following times.**

- 1) 1200s
- 2) 1400s
- 3) 1536
- 4) 1955

**XVI. Read the text**

Northern Ireland

*Northern Ireland*, also known as *Ulster*, is still a part of the UK. It is made up of six counties: Antrim, Armagh, Down, Fermanagh, Londonderry and Tyrone. One third of the population lives in and around the capital, *Belfast*, which is also the most important port and industrial and commercial centre. Most of Northern Ireland's trade is with Great Britain. Some parts of the region (those not close to Belfast) have remained mainly rural. Northern Ireland has a strong cultural tradition: songs, dances, literature and festivals keep the tradition alive. It has its own Arts Council, and there are orchestras, theatre, ballet and opera companies.

The Irish Question

In Ulster the population is divided into two groups: the Protestants and the Catholics. *The Protestants* are of British origin being the descendants of British settlers who came to Ireland in the sixteenth and seventeenth centuries, during and after the Reformation, to ensure Ireland's loyalty, to Britain in the wars with Catholic European countries. *The Catholics* are mostly natives of Ireland. In 1922 the thirty-two counties of Ireland were divided into two countries: *Eire*, an independent Irish state, (26 counties) and *Ulster* (six northern counties) with its own government, but constitutionally still a part of the UK. In Ulster the Protestants were the majority and dominated the Catholics with strong discrimination. In 1968 the Catholics began to demonstrate for equal civil rights. There were street riots and the British Army was sent to Northern Ireland supposedly to protect the



Catholics from Protestant attacks. In 1972 British soldiers shot thirteen Catholics during a demonstration. The day of these murders became known as “Bloody Sunday”. *The IRA* (Irish Republican Army) began to try to get British troops out of Ulster and to end British rule using terrorist methods. The violence and fighting in Northern Ireland continues to this day. Support for the IRA and *Sinn Fein* has grown since 1981, when Bobby Sands and nine other people, imprisoned as members of the IRA, starved themselves to death, demanding the status of political prisoners. Since the arrival of the British Army in 1968, more than 2,000 people have died and more than 20,000 have been injured in political conflicts. Many people are convinced that the only solution is for the British troops to leave and Ulster to unite with Eire.

**XVII. Complete the following.**

1. The British came to Ireland to \_\_\_ .
2. The Catholics are mostly of Irish origin while the Protestants \_\_\_ .
3. In 1922 Ireland was divided into \_\_\_ .
4. Most of the people in Ulster are \_\_\_ .
5. The Catholics began demonstrating because \_\_\_ .
6. “Bloody Sunday” was so called because \_\_\_ .
7. The IRA want \_\_\_ .
8. Bobby Sands went on a hunger strike because \_\_\_ .
9. Many people now think that \_\_\_ .
10. The war in Northern Ireland \_\_\_ .

**XVIII. Match the definition and the acronym.**

IRA	Before Christ
BBC	N. Irish Republican Army
WASP	Unidentified Flying Object
UN	United Nations
KKK	White Anglosaxon Protestant
MP	Ku Klux Klan
BC	British Broadcasting Corporation
UFO	Member of Parliament

**XIX. Find the words in the text “The Irish Question” which mean the following.**

1. colonialists
2. fighting in the streets
3. to defend

4. soldiers
5. has increased
6. put in prison

**XX. Rewrite the following sentences inserting the necessary punctuation.**

1. Ulster is made up of six counties Antrim Armagh Down Londonderry and Tyrone.
2. In Northern Ireland there are orchestras theatres ballet and opera companies.
3. The Protestants who are of British origin came to Ireland during and after the Reformation.
4. In 1972 during a demonstration British soldiers shot thirteen Catholics.

**XXI. Read the text.**

Union Flag

The Union Flag, or Union Jack, is the national flag of the United Kingdom and it so called because it embodies the emblems of the three countries united under one Sovereign- the kingdoms of England and Wales, of Scotland and of Ireland (although since 1921 only Northern Ireland has been part of the United Kingdom).

The term Union Jack possibly dates from Queen Anne's time (reigned 1702–14), but its origin is uncertain. The flag consists of three heraldic crosses:

1. The Cross of St George: patron saint of England since the 1270's — red cross on a white ground.
2. The cross saltire of St Andrew: patron saint of Scotland — a diagonal white cross on a blue ground.
3. The cross saltire of St Patrick: patron saint of Ireland — a diagonal red cross on a white ground.

The Welsh dragon does not appear on the Union Flag. This is because when the first Union Flag was created in 1606, the Principality of Wales by that time was already united with England and was no longer a separate principality.

**XXII. Guess what these words mean.**

1. flag
2. embody
3. emblem
4. Sovereign
5. kingdom
6. reign

7. origin
8. heraldic
9. cross
10. saltire
11. dragon
12. separate

**XXIII. Give it a name using the words below.**

- a) a monarch; a king, queen, or other supreme ruler;
- b) any of various conventional representations or modifications of the Christian emblem used symbolically or for ornament, as in heraldry or art;
- c) to embrace or comprise;
- d) an ordinary in the form of a cross with arms running diagonally from the dexter chief to the sinister base and from the sinister chief to the dexter base;
- e) something from which anything arises or is derived; source; fountainhead;
- f) an object or its representation, symbolizing a quality, state, class of persons, etc.; symbol;
- g) a piece of cloth, varying in size, shape, color, and design, usually attached at one edge to a staff or cord, and used as the symbol of a nation, state, or organization, as a means of signaling, etc. ; ensign; standard; banner; pennant;
- h) to possess or exercise sovereign power or authority;
- i) a mythical monster generally represented as a huge, winged reptile with crested head and enormous claws and teeth, and often spouting fire;
- J) of, pertaining to, or characteristic of heralds or heraldry;
- k) existing or maintained independently;
- l) a state or government having a king or queen as its head.

**XXIV. Complete the information about the Royal Coat Of Arms.**

Head; lion; United Kingdom; quarters; function; Queen; motto (2); crown; coat of arms; emblems; Order

In the official \_\_ the shield shows the various royal \_\_ of different parts of the \_\_ : the three lions of England in the first and fourth \_\_ , the \_\_ of Scotland in the second and the harp of Ireland in the third. It is surrounded by a garter bearing the \_\_ *Honte soit qui mal y pense* (Evil to him who evil thinks), which symbolises the \_\_ of the Garter, an ancient order of knighthood of which the \_\_ is Sovereign. The shield is

supported by the English lion and Scottish unicorn and is surmounted by the Royal \_\_\_. Below it appears the \_\_\_ of the Sovereign, Dieu et mon droit (God and my right).

The \_\_\_ of the Royal Coat of Arms is to identify the person who is \_\_\_ of State.

### XXV. Read and translate

The British National Anthem

*God save the King* was a patriotic song first publicly performed in London in 1745, which came to be referred to as the National Anthem from the beginning of the 19th century. The words and tune are anonymous, and may date back to the 17th century.

God save our gracious Queen!  
 Long live our noble Queen!  
 God save the Queen!  
 Send her victorious,  
 Happy and glorious,  
 Long to reign over us,  
 God save the Queen.  
 Thy choicest gifts in store  
 On her be pleased to pour,  
 Long may she reign.  
 May she defend our laws,  
 And give us ever cause,  
 To sing with heart and voice,  
 God save the Queen.

### III. Summing up

#### Speaking

Answer the questions.

1. Does England enjoy any separate political status within the UK?
2. What can you say about the origin of the Union Jack?
3. What does the shield show in the official coat of arms?
4. What is the British National anthem?

### IV. Home assignment

Complete the table.

	England	Wales	Scotland	Northern Ireland
Flag				
Plant				
Patron Saint				
Saint's Day				

**Additional material to the topic  
“Administrative Subdivision”****Tasks****I. *Guess the meaning of the words and make up sentences using them.***

Vocabulary:

- patron saint
- pin
- thistle
- knighthood
- nobleman
- bank holiday
- shamrock
- church festival
- monk
- bishop
- daffodil
- rampant
- unicorn
- coats of arms
- purity

**II. *Read the text and answer the questions.***

National Emblems of the United Kingdom

The United Kingdom (abbreviated from “The United Kingdom of Great Britain and Northern Ireland”) is the political name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster).

Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast of the European continent.

In everyday speech “Britain” is used to mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross on a white background is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland, The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets'. A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear a thistle in their buttonhole. As a national emblem of Scotland, thistle apparently first used in the 15th century as a symbol of defense. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is shamrock. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century monk and bishop, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion rampant — Scotland, and a harp — Ireland. The whole is encircled and is supported by a lion and a unicorn. The lion has been used as a symbol of national strength and of the British monarchy for many centuries. The unicorn, a mythical animal that looks like a horse with a long straight horn, has appeared on the Scottish and British royal coats of arms for many centuries, and is a symbol of purity.

1. What parts does the United Kingdom consist of?
2. What is the Union Jack?
3. Who is the patron saint of England?
4. What the cross of St. Andrew?
5. Who is the patron saint of Ireland?
6. What does the Welsh flag represent?
7. When is St. George's Day?
8. What do patriotic Englishmen wear on this day?
9. What is the national emblem of England?
10. When is Scotland's national day?
11. What plant is the national emblem of Scotland?
12. When was the Order of the Thistle founded?
13. When is St. Patrick's Day?

14. What are the national emblems of Wales?
15. Can you describe the Royal Arms?

## LESSON 7

**Topic.** Economical peculiarities of Great Britain

**Aims and objectives:**

- to develop students' ability of using their knowledge in new situation;
- to teach students to use material of the previous lessons;
- to expand students' knowledge about Great Britain.

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Economical peculiarities of Great Britain".

**Warm up**

T. What thing can you associate with the word "economy."

1. What can you say about economical peculiarities of Great Britain?
2. What the main branches of industry can you name?

Look at the Mind Map and make sentences:

- banks deposits
- dairy farming farming *economics* plants
- sheep-farming cattle farming industry
- heavy industry woolen industry
- ship-building industry electronics, radio, chemical industry

These expressions can help you:

1. As far as I know...
2. I know exactly... the main branches..., because...
3. To my mind... of industry are...

#### II. The main part

**Listening**

*Pre-listening task*

##### I. Match the phrases.

1. The rapid industrialization	a) важка промисловість
2. Heavy industry	b) найважливіші галузі

3. Important branches	с) великі плантації
4. Are exported to many countries	д) швидка індустріалізація
5. Large plantations	е) експортується в багато країн

## II. Listen to the text.

The United Kingdom was the first country in the world which became highly industrialized. During the rapid industrialization of the 19th century, one of the most important factors was that coal deposits were situated near the ground surface, which made mining easy. Coal mining is one of the most developed industries in Great Britain. The biggest coal and iron mines are in the north-east of England, near Newcastle, in Lancashire and Yorkshire; in Scotland near Glasgow; in Wales near Cardiff and Bristol.

Until recent times, Britain's heavy industry was mainly concentrated in the centre of England and in the London region. Such towns as Birmingham, Coventry and Sheffield produced heavy machines, railway carriages and motor-cars.

In the 20th century new branches of industry have appeared: electronics, radio, chemical industry and others. Of great importance for Britain is ship-building industry. It is concentrated in London, Glasgow, Newcastle, Liverpool and Belfast. Great Britain produces a lot of wool, and woollen industry is developed in Yorkshire. British woollen products are exported to many countries.

Sea-ports play a great role in the life of the country. London, Liverpool and Glasgow are the biggest English ports, from which big liners go to all parts of the world. Great Britain exports industrial products to other countries and imports food and some other products.

Sheep-farming, cattle-farming and dairy-farming are also important branches of Great Britain's economy. Chicken farms produce a great number of chickens and eggs for the population.

The south of England is often called the "Garden of England", because there are many gardens and orchards there. In the orchards people grow apples, pears, cherries, plums and other fruits, and there are also large plantations of different berries.

### *Post-listening tasks*

## III. Look at these sentences. Do you think they are true or false.

1. The United Kingdom was the first country in the world which became highly industrialized.



2. The biggest coal and iron mines are in the south of England.
3. Until recent times, Britain's heavy industry was mainly concentrated in the south of England and in the London region.
4. In the 19th century new branches of industry have appeared: electronics, radio, chemical industry and others.
5. The south of England is often called the "Valley of England".

**IV. Complete the sentences.**

1. The United Kingdom was \_\_\_ country in the world which became highly industrialized.
  - a) the last;
  - b) the second;
  - c) the first.
2. Until recent times, Britain's heavy industry was mainly concentrated \_\_\_ and in the London region.
  - a) in the centre of England;
  - b) in the south;
  - c) in the north-east.
3. \_\_\_ are the biggest English ports, from which big liners go to all parts of the world.
  - a) London, Liverpool and Glasgow;
  - b) Sheffield, Birmingham and Coventry;
  - c) London, Birmingham and Glasgow.
4. In \_\_\_ century new branches of industry have appeared: electronics, radio, chemical industry and others.
  - a) the 20 th;
  - b) the 18 th;
  - c) the 19 th.
5. The south of England is often called the \_\_\_, because there are many gardens and orchards there.
  - a) the the "Valley of England";
  - b) the "Garden of England";
  - c) the Field of England.

**V. Answer the questions.**

1. What is the most developed industry in Great Britain?
2. Where is concentrated heavy industry?
3. What new branches had appeared in Great Britain in the 20th century?
4. What sea-ports in Great Britain can you name?
5. Is British economy connected with farming and gardening?

### III. Summing up

#### Speaking

T. Let's make up the conclusion. Why is Great Britain considered highly industrialized? Prove your opinion!

### IV. Home assignment

Compare economical peculiarities of Great Britain and Ukraine. What advantages and disadvantages can you name?

#### Keys

- I. 1 d; 2 a; 3 b; 4 e; 5 c.  
 III. 1 T; 2 F; 3 F; 4 F; 5 F.  
 IV. 1 c; 2 a; 3 a; 4 a; 5 b.

#### Additional material on the topic “Economical peculiarities of Great Britain”

#### Tasks

##### I. *Read the text and put the verbs in brackets in the correct form.*

The Economy of Great Britain

Little more than a century ago, Britain was “the workshop of the world”. It \_\_\_ (to have) as many merchant ships as the rest of the world put together and it led the world in most manufacturing industries. Britain \_\_\_ (to struggle) to find a balance between government intervention in the economy and an almost completely free-market economy such as existed in the United States. Neither system \_\_\_ (to seem) to fit Britain's needs. The former seemed compromised between two different objectives: planned economic prosperity and the means of ensuring full employment, while the latter \_\_\_ (to promise) greater economic prosperity at the cost of poverty and unemployment rt he less able in society. People seemed complacent about Britain's decline, reluctant \_\_\_ (to make) the painful adjustments that might be necessary to reverse it. Prosperity Increased during the late 1950s and in the 1960s, diverting attention from Britain's decline relative to ist main competitors. By the mid 1970s both Labour and Conservative economists were beginning \_\_\_ (to recognise) the need to move away from Keynesian economics, based upon stimulating demand by Injecting money into the economy. The most notable success of “Thatcherism” was the privatisation of previously wholly or partly government-owned enterprises. Indeed, other countries, for example Canada, France, Italy, Japan, Malaysia and West Germany, \_\_\_ (to follow) the

British example. Despite such changes, however, by 1990 Britain's economic problems seemed as difficult as ever. The government \_\_ (to find) that reducing public expenditure was far harder than expected and that by 1990 it still \_\_ (to consume) about the same proportion of the GNP as it had ten years earlier. Inflation, temporarily \_\_ (to control), rose to over 10 per cent and was only checked from rising by high interest rates which also had the side effect of discouraging economic growth. In spite of reducing the power of the trade unions, wage demands (most notably senior management salaries) \_\_ (to rise) faster than prices, indicating that a free labour market did not necessarily solve the wages problem.

## II. *Make these sentences interrogative.*

1. Britain struggled to find a balance between government intervention in the economy and an almost completely free-market economy such as existed in the United States.
2. Prosperity increased during the late 1950s and in the 1960s, diverting attention from Britain's decline relative to its main competitors.
3. By the mid 1970s both Labour and Conservative economists were beginning to recognise the need to move away from Keynesian economics.

### *Keys:*

- I. Had; struggled; seemed; promised; made; recognised; followed; found; consumed; controlled; rose.

## **LESSON 8–9**

**Topic.** Economical relations between Great Britain and Ukraine

### **Aims and objectives:**

- to expand the vocabulary related to the topic;
- to promote pair work skills;
- to develop logical thinking, speech reaction, cognitive and creative skills.

### PROCEDURE

#### I. **Introduction**

##### **Greeting**

T. Good morning, students! Today we are going to work on the topic "Economical relations of Great Britain and Ukraine".

**Warm up**

T. Students, let's discuss!

1. What can you say about the economy of Great Britain?
2. What can you say about the economy of Ukraine?
3. What most important branches of industry in Great Britain can you name?
4. How is economy developed in Ukraine?
5. What economical relations between Great Britain and Ukraine can you name?

**II. The main part****Reading and grammar****I. Jigsaw reading**

Ask questions and complete the text.

*Group I*

The earliest references to relations between Ukraine and *What country?* date back to the period of *What?*. In 1017, following the invasion of England by King Canute of Denmark, Edward and Edmund, the sons of *Whom?* of England, were sent to Kyiv. Around *When?* Volodymyr Monomakh, the future grand prince of Kyiv, married Gytha, daughter of King Harold II of *What country?*. Edward, Edmund and Gytha were most probably accompanied to *What city?* by other Britons, though little is known about them. The Mongol incursion into *Where?* in the middle of the 13th century disrupted relations between the two countries and until the 17th century contacts between them were sporadic. From the 15th century grain and timber were exported from Ukraine to Britain *How?*.

*Group II*

The earliest references to relations between Ukraine and Great Britain date back to the period of Kyivan Rus'. *When?*, following the invasion of England by *Whom?*, the sons of King Edmund II of England, were sent to *What city?*. Around 1074 *Who?*, the future grand prince of Kyiv, married Gytha, daughter of *Whom?* of England. Edward, Edmund and Gytha were most probably accompanied to Kyiv by other *Whom?*, though little is known about them. The Mongol incursion into Eastern Europe *When?* disrupted relations between the two countries and until the 17th century contacts between them were sporadic. From the 15th century grain and timber were exported from Ukraine to Britain through the Baltic Sea.

**II. Read, complete and translate the text.**

Diplomats, envoy, power, camps, representative, ironworks, ambassador, alliance, the support, landscape

17th and 18th centuries

From the beginning of the 17th century English \_\_ began to show an active interest in Ukraine. In the 1620s, when Europe was divided into Catholic and Protestant \_\_, England viewed the Ukrainian Cossacks as potential allies against Catholic Poland. In connection with this the English \_\_ in Constantinople, Thomas Roe, informed his government about the Cossacks. British interest in Ukraine was renewed during the 1648–1657 war of the Ukrainian populace, led by the Cossack hetman Bohdan Khmelnytskyi, against Poland.

In 1708–09 the British \_\_ in Moscow, Charles Lord Whitworth, kept London informed about matters concerning the anti-Russian \_\_ concluded by the Cossack hetman Ivan Mazepa and Charles XII of Sweden. The British \_\_ in Bendery (Moldova), Captain James Jefferye, maintained contacts with Mazepa's successor, hetman-in-exile Pylyp Orlyk. After the death of Charles XII in 1718, Great Britain became concerned by the increasing \_\_ of Russia and, through its ambassador in Sweden Lord Carteret, continued to maintain contacts with Orlyk, who was in Sweden at the time. While interned in Turkish-controlled Salonica from 1722 until 1734, Orlyk enjoyed \_\_ of local British envoys.

In the 1780s and 1790s the \_\_ architect William Gould designed parks in various Ukrainian towns. In 1795 Charles Gascoigne began the design and construction of \_\_ around which the town of Luhansk subsequently developed.

**III. Make the questions to these sentences.**

1. In the 1620s Europe was divided into Catholic and Protestant camps.
2. England viewed the Ukrainian Cossacks as potential allies against Catholic Poland.
3. British interest in Ukraine was renewed during the 1648–1657 war of the Ukrainian populace.
4. Captain James Jefferye maintained contacts with hetman-in-exile Pylyp Orlyk.
5. In the 1780s and 1790s the landscape architect William Gould designed parks in various Ukrainian towns.

**IV. Read, translate and put the events into logical order.**

19th century

In the first half of the 19th century British connections with Ukraine continued mainly through the activities of Britons in the service of the Russian Empire. Particularly active at the time were various architects and engineers involved in the design and development of new urban areas, buildings and other structures in various Ukrainian towns.

In the eastern part of the Austro-Hungarian province of Galicia, populated largely by Ukrainians, British investors were involved in a number of petroleum companies founded early in the 20th century to exploit the oil resources in the Drohobych region. At the end of the 19th and beginning of the 20th century grain, sugar, livestock and iron ore were exported from Ukraine to Great Britain.

In several Ukrainian cities British consular offices were established to monitor the economic potential of the southern part of the Russian Empire and to serve the interests of British entrepreneurs: a consulate in Odesa in 1803, and consulates or vice-consulates in Kerch, Kherson, Feodosia, Mykolaiv, Sevastopol and Kyiv in the second half of the century.

Information about the presence of Ukrainians in the UK before the end of the 19th century is scarce and concerns only particular individuals. The first sizeable group of Ukrainians to enter the country were economic migrants from Galicia, who arrived in the 1890s.

1. The first sizeable group of Ukrainians to enter the country were economic migrants.
2. British connections with Ukraine continued mainly through the activities of Britons in the service of the Russian Empire.
3. British investors were involved in a number of petroleum companies.
4. Grain, sugar, livestock and iron ore were exported from Ukraine to Great Britain. .
5. In several Ukrainian cities British consular offices were established to monitor the economic potential of the southern part of the Russian Empire.

**V. Read, translate and match the dates with the events.**

20th century

In the inter-war period trade links between Ukraine and Great Britain continued in the overall context of trade between the USSR

and the United Kingdom of Great Britain. It is difficult, however, to quantify the Ukrainian SSR's share of Soviet exports and imports to and from the United Kingdom of Great Britain. A large proportion of British grain imports probably originated in Ukraine; other Ukrainian exports to the included manganese ore from Nikopol. In 1923 a group of British businessmen formed the British Association of Ukraine Trade and steps were taken to form a British Ukrainian Bank to facilitate trade between the Ukrainian SSR and the United Kingdom of Great Britain.

Several UK Members of Parliament took an interest in Ukrainian affairs. In 1951 Geoffrey Cooper and William Teeling raised questions in the House of Commons in support of the introduction of Ukrainian language broadcasts by the BBC World Service for which the Ukrainian community had been campaigning since 1946. In 1960 John Cordeaux initiated a parliamentary debate on government policy relating to the official designation of the nationality of Ukrainians in the UK. In 1975 William Whitlock formed an Anglo-Ukrainian group in Parliament which existed until 1983. In 1983–87 Stefan Terlezki, a post-war immigrant from Ukraine, served as MP for the Cardiff West constituency.

From the 1960s to the 1980s various British organisations and individual Britons voiced support for members of the dissident movement in the Soviet Union, which included many Ukrainians. One of the earliest authoritative reports in the West concerning the repression of Ukrainian dissidents was an article published in *The Times* on 7 February 1968, regarding the trial of Viacheslav Chornovil. Prominent among the organisations which actively supported Ukrainian and other Soviet victims of repression was Amnesty International, based in London.

Information on economic ties between Ukraine and the UK during the Cold War period is rather scant. It is known, however, that in 1958–1967 exports from the Ukrainian SSR to the UK included manganese ore, pig iron, potash and wheat, and that in return Ukraine imported machinery, chemicals, fibres and textiles from the United Kingdom of Great Britain.

In 1990 there were a month-long series of British events in Kyiv, including a trade fair and an exhibition depicting life in modern Britain, and in the same year Prime Minister Margaret Thatcher visited Ukraine. Various British academic and other institutions began to invite increasing numbers of visitors from Ukraine.

Dates	Events
1. In 1990	a) a group of British businessmen formed the British Association of Ukraine Trade
2. In 1958–1967	b) Geoffrey Cooper and William Teeling raised questions in the House of Commons in support of the introduction of Ukrainian language broadcasts by the BBC World Service
3. In February 1968	c) John Cordeaux initiated a parliamentary debate on government policy relating to the official designation of the nationality of Ukrainians in the UK
4. In 1975	d) William Whitlock formed an Anglo-Ukrainian group in Parliament which existed until 1983
5. In 1951	e) One of the earliest authoritative reports in the West concerning the repression of Ukrainian dissidents was an article published in The Times
6. In 1923	f) The exports from the Ukrainian SSR to the UK included manganese ore, pig iron, potash and wheat, and that in return Ukraine imported machinery, chemicals, fibres and textiles from the United Kingdom of Great Britain
7. In 1983–1987	g) There were a month-long series of British events in Kyiv, including a trade fair and an exhibition depicting life in modern Britain
8. In 1960	h) Stefan Terlezki, a post-war immigrant from Ukraine, served as MP for the Cardiff West constituency

## VI. Read, translate and put the verbs in brackets into the right form.

### Independent Ukraine

Relations between Ukraine and the United Kingdom of Great Britain \_\_ (to intensify) following Ukraine's declaration of independence in August 1991. In November of the same year the United Kingdom of Great Britain \_\_ (to open) a Consulate General in Kyiv and, on 31 December, recognised Ukraine's independence. On 10 January 1992 diplomatic relations \_\_ (to establish) between the two countries, as a result of which the Consulate General became the British Embassy in Ukraine. Simon Hemans \_\_ (to appoint) the UK's first ambassador to Ukraine. In October 1992 Ukraine opened its embassy in London, headed by Sergiy Komissarenko, Ukraine's first ambassador to the UK.



Fully-fledged relations between Ukraine and the UK began \_\_ (to develop) on the basis of a range of bilateral and other agreements in various spheres: political, military, economic, humanitarian, cultural etc. Members of the British Royal Family, Government and Parliament \_\_ (to begin) to make official visits to Ukraine, and Ukrainian Presidents and other dignitaries made the first reciprocal visits to the UK. Co-operation between Ukrainian and British governmental, commercial, academic, cultural and other bodies \_\_ (to intensify). New twin town arrangements \_\_ (to establish), including Vinnytsia–Peterborough (1991) and Lviv — Rochdale (1992) . A new influx of migrants from Ukraine \_\_ (to arrive) in the UK, and significant numbers of post-war immigrants and their descendants began \_\_ (to visit) Ukraine. In February 2002 Ukraine opened a Consulate-General in Edinburgh. The British Council \_\_ (to operate) in Ukraine since 1992 and \_\_ (to establish) centres in Kyiv, Donetsk, Lviv, Odesa and Kharkiv. In the same year the BBC World Service \_\_ (to introduce) a Ukrainian-language service, and members of the UK Parliament \_\_ (to form) an All-Party Parliamentary Ukraine Group. Other organisations \_\_ (to establish) to foster relations between Ukraine and the UK include the British-Ukrainian Law Association (established 1993), the British-Ukrainian Chamber of Commerce (1997), the Ukrainian-British City Club (2005), Friends of Ukraine (Scottish Foundation) (2005), and the British Ukrainian Society (2007) .

**VII. Look at these sentences. Do you think are they true or false?**

1. Relations between Ukraine and the United Kingdom of Great Britain intensified in the first half of the 20th century.
2. In November of 1991 the United Kingdom of Great Britain opened a Consulate General in Kyiv.
3. In October 1992 Ukraine opened its embassy in London, headed by Sergiy Komissarenko, Ukraine’s first ambassador to the UK.
4. A new influx of migrants from Ukraine couldn’t arrive in the UK, and significant numbers of post-war immigrants and their descendants couldn’t visit Ukraine.
5. The British Council operated in Ukraine since 1991.

**III. Summing up**

**Speaking**

*Discuss*

1. What the most important historical peculiarities of economical relations between Great Britain and Ukraine can you name?

2. Can you name the names of personalities who influenced on the relations between Great Britain and Ukraine?
3. Can you describe the the relations of Great Britain and Ukraine these years?

#### IV. Home assignment

Make the chronical chart of economical relations between Great Britain and Ukraine.

##### *Keys*

- I Diplomats; camps; ambassador; envoy; alliance; representative; power; support; landscape; ironworks.
- IV. 2; 3; 4; 5; 1.
- V. 1 g; 2 f; 3 e; 4 d; 5 b; 6 a; 7 h; 8 c.
- VI. Intensified; opened; were established; was appointed; to divide; began; intensified; were established; arrived; to visit; operated; established; introduced; formed; were established.
- VII. 1 F; 2 T; 3 T; 4 F; 5 T.

#### **Additional material to the topic “Economical relations between Britain and Ukraine“**

##### **Tasks**

Read the text and do the following tasks.

##### The Cold War period

Following the cooling of relations between the West and the Soviet Union in the immediate aftermath of the Second World War, the UK and its allies considered what role might be played by the Ukrainian national movement in the event of a future war with the USSR.

At a non-governmental level British contacts with Ukrainians increased with the arrival in the UK of large numbers of post-war Ukrainian immigrants (see Ukrainians in the United Kingdom), who began to engage in wide-scale dissemination of information and campaigning in support of Ukrainian independence.

Several UK Members of Parliament took an interest in Ukrainian affairs. In 1951 Geoffrey Cooper and William Teeling raised questions in the House of Commons in support of the introduction of Ukrainian language broadcasts by the BBC World Service for which the Ukrainian community had been campaigning since 1946.

Information on economic ties between Ukraine and the UK during the Cold War period is rather scant. It is known, however, that in

1958–1967 exports from the Ukrainian SSR to the UK included manganese ore, pig iron, potash and wheat, and that in return Ukraine imported machinery, chemicals, fibres and textiles from the UK.

At the end of the 1980s contacts between Ukraine and the UK increased as a consequence of the liberalisation of the political system in the USSR. In 1988 Horlivka and Barnsley became twin towns, as did Kyiv and Edinburgh in 1989. In 1990 there was a month-long series of British events in Kyiv, including a trade fair and an exhibition depicting life in modern Britain, and in the same year Prime Minister Margaret Thatcher visited Ukraine. Various British academic and other institutions began to invite increasing numbers of visitors from Ukraine.

**I. True or false?**

1. At a non-governmental level British contacts with Ukrainians increased with the arrival in the UK of large numbers of post-war Ukrainian immigrants.
2. None UK Members of Parliament took an interest in Ukrainian affairs.
3. In 1975 Geoffrey Cooper and William Teeling raised questions in the House of Commons in support of the introduction of Ukrainian language broadcasts by the BBC World Service.
4. In 1988 Horlivka and Barnsley became twin towns, as did Kyiv and Belfast in 1989.
5. Various British academic and other institutions began to invite increasing numbers of visitors from Ukraine.

**II. Fill in the gaps with the missing word.**

1. The UK and its a-----s considered what role might be played by the Ukrainian national movement.
2. At a non-governmental level British contacts with Ukrainians increased with the arrival in the UK of large numbers of post-war Ukrainian i-----s.
3. It is known, however, that in 1958–1967 e-----s from the Ukrainian SSR to the UK included manganese ore, pig iron, potash and wheat, and that in return Ukraine i-----d machinery, chemicals, fibres and textiles from the UK.
4. At the end of the 1980s contacts between Ukraine and the UK increased as a consequence of the l-----n of the political system in the USSR.
5. Various British academic and other i-----s began to invite increasing numbers of visitors from Ukraine.

