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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
**«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»**  
(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН  
на заседании кафедры иностранных языков  
Протокол от « 3 » марта 2025 г., № 10

Зав. кафедрой  Сарычева Л.В.

**ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю)  
Иностранный язык (английский язык)

**Направление подготовки**

44.03.03 Специальное (дефектологическое) образование

**Профиль:**

Коррекционная педагогика

Москва  
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## 1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
<b>УК-4.</b> Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).	1. Работа на учебных занятиях 2. Самостоятельная работа

## 2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	<b>Знать:</b> базовую лексику и выражения, а также лексику, связанную со специальностью <b>Уметь:</b> общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых	Выполнение лексико-грамматических упражнений Тестирование Проект (защита презентации) Аннотация	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа, шкала оценивания проекта

			используются достаточно употребительные слова и конструкции	Деловое письмо  Устный ответ	(презентации), шкала оценивания  тестирования, шкала оценивания  аннотации
УК-4	Продвинутый	1. Работа на учебных занятиях 2. Самостоятельная работа	<p><b>Знать:</b> основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций</p> <p><b>Уметь:</b> понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности</p> <p><b>Владеть:</b> профессионально-ориентированной</p>	Выполнение лексико-грамматических упражнений  Тестирование  Проект (защита презентации)  Аннотация  Деловое письмо  Устный ответ	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа, шкала оценивания проекта (презентации), шкала оценивания  тестирования, шкала оценивания  аннотации

			межкультурной компетенцией		
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### ***Шкала оценивания выполнения лексико-грамматических упражнений***

	Критерии оценивания		
Семестр	работа выполнена частично, с большим количеством ошибок	работа выполнена в полном объеме, но с ошибками	работа выполнена в полном объеме, допускаются незначительные недочеты
1	5 баллов	10 баллов	15 баллов
2	5 баллов	10 баллов	15 баллов
3	5 баллов	10 баллов	15 баллов

### ***Шкала оценивания тестирования***

Семестр	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	8-11 баллов	12-15 баллов	16-20 баллов
2	5-8 баллов	9-11 баллов	12-15 баллов
3	2-4 балла	5-7 баллов	8-10 баллов

### ***Шкала оценивания проекта (защита презентации)***

<b><i>Критерий оценки</i></b>	<b><i>Показатели</i></b>	<b><i>Баллы</i></b>
План работы	План работы над проектом есть	2
	План работы отсутствует	0
Глубина раскрытия темы проекта	Тема раскрыта фрагментарно	2
	Тема раскрыта полностью	4
	Знания автора проекта превзошли рамки проекта	6
Разнообразие источников информации, целесообразность их использования	Большая часть информации не относится к теме	2
	Использован незначительный объём подходящей информации из ограниченного	4

	числа однотипных источников	
	Представлена полная информация из разнообразных источников	<b>6</b>
Соответствие требованиям оформления письменной части и презентации	Отсутствует установленный правилами порядок, структура Внешний вид и речь автора не соответствуют правилам проведения презентации	<b>2</b>
	Предприняты попытки оформить работу в соответствии с установленными правилами  Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент	<b>4</b>
	Чёткое и грамотное оформление  Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес	<b>6</b>
	<b>ИТОГО</b>	<b>20 баллов</b>

***Шкала оценивания работы с социокультурным или профессионально-ориентированным текстом***

<b>Критерий оценки</b>	<b>Баллы</b>
Полное понимание текста, его точный перевод (допускаются незначительные стилистические ошибки 1–4). Грамотный ответ на вопросы, демонстрирующий полное понимание.	10 баллов
Письменный перевод текста с незначительными ошибками и замечаниями, передача основного содержания с незначительными ошибками, не искажающими смысл прочитанного текста (допускаются незначительные ошибки, исправляемые при дополнительных вопросах экзаменаторов).	7 баллов
Неполный или неточный перевод текста, (5–7 стилистических и	4 балла

грамматических ошибок). Частичное понимание текста, неточные ответы на вопросы.	
Неправильный перевод текста или выполнение менее 70% текста, большое количество ошибок. Ответы на вопросы неверны.	2 балла

### ***Шкала оценивания устного ответа***

<b>Критерий оценки</b>	<b>Баллы</b>
Коммуникативная задача не решена. Высказывание сводится к отдельным словам и словосочетаниям.	1
Коммуникативная задача не решена. В высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь очень медленная, со значительным количеством пауз. Допущено значительное количество ошибок, препятствующих коммуникации.	2
Коммуникативная задача решена частично. В высказывании отсутствуют логика и последовательность изложения. Оно носит незавершенный характер. Используемые языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, затрудняющих коммуникацию.	3
Коммуникативная задача решена частично. В высказывании значительно нарушена логика и последовательность изложения. Оно носит незавершенный характер, отсутствует вывод. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме. Объем высказывания ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущен ряд произносительных и лексических ошибок и значительное количество грамматических ошибок,	4

затрудняющих коммуникацию.	
<p>Коммуникативная задача решена не полностью. В высказывании значительно нарушены логика и последовательность изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Объем высказывания ниже программных требований. Речь недостаточно беглая. Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.</p>	5
<p>Коммуникативная задача в основном решена. Высказывание носит завершенный характер, но имеются нарушения логики и последовательности изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Используемые связующие элементы не всегда адекватны решаемой задаче. Объем высказывания несколько ниже программных требований. Речь недостаточно беглая. Компенсаторные умения используются недостаточно. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.</p>	6
<p>Коммуникативная задача решена относительно полно. Высказывание носит завершенный характер, но имеются незначительные нарушения логики и последовательности. Отсутствует вывод, есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.</p>	7



<p>Коммуникативная задача решена относительно полно. Высказывание носит завершённый характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используемые связующие элементы в основном адекватны. Объем высказывания соответствует программным требованиям. Речь беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.</p>	8
<p>Коммуникативная задача решена полностью. Высказывание построено логично и связно и имеет завершённый характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. В случае необходимости используются компенсаторные умения. Допущены единичные произносительные и грамматические ошибки, не препятствующие коммуникации.</p>	9
<p>Коммуникативная задача решена полностью. Высказывание построено логично, связно и имеет завершённый характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. Допущены единичные произносительные ошибки, не препятствующие коммуникации</p>	10

### *Шкала оценивания аннотации*

Критерий оценки	Баллы
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Аннотация отражает полностью содержание текста. Структура четкая, отражает логическое деление текста. Используются речевые клише. Грамматические и пунктуационные ошибки отсутствуют.	10 баллов
Аннотация не совсем точно передает содержание текста. Структура аннотации не достаточно верно передает логическое членение текста. Присутствуют незначительные грамматические и пунктуационные ошибки (2-4).	6 баллов
Аннотация частично передает содержание текста. Структура аннотации не соответствует логике построения текста. Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.	2 балла

### *Шкала оценивания делового письма*

<b>Критерий оценки</b>	<b>Баллы</b>
<b>1. Структура и оформление в соответствии с видом делового письма.</b> Данный критерий означает, что письмо оформлено по правилам, есть четкая структура письма как в оформлении так и в самом письме.	<b>2</b>
<b>2. Содержание.</b> В данном критерии учитывается насколько полно, точно и правильно было написано письмо/документ на заданную тему. Оцениваются идеи и последовательность информации в раскрытии письма.	<b>3</b>
<b>3. Лексика.</b> Оценивается разнообразие лексических структур, используемых для составления документа/ написание письма	<b>3</b>
<b>4. Грамматика.</b> Оценивается разнообразие, сложность и точность грамматических конструкций.	<b>2</b>
<b>Итого</b>	<b>10</b>

**3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**

### Текущий контроль

**УК-4.** Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).

**Знать: базовую лексику и выражения, а так же лексику, связанную со специальностью**

Задания, необходимые для оценивания сформированности УК-4 на пороговом уровне

## 1 семестр

### Лексико – грамматические упражнения

Выберите правильный вариант ответа.

- 1 John has so many dresses/clothes he needs a new wardrobe to put them all in!
- 2 What I like about my job is that I can know/meet lots of new people.
- 3 The children are only behaving badly because they are annoyed/bored . Find them something to do!
- 4 My grandmother has to go into hospital for some tests/exams .
- 5 I used to have a very boring job working in a fabric/factory .
- 6 The doctor said I had to make an appointment with a specialist so that she could examine/visit me.
- 7 That was such a terrible/terrific film that I'm going to buy the DVD when it comes out.
- 8 Don't forget to close/switch off the TV before you go to bed.
- 9 I had a terrible discussion/argument with my boss, and now I'm worried I'll lose my job.
- 10 The nice thing about a family funeral is the chance to see all your relatives/parents again.
- 11 I live in the city, but my family still lives in a small village/country in the mountains.
- 12 At school my favourite subject/argument was maths.

## Тестирование

1. There was \_\_\_\_\_ crisis in \_\_\_\_\_ American agriculture in \_\_\_\_\_ 1980s.  
a) the, -, the      b) a, -, the      c) a, the, the      d) -, -, the
2. According to \_\_\_\_\_ New York Times \_\_\_\_\_ third of \_\_\_\_\_ nation's family farmers are in \_\_\_\_\_ debt.  
a) the, a, the, -      b) -, the, -, -      c) the, a, —, -      d) the, a, the, the
3. \_\_\_\_\_ 1973 Arab oil embargo caused \_\_\_\_\_ doubling of \_\_\_\_\_ oil prices and \_\_\_\_\_ inflation.  
a) the, the, -, -      b) a, the, -, -      c) the, a, -, -      d) the, the, -, the
4. \_\_\_\_\_ effects of air pollution on \_\_\_\_\_ environment have been observed for years.  
a) -, -      b) the, -      c) -, the      d) the, the

5. In \_\_\_\_\_ New York City area \_\_\_\_\_ East River is \_\_\_\_\_ good example of \_\_\_\_\_ water pollution.  
a) —, the, a, —      b) the, the, the, -      c) the, the, a, —      d) the, the, a, the
6. Mrs. Brown, \_\_\_\_\_ young woman with \_\_\_\_\_ fall of \_\_\_\_\_ dark hair is \_\_\_\_\_ teacher.  
a) the, a, —, a      b) a, a, -, a      c) a, a, the, a      d) a, a, \_\_\_\_\_ the
7. When \_\_\_\_\_ Europeans came, \_\_\_\_\_ Indians watched with \_\_\_\_\_ horror as \_\_\_\_\_ forests were cut down.  
a) -, -, -, the      b) the, the, -, the      c) the, the, the, the      d) the, the, the, -
8. People always have \_\_\_\_\_ hopes for \_\_\_\_\_ better life in \_\_\_\_\_ future.  
a) -, a, the      b) the, -, the      c) the, the, the      d) -, -, the
9. Americans find it hard to accept \_\_\_\_\_ idea of \_\_\_\_\_ poor people who have no \_\_\_\_\_ hope and have to stay at \_\_\_\_\_ bottom.  
a) a, —, a, the      b) the, —, —, a      c) an, —, —, the      d) the, —, —, the
10. \_\_\_\_\_ Northeast is \_\_\_\_\_ historic heartland of \_\_\_\_\_ U.S. and \_\_\_\_\_ centre of \_\_\_\_\_ industry.  
a) -, the, the, the, -      b) the, a, the, the, -      c) the, the, -, the, -      d) the, the, the, the, -
11. \_\_\_\_\_ Rockies is \_\_\_\_\_ great mass of \_\_\_\_\_ mountains running down \_\_\_\_\_ western side of the U. S.  
a) -, the, —, the      b) the, the, the, the      c) the, the, —, the      d) the, a, -, -
12. \_\_\_\_\_ Salt Lake City was founded by \_\_\_\_\_ religious group known as \_\_\_\_\_ Mormons.  
a) -, a, the      b) the, -, the      c) -, a, -II      d) -, the, -
13. Now \_\_\_\_\_ Salt Lake City is one of \_\_\_\_\_ cleanest cities in \_\_\_\_\_ country.  
a) the, the, the      b) -, the, the      c) —, a, the      d) -, the, a
14. To \_\_\_\_\_ Mexicans America is still \_\_\_\_\_ land of \_\_\_\_\_ promise.  
a) a, the, —      b) -, the, -      c) the, a, -      d) the, the, -
15. \_\_\_\_\_ United Nations claims that by \_\_\_\_\_ year 2010 \_\_\_\_\_ ten largest cities on \_\_\_\_\_ earth will be on \_\_\_\_\_ Pacific.  
a) —, the, the, —, the      b) the, -, the, -, the      c) the, the, the, —, the      d) the, the, -, -, the
16. \_\_\_\_\_ West Coast of the U. S. is proving already that \_\_\_\_\_ Pacific is \_\_\_\_\_ ocean of \_\_\_\_\_ future.  
a) the, the, the, the      b) -, the, the, the      c) the, the, an, the      d) the, the, the, -
17. In \_\_\_\_\_ big cities \_\_\_\_\_ number of people from \_\_\_\_\_ Vietnam and \_\_\_\_\_ Philippines is growing.  
a) the, the, -, the      b) -, a, -, the      c) -, the, the, -      d) -, the, -, the
18. In California people arrive at \_\_\_\_\_ Crystal Cathedrat, \_\_\_\_\_ huge glass church.  
a) the, a      b) —, a      c) the, the      d) a, the
19. \_\_\_\_\_ advertisers understand \_\_\_\_\_ power of \_\_\_\_\_ television.  
a) the, the, -      b) -, the, -      c) -, -, -      d) -, a, -
20. \_\_\_\_\_ last part was \_\_\_\_\_ piece of \_\_\_\_\_ film about Reagan's campaign for \_\_\_\_\_ presidency.  
a) —, the, —, the      b) the, a, a, the      c) the, the, the, a      d) the, the, the, -
21. Every house has \_\_\_\_\_ garage, \_\_\_\_\_ separate bedroom for each child in \_\_\_\_\_ family and \_\_\_\_\_ bathrooms.  
a) the, a, the, -      b) a, the, the, —      c) a, a, the, -      d) a, the, -, -
22. For \_\_\_\_\_ Americans who own their own homes, \_\_\_\_\_ never-ending rise in \_\_\_\_\_ house prices is \_\_\_\_\_ good thing.  
a) the, a, -, a      b) -, -, -, a      c) the, -, the, a      d) the, the, -, a
23. \_\_\_\_\_ Wall Street is \_\_\_\_\_ place where \_\_\_\_\_ sun never shines.  
a) the, a, the      b) -, -, the      c) -, a, -      d) -, a, the
24. \_\_\_\_\_ people who work in \_\_\_\_\_ Wall Street area are too busy to worry about \_\_\_\_\_ weather.  
a) —, the, the      b) the, the, the      c) the, —, the      d) the, a, the
25. In the U. S. there is still \_\_\_\_\_ aluminum, \_\_\_\_\_ copper, \_\_\_\_\_ oilfields in \_\_\_\_\_ north.  
a) -, -, the, the      b) the, the, the, the      c) -, -, the, -      d) -, -, -, the

**2 семестр**  
**Лексико – грамматическое упражнение**

- 1 I..... (lie) in the bath when the phone.....(ring). It .....(stop) after a few rings.
- 2 I t.....(be) cold when we ..... (leave) the house that day, and alight snow.....(fall).
- 3 Your friend who..... (come) here the other day ..... (seem) very nice. I..... (enjoy) meeting her.
- 4 When I..... (see) the man, he ..... (stand) outside the bank. He..... (have) a black baseball cap on.
- 5 When I..... (open) the cupboard door, a pile of books (fall) out.
- 6 I..... (walk) along the street when I suddenly..... (feel) something hit me in the back. I ..... (not / know) what it was.
- 7 We..... (go) to London yesterday, but on the way We..... (hear) about a bomb scare in Oxford Street. So We..... (drive) back home straightaway.
- 8 Something very strange ..... (happen) to me on my way home from work yesterday afternoon. I ..... (drive) along the bypass at the time. Suddenly I..... (see) my mother in the seat beside me. But she died three years ago.