*Keys*

- I. 1 T; 2 F; 3 F; 4 F; 5 T.  
 II. 1. Allies; 2. Immigrants; 3. Exports, imports; 4. Liberalisation; 5. Institutions.

**LESSON 10**

**Topic.** The cities of Great Britain

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading, listening and speaking; to promote group work skills;
- to expand students' knowledge about large cities of the UK.

## PROCEDURE

**I. Introduction****Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Cities of Great Britain".

**Warm up**

Answer the questions.

1. What cities of Great Britain do you know?
2. What attracts people to large cities?
3. Why are all large cities in Britain seaports?
4. What do you know about the greatest cultural / educational / industrial cities of the UK?

**II. The main part****I. Read the text. Ask as many questions as possible.**

Great Britain has a population of about 57 million. About nineteenthths of the people live in cities and towns. About 40 per cent of the urban residents live in England's seven metropolitan areas. Greater London, the largest metropolitan area, has about 7 million people, which is over 10 per cent of Great Britain's total population. The six other metropolitan areas are: Greater Manchester (Manchester is the largest city of the area), Merseyside (Liverpool), South Yorkshire (Sheffield), Tyne and Wear (Sunderland), West Midlands (Birmingham), and West Yorkshire (Leeds).

**II. Jigsaw reading**

Ask questions and complete the text.

*Group I*

*What city?* is one of Great Britain's chief centers of trade and finance. Its port handles *How many tons?* of cargo annually. The city has *What?* . Manchester and its surrounding communities also rank as one of Britain's leading manufacturing areas. Products include *What?* . The downtown area of Manchester has many buildings that date from the 1800's, when the city became *What center?* . A number of the buildings were constructed to serve the needs of industry and trade but are now used for other purposes. *What building?* , for example, formerly a trading center for Britain's cotton industry, is now a theatre. The Free Trade Hall was once *What center?* . Today, *What orchestra?* performs there. Manchester 's magnificent Town Hall also dates from the 1800's. *What?* are architectural landmarks and reminders of Manchester's former great wealth. Manchester Cathedral, built *When?* , is another famous landmark. The city has an international airport. It is also a center of railroad transportation.

*Group II*

Manchester is one of Great Britain's chief centers of *What?* . Its port handles about 14 million short tons (13 million metric tons) of *What?* annually. The city has many banks and insurance companies and a stock exchange. Manchester and its surrounding communities also rank as *What?* . Products include chemicals, clothing and textiles, computers, electronic equipment, industrial machinery and machine tools, paper, precision instruments, and processed food. *What area of Manchester?* has many buildings that date from the 1800's, when the city became a major industrial and trade center. A number of the buildings were constructed *For what purposes?* . The Royal Exchange, for example, formerly a trading center for Britain's cotton industry, is now *What?* . *What building?* was once a center for free trade and radical political movements. Today, the world's famous Hall Orchestra performs there. *What?* also dates from the 1800's. All these buildings are architectural landmarks and reminders of *What?* . Manchester Cathedral, built in the 1400's, is another famous landmark. The city has an international airport. It is also a center of *What?* .

**III. Complete the information about Liverpool.**

unemployment; activities; paintings; landmarks; city; flour; economic; automobile; sugar; World War II; sculpture; soccer; commercial; trade; twin; districts

Liverpool is a large \_\_ and manufacturing city. The commercial center of Liverpool is one of the largest shopping \_\_ in Great Britain.

It borders the river and has several buildings that are \_\_ of the city. They include the Royal Liver Building, which has \_\_ towers. Each tower is topped by a \_\_ of the “liver bird”, a mythical creature after which the city is said to have been named. Liverpool has a wide variety of cultural \_\_ and sports events. The city’s Walker Art Gallery owns one of the nation’s finest collections of \_\_ outside London. Liverpool has an orchestra, several theatres, and two professional \_\_ teams. Liverpool was founded in 1207 and began to flourish as a \_\_ center in the 1700’s. At the same time, it became an important port \_\_. Shipping remains as important \_\_ activity in the Liverpool area today. Major industrial facilities of the city include \_\_ mills, \_\_ refineries and an \_\_ manufacturing plant. During \_\_, German bombers heavily damaged the city and its docks. Since the war, the decline of the port, plus other factors, have contributed to a high rate of \_\_ in the city.

**IV. Find 10 mistakes in the text.**

The important manufacturing city, Sheffield has long being a center for the production of high — grade steel, silver plate, and metal products. It’s cutting tools and “cutlery” — silverware, teapots, and other table utensils — is internationally famous. An Anglo-Saxon agricultural settlement probably stood on the site of what is now Sheffield as early as the A. D. 1000’s. Sheffield grew rapidly during the Industrial Revolution of the 1700’s and 1800’s, when it has become England’s main center for steel production. Today, Sheffield have attractive public housing, modern commercial and industrial areas, and pleasant parks and other landscape sites.

**V. Listen to the text. Agree or disagree the statements.**

Birmingham is the second largest city in Great Britain. Only London has more people. Many sections of Birmingham were heavily damaged by German bombs during World War II. These sections have been rebuilt since the mid -1900’s as part of an urban renewal program. Birmingham’s factories manufacture a wide variety of products. The chief items include automobiles, computers, electronic circuits, machine tools, and wire. Anglian settlers founded Birmingham, probably in the A. D. 600’s. The city became a trading center during the 1100’s, and industries began to develop there in the 1500’s. Birmingham grew into an industrial city because of nearby coal and iron ore deposits, and other important natural resources. During the Industrial Revolution Birmingham became a major industrial center of Great Britain. Today, Birmingham and the surrounding communities form Britain’s chief manufacturing area.

1. Birmingham is larger than London.
2. During World War II, German bombers heavily damaged the city.
3. The city has been rebuilt since the mid-1900's.
4. Birmingham is an industrial city.
5. Birmingham is the center of textile industry.
6. Birmingham was founded in the A. D. 700's.
7. The city became a trading center during the 1500's.
8. Birmingham is rich on natural resources.
9. Birmingham and London form Britain's chief manufacturing area.
10. Birmingham is a cultural center of the UK.

**VI. Make up sentences to read the information about Leeds.**

1. clothing / is / Leeds / of / industry / in / England. / West / the / of / center / the / Yorkshire
2. also / important / It / of / wool / producer / textiles. / is / an
3. south-east / The / Yorkshire / lies / field / south / Leeds. / important / coal / to / and / of / the
4. field / The / several / provides / stations / power / for / in / the / region. / coal
5. and / Clothing / wool / are / traditional / Leeds / textiles / the / products / in / made
6. electronic / In / computer / addition / engineering / Leeds / developed / has / important / defense, / industries / and / vehicle
7. major / The / city / center / is / of / and / a / business / cultural / and / University / the / of / home / the / Leeds

**VII. Read the text and answer the questions.**

Glasgow is the largest city in Scotland and a center of industry and commerce. It lies on both sides of the River Clyde which leads into the Atlantic Ocean near Glasgow, and the city serves as a port for oceangoing vessels. Glasgow is a center of engineering activities. Its manufactured goods include computers and other electronic products. Major Scotch whisky firms have their headquarters in the city. Glasgow is a center for Scottish television broadcasting, and some film-making takes place there. Glasgow's history can be traced back to the founding of a church in the 500's on the city's present site by Saint Kentigera. The city was founded about 1180. In the 1700's Glasgow became an important port, and it contributed to its prosperity. Glasgow was one of the first cities to become involved in the Industrial Revolution, which began in the 1700's. James Watts developed his steam engine near Glasgow.

1. Glasgow is the largest city in Wales, isn't it?

2. Where is it situated?
3. What engineering activities are developed in Glasgow?
4. What can you say about the history of the city?
5. When did Glasgow become an important port?

### VIII. Match.

1. Manchester	a) is a city and metropolitan borough of Merseyside, England. It was founded as a borough in 1207 and was granted city status in 1880. It is the fourth largest city in the United Kingdom. The urbanisation and expansion of the city were both largely brought about by its status as a major port. The popularity of The Beatles contributes to its status as a tourist destination
2. Liverpool	b) is a city and metropolitan borough in the West Midlands county of England. It is the most populous British city outside London. It was the powerhouse of the Industrial Revolution in England, a fact which led to it being known as “the workshop of the world” or the “city of a thousand trades”. Although its industrial importance has declined, it has developed into a national commercial centre, being named as the second-best place in the United Kingdom to locate a business
3. Sheffield	c) is a city and metropolitan borough of South Yorkshire, England. The city has grown from its largely industrial roots to encompass a wider economic base. During the 19th century, it gained an international reputation for steel production. It is estimated that the city has over two million trees, more per person than any other city in Europe
4. Birmingham	d) is a city and metropolitan borough of Greater Manchester, England. The urbanisation of the city coincided with the Industrial Revolution and the Victorian era, resulting in it becoming the world’s first industrialised city. Today it is a centre of the arts, the media, higher education and commerce
5. Leeds	e) is the largest city in Scotland and third most populous in the United Kingdom. With the Industrial Revolution, the city and surrounding region shifted to become one of the world’s pre-eminent centres of heavy engineering, most notably in the shipbuilding and marine engineering industry, which produced many innovative and famous vessels. Today it is one of Europe’s top twenty financial centres and is home to many of Scotland’s leading businesses



6. Glasgow	f) is a city and metropolitan borough in West Yorkshire, England. It is the cultural, financial, commercial and sporting heart of the West Yorkshire Urban Area. It is the UK's largest centre for business, legal, and financial services outside London. The diverse array of landmarks, which includes rural open spaces and impressive buildings, reflects both its industrial past and its many current roles. The multicultural nature of the city is evidenced in the range of religious buildings and cultural festivals present. The city is a major centre of higher education
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### III. Summing up

#### Speaking

Answer the questions.

1. What can you say about the greatest cultural / educational / industrial cities of the UK?
2. What way did the sea influence the development of the cities in?

### IV. Home assignment

#### Writing

What British city would you choose to live in? Why?

#### Keys

- IV. An important manufacturing city, Sheffield has long been a center for the production of high-grade steel, silver plate, and metal products. Its cutting tools and “cutlery” — silver ware, teapots, and other table utensils — are internationally famous. An Anglo-Saxon agricultural settlement probably stood on the site of what is now Sheffield as early as the A. D. 1000's. Sheffield grew rapidly during the Industrial Revolution of the 1700's and 1800's, when it became England's main center for steel production. Today, Sheffield has attractive public housing, modern commercial and industrial areas, and pleasant parks and other landscape sites.
- V. 1 F; 2 T; 3 T; 4 T; 5 F; 6 F; 7 F; 8 T; 9 F; 10 F.
- VI. Leeds is the center of the clothing industry of West Yorkshire in England. It is also an important producer of wool textiles. The important Yorkshire coal field lies to the south and south east of Leeds. The field provides coal for several power stations in the region. Clothing and wool textiles are the traditional products

made in Leeds. In addition, Leeds has developed important computer, defense, electronic, engineering, and vehicle industries. The city is a major cultural and business center and the home of the University of Leeds.

VIII. 1 d; 2 a; 3 c; 4 b; 5 f; 6 e.

**Additional material to the topic  
“The cities of Great Britain”**

**Tasks**

**I. Read and complete the sentences.**

**The Towns of Great Britain**

The centre of everything in Great Britain is the city of London. It's situated at the centre of a vast national and international network of communication. London consists of four main districts, which differ from each other. These are the City, Westminster, the West End and the East End. London's industries are extremely varied. Among them an extensive system of docks and port industries, electrical engineering, the motor car industry and other. The other towns, situated to the north of the Thames are Oxford and Cambridge. Oxford was first mentioned in recorded history in the tenth century and later became an important trade centre in medieval times, then it developed into leading educational centre. Cambridge is also best known for its ancient university. Its industries are mostly concerned with electronics which has an international reputation.

Bristol dominates South-west England, both as the region's largest seaport and as its largest city. It is a major centre of metallurgy, aircraft and chemical industries.

Of the towns situated in the south of England the largest ones are Southampton, Portsmouth and Brighton.

Southampton is primarily a seaport, the most important on the south coast.

Brighton is one of the most popular seaside resorts of Britain. It has mild climate, warm sea and wonderful beaches.

Manchester is a city of ancient origin. By the 17th century it was great commercial city, a centre of textile industry. Now engineering along with clothing manufacture are most important industries there.

Sheffield, situated in South Yorkshire, produces almost two-thirds of the country's alloy steel, it is famous for its tools and cut-

lery. Other industries include paper making machinery and food processing.

In North Yorkshire the largest town is York. Its leading industries are engineering and manufacture of confectionery. York attracts many tourists because of its famous medieval city walls.

1. The city of London is \_\_\_ .
2. London consists of \_\_\_ .
3. London's industries are \_\_\_ .
4. Oxford is \_\_\_ .
5. Cambridge is also best known for \_\_\_ .
6. Bristol is \_\_\_ .
7. Southampton, Portsmouth and Brighton are \_\_\_ .
8. The most important seaport on the south coast is \_\_\_ .
9. Brighton is \_\_\_ .
10. Engineering along with clothing manufacture are most important industries in \_\_\_ .
11. Sheffield is situated \_\_\_ .
12. The leading industries of York are \_\_\_ .

**II. Make the sentences interrogative.**

1. The centre of everything in Great Britain is the city of London.
2. London's industries are extremely varied.
3. Oxford became an important trade centre in medieval times.
4. Bristol dominates South-west England.
5. Of the towns situated in the south of England the largest ones are Southampton, Portsmouth and Brighton.
6. Brighton has mild climate, warm sea and wonderful beaches.
7. Now engineering along with clothing manufacture are most important industries in Manchester
8. York attracts many tourists because of its famous medieval city walls.

## LESSON 11

**Topic.** Political System

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop interactive skills based on the country study; to develop logical thinking;
- to expand students' knowledge about political system of Great Britain.

## PROCEDURE

### I. Introduction

#### Greeting. Introducing the topic

T. Good morning! Today we're going to work on the topic "Political System".

#### Warm up

Answer the questions.

1. How is the Prime Minister chosen in Britain? What about your country?
2. What is the Cabinet?
3. What elements does the Parliament consist of?
4. How does a bill become a law in Great Britain?
5. What is the role of political parties?

### II. The main part

#### I. Jigsaw reading

Ask questions and complete the text.

##### Group I

The Monarchy in Britain

*What country?* is a constitutional monarchy. This means that it has *Whom?* as its Head of the State. The monarch reigns with the support of Parliament. *Whose powers?* are not defined precisely. Everything today is done in the Queen's name. It is *Whose?* government, her armed forces, her law courts and so on. *Who?* appoints all the Ministers, including the Prime Minister. Everything is done however on the advice of the elected Government, and *Who?* takes no part in the decision-making process.

When *Who?* was born on 21 April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and *What?* of her uncle (King Edward VIII) brought her father to the throne in 1936 as King George VI. *Who?* came to the throne on 6 February 1952 and was crowned on 2 June 1953. Since then she made *What?* to different countries and to the UK also. The Queen is very rich, as are others members of *What?* family. In addition, the government pays for *What?* . The Queen's image appears on stamps, notes and coins.

##### Group II

The Monarchy in Britain

Great Britain is *What monarchy?*. This means that it has a monarch as its Head of the State. The monarch reigns with the support of

*What?* . The powers of the monarch are not defined precisely. Everything today is done in *Whose name?* . It is her government, her armed forces, her law courts and so on. She appoints all the Ministers, including *Whom?* . Everything is done however on the advice of the elected Government, and the monarch takes no part in *What?* .

When the Queen was born *When?*, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle (King Edward VIII) brought her father to the throne *When?* as King George VI. Elizabeth II came to the throne *When?* and was crowned *When?* . Since then she made many trips *Where?*. *Who?* is very rich, as are others members of the royal family. In addition, the government pays for her expenses as Head of the State, for a royal yacht, train and aircraft as well as for the upkeep of several palaces. The Queen's image appears *Where?* .

**II. Listen to the text. Agree or disagree with the statements. Expound the point of view given in the statement or prove that it is false.**

The Parliament

The British Parliament has been in existence since 1215, when King John signed the Magna Carta, and is one of the oldest in the world. Parliament consists of two chambers, the House of Commons, consisting of members of parliament who are elected, and the House of Lords, consisting of unelected peers. The Sovereign, at the moment Queen Elizabeth II, is the third part of the Parliament. The government is officially known as Her Majesty's Government. The Queen has, in principle, a lot of power over the government, but chooses not to exercise that power. This position has emerged through the ages, though at one time the Sovereign exercised a lot of power over the government, and the country.

In principle, the "Crown in Parliament" is supreme. This means that legislation passed by Parliament, which consists of the House of Commons (elected directly by the people) and the House of Lords (made up of hereditary peers and appointive members—archbishops, senior bishops, law lords, and life peers) becomes law upon royal assent. In practice, legislation is dominated by the prime minister and the cabinet, who initiate virtually all proposed bills and who are politically responsible for the administration of the law and the affairs of the nation. Fiscal legislation is always initiated in the House of Commons. Since the Parliament Act of 1911, the House of Lords has been unable to block fiscal legislation. By the terms of the Parliament Act of 1949, the Lords may not disapprove other bills if they have been passed by two successive annual sessions of the Commons. The power of the Crown to veto legislation has not been exercised in over 280 years.

1. The British Parliament is one of the oldest in the world.
2. King Edward VIII signed the Magna Carta.
3. Parliament consists of three chambers.
4. The House of Commons consists of unelected peers.
5. The members of the House of Commons are elected.
6. The Sovereign is a part of the Parliament.
7. The Queen has no real power.
8. Legislation becomes law without royal assent.
9. The Sovereign is politically responsible for the administration of the law and the affairs of the nation.
10. Fiscal legislation is always initiated in the House of Lords.
11. The Commons may not disapprove other bills if they have been passed by two successive annual sessions of the Lords.
12. The power of the Crown to veto legislation has not been exercised in over 280 years.

### III. Match.

1. The Parliament	a) the upper house of the Parliament of the United Kingdom, the United Kingdom's national legislature
2. The House of Commons	b) a female sovereign or monarch
3. The House of Lords	c) the legislature of Great Britain, historically the assembly of the three estates, now composed of Lords Spiritual and Lords Temporal, forming together the House of Lords, and representatives of the counties, cities, boroughs, and universities, forming the House of Commons
4. The Sovereign	d) One that exercises supreme, permanent authority, especially in a nation or other governmental unit, as: a) king, queen, or other noble person who serves as chief of state; a ruler or monarch; b) national governing council or committee
5. The government	e) in some parliamentary systems, as that of the United Kingdom a) the particular group of persons forming the cabinet at any given time; b) the parliament along with the cabinet
6. The Queen	f) the name of the elected lower house of the bicameral parliament of the United Kingdom

**IV. Make up sentences to read the information about the British Constitution.**

1. constitution / The / of / the / Kingdom / United / is / governed / the / laws / set / of / principles / and / under / the / which / United / Kingdom / is
2. constitutions / Unlike / the / countries, / of / most / it / not / other / out / any / is / single / in / document / set
3. is / Instead / it / made / of / statute / up / law / conventions / common / and / law
4. The / can / Parliament / be / alter / constitution / Act / change / by / of / or / general / agreement / convention. / by / to / a

**V. Find 10 mistakes in the text.**

**The Cabinet**

The Cabinet is the main people who run the country, with the Prime Minister in charge, and others ministers having theirs own department or ministry. They are each responsible for some area of public policy such as education, health and transport. The minister have some freedom in the decisions (s) he can make, but in some cases legislation is need, which require the support of both houses of Parliament.

Ministers are choosen by the Prime Minister, and are usually chosen from the government party. Most cabinet posts need to be held by MPs. Some minor posts can be hold by members of the House of Lords, but only MPs can debate issues in the House of Commons, so it would be unlikely for someone not an MP to have a high profile role in the government, as they would not be able defend their position in the House of Commons.

**III. Summing up**

**Speaking**

Answer the questions.

1. Who is the head of the UK?
2. Who hast he real power?
3. What does the Parliament consist of?
4. What ist he Cabinet?

**IV. Home assignement**

Compare Ukrainian and British political systems.

*Keys*

- II. 1 T; 2 F; 3 F; 4 F; 5 T; 6 T; 7 T; 8 F; 9 F; 10 F; 11 F; 12 T.

III. 1 c; 2 f; 3 a; 4 d; 5 e; 6 b.

IV.

The constitution of the United Kingdom is the set of laws and principles under which the United Kingdom is governed. Unlike the constitutions of most other countries, it is not set out in any single document. Instead it is made up of statute law, common law and conventions. The constitution can be change by Act of Parliament, or by general agreement to alter a convention.

V.

The Cabinet are the main people who run the country, with the Prime Minister in charge, and other ministers having their own department or ministry. They are each responsible for some area of public policy such as education, health and transport. A minister has some freedom in the decisions (s) he can make, but in some cases legislation is needed, which requires the support of both houses of Parliament .

Ministers are chosen by the Prime Minister, and are usually chosen from the government party. Most cabinet posts need to be held by MPs. Some minor posts can be held by members of the House of Lords, but only MPs can debate issues in the House of Commons, so it would be unlikely for someone not an MP to have a high profile role in the government, as they would not be able to defend their position in the House of Commons.

### **Additional material to the topic “Political System”**

#### **Tasks**

#### ***I. Listen to the text and complete the sentences.***

##### **British Institutions**

Parliament is the most important authority in Britain. Parliament first met in the 13th century. Britain does not have a written constitution, but a set of laws.

In 1689 Mary II and William III became the first constitutional monarchs. They could rule only with the support of the Parliament. Technically Parliament is made up of three parts: the Monarch, the House of Lords and the House of Commons.

The continuity of the English monarchy has been interrupted only once during the Cromwell republic. Succession to the throne is hereditary but only for Protestants in the direct line of descent.



Formally the monarch has a number of roles. The monarch is expected to be politically neutral, and should not make political decisions. Nevertheless, the monarch still performs some important executive and legislative duties including opening and dissolving Parliament, signing bills passed by both Houses and fulfilling international duties as head of state. The present sovereign is Queen Elizabeth II who was crowned in Westminster Abbey in 1953.

The House of Lords comprises about 1 200 peers. The house is presided over by the Lord Chancellor. The House of Lords has no real power but acts as an advisory council for the House of Commons. As well as having legislative functions, the Lords is the highest court of appeal. The House of Commons consists of Members of Parliament who are elected by the adult suffrage of the British people in general elections which are held at least every five years. The country is divided into 650 constituencies each of which elects one Member of Parliament.

The Commons, therefore, has 650 Members of Parliament. The party which wins the most seats forms the Government and its leader becomes the Prime Minister. The functions of Commons are legislation and security of government activities. The house is presided over by the Speaker. The government party sits on the Speaker's right while on his left sit the members of the opposition.

1. Parliament is \_\_\_ .
2. Parliament first met \_\_\_ .
3. Britain has a set of laws instead of \_\_\_ .
4. The first constitutional monarchs were \_\_\_ .
5. Technically Parliament is made up of \_\_\_ .
6. During the Cromwell republic \_\_\_ .
7. Succession to the throne is \_\_\_ .
8. The monarch still performs \_\_\_ .
9. Queen Elizabeth II who crowned \_\_\_ .
10. The House of Lords comprises \_\_\_ .
11. The House of Commons consists of \_\_\_ .
12. The country is divided into \_\_\_ .
13. The party which wins the most seats \_\_\_ .
14. The house is presided over by \_\_\_ .

**II. Agree or disagree the statements.**

1. Parliament first met in the 14th century.
2. British constitution is written.
3. In 1669 Mary II and William III became the first constitutional monarchs.
4. Technically Parliament is made up of three parts.

5. The continuity of the English monarchy has been interrupted only twice.
6. The monarch makes political decisions.
7. The present sovereign is Queen Elizabeth I
8. The House of Lords is presided over by the Lord Chancellor.
9. The House of Lords has no real power.
10. The Lords is the highest court of appeal.
11. The Commons has 1200 Members of Parliament.
12. The government party sits on the Speaker's left.

*Keys*

- II. 1 F; 2 F; 3 F; 4 T; 5 F; 6 F; 7 F; 8 T; 9 T; 10 T; 11 F; 12 F.

## LESSON 12–13

**Topic.** London — the capital of Great Britain

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop logical thinking, speech reaction, cognitive and creative skills;
- to teach students how to analyze, generalize and compare the main idea of the material;
- to expand students' knowledge about London.

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "London".

**Warm up**

Answer the questions.

1. What do you know about the history of London?
2. When was The Great Fire of London?
3. What places of interest do you know in London?

#### II. The main part

**I. Open the brackets and make the following text complete.**

A brief history of London

The Romans 1 \_\_ (found) Londinium in 43 AD as a stores depot on the marshy banks of the Thames. Despite frequent attacks — not least

by Queen Boudicca, who 2 \_\_ (raze) it in 61 AD — the port 3 \_\_ (become) secure in its position as capital of Roman Britain by the end of the century. London’s expansion really 4 \_\_ (begin), however, in the eleventh century, when it 5 \_\_ (become) the seat of the last successful invader of Britain, the Norman duke who 6 \_\_ (become) William I of England (“the Conqueror”). Crowned king of England in Westminster Abbey, William 7 \_\_ (build) the White Tower — centrepiece of the Tower of London — 8 \_\_ (establish) his dominance over the merchant population, the class that 9 \_\_ (be) was soon 10 \_\_ (make) London one of Europe’s mightiest cities.

Little 11 \_\_ (be) left of medieval or Tudor London. Many of the finest buildings 12 \_\_ (wipe out) in the course of a few days in 1666 when the Great Fire of London 13 \_\_ (annihilate) more than thirteen thousand houses and nearly ninety churches, completing a cycle of destruction 14 \_\_ (begin) the year before by the Great Plague, which 15 \_\_ (kill) as many as a hundred thousand people. Chief beneficiary of the blaze 16 \_\_ (be) Sir Christopher Wren, who 17 \_\_ (commission) 18 \_\_ (redesign) the city and 19 \_\_ (rise) to the challenge with such masterpieces as St Paul’s Cathedral and the Royal Naval Hospital in Greenwich.

Much of the public architecture of London 20 \_\_ (build) in the Georgian and Victorian periods covering the eighteenth and nineteenth centuries, when grand structures 21 \_\_ (raise) 22 \_\_ (reflect) the city’s status as the financial and administrative hub of the British Empire. However, in comparison to many other European capitals, much of London 23 \_\_ (look) bland, due partly to the German bombing raids in World War II, and partly to some postwar development that 24 \_\_ (lumber) the city with the sort of concrete-and-glass mediocrity that 25 \_\_ (give) modern architecture a bad name.

Yet London’s special atmosphere 26 \_\_ (come) not from its buildings, but from the life on its streets. A cosmopolitan city since at least the seventeenth century, when it 27 \_\_ (be) a haven for Huguenot immigrants escaping persecution in Louis XIV’s France, today it 28 \_\_ (be) truly multicultural, with over a third of its permanent population originating from overseas. The last hundred years 29 \_\_ (see) the arrival of thousands from the Caribbean, the Indian subcontinent, the Mediterranean and the Far East, all of whom 30 \_\_ (play) an integral part in defining a metropolis that 31 \_\_ (be) unmatched in its sheer diversity.

## II. Match the words with their synonyms.

1. Found	a) shelter
2. Depot	b) extermination

3. Marshy	c) chase
4. Raze	d) create
5. Dominance	e) powerful
6. Mighty	f) boggy
7. Annihilate	g) really
8. Destruction	h) variety
9. Blaze	i) storage
10. Hub	j) destroy
11. Mediocrity	k) authority
12. Haven	l) centre
13. Persecution	m) abolish
14. Truly	n) second-rater
15. Diversity	o) flame

**III. Make the following sentences passive.**

1. The Romans founded Londinium in 43 AD as a stores depot on the marshy banks of the Thames.
2. Crowned king of England in Westminster Abbey, William built the White Tower — centrepiece of the Tower of London.
3. The Great Fire of London annihilated more than thirteen thousand houses and nearly ninety churches.
4. The Great Plague killed as many as a hundred thousand people.
5. The postwar development has lumbered the city with the sort of concrete-and-glass mediocrity that gives modern architecture a bad name.

**IV. Divide the text into logical parts. Suggest appropriate title for each part.**

Use this plan to retell the text.

**V. Read the text.**

The Great Fire of London, 1666

The Great Fire of London began on the night of September 2, 1666, as a small fire on Pudding Lane, in the bakeshop of Thomas Farynor, baker to King Charles II. At one o'clock in the morning, a servant woke to find the house aflame, and the baker and his family escaped, but a fear-struck maid perished in the blaze.

At that time, most London houses were of wood and pitch construction, dangerously flammable, and it did not take long for the fire

to expand. The fire leapt to the hay and feed piles on the yard of the Star Inn at Fish Street Hill, and spread to the Inn. The strong wind that blew that night sent sparks that next ignited the Church of St. Margaret, and then spread to Thames Street, with its riverside warehouses and wharves filled with food for the flames: hemp, oil, tallow, hay, timber, coal and spirits along with other combustibles. The citizen firefighting brigades had little success in containing the fire with their buckets of water from the river. By eight o'clock in the morning, the fire had spread halfway across London Bridge. The only thing that stopped the fire from spreading to Southwark, on the other side of the river, was the gap that had been caused by the fire of 1633.

The standard procedure to stop a fire from spreading had always been to destroy the houses on the path of the flames, creating “fire-breaks”, to deprive a fire from fuel. Lord Mayor Bloodworth, however, was hesitant, worrying about the cost of rebuilding. By the time a Royal command came down, carried by Samuel Pepys, the fire was too out of control to stop. The Trained Bands of London were called in to demolish houses by gunpowder, but often the rubble was too much to be cleared before the fire was at hand, and only eased the fire’s way onward. The fire blazed unchecked for another three days, until it halted near Temple Church. Then, it suddenly sprang to life again, continuing towards Westminster. The Duke of York (later King James II) had the presence of mind to order the Paper House demolished to create a fire break, and the fire finally died down.

Although the loss of life was minimal, some sources say only sixteen perished, the magnitude of the property loss was staggering. Some 430 acres, as much as 80% of the city proper was destroyed, including 13,000 houses, 89 churches, and 52 Guild Halls. Thousands of citizens found themselves homeless and financially ruined. The Great Fire, and the fire of 1676, which destroyed over 600 houses south of the river, changed the face of London forever. The one positive effect of the Great Fire was that the plague, which had ravished London since 1665, diminished greatly, due to the mass death of the plague-carrying rats in the blaze.

Charles II appointed six Commissioners to redesign the city. The plan provided for wider streets and buildings of brick, rather than timber. By 1671, 9000 houses and public buildings had been completed. Sir Christopher Wren was commissioned to design and oversee the construction of nearly 50 churches, not least of them a new St. Paul’s Cathedral, construction of which began in 1675. The King also had Wren design a monument to the Great Fire, which stands still today at

the site of the bakery which started it all, on a street now named Monument Street.

**VI. Match the words to their definitions, then make up sentences using them.**

1. Blaze, n	a) dried grass for animals to eat
2. Maid, n	b) a plant that is used for making rope, cloth, and the drug cannabis
3. Perish, v	c) to (cause to) stop moving or doing something or happening
4. Hay, n	d) a large building for storing goods that are going to be sold
5. Ignite, v	e) trees that are grown so that the wood from them can be used for building
6. Warehouse, n	f) a woman who works as a servant in a hotel or in someone's home
7. Wharf, n	g) to take something, especially something necessary or pleasant, away from someone
8. Hemp, n	h) an explosive mixture of substances in the form of a powder, used for making explosive devices and fireworks
9. Timber, n	i) to start to burn or make something start to burn
10. Spirit, n	j) to completely destroy a building, especially in order to use the land for something else
11. Combustible, adj	k) a large, strong fire
12. Deprive, v	l) to move or to make something move slowly and carefully in a particular direction or into a particular position
13. Demolish, v	m) able to burn easily
14. Gunpowder, n	n) a strong alcoholic drink
15. Ease, v	o) an area next to the sea or a river where goods can be put on or taken off ships
16. Halt, v	p) to die

**VII. Match the words to their antonyms.**

1. Perish	a) decisive
2. Flammable	b) shorten
3. Ignite	c) unusual
4. Expand	d) build

5. Success	e) increase
6. Standard	f) failure
7. Deprive	g) be born
8. Hesitant	h) accomplishment
9. Demolish	i) insignificance
10. Diminish	j) extinguish
11. Loss	k) incombustible
12. Magnitude	l) give

**VIII. Write the antonyms of the following words.**

- |           |            |
|-----------|------------|
| • begin   | • stop     |
| • night   | • destroy  |
| • small   | • presence |
| • morning | • create   |
| • find    | • minimal  |
| • long    | • positive |
| • strong  | • ruin     |
| • life    |            |

**IX. Match.**

1. The Duke of York	a) Lord Mayor of London from October 1665 to October 1666; his inaction during the early stages of the Great Fire of London was widely criticized as one of the causes for the great extent of the damage to the city
2. Thomas Farynor	b) an English naval administrator and Member of Parliament, who is now most famous for his diary which provides a combination of personal revelation and eyewitness accounts of great events, such as the Great Plague of London, the Second Dutch War and the Great Fire of London
3. Sir Christopher Wren	c) later King James II, the last Catholic monarch to reign over the Kingdoms of England, Scotland, and Ireland (reign: 6 February 1685 — 11 December 1688)
4. King Charles II	d) one of the best known and highest acclaimed English architects in history, responsible for rebuilding 51 churches in the City of London after the Great Fire in 1666, including his masterpiece, St. Paul's Cathedral, completed in 1710

5.	Sir Thomas Bloodworth	e)	monarch of the three kingdoms of England, Scotland, and Ireland (reign: 30 January 1649 — 6 February 1685)
6.	Samuel Pepys	f)	the official baker to King Charles II, the owner of the shop where the fire started

**X. Answer the questions.**

1. When and where did the Great Fire of London start?
2. How did the fire start?
3. What contributed to the rapid spreading of the Great Fire?
4. How long did the fire last?
5. How did the fire finally come to an end?
6. How many people are believed to have died as a result of the Great Fire?
7. What famous landmark was destroyed by the fire?
8. Why did it take so long for the fire to be put out?
9. How much of the city was destroyed?
10. How many people were involved with the redesigning of the City of London?
11. How many churches did Christopher Wren design for the rebuilt city?
12. What is believed to have been an important, unintended benefit of the fire?

**XI. Read and match.**

Top 10 London Attractions

- a) Madame Tussauds
- b) National Maritime Museum
- c) Tower of London
- d) Victoria and Albert Museum
- e) Science Museum
- f) Tate Modern
- g) National Gallery
- h) The Merlin Entertainments London Eye
- i) The Natural History Museum
- j) British Museum

Check out London's most popular tourist attractions, including the London Eye, the National Gallery and Tower of London. There's no better place to soak up some culture. Whether you prefer history or modern art, you'll find it here.



1. Founded in 1753 by Act of Parliament, from the collections of Sir Hans Sloane, it is one of the great museums of the world, showing the works of man from prehistoric to modern times with collections drawn from the whole world. Famous objects include the Rosetta Stone, sculptures from the Parthenon, the Sutton Hoo and Mildenhall treasures and the Portland Vase. There is also a programme of special exhibitions and daily gallery tours, talks and guided tours.
2. This London's attraction displays Western European painting from about 1250–1900. You'll love seeing work by Botticelli, Leonardo da Vinci, Rembrandt, Gainsborough, Turner, Renoir, Cezanne and Van Gogh. There are special exhibitions, lectures, video and audio-visual programmes, guided tours and holiday events for children and adults.
3. A visit to London isn't complete without a trip to this attraction. It is housed in the former Bankside Power Station on the banks of the Thames. The awe-inspiring Turbine Hall runs the length of the entire building and you can see amazing work for free by artists such as Cézanne, Bonnard, Matisse, Picasso, Rothko, Dalí, Pollock, Warhol and Bourgeois.
4. Hundreds of exciting, interactive exhibits. Highlights include 'Dinosaurs', the ultimate dinosaur exhibition; 'Creepy-Crawlies', guaranteed to have you scratching in minutes; 'Human Biology', the must-see exhibition about ourselves; 'Ecology' and 'Mammals', with its unforgettable blue whale. Don't miss 'The Power Within', offering an 'earthquake experience' and, if you are visiting with children, 'Investigate' — an exciting new hands-on science centre. Phase One of the new Darwin Centre offers a chance to see the science behind the scenes.
5. Paris has the Eiffel Tower, New York the Empire State, and now London has this attraction — an extraordinary symbol for an extraordinary city. The world's largest observation wheel offers a spectacular way to take in over 55 of London's most famous landmarks in just 30 minutes! Combine your flight with a 40 minute circular cruise on the Thames. Departing from the pier the commentary takes you from the Houses of Parliament to the Tower of London and back to this attraction.
6. Where else can you find life-changing objects from Stephenson's Rocket to the Apollo 10 command module, catch an immersive 3D movie, enjoy the thrills of a special effects simulator, introduce children to science with fun, hands-on interactives and encounter

the past, present and future of technology in seven floors of galleries? Here you can find all this and more!

7. The ancient stones reverberate with dark secrets, priceless jewels glint in fortified vaults and ravens strut the grounds. This attraction, founded by William the Conqueror in 1066–7, holds some of the most remarkable stories from across the centuries. Despite a grim reputation as a place of torture and death, this powerful and enduring fortress has been enjoyed as a royal palace, served as an armoury and for a number of years even housed a zoo!

Gaze up at the massive White Tower, tiptoe through a kings' medieval bedchamber and marvel at the priceless Crown Jewels. The famous Yeoman Warders have bloody tales to tell; stand where heads rolled and prisoners wept.

It held many famous prisoners, from the highest levels of society; some in astonishing comfort and others less so... Visit the places of their confinement and read the graffiti left by prisoners from over 500 years ago.

From 26 July 2008 replicas of mighty siege weapons will be positioned in the Moat, you may even be able to help shoot one! Imagine what it was like to attack and defend this powerful fortress, learn its stories and the stories of the soldiers who defended it.

8. After a spectacular entrance through the sound of breaking waves you arrive in one of the greatest museums of the world containing models, displays, paintings and trophies from every continent of the world. Arranged in a series of themed exhibition galleries you can recall the romance of the great ocean liners, appreciate the elegance of Prince Frederick's golden barge, delve into the traditions of maritime London and study the controversial history of trade across the Atlantic.

Children find plenty to engage them in the All Hands gallery while young people can try their hand on the professional ship simulator on the Bridge or study the impact of careless behaviour on the ocean environment.

The museum has a full programme of free family events, serious lectures, an important reference library of books and manuscripts and an e-library for personal research.

9. Where can you see ceramics, furniture, fashion, glass, jewellery, metalwork, photographs, sculpture, textiles and paintings? Where else but this attraction, the greatest museum of art and design, and home to 3000 years' worth of amazing artefacts from many of the world's richest cultures. Highlights include the

breathtaking Cast Courts, the national collection of paintings by Constable, the largest collection of Italian Renaissance sculpture outside Italy and the stunning British Galleries, illustrating the history of Britain through the country's art and design.

10. What will you be doing on your trip to London?

Attending an A-List party? Going to a star-studded film premiere? Challenging your sporting heroes or taking to the stage with music's megastars? Will you be knighted by the Queen or address the world's leaders?

Do all these things and much, much more as you mingle and interact with the world's most famous figures at this museum.

**XII. Make your own Top 10 London Attractions. Explain your choice.**

**XIII. Read and discuss the quotations of famous British people.**

- London is a modern Babylon. (*Benjamin Disraeli (1804–1881), British statesman and author*)
- You find no man, at all intellectual, who is willing to leave London. No, Sir, when a man is tired of London, he is tired of life; for there is in London all that life can afford. (*Samuel Johnson (1709–1784), British author, lexicographer*)
- By seeing London, I have seen as much of life as the world can show. (*Samuel Johnson*)
- London is a roost for every bird. (*Benjamin Disraeli*)
- In London, love and scandal are considered the best sweeteners of tea. (*John Osborne (1929–1994), British playwright, screenwriter*)

**XIV. Fun-to-Know Facts About London**

- What is “Big Ben”? Most people have an impression that it's the name of the world famous clock, or perhaps the tower that houses it. Not true! The name actually refers to the 13 ton bell, while the tower is known as St. Stephen's Tower.
- The Queen's official residence, Buckingham Palace, was built in 1702 \_\_\_ on the site of a notorious brothel!
- In 1870, thanks to the potato famines in Ireland, there were more Irish living in London than there were in Dublin. (At the time, there were also more Catholics living in London than there were in Rome.)
- The Thames is the oldest place name in Britain, and the river is a combination of four other rivers.

- The Great Fire of London in 1666 created substantial damage across the city and raged for days, causing parts of London to be rebuilt. However, only around eight lives were lost in the catastrophe.
- The city that is presently known as London has gone through a variety of names during its history. At the time of the Roman Invasion, it was called Londinium. In Saxon times, it became known as Lundenwic. And during the kingdom of Alfred the Great, the city was known as Lundenburg.
- About 25 % of all people today living in London were born in another country.
- A culturally diverse and multi-ethnic city, London is home to people speaking over 300 languages.
- There are over 19,000 listed structures in the British capital.
- Gaslight was introduced in London in 1807; prior to this, torchlight was used.
- Her Majesty the Queen is not allowed to go into the House of Commons because she is not a commoner.
- Rumor has it that Windsor castle is haunted by a range of ghosts, including King Henry VIII, Queen Elizabeth I, Mad King George, and Charles I.
- About sixteen percent of the UK's restaurants are located in London, and there are more Michelin-rated restaurants in London than in any city except for Paris.
- London's underground system, commonly called "the tube", was the first to be built anywhere, and it is one of the largest. Now, however, it is one of the most unreliable –and costliest.
- Each week, the 409 escalators in the London subway cover an astonishing distance: The equivalent of several trips around the globe!
- The city of London is home to four World Heritage Sites — the Palace of Westminster (Houses of Parliament), the Tower of London, Maritime Greenwich and Kew Botanical Gardens.
- Thames River in London is the longest river in England. It begins life as a trickle in a Gloucestershire meadow and flows for more than 135 miles, before reaching London.
- The London Eye or Millennium Wheel of the city is the tallest Ferris wheel in Europe.
- There are five international airports in London, with the Heathrow airport being the busiest airport in the world.
- The Canary Wharf Tower is the tallest building in London.

- London is one of the three command centers for the world economy, and has the sixth largest city economy in the world after Tokyo, New York, Los Angeles, Chicago and Paris.
- Windsor castle of London is the largest and oldest castle of London world that is still in use.
- There are more than 100 theaters in London. Moreover, about sixteen percent of the country's restaurants and food joints are located in London.
- The Brentford Crystal Palace built for the 1851 great exhibition used over a million square metres of glass and was visited by over 6 million people.
- Britain's first supermarket opened in earls court in 1951.
- The first flight to take off from Heathrow was to Buenos Aires.
- Together, Heathrow's two runways stretch for 4.7 miles.
- Big Ben slowed down by 5 minutes in 1945 when a flock of starlings landed on the minute hand .
- There are over 2 miles of passages in the Houses of Parliament.
- The first person buried at poets corner in Westminster abbey was Geoffrey Chaucer.
- Jack the Ripper was left handed.
- King George VI competed at the Tennis championships.

### III. Summing up

#### Speaking

Answer the questions.

1. When was London founded?
2. Are there any benefits of the Great Fire?
3. What places in London would you like to visit?
4. What interesting facts about London do you know?

### IV. Home assignment

#### Writing

What fact was the most interesting and striking for you?

#### Keys

- I. 1 found; 2 raze; 3 became; 4 began; 5 became; 6 became; 7 built; 8 to establish; 9 was; 10 to make; 11 be; 12 were wiped out; 13 annihilated; 14 -begun; 15 killed; 16 be; 17 was commissioned; 18 to redesign; 19 rose; 20 was built; 21 were raised; 22 to reflect; 23 looks; 24 has lumbered; 25 gives; 26 comes; 27 was; 28 is; has seen; 30 play; 31 is.

- II. 1 d; 2 i; 3 f; 4 j; 5 k; 6 e; 7 m; 8 b; 9 o; 10 l; 11 n; 12 a; 13 c; 14 g; 15 h.
- VI. 1 k; 2 f; 3 p; 4 a; 5 i; 6 d; 7 o; 8 b; 9 e; 10 n; 11 m; 12 g; 13 j; 14 h; 15 l; 16 c.
- VII. 1 g; 2 k; 3 j; 4 b; 5 f; 6 c; 7 l; 8 a; 9 d; 10 e; 11 h; 12 i.
- IX. 1 c; 2 f; 3 d; 4 e; 5 a; 6 b.
- XI. 1 j; 2 g; 3 f; 4 i; 5 h; 6 e; 7 c; 8 b; 9 d; 10 a.

### Additional material to the topic “London”

#### Tasks

#### I. *Jigsaw reading*

Ask questions and complete the text.

The Tower of London

#### *Group I*

*What?* is one of the most imposing and popular of London’s historical sites. It comprises not one, but *How many?* towers. The oldest of which, the White Tower, dates back to the 11th century and the time of William the Conqueror. Nowadays a lot of tourists visit the Tower of London *Why?* The Tower is famous as home of the Crown Jewels. Today they can be viewed *Where?* They include the Crown of Queen Elizabeth the Queen Mother which contains *What?*

Many stories associated with British history come from the Tower. *When?* King Edward IV’s two sons were murdered in the so-called Bloody Tower. Over two centuries later the *What?* were found buried beneath steps in the White Tower. Traitor’s Gate has steps leading *Where?* Countless prisoners, including the future Queen Elizabeth I of England, were brought to the Tower by barge and ascended the steps before *What?* For many it was their last moment of freedom before their death. But *Who?* was released from the Tower and became Queen. The King’s second wife, Anne Boleyn, was brought to trial there *When?* and beheaded. Six years later her cousin, Catherine, Henry VIII’s fifth wife, suffered *What?* Sir Thomas More was beheaded there *When?*

Of course, no visit to the Tower would be complete without seeing the ravens; huge black birds who are an official part of the Tower community. Legend states *What?* Under the special care of the Raven Master, the ravens are fed a daily diet of raw meat. And there is no danger of them flying away, *Why?*

### Group II

The Tower of London is one of *What?*. It comprises not one, but 20 towers. The oldest of which, the White Tower, dates back to *What century?* and the time of William the Conqueror. Nowadays a lot of tourists visit the Tower of London, because of the Tower's evil reputation as a prison. The Tower is famous as *What?*. Today they can be viewed in their new jewel house. They include *What?* which contains the celebrated Indian diamond.

*What?* come from the Tower. In 1483 *Whose sons?* were murdered in the so-called Bloody Tower. Over two centuries later the skeletons of two little boys were found buried *Where?*. Traitor's Gate has steps leading down to the River Thames. *Who?* were brought to the Tower by barge and ascended the steps before being imprisoned. For many it was their *What?* before their death. But Elizabeth was released from the Tower and became Queen. The King's second wife, *Who?*, was brought to trial there in 1536 and beheaded. *When?* her cousin, Catherine, Henry VIII's fifth wife, suffered the same fate. *Who?* was beheaded there in 1535.

Of course, no visit to the Tower would be complete without seeing the ravens; huge black birds who are an official part of *What?*. Legend states that if the ravens were to leave the Tower the Crown will fall, and Britain with it. Under the special care of the Raven Master, the ravens are fed a daily diet of *What?*. And there is no *What?* of them flying away, because their wings are clipped.

### II. Find 10 mistakes in the text.

#### British Museums

There are much museums in London. One of them is the Tate Gallery in Millmank, who presents modern masters of England and France. There are any fine examples of modern sculpture. It's collection of French Impressionists is marvelous. There is the Victoria and Albert Museum in Brompton Road. It have an outstanding collection of the applied arts of all countries and periods.

The National Gallery in Trafalgar one of the good picture collection in the world. It has the valuablest display of French paintings from the early Square has of the Impressionists, and, of course, the finest English painting, with Gainsborough, Turner, Constable and other.

It shows a progress of Italian painting from the medieval to the Renaissance, some outstanding pictures of the old Roman masters. It also has the great variety of Dutch and Flemish masters and an excellent choice of Spanish painters. There are great treasures dispersed in private collections all over the world. The Queen's collection is the most valuable among them.

### *Keys*

There are many museums in London. One of them is the Tate Gallery in Millbank, which presents modern masters of England and France. There are some fine examples of modern sculpture. Its collection of French Impressionists is marvelous. There is the Victoria and Albert Museum in Brompton Road. It has an outstanding collection of the applied arts of all countries and periods.

The National Gallery in Trafalgar Square has one of the best picture collection in the world. It has the most valuable display of French paintings from the early of the Impressionists, and, of course, the finest English painting, with Gainsborough, Turner, Constable and others.

It shows the progress of Italian painting from the medieval to the Renaissance, some outstanding pictures of the old Roman masters. It also has a great variety of Dutch and Flemish masters and an excellent choice of Spanish painters. There are great treasures dispersed in private collections all over the world. The Queen's collection is the most valuable among them.

## **LESSON 14**

**Topic.** British theatres

**Aims and objectives:**

- to practice students' skills in listening, reading and speaking;
- to promote pair work skills;
- to teach students how to analyze, generalize and compare the main idea of the material.

### PROCEDURE

#### **I. Introduction**

**Greeting**

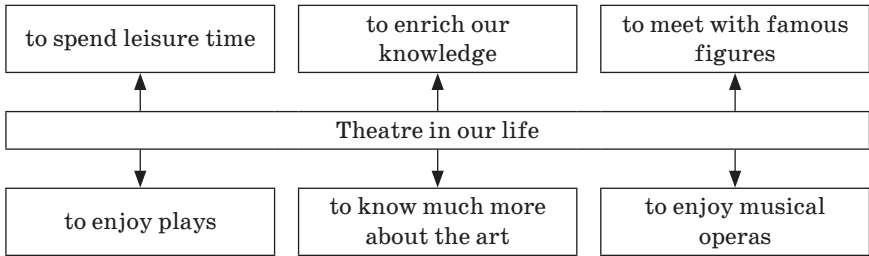
Good morning, students! I'm glad to see you today! Today we are going to work on the topic "British theatres. W. Shakespeare".

**Warm up**

**T.** First of all, let's speak about the role of the theatre in your life! Do you prefer going to the theatre?

Look at the Mind Map and make up the sentences.





## II. The main part

### Reading

#### I. Read the text and complete the sentences.

The first theatre in England “The Blackfries” was build in 1576, and “The Globe” was build in 1599, which is closely connected with William Shakespeare. Speaking about our times we should first of all mention “The English National theatre”, “The Royal Shakespeare company” and “Covent Garden”.

“Covent Garden” used to be a fashionable promenade — it was, before then, a convent garden — but when it became overrun with flower-sellers, orange-vendors and vegetable-growers, the people moved to more exclusive surroundings farther west, such as “St. Jame’s Square”.

The first “Covent Garden theatre” was built in 1732. It was burnt down in 1808 and rebuild exactly a year after. It was opened in September 1809, with Shakespeare’s “Macbeth”. Since the middle of the last century “Covent Garden” became exclusively devoted to opera.

Now “Covent Garden” in busier than ever, it is one of the few well-known opera houses open for 11 months of the year and it employs over 600 people both of the Opera company and the Royal Ballet.

“The English National theatre” took over the hundred years to establish a national theatre company. It’s first director from 1962 was Lawrence Olivier. This is the first state theatre Britain has ever had. A special building for it was opened in 1976. It has three theatres in one: “The Oliver theatre”, the biggest is for the main classical repertoire; “The Lyttilton”, a bit smaller is for new writing and for visiting foreign countries and “The Cottesloe theatre”, the smallest is used for experimental writing and productions.

“The Royal Shakespeare company” are divided between the country and the capital and it’s produces plays mainly by Shakespeare and his contemporaries when it performs is “Stratford-on-Avon”, and modern plays in it’s two auditorias in the Cities and Barbican centre.

1. The first theatre in England \_\_ was build in 1576, and \_\_ was build in 1599, which is closely connected with William Shakespeare.
2. \_\_ was burnt down in 1808 and rebuild exactly a year after.
3. "Covent Garden theatre" employs over 600 people both of the \_\_ and the \_\_ .
4. \_\_ took over the hundred years to establish a national theatre company.
5. \_\_ produces plays mainly by Shakespeare.

## II. Match the dates with the events.

Events	Dates
1. The first "Covent Garden theatre" was build	a) in 1976
2. "Covent Garden theatre" was burnt down	b) from 1962
3. The first theatre in England "The Blackfries" was build	c) in 1809
4. "The Globe" was build	d) in 1732
5. "Covent Garden theatre" was opened	e) in 1808
6. Lawrence Olivier was the first director of "The English National theatre" from	f) in 1599
7. A special building for "The English National theatre" was opened in	g) in 1576

## Listening

### III. Listen to the text.

The great poet and dramatist William Shakespeare is often called by his people "Our National Bard", "The immortal Poet of Nature" and "The Great Unknown". William Shakespeare was born in Stratford-on-Avon, a little town in Warwickshire, which is generally described as being in the middle of England. He was the third of eight children of John Shakespeare and his wife Mary Arden. John Shakespeare, the poet's father, was engaged in the wool industry. He had some pasture land of his own, and also rented a house.

William Shakespeare educated at the free Grammar School at Stratford, where he learned to read and spell and was taught his first Latin. William Shakespeare was still a boy when he began to set and produce plays. Though he had to work hard in his father's business nothing would make him give up his hobby. On leaving school, Shakespeare began to learn foreign languages. His father taught Shakespeare the Italian language and brushed up his Latin. Along with his first plays at the village of Shottery his first poems appear. Writing verse was very common in Shakespeare's days. It was called sonnetising.

But the days of study ended when at 18 he married Anna Hathaway. They had three children, two daughters and a son: Susanna, Judith and Hamnet. Life in Stratford became intolerable for W. Shakespeare; there was no money to earn, so he decided to go to London, where he was as an actor and playwright. Soon his own comedies were staged, and some time later his historical plays began to appear. Shakespeare's immediate aim was to give satisfaction to his audiences. He decided to build a theatre where the actors and playwrights could each get a fair share of the profit. By the end of the 16th century the playhouse was built and was called "The Globe", which was called by the people "The Golden theatre" and "The Glory of the Bank". Towards the end of the century the London stage shook with Shakespeare's tragedies.

Shakespeare lived in London for 25 years. The last few years of his life Shakespeare spent in Stratford. He died on the 23rd of April, 1616 and was buried in Stratford.

Shakespeare was known as a writer of delightful comedies and historical dramas. His comedies "Much Ado About Nothing", "The Comedy of Errors", are famous for their light wit and optimism. His tragedies "Romeo and Juliet", "Othello", "Hamlet" and "King Lear" strike us by the depth of thought.

**IV. Look at these sentences. Do you think they are true or false?**

1. The great poet and dramatist William Shakespeare is often called by his people "Our National Bard".
2. He was the first of eight children of John Shakespeare and his wife Mary Arden. John Shakespeare.
3. William Shakespeare educated at the free Grammar School in London.
4. On leaving school, Shakespeare began to work with his father.
5. But the days of study ended when at 21 he married Anna Hathaway.
6. Life in Stratford became intolerable for W. Shakespeare; there was no money to earn, so he decided to go to London.
7. By the end of the 16th century the playhouse was built and was called "The Globe", which was called by the people "The Silver theatre".
8. Shakespeare lived and died in London.

**V. Complete the sentences.**

1. William Shakespeare is often called by his people \_\_ .
  - a) "The Great Known";
  - b) "The Great Fame";
  - c) "The Great Unknown".

2. John Shakespeare, the poet's father, was engaged \_\_\_\_ .
  - a) in the wool industry;
  - b) in the heavy industry;
  - c) in the ship-building industry.
3. William Shakespeare educated at the free Grammar School \_\_\_\_ .
  - a) in London;
  - b) at Stratford;
  - c) in Belfast.
4. At 18 William Shakespeare married \_\_\_\_ .
  - a) Anna Hatly;
  - b) Mary Hathaway;
  - c) Anna Hathaway.
5. Life in Stratford became intolerable for W. Shakespeare; there was no money to earn, so \_\_\_\_ .
  - a) he decided to go to London;
  - b) he decided to work with his father at Stratford;
  - c) he decided to go abroad.
6. Shakespeare lived in London \_\_\_\_ .
  - a) all his life;
  - b) for 25 years;
  - c) for 15 years.

#### VI. Answer the questions.

1. What can you say about Shakespeare's childhood?
2. Where did he study?
3. How many languages did he learn?
4. What can you say about his family?
5. Can you describe the most important moments of his life in London?
6. What famous Shakespeare's literary works do you know?

#### III. Summing up

T. Students! Can you name famous British theatres?

Do you know outstanding people, whose names are connected with British theatres?

Why is Shakespeare called "The immortal Poet of Nature"?

#### IV. Home assignment

Read William Shakespeare's biography and write it in short. Stick pictures from his famous tragedies and comedies.

*Keys*

- I. 1. "The Blackfries", "The Globe"; 2. "Covent Garden theatre"; 3. Opera company; 4. "The English National Theatre"; 5. "The Royal Shakespeare company."
- II. 1 d; 2 e; 3 g; 4 f; 5 c; 6 b; 7 a.
- IV. 1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 F; 8 F.
- V. 1 c; 2 a; 3 b; 4 c; 5 a; 6 b.

**Additional material to the topic "British theatre"****Tasks****I. Read and complete the text with the words from the box.**

Peculiarity, permanent, fashionable, companies, rehearsed, spectators, Covent

Until recently the history of the english theatre has been build around actors rather than \_\_\_. It was hard to find any London theatre that even had a consistent policy. There is no \_\_\_ staff in British theatres. A play is \_\_\_ for a few weeks by a company of actors working together mostly for the first time and it is allowed to run as long as it draws the odious and pays it's way.

Another \_\_\_ of the theatres in Great Britain is as follows: there are two kinds of seats, which can be booked in advance (bookable), and unbookable ones have no numbers and the \_\_\_ occupy them on the principle: first come — first served. In ancient times plays were acted inside churches and later on the market places.

The first theatre in England "The Blackfries" was built in 1576, and "The Globe", which is closely connected with William Shakespeare, was built in 1599. Speaking about our times we should first of all mention "The English National theatre", "The Royal Shakespeare company" and "Covent Garden".

"\_\_\_ Garden" used to be a \_\_\_ promenade — it was, before then, a convent garden — but when it became overrun with flower-sellers, orange-vendors and vegetable-growers, the people moved to more exclusive surroundings farther west, such as "St. Jame's Square".

The first "Covent Garden theatre" was built in 1732. It was burnt down in 1808 and rebuilt exactly a year after. It opened in September 1809, with Shakespeare's "Macbeth". Since the middle of the last century "Covent Garden" became exclusively devoted to opera.

Now "Covent Garden" is busier than ever, it is one of the few well-known opera houses open for 11 months of the year and it employs over 600 people from both the Opera company and the Royal Ballet.

**II. Complete the sentences.**

1. "Covent Garden" employs over \_\_\_ people from both the Opera company and the Royal Ballet.
2. The first theatre in England are \_\_\_ and \_\_\_ .
3. "The Globe", which is closely connected with \_\_\_ .
4. "Covent Garden" used to be \_\_\_ .
5. The first "Covent Garden theatre" was built in \_\_\_ .

*Keys*

- I. Companies; permanent; rehearsed; peculiarity; spectators; "Covent"; fashionable.
- II. 1. 600; 2. "Blackfries", "The Globe" 3. W. Shakespeare; 4. A fashionable promenade; 5. 1732.

**LESSON 15**

**Topic.** British cinema

**Aims and objectives:**

- to practice students' habits of getting additional information from the text;
- to develop students' speaking, writing and grammar skills;
- to expand students' knowledge about cinema in Great Britain.

**PROCEDURE****I. Introduction****Greeting**

T. Good morning, students! I'm glad to see you today! Today we are going to work on the topic "British cinema".

**Warm up**

Answer the questions.

1. What genres of films can you name?
2. What role does cinema play in our life?
3. What famous actors and actresses can you name?

**II. The main part****Reading and grammar****I. Read, complete and translate the text.**

productions, impact, identity, the studios, industry, cinema, debate, motion pictures

The United Kingdom has had a large \_\_\_ on modern \_\_\_ and has one of the most respected film industries in the world. Despite a history of successful \_\_\_, the industry is characterised by an ongoing \_\_\_ about its \_\_\_ (including economic and cultural issues) and the influences of American and European cinema, although it is fair to say a brief “golden age” was enjoyed in the 1940s from \_\_\_ of J. Arthur Rank and Alexander Korda. The British film \_\_\_ has produced some of the greatest actors, directors and \_\_\_ of all time including Sir Alfred Hitchcock, Powell and Pressburger, Sir David Lean, Sir Laurence Olivier, Vivien Leigh, Audrey Hepburn, Sir John Gielgud, Sir Sean Connery, Sir Michael Caine and Sir Anthony Hopkins.

## II. Match.

1. Vivien	a) Gielgud
2. Audrey	b) Hepburn
3. Sir Alfred	c) Lean
4. Sir David	d) Connery
5. Sir Lawrence	e) Hopkins
6. Sir John	f) Leigh
7. Sir Sean	g) Hitchcock
8. Sir Anthony	h) Olivier

## III. Read and match the dates with the events.

Early British cinema

Modern cinema is generally regarded as descending from the work of the French Lumière brothers in 1895, and their show first came to London in 1896. However, the first moving pictures developed on celluloid film were made in Hyde Park, London in 1889 by William Friese Greene, a British inventor, who patented the process in 1890.

The first people to build and run a working 35 mm camera in Britain were Robert W. Paul and Birt Acres. They made the first British film *Incident at Clovelly Cottage* in February 1895, shortly before falling out over the camera's patent. Soon several British film companies had opened to meet the demand for new films, such as Mitchell and Kenyon in Blackburn. From 1898 American producer Charles Urban expanded the London-based Warwick Trading Company to produce British films, mostly documentary and news. He later formed his own Charles Urban Trading Company, which also produced early colour films. There are many comparisons with the Danish History of film. The early films were often melodramatic in tone, and there was

a distinct preference for storylines which were already known to the audience — in particular adaptations of Shakespeare plays and Dickens' novels.