**Тестирование**

Fill in the blanks.

A) do B) does C) is D) are E) have F) has

1. What subjects \_ she good at?
2. \_ your brother got a camera?
3. \_ your mother like cooking?
4. What floor \_ your bedroom on?
5. \_ your parents in France now?
6. Where \_ the nearest book-store?
7. \_ your friend have any money?
8. Where \_ your uncle work?
9. What sports \_ they fond of?
10. What bike \_ you got?
11. What \_ the weather like today?
12. What languages \_ you speak?

13. \_ you like science fiction?
14. What \_ your favourite pop group?
15. What bike \_ she got?
16. How many apples \_ you got?
17. What subject \_ you like best?
18. Where \_ the capital of your country?
19. \_ you know what time it \_ ?
20. How far \_ \_ London from Liverpool?

### 3 семестр

#### Лексико – грамматическое упражнение

1 Tom: Did you see ..... (football) on television last night? Melanie: No, I hate ..... (football). I was watching .....(news) on the other channel.

2. Rachel: Did your family have a dog when you were younger? Vicky: No, thank goodness. I'm afraid of..... (dogs). I didn't like .....(dogs) that were running around in the park yesterday. I was afraid they were going to attack me.

3. Melanie: You shouldn't drive so much, Mark. You know that..... (cars) cause .....(pollution), don't you? Mark: Yes, but ..... (cars) these days are cleaner than they used to be. Isn't it..... (aeroplanes) that are mainly responsible for..... (pollution) of the atmosphere?

4. Melanie: I've put some bread out in the garden for ..... (birds). Tom: You like..... (birds), don't you? Melanie: Yes, I do. I love ..... (wildlife), in fact. I'd much rather live in the country if I could.

5. Laura: You're always reading books about ..... (history), aren't you? Harriet: It was always my favourite subject. Do you know anything about ..... (history) of this area? Laura: No, but if you like looking round ..... (museums) and .....(old buildings), we could find out about it together.

### Тестирование

Choose the correct variant.

1. What is this? ... is my exercise-book.
  - a. it
  - b. these
  - c. those
  - d. they
  - e. them
2. There is ... pen on the table.
  - a. some
  - b. such
  - c. an
  - d. a
  - e. three
3. ... car is this?
  - a. what
  - b. who's
  - c. why
  - d. whom
  - e. whose
4. I'm cold. ...open the window.
  - a. a not
  - b. don't
  - c. no
  - d. none
  - e. —
5. He ... to the University by tram.
  - a. is going
  - b. can
  - c. goes
  - d. go
  - e. are going
6. Nick ... a book now.
  - a. is reading
  - b. are reading
  - c. read will read
  - d. had read
7. I like potatoes, but I ... them everyday.
  - a. haven't eat
  - b. not eat
  - c. doesn't eat
  - d. don't eat
  - e. isn't eating
8. I ... to see my friend tomorrow.
  - a. are going
  - b. have going
  - c. is going
  - d. were going
  - e. am going
9. She didn't ... breakfast yesterday.

- a. had
  - b. has
  - c. have
  - d. having
  - e. haved
10. I can swim, but my friend ...
- a. is not
  - b. can't
  - c. don't
  - d. needn't
  - e. aren't
11. ... I take your pen?
- a. may
  - b. will be able
  - c. does
  - d. has
  - e. had
12. Must I wear these shoes? – No, you...
- a. mustn't
  - b. can't
  - c. weren't
  - d. isn't
  - e. aren't
13. My grandfather ... to leave school when he was 15.
- a. must
  - b. can
  - c. is
  - d. are
  - e. had to
14. I ... speak French last year.
- a. can't
  - b. may not
  - c. must not
  - d. couldn't
  - e. hasn't
15. You will ... speak English in 3 years.
- a. can
  - b. has
  - c. had
  - d. be able to
  - e. were able to
16. When I called him, he ... supper.
- a. has having
  - b. was have
  - c. was having
  - d. is having
  - e. were having
17. They ... up late yesterday.
- a. get



- b. got
  - c. has got
  - d. gets
  - e. getting
18. It is the ... book I have ever read.
- a. best
  - b. better
  - c. well
  - d. good
  - e. worse
19. Where ... go? Let's go to the cinema.
- a. won't we
  - b. is we
  - c. have we
  - d. shall we
  - e. are we
20. What has she ... ?
- a. doing
  - b. do
  - c. did
  - d. done
  - e. does

**Уметь:** общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции

### ***Примерная тематика проектной деятельности***

#### **1 семестр**

1. Национальный флаг Великобритании Union Jack.
2. Национальная одежда Шотландцев.
3. Символика разных частей Великобритании.
4. Особенности английской кухни.
5. Британский национальный характер и особенности менталитета.
6. Английский юмор. Monty Python – творческий союз ветеранов британской комедии и сатиры
7. Озёрный край и поэты-романтики “Озёрной школы”.

8. Золотой век Елизаветы I.
9. Творчество Уильяма Шекспира. Театр Глобус.
10. Поэзия Роберта Бёрнса.
11. Театры Лондона.
12. Дворцы и резиденции Королевы Великобритании.
13. Британский парламент и роль монарха.

Задания, необходимые для оценивания сформированности УК-4 на продвинутом уровне

**Знать:** основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций

### 1 семестр

#### Лексико – грамматическое упражнение

(1)..... (decide) to go to Greece together for a holiday.  
 (2)..... (we / wait) in the queue at passport control when suddenly  
 (3).....(I / realize) that (4).....(I / forget) my passport.  
 (5)..... (it / be) quite a shock. (6)..... (I / hurry) to a phone and (7) ..... (ring) my parents.  
 (8)..... (they / work) in the garden, but luckily my mother  
 (9)..... (hear) the phone. (10) .....(they / find) the passport and immediately (11).....(drive) to the airport with it.  
 (12)..... (I / meet) them at the information desk. (13) ..... (we / have) no time to talk, but (14).....(I / say) goodbye to them earlier that morning. (15)..... (I / run) all the way to the plane. I was just in time. When (16).....(I / get) there, the passengers (17).....(sit) in their seats ready for take-off. When (18) (they / see) me, everyone (19)..... (start) clapping

### Тестирование

1. There are \_\_\_\_\_ biscuits left in the tin.  
 a) a few    b) much    c) little    d) a little

2. \_\_\_\_\_ students know the answer to this question.  
a) a little    b) much    c) few    d) little
3. My days are so busy that I have \_\_\_\_\_ time for reading.  
a) few    b) a few    c) many    d) little
4. \_\_\_\_\_ people give money to charity.  
a) a lot of    b) many    c) little    d) much
5. There is a tiny bit of butter. There is \_\_\_\_\_ butter.  
a) a little    b) much    c) few    d) little
6. He keeps trying although there is \_\_\_\_\_ chance of success.  
a) much    b) few    c) a few    d) little
7. There are many clocks in the office but \_\_\_\_\_ of them work properly.  
a) little    b) few    c) much    d) a little
8. She wasn't very hungry. She has just had \_\_\_\_\_ soup.  
a) few    b) a few    c) a little    d) little
9. There aren't \_\_\_\_\_ jobs for young people.  
a) much    b) a few    c) little    d) many
10. There aren't \_\_\_\_\_ lessons today.  
a) much    b) many    c) a lot    d) few
11. I couldn't obtain \_\_\_\_\_ information from an office manager.  
a) many    b) much    c) a lot of    d) some
12. When my parents moved into a new flat they had very \_\_\_\_\_ furniture, just \_\_\_\_\_ chairs.  
a) a little, a few    b) little, a few    c) little, a little    d) little, little
13. There aren't \_\_\_\_\_ flats to rent in Moscow because there is \_\_\_\_\_ accommodation.  
a) much, little    b) a lot of, few    c) much, a few    d) many, little
14. I haven't got \_\_\_\_\_ suitcases. I have got \_\_\_\_\_ luggage.  
a) many, a few    b) many, few    c) a lot of, little    d) much, little
15. I had \_\_\_\_\_ time left, so I spent \_\_\_\_\_ minutes in a bookshop.  
a) a little, a few    b) little, a few    c) a few, a few    d) many, much
16. Very \_\_\_\_\_ research will be done in this field.  
a) many    b) little    c) few    d) a little
17. It's very quiet in my area. There is \_\_\_\_\_ traffic.  
a) little    b) much    c) a lot of    d) few
18. Usually men don't do \_\_\_\_\_ house work.  
a) a lot    b) little    c) a little    d) much
19. Now my father smokes \_\_\_\_\_ cigarettes than he used to.  
a) a few    b) less    c) fewer    d) few
20. There is too \_\_\_\_\_ violence on TV.  
a) many    b) much    c) a little    d) few
21. There are too \_\_\_\_\_ violent films on TV.  
a) many    b) much    c) little    d) a little
22. How \_\_\_\_\_ money is in your wallet? Oh, you've spent only \_\_\_\_\_ roubles, there are \_\_\_\_\_ left.  
a) many, a few, many    b) much, a few, much    c) much, a little, many    d) much, a few, many
23. I think there are \_\_\_\_\_ Russian soap operas on the television. There are \_\_\_\_\_ more Brazilian ones.  
a) little, many    b) few, many    c) few, much    d) a little, many
24. \_\_\_\_\_ paper is needed to publish \_\_\_\_\_ books.  
a) many, a few    b) much, few    c) much, a few    d) much, little
25. There are \_\_\_\_\_ important papers on the desk.  
a) a little    b) a lot    c) a lot of    d) much

## 2 семестр

### Лексико – грамматическое упражнение

1 Say that you finished the crossword today.

Actually, .....

2 Admit that your room needs tidying up. I'm afraid

.....

3 Explain to your teacher that you find the work difficult. I'm afraid

.....

4 Say that you wanted to give the course up. Actually,

.....

5 Offer your friend a chocolate. Here you

are.....

6 Admit that this place depresses you. You know, .....

7 Tell your friend that you worry about your job prospects. You

know,.....

### Тестирование

Choose the correct preposition.

A) at B) in C) on

1. There is a nice picture ... the wall.

2. She never keeps her money ... her bag.

3. Don't sit ...the ground.

4. Can you see something strange ...the water?

5. I think her flat is ... the third floor of that building.

6. Who is the boy ... that photo?

7. The car was parked ... the corner of the street.

8. The children are playing ... the garden.

9. My friend spent his holiday ... a small village ... the mountains.

10. The night is very dark. There are no stars ... the sky.

11. Let's meet ... the entrance to the Supermarket.

12. Our dog likes swimming ... the river.

13. St. Petersburg is ... the Neva river.

14. She waited for him ... the bus stop ... the end of Green Street.

15. There is nobody ... the building.

16. I think I left my bag ... the chair ... the corner of the classroom.

17. When we were ... Spain we stayed ... a hotel. We always left keys... reception.
18. We live ... Number 54 (Market street).
- 19 ... the left ... the side there's a triangle, and there's a rectangle ... the bottom.
- 20 ... the middle there are three small dots.

### **Лексико – грамматическое упражнение**

*Make your choice.*

During periods of terrorist activity by the IRA, people in Britain are always (>)being warned to look out for bombs. Any bag or parcel without an owner (1)..... seen as a risk to the public. Some time ago j a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2)..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3)..... killed. So army bomb experts (4)..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5)..... was reported that the box had (6) ..... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) .....it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8)..... be unenthusiastic about looking after people's unwanted pets. No one knows what I the rat thought about (9) ..... blown up

### **Тестирование**

Choose the correct variant.

1. There ... many students in the room now.
  - a. were
  - b. was
  - c. is
  - d. are
  - e. will
2. There ... a university in the centre of the city.
  - a. is
  - b. are
  - c. be
  - d. shall
  - e. were

3. I can't see ... on my table.
  - a. nothing
  - b. nobody
  - c. anything
  - d. anywhere
  - e. somewhere
4. What ... you going to do tonight?
  - a. was
  - b. will
  - c. were
  - d. is
  - e. are
5. There ... any sugar in the tea.
  - a. weren't
  - b. wasn't
  - c. haven't
  - d. hadn't
  - e. won't
6. We ... in Moscow last year.
  - a. lives
  - b. is living
  - c. has living
  - d. live
  - e. lived
7. Where ... she work?
  - a. do
  - b. done
  - c. doing
  - d. does
  - e. is
8. ... speaks English well?
  - a. which
  - b. why
  - c. who
  - d. when
  - e. what
9. How many theatres ... there in your city now?
  - a. were
  - b. are
  - c. have
  - d. is
  - e. was
10. What ... you do tomorrow?
  - a. will
  - b. shall
  - c. will be
  - d. shall be
  - e. are
11. He said that he ... at the plant last year.

- a. are having
  - b. living
  - c. lives
  - d. had lived
  - e. lived
12. Let ... tell his friends about his city.
- a. his
  - b. him
  - c. he
  - d. her
  - e. she
13. My friend ... breakfast when I called him.
- a. were having
  - b. will having
  - c. are having
  - d. was having
  - e. is having
14. What ... do you want to read?
- a. another
  - b. yet
  - c. other
  - d. still
  - e. else
15. Which is the ... river in our country?
- a. long
  - b. longer
  - c. longest
  - d. large
  - e. larger
16. There was ... in the room.
- a. somebody
  - b. somewhere
  - c. anybody
  - d. anything
  - e. some
17. Who ... you this story yesterday?
- a. speak
  - b. tell
  - c. told
  - d. spoke
  - e. said
18. When we came in, the film ... already begun.
- a. are
  - b. is
  - c. were
  - d. was
  - e. had
19. The work ... done well two days ago.
- a. has done

- b. was done
  - c. has been done
  - d. was do
  - e. did
20. Books by Dickens ... many times.
- a. is publishing
  - b. have published
  - c. are published
  - d. were published
  - e. is published

**Уметь:** понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности

***Read the text and match each part with its title.***

*В задании одна тема лишняя.*

- A. SUCCESSFUL CAREER
- B. EDUCATION
- C. SPORTS NEWS
- D. ORIGIN OF WORDS
- E. LONG-A WAITED VICTORY
- F. IMPROVING LANGUAGE
- G. POPULAR BOOK
- H. BOOK REVIEW

1. For the first time since 1948, the British capital will host the summer Olympic Games. It was the fourth participation of Britain in the battle to host the games after failed attempts of Birmingham for the 1992 Olympics and Manchester for 1996 and 2000. "I'm looking forward to what I'm sure will be a fantastic Olympic Games," said Prince William.

2. There are many factors, both social and psychological, which influence the roles of teachers and learners in the classroom. The book "Roles of Teachers and Learners" by Tony Wright helps teachers to understand these roles. And the ways in which co-operative learning may best be fostered.

3. It's calculated that Joanne Rowling, the author of very famous books about Harry Potter, is earning \$36,000,000 daily and her total profit is already more than \$1,000,000,000.

4. In 2005 "Harry Potter and the Half-Blood Prince" broke the previous record of Potter series itself as well as all other records had ever held by freshly published books: more than 8.9 million copies had been sold within 24 hours since the moment of release.



5. The word "hamburger" comes from the name of the German city Hamburg and not from the word "ham", and so the word "cheeseburger", sometimes used to mean a similar kind of sandwich with cheese instead of meat, is based on a false analogy.

6. Reading works of literature gives students an insight into the variety of ways language has been handled over the last three centuries. It is both rewarding and motivating for learners to discover they can understand the language, and that they can even enjoy the experience of reading an English or American classic.

7. The world's famous cycling race comes to its exiting conclusion when the riders cap off three weeks of road racing and 21 stages with a sprint down the Champs Elysees in Paris. The Tour de France will be broadcast live daily at Sport land at 5 p.m. until the last stage on Sunday, June 24.

1	2	3	4	5	6	7
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2. *Прочитайте текст и выполните задания. Ответьте на вопросы заданий, выбрав один из предложенных вариантов ответов 1, 2 или 3.*

There is something about the English Channel that has always fascinated the human race and it has always played a special role in British history. The sea itself has always been important to mankind but the Channel often created a barrier between Great Britain and the Continent. This barrier has existed for more than 12,000 years and the desire to break it has occupied the minds of many people for almost two hundred years.

The construction of the tunnel is perhaps the most incredible engineering project of the 20th century. In fact its completion was called a "technical triumph".

However, the first proposal to build a Channel Tunnel appeared in 1802, when a French engineer presented his project for two tunnels to cross it. Historians say Napoleon was interested in that plan. But Napoleon was more interested in fighting the British than in linking the two countries, and shortly afterwards a new war between England and France began. There were many other plans to build a tunnel but unfortunately all of them failed. It was not until after the last war that Britain and France began seriously considering the project. On the 12th February, 1986, Mrs. Thatcher and President Mitterrand signed the Franco-British Treaty which allowed the construction and the operation of the Channel Tunnel. The tunnel was completed eight years later.

It is now very quick and easy to cross the Channel. You don't have to book a ticket. The Channel Tunnel trains operate twenty-four hours a day, every day of the year. You can now cross the Channel in thirty-five minutes. At last the great barrier has been broken.

In 1996, the American Society of Civil Engineers, with Popular Mechanics, selected the tunnel as one of the Seven Wonders of the Modern World.

**1. What has always been important to all people?**

- a. The English Channel.
- b. The sea.

c. The tunnel.

**2. What did Europeans want to do for many years?**

- a. To create a barrier between Great Britain and the Continent.
- b. To sign a contract on the construction of the tunnel.
- c. To connect Great Britain and the continent by train service.

**3. When did the Channel Tunnel begin to function?**

- a. In 1994.
- b. In 1986.
- c. In 1996.

**4. Who proposed the first plan to build a tunnel under the Channel?**

- a. Napoleon
- b. A French engineer.
- c. President Mitterrand.

**5. When did the construction of the tunnel become possible?**

- a. After the treaty had been signed.
- b. After the engineering project had been presented.
- c. After many other plans had been discussed.

**6. Why is it easy to cross the Channel at present?**

- a. The tickets are cheap.
- b. The tickets are sold everywhere.
- c. The trains go day and night.

**7. What is the best title for the text?**

- a. Engineering Projects.
- b. The Channel Tunnel.
- c. Seven Wonders of the World.

1	2	3	4	5	6	7

**Владеть:** профессионально-ориентированной межкультурной компетенцией

Задания, необходимые для оценивания сформированности УК-4 на продвинутом уровне

Reading. Read the text.

## TEMPERAMENT AND PROBLEMS OF EDUCATION

The individual approach to children based on their psychological traits must take due account of their temperamental distinctions. A short-term contact with a child can only

provide fragmentary, more or less vivid impressions of the dynamic side of his psyche which are not sufficient for correct assessment of his temperament. In order to distinguish pupil's casual manners and habits from basic features of his temperament, the teacher must know the conditions of his development and be able to compare his behaviour and activity under different circumstances. A comparative study of pupils under similar conditions is an important method of establishing the dynamic manifestations of their psyche. In order to rate a pupil with one or another type of temperament; the teacher should first assess his activeness, emotionality and motility. 1. Activeness. This feature is evaluated by the intensity of his desire to change the environment and overcome obstacles. 2. Emotionality. This feature is evaluated by the child's sensitivity to emotional influence, by his inclination to find a cause for an emotional reaction. 3. Motility. The specificity of the child's motility shows in the rate, abruptness, rhythm, amplitude and a number of other features of muscular movements (some of them also characterize the vocal motorics). These manifestations of temperament are easier to observe and assess than others. One should bear in mind that there exist developmental specifics of temperament: in each period of childhood activeness, emotionality and motility are manifested differently. Thus, in the junior school age activeness is characterized by the easy arousal of interest, high sensitivity to any external irritants and insufficient capacity for durable concentration of attention which features are referable to a relative weakness and excessive sensitivity of the child's nervous system. To be sure, the emotionality and motility of a junior pupil are very different from these features in an adolescent, not to speak of a youth.

Choose the correct option to complete the sentences.

1. Teachers should differentiate/generalise pupils' manners and basic features of temperament.
2. A comparative/scientific method is used to study the pupils' behavior under similar circumstances.
3. Activeness and motility should be assessed/invalidated if a teacher wants to rate a pupil with a particular type of temperament.
4. Each period of pupils' activeness, emotionality and motility are manifested similarly/variably

### **Промежуточная аттестация**

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).

Задания, необходимые для оценивания сформированности УК-4

## **Список тем для беседы на зачёте и экзамене**

### **1 семестр**

1. Иностранный (английский) язык в современном мире.
2. Человек и общество.
3. Семейные ценности в современном мире.
4. География и краткая история Великобритании и США.
5. Жизнь в городе.
6. Искусство в России и за рубежом.

### **2 семестр**

1. Система образования в России, Великобритании и США.
2. Мир профессий и карьера.
3. Информационные технологии в жизни молодежи.
4. Проблемы экологии.
5. Спорт и здоровый образ жизни.
6. Путешествия и транспорт.

### **3 семестр**

1. Фундаментальная, прикладная и практическая психология.
2. Взаимосвязь психологии и современных наук.
3. История и направления психологии.
4. Работа дефектолога.
5. Дефектология за рубежом: история, современная практика, перспективы.
6. Известные российские и советские дефектологи.

### **Тексты 1 семестр**

**Shopping for Christmas**

What word goes best with Christmas in modern English?

For some people it is eating, for others it is presents, for some it is Jesus... but for a lot of people, Christmas means shopping, more than anything else.

Christmas will soon be here again. For Britain's shops, specially shops in cities, November and December are the busiest months of the year. In fact, some big shops do half their year's business in those two months.

Yet in 2022, with Covid-19 still with us, Christmas shopping will not be the same! Many people do not want to go into cities, or into big shopping centers. They are afraid of catching Covid. More and more people are now shopping on the Internet ! Internet shops are safe for shoppers, and they never shut... not even on Christmas Day !

Most people, however, spend their money before Christmas. "Christmas shopping" is different from ordinary shopping, and people like to do it differently. They go to different shops, or different online stores, more expensive shops very often. They don't just buy food from their supermarket and clothes from big department stores. They look round, they take time (if they can), they browse and they choose.

City shops do their best to attract them with exciting windows, and special offers. In the West End of London, shops spend thousands of pounds on lights, decorations, and special window displays. Some visitors come to London, just to see the lights and shop windows; but others come to shop in famous shops like Harrod's or Hamley's, Europe's biggest toy shop.

For shop assistants, it is a frantic season . There is not much time to rest. Just time for a cup of coffee or tea perhaps, then back to work. It's a good season for pay! As Christmas gets nearer, shops stay open longer, sometimes until 10 p.m. That means more pay for the staff. It also means extra staff. Some people find a job, for a few weeks at least.

Then, at about 5 p.m. on Christmas Eve, it all stops. The shops are suddenly empty - just a few people running round, looking for last minute presents. In many shops, there is a small party, a bottle of wine and mince pies or something like that. And then it's over. The

shop doors close, but the lights stay on. Out in the streets, which were so busy a few hours before, there is hardly anyone. Just a few people going home, or singing in the street.

Christmas shopping is over again.... until next October or November.

But for some shops, the doors will only stay closed for a day. After Christmas shopping, there is New Year shopping! The New Year sales used to start after January 1st. Now in some shops they start on the day after Christmas, and the crowds rush back for a few more days. Lots of things are cheaper now.

### **Clans, Kilts & Tartans**

You can't talk of the Highlands without talking of clans and kilts and tartans. A "clan" is a sort of tribe — a group of people who belong to the same extended family, or have the same historic origin. In the past, each part of the Highlands was the territory of a clan. Clans were closely linked communities, each with its own chief. Clans were — and still are — distinguished by their tartan. A tartan is a specific design, a criss-cross of coloured threads, which is used for ceremonial clothes, such as the kilt or the plaid. There are also military tartans too, each Scottish regiment having its own tartan.

In the past, Scottish clans often used to fight against each other. Near Fort William, there is a big and very beautiful valley called Glencoe. This was the home of the MacDonald clan. One day, about 300 years ago, the Campbell clan descended on Glencoe, and massacred the MacDonalds. This was one of the bloodiest incidents in Scottish history. And even in the 2020s, if you go to Glencoe and say that your name is Campbell, you will not be a welcome visitor. Today, many clans still have "gatherings". They are very popular with Americans of Scottish descent! As for the kilt — well there are some men who still wear it on ordinary days, but for most it is something rather special, for weddings, for "Highland Games", for official occasions, and other ceremonies.

And please note: in Scotland we always say "wear the kilt", never "wear a kilt". It's a special expression. For other types of clothes, we use "a", as in "wear a shirt" or "wear a

dress".

## **Salmon, Sea-food and other opportunities**

If you go to a restaurant in Spain, and eat a paella with lots of sea-food in it, think of Scotland. If you go to a restaurant in France and eat salmon, think of Scotland. In the last forty years, the Highlands of Scotland have found an important new industry: fish-farming. And today, Scottish lobsters, shrimps, (crustaceans) and fish are exported all over the world. Around Fort William, there are several fish-farms. These are places where salmon and trout (in particular) are bred and raised in special cages. Some of these are in salt-water lochs, others in fresh-water lochs. Other related industries have

followed, creating opportunities for young people to find work. However, in and around Fort William, the principal industries are paper, aluminium, and tourism. All of them are relatively recent.

Traditional industries such as farming, sea fishing, and weaving, cannot provide many interesting opportunities for young people who want a good job. The situation, nevertheless, is not a bad one, compared to some other parts of Britain. The population is small, and the industries that do exist are not dying ones. There is less unemployment in the Highlands than in many parts of Britain. There are openings for young people who want to follow a Youth Training programme after they leave school; and there are various types of help for young people who want to create their own jobs. Of course, there are limited opportunities for some types of job; but on the whole, there are plenty of advantages to counteract the disadvantages. Today's young Highlanders are not all wanting to leave.

Whisky is probably the most famous product of Scotland. Whisky distilling provides work for several thousand people in the Scottish Highlands and islands, and whisky is Scotland's biggest export...

The qualities of whisky come from the water which is used to make it — the rich "peaty" water of Scotland. When whisky is first made, it is actually transparent, not brown in colour. The colour comes from the wooden barrels in which the whisky is stored for several years, to allow it to mature, and from a little added caramel.

For many years, whisky has been a very popular drink all over the world, and Scotland has produced more and more of it ; but whisky sales have not increased as fast, so there are now large reserves of whisky in Scotland, specially the good and more expensive whiskies.. Thus a lot of the whisky sold today was made several years ago, when people imagined that whisky would get more and more popular. That is one of the reasons why, today, a lot of the whisky in the shops is labelled "Ten years old", or even "Fifteen years old".

### **Leaving Home... a teenage dilemma**

"An Englishman's home is his castle"; so says an old proverb. "Home" is perhaps the most important thing in a person's life - "home sweet home", as they say. Yet in Britain's teenage culture, home has long been seen as a place to leave, rather than a place to live. And while the age of independence is, for many young people, becoming later and later, the desire for independence is developing at a younger and younger age.

Leaving home for the first time has always been a difficult turning point in life; today the difficulties are perhaps greater than ever before.

Almost every 16-year old has thought about leaving home.

Many teens dream about leaving home: but the reality can often be much harder than they imagine.

Many have been thinking about it, off and on, for years; some have been dreaming of independence since they were twelve, or even younger. Leaving home is part of the teenage dream.

Recently, a survey of "Young People's Social Attitudes" asked British teenagers for their opinions about leaving home. Forty-nine per cent of 12-15 year olds thought that teenagers



should be allowed to leave home at the age of 16; another 12% said 17, and 8% said "when they want". Only 23% of young teenagers thought that they should be obliged to live at home until they were 18!

Yet the teenage dream seems to conflict with the experience of real life; when the same question was put to 18 and 19-year olds, almost half replied that teenagers should not leave home before the age of 18.

Nevertheless, leaving home is part of the process of growing up. Many teenagers leave to go and study or train or look for a job in a different town or city, returning home when the money runs out. Others leave because they just want to get out. Most, specially younger ones, are happy to go home again later; for a small number, leaving home is a definitive break.

### **Home or Homeless**

Every year, thousands of young people in Britain leave home in search of a better or more exciting life; many of them go to London, attracted by the bright lights, the night life, the youth scene and the hope of finding work.

16-year olds who leave school with few or no qualifications find it very hard to get jobs; indeed, in some British cities, particularly in the North, finding work is almost impossible for unqualified people, specially young people. London, however, has less unemployment and more jobs; and though no one imagines that the streets of the capital are "paved with gold" (as in the legend), many teenagers make their way to the capital, hoping to set up a new home of their own.

Though there are indeed more jobs in London than in most other cities, they are not always good jobs, and the dream of leaving home and finding a job often turns out to be just that; a dream.

Many return home; some become homeless.

Homelessness is not a new problem, and there are many associations that help homeless people to find somewhere to live. And although, overall, less people keep coming to

London in search of a new life, the number of young people doing so has gone up sharply; their reasons for coming have changed too.

London's biggest homeless charity, Centrepoin, reported that causes of homelessness among teenagers have changed ; instead of leaving home because of "pull factors" (the attraction of London, the hope of a job) more and more young people now leave home because of "push factors", victims of broken homes, poverty or physical aggression.

It's all part of our changing society. In 1961, only about 5% of children (about half a million children) in Britain lived in single-parent families; in 2013, 22% of children, that is three million children, lived in single-parent families. Single-parent families are generally poorer than traditional families.

Even teenagers with caring parents and lovely homes dream of leaving home. Kids in poor or aggressive homes dream too; in their situation, it's not surprising that they may want to make their dreams come true.

## **Britain is a multiracial country**

Britain is a multiracial country, yet although Britain is reputed to be a country where ethnic minorities integrate easily, Britain's Blacks - also known as Afro-Caribbeans - still suffer from a degree of passive discrimination. And when times are hard, things often get worse.

In the nineteen-fifties, Britain was a nation in need of men. A decade after the second world war, it was a country with lots of children, but not enough men to work in the mines, the factories and the public services.

Hundreds of thousands of young men had been killed during the war; who could take their place? There was an easy answer; men from the colonies! Britain was still the capital of an Empire that stretched to the four corners of the earth. In the developing countries of the Commonwealth, there were millions of young men, just looking for work. When the British authorities offered them the chance to come to Britain and work, thousands wanted

to come.

Most came without their families; but soon, as they settled into their new country and their new jobs, they paid for their families to come over too. While a few came from Africa, the largest contingent of Black immigrants came from Jamaica and the other islands that make up the West Indies.

By 1960, "Afro-Caribbeans" and their families had settled in large numbers in several of Britain's cities — usually in the poorest and most unattractive parts. At the time however, the conditions they lived in in Britain were not too bad, and often better than those they had enjoyed in the West Indies. There were jobs, so there was money; there were schools for the children.

Racial tension nevertheless began to grow in some working class districts of London and other cities. Once there had been jobs for all, but now a new problem was appearing: unemployment . More and more people, both Blacks and Whites, began finding themselves in competition for a falling number of jobs. Profiting from people's misfortune, new racist political parties came into existence. The National Front and the British National Party began recruiting young people, and encouraging racism. Here and there, gangs of skinheads began to write racist graffiti in public places; there were occasional incidents between black youths and skin-heads, but generally speaking, the overt racism of the National Front did not appeal to people in Britain.

In most parts of Britain, that is still true today. Generally speaking, Britain is a very tolerant society; but even in a very tolerant society, there are a few misguided individuals and groups who continue to judge people by the colour of their skin.

### **Today in Britain ...**

In most parts of today's Britain, racism is not part of ordinary life. Most people do not judge other people by the colour of their skin. Groups like the "English Defence League" British National Party are very marginal, and do not usually win any elections. The most ugly forms of racism, at least, have been rejected; and while Britain's Blacks still

have many forms of prejudice to fight against, vicious racism is not usually one of them.