In 1920 the short-lived company Minerva Films was founded in London by the actor Leslie Howard (also producer and director) and his friend and story editor Adrian Brunel. Some of their early films include four written by A. A. Milne including *The Bump*, starring Aubrey Smith ; *Twice Two*; *Five Pound Reward*; and *Bookworms*. Some of these films survive in the archives of the British Film Institute.

Dates	Events
1. In 1920	a) modern cinema is generally regarded as descending from the work of the French Lumière brothers
2. From 1898	b) Robert W. Paul and Birt Acres made the first British film <i>Incident at Clovelly Cottage</i>
3. In February 1895	c) the first moving pictures developed on celluloid film were made in Hyde Park
4. In 1889	d) the short-lived company Minerva Films was founded in London by the actor Leslie Howard
5. In 1895	e) American producer Charles Urban expanded the London-based Warwick Trading Company to produce British films

#### IV. Put the verbs in brackets into the Passive Voice.

The 1930s Cinema boom

In the silent era, with English actor Charlie Chaplin its biggest star, audiences were receptive to films from all nations. Alfred Hitchcock's *Blackmail* (1929) \_\_ (to regard) as the first British sound feature. It was a part-talkie with a synchronised score and sound effects. Later the same year, the first all-talking British feature, *The Clue of the New Pin* (1929) \_\_ (to release). It \_\_ (to base) on a novel by Edgar Wallace, starring Donald Calthrop, Benita Home and Fred Raines, made by British Lion at their Beaconsfield Studios. The first all-colour sound feature \_\_ (to produce) by British International Pictures and starred Alexander D'Arcy and Marguerite Allan. In 1930, the first all-colour all-talking British feature, *Harmony Heaven* (1930), \_\_ (to release). It \_\_ (to produce) by British International Pictures and starred Polly Ward and Stuart Hall.

Several other new talents emerged during this period, and Alfred Hitchcock would confirm his status as one of the UK's leading young directors with his influential thrillers *The Man Who Knew Too Much*



(1934), *The 39 Steps* (1935) and *The Lady Vanishes* (1938), before moving to Hollywood.

Many of the most important British productions of the 1930s \_\_\_ (to produce) by London Films, founded by the Hungarian emigre Alexander Korda.

**V. Read the text and complete the sentences.**

The 1960s Boom

American directors were regularly working in London throughout the decade, but several became permanent residents in the UK. Blacklisted in America, Joseph Losey had a significant influence on British cinema in the 60s, particularly with his collaborations with playwright Harold Pinter and leading man Dirk Bogarde, including *The Servant* (1963) and *Accident* (1967). Voluntary emigres Stanley Kubrick and Richard Lester were also influential. Lester had major hits with *The Knack* \_\_\_ and *How to Get It* (1965), and The Beatles films *A Hard Day's Night* (1964) and *Help!* (1965), after which it became standard for each new pop group to have a verité style feature film made about them. Kubrick settled in Hertfordshire in the early 60s and would remain in England for the rest of his career. The special effects team assembled to work on his 1968 film *2001: A Space Odyssey* would add significantly to the British industry's importance in this field over the following decades.

1. American directors were regularly working in London throughout the decade, but several became \_\_\_ in the UK.
2. \_\_\_ had a significant influence on British cinema in the 60s.
3. Voluntary emigres \_\_\_ and \_\_\_ were also influential on British cinema in the 60s.
4. The Beatles films \_\_\_ and \_\_\_ (1965), after which it became standard for each new pop group to have a verit style feature film made about them.
5. "A Space Odyssey" would add significantly to \_\_\_ in this field over the following decades.

**VI. Read the text and fill the necessary preposition.**

British cinema in the 1990s

Film production \_\_\_ the UK hit one of its all-time lows \_\_\_ 1989. While cinema audiences were climbing \_\_\_ the UK \_\_\_ the early 1990s, few British films were enjoying significant commercial success, even \_\_\_ the home market. Among the more notable exceptions were the Merchant Ivory productions *Howards End* (1992) and *The Remains of the Day*

(1993), *Richard Attenborough's Chaplin* (1992) and *Shadowlands* (1993) and Neil Jordan's acclaimed thriller *The Crying Game* (1992).

The new appetite \_\_ British comedy films lead to the popular comedies *Brassed Off* (1996), and *The Full Monty* (1997) . The latter film unexpectedly became a runaway success and broke British box office records. Produced \_\_ under \$4 m and grossing \$257 m internationally, studios were encouraged to start smaller subsidiaries dedicated to looking \_\_ other low budget productions capable \_\_ producing similar returns.

American productions also began to return to British studios \_\_ the mid-1990s, including *Interview with the Vampire* (1994), *Mission — Impossible* (1996), *Saving Private Ryan* (1998), *Star Wars Episode I: The Phantom Menace* (1999) and *The Mummy* (1999), as well as the French production *The Fifth Element* (1997), at the time claimed to be the most expensive film made \_\_ the UK.

### ***VII. Read the text and match the parts of the sentences.***

British cinema since 2000

The new century has so far been a relatively successful one for the British film industry. Many British films have found a wide international audience, and some of the independent production companies, such as “Working Title”, have secured financing and distribution deals with major American studios. “Working Title” scored three major international successes, all starring Hugh Grant, with the romantic comedies *Bridget Jones's Diary* (2001), which grossed \$254 million worldwide; the sequel *Bridget Jones: The Edge of Reason*, which earned \$228 million; and Richard Curtis's directorial debut *Love Actually* (2003), which grossed \$239 million.

The new decade saw a major new film series in the US-backed but British made Harry Potter films, beginning with *Harry Potter and The Philosopher's Stone* in 2001. David Heyman's company Heyday Films has produced five sequels, with two more shooting in 2009.

The turn of the new century saw a revival of the British horror film. Lead by Danny Boyle's acclaimed hit *28 Days Later* (2002), other examples included *Dog Soldiers*, *The Descent* and the comedy *Shaun of the Dead*.

2009 saw a diverse range of British films. *The Boat That Rocked* was a Richard Curtis all-star comedy set in the world of pirate radio in the mid-1960s. *An Education* was a coming-of-age drama set in London 1961. In *The Loop* satirised contemporary Westminster politics and, in particular, the events leading up to the Iraq war. *Nowhere Boy* dramatised the boyhood of John Lennon and *Fish Tank* looked at teen-

age girl's relationship with an older man on a present-day Essex council estate. Daniel Barber's first feature-length motion picture, *Harry Brown*, applied social realistic cinematography to gritty content in a vigilante thriller.

1. The new century has so far been a relatively	a) a wide international audience
2. Many British films have found	b) a revival of the British horror film
3. The turn of the new century saw	c) with major American studios
4. "Working Title", have secured financing and distribution deals	d) successful one for the British film industry
5. "The Boat That Rocked" was a Richard Curtis all-star comedy set in	e) the world of pirate radio in the mid-1960s

### III. Summing up

T. Students! Can you name the most important periods of British cinema development?

What famous British directors, actors, actresses can you name?

What is your favourite British film? Describe it!

### IV. Home assignment

Write about your favourite British actor or actress and stick pictures.

#### *Keys*

- I. Impact, cinema, production, debate, identity, the studios, industry, motion pictures.
- II. 1 f, 2 b, 3 g, 4 c, 5 h, 6 a, 7 d, 8 e.
- III. 1 d, 2 e, 3 d, 4 c, 5 a.
- IV. Was regarded, was released, was based, was produced, was released, was produced, were produced.
- V. 1. permanent residents; 2. Joseph Losey; 3. Stanley Kubrick and Richard Lester; 4. "A Hard Day's Night" and "Help!"; 5. the British industry's importance.

#### **Additional material to the topic "British cinema"**

#### **Tasks**

Read the text and do the following tasks.

Divergent 90's

Film production in Britain hit one of its all-time lows in 1989. While cinema audiences were climbing in the UK in the early 1990s,

few British films were enjoying significant commercial success, even in the home market. Among the more notable exceptions were the Merchant Ivory productions *Howards End* (1992) and *The Remains of the Day* (1993), Richard Attenborough's *Chaplin* (1992) and *Shadowlands* (1993) and Neil Jordan's acclaimed thriller *The Crying Game* (1992).

The surprise success of the Richard Curtis-scripted comedy *Four Weddings and a Funeral* (1994), especially in the United States, led to renewed interest and investment in British films, and set a pattern for British-set romantic comedies, including *Sliding Doors* (1998), *Notting Hill* (1999) and the Bridget Jones films. Several of these were also written by Curtis, who went on to make his directorial debut with *Love Actually* in 2003. Working Title Films, the company behind many of these films, quickly became one of the most successful British production companies, with other box office hits including *Bean* (1997), *Elizabeth* (1998) and *Captain Corelli's Mandolin* (2001).

Note should also be made of Channel 4's own production company 'Film on four' which soon became 'FilmFour' turning out some classic cinema such as *Trainspotting*, *Brassed Off* and *Lock Stock and Two Smoking Barrels*. By July 2002 Channel 4 had regained power over its subsidiary and decided to return to commercial TV. With the introduction of public funding for British films through the new National Lottery something of a production boom occurred in the late 1990s, but only a few of these films found significant commercial success, and many went unreleased.

There was no shortage of acting talent around at this time with actors like Ewan McGregor and Ralph Fiennes truly cutting their teeth. Directors like Sam Mendes and Anthony Minghella began to come to the fore.

### **I. True or false?**

1. Film production in Britain hit one of its all-time lows in 1979.
2. Curtis went on to make his directorial debut with *Love Actually* in 2003.
3. Note should also be made of Channel 4's own production company 'Film on five'.
4. By July 2002 Channel 4 had regained power over its subsidiary and decided to return to commercial TV.

### **II. Complete the sentences with prepositions.**

21st Century

So what does the first decade \_\_\_ the 21st century hold for truly British Cinema — I would have to speculate rather depressingly. In

terms \_\_ actors and actresses there are plenty still begin discovered and Jude Law, Clive Owen, Keira Knightly Christian Bale, Ioan Gruffudd and Damian Lewis carry the candle. In terms \_\_ quilt British film making Billy Elliott and Bend it like Beckham are two that would make it onto my short list.

The government needs to be serious \_\_ funding and plough a great deal more \_\_ the film industry and establish a quality British production company.

The turn \_\_ the new century also saw a revival of sorts of the British horror film, *The Hole*, *28 Days Later*, *Dog Soldiers* and the comedy *Shaun \_\_ the Dead* being among the more successful examples.

### Keys

- I. 1 F; 2 T; 3 F; 4 T.
- II. of; of; of; about; into; of; with; of.

## LESSON 16

### Terminal Test

#### I. Complete the sentences choosing the correct answer.

1. The United Kingdom stands for \_\_ .
  - a) England, Scotland and Wales
  - b) a group of islands including Britain and Ireland
  - c) England, Scotland, Wales, Northern Ireland and a number of small islands
2. After defeating the Anglo-Saxon king Harold in 1066, William the Conqueror introduced \_\_ .
  - a) the Norman feudal system
  - b) the first Parliament
  - c) Christianity
3. The highest mountain in the UK is \_\_ .
  - a) Snowdon
  - b) Ben Nevis
  - c) Scafell Pike
4. The climate in the UK is \_\_ .
  - a) generally mild and temperate
  - b) continental
  - c) subtropical
5. In Great Britain \_\_ is the principal subdivision of the country.
  - a) the district
  - b) the borough
  - c) the county (or shire)

6. \_\_\_ is the largest city in Scotland and a center of industry and commerce.
  - a) Birmingham
  - b) Liverpool
  - c) Glasgow
7. The Romans founded Londinium in \_\_\_ as a stores depot on the marshy banks of the Thames.
  - a) 42 AD
  - b) 43 AD
  - c) 46 AD
8. A period of great industrial growth began in Britain \_\_\_.
  - a) in the 16th century
  - b) about 200 years ago
  - c) when the Learned Society of Britain was founded
9. “The Globe” was build in \_\_\_ .
  - a) 1566
  - b) 1569
  - c) 1599
10. William Shakespeare is often called by his people \_\_\_.
  - a) “The Great Known”;
  - b) “The Great Fame”;
  - c) “The Great Unknown”.
11. In \_\_\_ century new branches of industry have appeared: electronics, radio, chemical industry and others.
  - a) the 20th;
  - b) the 18th;
  - c) the 19th.
12. The Union Jack consists of \_\_\_ heraldic crosses.
  - a) two
  - b) three
  - c) four

## II. Answer the questions.

1. What city in Great Britain stands on the Thames?
2. What part is the heart of London?
3. What is the British National Anthem?
4. What is the longest river in Great Britain?
5. What London attraction was a powerful and enduring fortress?
6. When did the Great Fire of London begin?
7. What chambers does Parliament consist of?
8. Who is the head of the House of Commons?
9. What does “Tory” stand for?

10. What is the official residence of the Prime Minister?
11. What is the first theatre in England?
12. Whom did Shakespeare marry?

*Keys*

- I. 1 c, 2 a, 3 b, 4 a, 5 c, 6 c, 7 b, 8 b, 9 c, 10 c, 11 a, 12 b.
- II. 1. London, 2. City, 3. God save the Queen, 4. the Severn, 5. the Tower of London, 6. September 2, 1666, 7. The House of Commons, the House of Lords, 8. the Speaker, 9. the Conservative Party, 10. Downing Street, 11. "The Blackfries", 12. Anne Hathaway.

## LESSON 17

**Topic.** Musical traditions of Great Britain

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking;
- to gain knowledge and interest in the history of British music.

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Music".

**Warm up**

Answer the questions.

1. What is the role of music in people's life?
2. What music styles do you know?
3. What is folk music?
4. What is your favourite music?

#### II. The main part

##### I. *Read the text.*

Music and Musicians

The people living in the British Isles are very fond of music, and it is quite natural that concerts of the leading symphony orchestras, numerous folk groups and pop music are very popular.

The Promenade concerts are probably the most famous. They were first held in 1840 in the Queen's Hall, and later were directed by Sir Henry Wood. They still continue today in the Royal Albert Hall. They

take place every night for about three months in the summer, and the programmes include new and contemporary works, as well as classics. Among them are symphonies and other pieces of music composed by Benjamin Britten, the famous English musician.

Usually, there is a short winter season lasting for about a fortnight. The audience may either listen to the music from a seat or from the 'promenade', where they can stand or stroll about, or, if there is room, sit down on the floor.

Concerts are rarely given out-of-doors today except for concerts by brass bands and military bands that play in the parks and at seaside resorts during the summer.

Folk music is still very much alive. There are many folk groups. Their harmony singing and good humour win them friends everywhere.

Rock and pop music is extremely popular, especially among younger people. In the 60s and 70s groups such as the Beatles, the Rolling Stones, the Who, Led Zeppelin and Pink Floyd became very popular and successful.

The Beatles, with their style of singing new and exciting, their wonderful sense of humour became the most successful pop group the world has ever known. Many of the famous songs written by John Lennon and Paul McCartney are still popular. Some of the more recent rock groups are Eurhythmics, Dire Straits, and Black Sabbath.

British groups often set new trends in music. New staff and styles continue to appear. One of the most popular contemporary musicians and composers is Andrew Lloyd Webber. The musicals and rock operas by A. L. Webber have been a great success both in Britain and overseas.

The famous English composer of the 19th century was Arthur Sullivan. Together with William Gilbert, the writer of the texts, he created fourteen operettas of which eleven are regularly performed today. In these operettas the English so successfully laugh at themselves and at what they now call the Establishment that W. S. Gilbert and A. Sullivan will always be remembered.

## **II. Complete the following.**

1. Concerts of the leading symphony orchestras, numerous folk groups and pop music \_\_ .
2. The Promenade concerts were first held \_\_ .
3. Benjamin Britten is \_\_ .
4. The Promenade concerts are \_\_ .
5. Folk music \_\_ .



6. Rock and pop music \_\_\_ .
7. The Beatles \_\_\_ .
8. Arthur Sullivan \_\_\_ .

**III. Divide the text into logical parts. Suggest appropriate title for each part. Use this plan to retell the text.**

**IV. Read the information about music in Britain from 1920s to the present day.**

Music in Britain from 1920s to the Present Day

*1920s* — Young people listened to ragtime and jazz.

*1930s* — Swing became popular. Benny Goodman and his Orchestra were the ‘King of the Swing’, as were Glenn Miller and Artie Shaw. The music was fast and frantically paced and led to dances being banned from dance halls, as the young women being flung into the air by their partners showed their stocking tops and underwear. Jazz continued to be popular.

*1940s* — The Second World War brought fast, frantic (and often American) dance music — boogie-woogie or jitterbug. Dances were held in church halls, village halls, clubs, Air Force bases — everywhere! But slower, romantic songs were also popular as loved ones went away to fight, such as Vera Lynn’s ‘*We’ll Meet Again*’ and the song about coming home again, ‘The *White Cliffs of Dover*’.

After the war ‘skiffle’ bands became popular. These bands used household items, such as washboards and tea chests, as part of their set of instruments! Tommy Steele, who later became very famous, first played in a skiffle band.

*1950s* — Rock and Roll became very popular.

*1960’s* — The Beatles began their career. They leapt to fame in 1963 with ‘Please, Please Me’.

The Beatles moved through the late 1960s as favourites of the ‘flower power’ generation — many young people enjoyed ‘hippie’ music. Other teenagers preferred the music of the ‘Mods’ — ska music and The Who.

*1970s* — The first big new sound of the 1970s was “Glam Rock”, the main figures of this were David Bowie, Elton John and of course Gary Glitter. In the bleak political backdrop, these larger than life British bands and characters brought a welcome relief with their platform boots, sequins, nail varnish and colourful hair.

*Punk* The punk movement of the late 1970s began in England. Great British bands of this scene were The Sex Pistols and The Clash. The Punk style was Mohicans, bondage clothes, safety pins, piercings and bovver boots.

*1980s* — The 1980s saw the rise of hip hop and rap music, with American influences powerful once again in the form of such groups as Run DMC and Grandmaster Flash and the Furious Five. It also saw the rise and fall of the ‘New Romantics’, typified by groups like Adam and the Ants, who dressed as pirates and highway men and wore huge amounts of makeup.

*1990s* — Britpop This was the general name given in the 1990s to a new wave of successful British bands who made a big impact in the United States and Europe, as well as in England. The most successful have been Radiohead, Oasis, Blur, Pulp, Massive Attack and The Spice Girls.

### V. Match music styles with their definitions.

1. Ragtime	a) a style of popular music developed in England during the 1940s, deriving from hillbilly music and rock-'n'-roll, and played on a heterogeneous group of instruments, as guitar, washboard, ceramic jug, washtub, and kazoo
2. Jazz	b) is a subgenre of alternative rock that originated in the United Kingdom. It emerged from the British independent music scene of the early 1990s and was characterised by bands influenced by British guitar pop music of the 1960s and 1970s
3. Swing	c) is an original musical genre which enjoyed its peak popularity between 1897 and 1918. Its main characteristic trait is its syncopated, or “ragged”, rhythm
4. Boogie-woogie (jitterbug)	d) a form of instrumental blues, esp. for piano, using melodic variations over a constantly repeated bass figure
5. Skiffle	e) a style of popular music that derives in part from blues and folk music and is marked by a heavily accented beat and a simple, repetitive phrase structure
6. Rock and roll	f) is a musical genre that developed as part of hip hop culture, and is defined by four key stylistic elements: rapping, DJing / scratching, sampling (or synthesis), and beatboxing
7. Hippie music	g) term used to describe the sense of propulsive rhythmic “feel” or “groove” in jazz
8. Glam rock	h) is distinct from spoken word poetry in that it is performed in time to a beat
9. Punk	i) a music genre that originated at the beginning of the 20th century in African American communities in the Southern United States from a confluence of African and European music traditions

10. Hip hop	j)	is a style of rock and pop music that developed in the UK in the early 1970s, which was performed by singers and musicians who wore outrageous clothes, makeup and hairstyles, particularly platform-soled boots and glitter
11. Rap	k)	is a rock music genre that developed between 1974 and 1976 in the United States, the United Kingdom and Australia
12. Britpop	l)	music of the youth movement who created their own social groups and communities, listened to psychedelic rock, embraced the sexual revolution, and used drugs such as marijuana and LSD to explore alternative states of consciousness

**VI. Write the events in the music life which took place at the following times.**

- |          |          |
|----------|----------|
| 1. 1920s | 5. 1960s |
| 2. 1930s | 6. 1970s |
| 3. 1940s | 7. 1980s |
| 4. 1950s | 8. 1990s |

**III. Summing up**

**Speaking**

What do you remember from the history of British music?

**IV. Home assignment**

**Writing**

What is your favourite music style? Why?

*Keys*

- V. 1 c; 2 i; 3 g; 4 d; 5 a; 6 e; 7 l; 8 j; 9 k; 10 f; 11 h; 12 b.

**Additional material to the topic  
“Musical traditions of Great Britain”**

**Tasks**

**I. Jigsaw reading**

Ask questions and complete the text.

Music of England

*Group I*

*What?* is centuries old and has contributed to several genres prominently; mostly sea shanties, jigs, hornpipes and dance music. It

has *What?*. Wynkyn de Worde printed ballads of Robin Hood from the 16th century are an important artefact, as are *What collections?*. Some of the best known songs are The Good Old Way, Pastime with Good Company, Maggie May and Spanish Ladies amongst others. Many nursery rhymes are of *What origin?* such as Twinkle Twinkle Little Star, Roses are red, Jack and Jill, Here We Go Round the Mulberry Bush and Humpty Dumpty.

Early English composers in classical music include Renaissance artists Thomas Tallis and William Byrd, followed up by Henry Purcell from *What?* period. German-born George Frideric Handel became a British subject and spent most of his composing life in London, creating *What?*. There was a revival in the profile of composers from England in the 20th century led by *Whom?*. Present-day composers from England include Michael Nyman, best known for *What?*

In the field of popular music many English bands and solo artists have been cited as *Who?*. Acts such as The Beatles, Led Zeppelin, Pink Floyd, Elton John, Queen, Rod Stewart and The Rolling Stones are among the highest selling recording artists in the world. *What?* have origins or strong associations with England, such as British invasion, hard rock, glam rock, heavy metal, mod, britpop, drum and bass, progressive rock, punk rock, indie rock, gothic rock, shoegazing, acid house, UK garage, trip hop and dubstep.

*What festivals?* in the summer and autumn are popular, such as Glastonbury, V Festival, Reading and Leeds Festivals. The most prominent opera house in England is *What?* at Covent Gardens. The Proms, *What is it?*, is a major cultural event held annually. *What?* is one of the world's foremost classical ballet companies, its reputation built on two prominent figures of 20th century dance, prima ballerina Margot Fonteyn and choreographer Frederick Ashton.

### *Group II*

The traditional folk music of England is centuries old and has contributed to several genres prominently; mostly *What genres?*. It has its own distinct variations and regional peculiarities. Wynkyn de Worde printed ballads of Robin Hood from the 16th century are *What?*, as are John Playford's The Dancing Master and Robert Harley's Roxburghe Ballads collections. Some of the best known songs are *What songs?*. Many nursery rhymes are of English origin such as Twinkle Twinkle Little Star, Roses are red, Jack and Jill, Here We Go Round the Mulberry Bush and Humpty Dumpty.

Early English composers in classical music include *What artists?*, followed up by Henry Purcell from the Baroque period. *Who?* became

a British subject and spent most of his composing life in London, creating some of the most well-known works of classical music, *The Messiah*, *Water Music*, and *Music for the Royal Fireworks*. There was a revival in the profile of composers from England *When?* led by Benjamin Britten, Frederick Delius, Edward Elgar, Gustav Holst, Ralph Vaughan Williams and others. *Who?* include Michael Nyman, best known for *The Piano*.

In the field of popular music many English bands and *Who?* have been cited as the most influential and best-selling musicians of all time. Acts such as The Beatles, Led Zeppelin, Pink Floyd, Elton John, Queen, Rod Stewart and The Rolling Stones are among *What artists?* Many musical genres have origins or strong associations with England, such as British invasion, *What genres?*

Large outdoor music festivals in the summer and autumn are popular, such as *What festivals?*. The most prominent opera house in England is the Royal Opera House at *Where?* The Proms, a season of orchestral classical music concerts held at the Royal Albert Hall, is *What?* The Royal Ballet is one of *What?*, its reputation built on two prominent figures of 20th century dance, prima ballerina Margot Fonteyn and choreographer Frederick Ashton.

**II. *Divide the text into logical parts, give them titles. Use the plan to retell the text.***

## LESSON 18

**Topic.** British Painting

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking;
- to expand students' knowledge about British painters.

### PROCEDURE

#### I. Introduction

**Greeting**

Introducing the topic.

**Warm up**

Answer the questions.

1. Is it easy to draw or to paint?
2. How do people become painters?

3. What qualities must a painter possess to become a real artist?
4. What kind of pictures do you prefer: landscapes (seascapes) portraits or still-life pieces?
5. What English artists do you know? What are they famous for?

## II. The main part

### I. Read the text

#### English Painters

The early period of painting in England was represented mostly by foreign artists. In the 16th century Hans Holbein the Younger, a well-known painter, was invited to London by the King Henry VIII. He played an important part in the development of English portrait art.

Later a new foreigner, Van Dyck, founded a school of portrait painting. In 1641 another painter Peter Lely came from Holland. He became celebrated for portraits of higher classes.

The 18th century was the century during which a truly national painting school was created in England. Portrait art at that time was the main kind of painting. It depended upon the conditions under which the English painting school developed.

*Hogarth William (1697–1764)*, was the leading English satirical painter of the 1700's who raised British painting to a level of importance. He was also a noted engraver and art critic. Hogarth became best known for paintings and engravings that humorously commented on manners and morals of his time.

Hogarth created several series of paintings that told a story through a number of related scenes. These series include the eight paintings that make up *A Rake's Progress* (early 1730's) and six paintings in *Marriage a la Mode (1743)*.

Hogarth painted many realistic, often unflattering, portraits that reflected the artist's strong sense of color and his powers of observation.

Hogarth was a controversial and outspoken art critic whose opinions angered many of his fellow artists. He wrote one book, *The Analysis of Beauty (1753)*, which combined practical advice on painting with his own theories of art.

*Sir Joshua Reynolds (1723–1792)* was a great English portrait painter. Reynolds' portraits show his skill in capturing the likeness of his subjects, as well as his keen understanding of human nature. Among Reynolds' masterpieces are the portraits Hon. Augustus Kestel (1754), William Robertsen (1772), and Sarah Siddons as the Tragic

Muse (1784) . Reynolds wrote 15 essays on art education called Discourses that stressed the importance of grandeur in art and rigid academic training.

Reynolds became the most fashionable painter of his time. He helped found the Royal Academy of Arts in 1768 and became its first president. In 1784, he was appointed painter to the king.

*Thomas Gainsborough* (1727–1788) was one of the greatest British painters. He is famous for his portraits, but he also painted many landscapes. Gainsborough further developed the conversation piece, a type of painting that consisted of a group of individuals in a landscape or an interior setting.

Gainsborough helped found the Royal Academy of Arts. He painted portraits of King George III and the royal family. He also painted portraits of leading aristocrats, politicians, writers, and actors of the day.

Gainsborough’s early portraits are detailed in style. His later ones are less detailed and more sketchy. Gainsborough’s most famous work is *The Blue Boy*, an elegant portrait completed in 1770. It shows artist’s preference for cool blue and green colors, in contrast to the reds, yellows, and browns of his rival portrait painters, Sir Joshua Reynolds and George Romney. At the end of his life, Gainsborough returned to his first love, landscape painting.

The English artist *John Constable* also explored the new freedom of self-expression through landscape painting. Constable felt a deep love for the landscape and lifestyle of Suffolk in Eastern England, where he grew up. To express this strong attachment, he portrayed a quiet, lush, and beautiful Suffolk landscape. There everyone, including children and laborers, lived in harmony with the bountiful land and with God. Constable expressed many of these ideals in *Boat-Building* near Flatford Mill. The rough brushstrokes and broken color capture a feeling of air, light, and wind. Constable’s approach to painting created a sense of real living nature that influenced romantic painters in France, particularly Camille Corot and the Barbizon School.

## II. Match

1. Hogarth William	a) was an influential 18th century English painter, specialising in portraits and promoting the “Grand Style” in painting which depended on idealisation of the imperfect. He was one of the founders and first President of the Royal Academy. George III appreciated his merits and knighted him in 1769
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2. Sir Joshua Reynolds	b) was an English Romantic painter. Born in Suffolk, he is known principally for his landscape paintings of Dedham Vale, the area surrounding his home which he invested with an intensity of affection. His paintings are now among the most popular and valuable in British art, he was never financially successful and did not become a member of the establishment until he was elected to the Royal Academy at the age of 52. He sold more paintings in France than in his native England
3. Thomas Gainsborough	c) was an English portrait and landscape painter. He was noted for the speed with which he applied his paint, and he worked more from his observations of nature (and of human nature) than from any application of formal academic rules
4. John Constable	d) was an English painter, printmaker, pictorial satirist, social critic and editorial cartoonist who has been credited with pioneering western sequential art. His work ranged from realistic portraiture to comic strip-like series of pictures called “modern moral subjects”. Knowledge of his work is so pervasive that satirical political illustrations in this style are often referred to as “Hogarthian”

### III. Translate the following word combinations from English into Ukrainian.

Use these word combinations to make up your sentences.

- a level of importance
- comment on manners and morals
- a controversial and outspoken art critic
- the importance of grandeur
- the conversation piece
- detailed in style
- rival portrait painters
- explore the new freedom of self-expression
- the rough brushstrokes and broken color
- a sense of real living nature

### IV. Agree or disagree. Expound the point of view given in the statement or prove that it is false.

1. The early period of painting in England was represented mostly by Thomas Gainsborough and John Constable.
2. Sir Joshua Reynolds founded a school of portrait painting.



3. William Hogarth was an English painter, printmaker, pictorial satirist, social critic and editorial cartoonist.
4. Hogarth became best known for *The Analysis of Beauty* (1753), which combined practical advice on painting with his own theories of art.
5. Sir Joshua Reynolds was a great English landscape painter.
6. Sir Joshua Reynolds was one of the founders and first President of the Royal Academy.
7. The portraits of Thomas Gainsborough were influenced by the paintings of Sir Joshua Reynolds.
8. Thomas Gainsborough worked more from his observations of nature than from any application of formal academic rules.
9. Constable's approach to painting influenced romantic painters in England.
10. Constable painted portraits of leading aristocrats, politicians, writers, and actors of the day.

V. *Summarize the text in 5 paragraphs specifying the contribution painters made to the English arts.*

VI. *Answer the questions.*

1. What service do you think the artist performs for mankind?
2. Historically there have been various reasons for the making of pictures, apart from the artist's desire to create a work of visual beauty. Can you point out some of them?
3. How does pictorial art serve as a valuable historical record? What can it preserve for the posterity?
4. Why are great artists often recognized only after their death?
5. What kind of painting do you prefer? Why?

VII. *Group discussion.*

1. Is the appreciation of pictures a special faculty which only a few can possess?
2. A great painting enriches our experience of life, just as a great poem does or a great musical composition.
3. "Aesthetic effects" make art especially engaging and illuminating.

### III. **Summing up**

#### **Speaking**

Answer the questions.

1. What is the role of arts?
2. What British painters do you know?

#### IV. Home assignment

Select a reproduction of a portrait painting and discuss it according to the following outline:

1. The general effect.
2. The contents of the picture.
3. The composition and coloring.
4. Interpretation and evaluation.

##### *Keys*

II. 1 d; 2 a; 3 c; 4 b.

III. 1 F; 2 F; 3 T; 4 F; 5 F; 6 T; 7 F; 8 T; 9 F; 10 F.

#### Additional material to the topic “British Painting”

##### Tasks

##### I. *Jigsaw reading*

Ask questions and complete the text.

##### British Painting

##### *Group I*

During *What centuries?*, young members of the British upper classes extended their education with the Grand Tour of continental Europe. There they were introduced to a *What?* that influenced their tastes as adult art patrons. To ensure such high standards in the visual arts, *What?* opened in London in 1769; until the 1800s virtually every major artist in Britain was elected a member or, at least, submitted work for its annual exhibitions.

*What?* is intimately linked with the broader traditions of European painting. Kings and queens commissioned *What?* from German, Dutch, and Flemish artists. *Who?* imparted an aura of perfection even to the most insipid of their sitters. British painters found *What?* from their journeys abroad, in Italy especially.

*Beginning When?*, English artists began to develop their own styles in marine and allegorical painting. In *Whose?* satirical and moralizing scenes of contemporary life one senses the evolution of a new and inherently British idiom. Emphatically propounding the Englishness of his art, *Who?* promoted an academy for the arts, the predecessor of the Royal Academy of Arts. The latter was founded by *Whom?*, whose influential Discourses stressed the preeminence of history painting. Ironically, perhaps the key figure in the development of English history painting was *Who?*, who became the second president of the Royal Academy after Reynolds' death. Other American painters, such as John Singleton Copley, followed *Whose?* example and relo-

cated to London. *Who?* became one of the most celebrated artists of the day and painter to the king.

*What century?* saw a growing interest in landscape painting. Some artists, such as Richard Wilson, painted *What?*, while others, such as Joseph Wright of Derby, pursued more individual and personal visions of the natural world. *Who?*, although known best for his fashionable portraits, painted highly imaginative landscapes and seascapes that relate to no specific time or place.

The great flowering of English landscape painting came *When?*, primarily in the works of two masters, John Constable and J. M. W. Turner. *Whose?* true-to-life views of the English countryside expressed romantic ideals about the essential harmony and purity of nature. *Who?*, on the other hand, was a romantic who sought to project the way in which sun, fire, smoke, wind, and water affected and transformed the physical world. With *What?*, Constable and Turner profoundly influenced the work not only of many subsequent British painters, but of countless American and European artists as well.

### *Group II*

During the 18th and 19th centuries, *Who?* extended their education with the Grand Tour of continental Europe. There they were introduced to a sophisticated level of artistic achievement that influenced *What?*. To ensure such high standards in the visual arts, the Royal Academy opened in London *When?*; until the 1800s virtually every major artist in Britain was elected a member or, at least, submitted work for its annual exhibitions.

The history of British painting is intimately linked with *What?*. Kings and queens commissioned portraits from *What artists?*. Holbein, Van Dyck, and other eminent foreign portraitists imparted *What?* even to the most insipid of their sitters. British painters found inspiration and guidance from their journeys abroad, *Where?* especially.

Beginning in the early eighteenth century, English artists began to develop *What?*. In William Hogarth's satirical and moralizing scenes of contemporary life one senses the evolution of *What?*. Emphatically propounding the Englishness of his art, Hogarth promoted an academy for the arts, the predecessor of *What?*. The latter was founded by Sir Joshua Reynolds, whose influential Discourses stressed *What?*. Ironically, perhaps the key figure in the development of English history painting was the American-born Benjamin West, who became the second president of the Royal Academy after *What?*. Other American painters, such as John Singleton Copley, followed West's

example and relocated *Where?*. Copley became one of the most celebrated artists of the day and *What painter?*.

The late eighteenth century saw *What?*. Some artists, such as Richard Wilson, painted idealized scenes imbued with the spirit of the classical past, while others, such as Joseph Wright of Derby, pursued *What?*. Thomas Gainsborough, although known best for *What?*, painted highly imaginative landscapes and seascapes that relate to no specific time or place.

The great flowering of English landscape painting came during the first half of the nineteenth century, primarily in the works of two masters, *What masters?*. Constable's true-to-life views of the English countryside expressed romantic ideals about *What?*. Turner, on the other hand, was a romantic who sought to project *What way?*. With their fresh vision and powerfully original styles, Constable and Turner profoundly influenced *Whose work?*.

## II. Match.

1. William Hogarth	a) painted idealized scenes imbued with the spirit of the classical past
2. Sir Joshua Reynolds	b) painted highly imaginative landscapes and seascapes that relate to no specific time or place
3. Benjamin West	c) was a painter whose true-to-life views of the English countryside expressed romantic ideals about the essential harmony and purity of nature
4. John Singleton Copley	d) founded the Royal Academy of Arts
5. Richard Wilson	e) pursued more individual and personal visions of the natural world
6. Joseph Wright of Derby	f) was the second president of the Royal Academy
7. Thomas Gainsborough	g) was an American painter who relocated to London and became one of the most celebrated artists of the day and painter to the king
8. John Constable	h) promoted an academy for the arts
9. J. M. W. Turner	i) sought to project the way in which sun, fire, smoke, wind, and water affected and transformed the physical world

### Keys

II. 1 h; 2 d; 3 f; 4 g; 5 a; 6 e; 7 b; 8 e; 9 i.

## LESSON 19–20

**Topic.** Sport in Great Britain

**Aims and objectives:**

- to practice students' habits of getting additional information from the text;
- to teach students how to analyze, generalize and compare the main idea of the material;
- to expand the vocabulary related to the topic.

### PROCEDURE

#### I. Introduction

**Greeting**

T. Good morning, students! I'm glad to see you today! Today we are going to work on the topic "British sport".

**Warm up**

First of all, let's revise your vocabulary, which is connected with sport!

#### I. Match the following phrases:

1. Sport facilities	a) спортивний дух
2. Spectator sport	b) командна участь
3. Amateur sport	c) участь
4. Team work	d) спорт для глядачів
5. Participation	e) спортивні споруди
6. Sportsmanship	f) мати успіх
7. To be a success	g) аматорський спорт

#### II. The main part

**Reading and grammar**

#### II. Try to finish the following sentences and predict the information that will be given in the text:

1. The most popular sport activity in Britain is \_\_\_ .
2. The second most popular sport activity in Britain is \_\_\_ .
3. The fastest growing industry in Britain is \_\_\_ .
4. The favourite sport among TV viewers is \_\_\_ .
5. Modern leisure centres are placed for people to \_\_\_ .
6. Water parks are places where \_\_\_ .

### **III. Read, translate the text.**

#### Sport in Great Britain

The British as a nation do all kinds of things in their free time: they go shopping or jogging, they play darts or football, they collect records or stamps, they go to church or to pub. Of course, some of these are free time activities, like visiting relatives or taking driving lessons, may not be fun. Leisure is the fastest growing industry in Britain.

According to the latest figures, the most popular activity of all is walking: 35 million British people regularly walk two miles or more a day. More energetically, 10 million people go to “keep fit” classes or take part in aerobics or yoga, and half as many do some weight training in a gym. About 9 mln people go cycling, 4 mln go jogging, and the same number play football and golf. Other popular sports are bowling, tennis and squash.

Watching other people playing is also a popular leisure activity: the favourite sports among TV viewers are football, horse-racing, cricket and tennis. But also millions watch the matches on TV, not so many go regularly to the stadium to watch football matches.

The fitness boom of the 80s led in a big rise in the number of people participating in sports.

To cater for this boom over 1.500 private health and fitness clubs and the same number of public leisure centres have been built during the past 20 years. These modern centres with swimming-pools, tennis courts and gyms are places for people to go to spend their leisure time — and their money. Families can even spend their holidays at huge indoor water — parks, where they can play or relax all day long without worrying about the weather outside. But this may not be helping them to get fitter: the British may become a nation of splashers but not a nation of swimmers.

### **IV. Look at these sentences. Do you think are they true or false?**

1. According to the latest figures, the most popular activity of all is walking.
2. Watching other people playing is a boring leisure activity.
3. The favourite sports among TV viewers are bowling, golf and squash.
4. Over 3,000 private health and fitness clubs and the same number of public leisure centres have been built during the past 20 years.
5. The British may become a nation of splashers but not a nation of swimmers.

**V. Read and translate the descriptions of one popular English game.**

**Golf**

More and more people in Britain are finding out that golf, after all, is not a good walk wasted since it is a “walking” game. They are taking to the golf grounds (courses) in numbers that may soon require a crash programme of new courses to meet growing demand. A total of 60 new courses — two thirds of them municipal — were completed in England between 1971–1972, and more are under construction. Many more municipal courses are required, particularly in England, where in the past, the game has been confined very much to private clubs and those who can afford the high membership fees. In Scotland, with its high proportion of municipal courses, golf has always been very much a working — class sport — and the trend is now beginning to be seen in England.

But what of the origins of the game of golf? It is suggested that in Rome the Romans may have downed their armour from time to time to take part in a similar type of game. The Dutch have also a claim. The word “golf” certainly derived from the Dutch word “kolf” — meaning a club.

Originally the balls were made of leather, stuffed with feathers. In 1850 these gave way for

the solid gutta-percha balls. Half a century later came the invention of the rubber-cored ball which, because it led to lower scores, became very popular.

Today’s ball has a semi fluid core surrounded by strips of rubber, wound under high tension. It, of course, has a dimpled surface, and there is a story behind this. All golf equipment has become more sophisticated, but even today some of the world’s top golfers still rely on an old hickory-shafted putter which would not have been new even in their grandfather’s time.

**VI. Fill in the missing words.**

1. They are taking to the golf g-----s in numbers that may soon require a c-----h p-----e of new courses to meet growing demand.
2. In Scotland, with its high p-----n of m-----l courses, golf has always been very much a working — class sport.
3. It is suggested that in R-----s may have downed their a-----r from time to time to take part in a similar type of game.
4. Originally the balls were made of l-----r, stuffed with f-----s.
5. Half a century later came the i-----n of the r-----r — cored ball which, because it led to lower scores, became very popular.

**VII. Which of the sports are these people talking about? Give reasons.**

1. The ball has a natural curve on it so it doesn't go in a straight line on the grass.
2. Provided it's not too windy at the top, there's no problem.
3. It is incredibly noisy, fast, and dangerous, but it's really exciting to watch.
4. You get sore at first and can hardly sit down, but you get used to it after a while.
5. You need a good eye and a lot of concentration.

**III. Summing up****Speaking**

Answer the questions.

1. Can any kinds of sport be considered typically British?
2. Which sport do you consider to be the the most popular among British people?
3. What do you think should be done to make sport even more popular in our country?

**IV. Home assignment**

Collect pictures of the famous British sportsmen and make a wall chart.

*Keys*

- I. 1 e; 2 d; 3 g; 4 b; 5 c; 6 a; 7 f.
- II. 1. walking; 2. "keep fit"; 3. leisure; 4. to go to spend their leisure time and money; 5. people can play or relax there all day.
- IV. 1 T; 2 F; 3 F; 4 F; 5 T.
- VI. 1. ground, crash-programme; 2. proportion, municipal; 3. Romans, armour; 4. leather, feathers; 5. invention, rubber.
- VII. 1. golf; 2. badminton; 3. football; 4. horse-riding; 5. darts.

**Additional material to the topic  
"Sport in Great Britain"**

**Tasks****I. Read the text and put the correct form of the verb:**

Many kinds of sport \_\_ (to originate) from England. The English \_\_ (to have) a proverb, "All work and no play makes Jack a dull boy". They do not think that play is more important than work; they



\_\_ (to think) that Jack will do his work better if he plays as well, so he is \_\_ (to encourage) to do both. Association football, or soccer is one of the most popular games in the British Isles \_\_ (to play) from late August until the beginning of May. In summer the English national sport is cricket. When the English say: “that’s not cricket” it means “that’s not fair”, “to play the game” means “to be fair”. Golf is Scotland’s chief contribution to British sport. It is worth noting here an interesting feature of sporting life in Britain, namely, its frequently close connections with social class of the players or spectators except where a game may be \_\_ (to say) to be a “national” sport. This is the case with cricket in England which \_\_ (to play) and \_\_ (to watch) by all classes. This is true of golf, which is everywhere in the British Isles a middle-class activity. Rugby Union, the amateur variety of Rugby football, is the Welsh national sport \_\_ (to play) by all sections of society whereas, elsewhere, it too is a game for the middle classes. Association football is a working-class sport as are boxing, wrestling, snooker, darts, and dog-racing. As far as fishing \_\_ (to concern) it is a sport where what \_\_ (to catch) determines the class of a fisherman. Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker (billiards), pool and darts are the next most popular sports among men. Aerobics (keep-fit exercises) and yoga, squash and cycling are among the sports where participation (to increase) in recent years. There are several places in Britain associated with a particular kind of sport. One of them is Wimbledon where the All-England Lawn Tennis Championship \_\_ (to held) in July (since 1877) . The other one is Wembley — a stadium in north London where international football matches, the Cup Finals and other events \_\_ (to take) place since 1923.

## II. Answer the questions.

1. What does the phrase “All work and no play makes Jack a dull boy” mean?
2. What are the most popular games in British Isles.
3. What is the English national sport in summer?
4. What does it mean: “that’s not cricket” and “that’s not fair”?
5. What is the Welsh national sport?

### Keys

- I. Originated; have; think; encouraged; played; said; is played, watched; played; is concerned; fought; is held; have taken.

**LESSON 21–22**

**Topic.** Educational system of Great Britain

**Aims and objectives:**

- to practice students' habits of getting additional information from the text;
- to develop students' speaking, writing and grammar skills;
- to expand the vocabulary related to the topic.

**PROCEDURE****I. Introduction****Greeting**

Good morning, students! I'm glad to see you today! Today we are going to work on the topic "The system of education in Great Britain".

**Warm up:**

Answer the questions:

1. What do you like and dislike in the system of education of our country?
2. Do you think there should be private and state schools? Why? Give your reasons!
3. The system of education in Great Britain is considered to be one of the most successful in the world. Do you agree with this?

**II. The main part****Reading and grammar****I. Read the text and complete the sentences.****Types of Schools**

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18. Before 1965 all children had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance of with the results of the tests.

State schools are divided into the following types:

- Grammar schools. Children who go to grammar schools are usually those who show preference for academic subjects, although many grammar schools now also have some technical courses.
- Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

- Modern schools. Boys and girls who are interested in working with their hands and learning in a practical way can go to technical schools and learn some trade.
- Comprehensive schools. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges or further education. Those who become students at Colleges of Technology (called "Techs") come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

1. Before 1965 all children had to go through \_\_\_ .
2. Comprehensive schools usually combine \_\_\_ .
3. \_\_\_ charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.
4. After leaving school many young people \_\_\_ .
5. The lectures at colleges, each an hour long, start at \_\_\_ and end at \_\_\_ in the afternoon.

## II. *Put the verbs in brackets into the right form.*

### British Schools

Schooling is voluntary under the age of 5 but there is some free nursery school education before that age. Primary education \_\_\_ (to take) place in infant schools for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years) . Some areas \_\_\_ (to have) different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years.

Secondary education \_\_\_ (to have) been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer. In 1965 non-selective comprehensive schools \_\_\_ (to introduce) . Most local education authorities have now completely changed over to comprehensive schooling.

At the age of 16 pupils \_\_\_ (to take) school-leaving examinations in several subjects at the Ordinary level. The exam used to be conducted by eight independent examining boards, most of them \_\_\_ (to connect)

with the university. This examination could also be taken by candidates at a further education establishment. This exam \_\_ (to call) the General Certificate of Education (GCE). Pupils of comprehensive school \_\_ (to take) the examination called the Certificate of Secondary Education either with or instead of the GCE.

A GCE of Advanced (“A”) level \_\_ (to take) two years after the Ordinary level exam. It was the standard for entrance to university and to many forms of professional training. In 1988 both examinations \_\_ (to replace) by the more or less uniform General Certificate of Secondary Education.

The private sector \_\_ (to be) running parallel to the state system of education. There are over 2500 fee-charging independent schools in Great Britain. Most private schools \_\_ (to be) single-sex until the age of 16. More and more parents seem prepared \_\_ (to take) on the formidable extra cost of the education. The reason is the believe that social advantages \_\_ (to gain) from attending a certain school. The most expansive day or boarding schools in Britain are exclusive public schools like Eton college for boys and St. James’ school for girls.

### III. Complete the sentences with prepositions below.

Under; before; in; for; on
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1. Schooling is voluntary \_\_ the age of 5 but there is some free nursery school education \_\_ that age.
2. Primary education takes place \_\_ infant schools \_\_ pupils ages from 5 to 7 years.
3. Pupils \_\_ comprehensive school take the examination called the Certificate of Secondary Education.
4. There are over 2500 fee-charging independent schools \_\_ Great Britain.
5. More and more parents seem prepared to take \_\_ the formidable extra cost of the education.

### IV. Read the text put the verbs in brackets into the Passive Voice.

Universities and Colleges in Great Britain

There are over 90 universities in Great Britain. They \_\_ (to divide) into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), in the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating from polytechnic a student got a degree, but it was not a university degree.

31 former polytechnics \_\_ (to give) university status in 1992. The degree of Bachelor of Art or Science \_\_ (to offer) to full courses of study.

Most degree courses at universities last three years, language courses 4 years (including year spent aboard) . Medicine and dentistry courses are longer (5–7 years) .

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence. Students don't usually have a job during term time because the lessons, which \_\_ (to call) lectures, seminars, classes or tutorials, are full time. However, many students now have to work in the evenings.

University life \_\_ (to consider) "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions, which \_\_ (to connect) with medicine.

#### V. *Circle the letter of the best answer.*

1. There are over [a] 100, b) 90, c) 50] universities in Great Britain.
2. They are divided into [a] three types, b) two types, c) five types.]
3. Most language courses at universities last [a] four, b) three, c) two] years.
4. Medicine and dentistry courses last [a] 3–4 years, b) 4–5 years, c) 5–7] years.
5. Students may receive [a] money, b) grants, c) books] from the Local Education Authority.

### III. **Summing up**

#### **Speaking**

Answer the questions.

1. What three types of state school in Britain can you name?
2. What the most outstanding universities in Britain can you name?

Find at least three differences and three similarities between the system of education in Great Britain and Ukraine.

### IV. **Home assignment**

Make a chart of comparison of education in England and Ukraine.

*Keys*

- I. 1. special intelligence tests; 2. all types of secondary education; 3. private schools; 4. go to college or further education; 5. 8.15, 4.45.
- II. takes, have, has, were introduced, take, are connected, was called, took, was taken, were replaced, is, are, to take, are gained.
- III. 1 under, before; 2 in, for; 3 of; 4 in; 5 on.
- IV. are divided, were given, was offered, are called, is considered, are connected.
- V. 1 b, 2 a, 3 b, 4 c, 5 b.

**Additional materials to the topic  
“Educational system of Great Britain”**

**Read the text and do the following tasks.****Oxford**

England is famous for its educational institutes. There were many different kinds of schools in Medieval England and the English universities were one of the most significant creations. The students who attended either Oxford or Cambridge Universities set an intellectual standard that contrasted markedly with the norm of Medieval England. Today both Universities are internationally renowned centres for teaching and research, attracting students and scholars from all over the world.

The University of Oxford, located in the city of Oxford is one of the oldest and most highly revered Universities in Europe. It was the first university established in Britain. Oxford is situated about 57 miles (90 km) north-west of London in its own county of Oxfordshire. The city lies at the confluence of the Rivers Cherwell and Thames, or “Isis”, as it is locally known, giving the opportunity to enjoy such pleasant pursuits as boating and punting, or a stroll along river banks. The story of Oxford is one of a war, plague, religious persecution, heroes and the emergence of one of the greatest Universities in the world. Known as the city of “Dreaming Spires”, Oxford is dominated by the Medieval architecture of the University, and the exquisite gardens within.

According to legend Oxford University was founded by King Alfred the Great in 872 when he happened to meet some monks there and had a scholarly debate that lasted several days. A more realistic sce-

nario is that it grew out of efforts begun by Alfred to encourage education and establish schools throughout his territory.

The first college, University College, was founded in 1249 by William of Durham. Other notable colleges include All Souls (founded in 1438), Christ Church (founded in 1546) and Lady Margaret Hall (founded in 1878), which was the first women's college. Since 1974, all but one of Oxford's colleges have changed their statutes to admit both men and women. St Hilda's remains the only women's college, and the rest enroll both men and women.

Today Oxford University is comprised of thirty-nine colleges and six permanent private halls, founded between 1249 and 1996, whose architectural grandeur, together with that of the University's libraries and museums, gives the city its unique character. More than 130 nationalities are represented among a student population of over 18,000. There have been many famous people who have studied at Oxford University and they include John Locke, Adam Smith, Percy Bysshe Shelley, Lewis Carroll, Oscar Wilde, J. R. Tolkien, Indira Gandhi, Baroness Margaret Thatcher, Bill Clinton, Rupert Murdoch, Rowan Atkinson (Mr Bean), and Hugh Grant. All in all, Oxford has produced four British and at least eight foreign kings, 47 Nobel prize-winners, 25 British Prime Ministers, 28 foreign presidents and prime ministers, seven saints, 86 archbishops, 18 cardinals, and one pope. Seven of the last eleven British Prime Ministers have been Oxford graduates.

### ***I. True or false?***

1. The University of Oxford, located in the city of Oxford is one of the modern and most highly revered Universities in Europe.
2. According to legend Oxford University was founded by King Alfred the Great in 872.
3. The first college, University College, was founded in 1549 by William of Durham.
4. Today Oxford University is comprised of forty-nine colleges.
5. More than 130 nationalities are represented among a student population of over 18,000.

### ***II. Read the text and complete the sentences.***

Cambridge

University of Cambridge is the second-oldest university in the English-speaking world (after Oxford). The start of the University is generally taken as 1209, when some masters and students arrived in Cambridge after fleeing from rioting in Oxford.

Cambridge is situated about 50 miles (80 km) north of London. The town of Cambridge originally took its name from the river on which it stood — the Granta. Through a convoluted process of evolution, the name ‘Grontabricc’ became ‘Cambridge’, and the river became the ‘Cam’. The town is referred to in Chaucer’s *Canterbury Tales* as ‘Canterbridge’.

The university was basically established to study for religious purposes. The earliest teaching sessions of the University were carried out in churches or private houses. This was obviously unsatisfactory, and so the University authorities began to establish buildings for its own use. Some of these early ‘schools’ still exist on the site known, appropriately, as the ‘Old Schools’. During the 14th and 15th Centuries, the University gradually gained its independence from the church, with the Chancellor taking on both religious and civil duties.

Cambridge University is composed of more than thirty constituent colleges, one of the most illustrious of which is Emmanuel College. This college was founded in 1584 by Sir Walter Mildmay, Chancellor of the Exchequer to Queen Elizabeth I. Many Emmanuel graduates, including John Harvard, were among those who settled in New England in the first half of the 17th century. The oldest building is in St John’s College but the oldest college as institution is Peterhouse, dates from 1284. King Henry VIII founded the largest college, Trinity, in 1546.

The University at present has more than 16,500 full-time students — over 11,600 undergraduates and nearly 5,000 graduates. About 17% of the student body is from overseas, coming from over 100 different countries. Because of its high academic reputation, admission to the University is highly competitive, and most overseas students already have a good degree from a university in their own country.

The list of illustrious alumni is endless. Among the most famous are Desiderius Erasmus, Francis Bacon, Christopher Marlowe, Lord Byron, Charles Darwin, Ludwig Wittgenstein, Jawaharlal Nehru, Vladimir Nabokov, Lee Kuan Yew (PM of Singapore from 1959 to 1990), and Rajiv Gandhi. The great Russian scientist Pavlov came to Cambridge to receive the degree of the Honorary Doctor of Cambridge. University of Cambridge is known as a great centre of science, where many famous scientists have worked.

1. The town of Cambridge originally took its name from the river on which it stood — \_\_\_ .
2. The university was basically established to study for \_\_\_ .
3. Cambridge University is composed of more than \_\_\_ .
4. This college was founded in 1584 by \_\_\_ .
5. Among the most famous are \_\_\_ .



*Keys*

- I 1 F; 2 T; 3 F; 4 F; 5 T.
- II. 1. the Granta; 2. religious purposes; 3. thirty constituent colleges; 4. Sir Walter Mildmay, Chancellor of the Exchequer to Queen Elizabeth I; 5. Desiderius Erasmus, Francis Bacon, Christopher Marlowe, Lord Byron, Charles Darwin, Ludwig Wittgenstein, Jawaharlal Nehru, Vladimir Nabokov, Lee Kuan Yew (PM of Singapore from 1959 to 1990), and Rajiv Gandhi.

**LESSON 23**

**Topic.** The science of Great Britain

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop interactive skills based on the country study; to develop skills in reading and speaking;
- to expand students' knowledge about prominent British scientists.

## PROCEDURE

**I. Introduction****Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Science".

**Warm up**

Answer the questions.

1. What is the role of science?
2. How can scientific progress influence people's life?
3. What recent scientific achievements can you name?

**II. The main part****I. Jigsaw reading**

Ask questions and complete the text.

*Group I*

*What society?*, known simply as the Royal Society, is a learned society for science, and is possibly the oldest such society in existence. Founded *When?*, it was granted a Royal Charter by King Charles II as the "Royal Society of London". The Society today acts as *What?*, receiving a parliamentary grant-in-aid. The Society acts as the UK's

Academy of Sciences, and funds research fellowships and scientific start-up companies.

The Society is governed by *What?*, which is chaired by Society's President, according to a set of Statutes and Standing Orders. *Who?* are elected from and by its Fellows, the basic members of the Society, who are themselves elected by existing Fellows. There are currently *How many?* Fellows. The current President is Lord Rees of Ludlow. *Since When?*, the Society has been based at 6–9 Carlton House Terrace, a Grade I listed building in central London that underwent a substantial renovation between 1999 and November 2003.

#### Functions and activities

The Society has *What?*. It supports modern science; it finances approximately *How many?* research fellowships both early and late career scientists, along with innovation, mobility and research capacity grant. Its Awards, prize lectures and medals all come with prize money intended to finance research, and it provides media skills courses for research scientists. *When?*, the Society opened the Royal Society Enterprise Fund, intended to invest in new scientific companies and be self-sustaining, funded (after an initial set of donations on the 350th anniversary of the Society) by the returns from its investments.

Through its Science Policy Centre, the Society acts as *What?*. It publishes several reports a year, and serves as the Academy of Sciences of the United Kingdom. *Since When?*, government problems involving science were irregularly referred to the Society, and by 1800 it was done regularly. The Society now formally acts as Her Majesty Government's chief scientific advisor, and is the United Kingdom's Academy for Sciences.

#### Group II

The Royal Society of London for the Improvement of Natural Knowledge, known simply as the Royal Society, is *What?*. Founded in November 1660, it was granted a Royal Charter by *Whom?* as the "Royal Society of London". The Society today acts as a scientific advisor to the British government, receiving a parliamentary grant-in-aid. The Society acts as *What?*, and funds research fellowships and scientific start-up companies.

The Society is governed by its Council, which is chaired by Society's President, according to *What?*. The members of Council and the President are elected from and by its Fellows, the basic members of the Society, who are themselves elected by *Whom?*. There are currently

1,314 Fellows. The current President is *Who?*. Since 1967, the Society has been based *Where?*.

### Functions and activities

The Society has a variety of functions and activities. It supports *What?*; it finances approximately 700 research fellowships both early and late career scientists, along with innovation, mobility and research capacity grant. *What?* come with prize money intended to finance research, and it provides media skills courses for research scientists. In 2008, the Society opened *What?*, intended to invest in new scientific companies and be self-sustaining, funded (after an initial set of donations on the 350th anniversary of the Society) by the returns from its investments.

Through its Science Policy Centre, the Society acts as an advisor to the European Commission and the United Nations on matters of science. It publishes *What?*, and serves as the Academy of Sciences of the United Kingdom. Since the middle of the 18th century, government problems involving science were irregularly referred to the Society, and by 1800 it was done regularly. The Society now formally acts as *What?*, and is the United Kingdom's Academy for Sciences.

### ***II. Listen to the text. Agree or disagree the statements. Expound the point of view given in the statement or prove that it is false.***

Sir Isaac Newton when he was a boy, was more interested in making mechanical devices than in studying. He made a windmill which could grind wheat and corn, and he made a water clock and a sundial. His teachers thought of him as a poor student.

He wanted to go to college, but he didn't have the money to go. He enrolled at the lowest entry. In this position he had to serve the other students by running errands for them. He even ate the leftovers of their meals, but he would do anything to get an opportunity to learn. Even when he was in college, he was not outstanding and received no awards.

When the university shut down because of the plague, he went home and continued to study on his own. He had a notebook with 140 blank pages and he began to fill them with notes as he read and experimented.

His childlike curiosity led him to make some very important discoveries when he became a man. Within a period of a year and half he made three great discoveries.

One day when he was drinking tea in the garden, he saw an apple fall to the ground. He started thinking about why it fell, and finally

concluded that the same force which caused the apple fall to also kept the moon in orbit around the earth. This same force, gravity, also kept the planets in orbit around the sun.

The apple fall led to his three basic laws of motion: An object in motion tends to remain in motion unless an external force stops it; an object moves in a straight line unless some force diverts it; and for every action, there is an equal and opposite reaction. He didn't publish his findings for a long time. Edmund Halley, an astronomer, urged him to publish the things he had learned.

His second discovery was about light and the properties of light. He spent months in a darkened room doing experiments. He passed a beam of sunlight through a prism and discovered that the beam of light was broken down into different colors. His conclusion: something that appears green, such as grass, looks green because it reflects the green light in the sun and absorbs most of the other colors.

Some of his experimenting was dangerous. He would look at the sun, (something his mother had told him never to do), and he would stare at the reflection of the sun in a mirror until he lost his sight. Then he shut himself up in a dark room for several days until his vision finally returned.

He also made a reflecting telescope to use in his studies.

Newton's third great discovery was in the field of math when he developed a kind of math we call calculus. He was just 24 years old at the time. However, he did not publish his findings for about 20 years, and by then someone else had figured out the same thing. Newton said the man had stolen his idea. There was a bitter debate over which man made the discovery. Newton got his friends to say he was the one. However, 200 years later, it was decided that both men had come to the same conclusion without help from the other one.

By the time he was in his mid 50's he had worn himself out and suffered from exhaustion. Some were even afraid he might have mercury poisoning caused by his experiments.

In 1696 he became the head of the mint where the coins were made. There was a lot of counterfeiting. People were making their own coins. So the mint started replacing all the coins with new coins. Newton would dress up in disguises so no one would know him, and he would go out on the streets of London to try and catch the counterfeiters. He was successful in capturing the people who were responsible.

Sir Isaac Newton never married. It is said he was very generous with his nieces and nephews and with the scientists who helped him in his work.