Nonetheless, although black and white communities live side by side in most British cities, and there are not usually visible tensions between ordinary people, from time to time serious racist incidents take place.

The most notorious of these concerned a black teenager called Stephen Lawrence, gratuitously murdered in 1993 by a gang of white youths as he waited at a bus stop. Almost every week, racist incidents are reported in the media, somewhere in Britain. Perhaps, in a population of over 60 million people, that is inevitable, even in a country where the vast majority of people claim that they are not racially prejudiced.

Yet there are two sorts of racism: visible racism, and invisible racism.

Many black people in Britain feel that they are regularly discriminated against in invisible ways. Unemployment is higher among ethnic minorities than among Whites, and black pupils do not do as well at school as Whites - often because the schools that they go to do not have high academic reputations. (Asians, on the other hand, people from India, Pakistan or China, tend to do better than white pupils).

Black community leaders frequently complain about racism in the police, and unfortunately, some of their complaints are justified. In 1999, an official report into the (London) Metropolitan Police (the "Met"), following the murder of Stephen Lawrence, stated that "institutional racism" was widespread throughout the police service. Almost 30 years after Stephen Lawrence was killed, "institutional racism" still exists in some sectors, and in 2021 and 2022, the world of British cricket was rocked by accusations of institutional racism.

Plenty of projects have been started, to provide jobs and training to young Blacks in the poorest parts of the cities. Some have been very successful, and lots of Black teenagers do well at school, then go to university or do something else interesting, and become successful. They are, nevertheless, in a minority. Most Blacks in Britain today still live in the cities, or in the poorer districts of small towns. Sixty years after the first Afro-

Caribbeans were first invited to come and work Britain, only a small minority of Britain's Black community have really integrated into the mainstream of society.

## **Youth and race**

Generally speaking, young Blacks and young Whites get on together better than their parents' generation. A recent survey of teenage attitudes showed that 70% of British teenagers consider themselves to have "no racial prejudice at all", while only 2% admit to being racially prejudiced. The rest admit to being slightly prejudiced. There are several reasons for this.

Firstly, today's youth are growing up together, in a society which is much more multi-racial than it was in the past. Many, if not most British people aged over sixty never sat in a school classroom with people from different races; today, on the contrary, there are few secondary schools in Britain that do not have at least a few Black or Asian pupils. Today's British teenagers, whether they are Black, White or anything else, share a large degree of common experience. They have been through the same school system, they eat the same food, they watch the same television or films, and to a large extent, they like the same music. In short, most young people in Britain today share a similar - though certainly not identical - culture, whatever the colour of their skin. Hopefully, that can only result in even better race relations among future generations.

Although people from ethnic minorities about 14% of the total British population, you won't often see a black policeman, or a black Royal Marine. For many reasons, Blacks have found it hard to enter a number of professions; and once in these professions, they often find it harder to get promoted than white people.

In 1981 40% of Britain's Whites worked in professional, managerial or clerical jobs, only 13% of Blacks held similar jobs.

Blacks do, nevertheless, hold some important positions in British life; in the media, the most trusted TV newsreader is Trevor McDonald, the former anchor of ITV's popular "News at Ten" programme; and on the BBC, Moira Stewart, also black, was one of the

most popular newsreaders.

In 2022 there are sixty-five ethnic minority MP's in the House of Commons, eight of them black. They include David Lammy (photo right), who was Minister for higher education in the last Labour government. Lammy was brought up as a child in a poor quarter of London, and some people say that he is one of the brightest M.P's in the Labour Party... and possibly Britain's first black Prime Minister... could we say Britain's Barak Obama ?

### **Black music and sport**

Black music has done more than most things to bring Black and White cultures together.

Almost the whole of today's rock and pop music has its roots in Black music: rock 'n' roll, the base of today's pop, developed out of the jazz and rhythm 'n' blues of Black America. England's Blacks, however, have added their own specific contribution to contemporary pop music, in particular through reggae music, the music of the West Indies.

Reggae came to England in the late 60's through an innovative record company called Island Records. Island soon helped lots of black bands from the West Indies and from Britain, led by Bob Marley, to become popular with British youth of all backgrounds . Other record companies soon followed, and began signing up other Black bands.

Before long, black British musicians were regularly finding themselves in the Top Ten, while white bands played more and more "black" music, and an increasing number of bands recruited musicians regardless of their colour.

Today, the world of music is one of the ways that young British Blacks dream of as a route to success. The band Sugarbabes - two black, one white - is the most successful British girl group of the 21st century – so far. Only a very small minority succeed, of course, in reaching the top, but in the world of music, as in the world of sport, the doors to success are certainly open. More importantly though, the virtual absence of "race" as an issue in most sectors of the music industry today (in Britain at least) has helped to bring

young people of all colours together in a common culture and a common heritage that all recognise as their own.

Sport is another sector in which black British stars have done a lot to improve race relations. When, in the 1980's, the first black footballers were signed up by top British football clubs, they met serious discrimination and sometimes hostility from the fans. Since then, most clubs have tried hard to eliminate racism from the game, and generally they have succeeded.

Today, with all but a bigoted minority of fans, Britain's great black footballers enjoy the same status as their white team-mates. The same is true in athletics; and everyone in Britain knows that without its black athletes, Britain would have brought back a less distinguished collection of medals from recent Olympic Games.

### **No more fish 'n' chips?**

Can "Fish 'n' chips" survive? It is the original British fast food. Fish 'n' chips, the original "carry-out" meal, has been part of British life for well over 100 years. But will it survive much longer? Perhaps only in the form of a luxury for those who can afford it. Long before the Big Mac was invented, Britain had its own national form of fast food.

"When I was a young man, it was the sort of thing you'd have once or twice a week," remembers 82-year old Arthur Mowbrey. "Sixty years ago, you'd get a full size portion of cod and chips for sixpence. It was cheap, and good."

Fish 'n' chips was nourishing too. It was a proper meal, that you could eat in the street on your way home from work, or during the lunch-break. Wrapped in newspaper, it would keep warm to the last chip, even on the coldest days of the year. In the last quarter of a century, things have changed.

"It's not so popular with young people these days," says Lizzie, a teenager. "Most of the time, if young people want to eat out, they'll go for a hamburger or something like that, or a Chinese take-away. Fish 'n' chips is a bit old-fashioned really, I suppose. But there are still cheap chip shops around. I had fish 'n' chips about three weeks ago. We sometimes have it at home, and we go and get it from the chip shop. It saves cooking!"

Thousands of chip shops, however, have closed in the last twenty-five years. Some have been turned into Chinese or Indian take-aways, others have just closed. They have survived best in seaside towns, where the fish is really fresh, and people visit them more as a tradition than for any other reason.

Yet in spite of some changes, the classic fish 'n' chip shop could disappear from British streets in a few years' time, for a completely different reason; lack of fish.

For over twenty years, European agriculture ministers have been trying to solve the fish problem, but with little success. As a result of modern industrial fishing, some types of fish are facing extinction in the North Sea and Atlantic. "Overfishing in the North Sea has reached crisis levels," say Greenpeace. Quotas have been introduced, but each time there are new restrictions, fishermen in Britain, France, Spain and other countries protest, because jobs are lost.

Sadly, this is inevitable; and unless strict quotas are applied, thousands of European fishermen could lose their jobs, as there will be few fish left to catch (at least, few of the kinds of fish that people want to eat). One way or the other, sea fish will become rarer, and therefore more expensive.

The gradual disappearance of the traditional British fish 'n' chips shop is therefore bound to continue. Fish and chips, however, will survive as a speciality in pubs and restaurants, and in new up-market fish restaurants. Comfortable, more expensive fish restaurants, with chairs and tables, have existed for a long time of course, alongside stand-up carry-out fish



'n' chip shops. In the years to come, they may be the only type of fish 'n' chip restaurant to survive.

Every town in Britain had its fish 'n' chip shops. No British town is more than 150 km. from a sea port, and most are much closer; once railways were built in the nineteenth century, fresh sea fish could easily be bought in all British towns. Cheaper than meat, sea fish became a popular source of protein ; by 1870, "fish and chip shops" were springing up all over the country. For a hundred years, they were the classic popular restaurant, British style.

### **English ghost stories**

The Tower of London.... a very haunted place !

Do ghosts really exist? There are lots of people who say that they do; and I am one of them.

Many of Britain's ancient castles have ghosts. One of the most famous "haunted castles" in England is actually the Tower of London .

During the Tower's long history, many men and women were thrown into its dark dungeons, or executed outside its gates! Among the most famous was Lady Jane Grey, Queen of England in the year 1554.

Jane was just 17 when she became Queen, on July 9th 1554; however, at the same time another woman, Mary, thought that she ought to be Queen. Mary's supporters were stronger than Jane's, and within days Jane was sent to the Tower of London. On 19th July poor Jane had her head cut off outside the Tower!

Since then, it is said that the ghost of Lady Jane Grey wanders through the rooms and corridors of the Tower of London.

Other ghosts are not so famous. The village of Prestbury, in Gloucestershire, is reputed to be one of the most haunted villages in England.

Many villagers have heard - and some say they have seen - the "headless horseman"

who rides through the village on December 31st! People say that he was a soldier who fought in the English Civil War, in the 17th century.

In the same village, in an old cottage, there is a ghost known as the "spinette player". Sometimes at night, people hear the sound of someone playing this old musical instrument. The music always comes from a room that is empty.

These are just some of Britain's well-known ghosts; but there are lots of less-known ghosts too. I know; I have encountered one of them.

### **My own ghost story - The hands**

Several years ago, I went to stay with some friends who lived in an old house in the country. I had not told them I was coming, and when I arrived, they already had other visitors.

"Never mind," said my friend Ella. "You can sleep in the small guest room. We don't often use it, but you'll be all right for one night."

As we said goodnight, Ella added. "Oh, and please, lock the door before you go to bed. Otherwise it may open by itself."

Well I locked the door, lay down in bed, and went to sleep. During the night, I slept badly; I didn't really know if I was asleep or awake. But suddenly, I knew I was awake. Hands were touching my face. I tried to push them away, but there was nothing. I found the light switch, and put on the light. There was no one in the room.

"It was just a dream," I thought. And I went back to sleep.

When I woke up next morning, I got another surprise. The door, which I had shut and locked, was open! During breakfast, I told Ella about my strange dream, and about the open door.

"You too!" she replied. "Yes, I know. that's why we don't often use that bedroom. It's the blind lady!"

"What blind lady?" I asked.

"Well, you see, many years ago, the people who lived here had a daughter who was blind. That was her bedroom. She died when she was about 30. And since then, she has kept coming back to her room. She always feels the sheets, before getting into bed. Several visitors have had the same experience..... But she was a lovely girl. She has never hurt anyone."

I felt the skin on the back of my neck go cold.... Since then, I have always believed in ghosts!

## **From black to green**

Taxis are among the iconic images of London, and London's black taxis can be seen all over the world. But London taxis are not all black, and in the 2020s they are going green.

Think of London, and what iconic images come into your mind?

Big Ben? Tower Bridge? Soldiers in red uniforms? Or do you think of red buses? Or black taxis?

Only two cities in the world are famous for their taxis: London and New York. New York's iconic taxis are usually yellow; London's are black. But why black?

Many years ago, when London's first motor taxis appeared, almost all cars were painted black. This was the age when in America, Henry Ford, who built Ford cars, famously said: "You can have any color you like, as long as it's black!". In Ford's time, almost all cars were black.... Everywhere!

Things are different today; cars come in all colours, even London taxis. There are red ones and green ones, ones with pictures on them and ones with advertising all over them; but there are still plenty of "black cabs" too.

London's traditional taxis are very special cars, and they are different from ordinary cars. They are specially built as taxis, with a section at the front for the driver, and a section at the back for passengers. They have lots of room for luggage, and they can turn 180° in a

very small circle (about 8 metres).

However London taxis are changing fast. Most taxis have diesel engines, and they cause pollution. Since November 2021 London taxis must all meet the Euro-6 emissions standard. Basically this means that there are no longer any taxis in London built before 2008. Many taxi-drivers are unhappy, because London taxis are built to last for 20 years or more!

More changes are already coming; before long all London taxis will have to be ZEVs (zero emission vehicles); they will have to run on electricity or on hydrogen. London's biggest taxi company, which has 4,000 cabs, plans to be all electric by 2023.

Becoming electric will be the biggest change to London's taxis in over 100 years. Some new London taxis are now just ordinary SUVs; but others still look like traditional taxis. And a lot of them are still black!

## **MY NAME IS BOND - JAMES BOND**

BOND IS BACK AGAIN.... and the latest Bond film, No Time to Die, is an enormous box-office hit (as all the others). This is the twenty-fifth film about James Bond. He's the most amazing guy... he doesn't look a year older than he did over fifty years ago. "My name is Bond. James Bond."

But you knew that already, didn't you. Everyone knows that, which is rather a pity in ways. After all, I'm meant to be a secret agent, no-one's really supposed to know who I am. I should just be James to my friends, and Bond to the rest. My bosses in London call me 007... that's "Double-oh seven".

Still I don't suppose it really matters if everyone knows who I am; I'm just proud to be the best, the most exciting and the most seductive agent in the British Secret Service.

Actually, I'll let you into a secret. It's not surprising I'm such a good agent — I've got so much experience; you know, I've been in the job since 1952. Not bad, eh! It's obviously good for the health, this job, because I don't look or feel a day older than I did when I first

joined up just after the Second World War. Quite amazing really, isn't it?

In those days, the world was a dangerous place; there were Reds all over the place, trying to steal nuclear bombs and machines that would control the world! I made sure they never managed. I had some pretty hair-raising moments at times, of course, but I came through it all without a scratch. No wonder they're proud of me!

Do you remember the trouble I had with those extremely dangerous megalomaniacs, like Auric Goldfinger and Dr. No? When I look back on my younger days, I sometimes feel that I'm very lucky to be still alive. Actually, the more I think about it, the more I realise how incredibly lucky I've been.

Officially, you know, I'm "licenced to kill"; frankly, I think the job description ought to say "licenced to be killed"; I've quite lost count of the number of times I've brushed with death. I suppose I must have a charmed life. Maybe it's something to do with my Scottish ancestry. I know, anyway, that I'm liable to be killed from one day to the next. Any job has its risks, I suppose — and I certainly wouldn't be seen dead doing a boring job in an office, like some of my superiors. Men from the Ministry! Huh!

Perhaps you'd like to know how to become a secret agent like me? Well, honestly, it's partly a question of background, partly one of character.

My father was a Scotsman, who loved adventure; unfortunately his life wasn't as charmed as mine, and he died in a climbing accident when I was 11. That was a tragic moment for me, but I made up my mind to lead the sort of life that would make him proud.

### **Sherlock Holmes is growing old**

He was over 1 m 80 cm tall, and so thin that he looked even taller. He had sharp eyes and a thin nose, and looked like a very determined man. He wore a round "deer-stalker" hat and a Scottish cape (as in the picture below), and he smoked a pipe. Also, he was an expert in chemistry and British law, and he played the violin very well. His favourite expression was "Elementary, my dear Watson."

This is the man who was almost called Mr. Sharps, then Mr. Ferreps, but finally appeared as Sherlock Holmes. And his life began over 130 years ago, in 1887.

The world's most famous detective is now 130 years old, and although in fact he never really existed, he is today a very real part of English culture.

Sherlock Holmes has passed on his remarkable methods to Scotland Yard. His analysis is based on the most detailed research. Holmes made famous the arts of observation and deduction.

When he met Doctor Watson, his friend and assistant, for the first time, he said ; "I see you have been to Afghanistan," But how did he know? Watson looked like a medical and a military man. He had a dark skin, but his arms were white. His left arm was hurt. So Holmes concluded that he was an English army doctor, and he had recently come back from a hot country, with an injured arm. The only possible country, at the time was Afghanistan!

"Elementary, my dear Watson!".