1. Sir Isaac Newton when he was a boy, was interested in studying.
2. He was very rich.
3. He has never studied of his own.
4. Within a period of two years and half he made three great discoveries.
5. He concluded that the same force which caused the apple fall to also kept the moon in orbit around the earth.
6. His second discovery was about fire.
7. Newton's third great discovery was in the field of math when he developed a kind of math we call calculus.
8. He lost his sight and his vision has never returned.
9. He published his findings at once.
10. Someone else figured out the same discovery.
11. By the time he was in his mid 50's he had worn himself out and suffered from exhaustion.
12. In 1697 he became the head of the mint where the coins were made.
13. Sir Isaac Newton had two wives.
14. He was very generous.

**III. Use the previous exercise to retell the text.**

**IV. Read the text and answer the questions.**

Michael Faraday, (22 September 1791 — 25 August 1867) was an English chemist and physicist who contributed to the fields of electromagnetism and electrochemistry.

Faraday studied the magnetic field around a conductor carrying a DC electric current, and established basis for the electromagnetic field concept in physics. He discovered electromagnetic induction, diamagnetism, and laws of electrolysis. He established that magnetism could affect rays of light and that there was an underlying relationship between the two phenomena. His inventions of electromagnetic rotary devices formed the foundation of electric motor technology, and it was largely due to his efforts that electricity became viable for use in technology.

As a chemist, Michael Faraday discovered benzene, investigated the clathrate hydrate of chlorine, invented an early form of the Bunsen burner and the system of oxidation numbers, and popularized terminology such as anode, cathode, electrode, and ion.

Although Faraday received little formal education and knew little of higher mathematics, such as calculus, he was one of the most influential scientists in history. Some historians of science refer to him as

the best experimentalist in the history of science. Faraday's law of induction states that magnetic flux changing in time creates a proportional electromotive force.

Faraday was the first and foremost Fullerian Professor of Chemistry at the Royal Institution of Great Britain, a position to which he was appointed for life.

Albert Einstein kept a photograph of Faraday on his study wall alongside pictures of Isaac Newton and James Clerk Maxwell.

Faraday was highly religious; he was a member of the Sandemanian Church, a Christian sect founded in 1730 that demanded total faith and commitment. Biographers have noted that "a strong sense of the unity of God and nature pervaded Faraday's life and work".

1. Who is Michael Faraday?
2. What did he discovered?
3. What formed the foundation of electric motor technology?
4. What did he discovered as a chemist?
5. Did he receive a good education?
6. What does the law of induction state?
7. Who kept a photograph of Faraday on his study wall? Why?
8. What was the role of religion in his life?

#### ***V. Read the text and find 10 mistakes.***

Ernest Rutherford, 1st Baron Rutherford of Nelson, (30 August 1871–19 October 1937) was a British-New Zealand chemist and physicist who become known as the father of nuclear physics. In early work he discovered a concept of radioactive half life, proved that radioactivity involved the transmutation of one chemical element to another, and also differentiated and named alpha and beta radiation. He was awarded the Nobel Prize in Chemistry in 1908 "for his investigations into the disintegration of the elements, and the chemistry of radioactive substances".

Rutherford performed his more famous work after he received this prize. In 1911, he postulate that atoms have their positive charge concentrated in a very small nucleus, and thereby pioneered a Rutherford model, or planetary, model of the atom, through his discovery and interpretation of Rutherford scattering in his gold foil experiment. He is widely credited with first splitting the atom in 1917, and leading first experiment to "split the nucleus" in a controlling manner with two students under his direction, John Cockcroft and Ernest Walton in 1932.

### III. Summing up

#### Speaking

Answer the questions.

1. What learned societies do you know? What is the most famous among them?
2. What British scientists can you name? What are their discoveries?

### IV. Home assignment

#### Writing

Discoveries that changed our world.

#### Keys

- II. 1 F; 2 F; 3 F; 4 F; 5 T; 6 F; 7 T; 8 F; 9 F; 10 T; 11 F; 12 F; 13 F; 14 T.  
V.

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#### Additional material to the topic “The science of Great Britain”

#### Tasks

#### I. Read the text and find 10 mistakes.

English inventions and discoveries

Prominent English figures from the field of science and mathematics includes Sir Isaac Babbage, Charles Darwin, Stephen Hawking, Christopher Wren, Alan Turing, Francis Crick, Joseph Lister,

Tim Berners-Lee, Andrew Wiles and Richard Dawkins. Experts claim that an earliest concept of a metric system was invented with John Wilkins, first secretary of the Royal Society at 1668. As birthplace of the Industrial Revolution, England was home to much significant inventors during the late 18th and early 19th century. Famous English Newton, Michael Faraday, Robert Hooke, Robert Boyle, Joseph Priestley, J. J. Thomson, Charles engineers include Isambard Kingdom Brunel, best known for the creation of the Great Western Railway, a series of famous steamships, and numerous important bridges, hence revolutionising public transport and modern-day engineering.

Inventions and discoveries of the English includes: the first industrial spinning machine, the first computer and the first modern computer, the World Wide Web along with HTTP and HTML, a first successful human blood transfusion, the vacuum cleaner, the lawnmower, the seat belt, the hovercraft, the electric motor, the microphone, steam engines, and theories such as the Darwinian theory of evolution and atomic theory. Newton developing the ideas of universal gravitation, Newtonian mechanics, and infinitesimal calculus, and Robert Hooke his eponymously named law of elasticity. Others inventions include the iron plate railway, the thermosiphon, tarmac, the rubber band, the mousetrap, “cat’s eye” road safety device, joint development of the light bulb, steam locomotives, the seed drill, the jet engine and many modern techniques and technologies using in precision engineering.

## **II. Answer the questions.**

1. What prominent English figures from the field of science and mathematics can you name?
2. Whom was the earliest concept of a metric system invented by?
3. Who was the first secretary of the Royal Society in 1668.
4. What country is a birthplace of the Industrial Revolution?
5. What inventions and discoveries of the English can you name?
6. What is Newton famous for?

## **III. Write**

Discovery (invention) that changed our world.

*Keys*

I

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## LESSON 24

**Topic.** British Youth

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking;
- to expand students’ knowledge about youth organizations in Great Britain and the participation of British youth in political life of their country.

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we’re going to work on the topic “British Youth”.

**Warm up**

Answer the questions.

1. What are the problems of British youth?
2. What youth organizations in Great Britain can you name? In your country?

**II. The main part****I. Read the text and put the verbs in brackets into the correct form.**

Youth organizations in Great Britain

There \_\_ (to be) about 60 youth organizations in Great Britain. All youth organizations \_\_ can (to divide) into three large groups:

1. non-political organizations;
2. youth organizations associated with political parties;
3. youth organizations controlled by religious bodies.

The two largest non-political youth organizations \_\_ (to be) the associations of the Boy Scouts and the Girl Guides. There \_\_ (to be) about 1300000 boys and girls in them. The membership \_\_ (to be) voluntary.

The Scout Association \_\_ (to form) in 1908 by general Baden Powell. His idea \_\_ (to be) to train boys in mapping, signaling, knotting, first aid and all the skills that \_\_ (to arise) from camping and outdoor activities. Most important of all for a Scout \_\_ (to be) to make a promise that he \_\_ (to do) his best to do his duty to.

The Boy Scouts (to have) a left-handed handshake, a special badge and the motto "Be Prepared". The Scout Law \_\_ (to embrace) "honour, obedience, cheerfulness, thrift and cleanliness in thought and deed.

The Scout movement \_\_ (to intend) for boys from 11 to 14 (15), but in 1916 Baden Powell \_\_ (to introduce) a programme for younger people. He \_\_ (to call) them Wolf Cubs. They \_\_ (to have) special uniforms, badges, a special training system and the motto "Do your best!". The Wolf Cub pack \_\_ (to base) on Kipling's "Jungle Book" about learning to survive.

The Girl Guides Association \_\_ (to found) by Baden Powell in 1910. It \_\_ (to divide) into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training \_\_ (to plan) to develop intelligence and practical skills including cookery, needlework, childcare. Like a Scout a Girl Guide must (to be) be a friend to animals.

There \_\_ (to be) some other non-political organizations: the Combined Cadet Force, Sea Cadet Corps, the Woodcraft Folk, the Youth

Hostels Association, the National Federation of Young Farmers Clubs, Greenpeace.

There \_\_\_ (to be) several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (YCND) \_\_\_ (to unite) young people and \_\_\_ (to organize) mass rallies and meetings, demonstrations, marches of protest, festivals. It \_\_\_ (to co-operate) with the National Union of Students.

Religious young organizations and groups \_\_\_ (to aim) at helping to elderly people or working in hospitals. There \_\_\_ (to be) even groups where young people \_\_\_ (to help) released prisoners \_\_\_ (to start) then life a-new. Religious organizations \_\_\_ (to pay) attention not only to the study of religious views but \_\_\_ (to involve) youth into such activities as music festivals and amateur theatre.

As you see, all these organizations \_\_\_ (to aim) at preserving and strengthening the social and political system existing in the country. Many of them \_\_\_ (to do) and still (to do) useful work in providing leisure facilities for young English people.

## II. Complete the sentences.

- All youth organizations can be divided into three large groups: \_\_\_ .
- The two largest non-political youth organizations are \_\_\_ .
- In the Scout Association boys are trained in \_\_\_ .
- The Scout Law \_\_\_ .
- Wolf Cubs are \_\_\_ .
- The Girl Guides Association was founded \_\_\_ .
- Non-political organizations are \_\_\_ .
- The Youth Campaign for Nuclear Disarmament \_\_\_ .
- The aim of religious young organizations and groups is \_\_\_ .
- All these organizations \_\_\_ .

## III. Answer the questions.

- How many youth organizations are there in Britain?
- What groups can they be divided into?
- What was the idea of Baden Powell?
- What is the motto of The Boy Scouts?
- Who are Wolf Cubs?
- What are the sections of the Girl Guides Association?
- What other non-political organizations can you name?
- What can you say about The Youth Campaign for Nuclear Disarmament?
- What is the aim of religious young organizations and groups?
- What common features do all these organizations have?

#### **IV. Find 10 mistakes in the text.**

##### The Participation of British Youth in Political Life of Their Country

Politics are an integral part of our life. And it really doesn't matter whether you are a politician by profession or a plumber who is far from world of politics. Actually you may not be interesting in politics but politics still will be interested in you. The fact is that every person above 18 years old both in our country and in Great Britain from the politician's point of view regarded as a voter, his potential supporter. That's why the participation of all the people of the country is so essential and of great importance for politicians.

Unfortunately for them the late public opinion polls showed political apathy among the young people. The sociologists say that the youth is simply not interested in political life of theirs country.

The problem of youths's participation in political life of a country is very ambiguous. There are several major reasons for young people's lack of interest. They are:

- 1) considering politic boring and waste of time;
- 2) lack of knowledge about the political system of the country';
- 3) the assurance of no relevance of the participation;
- 4) excessive influence of parents on their child's political identification.

On the other hand the rise of activity of the youth on the local level has seen recently and the interest to the nation-wide and global problems is fixated. These are good symptoms which indicate the recovery of the British society.

Of course some forms of political participation in Britain appear to be in crisis. Moreover, the way that the media and politicians have responded to the apparent crisis of youth participation have become a self-fulfilling prophecy. A full review of young people's place in the political environment is needed. This require the application of different criteria for evaluating youth interests, and the avoidance of some of the most routinely used phrases to describe young people's attitudes to politics.

The mediated portrayal of youth, politics and citizenship is critical to the future of any democratic state. Frequently charged with being dangerously apathetic, news media could look towards changing common media representations of young citizens, and promote more active contributions.

#### **V. Agree or disagree the statements. Expound the point of view given in the statement or prove that it is false.**

1. The youth is simply not interested in political life of their country.

2. Young people consider politics boring and waste of time.
3. Parents don't influence their child's political identification.
4. The rise of activity of the youth on the local level has seen recently.
5. There is no relevance of the participation of British youth in political life of their country.

### III. Summing up

What is the role of youth organizations in Great Britain?

### IV. Home assignment

#### Writing

What organization would you like to join? Why?

#### Keys

- I. are; be divided; are; are; is; was formed; was; would arise; was; would do; had; embraces; was intended; introduced; called; had; is based; was founded; is divided; is planned; be; are; unites; organize; co-operates; aim; are; help; to start; pay; involve; aim; have done; are doing.

#### IV.

Politics is an integral part of our life. And it really doesn't matter whether you are a politician by profession or a plumber who is far from world of politics. Actually you may not be interested in politics but politics still will be interested in you. The fact is that every person above 18 years old both in our country and in Great Britain from the politician's point of view is regarded as a voter, his potential supporter. That's why the participation of all the people of the country is so essential and of great importance for politicians.

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### **Additional material to the topic “British Youth”**

#### **Tasks**

#### ***I. Listen to the text and complete the sentences.***

##### **British Youth**

Most 18 and 19 year-olds in Britain are quite independent people. English people say that children grow up more quickly now. Relationships within the British family are different now. Children have more freedom to make their own decisions.

For example, children aged 13 may be employed part time in Great Britain. Age 15 is legally a “young person” not a “child”. Age 16 is a school leaving age. They can leave home, drive a moped, marry with “parents’ consent” buy beer. Age 17 can drive a car. Age 18 can vote, get married, drink in pubs.

Education is a very important part in the life of British youth. One can't become an independent person without it. When time comes to enter a college a young Englishman chooses one far away from home. It is a necessary part of becoming adult.

During the last 30 years there were a lot of different trends in youth movements. All of them were characterized by their own philosophy, way of life, style of dressing. Each tendency was born by the influence of economic and political changes in the society. Those trends are known as the “hippies” the “punks” the “rockers”.

But certainly there are different traditional youth organizations in Great Britain. Among them — the Scout Association, the Girl Guides

Association, the National Union of Students, the Youth Club. The latter offers, for example, a wide range of sporting and social activities.

The National Union of Students was founded in 1922. It operates through local branches in colleges and universities. It promotes the educational, social and general interests of students.

But certainly the most numerous is the Scout Association, founded in 1908 for boys and in 1910 for girls by Lord Baden-Powel. The Scout movement is to encourage a sense of adventure and of responsibility for others among young people. The programme of training is planned to develop intelligence and practical skills, to promote health and a sense of service.

Scout training is complementary to the ordinary education. Scouts train in mapping, signalling, first aid and all the skills that arise from camping and similar outdoor activities.

British scouts take part in international scout meetings, which are held approximately every four years.

The membership in this or that youth organization is not compulsory in Great Britain. But everyone can find the activity he likes most.

1. Most 18 and 19 year-olds in Britain are \_\_\_ .
2. Children aged 13 may be \_\_\_ .
3. When time comes to enter a college a young Englishman \_\_\_ .
4. During the last 30 years there were a lot of \_\_\_ .
5. Each tendency was born by the influence of \_\_\_ .
6. There are different traditional youth organizations in Great Britain: \_\_\_ .
7. The National Union of Students was founded \_\_\_ .
8. The Scout Association was founded \_\_\_ .
9. The Scout movement is \_\_\_ .
10. Scouts train in \_\_\_ .

**II. Agree or disagree with the statements.**

1. Most 15 and 16 year-olds in Britain are quite independent people.
2. Children have no freedom to make their own decisions.
3. Children aged 15 may can leave home, drive a moped, marry with "parents' consent".
4. Education is a very important part in the life of British youth.
5. Youth movements are characterized by their own philosophy, way of life, style of dressing.
6. The Youth Club was founded in 1922.
7. The National Union of Students promotes the educational, social and general interests of students.

8. The Scout Association was founded in 1910 for boys and in 1908 for girls by Lord Baden-Powel.
9. The Scout movement is to encourage a sense of adventure and of responsibility for others among young people.
10. International scout meetings are held approximately every five years.

### Keys

- II. 1 F; 2 F; 3 F; 4 T; 5 T; 6 F; 7 T; 8 F; 9 T; 10 F.

## LESSON 25–26

**Topic.** British holidays and traditions

### Aims and objectives:

- to practice students' habits of getting additional information from the text;
- to develop students' speaking, writing and grammar skills;
- to expand the vocabulary related to the topic.

### PROCEDURE

#### I. Introduction

##### Greeting

T. Good morning, students! I'm glad to see you today! Today we are going to work on the topic "Holidays in Great Britain".

##### Warm up

#### I. Match the names of the holidays with their descriptions.

1. St. Valentine Day	a)	It is the annual festival commemorating the birth of Christ and observed by Orthodox Church on January, 7
2. Thanks-giving	b)	This holiday is marked on the evening of October 31 preceding All Saints Day and is especially loved by children who on this day enjoy wearing strange costumes and getting treats
3. Easter	c)	This holiday is celebrated on the fourth Thursday to recall the goodness of God in blessing the Pilgrims with their first good harvest
4. Christmas	d)	This holiday is the chief Christian feast which the resurrection of Christ and is held on the first Sunday after the first full moon that comes after the spring
5. Halloween	e)	On this day people send special cards to somebody they love and also give them symbolic gifts



## II. The main part

### Reading and grammar

#### II. Read and complete the text with the words from the box.

Anniversaries, religious, significance, moon, traditions, public, population, merry

#### Public holidays in Great Britain

There are only six \_\_ holidays a year in Great Britain, that is days on which people need not go in to work. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and Late Summer Bank Holiday.

In Scotland, the New Year's Day is also a public holiday. Most of these holidays are of \_\_ origin, though it would be right to say that for the greater part of the \_\_ they have long lost their religious \_\_ and simply days on which people relax, eat, drink and make \_\_ .

All the public holidays, except Christmas Day and Boxing Day observed on December 25th and 26th respectively, are movable, that is they do not fall on the same day each year. Good Friday and Easter Monday depend on Easter Sunday which falls on the first Sunday after a full \_\_ on or after March 21st. The Spring Bank Holiday falls on the last Monday of May or on the first Monday of June, while the Late Summer Bank Holiday comes on the last Monday in August or on the first Monday in September, depending on which of the Mondays is nearer to June 1st and September 1st respectively.

Besides public holidays, there are other holidays, \_\_ and simply days, for example Pancake Day and Bonfire Night, on which certain \_\_ are observed, but unless they fall on a Sunday, they are ordinary working days.

#### III. Read the text and say if they are true or false.

#### New Year In England

In England the New Year is not as widely or as enthusiastically observed as Christmas. Some people ignore it completely and go to bed at the time as usual on New Year's Eve. Many others, however, do celebrate it in one way or another, the type of celebration varying much according to the local custom, family tradition and personal taste.

The most common type of celebration is a New Year party, either a family party or one arranged by a group of young people. This usually begins at about eight o'clock and goes on until the early hours of the morning. At midnight the wireless is turned on, so that everyone

can hear the chimes of Big Ben (you know, it's the bell in the clock tower of the Houses of Parliament) and on the hour a toast is drunk to the New Year.

Another popular way of celebrating the New Year is to go to a New Year's dance. Most hotels and dance halls hold a special dance on New Year's Eve. The hall is decorated, there are several different bands the atmosphere is very gay.

January 1st, New Year's Day, is not a public holiday, unfortunately for those who like to celebrate most of the night. Some people send New Year card and give presents but this is not a widespread custom. This is the traditional time for making "New Year resolutions", for example, to give up smoking, or to do morning exercises and etc.

1. In England the New Year is as widely or as enthusiastically observed as Christmas.
2. The most common type of celebration is a New Year party.
3. This usually begins at about twelve o'clock and goes on until the early hours of the morning.
4. At midnight everyone can hear the chimes of Big Ben (it's the bell in the clock tower of the Westminster Abbey).
5. The widespread custom of New Year's celebration is to send New Year card and give presents.

#### ***IV. Read the text and put questions to the following answers.***

February 14th

St. Valentine was a priest who lived in Rome and died for his faith in A.D. 170. His feast happens to fall on February 14th — the traditional day for lovers. But this is mere coincidence. He was not noted for helping lovers in distress and was not therefore the true patron saint of lovers.

There was in early times a strong belief that on this day birds choose their mates. To some extent this might explain why lovebirds seem to be such popular motifs on Valentine cards. A fourteenth-century poet wrote: "On Valentine's Day all the birds of the air in couples do join".

There seems to be no limit to the variety of cards on sale for this celebration. They are happy to a good thing, cater for all tastes. You can pay anything from 10p to 10 pounds, depending on the depth of your love and the depth of your pocket!

Anonymity is, of course, part of the thrill of sending Valentine cards — you must not say who you are. The person receiving it must be

left to wonder. You can send cards to anyone you like, or, for that matter, even people you don't like. There are cards specially printed to My Wife, My Husband, Mother, Father, Sweetheart, and, would you believe it, Grandmother and Grandfather. At least it is good to know that in this troubled world love is still living and spreading a little happiness, especially in dreary February.

1. St. Valentine was a priest who lived in Rome and died for his faith in A.D.
2. There was in early times a strong belief that on this day birds choose their mates.
3. A fourteenth-century poet wrote: "On Valentine's Day all the birds of the air in couples do join".
4. There are cards specially printed to My Wife, My Husband, Mother, Father, Sweetheart, and, would you believe it, Grandmother and Grandfather.
5. You can pay anything from 10p to 10 pounds, depending on the depth of your love and the depth of your pocket!

#### V. *Jigsaw the reading*

Ask the questions and complete the text.

Easter

##### *Group I*

Easter is a Christian holiday in *When?*, when Christians remember the death of Christ and his return to life. The holiday is marked by going to *Where?* and then having a celebration dinner. Easter is connected in people's minds with spring, with the coming to life of the earth after winter. The most popular emblem of Easter is the *What?:* a hard-boiled egg painted in different colours. Easter eggs are traditional Easter presents for *Whom?* Nowadays Easter eggs are usually made of chocolate. Children get chocolate Easter eggs, and also chocolate Easter rabbits. They are either hollow or have a filling, and are usually covered with brightly coloured *What colour?* paper.

Each year, on Easter Sunday, London greets spring with a traditional spectacular Easter Parade in *Where?* The Parade is a great procession of many richly decorated floats, that is large moving platforms on wheels, on which *Who?* perform shows. The most beautifully decorated float moves at the back of the procession and carries *Whom?*

##### *Group II*

Easter is a Christian holiday in March or April, when Christians remember the death of *Whom?* and his return to life. The holiday is marked by going to church and then having a *What?* Easter is

connected in people's minds with spring, with the coming to life of the earth after winter. The most popular emblem of Easter is the Easter egg: a hard-boiled egg painted in different colours. Easter eggs are traditional Easter presents for children. Nowadays Easter eggs are usually made of *What?*. *Who?* get chocolate Easter eggs, and also chocolate Easter rabbits. They are either hollow or have a filling, and are usually covered with brightly coloured silver paper.

Each year, *When?*, London greets spring with a traditional spectacular *What?* in Battersea Park. The Parade is a great procession of many richly decorated floats, that is large moving platforms on wheels, on which actors and amateurs perform *What?*. The most beautifully decorated float moves *Where?* carries the Easter Princess and her attendants.

#### **VI. Read and complete the text with prepositions.**

##### May Spring Festival

The May Spring Festival, which is celebrated \_\_ the 1st \_\_ May, has to some extent retained its old significance — that \_\_ a pagan spring festival. Nowadays it is celebrated by children and young people \_\_ many schools \_\_ different parts \_\_ Britain. It is celebrated \_\_ garlands of flowers, dancing and games \_\_ the village green, where they erect a maypole — a tall pole decorated \_\_ flowers and ribbons. The girls put on their best summer dresses, put flowers \_\_ their hair and round their waist. The most beautiful girl is crowned with a garland of flowers. After this great event there is dancing, and the dancers wear fancy costumes representing characters \_\_ the Robin Hood legends. Spring Bank Holiday. Spring Bank Holiday is celebrated \_\_ the last Monday \_\_ May. It is an official holiday, when all the offices are closed and people don't go to work. Many people go to the country this day and have picnics.

#### **III. Summing up**

##### Speaking

Answer the questions.

1. What holidays celebrated in Britain are also marked in Ukraine?
2. Do they have the same traditions and rituals?
3. Which holiday in the Great Britain would you like to take part in?

#### **IV. Home assignment**

Make a chart of comparison of holidays in Great Britain and Ukraine.

*Keys*

- I. 1 e, 2 c, 3 d, 4 a, 5 b.
- II. public, religious, population, significance, merry, moon, anniversaries, traditions.
- III. 1 F; 2 T; 3 F; 4 T; 5 F.
- IV. 1. Where lived St. Valentine?  
 6. What strong belief was that time?  
 7. Who wrote: “On Valentine’s Day all the birds of the air in couples do join”.  
 8. Whom are printed special cards?  
 9. How much can you pay for this card?
- VI. on, of, of, in, in, of, with, on, with, on, of, on, in.

**Additional material to the topic  
 “British holidays and traditions”**

**Tasks**

- I. Read the text and complete the chart.**

## British Holidays

There are a number of holidays, which are celebrated in Great Britain every year.

One of them is, of course, the New Year’s Day on the first of January. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. In Scotland people bring a piece of coal for good luck in the New Year.

The next holiday of the year is St. Valentine’s Day. It is on the 14th of February. People buy or make Valentine cards and send them to the people they love.

In March there is Mother’s Day. All the children and adults, come to their mothers on that day to express their love and gratitude.

In April there is Easter. At Easter children eat chocolate Easter eggs. Sometimes parents hide them in the house or in the garden and children have to look for them.

In June there is Father’s Day. On Father’s Day children give or send their fathers and grandfathers cards and presents.

On the 31st of October there is a Halloween. They say ghosts and witches come out on Halloween. People make lanterns out of pumpkins. Some people have Halloween parties and dress as witches and ghosts.

The 25th of December is Christmas Day. It is one of the people’s favourite holidays. People put Christmas trees in their houses and

decorate them. There are beautiful Christmas decorations in the streets. On Christmas Eve everybody puts the presents under the Christmas tree. People say that at night Father Christmas puts presents into the stockings which children usually hang above their beds. The traditional Christmas meal is roasted turkey and Christmas pudding.

1. the New Year's Day	
2.	People buy or make cards and send them to the people they love
3. Mother's Day	
4.	Children eat chocolate Easter eggs
5. Father's Day	
6.	Ghosts and witches come out on this day
7. Christmas Day	

### *Keys*

- I. 1. In Scotland people bring a piece of coal for good luck
2. St. Valentine's Day
3. All the children and adults, come to their mothers on that day to express their love and gratitude.
4. Easter;
5. Children give or send their fathers and grandfathers cards and presents.
6. Halloween
7. The traditional meal is roasted turkey and pudding.

## **LESSON 27–28**

**Topic.** British character

**Aims and objectives:**

- to introduce and practice vocabulary, grammar
- to develop skills in reading and speaking; to develop logical thinking, speech reaction, cognitive and creative skills.
- to expand students' knowledge about British character and their attitude towards family

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "British character"

**Warm up**

Answer the questions.

1. What do you think about the people of Great Britain?
2. Can you describe the typical British character?
3. What do you know about the British people's attitude towards family, home, leisure time?

**II. The main part****I. *Read the text, divide it into logical parts. Suggest appropriate title for each part.*****The British People As They Are**

Great Britain is an island on the outer edge of the European continent, and its geographical situation has produced a certain insular spirit among its inhabitants, who tend, a little more perhaps than other people, to regard their own community as the centre of the world. The insularity produces a certain particularism among the numerous groups of whom the whole community is composed. The British look on foreigners in general with contempt and think that nothing is as well done elsewhere as in their own country. The British people have also been known as superior, snobbish, aloof, hypocritical and unsociable.

These characteristics have been noted by people from all over the world, but are they typical of all the Britons? The ordinary Briton was seen to be friendly and sociable. There are indeed two nations, with basically different outlooks and characters, in Britain. The two nations are defined simply as the rich and the poor. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could afford to travel, the diplomats and merchants. English vanity and arrogance grew as England fought off the competition from other European countries and became the world's leading trading nation, going on to industrialize rapidly.

Englishmen tend to be rather conservative, they love familiar things. They are hostile, or at least bored, when they hear any suggestion that some modification of their habits, or the introduction of something new and unknown into their lives, might be to their advantage. This conservatism, on a national scale, may be illustrated by reference to the public attitude to the monarchy, an institution which is held in affection and reverence by nearly all English people.

Britain is supposed to be the land of law and order. Part of the British sense for law and orderliness is a love of precedent. For an Englishman, the best of all reasons for doing something in a certain way is that it has always been done in that way.

The Britons are practical and realistic; they are infatuated with common sense. They are not misled by romantic delusions.

The English sense and feeling for privacy is notorious. England is the land of brick fences and stone walls (often with glass embedded along the top), of hedges, of thick draperies at all the windows, and reluctant introductions, but nothing is stable now. English people rarely shake hands except when being introduced to someone for the first time. They hardly ever shake hands with their friends except seeing them after a long interval or saying good-bye before a long journey.

Snobbery is not so common in England today as it was at the beginning of the XXth century. It still exists, however, and advertisers know how to use it in order to sell their goods. The advertisers are very clever in their use of snobbery. Motorcar manufactures, for example, advertise the colour of their cars as “Embassy Black” or “Balmoral Stone”. Embassy black is plain, ordinary black, but the name suggests diplomats and all the social importance that surrounds them, and this is what the snobs need.

The British people are prudent and careful about almost everything. Their lawns are closely cropped, their flower beds primly cultivated, and their trees neatly pruned. Everything is orderly. Drinks are carefully measured, seats in a cinema are carefully assigned (even if the theatre is empty you are required to sit in the seat assigned to you), closing hours rigorously observed.

A tradition that is rooted not only in their own soul, but in the minds of the rest of the world is the devotion of the English to animals. Animals are protected by law. If, for instance, any one leaves a cat to starve in an empty house while he goes for his holiday, he can be sent to prison. There are special dogs' cemeteries. The Royal Society for the Prevention of Cruelty to Animals was founded half a century before its counterpart for the prevention of cruelty to children.

Most people in Britain work a five-day week, from Monday to Friday; schools, colleges and universities are also closed on Saturdays and Sundays. As Friday comes along, as people leave work they say to each other, “Have a nice week-end”. Then on Monday morning they ask, “Did you have a nice week-end?”

On Sunday mid-mornings most British people indulge in some fairly light activities such as gardening, washing the car, shelling peas



or chopping mint for Sunday lunch, or taking the dog for a walk. Another most popular pre-lunch activity consists of a visit to a “pub” — either a walk to the “local”, or often nowadays a drive to a more pleasant “country pub” if one lives in a built-up area. The national drink in England is beer, and the “pub”, where Englishmen go to drink to, is a peculiarly English institution.

Much leisure time is spent in individualistic pursuits, of which the most popular is gardening. Most English people love gardens, their own above all, and this is probably one reason why so many people prefer to live in houses rather than flats.

The British people are the world’s greatest tea drinkers. They drink a quarter of all the tea grown in the world each year. Many of them drink tea on at least eight different occasions during the day.

The working people of Britain have had a long tradition of democracy, not so much, in the sense of creating formal institutions, but in the active sense of popular cooperation to uphold the will of the people.