Another example: when Dr. Watson showed him his watch, Holmes said: "I see that this watch belonged to your elder brother, who is now dead. He was an untidy man, and he was very poor, but he had periods of prosperity. At the end of his life he drank too much." Again, the explanation was elementary!

Stanley MacKenzie, president of the Sherlock Holmes Society, said: "Holmes is a mental superman and an eccentric. I envy his facility for solving problems in his armchair, with his eyes closed and his hands joined."

Conan Doyle did not want Sherlock Holmes to live for so long! In fact he tried to stop writing the Sherlock Holmes stories in 1893, with the story "The Final Problem". Holmes and Moriarty, his big enemy, had a fight at the Riechenbach Falls in Switzerland, and they fell together into the water. But the readers protested so much that Conan Doyle was forced to "resurrect" the detective. Holmes "miraculously" survived, and there was another book of stories ten years later. Now at Meiringen in Switzerland, at the site of the falls, there is a "Sherlock Holmes pub" and a "Sherlock Holmes hotel", and a large Sherlock Holmes

museum.

In England, there is a big "Sherlock Holmes Society". Members of the Society take the stories very seriously. They have meetings and discussions, where they talk about the books, and discuss some of the problems that still exist. For example, in one of the stories, Holmes took a train from London to Paris, but arrived in Paris before the train!

### **Robin Hood – fact or fiction?**

Robin Hood, Sherlock Holmes and Indiana Jones are all famous heroes; but were they real, or just invented heroes?

There can be no doubt about Sherlock Holmes or Indiana Jones. They are definitely invented characters. But Robin Hood: fact or fiction? That question has many answers.

It depends a bit on what you mean by a "real person". If we mean: "Was there a man called Robin Hood, who did all the things we can read about?", then the answer is no. But if we mean: "Was there a man who lived in the Middle Ages, and is remembered in the legends of Robin Hood", then the answer is yes.

The legend of Robin Hood is a very old one; and it is certainly based on reality.

According to one story, Robin was really an Anglo-Saxon nobleman, perhaps called Robin of Huntingdon, or Robin Fitz-Ooth, and he was a rebel against England's Norman rulers.

After William the Conqueror conquered England in 1066, England was ruled by Norman kings and Norman barons. Most of the ordinary Anglo Saxon people accepted their new masters; but some didn't. They became outlaws, enemies of the Norman barons and the people who worked for them.

In modern language, we could perhaps call this Robin a "resistance fighter" - though some people might call him a "terrorist". The legend tells us that he took money from the rich, and gave it to the poor. In fact, he probably took money from the Normans (who were relatively rich), and gave it to poor Anglo Saxons. This is why he soon became a legendary hero among Anglo Saxons.

Other stories claim that Robin was not an Anglo Saxon nobleman, but a common fugitive; they say that his real name was "Robert Hod", and that he only fought against his personal enemies, in particular the Sheriff of Nottingham, not against the Normans.

Many old stories said that Robin lived in Yorkshire. However, later stories had him living in Sherwood Forest, near Nottingham; and today, Robin's name is definitely attached to the city of Nottingham, and to Sherwood Forest.

Finally, what about the "merry men" that we meet in today's stories and films? Friar Tuck, Little John and the others? And what about the beautiful "Maid Marion"?

It appears that these secondary characters have no historic base.

Nevertheless, at least one real person was the inspiration for the stories of Robin Hood; and that person must have had friends. Perhaps there was a big man called John, and a fat friar too. Perhaps there was even a beautiful young lady called Marion. Let's imagine these people really existed - because in truth, they probably did, somewhere, at some time.

Maybe Robin never lived at all in the past; but too bad! His spirit is certainly alive today.

## **The Loch Ness Monster - behind the myth**

DOES THE LOCH NESS MONSTER REALLY EXIST ? . No one knows for certain. But one thing is certain: there cannot be just ONE monster. If there is one monster, there must be a whole family of them....at least twenty. No creature could have survived alone for over 7000 years! ..

Photomontage - the monster at the visitor centre with Loch Ness in the background  
The first written story of the monster is in a text from the year 565 AD by a Celtic biographer: this writer describes how a man was attacked by a monster while he was swimming in the river Ness. Perhaps the legend already existed in those days: it has certainly existed for many centuries in Scottish folklore.

However, the story of the monster was not very well-known in England for one simple



reason: Loch Ness is a very long way from the rest of Britain. Until the age of the railway, very few people ever went to the Highlands of Scotland....except soldiers or officials from the cities of the Scottish Lowlands. No-one else had any reason to go there: the North of Scotland was wild and desolate, wet and generally cold, and inhabited more by sheep than by people.

The myth became big news in 1930; three men, out in a boat on the lake, said that they had seen a monster. Immediately, several other people said that they had seen one too. In 1933, a man took the first "photo" of the monster, from a distance of about 100 metres. The photo was not clear, but Kodak said that the photo was real. The most famous photo of all was taken in 1934 by a London surgeon; it seems to show a long neck and a small head sticking up out of the water. "Nessie" - if the photo is real - looks something like a dinosaur.

A lot of other photos have been taken since then, but none of them have been clear. Obviously, if there is a monster, it is a shy one! It doesn't often come to the surface, and it never does so near the shore on a sunny afternoon in summer!

If it had done so, lots of people would have taken photos of it, and there would be no more mystery. Until now it has tried to avoid publicity.... if it exists!

In 1987, some people used sonar equipment to try to discover Nessie.... but they found.... nothing. So no-one has proved that the Loch Ness monster exists; but no-one can prove that it does not exist. It's a great story.

## **WHO IS JAMES BOND ?**

BOND IS BACK AGAIN.... 007 has returned to the screen. After long delays due to Covid, the latest (and longest) Bond film, No Time to Die is certain to be an enormous box-office hit (as all the others). But who is James Bond, and where does he come from

? Author Ian Fleming, the creator of James Bond, told us something about the origins of the world's most famous secret agent.....

In one of the first Bond novels, Ian Fleming tells us that James Bond - the classic "Englishman"? - was the son of a Scottish father and an Oriental mother. But perhaps this was not really true.

The title of the 19th Bond film, "The World is Not Enough", was based on the Latin motto of the Bond family, which is mentioned in one of the early novels. However, it now appears that the motto is not that of the Scottish Bonds, but that of a different Bond family, who came from the South West of England. So perhaps, Bond really is English, not Scottish, after all. Who knows? Bond joined the British Secret Service, where he soon got promoted to the top of the spyarchy, the "double O" category. From then on he was 007, "licensed to kill", and so began a career which would take him to all the corners of the earth.

In the early days, Bond's role was quite clear. He was working for the West, and his main enemies were men from the KGB, and other dangerous organisations. Since the end of the Cold War, the role of MI6 has changed, and Bond's job profile has changed with it. Now his main enemies are the big bosses of organised crime and international terrorism.

Unlike the Cold War, organised crime is unlikely to come to an end - at least, not in the near future. We can therefore be sure that James Bond, the best-known English fictional hero of the 20th century, has many more exciting adventures ahead of him.

Hollywood has already begun making sure of that! The original films were based on the fifteen novels written by Ian Fleming; but after the last of these was made into a film, it was clear that Hollywood was not going to stop! Bond films are too popular and too profitable to abandon. So Hollywood has invented new James Bond stories...

In many ways, Bond has changed a lot since the early days. To start with, several different actors have played the part of Bond, most notably Sean Connery, Roger Moore and today's Daniel Craig; but over the years, Bond movies have become more and more fantastic. Fleming's original character was fantastic, because he always came out alive; his

adventures were incredible, but they were based on some sort of realism. Bond's original car (his Aston Martin DB5) had gadgets, but they were all plausible! They were gadgets that would let him escape if he was being chased.

More recently, Bond has had cars that can fire missiles from the headlights, and do other remarkable things! In a sense, the modern Bond is Agent Gadget - and the people who try to get him have some even more amazing gadgets - like the enormous circular saw that hangs under a helicopter, cutting through everything that gets in its way (except Bond, of course!).

In the next Bond films, there will surely be lots more amazing things; but Bond will continue to be the same, cool, calm and collected – the classic Englishman.; Craig is unlikely to be the last 007, and Bond will doubtless go on entertaining us for many more years!

## **The story of BBC**

During the Cold War, millions listened to the BBC behind the Iron Curtain, in their quest for news about things that their own state radio stations refused to mention. Throughout the world, even today, people listen to the BBC World Service as a reliable and honest source of news.

More recently, BBC World television has become one of the most important international TV channels. In the next few years, there will be lots more exciting innovations for both radio and television.

Broadcasting, perhaps the greatest invention of the last century, has come a long way; and the BBC is one of the most important and trusted broadcasters in the world today.

The British Broadcasting Company was established in 1922. Four years later, it changed its name to the British Broadcasting Corporation, better known as the BBC, and that is how it has remained ever since.

From the beginning the BBC was a public service radio, but also an independent operator. Except during the war years, it has never been controlled by the government. On the contrary, several British government ministers have complained, over the years, that the BBC was biased against them!

In the early days of BBC radio, there was not a lot of news on the radio. There were music, drama, discussions and children's programmes; but news was not broadcast until after 7 p.m., to avoid competition with the newspapers!

In 1936 the BBC began the world's first television service. Only a few thousand people in the London area could receive those first flickering images, which were broadcast using a screen of just 204 lines. Today we have 625 lines on ordinary television, and even more for HDTV. Nevertheless, people liked what they saw, and as the number of transmitters increased, more and more people went out to buy new television sets.

Yet on September 1st, 1939, in the middle of a Mickey Mouse cartoon, BBC TV stopped broadcasting. The Second World War had begun. It was not until June 8th 1946, on the day of the great Victory Parade, that BBC television started again.

Since then the BBC has become one of Britain's most famous institutions. Today it has several national television channels, lots of radio channels and a growing number of international services. It also has a very popular [Internet site](#), with news stories from Britain and around the world. As far as programme production is concerned, the BBC is Europe's biggest and most successful exporter of audio-visual material. In International competitions, the BBC regularly wins more prizes than other broadcasters.

In tomorrow's world, communications and the media will become more and more important. With almost 100 years of experience, the BBC is determined to remain one of the world's major players.

## **London: THE LORD MAYOR'S SHOW**

It is the oldest annual parade in the world, and it takes place in London. But since it takes place in the middle of November, when there are not too many tourists in the capital, the "Lord Mayor's Show" is an event that is not very well known outside the city.

The first Lord Mayor's Show took place in the year 1215, after King John gave Londoners the right to choose their own representative. Like today's event, it was a fairly exciting procession, during which London's new "Lord Mayor" was "shown" to the people of the city. Originally, the new Lord Mayor had to present himself to the Law Courts for approval by the King, and to swear loyalty. Today, the Show is always attended by representatives of the Crown. For many years, until 1856 the

procession included making part of the journey by barge along the Thames. Now the Show winds its way through the streets of the City.

It is usually the biggest free show of the year for Londoners; and for many years, it has been an exotic or spectacular occasion. In the year 1602, for example, the ordinary people of London were able to see a lion and a camel in the procession. Most people had never seen these strange animals before! In the olden days, when "London" was all contained within the walls of the "City", the Lord Mayor was a powerful figure. He was the representative of the people of London, a man who was chosen by the most important people in the city; he was not appointed by the King.

Today, the "City" has a population of about 6,000 people - less than 0.1% of the population of the modern city of "Greater London". And as far as this modern London is concerned, the Lord Mayor of the City is not a very important person. For instance, he is far less important than the directly elected "Mayor of London", who is really in charge of the capital's affairs. On the other hand, the Lord Mayor is a representative of the "City", the most important financial centre in Europe; and although many of his functions are ceremonial, he also plays an important role in the world of international business. Naturally, the Lord Mayor's Show is has little to do with business. London's corporations may pay for it, but it is a show for the people.

In today's Lord Mayor's Show, the new mayor rides in his ceremonial carriage at the head of a long procession of vehicles, floats and marching bands.

Recent processions have been 4 kilometres long, and involved about 150 different groups, including 70 floats, 2,000 military personnel, and over 3,000 civilians, as well as hundreds of horses. Among the participants are many of the City of London's institutions, as well as charities and many of the big companies that are based in the city.

Naturally, the City of London is rich, as are most of the big companies that work there; this means that the Lord Mayor's Show is not only one of the biggest annual parades in the world; it is also one of the most spectacular, as firms and institutions compete with each other to produce the most exciting and original floats.

### **Sport cuts teenage crime**

Youth crime and vandalism in the Patchway district of Bristol have fallen by 20% in just a few months. Why? Because young people have stopped encouraging each other to do stupid and antisocial things, and are now making sure that they keep out of trouble. And it's all the result of a new football league!

"Peer pressure" is a strong force, specially among young people. Almost everyone can remember a moment when they have felt compelled to do something because their friends were doing it, or to buy something because their friends had bought it.

In the age of social media, peer pressure is stronger than ever. Without it fashion would not be the same, and advertising would be much harder. There would also be fewer of today's big social problems: drugs, crime and so on. Yet although peer pressure is usually seen as a bad influence, it can also produce positive results.

They have introduced a system in which football results are linked to young people's behaviour off the pitch. Teams score points for winning their matches, but lose points if any team-member does anything he shouldn't.... on the football field or off it! Teams score ten points for winning a match, and five if they draw; but if any player is arrested, the team loses ten points. If a member is caught doing an act of vandalism, such as spraying graffiti, the team loses five points. Three points are lost for more

minor offences. The teams also lose points if their members behave badly on the football pitch.

The result has been spectacular; since the football league started, crime and vandalism in the area have fallen by 20%, and none of the teenagers playing in the league has been apprehended by the police.

Instead of encouraging each other to do antisocial things, and cause problems, these teenagers are now encouraging each other to behave properly!

"If any of the lads loses points for the team, 'e won't 'alf get it from the rest!" says Craig, who plays for one of the teams. "We're making sure we all keep out of trouble!"

The idea is already raising interest in other cities. Social workers will also be looking for other ways in which "peer pressure" can be used to produce positive results, rather than negative ones. If more original ways can be found, to make positive use of peer pressure, levels of crime and other social problems among teenagers and young will fall.

In another example of positive peer pressure, statistics show that the number of British teenagers smoking and taking drugs fell steadily from 2000 to 2014. A generation ago drugs and smoking were the coolest things; today the coolest things are phones and social media. Research shows that mobiles have replaced cigarettes, or drugs as a symbol of growing up, in many teenage circles.

## **The Epsom Derby**

The oldest and perhaps the most famous horse-race in the world.

As the rules of lots of different sports spread all over the world, so did the language of sport. In the world of horse-racing, words like groom and lad and steeplechase spread to other countries; so too did the word "Derby". The word came to mean an important race, usually between horses. One of the most famous horse races in Ireland is called the Irish Sweeps Derby, and one of the most famous American races is called the Kentucky Derby.

But where did this word come from? Why a "Derby"?

Just like "Rugby", "Derby" (pronounced "Darby") is the name of a town in the middle of England; it is also the name of England's most famous horse race, The Derby. But the Derby is not run in the town of Derby, of course! That would be too simple !

Today the Derby has the reputation of being the world's most famous classic horse race. It is certainly the oldest and one of the biggest. Some years, over 600 horses are entered for the race; however only about 25 of them will actually take part in the great race on Derby day at the beginning of June.

Legend has it that the Derby was born during a dinner party in the year 1779, at the house of a nobleman, the Earl of Derby, near Epsom, a quiet village about 20 miles to the west of London. Like most aristocrats of the day, the earl loved horse-racing, and the open hilltops near his house were an excellent place for his jockeys to test their skills and speed against challengers.

Very soon, the Derby became the most popular horse race of the year. People could easily drive out in their carriages from London to watch the big race. In 1788, the Prince of Wales came to watch the race for the first time, and by the year 1800 the Derby had become an important date in the annual social and sporting calendar.

## **The story of Football and Rugby. Games that England gave the world**

Football (soccer) and Rugby are two of the most successful products ever invented in England. Today these games are played worldwide. This article looks at their early days, and at how Football was first exported to Brazil.

At the end of the nineteenth century, an Englishman living in Brazil sent his son across the Atlantic to be educated in England. Charles Miller went to school, then to university, where he took part enthusiastically in all aspects of life. Sport was one of them; a hundred years ago, Britain already had an established sporting culture.



During his English years, Charles grew passionately keen on football (i.e.soccer), and when in 1894 he packed his bags to return to his family in Brazil, among the things he took with him were half a dozen footballs.

Back in Brazil, he tried to get other people interested in the game. At first he had little success; the only people who showed any interest were other expatriate Brits; thus the first game of football in Brazil was played between two teams of young Englishmen, on a field from which the goats had first been removed.

Charles asked some journalists to come and see this new English game, but none came along. On the other hand, as the weeks went past, the spectacle of twenty-two young Inglês running round after a ball began attracting spectators from houses nearby; before long, young local men began kicking balls round too. "Balls" is perhaps the wrong word - the only footballs in Brazil at the time were the ones that Charles Miller had brought back with him from England. The first Brazilian amateurs had to concoct their own balls, using whatever they could find to make them with.

Nevertheless, even without real balls, there was plenty of enthusiasm for the new game, as "football" became the great attraction in the popular quarters of Sao Paolo, just like basketball is the great street-sport today in many world cities. By 1901, there was already a league of clubs in Sao Paolo, and the journalists who had originally laughed at the crazy English sport, were jumping on the bandwaggon, writing enthusiastically about the popular new game.

The rest, as they say, is history.

### **The origins of football and rugby**

But how did English football, or soccer, and its sister-game Rugby, originate? And why did it happen in England?

The origins of football go back hundreds of years, and there are several towns and villages in England where ancient forms of football are still played. The original game had few rules, and differed from place to place. Basically the teams just had to try and get a

ball (or some other object) past the opponent's line. Sometimes the lines were over a mile apart, and the field was the village street.... or even a field with no limits! People could kick the ball (and their opponents), run with it, throw it - anything was allowed.

In the nineteenth century, public schools developed fast; and since many of them were boarding schools, they had to keep boys occupied all day. Sport was a popular way of doing this; at first each school had its own games, with its own rules; but slowly fixed rules became established. In many schools, carrying the ball was not allowed; the game was called "football". Some schools however preferred a version of the game where players were allowed to carry the ball; one of these schools was in the small town of Rugby.

In 1863, a group of enthusiasts, who had played ball games at different schools, met in London to fix rules for the game. They formed the Football Association. Eighteen years later, as the game was getting more and more popular, they organised the first F.A.Cup competition.

Following the example of schools and colleges, the owners of factories (many of whom had been educated at public schools) began encouraging employees to form teams, and football soon became very popular in the industrial north of England. By 1888, the game had become popular enough to support professional clubs, with 12 original clubs forming the Football League.

Since then, the popularity of both football and rugby has continued to spread across the world; and though rugby has not been adopted in all countries, there is probably no country in the world where football is now unknown.

### **The story of the bicycle**

With covid and the coming climate crisis, bicycles are getting more and more popular. But where did the bicycle come from? Who invented this "velocipede"? .

You may be surprised to learn that the humble bicycle was invented several years later

than the railway locomotive! But the two-wheeler has come a long way since the day it was invented by a Scottish *blacksmith*, Kirkpatrick MacMillan, back (it is said) in 1839.

MacMillan developed his bike from an older wheeled vehicle, called a "hobby horse". This was a wooden horse with two wheels. The rider sat on the horse, and pushed the vehicle along with his feet. It was not a very fast or safe vehicle, since it had no steering and no brakes.

MacMillan, nicknamed Mad Pate, modified the hobby horse, by adding a system of articulated bars. The rider could push the bars back and forwards with his feet, and make the back wheel go round. He could also steer the bike, as the front wheel could be turned.

To demonstrate his invention, he cycled 60 miles to Glasgow! It must have been a terrible journey, on the roads of the day! Pate's bike did not have rubber tyres or springs.

Mad Pate was not recognised in his time, but other people became interested in bicycles. Twenty-five years later, a Frenchman called Pierre Lallemant designed and patented the first bicycle with rotary pedals; and in 1876, H.J.Lawson added another basic feature, "chain-drive".

Other features, such as rubber tyres and gears, have appeared since then; but the basic bicycle has not changed.

Since then the bicycle has had a magnificent fortune. Today, it is probably the most common form of transport in the world, especially in developing countries; and non-polluting and easy to ride, it has a big future as the town vehicle of tomorrow. Thanks Pate!

2 семестр

**Canada it's not the USA**

Imagine yourself sitting in a café one day in your home town, when on the next table you hear some people speaking English with a strong North American accent. Being a friendly person, you lean over and say, "Hi! Are you American?"

"No," comes the immediate answer. "Canadian!"

Calling a English-speaking Canadian an American can be as bad as telling a Scotsman that he's English or a Swiss person he's German. In spite of a common language, there are differences in culture and national feeling. "No," many Canadians will tell you with insistence, "We're not Americans! We're Canadians."

In the same way as Quebecers are determined to keep their identity, Canadians from the other provinces are determined to keep Canada's identity. Although the Canadian way of life is more and more like the American way of life, lots of details are different, and many Canadians, particularly Quebecers, are worried about the survival of their own differences.

Canadians use metres and kilometres and measure temperatures in Celsius; Americans use feet and miles, and measure temperature in Fahrenheit. The USA has states, Canada has provinces.

Yet about 80% of Canadians live within 150 km. of the U.S. border, and this has had a bad effect on the Canadian economy. Like most European countries, Canada has a national health service, and a good social security system; but good welfare services have to be paid for by high taxes, so the cost of living in Canada is high. Because of this, hundreds of thousands of Canadians often get in their cars and drive over to the USA to go shopping. This is one cause of economic problems in Canada. Over half of Canada's imports come from the United States, and Canada has a trade deficit with the USA.

But the American influence is not just a question of shopping. Lots of Canadians drive American cars, and cars are almost as important in Canada as they are in the USA. There is television too. While Quebecers tend to watch their own French-language TV stations, English-speaking Canadians have a choice between local English-speaking channels, national programmes from CBC, and dozens of American channels brought to them by cable or satellite. Unless they specifically want to watch local stations, they're just as likely

to tune in to one of the big American channels as they are to a Canadian channel.

Perhaps it is not surprising if some Canadians are afraid that their country will soon be just like another part of the USA. If, one day, Quebec becomes independent, many Canadians fear that the rest of Canada could break up. Perhaps that's an exaggeration; many Canadians feel it is a real risk.

## **Winter life in Canada**

If there is one thing that unites almost the whole population of Canada, it is the experience of winter.

While in most parts of Europe, people never know what the winter weather will be like from one week to the next, Canadians know what winter means. When the last leaves fall off the trees in Autumn, Canadians know that the winter is coming, and that it will be cold; or if it is not cold, it will be very cold! When the Arctic air blows south in the winter months, Canadians know that the temperature will fall to  $-20^{\circ}$  or lower, perhaps down to  $-40^{\circ}$ ; but because they know that it is going to happen, Canadians are ready for it! That, as they say, is half the battle of survival!

In Edmonton, the biggest city in the province of Alberta, the first winter snows can come in October. When this happens, Edmontonians complain that it is a bit early, but then just get on with normal life.

For most of the winter, which usually lasts from November to April, daytime temperatures in the city rarely rise above freezing... though recently, with global warming, the city has recorded more and more unusually mild winter days. From time to time, Arctic winds howl down from the north, and for several days temperatures in the city may not rise above  $-20^{\circ}$  (and may drop below  $-40^{\circ}$ ).

But in a city where people are used to cold winters, life carries on as usual. Canadians have to know how to cope with the cold; those who can't have just two options, to emigrate or to go and live beyond the Rocky Mountains, beside the Pacific Ocean, in "B.C." – British Columbia!

The easiest way to keep away from the cold of a Canadian winter is to stay indoors as much as possible! This does not mean that you have to stay at home, however! Many people keep their cars in heated basement garages which they can reach without going outside. Cars are often kept warm in winter, with electric heaters which are plugged into power points.

Some shopping centres have underground or indoor parking lots: and in the city centre, it is often possible to walk from one building to another, underground or above ground, without ever having to go out in the cold. The biggest shopping centre in town has hundreds of shops, cinemas, an ice rink, a sports centre and an amusement park all under one roof! The "West Edmonton Mall" is like an indoor city — and in the heart of winter, it is a good place to go shopping.

Outside, people make the most of the snow, for leisure and recreation. Skiing, skating and snow-shoeing are popular activities that can be practised in the city's parks; many parks also have areas which are flooded in winter, to provide natural icerinks, which are lit up in the evenings. Everyone tries to enjoy the snow as much as possible!

Perhaps this is easier than it is in most parts of Europe; Canadian snow tends to be dry and powdery. For most of the winter, for example, you can't make it into snowballs, it's too cold. There is no point in putting salt on the roads, either, as at  $-10^{\circ}$  and below, the snow just will not melt, even with salt! The only way to clear the roads is to use snow-ploughs or snow-blowers.

## **Constitutional issue**

Canada's official Head of State is King Charles III, who is also the nominal head of state of 15 other Commonwealth countries. His function is purely symbolic. Many Canadians would like Canada to have a Canadian head of State; but many others want to keep the

monarchy. Opinion is divided, but there is no great opposition to the King as head of state, except in Quebec.

It was not until 1982 that Canada became constitutionally an independent nation! When this happened, many Canadians were quite surprised, as they thought that their country had been independent since 1867. In practice they were right; the Canadian government in Ottawa has governed Canada since that date.

The links between Britain and Canada remain very strong, all the same. About 40% of Canadians have ancestors from the British Isles, and about 30% have ancestors from France. In particular, lots of Scottish people emigrated from Britain to Canada in the 19th and 20th centuries, and the British Isles remained the main source of immigration to Canada until the 1980's.

Today, most new Canadian immigrants come from Asia, particularly from southern and south east Asia.

## **The First Canadians**

Before Europeans came to North America, Canada was inhabited by native Americans, known today as First Nations, Indians, Inuit or sometimes as Eskimos.

In the Americas, the word "Indians" does not mean people from India! It means "indigenous people", people who already live in a place, or were born there.

Contrary to popular imagination, Canada's First Nations were not all nomadic people, and in eastern Canada, many Indians lived in villages made of wooden huts. Like Europeans, they grew crops and cultivated small fields.

Different groups of Indians often fought for territory, for good agricultural land, for the rivers with most fish in them. However, there was plenty of room for everyone in such a vast country, and food was not a real problem; the forests were full of wild animals.

The First Nations living in the western half of Canada were more nomadic. The great prairies of Western Canada were home to tribes who lived in teepees; these nomads lived mainly from hunting.

Today, there are about 300,000 officially registered Indians in Canada, and about a million other Canadians who are partly of First Nation origin. Indian ceremonies and festivities are an important part of Canadian culture.

Across Canada, there are over 2000 Indian reservations, many of them relatively poor. However some Indian reservations have rich natural resources. In Alberta, First Nation communities receive hundreds of millions of dollars each year in royalties for gas and oil extracted from the ground in or under their reservations.

## **Coronation of King Charles**

In May 2023, King Charles III was crowned as King of England, the United Kingdom and other Commonwealth Realms. The ceremony took place in London's Westminster Abbey, where English Kings and Queens have been crowned for 1000 years or more.

King Charles sat on a throne that is more than 700 years old. He was crowned by the Archbishop of Canterbury, with the "Saint Edward's Crown", a royal crown that has been used since the year 1320, and perhaps for more than 1,000 years. His wife Camilla was crowned as Queen Camilla. She wore a more modern crown, one that was made in 1911 for Queen Mary, the wife of King George V.

About 2,000 people attended the ceremony inside the Abbey, but the event was seen live on TV by millions all over the world; although Charles's coronation lasted for two hours, it was simpler and shorter than the last coronation, that of his mother "the Queen" in 1953. Times have changed, attitudes have changed, and the British monarchy has just changed considerably.



Not all things have changed! After the ceremony in Westminster Abbey, King Charles and Queen Camilla were carried to Buckingham Palace in a golden carriage, pulled by horses, . Following another tradition, they then came out onto the balcony, to wave to the crowds below.

The Coronation was a great national day of festivities all over the UK and beyond. The festivities continued all the weekend, and into Monday when there was a special national holiday. There were flags all over the country, souvenirs and decorations in shops, monuments and public places, and street parties in cities, towns and villages.

Street parties are a popular tradition in Britain. People who live on the same street, or in the same building, bring out tables and chairs, cakes and sandwiches, tea and other drinks, and enjoy a tea party together. Anyone can organise a street party. They now happen whenever there is a big national day of celebration. Street parties do not happen every year, since there is no "national day" in Britain! Britain does not have an Independence Day like the USA, nor an Eid as in Muslim countries, nor a 14th July like France... and nobody wants to organise an outdoor street party at Christmas or for the New Year!

During the Coronation weekend, most people in Britain celebrated the Coronation, as they were happy to have a new King, but some did not. Two thirds of people in Britain are happy with the monarchy, or accept it, but there are others who want Britain to become a republic. Yet for now, republicans are in a small minority, representing just 25% of the population, according to an opinion poll made a few days after the Coronation.

What will happen next? That will depend very much on King Charles. He has said that he wants to modernise the British monarchy and make it more relevant to the 21st century. If he succeeds, the monarchy may continue for many years to come. If he fails, who knows what will happen?

## **London Fashion**

In the "swinging sixties", a little London street near Piccadilly Circus suddenly became the world's most famous street for youth fashions. Carnaby Street was where the stars of the sixties, from the Beatles to Jimi Hendrix, bought their amazing clothes. Until then, "fashion"; styles came from Paris or Milan, not from old London! Since then much has changed, and today London is one of the most creative cities in the world. Though Chelsea and the King's Road, Carnaby Street and Camden are the most famous names, other parts of London have become centres of style too; pop style, punk style, neo-punk, post-punk, grunge, disco, techno and more.... there are streets for each. Today, London's famous "Fashion Week" has become the biggest fashion event in the world.

While many of the world's top fashion designers now work in London, some of London's top designers, such as John Galiano, are now in charge of major collections in Paris and New York. Vivienne Westwood, who looked at London's punk styles and redesigned them for the international "off-the-peg" market, is perhaps the most significant fashion designer of the past 50 years. Meanwhile Stella McCartney, the daughter of Paul McCartney, is the world's leading designer of eco-friendly fashion.

New generations of designers keep coming on too. London's "University of the Arts" is the largest university of the arts in Europe; its London College of Fashion and Central St. Martin's college are two of the world's most prestigious and dynamic colleges of fashion and design.

Once, "London fashion" meant men in suits, bowler hats, and rolled umbrellas; yet times have changed, and although the "suit and tie" is still a common uniform for men working in city offices, even that is changing. Indeed many firms in London now have a "mufti day" once a week, or once a month, when employees can wear what they like - jeans and trainers or whatever - instead of their traditional suits.

According to the latest surveys, traditional suits are now disappearing fast, and "dress as

you want" is becoming the rule. However top businessmen and civil servants will continue dressing in suits for years to come - if not for ever - while on the streets, London fashions keep changing fast.... and first. That, of course, is what fashion is all about.

## **London is a fashionable capital**

For centuries London has been a capital of style. In recent decades however, it has become an international capital of high fashion. Some people might call it the international capital of fashion

Although British fashion designers have been particularly successful in the last thirty years, English fashion and London styles have been famous for much longer than that.

Two hundred years ago, English fashions were admired and copied all over Europe and North America! Fashion however was rather different in those days, as it was only for aristocrats and other wealthy people, not for ordinary people. All clothes were made by hand, or "made to measure", and there was no such thing as "off-the-peg" fashion. In England, the most fashionable tailors worked in a London street called Savile Row, and the tailors of Savile Row have long been reputed among the best in the world.