**II. Match the words to their meanings, then make sentences using them.**

1. Insularity, n	a) of great value or excellence; extraordinary
2. Particularism, n	b) a feeling or attitude of profound respect, usually reserved for the sacred or divine; devoted veneration
3. Superior, adj	c) not eager; unwilling; disinclined
4. Hypocritical, adj	d) exclusive adherence to, dedication to, or interest in one’s own group, party, sect, or nation
5. Vanity, n	e) a mistaken or misleading opinion, idea, belief, etc
6. Arrogance, n	f) overbearing pride evidenced by a superior manner toward inferiors
7. Affection, n	g) wise in handling practical matters; exercising good judgment or common sense
8. Reverence, n	h) the act of pursuing, chasing, or striving after
9. Infatuated, adj	i) to maintain, affirm, or defend against opposition or challenge
10. Delusion, n	j) a feeling of fondness or tenderness for a person or thing; attachment
11. Reluctant, adj	k) the state of being isolated or detached
12. Prudent, adj	l) excessive pride in one’s appearance or accomplishments; conceit
13. Pursuit, n	m) possessed by an unreasoning passion or attraction
14. Uphold, v	n) professing feelings or virtues one does not have

**III. Find in the text all the adjectives to describe the British character and try to give their synonyms / antonyms.**

**IV. Answer the questions.**

1. Why do some British people tend to regard their own community as the centre of the world?
2. What is the attitude of British people to their monarchy?
3. How do you understand the British snobbery? Give some examples.
4. Can you give examples of British people's prudentness and carefulness?
5. What is the English people's attitude to animals?
6. How do Britons like to spend their week-ends?
7. What is the most popular leisure time for most English people?
8. What do you think about the Britons' habit to do everything in a certain way?

**V. Write English equivalents of the following expressions and use them to discuss the text.**

- відноситись до іноземців з презирством
- бути відомим своєю зверхністю та лицемірством
- англійське марнославство та зухвалість зросли
- ставитись з любов'ю та шаную
- країна закону та порядку
- вводити в оману романтичними ілюзіями
- відношення до приватності є загальновідомим
- бути розсудливим та обережним
- відданість тваринам
- особливий англійський заклад
- ідивідуальні справи
- підтримувати воління людей

**VI. Read the text**

Family Life

The English are a nation of stay-at-home. "There is no place like home", they say. And when the man is not working he is at home in the company of his wife and children and busies himself with the affairs of the home. "The Englishman's home is his castle", is a saying known all over the world. And it is true.

A "typical" British family used to consist of mother, father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are

the result of changes in society. For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three now ends in divorce. This means that there are a lot of one-parent families. Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents.

Another change has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result of these changes in the pattern of people's lives, there are many households which consist of only one person or one person and children.

You might think that marriage and the family are not so popular as they once were. However, the majority of divorced people marry again, and they sometimes take responsibility for a second family.

Members of a family — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together.

In general, each generation is keen to become independent of parents in establishing its own family unit, and this fact can lead to social as well as geographical differences within the larger family group.

Relationships within the family are different now. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with bringing up children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities outside the home. Although the family holiday is still an important part of family life (usually taken in August, and often abroad) many children have holidays away from their parents, often with a school party or other organized group.

Who looks after the older generation? There are about 10 million old-age pensioners in Britain, of whom about 750,000 cannot live entirely independently. The government gives financial help in the form of a pension but in the future it will be more and more difficult for the nation economy to support the increasing number of elderly. At the present time, more than half of all old people are looked after at home. Many others live in Old Peoples' Homes, which may be private or state owned.

## British Homes

The majority of the British population live in small houses built close together. A typical house of this kind is built with two floors. The front door, which faces the street, opens into a hall with two rooms, one on each side of the hall. One of them is the dining-room; the other may be called the sitting-room or the living-room. The most modern name for this room is the lounge.

The rooms upstairs are bedrooms; they are often very small. Often the dining-room is the most comfortable room in the house, and the one that is used all the time. The other members of the family bring their hobbies and games to the table. But when the television set is turned on, no one can do anything in the dining-room.

Very many houses of this type were built in British cities in the 19th and early 20th centuries. Today the land on which they stand has become very valuable and the owners either sell it or pull down the old houses and build large blocks of flats. In this way the owners make more money.

Many British people give their suburban house a name, such as the Cedars, the Poplars, The Rhubarb Cottage, even though there are no trees or vegetables in their gardens. People of high social position have country houses with names, so a house with a name seems “better” than a house with a number. Numbers make the postman’s work much easier, but this is not important.

### ***VII. Agree or disagree the statements. Expound the point of view given in the statement or prove that it is false.***

1. The British people are devoted to their families.
2. The increasing number of divorces has been caused by the fact that people are living longer nowadays.
3. Divorced people are afraid to take responsibility for a second family.
4. Relatives try to keep in touch.
5. Children are not so independent now as they once were.
6. The government doesn’t support elderly people.
7. The lounge is situated downstairs.
8. The bed-room is the most comfortable room in the house.
9. The land in Britain is not very expensive.
10. Every house has its own name.

### ***VIII. Answer the questions.***

1. How do you understand the saying “The Englishman’s home is his castle”? Explain it.

2. What is a “typical” British family? How many persons does it usually contain? Do all of them live together?
3. Who usually takes care about old-age pensioners in Britain? And in your country?
4. In Britain members of a family used to get together on Christmas and other occasions. Is it a good tradition? Do you always like to be with your parents?
5. What do you think about British homes? Why do some people give names to their suburban houses? Is it so useful and necessary?

### III. Summing up

#### Speaking

Answer the question.

What common features do British and Ukrainian people possess?

### IV. Home assignment

#### Writing

1. The British people are known as superior, snobish, aloof, hypocritical and unsociable. Does this characteristic refer to all of them? Can you give any examples borrowed from books and films characterizing the British people?
2. In Britain one marriage in every three now ends in divorce. How can you explain this situation? What is it necessary to escape divorce? Give your opinion.
3. What do you think about the fathers’ role in British families? Is a father’s role in the family as important as mother’s? What do you think about it?

#### Keys

- II. 1 k; 2 d; 3 a; 4 n; 5 l; 6 f; 7 j; 8 b; 9 m; 10 e; 11 c; 12 g; 13 h; 14 i.  
 VII. 1 T; 2 F; 3 F; 4 T; 5 F; 6 F; 7 T; 8 F; 9 F; 10 F.

### Additional material to the topic “British Character”

#### Tasks

#### I. Listen to the text.

English character

Foreigners have many ideas about what the English like. For example, some people say the English are always cold and reserved, this means that they don’t talk much to strangers, and don’t show much emotion. A reserved person never tells you anything about

himself. But the people of the North and West of Britain are much less reserved than those of the South and East. Some believe the English eat porridge for breakfast and read *The Times* every day. Many Australians believe that the English always whine and call them “whining poms”. The Welsh, Scottish and Irish also have a thing or two to say about what they think the English are like with reference to the British Empire. And, of course, the English themselves have plenty of ideas about what they are, such as being proud of having one of the oldest parliaments in the world.

English people are famous for their habit of politeness. It is considered polite to give up one’s seat to a woman who is standing, to open a door for her, carry things for her, and so on. Most British people expect the person in front of them to hold the door open for them. People think you are rude, if you don’t do this. Most British people queue when they are waiting for a bus or waiting to be served in a shop. But during the rush hour, when a bus or train arrives, people often push forward to make sure they get on. This is called jumping the queue. British people keep their old traditions and are very proud of them. They are famous for their sense of humour. English people show great love for animals. And, of course, English people are fond of sports. Many continentals think life is a game; the English think cricket is a game. To many Englishmen cricket is both a game and a standard of behaviour. When they consider something unfair, they say “That isn’t cricket”.

The traditional love of English people for tea is well known. They like to drink tea with milk. They have their five-o’clock tea not only at home or in offices, but also in tea-rooms and tea-shops, which can be found in every town.

A nation is born from its land, its history, its art, its traditions and its institutions. These things work together to make people what they are. But above all, a nation is made up of people, and although there are things they all share, all of those people are different. We can say there is still a “British nation”, and one of the most characteristic features of Englishmen is their traditions, which they respect, and which they have kept for centuries. The traditions don’t only accumulate the experience and wisdom of many generations, but they bring some stability into the rapidly changing world.

## **II. Complete the sentences.**

1. English are always cold and reserved, this means \_\_\_ .
2. The people of the North and West of Britain are \_\_\_ .
3. Many Australians believe that \_\_\_ .

4. The English are proud of having \_\_\_ .
5. English people are famous for \_\_\_ .
6. Jumping the queue is \_\_\_ .
7. When English people consider something unfair, they say \_\_\_ .
8. They drink tea \_\_\_ .
9. One of the most characteristic features of Englishmen is \_\_\_ .
10. The traditions ring \_\_\_ .

### III. Answer the questions.

1. Can you describe a reserved person?
2. Why are English people famous for their habit of politeness?
3. Why cricket is a standard of behavior for Englishmen?
4. Where do Englishmen drink tea?
5. Is Britain a country of traditions?

## LESSON 29

**Topic.** British national cuisine

### Aims and objectives:

- to introduce and practice the vocabulary;
- to develop interactive skills based on the country study;
- to widen the students' outlook.

### PROCEDURE

#### I. Introduction

##### Greeting

T. Good morning, students! I'm glad to see you today! Today we are going to work on the topic "British national cuisine".

##### Warm up

Answer the questions.

1. What do you know about British national cuisine?
2. What the most famous British dishes can you name?
3. What food do the British people like?

#### II. The main part

##### I. Match the phrases.

1. The spices of the east	a) національна кулінарна гордість
2. English cakes and pastries	b) різноманітні та цікаві інгредієнти

3. The arrival of cane sugars	c) кулінарний жарт
4. A gastronomic joke	d) прибуття тростнику
5. Many diverse and interesting ingredients	e) англійські торти та пиріжки
6. The national culinary pride	f) східні спеції

## II. Read the text and put the verbs in brackets in the right form.

### British Cuisine

British cuisine has always been multicultural, a pot pourri of eclectic styles. In ancient times it \_\_ (to influence) by the Romans and in medieval times the French. When the Frankish Normans \_\_ (to invade), they \_\_ (to bring) with them the spices of the east: cinnamon, saffron, nutmeg, pepper, ginger. Sugar came to England at that time, and was considered a spice -- rare and expensive. Before the arrival of cane sugars, honey and fruit juices were the only sweeteners.

During Victorian times good old British stodge \_\_ (to mix) with exotic spices from all over the Empire. And today despite being part of Europe we \_\_ (to keep) up our links with the countries of the former British Empire, now united under the Commonwealth.

Among English cakes and pastries, many \_\_ (to tie) to the various religious holidays of the year. Hot Cross Buns \_\_ (to eat) on Good Friday, Plum Pudding for Christmas, and Twelfth Night Cake for Epiphany.

Unfortunately a great deal of damage \_\_ (to do) to British cuisine during the two world wars. Britain is an island and supplies of many goods became short. The war effort \_\_ (to use) up goods and services and so less were left over for private people to consume. Ships importing food stuffs had \_\_ (to travel) in convoys and so they could make fewer journeys. During the second world war food rationing \_\_ (to begin) in January 1940 and \_\_ (to lift) only gradually after the war.

The British tradition of stews, pies and breads, according to the taste buds of the rest of the world, \_\_ (to go) into terminal decline. What was best in England was only that which \_\_ (to show) the influence of France, and so English food let itself become a gastronomic joke and the French art of Nouvelle Cuisine was adopted.

In the late 1980's, British cuisine \_\_ (to start) to look for a new direction. Disenchanted with the overblown Nouvelle Cuisine, chefs \_\_ (to begin) to look a little closer to home for inspiration. Calling on a rich (and largely ignored) tradition, and utilizing many diverse and interesting ingredients, the basis \_\_ (to form) for what is now known



as modern British food. Game \_\_ (to enjoy) a resurgence in popularity although it always had a central role in the British diet, which reflects both the abundant richness of the forests and streams and an old aristocratic prejudice against butchered meats.

In London especially, one can not only experiment with the best of British, but the best of the world as there are many distinct ethnic cuisines to sample, Chinese, Indian, Italian and Greek restaurants are amongst the most popular.

Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, or fish and chips, remain popular, there has been a significant shift in eating habits in Britain. Rice and pasta \_\_ (to account) for the decrease in potato consumption and the consumption of meat has also fallen. Vegetable and salad oils \_\_ largely \_\_ (to replace) the use of butter.

Roast beef is still the national culinary pride. It \_\_ (to call) a “joint,” and \_\_ (to serve) at midday on Sunday with roasted potatoes, Yorkshire pudding, two vegetables, a good strong horseradish, gravy, and mustard.

Today there is more emphasis on fine, fresh ingredients in the better restaurants and markets in the UK offer food items from all over the world. Salmon, exotic fruit, Norwegian prawns and New Zealand lamb are choice items. Wild fowl and game are other specialties on offer.

In fact fish is central to the English diet, we are after all an island surrounded by some of the richest fishing areas of the world. Many species \_\_ (to swim) in the cold offshore waters: hake, plaice, cod (the most popular choice for fish and chips), turbot, halibut, mullet and John Dory. Oily fishes also abound (mackerel, pilchards, and herring) as do crustaceans \_\_ (to like) lobster and oysters. Eel, also common, \_\_ (to cook) into a wonderful pie with lemon, parsley, and shallots, all topped with puff pastry.

### **III. Complete the sentences.**

1. British cuisine has always been \_\_, a pot pourri of eclectic styles.
2. Among English cakes and pastries, many are tied to the various \_\_ of the year.
3. In the late 1980's chefs began to look a little closer to home for \_\_.
4. Roast beef is still the national \_\_.
5. In fact \_\_ is central to the English diet.

### **IV. Say are these sentences true or false.**

1. In ancient times it was influenced by the German and in medieval times by the French.

2. Before the arrival of cane sugars, honey and fruit juices were the only sweeteners.
3. In the late 1980's, British cuisine started to look for a new direction.
4. Roast beef is served at midday on Saturday.
5. There are many distinct ethnic cuisines to sample, Chinese, Indian, Italian and Greek restaurants are amongst the

**V. Choose the correct answer.**

1. When the Frankish Normans invaded Britain, they brought with them the spices of
  - a) the west;
  - b) the east;
  - c) the north.
2. During Victorian times good old British stodge mixed with exotic spices from
  - a) all over the Empire;
  - b) all over the world;
  - c) all over the continent.
3. Among English \_\_, many were tied to the various religious holidays of the year.
  - a) fruits and vegetables;
  - b) meat and fish;
  - c) cakes and pastries.
4. In the late \_\_, British cuisine started to look for a new direction.
  - a) 1960s;
  - b) 1980s;
  - c) 1970s.
5. In fact \_\_ is central to the English diet.
  - a) fish;
  - b) meat;
  - c) vegetables.

**III. Summing up**

**Speaking**

Answer the questions:

1. What can you say from the history of British cuisine?
2. What can you say about British diet?
3. Name the national and traditional British dishes.

**IV. Home assignment**

Describe the national and traditional British dishes.

*Keys*

- I. 1 f; 2 e; 3 d; 4 c; 5 b; 6 a.
- II. Was influenced; invaded; brought; mixed; kept; were tied; are eaten; was done; used; to travel; began; lifted; went; showed; started; began; formed; enjoyed; were accounted; have replaced; is called; is served; is cooked; swim; like.
- III. 1 multicultural; 2 religious; 3 inspiration; 4 culinary pride; 5 fish.
- IV. 1 F; 2 T; 3 T; 4 F; 5 T.
- V. 1 b; 2 a; 3 c; 4 b; 5 a.

**Additional material to the topic  
" British national cuisine"**

**Tasks****I. Read and complete the text with the words from the box.**

Overcooked; fish; ingredients; criticize; reasonable; disappointing; difficult

Some people \_\_ English food. They say it's unimaginable, boring, tasteless, it's chips with everything and totally \_\_ vegetables.

The basic \_\_, when fresh, are so full of flavour that British haven't had to invent sauces to disguise their natural taste. What can compare with fresh pees or new potatoes just boiled and served with butter? Why drown spring lamb in wine or cream and spices, when with just one or two herbs it is absolutely delicious?

If you ask foreigners to name some typically English dishes, they will probably say " \_\_ and chips" then stop. It is \_\_, but true that, there is no tradition in England of eating in restaurants, because the food doesn't lend itself to such preparation. English cooking is found at home. So it is \_\_ to find a good English restaurant with a \_\_ prices.

In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Mexican, Greek \_\_ Cynics will say that this is because English have no "cuisine" themselves, but this is not quite the true.

**II. Answer the questions.**

1. What do foreigners say when they criticize English food?
2. Do English people use a lot of sauces?
3. From a foreigner's point of view, what are typically English dishes?
4. Do all English eat in restaurants?
5. What kind of restaurants can you find in Britain?
6. Is it the true that English have no cuisine?

*Keys*

- I. Criticize; overcooked; ingredients; fish; disappointment; difficult; reasonable.

**LESSON 30**

**Topic.** British Modern Literature

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking; to develop interactive skills based on the country study;
- to gain knowledge and interest in the history of modern English literature.

**PROCEDURE****I. Introduction****Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Modern Literature".

**Warm up**

Answer the questions.

1. What is the role of books?
2. How can literature influence people's life?
3. What famous British writers can you name?

**II. The main part****I. Read and answer the questions.**

The interest, raised recently towards English language, the development of international relations on different levels has reasoned the desire to learn as much as possible about the country where this language originated as well as about its culture.

The literature is that magic key that opens the door of cognition of many sphere of human knowledge. It helps us to learn some interesting facts about history, to know more about people's life in other countries. Sometimes, while reading a book, we can analyse actions of its characters and it helps us to draw some certain conclusion. That's why I find studying foreign literature is not only interesting, but also very useful.

1. What is the reason of popularity of English literature?
2. What is the role of literature?

## II. Jigsaw reading

Ask questions and complete the text.

The Twenties

### Group I

*What period?* was a time when the crisis of the bourgeois world reached its highest point and revolutions took place in several countries. The writers of this period tried to show how a new society might be built up. But many bourgeois writers who were opposed to revolutions saw *What?* They explained this crisis as a failure of civilisation.

*What method of writing?* had already started early in the 20th century. It was in the twenties, that there appeared *What writers?* They thought reality to be superficial — it was only a world of appearances. The cause of everything that happened,— that is what led to events — was the irrational, the unconscious and the mystical in man. These writers called the inner psychological process *How?* and based a new literary technique upon it.

The most important to use this new literary technique was James Joyce (1882–1941) . He influenced many writers on both sides of Atlantic.

The portrayal of the stream of consciousness as a literary technique is particularly evident *Where?* . The task he set before himself was to present a day in ordinary life, as a miniature picture of the whole of human history.

Among the writers of short stories who used the realistic method were *Who?* . Though the works of these writers differ very much in their artistic approach, their authors had one feature in common: to them the stability of the existing social and political order seemed unquestionable.

### Group II

The period between 1917 and 1930 was a time when the crisis of the bourgeois world reached its highest point and revolutions took place in several countries. The writers of this period tried to show *What?* . But many bourgeois writers who were opposed to revolutions saw nothing but chaos and anarchy before them. They explained this crisis as *What?*

A symbolic method of writing had already started *When?* . It was in the twenties, that there appeared writers who refused to acknowledge reality as such. They thought reality to be superficial — it was only a world of appearances. The cause of everything that happened, — that is what led to events — was *What?* . These writers called the inner psychological process “the stream of consciousness” and based a new literary technique upon it.

The most important to use this new literary technique was *Who?*. He influenced many writers on both sides of Atlantic.

The portrayal of the stream of consciousness as a literary technique is particularly evident in his major novel *Ulysses* (1922). The task he set before himself was *What?*. Among the writers of short stories who used the realistic method were Katherine Mansfield and Somerset Maugham. Though the works of these writers differ very much in their artistic approach, their authors had one feature in common: *What feature?*

### III. Complete the information

The Thirties; aim; generation; group; poetry; decline; the Oxford Poets; movement; leader; literature; period; decade

The second \_\_ in the development of English literature of the 20th century was the \_\_ between 1930 and World War II.

A new \_\_ of realist writers, among them Richard Aldington, J. B. Priestley, A. J. Cronin and others appear on the literary scene.

An important event in the literary life of the thirties was the formation of a \_\_ of Marxist writers, poets and critics. Their \_\_ was Ralph Fox (1900–1937). Ralph Fox's main work is his book "The novel and the people", published posthumously in 1937. The \_\_ of the author was to show the decline of bourgeois art, and the novel in particular, together with the \_\_ of the bourgeois in general. At the same time Ralph Fox sought to point out the way \_\_ should develop in the future.

This feeling of important change and the heroic spirit of the anti-fascist struggle found its outlet in the first place in the development of \_\_. The trio of poets, Auden, Spender and Day Lewis, had in many ways inaugurated the new \_\_ which sought to fuse poetry and politics. They stood out as representative figures, and on the whole they held this position till the year 1938. Then began the rapidly extending crisis of the movement. This group, usually known as \_\_, was very popular in its time. But the movement did not last long.

### IV. Find 10 mistakes in the text

#### Post-War Literature

After World War II there appeared young writers, what are ready to keep up the standard of wholesome optimism, and mature writers, who have passed through a certain creative crisis.

In the fifties there appear a very interesting trend in literature, the followers of which was called "The Angry Young Man". The post-war changes had gave a chance to a large number of young from the

more democratic layers of society to receive high education at universities. But on graduating, these students found they had no prospects in life; unemployment had increased after the war.

There appeared works dealing with such characters, angry young men who were angry with everything and everybody, as no one was interested in learning what their ideas on life and society were. Outstanding writers of this trend were John Wain, Kingsley Amis and the dramatist John Osborne.

The sixties saw a new type of literature. The criticism was revealed in the "working-class novel" as it was called. These novels deal with characters coming from the working class. The best known writer of this trend is Alan Sillitoe.

Since the sixties the literary life in Great Britain developed greatly. The new time brings new heroes, new experience in theatrical life and poetry, new forms and standards in prosaic works. The specific feature of nowadays literature is the variety of genres and styles, which enrich the world's literature.

**V. Listen to the text. Agree or disagree the statements.**

Modern English Writers

During the 1970's and early 1980's, such writers as Greene, Leasing and Le Carre continued to produce important novels. New writers also appeared. D. M. Thomas blended fiction with actual events and famous people in *The White Hotel* (1981).

John Fowles combined adventure and mystery in such novels as *The French Lieutenant's Woman* (1969), Muriel Spark's novels, such as *The Prime of Miss Jean Brodie* (1961) and *The Only Problem* (1984), are often comic but with disturbing undertones.

Perhaps the three leading English writers are Graham Greene, Iris Murdoch and Agatha Christie, that is read and loved not only in her native country.

Graham Greene

Graham Greene is one of the most outstanding novelists of modern English literature. He is talented and sincere, but at the same time his world outlook is characterised by sharp contradictions.

Greene's novels deal with real life burning problems. His observations are concentrated on the actual details of poverty and misery. The author penetrates into weak spots in the capitalist world, does not try to find out the reasons for the evil he sees. Social conditions are shown only as a background to his novels. Neither does he try to comprehend the causes of spiritual crises experienced by his contemporaries.

Decadent motives are to be found in his novels, though he does not lead the reader away from reality into the world of dreams and fantasy, and in most of novels he reveals the truth of life.

#### Iris Murdoch

Iris Murdoc has written novels, drama, philosophical criticism, critical theory, poetry, a short story, a pamphlet, and a libretto or an opera based on her play “The Servants and the Snow”, but she is best known and the most successful as a philosopher and a novelist.

Murdoch began to write prose in 1953. She soon became very popular with the English readers. All her novels *Under the Net*, *The Flight from the Enchanter*, *The Sandcastle*, *The Unicorn*, *The Red and the Green*, *The Time of Angels*, *An Accidental Man*, *The Black Prince*, and many others are characterized by the deep interest in philosophical problems and in the inner world of man. Iris Murdoch shows the loneliness and sufferings of the human being in the hostile world.

#### Agatha Christie

Agatha Christie (1891–1976) is the woman who has become one of the most popular and prolific of all English detective novelists.

Once, after reading in a magazine that she was ‘the world’s most mysterious woman’, Agatha Christie complained to her agent: “What do they suggest I am! A Bank Robber or a Bank Robber’s wife? I am an ordinary successful hard-working author — like any other author”. Her success was not exactly ordinary. She produced nearly 90 novels and collections of stories in a lifetime that spanned 85 years. One of her plays, *The Mousetrap*, opened in London in 1952 and is still running.

1. Jean Brodie is one of the most outstanding novelists of modern English literature.
2. Greene’s novels deal with political problems.
3. Graham Greene found out the reasons for the evil.
4. The most of novels Graham reveals are the truth of life.
5. Iris Murdoch was the woman who has become one of the most popular and prolific of all English detective novelists
6. Iris Murdoch is best known and the most successful as a philosopher and a poet.
7. Murdoch began to write prose in 1953
8. Iris Murdoch shows the loneliness and sufferings of the human being in the hostile world.
9. Agatha Christie was a bank robber.
10. Her success was ordinary.



### VI. Read and discuss some wise quotations from “Harry Potter”.

Joanne Kathleen Rowling is one of the most successful modern English writers is J. K. Rowling. She is known all over the world. Her books about Harry Potter, which are read by children of different countries and of different ages, have become the bestsellers.

- The truth. It is a beautiful and terrible thing, and should therefore be treated with great caution. (*The Sorcerer’s Stone*)
- \_\_\_ to have been loved so deeply, even though the person who loved us is gone, will give us some protection forever. (*The Sorcerer’s Stone*)
- It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. (*The Sorcerer’s Stone*)
- It is our choices, Harry, that show what we truly are, far more than our abilities. (*The Chamber of Secrets*)
- You can exist without your soul, you know, as long as your brain and heart are still working. But you’ll have no sense of self anymore, no memory, no \_\_\_ anything. There’s no chance at all of recovery. You’ll just—exist. As an empty shell. (*The Prisoner of Azkaban*)
- You think the dead we loved ever truly leave us? You think that we don’t recall them more clearly than ever in times of great trouble?. \_\_\_ You know, Harry, in a way, you did see your father last night. \_\_\_ You found him inside yourself. (*The Prisoner of Azkaban*)
- Understanding is the first step to acceptance, and only with acceptance can there be recovery. (*The Goblet of Fire*)
- You place too much importance \_\_\_ on the so-called purity of blood! You fail to recognize that it matters not what someone is born, but what they grow to be! (*The Goblet of Fire*)

### III. Summing up

#### Speaking

Answer the questions.

1. How can you characterize the literature of the twenties / the thirties / Post-War Literature?
2. What English writers can you name? What are they famous for?

### IV. Home assignment

#### Writing

Choose a quotation. Expound the point of view given in it.

*Keys*

## IV

After World War II there appeared young writers, who are ready to keep up the standard of wholesome optimism, and mature writers, who have passed through a certain creative crisis.

In the fifties there appears a very interesting trend in literature, the followers of which were called “The Angry Young Man”. The post-war changes had given a chance to a large number of young from the more democratic layers of society to receive higher education at universities. But on graduating, these students found they had no prospects in life; unemployment had increased after the war.

There appeared works dealing with such characters, angry young men who were angry with everything and everybody, as no one was interested to learn what their ideas on life and society were. Outstanding writers of this trend were John Wain, Kingsley Amis and the dramatist John Osborne.

The sixties saw a new type of literature. The criticism was revealed in the “working-class novel” as it was called. These novels deal with characters coming from the working class. The best known writer of this trend is Alan Sillitoe.

Since sixties the literary life in Great Britain has developed greatly. The new time brings new heroes, new experience in theatrical life and poetry, new forms and standards in prosaic works. The specific feature of nowadays literature is the variety of genres and styles, which enrich the world’s literature.

V. 1 F; 2 F; 3 F; 4 T; 5 F; 6 F; 7 T; 8 T; 9 F; 10 F.

**Additional material to the topic “British Literature”****Tasks****I. Read the text and complete the sentences.**

Joanne Kathleen Rowling

One of the most successful modern English writers is J. K. Rowling. She is known all over the world. Her books about Harry Potter, which are read by children of different countries and of different ages, have become the bestsellers.

Rowling became an international literary sensation in 1999, when the first three instalments of her Harry Potter children’s book series took over the top three slots in the New York Times best-seller list after achieving similar success in her native United Kingdom. The phenomenal response to Rowling’s books culminated in July

2000, when the fourth volume in the series, *Harry Potter and the Goblet of Fire*, became the fastest-selling book in history. Rowling now one of Britain's richest women, plans a total of seven books, each chronicling a year in the life of Harry Potter, a young wizard, and this motley band of cohorts at the Hogwarts School of Witchcraft and Wizardry.

J. K. Rowling's *Harry Potter* novels begin when the orphaned British 10-year-old discovers he has a magical heritage and enters Hogwarts School to learn how to be a wizard. With each book, Harry and his classmates age a year, and with each year the record-breaking success of the series grows. In September 1999, *Harry Potter* even made the cover of *Time* magazine, which called the phenomenon "one of the most bizarre and surreal in the annals of publishing".

Rowling's success has turned nonreaders into Harry addicts, and *Potter* books have taken the top three spots in *The New York Times*, the *Wall Street Journal*, and *USA Today* adult bestseller lists. *Forbes* magazine's *Celebrity 100* list places Joanne Kathleen Rowling (35 this July) as the 24th-highest celebrity earner in the world, wedged between Michael Jordan and Cher at \$40 million earned in the past year. Around the world, her books have sold 30 million copies and have been translated into 35 languages.

*Harry Potter* is now the most famous boy in the world. Children of all the countries admire him and his adventures. It seems almost impossible to imagine a world without the *Harry Potter* novels. Not only did these books — which chronicle the education of boy wizard Harry Potter — become a worldwide phenomenon, they encouraged kids (and adults) in the video age to drop everything in favor of an unlikely object of obsession: books. While the fun of fantasy might be its otherworldliness, its power lies in the truths it reveals about the real world. So the magical world of *Harry Potter*, a world of flying cars and dragons, unicorns and magic potions, invisibility cloaks and evil powers, becomes real as readers discover truths about bravery, loyalty, choice, and the power of love. They believe in Harry because of his human qualities, especially his human frailties.

1. J. K. Rowling is \_\_\_ .
2. Her books about *Harry Potter* have become \_\_\_ .
3. Rowling became an international literary sensation in \_\_\_ .
4. The fastest-selling book in history is \_\_\_ .
5. J. K. Rowling's *Harry Potter* novels begin when \_\_\_ .
6. In September 1999 \_\_\_ .

7. Forbes magazine's Celebrity 100 list places Joanne Kathleen Rowling as \_\_\_ .
8. Her books have sold 30 million copies and have been translated into \_\_\_ .

### II. Answer the questions.

1. Why is J. K. Rowling so popular nowadays?
2. When did she become an international literary sensation?
3. Who is Harry Potter?
4. What popularity did Harry Potter achieve?
5. How does the book influence children?

### III. Write

My attitude towards J. K. Rowling's Harry Potter novels.

## LESSON 31–32

**Topic.** Mass Media in Great Britain

**Aims and objectives:**

- to introduce and practice vocabulary, grammar;
- to develop skills in reading and speaking;
- to expand students' knowledge about British Mass Media.