Even today Savile Row tailors enjoy a reputation second to none, and some of them regularly travel the world, making the best suits for important businessmen, royalty, millionnaires, celebrities, diplomats and politicians in many countries. For those who cannot afford a Savile Row tailor, shops and brands like Burberry take their timeless British styles and classic designs to cities all over the world. But is this "classic chic" the same as "fashion"? Some people would perhaps say "no".

## **Remembering “The Queen”**

Queen Elizabeth II, who died in 2022, was one of the best-known people in the world. She lived a life that covered almost a century, and a period of enormous change.

She was born before the age of television. When she was young, few people had cars, very few people had flown in an aeroplane, few people had telephones, and nobody had a computer. It was a different age.

Elizabeth II was the older daughter of King George VI. As a teenager she lived through the Second World War, when she trained as a nurse and as a mechanic.

Her father died suddenly at a young age in 1952. At the time Princess Elizabeth (as she was called) was on a trip to Africa. She was just 25 and had two young children, Charles and Anne.

Her coronation took place in Westminster Abbey, London, on 2nd June 1953. It was the first big event to be shown live on television to viewers around Britain, and live on radio around the world.

When she became Queen in 1952, her first prime minister was Winston Churchill. For over 70 years, she was Britain's head of state. She was also head of the Commonwealth, and the head of state of several Commonwealth countries, including Australia, Canada, New Zealand and other smaller nations.

As head of state, she took an active part in life, meeting with her prime ministers every week, and undertaking thousands of official functions. She was head of state, but she played no part in politics, and had to remain strictly neutral in all circumstances. It was not an easy life, but she did not think of retiring when she reached the age of 65. She continued with her official business until two days before her death.

For most of her life she was very popular with people in Britain and around the world. There was a period in the 1990s, after the death of Princess Diana, when she lost some of her popularity, but her difficult years did not last long

In 2002 she celebrated her Golden Jubilee, marking 50 years on the throne. After that, she remained popular, indeed very popular, for the rest of her life. She was like a national figurehead, the nation's grandmother. People liked her, and more importantly they respected her. As head of state, she was so much better than any politician!

Even though she has now left us, she will continue to be present in British life for many

years to come. Her head is on banknotes and coins, her initials E II R are on red letterboxes all over the country, her name has been given to London's newest underground railway line, and her image is in millions of photos taken over the past 96 years.

Elizabeth II marked an age in Britain, just as her great-grandmother Queen Victoria did in the 19th century. Only a few kings and queens have ever done that, in Britain or anywhere else.

### **Charles III - Britain's new King**

Queen Elizabeth II died on September 8th 2022, after 70 years on the British throne. She has been succeeded by her eldest son Charles. The man who, until September 2022 was "Prince Charles" is now King Charles III

Very few people alive in Britain today remember the time when Britain last had a king. Elizabeth II was Queen of England for 70 years, from 1952 to 2022, so only the very oldest people remember the last king, her father George VI.

Queen Elizabeth has marked life and times in Britain for the past seven decades, and since her death, Britain has entered a new period of history. The Second Elizabethan age is over.

For millions of people in Britain, and in other countries too, the death of the Queen has been like losing a grandmother, since the Queen was part of national life, part of the national family, and a very popular figure. Opinion polls in 2020 showed that over 80% of people in Britain appreciated the Queen.

There has been a moment of national trauma following her death; the Queen was not just "a royal", she was the Queen, a person whose image people see every day, and will continue to see for some time, on coins, on banknotes, on stamps, in magazines, in public places.

While Charles is not unpopular, he is less appreciated than his mother the Queen, and less popular than his son Prince William.

Charles was born in 1948, and has spent his life in the shadow of the Queen. He has the image of a gentleman farmer, and is still actively involved in the agricultural life of his estates. Like his father, the Duke of Edinburgh, who was president of the WWF, Charles is very concerned about the environment and the natural world, and his farms are known for their organic produce. Indeed, Charles's farms became organic in 1985, long before the organic boom of recent years, and "Duchy Organic", set up by Charles, is one of the biggest brands of organic foods in the UK, sold in the Waitrose supermarkets.

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William has now become the new Prince of Wales - the historic title of the heir to the throne

Charles has also spent a lot of time trying to help underprivileged youth in Britain's inner cities. His "Prince's Trust" is a charity that has helped thousands of kids from poor parts of Britain's cities to get good training and good jobs. He has also been active on the world stage, and in 2020 he encouraged world leaders at the Davos summit "to reset capitalism", in order to prevent the worst effects of climate change. As a prince, he could say and do what he wanted; as Head of State, he will have to be more neutral. That may be difficult

for him.

How long will Charles be king? Not as long as his mother, that is sure. He came to the throne at the age of 73, an age when most people are thinking more about retirement than taking up a big and important job. If he lives as long as his mother, he will remain king for over 20 years, longer than most heads of state..

If he is a good king, then one day he will probably be succeeded by his elder son William. Few people want Britain to become a republic. A poll in 2012 showed that 80% of people in Britain wanted the monarchy to continue, with only 13% wanting a republic. Perhaps this is understandable; in Britain, as in many other countries, politicians are not particularly popular these days! God save the King !

## **What is Commonwealth**

What does a professor in Pakistan have in common with a cowboy in Canada, a lawyer in London and a shopkeeper in Soweto?

Not much, maybe, but they do share some things: firstly, they can all probably speak the same language, English even if they also speak another language. Secondly, they are all citizens of the Commonwealth.

Until the 1960's, that meant that any of them could come and live and work in Britain if they wanted to. That "freedom of movement" did not last very long, and Britain no longer has an open door for Commonwealth immigrants. Yet millions of men, women and children from different parts of the Commonwealth, and their descendants, now live in Britain.

However, the 63 million people who live in Britain are only a very small minority of the total population of the Commonwealth, which includes nearly 2.5 billion people, almost two thirds of them in India.

The Commonwealth came into existence in 1931, when Britain gave independence to four of its most important colonies, Canada, South Africa, Australia and New Zealand. The five countries decided that although each was an independent state, they had a lot of things in common, particularly a common cultural heritage, and they would continue to keep close links in a lot of fields. They also agreed that the King of England would be the symbolic head of state, even if each country was free to govern itself in the way it wanted to.

After the Second World War, most of Britain's colonies became independent, and most chose to become members of the Commonwealth when they did so; however, India caused a problem in 1949, by saying it wished to remain in the Commonwealth but become a republic. Obviously, if India became a republic, the King of Britain could not continue to be head of state, even symbolically.

Fortunately, Commonwealth leaders came up with a solution; and since then, states which belong to the Commonwealth have been free to choose any form of democratic constitution. Sixteen of them, including Canada, Australia and New Zealand, recognise the Queen as their head of state; five others have their own monarchies, but thirty-three Commonwealth countries are republics.

### **An association of equals**

At the end of the Second World War, Britain was at the centre of a vast Empire that covered a large part of the world; but the age of empires was already ending. Countries like Canada and Australia had already become independent; and Gandhi's struggle led to Indian independence in 1948. After that, one by one, almost all Britain's "colonies" followed the same path, and in the space of about 20 years, the British Empire ceased to exist. Today, the Falkland Islands are among the few "colonies" (now called dependent



territories) that still exist .

However, most of the former colonies have chosen not to break all their links with Britain, but to join Britain in a new association of independent states, the Commonwealth.

Today, the Commonwealth is the biggest international grouping of states after the United Nations, and far from getting smaller, it has got bigger in recent years. So what is the Commonwealth? What does it mean to people?

The King is the symbolic head of the whole Commonwealth, though of course he does not have any power. In fact, one of the most important things about the Commonwealth is that it has no power, just influence. The nations belonging to the organisation all come together as equals – at least in theory – from the smallest, Nauru (an island in the Pacific, population 8,000!) to the biggest, India (population 1.4 billion). Britain is not in any way the "chief country", even if other countries recognise its special position, as the country which gave Commonwealth nations their common language, and the basis of their legal, educational and sporting traditions. The current Secretary General of the Commonwealth, Patricia Scotland, is from the Caribbean island of Dominica. Queen Elizabeth was highly respected in the Commonwealth, and made frequent visits to different countries.

### **The English speaking world**

In many ways, the Commonwealth is like a smaller version of the United Nations, made up of most of the world's English-speaking countries with the exception of the USA. After the U.N., it is the most important organisation in the world in which rich developed countries (like Britain, Canada, and Australia) can discuss cultural and economic questions with developing countries including some of the richest in the world (such as Brunei) and some of the poorest (e.g. Namibia and Bangla Desh).

Unlike the United Nations, it does not have any permanent assembly.

Heads of government from all Commonwealth countries meet once every two years.

However, there are also regional Commonwealth conferences, where countries from a particular part of the world come together and discuss the problems of their continent or region of the world.

If the Commonwealth still exists in 2022, after almost 90 years, it is obvious that some people consider it to be an important and useful institution.

Originally, the Commonwealth was an important trading block. That is no longer the case. When Britain joined the Common Market, Commonwealth countries, notably Australia and New Zealand, lost many of their special trading privileges with Britain, and had to find new markets for their products.

Interestingly, the Commonwealth is still represented in the European Union, even though the UK has left it. Malta and Cyprus are both EU7 member-states, and also members of the Commonwealth.

Today the Commonwealth's main aim is to promote peace, friendship and cooperation between the different nations which are members

For example in 2020, the Commonwealth provided help and information on the COVID-19 crisis, which was very useful for smaller nations. When the Queen made an exceptional televised speech about the pandemic, she made it for the people of the whole Commonwealth, not just for people in the U.K.

### **The Commonwealth and democracy**

In 1961, South Africa, one of the first members of the Commonwealth, decided to leave the organisation. Perhaps that was a good decision for South Africa at the time; if it had not left in 1961, it would probably have been expelled a few years later, because other Commonwealth countries condemned Apartheid.

The Commonwealth is an organisation which includes people of all races and religions. It has, in theory, no place for racism, for dictators or for repressive regimes.

Before South Africa left the Commonwealth, other Commonwealth nations

asked Pretoria to give up its policies of racial segregation; Pretoria did not take any notice of them.

After South Africa's departure, developing nations in the Commonwealth put strong pressure on the larger nations, particularly Britain and Australia, to cut cultural and sporting links with South Africa. The British government did not at first want to do so, but in the end the links were stopped; a lot of countries in the Commonwealth had threatened to walk out if they were not. This way, the Commonwealth helped to put international pressure on Pretoria to change its degrading policy of racial segregation. It also put pressure on Britain to be more active in fighting against racism.

In 1994, two weeks after Nelson Mandela became President of the new multi-racial South Africa, he asked for South Africa to be readmitted to the Commonwealth. A week later, he was in London with Archbishop Desmond Tutu, for an official ceremony, attended by the Queen.

South Africa was the second nation to rejoin the Commonwealth. Pakistan left the Commonwealth in 1972, but came back in 1979 after the military government was ousted from power.

## **Britain, that island**

Just off the north coast of continental Europe, there is an island called Great Britain. Today, this island is closely connected to the rest of Europe; there are direct trains to Paris and Brussels, and thousands of people, cars and lorries cross the Channel and the North Sea every day between British and continental ports.

Britain is very much a part of Europe; we are Europeans, and British history and culture are part of European history and culture. In 1973, after years of discussion, Britain joined the European Union. However many of the people in Britain have never liked being in the E.U.; they imagine that Britain is very different from other countries. Some believe that Britain is better than other countries.

In 2016, the people of Britain (or more exactly, just over half of Britain's voters) voted for "Brexit". So in January 2020, Britain left the European Union. Why ?

"We're different, aren't we?" says Eddie, from London. "We do things differently. We don't want to become like other countries."

Millions of people think the same as Eddie. For example, a large majority did not want Britain to join the Euro. They imagine that Britain's "identity" will be lost, if we say goodbye to our pounds and our pennies. They forget that things are also very different from one European country to another.

It's quite a strange situation really; but it is a situation that can easily be explained.

"Insularity" is a deep and historic part of British culture and society. Great Britain's borders have been fixed by nature for thousands of years. If you walk in a straight line for long enough in any direction, you will know when you have reached the edge of Great Britain; you will find yourself in salty water!

If you want to go to another country from Great Britain, you have to take a ship, a plane, a train or a car; you can't just drive or walk across the border. Great Britain is physically separated from every other country; and this is the main reason why British people imagine that other countries are so "different".

### **Britain has chosen to "Brexit"**

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Of course, lots of things about Britain are different from the rest of Europe. We drive on the left, we like our pubs, we have sports like cricket, we have our own popular TV programmes, we use pounds and pennies and miles, we drink tea with milk in it, we don't

carry identity cards, and our policemen don't normally carry guns. So yes, Britain is different, in these respects, from France or Germany or Spain, or Japan, or even the USA.

Nevertheless Britain's "difference" is disappearing fast! Fifty years ago, British people drove British cars; today the cars in Britain are British, French, German, Italian, Japanese and more. Today we buy petrol in litres (not gallons) and fruit in kilos (not pounds). Fifty years ago, our favourite foods were fish 'n' chips and "bangers and mash". Among today's young people, the most popular foods and drinks are Italian pasta and pizza, Indian curry, American hamburgers and colas, Chinese take-aways, Continental beers and Mexican tacos.

As far as culture is concerned, young Britons love their Britpop bands; but they also like American and Australian TV series, American films, and Japanese and British video games.... In fact, they like more or less the same things as young people all over Europe and North America!

The real problem is perhaps not that we are very different. It's just that lots of people (in and out of Britain) imagine that Britain is different..... because "Continental" speak other languages, and old ideas take a very long time to die.

### **What is life like for people who live in the Highlands of Scotland**

Scotland, famous for its whisky, its wool, its kilts, and many other fine things, covers about a third of the territory of Great Britain. Britain has a population of about 64 million inhabitants — yet less than ten per cent of them now live in Scotland, about 5.3 million people. And most of those 5.3 million people live in or near three cities, Glasgow, Edinburgh, and Dundee.

In the Highlands, which cover most of Scotland, the population is very thin. In many places — if there is actually a road — you can drive for over 30 kilometres without seeing any human habitation, except perhaps a solitary "croft", a small farm. Yet here and there, there are small towns; most of them are beside the sea. They have their inhabitants and their economic activities, their children and their teenagers.

This document from Linguapress looks at life in the Highlands, focusing particularly on the town of Fort William. Indeed, a large part of this Focus was written with the help of staff and students at Fort William's Lochaber High School.

If you ask someone to describe a Highlander to you, he will probably come up with the type of image you see in whisky advertisements. A man wearing a kilt and a sporran, and standing on a misty mountain near a haunted castle. The man plays the bagpipes, eats porridge and haggis, and drinks whisky. Now while it is true that whisky is indeed a favourite drink in the Highlands, the rest of the image is a long way from everyday reality. Few Highlanders wear the kilt, except on special occasions or for ceremony.

What are we like, then, us Highlanders? Quite ordinary in fact! We enjoy the same things that our English, American or European counterparts enjoy. As young people everywhere, we are into fashion, music, social media, dances, all kinds of sport. We worry about the same things — unemployment, our prospects for the future, war, drugs, pollution; all these things and much more besides.

## **Highland High School**

With 830 pupils aged between 12 and 18, Lochaber High School, at Fort William, is one of the largest secondary schools in the Highlands. It covers a huge area; many of the pupils come from small communities and travel up to 40 km to get into school each day.

In the past, the school covered a much larger area and many pupils were obliged to stay in one of the school hostels, or — if older — to lodge with local families; but other high schools have opened in the West Highlands, so the catchment area for Lochaber High, though still very large, is not as large as it used to be.

. Pupils travel into school by car, by bus, or by special minibus each day, and some come on foot or by bike. The majority live in Fort William itself, or in one of the surrounding villages such as Caol, Corpach, or Inverlochy.

Pupils from our school were used as extras in two of the Harry Potter films, which were

made in part near Fort William!