### PROCEDURE

#### I. Introduction

**Greeting. Introducing the topic**

T. Good morning! Today we're going to work on the topic "Mass Media".

#### Warm up

Answer the questions.

1. Why is press called the fourth power of a state?
2. What are the advantages of the planetary press system?
3. How does press influence people's outlook?
4. What are the most famous British newspapers?
5. What is the difference between popular and serious papers?
6. What Ukrainian papers can be called serious?
7. What is your attitude to the advertisements in the newspapers?
8. What is an independent newspaper?
9. What street is considered to be the home of the British press?
10. What is the name of the street derived from?

## II. The main part

### I. Open the brackets and make the following text complete.

#### Mass Media

Mass media \_\_ (denote) a section of the media specifically designed \_\_ (reach) a large audience. The term \_\_ (coin) in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media such as books and manuscripts \_\_ (be) already in use for centuries.

Mass media \_\_ (include) Internet media like blogs, message boards and video sharing.

Mass media can \_\_ (use) for various purposes:

- advocacy, both for business and social concerns; this can \_\_ (include) advertising,
- marketing, propaganda, public relations and political communication;
- entertainment, traditionally through performances of acting, music, and sports, along with light reading; since the late 20th century also through video and computer games;
- public service announcements.

Media influence or media effects \_\_ (be) terms used in psychology, communication theory and sociology \_\_ (refer) to the theories about the ways the mass media \_\_ (affect) how their audiences \_\_ (think) and \_\_ (behave).

Mass media \_\_ (play) a crucial role in forming and reflecting public opinion, connecting the world to individuals and reproducing the self-image of society.

The media \_\_ (have) a strong social and cultural impact upon society. This \_\_ (predicate) upon their ability (reach) a wide audience with a strong and influential message.

Marshall McLuhan, one of the biggest critics in media's history, \_\_ (bring) up the idea that "the medium is the message".

He \_\_ (use) this phrase as a means of explaining how the distribution of a message can often \_\_ (be) more important than content of the message itself. It \_\_ (be) through the persuasiveness of media such as television, radio and print media that messages \_\_ (reach) their target audiences. These \_\_ (be) influential media as they \_\_ (be) largely responsible for structuring people's daily lives and routines. Television broadcasting \_\_ (have) a large amount of control over the content society watches and the times in which it \_\_ (view).

The internet \_\_ (create) a space for more diverse political opinions, social and cultural viewpoints and a heightened level of consumer

participation. There \_\_ (be) suggestions that allowing consumers \_\_ (produce) information through the internet \_\_ (lead) to an overload of information.

**II. Match the words to their meanings, make sentences using them.**

a) mass media, n pl	1) extremely important, because everything else depends on it BBT
b) coin, v	2) the activity of deciding how to advertise a product, what price to charge for it or the type of job in which you do this
c) denote, v	3) a group of radio or television stations, which broadcast many of the same programs, but in different parts of the same country
d) design, v	4) able to make other people believe something or do what you ask
e) audience, n	5) PP information which is false or which emphasizes just one part of a situation, used by a government or political group to make people agree with them
f) TCBAMT network, n	6) the effect or influence that an event, situation etc. has on someone or something
g) advocacy, n	7) when someone gets too much information at one time and becomes tired and unable to think very carefully about any of it
h) marketing, n	8) to be based on or to depend on
i) propaganda, n	9) to plan or develop something for a specific purpose
j) crucial, adj	10) public support for a course of action or way of doing things
k) impact1, n	11) the business of making television and radio programs:
l) be predicated on / upon something	12) TCAMall the people and organizations that provide information and news for the public, including television, radio, and newspapers
m) persuasive, adj	13) the people who watch or listen to a particular program, or who see or hear a particular artist's, writer's etc work
n) broadcasting, n	14) to mean something
o) information overload, n	15) to invent a new word or expression, especially one that many people start to use

**III. Answer the questions.**

1. What does the term “mass media” denote?
2. What purposes can mass media be used for?
3. What is the role of mass media?
4. Do you agree with the idea of Marshall McLuhan that “the medium is the message”?
5. What do you think about information overload?

**IV. Read the text, divide it into logical parts. Suggest appropriate title for each part.****History**

Types of drama in numerous cultures were probably the first mass-media, going back into the Ancient World.

The first dated printed book known is the “Diamond Sutra”, printed in China in 868 AD, although it is clear that books were printed earlier. Movable clay type was invented in 1041 in China. However, due to the slow spread of literacy to the masses in China, and the relatively high cost of paper there, the earliest printed mass-medium was probably European popular prints from about 1400. Although these were produced in huge numbers, very few early examples survive, and even most known to be printed before about 1600 have not survived. Johannes Gutenberg printed the first book on a printing press with movable type in 1453. This invention transformed the way the world received printed materials, although books remained too expensive really to be called a mass-medium for at least a century after that.

Newspapers developed from about 1612, with the first example in English in 1620; but they took until the nineteenth century to reach a mass-audience directly.

During the 20th century, the growth of mass media was driven by technology, including that which allowed much duplication of material. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Radio and television allowed the electronic duplication of information for the first time.

Mass media had the economics of linear replication: a single work could make money. An example of Riel and Neil’s theory proportional to the number of copies sold, and as volumes went up, unit costs went down, increasing profit margins further. Vast fortunes were to be made in mass media.

In a democratic society, the media can serve the electorate about issues regarding government and corporate entities. Some consider the concentration of media ownership to be a grave threat to democracy.

**V. Make up questions to cover the plot of the text.****VI. Read the text.**

## Press in Great Britain

In a democratic country like Great Britain the press, ideally, has three political functions: information, discussion and representation. It is supposed to give the voter reliable and complete information to base his judgement. It should let him know the arguments for and against any policy, and it should reflect and give voice to the desires of the people as a whole.

Naturally, there is no censorship in Great Britain, but in 1953 the Press Council was set up. It is not an official body but it is composed of the people nominated by journalists, and it receives complaints against particular newspapers. It may make reports, which criticise papers, but they have no direct effects. The British press means, primarily, a group of daily and Sunday newspapers published in London. They are most important and known as national in the sense of circulating throughout the British Isles. All the national newspapers have their central offices in London, but those with big circulations also print editions in Manchester (the second largest press centre in Britain) and Glasgow in Scotland.

The population of the United Kingdom is over 56 millions. Over 30 millions newspapers are sold every day. Therefore, the British people are great readers of newspapers. There are few homes to which one newspaper is not delivered every morning. Besides, newspapers can be bought at the station book-stall as well.

Probably in no other country there are such great differences between the various national daily newspapers — in the type of news they report and the way they report it.

All the newspapers whether daily or Sunday, totalling about twenty, can be divided into two groups: quality papers and popular papers. The distinction between the quality and the popular papers is one primarily of educational level. Quality papers are those newspapers which are intended for well educated people. They include “The Times”, “The Guardian”, “The Daily Telegraph”, “The Financial Times”, “The Observer”, “The Sunday Times” and “The Sunday Telegraph”. Very thoroughly they report national and international news.

“The Times” (1785) is called the paper of the Establishment. It has a high reputation for reliable news and serious comments on the news. It is an independent paper. “The Times” has three weekly supplements, all appeared and sold separately.

“The Guardian” has become a truly national paper. In quality, style and reporting it is nearly equal with “The Times”. It has made



great progress during the past years, particularly among the intelligent people who find “The Times” too uncritical of the Establishment.

“The Daily Telegraph” (1855) is the quality paper with the largest circulation (1.2 million compared with “The Times’ 442 thousand and “The Guardian’s” 500 thousand). Being well produced and edited it is full of various information and belongs to the same class of journalism as “The Times” and “The Guardian”.

The popular newspapers tend to make news sensational. These papers concentrate on more emotive reporting of stories often featuring the Royal Family, film and pop stars, and sport. They publish “personal” articles which shock and excite. Instead of printing factual news reports, these papers write them up in an exciting way, easy to read, playing on people’s emotions. They avoid serious political and social questions or treat them superficially. Trivial events are treated as the most interesting and important happenings. Crime is always given far more space than creative, productive or cultural achievements. Much of their information concerns the private lives of people who are in the news. The popular newspapers are very similar to one another in appearance and general arrangement, with big headlines and the main news on the front page. This press is much more popular than the quality press.

The most important of the popular papers are the “News of the World”, “The Sun”, the “Daily Mirror”, the “Daily Express”.

In addition to the daily and Sunday papers, there is an enormous number of weeklies, some devoted to specialised and professional subjects, others of more general interest. Three of them are of special importance and enjoy a large and influential readership. They are the “Spectator”, the “New Statesman” and the largest and most influential — the “Economist”. These periodicals resemble one another in subject matter and layout. They contain articles on national and international affairs, current events, the arts, letters to the Editor, extensive book reviews. Their publications often exert a great influence on politics.

All modern newspapers could not be sold at a profit without advertisements.

***VII. Write English equivalents of the following expressions and use them to discuss the text.***

- політичні функції
- мати певні обов’язки
- достовірні відомості
- призначений (на посаду) журналіста

- приймати скарги
- любителі почитати газети
- доставляти кожен ранок
- купувати у книжковому кіоску
- призначений для освічених людей
- найбільший тираж
- концентруватися на більш емоційному висвітленні подій
- висвітлювати поверхнево
- велике й впливове коло читачів
- бути схожими за змістом та макетом
- продавати з вигодою

**VIII. Agree or disagree. Expound the point of view given in the statement or prove that it is false.**

1. The British press has three political functions.
2. There is nobody in Great Britain capable of criticism of the papers.
3. All the national newspapers print their editions in London.
4. All the British newspapers can be divided into two groups: Daily papers and Sunday papers.
5. There is no significant difference between the quality and the popular papers.
6. “The Times” is an independent paper intended for well educated people.
7. “The Guardian” has the largest circulation.
8. “The Daily Telegraph” belongs to the same class of journalism as the “Daily Mirror” and the “Daily Express”.
9. The popular newspapers have larger circulation than the serious newspapers.
10. The main objective of the popular press is sensation.
11. The weekly papers avoid serious political and social questions or treat them superficially.
12. Advertisement is the important source of the profit for newspapers.

**IX. Express the same in English.**

1. Британці — любителі почитати газети.
2. У Британії навряд чи знайдеш багато сімей, яким газети не доставляють додому.
3. Ви читаєте «Таймс»? — Так. Я надаю їй перевагу серед інших газет, оскільки в ній завжди достовірні новини.
4. Популярні газети намагаються зробити свої новини сенсаційними, тому вони прагнуть більш емоційного висвітлення подій.

5. Де ти купив газету із таким кумедним заголовком? — У кіоску навпроти.
6. Мій брат надає перевагу місцевим газетам, бо вони хоч і мають невеликий тираж, проте достовірно висвітлюють регіональні події.
7. Новий проект викликав сенсацію та був широко висвітлений у пресі.
8. Щоби продавати газету з вигодою, треба заповнити її рекламою. Інакше доведеться зменшити її тираж.
9. Я читаю цю газету, бо вона не тільки об'єктивно відображає внутрішні й міжнародні події, але й містить статті про спорт, культуру, моду та багато інших цікавих речей.
10. Шкода, що єдина можливість цієї газети конкурувати з іншими та утриматися на ринку продажів, — це розміщення реклами та публікація статей розважального характеру, цікавих пересічному читачу.

**X. *Make up a dialogue on one of the following topics.***

Buying a newspaper

Advertisement in newspapers

Discussing the news published in the newspaper

Freedom of the press

**XI. *Read and discuss the quotations of famous British people.***

- Newspapers are unable, seemingly, to discriminate between a bicycle accident and the collapse of civilization. (*George Bernard Shaw, 1931*)
- The public have an insatiable curiosity to know everything. Except what is worth knowing. Journalism, conscious of this, and having tradesman — like habits, supplies their demands. (*Oscar Wilde, The Soul of Man Under Socialism, 1891*)
- In old days men had the rack. Now they have the Press. Oscar Wilde
- The people will believe what the media tells them they believe. (*George Orwell*)
- If large numbers of people believe in freedom of speech, there will be freedom of speech even if the law forbids it. But if public opinion is sluggish, inconvenient minorities will be persecuted, even if laws exist to protect them. (*George Orwell*)
- Television is like the invention of indoor plumbing. It didn't change people's habits. It just kept them inside the house. (*Alfred Hitchcock*)

### III. Summing up

#### Speaking

1. What does the word “Mass media” denote?
2. What is the role of Mass Media?
3. What can you say about British press?

### IV. Home assignment

#### Writing

Choose a quotation and expound the point of view given in it.

#### Additional material to the topic “Mass Media (Radio-TV)”

#### Tasks

#### I. Read the text

Television and Radio Broadcasting in Britain has traditionally been based on the principle that it is a public service accountable to people. While retaining the essential public service element, it now also embraces the principles of competition and choice:

- the BBC (British Broadcasting Corporation), which broadcasts television and radio programmes;
- the ITC (Independent Television Commission), which licenses and regulates commercial television services, including cable and satellite services.
- the Radio Authority, which licenses and regulates commercial radio services, including cable and satellite. The three bodies work to broad requirements and objectives defined and endorsed by Parliament, but are otherwise independent in their daily conduct of business.

Television viewing is by far Britain’s most popular leisure pastime: over 97 per cent of households have at least one TV set. British television productions are sold worldwide.

#### BBC Television

The BBC has a powerful television service. It owns two channels: BBC1 and BBC2. Practically all the population of the country lives within the range of the TV transmission. With the exception of a break during the Second World War, the BBC has been providing regular television broadcasts since 1936. All BBC2 programmes and the vast majority of those on BBC1 are broadcasted on the national network. The aim of the Government is that at least 25 per cent of programmes on all channels should be made by independent producers.

The BBC television programmes are designed for people of different interests. BBC1 presents more programmes of general interest, such as light entertainment, sport, current affairs, children's programmes, as well as news and information. BBC2 provides documentaries, travel programmes, serious drama, music, programmes on pastimes and international films.

The BBC does not give publicity to any firm or company except when it is necessary to provide effective and informative programmes. It must not broadcast any commercial advertisement or any sponsored programme. Advertisements are broadcasted only on independent television, but advertisers can have no influence on programme content or editorial work. Advertising is usually limited to seven minutes in any one hour of broadcasting time.

Both the BBC broadcast education programmes for children and students in schools of all kinds, as well as pre-school children, and for adults in colleges and other institutions and in their homes. Broadcasts to schools cover most subjects of the curriculum, while education programmes for adults cover many fields of learning, vocational training and recreation.

The Government has no privileged access to radio or television, but government publicity to support non-political campaigns may be broadcasted on independent radio and television. Such broadcasts are paid for on a normal commercial basis. The BBC is not the mouthpiece of the government. All the major political parties have equal rights to give political broadcasts. Radio and, particularly, television have their greatest impact on public affairs at election time. Each of the principal political parties is granted time on the air roughly in proportion to the number of its candidates for the Parliament.

Television and radio coverage of political matters, including elections, is required to be impartial.

Television and the other channels of mass media are playing an increasingly important part in bringing contemporary affairs to the general public.

### ITV

In addition there are two independent channels: ITV (Independent Television) and Channel4, which is owned by the IBA (Independent Broadcasting Authority).

The ITV has 15 programme companies, each serving a different part of the country. The whole of ITV is controlled by the IBA. ITV programmes include news, information, light entertainment and are

interrupted at regular intervals by advertisements. The first regular commercial ITV programmes began in London in 1955.

ITV programmes are broadcasting 24 hours a day in all parts of the country. About one-third of the output comprises informative programmes — news, documentaries, and programmes on current affairs, education and religion. The remainder cover sport, comedy, drama, game shows, films, and a range of other programmes with popular appeal. Over half the programmes are produced by the programme companies and ITN.

### BBC National Radio

The BBC has five national radio channels for listeners in the United Kingdom. Radio (channel) 1 provides mainly a programme of rock and pop music. Radio 2 broadcasts lights music and entertainment, comedy as well as being the principal channel for the coverage of sport. Radio 3 provides mainly classical music as well as drama, poetry and short stories, documentaries, talks on ancient and modern plays and some education programmes. Radio 4 is the main speech network providing the principals news and current affairs service, as well as drama, comedy, documentaries and panel games. It also carries parliamentary and major public events. BBC 5 (on medium wave only), which is devoted chiefly to sport, education and programmes for young people.

The BBC has over 30 local radio stations and about 50 commercial independent stations distributed throughout Britain. To provide high-quality and wide-ranging programmes that inform, educate and entertain, to provide also greater choice and competition the government encourages the growth of additional radio services run on commercial lines.

Besides these domestic programmes, the BBC broadcasts in England and in over 40 other languages to every part of the world. It is the World Service of the BBC. Its broadcasts are intended to provide a link of culture, information and entertainment between the people of the United Kingdom and those in other parts of the world. The main part of the World Service programme is formed by news bulletins, current affairs, political commentaries, as well as sports, music, drama, etc. In general, the BBC World Service reflects British opinion and the British way of life. The BBC news bulletins and other programmes are re-broadcasted by the radio services of many countries.

## **II. Find the English equivalents to the following.**

- радіо (ТВ) трансляція
- базуватися на принципах конкуренції та вибору

- визначений та схвалений Парламентом
- мати вплив на зміст програми
- повинен бути безстороннім
- перериватися рекламою
- решта програм
- присвячений спорту (освіті, новинам)
- вітчизняні програми
- випуск новин

**III. Find the correspondences between the adjectives and nouns and make up sentences using them.**

1. Public	a) rights
2. Independent	b) interest
3. Popular	c) network
4. National	d) radio services
5. General	e) entertainment
6. Light	f) leisure pastime
7. Current	) training
8. Informative	h) music
9. Commercial	i) people
10. Editorial	j) television
11. Vocational	k) service
12. Equal	l) affairs
13. Classical	m) work
14. Young	n) advertisement
15. Additional	o) programmes

**IV. Answer the following questions.**

1. What public bodies are responsible for television and radio services throughout Britain?
2. How long has the BBC been providing regular television broadcasts?
3. What programmes do BBC1 and BBC2 present for their audience?
4. Does the BBC broadcast advertisements?
5. Do political parties have any privileges in broadcasting?
6. What is the output of Independent Television?
7. What programmes do the BBC national radio channels provide?
8. What is the purpose of the BBC World Service broadcasting?

**V. Correct the following statements.**

1. Broadcasting in Britain is a public service accountable to the Government.
2. The BBC has been providing regular television broadcasts since 1926.
3. The BBC television programmes are designed for well-educated people.
4. Advertisements are broadcasted on BBC television and advertisers have influence on programme content and editorial work.
5. The government publicity to support political campaigns may be broadcasted on independent radio and television.
6. Television and the other channels of mass media are playing an increasingly important part in advertising products.
7. The whole of ITV is controlled by the Government.
8. The first regular commercial ITV programmes began in Manchester in 1955.
9. The BBC has over 30 local radio stations and about 50 commercial independent stations distributed all over the world.
10. The BBC broadcasts are intended to provide information about British way of life.

**VI. Fill in the gaps with the article where necessary and be ready to explain your decision.**

Teletext

(1) \_\_ BBC and independent television each operate (2) \_\_ teletext service, offering constantly updated information on (3) \_\_ variety of subjects, including (4) \_\_ news, sport, travel, local weather conditions and entertainment. (5) \_\_ teletext system allows (6) \_\_ television signal to carry additional information which can be selected and displayed as “pages” of text and graphics on (7) \_\_ receivers equipped with (8) \_\_ necessary decoders. Both Ceefax, (9) \_\_ BBC’s service, and Oracle, the independent television’s service, have (10) \_\_ subtitling facility on certain programmes for people with (11) \_\_ hearing difficulties. Both services are available whenever (12) \_\_ transmitters are on (13) \_\_ air. Nearly 40 per cent of households in (14) \_\_ Britain have (15) \_\_ teletext sets and over 7 million people turn to (16) \_\_ service daily: more than most daily newspapers.

**VII. Complete the sentences using one of the words from the list of verbs above. Don’t forget to use the correct form of the verbs.**

Broadcasting by Satellite

Set up, provide, broadcast, carry (2), transmit (2), be (4)
---



Direct broadcasting by satellite, by which television pictures (1) \_\_ directly by satellite into people's homes, (2) \_\_ available throughout Britain since 1989. The signals from satellite broadcasting (3) \_\_ receivable using specially designed aerials or "dishes" and associated reception equipment.

Several British-based satellite television channels (4) \_\_ supply programmes to cable operators on Britain and, in many cases, throughout Europe.

British Sky Broadcasting (BSkyB) (5) \_\_ channels devoted to light entertainment, news, feature films and sport, transmitted from the Astra and Marcopolo satellites. Each Astra satellite can (6) \_\_ 16 channels, simultaneously. Two satellites (7) \_\_ operational so far, with more planned, and (8) \_\_ about 18 channels in England. Other channels (9) \_\_ sport, general entertainment for women, and a service for children. MTV (10) \_\_ a pop video channel. The Marcopolo satellite (11) \_\_ BskyB broadcasts made under contract to the ITC in the five DBS channels allocated to Britain under international agreement.

**VIII. *Imagine a talk with a foreigner who is very interested in learning more about our country and its people. What evening programmes would you recommend for him? Act this dialogue out.***

**IX. *Discuss.***

1. How important is TV in our life?
2. How selective are you about what you watch?
3. Do you think that children can be affected by television? How?
4. If you had the power, would you ban or restrict any programmes on TV?
5. What changes have you seen in television in your lifetime?
6. What are the possible future achievements of TV?
7. Why can people be lost in the information ocean of television?
8. What is the main value of the radio broadcast?

**X. *Write.***

- a) an ideal list of TV programmes for the evening (they can be real or imaginary);
- b) an essay about the influence of TV on people.

***Keys***

- III. 1 k; 2 j; 3 f; 4 c; 5 b; 6 e; 7 l; 8 o; 9 n; 10 m; 11 g; 12 a; 13 h; 14 i; 15 d.
- VI. 1 the; 2 a; 3 a; 4 –; 5 the; 6 the; 7 –; 8 the; 9 the; 10 a; 11 –; 12 the; 13 the; 14 –; 15 –; 16 the.

VII. 1 are transmitted; 2 has been; 3 are; 4 have been set up; 5 carries; 6 transmit; 7 are; 8 provide; 9 broadcast; 10 is; 11 carries.

## LESSON 33–34

**Topic.** British Royal family

**Aims and objectives:**

- to introduce and practise the vocabulary;
- to develop interactive skills based on the country study;
- to widen the students' outlook.

### PROCEDURE

#### I. Introduction

##### Greeting

T. Good morning, students! I'm glad to see you today! Today we are going to work on the topic "Royal family".

##### Warm up

Answer the questions.

1. What do you know about British royal family?
2. What the most famous British royal monarches can you name?
3. What are the royal duties?

#### II. The main part

##### I. Match the phrases:

1. Royal family	a) благодійна робота
2. Constitutional history	в) королівський фліт
3. Many duties	с) багато обов'язків
4. Royal navy	d) заробляти репутацію
5. Has acquired a reputation	e) королівська родина
6. Charity work	f) конституційна історія

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI. As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14. The

marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has allowed the BBC to make a documentary film about the every day of the royal family. She also started the tradition of the "walkabout", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving rare wild animals from extinction. The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

The Queen is widely known for her interest in horses and horse-racing. She is now president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements. Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters.

Prince Edward is keen on the theatre. This interest began while he was at university. He quit the Royal Marines, and is now pursuing a career with a theatrical company. The Queen Mother, the widow of the late King George VI, celebrated her one hundred birthday in 2000 and died in 2002. The Queen's only sister, Princess Margaret, Countess of Showdown, is well-known for her charity work.

## **II. Complete the sentences.**

1. At present the British royal family is headed by \_\_\_ .
2. Among Queen Elizabeth's many duties are \_\_\_ she makes to foreign countries.
3. The Queen's husband is \_\_\_ .
4. The Queen's heir is \_\_\_ , Prince of Wales, who was born in 1948.

5. The Queen is widely known for her interest in \_\_\_ .
6. Prince Edward is keen \_\_\_ .

### Listening

#### III. Listen to the text and say are they true or false?

##### Diana — the People's Princess

Diana Spencer was born on the first of July 1961 in Sandringham in England. She had two older sisters and a younger brother. In childhood she liked games, swimming, running and dancing. She wanted to become a dancer. Besides she loved children very much and at the age of sixteen she worked in schools for very young children. Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married. They seemed to be a happy couple at first. They had two sons. They travelled a lot they worked a lot, they visited many countries together. But Diana was not quite happy because they did different things and Charles didn't understand her.

Matthew Wall, a student at St. Michael's College in Burlington said: "She was such a lovely lady. She did so much for those people less fortunate than herself". She was a kind woman. Hundreds of people talked about Diana's kindnesses. She liked ordinary people, though she was rich and had many rich friends. Wherever she was, she was always ready to lend a hand. She was devoted to the sick and the poor. She visited hospitals for people with AIDS and for lepers and wasn't afraid to touch them, talk to them, listen to them. She worked on children's charities, and had teamed up with Hillary Clinton in an effort to ban landmines. And it's not only money, that she wanted to give people. She wanted to give them a part of her soul, to make them happy because she was unhappy herself. She wanted to give them love, because she needed love herself.

Rock stars (Sting, Elton John), pop singer George Michael, film stars and producers (Tom Hanks, Steven Spielberg, Nicole Kidman, Tom Cruise) and other famous people were among her friends. But she had more friends among ordinary people.

Diana was seen many times in floods of tears, because of the pressures of her loveless 15-year marriage. It is not a secret that Diana was hounded and humiliated to the point of mental breakdown and was able to pull through only because she knew she had the love of the people to buoy her in her darkest hours.

1. Diana Spencer was born on the first of July 1961 in Sandringham in Scotland.

2. She loved children very much and at the age of seventeen she worked in schools for very young children.
3. Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married.
4. Hundreds of people talked about Diana's kindnesses.
5. Diana But she had more friends among ordinary people.

**IV. Choose the correct answer.**

1. Diana wanted to become \_\_ .
  - a) a teacher;
  - b) a dancer;
  - c) a photographer.
2. Diana became princess, when \_\_, the Queen's son, asked her to be his wife and they got married.
  - a) Prince Edward;
  - b) Prince Peter;
  - c) Prince Charles.
3. Hundreds of people talked about Diana's \_\_ .
  - a) kindness;
  - b) beauty;
  - c) honesty.
4. She was devoted \_\_ .
  - a) to the sick and the poor;
  - b) to children;
  - c) to her family.

**V. Answer the questions.**

1. Why did Diana win the hearts of millions and millions of people in many countries?
2. Why did so many people come to London to remember her when she died?
3. Why did the tears and love at the funeral move the world?

**III. Summing up**

**Speaking**

1. Why was Diana the most famous, the most beautiful, the most photographed woman in the world?
2. Why did the car accident which took her life, become such a total shock to crowds of people?

**IV. Home assignment**

Make the chronical chart of monarch power.

*Keys*

- I. 1 e; 2 f; 3 c; 4 b; 5 d; 6 a.
- II. 1. Queen Elizabeth; 2. the regular visits; 3. Duke of Edinburgh; 4. Charles; 5. in horses and horse-racing; 6. on the theatre.
- III. 1 F; 2 F; 3 T; 4 T; 5 T.
- IV. 1 b; 2 c; 3 a; 4 c.

**Additional material to the topic  
“British Royal family”**

**Tasks***Read the text and complete the sentences.*

The British Royal Family is the group of close relatives of the monarch of the United Kingdom. The term is also commonly applied to the same group of people as the relations of the monarch in his or her role as sovereign of any of the other Commonwealth realms, thus sometimes at variance with official national terms for the family. Members of the royal family belong to (are born into), or are married into, the House of Windsor, since 1917, when George V changed the name of the royal house from Saxe-Coburg and Gotha.

Although in the United Kingdom there is no strict legal or formal definition of who is or is not a member of the Royal Family, and different lists will include different people, those carrying the style His or Her Majesty (HM), or His or Her Royal Highness (HRH) are always considered members, which usually results in the application of the term to the monarch, the consort of the monarch, the widowed consorts of previous monarchs, the children of the monarch, the male-line grandchildren of the monarch, and the spouses and the widows of a monarch's sons and male-line grandsons.

Members and relatives of the British Royal Family historically represented the monarch in various places throughout the British Empire, sometimes for extended periods as viceroys, or for specific ceremonies or events. Today, they often perform ceremonial and social duties throughout the United Kingdom and abroad on behalf of the UK, but, aside from the monarch, have no constitutional role in the affairs of government. This is the same for the other realms of the Commonwealth though the family there acts on behalf of, is funded by, and represents the sovereign of that particular state, and not the United Kingdom.

1. The British Royal Family is \_\_\_ .
2. Members of the royal family belong \_\_\_ .

3. The monarch carries the style \_\_ .
4. Members and relatives of the British Royal Family historically represented the monarch in various places throughout \_\_ .

*Keys*

1. the group of close relatives of the monarch of the United Kingdom; 2. the House of Windsor; 3. His or Her Majesty (HM), or His or Her Royal Highness (HRH); 4. the British Empire.

## LESSON 35

### Terminal test

#### I. Choose the correct answer.

1. \_\_ is a subgenre of alternative rock that originated in the United Kingdom.
  - a) Britpop
  - b) glam rock
  - c) punk
2. What places are the most famous British music festivals organized in?
  - a) London and Manchester
  - b) Edinburgh and Llangollen
  - c) Glasgow and Liverpool
3. What is the name of the British painter who was a true romantic in depicting the sea?
  - a) J. Constable
  - b) W. Turner
  - c) Th. Gainsborough
4. Diana became princess, when \_\_, the Queen's son, asked her to be his wife and they got married.
  - a) Prince Edward;
  - b) Prince Peter;
  - c) Prince Charles.
5. In the late \_\_, British cuisine started to look for a new direction.
  - a) 1960s;
  - b) 1980s;
  - c) 1970s.
6. Most language courses at universities last \_\_ years
  - a) four,
  - b) three,
  - c) two.

7. Medicine and dentistry courses last
  - a) 3–4 years,
  - b) 4–5 years,
  - c) 5–7 years.
8. Students may receive
  - a) money,
  - b) grants,
  - c) books from the Local Education Authority.
9. In \_\_ century new branches of industry have appeared: electronics, radio, chemical industry and others.
  - a) the 20th;
  - b) the 18th;
  - c) the 19th.
10. The Union Jack consists of \_\_ heraldic crosses.
  - a) two
  - b) three
  - c) four

## II. Answer the questions.

1. What is the most substantial meal of Englishmen?
2. Where do the best tennis players compete in June?
3. What English scientist formulated the universal law of gravitation?
4. What universities comprise a group of independent colleges?
5. What town did the Beatles come from?
6. What is the English national game?
7. Who was the wife of prince Charles?
8. When was The Times first published?
9. What are the most famous British newspapers?
10. How many youth organizations are there in Britain?

### Keys

- I. 1 a; 2 b; 3 b; 4 c; 5 b; 6 a; 7 b; 8 b; 9 c; 10 b.
- II. 1. dinner; 2. Wimbledon; 3. Newton; 4. Oxford and Cambridge; 5. Liverpool; 6. Cricket; 7. Diana; 8. 1785; 9. “The Times”; “The Guardian”, “The Daily Telegraph”, “Daily Mirror”, “Daily Express”; 10. about 60.