At the end of their school career, and after obtaining higher or advanced higher grade exam results, many fifth and sixth year pupils decide to move on to some form of further education — either college or university. Some students can remain in or near Lochaber, taking specialised courses at the West Highland college; but most leave home in Lochaber, and go south or east to cities such as Glasgow, Edinburgh, or Aberdeen.

The train to Glasgow... the way out and home for many young people who live in the Highlands

Many young people in this area feel that there are not enough opportunities here. Going to a city inevitably means new friends, a whole new lifestyle, and the prospect of a more exciting night life.

Even though Fort William is, by some standards, small and relatively isolated, it is a beautiful place to live. It may not be exciting and incredibly trendy, but that doesn't matter. There is a real community atmosphere here, and many people know, or are related to, many other people. There is always something to do or see in Fort William; there is no excuse for being bored! As far as I am concerned, it is a great place to live — a beautiful place, with wide open spaces, fresh air, peace and quiet, and magnificent scenery. It is an area full of myths and legends — some of them true, others pure invention! But there is one thing that is certainly not "Scotch mist", and that is Highland hospitality. It is still very real, very alive! We look forward to seeing you!

### **A future of the country**

Lots of people in Britain want to live in the country; but young people often prefer living in the city. City life is cool; but is country life cooler? Apparently yes.

After the terrible Covid-19 epidemic of 2020, lots of people would like to leave their city and live in the country.

More and more people in Britain want to live in the country, and this is causing more and more problems in some rural areas.

The population of British cities has been falling for years. Cities like Liverpool and Glasgow have lost about 30% of their population in 30 years. But Britain's population is still growing. Where are the people going?

Answer: to the country.

The English countryside has a classic image. People imagine that life in the country is slow and calm; that there are no traffic jams, no pollution, and no crime. In some places, this is true; but in others it is not.

Small towns and villages are becoming more and more popular; people have more space and most houses have gardens. But problems are growing. Lots of people want to live in the country and work in the city; so more and more people travel long distances each day, to go to work. Of course they don't use buses (they are too slow) or trains (they don't stop in the country); they use cars. And although they live in the country, they want to use supermarkets and good fast roads.... but they do not want to see them or hear them. Besides, lots of young people say that life in the country is boring: there is not enough to do, there are not enough activities and excitements.

Little villages now have traffic problems in the morning, just like big cities! And they are getting worse.

The problems are very complicated! If everyone moves into the country, large parts of the countryside will disappear! People leave cities and big towns, to escape from urban problems; but more and more, they are bringing their problems with them.

On warm summer days, and cold winter days, air pollution can be a big problem in large parts of the south of England, not just in London. Traffic jams are now often part of life, even in the country; crime has become a serious problem in rural areas.

Perhaps there is hope for the future. Soon Britain's population will stop rising. From about the year 2030, it will perhaps start to fall. In 100 year's time, there will be less people



in Britain than today - perhaps two million less. No doubt there will be less pollution too; oil and petrol will probably be rare by then.

### **New life for Big Ben**

It's the most famous clock in the world and it's over 160 years old. The famous clock was completely renovated between 2017 and 2021, and now it's back in service again.

Every day, on British radio stations and on television, you can hear it. It gives the time before BBC radio news programmes, and on the BBC World Service. And you can hear it and see it every evening before ITV's "News at Ten". The chimes of Big Ben are recognised by almost everyone in Britain, and by millions of people all over the world.

If you have been to London, you have certainly seen "Big Ben." It's very difficult to miss, standing almost 100 metres high beside the Thames, next to the Houses of Parliament.

But have you actually seen "Big Ben"? Probably not!

The name "Big Ben" is generally used to refer to the big clock tower itself; but in reality, "Big Ben" is just the name of the biggest bell in the tower, the bell that chimes on the hour.

The famous clock tower was built in the 1850's, after the Houses of Parliament were burned down.

The new clock was to be the biggest in the world, and extremely accurate. Lots of people thought that this would be impossible; a very big clock, they thought, could not be very accurate.

In fact, they were wrong; and the clock has always kept time almost perfectly.

The original "Big Ben" bell weighed 16 tons, and was made in the North of England. However, after it had reached London, but before it had been put in place, it cracked! A new bell had to be made to replace it!

The original bell was therefore melted down (in London) and a new Big Ben was made,

weighing "only" 13 tons! This bell was put in place in July 1859... but after two months it cracked. Experts decided that the hammer was too big; and after the bell was mended, and a smaller hammer was put in place, Big Ben began chiming again in 1862.

Since then, there have been several incidents. Once the clock stopped when a pot of paint got stuck between its hands! And in 1976, the clock stopped for 26 days, when a part of the mechanism broke.... after 114 years of service!

## **THE MEN WHO GUARD THE KING**

Following the death of Queen Elizabeth in September 2022, Britain's red-coated guards have become a familiar sight on television and other media all over the world; but who are they? Are they an army, or clones, or actors? Or are they real soldiers?

They are among the best known icons of Britain, and if you've ever been to London, you've probably seen them. They are the soldiers in bright red jackets or shining helmets, who stand outside Buckingham Palace, or in Whitehall. They are men who can stand absolutely still, even when tourists tell them jokes, touch them, push them, or try to make them move. They look identical, and they march like robots.

But who are these soldiers? Are they an army of clones, or actors? Or are they real soldiers?

Some people are surprised to learn that they are real soldiers; and the guns that they carry are very real too. The guns are not just for show; they are loaded!

The men who stand guard outside Buckingham Palace and certain other royal palaces are in fact some of the best-trained soldiers in the British army. They belong to a number of historic regiments, such as the Grenadier Guards or the Scots Guards.

There are two main groups of guards, those who have horses and those who do not. The former are known as the "Household Cavalry", and the latter as the "foot guards".

Ceremonial duties are just a small part of a guardsman's life.

The footguards are the senior infantry regiments in the British army; most of the time, they train like other soldiers, a long way from London. Sometimes they may find themselves in war zones. In recent years they have also been sent to Bosnia and to Kosovo, to Iraq and Afghanistan in order to help with the international peace-keeping forces.

### **London in the sea? Environment.**

Planet Earth is getting hotter, and the level of the sea is rising. This is going to cause massive problems for many seaside cities; and London is one of them. Many parts of London will be under water by 2060, if nothing is done to protect them.

London on the Thames, yes; but London in the Sea? No thank you! Yet this could happen before 2060, if steps are taken quite quickly, to prevent it.

As a result of global warming the sea level around the south east corner of England is expected to rise by 54 cms in just half a century! And scientists now say that many parts of London will be at serious risk from flooding by the sea within 50 years.

It's not all of London that is in danger; just some parts to the east of the city. And they won't be under water all the time; just when there are very high tides.

The low-lying suburbs beside the Thames in the East End of London are already protected from high tides by a massive barrier that stretch right across the river; but more defences will be needed along the banks of the Thames to protect a larger area to the north of the river, and further east. And no-one really knows if the existing Thames Barrier will actually be enough to protect London, even in 2050. Other towns and low lying areas in the east of England are facing similar problems; and it will take a lot of time, and cost a lot of money, to protect them.

Of course, there have always been occasional very high tides. A thousand years ago, there were big floods around London; and in 1953, before the Thames Barrier was built, over 300 people lost their lives in "the big flood"; but today the dangers are bigger. There are

more people, more roads, more infrastructure. In the past, people did not build in places where there was a risk of flooding. Today, in southeast England, land is so expensive, that people build everywhere – even in places that are liable to be flooded. Scientists also say that climate change is going to lead to warmer and drier summers in the south east of England. This will cause major changes in vegetation, and several species of native wildlife will not be able to survive. Wet in winter, hot in summer: is that going to be London in fifty years' time ?

London faces big problems in the next fifty years; but London is a rich city, which can pay to build the protections that will be needed. London's difficulties are likely to be very small, compared to the problems that will be faced in some of the world's poorer counties, like Bangla Desh.

### **The story of London**

LONDON. Capital of England, capital of Great Britain. Once the biggest city in the world, today just one of the biggest in Europe. Yet if London is no longer one of the biggest cities in the world, it remains one of the most important, and one of the most fascinating. In this article, you can learn something about the history of Britain's capital city.

When the French poet and traveller Théophile Gautier first went to London in 1843, by ship, he was quite astonished. He wrote that London was the "capital of enormities and of proud rebellion".

"On this gigantic scale," he continued, "industry almost becomes poetry, a poetry in which nature plays no part, but which is a result of the immense development of human will."

In 1843, London really was very different from any other city. It was much bigger than any other city, and it was the capital of the most industrialised nation in the world.

It was already a city with a long history, of course. London had become the British capital in Roman times, but since then, it had been built and destroyed and rebuilt so many

times that there were few traces left of the capital city of Roman Britain, except deep below the ground.

Today, the oldest buildings in London include the Tower of London and Westminster Abbey, which are almost a thousand years old.

Though the Tower was always a part of London, Westminster Abbey was once over a mile from the capital city. For centuries, "London" just covered the area corresponding more or less to the Roman city. Today, this part of London is still called the City of London, and is the heart of the bigger "London".

Until recently, "the City" was home to hundreds of thousands of people; but today its population is actually well less than ten thousand! Today the City is the heart of London's financial district, full of bankers and businessmen by day, almost deserted by night.

Back in the Middle Ages, the City was already becoming too small. In the 11th century, monks built a big new abbey at Westminster, and King Cnut began to build a palace beside it. King Ethelred, his successor, then decided to move his court from the city of Winchester, to the palace of Westminster. Westminster has been the seat of the English, then British, parliament since 1265, and London has been the capital city for even longer.

While the parliament was established in Westminster, the City's growing population kept spreading to other villages all round. Villages like Chelsea and Hackney eventually became swallowed up by the metropolis which kept growing and growing.

## **The history of London**

Today, Westminster, which contains Buckingham Palace, Parliament, Big Ben, Piccadilly Circus, Trafalgar Square, and London's most famous shopping district, is part of the "West

End' of Central London. Nearby, Chelsea is an expensive residential area, and Hackney is a working-class district: they are all parts of London.

In spite of its age, Central London does not have many very old buildings. The City itself was burnt to the ground in the terrible fire of 1666, and was almost totally rebuilt after it. Large parts of London were also rebuilt in the nineteenth century and have been rebuilt again since then, for different reasons.

Charles Dickens, the author of *Oliver Twist* and other famous novels, lived in the London that Théophile Gautier visited, and has left us with terrible descriptions of the conditions in which the poor of London lived and worked in those days. Millions of people worked in the great city, with its docks, its offices and shops, and its services. In those days most people who lived in cities were poor, and lived in squalid conditions. But a new "middle class" was growing, specially in London, where there were lots of jobs. In this way, London, the biggest city in the world, was also the first "modern" city.

It remained the world's biggest city until after the second world war.

Since then it has continued to change, but got smaller; but with over seven million inhabitants, today's "Greater London" is, with Paris, one of the two biggest cities in Europe; and also one of the most fascinating.

### **Different parts of London. London rich, London poor**

London is one of the richest cities in Europe, and lots of people in London have plenty of money to spend. But like almost every big city, London has its prosperity but also its poverty.

Most tourists visit the "West End", with its shops, cinemas, theatres and monuments. This is London's front window, where the streets are clean and most people, including the tourists, have jobs, and money to spend.

Harrod's store, in Knightsbridge, claims it is the most famous shop in the world; in theory you can buy anything there, from an elephant to a pencil (though naturally, they would have to order the elephant specially for you, there are none on the shelves!)

In the small streets behind Regent Street, there are all sorts of specialist shops, selling high-quality products to people who can afford them. "Gentlemen's tailor since 1788," says the sign outside a tiny shop with beautiful suits in its window. Expensive suits. Most of this shop's customers are businessmen, celebrities and diplomats; here at least, the foreign customer, after his first English lesson, can say "my tailor is rich".

Two miles to the north east of Regent Street, the scene is very different. Here you are in the "inner city" district of London, where many of the streets are dirty, the shops look cheap, and the people do not look rich.

Few tourists visit Islington, Bethnal Green, Brixton and London's other depressed areas. A lot of the inhabitants here are from minorities — mostly West Indian or Asian — and many of them do not have any work. Those who do have work are often in unskilled jobs which do not pay well; cleaners, dustmen, shop assistants.

Nevertheless, though these areas of London are poor, they cannot be described as ghettos, and while levels of crime are above average in many parts of the inner city, these are not dangerous areas. Twenty years ago, there was rioting and violence in the streets in Brixton, but since then things have been generally calm.

### **Big red London buses**

They've changed over the years; they're not the same today as they were thirty years ago; but big red double-decker buses are icons of London, and they are recognised (and found) all over the world.

What is the most recognisable symbol of London? Big Ben? The statue of Eros in Picadilly Circus? Or could it be something much less artistic than that? Could it be the big red London double-decker bus?

It certainly could. Big red buses are recognised all over the world as symbols of London. Visitors climb into London buses to go and see the Niagara Falls. London buses can be seen driving round Europe to advertise big department stores, or British events .

They don't need to have the words "London Transport" on the side of them. They are instantly recognised by millions of people !

It was over 100 years ago, on October 25th 1911, that the London General Omnibus Company ran their last horse-drawn omnibus through the streets of the capital. From then on, the monarchs of the road in London have been those famous red motor buses.

The idea of the "double decker" is actually much older than the motor bus. It is simply a continuation of the system that was used for public transport in the age of horse-drawn vehicles, when some of the passengers sat inside, and the rest travelled on the roof. Too bad if it was raining!

### **Double-deckers omnibuses**

The earliest double-deckers omnibuses in London were horse-drawn vehicles. Like some of today's double-deckers, they had steps at the back, to let people climb up onto the roof. The main difference was that in those days, there was no protection for the people travelling on top. If it rained, they could pull a sort of oil-cloth cover out of the back of the seat in front of them, and pull it over them; but you still got pretty wet.

The most famous London buses, however, are not those that filled the Capital's streets in the 1930's, but the powerful "Routemasters" which dated from the 1950's and 60's. These are the buses that have been taken all over the world, the buses that feature in the tourist brochures, and the ones which have been sold, in miniature, to millions of visitors and souvenir hunters.

The Routemaster is an icon in itself! These buses were designed specially for London, by people who knew what London needed, and they served their purpose well, and did so for half a century !

Things started to go wrong for the London bus in the late 1960's. That was when the



Ministry of Transport decided that it would only give financial help to bus companies that bought new buses with doors! Suddenly London Transport found they could no longer buy any more of their favourite Routemasters, that they had designed. They had instead to choose other models. They have been buying other models ever since.

In the late 20th century, five hundred of the solid and popular old buses were extensively renovated, and put back on the road as good as new, if not better! But not even the Routemaster could resist the winds of change. Modern transport systems require one-man buses, not buses with both a driver and a conductor. So in 2005, the old Routemasters were finally taken out of normal service.

Still, it's not too late to enjoy travelling on one of these historic buses. Some of the old buses have been preserved, and were used for a while on two "heritage routes" through the centre of London, specially for tourists. Route 9 went from the Royal Albert Hall to Aldwych, via Piccadilly circus and Trafalgar Square; but the last Routemasters were used on this route in 2014. In 2020, the only route left was Route 15, which goes from Trafalgar Square to the Tower of London, via St. Paul's Cathedral. But other old Routemasters are used by the tourist bus companies, which offer trips round the centre of London.

Today, every day, thousands of Londoners use the big red buses to move - often slowly - around town. Lots of tourists know that a one-day London bus pass, valid on all regular bus routes, offers a wonderful way to see Britain's capital city.

## **MEET THE CELEBRITIES in LONDON!**

Madame Tussaud's is one of the most popular attractions in London.

Here can you be sure to see the Queen, the Beatles, Alfred Hitchcock, and a whole lot of famous and infamous people .....

Many people like to see celebrities; but celebrities don't usually like being looked at - at least, not all day every day!

There is, however, one place in England where you can look at celebrities - lots of them - every day: this is Madame Tussaud's, the most popular tourist attraction in London.

On most days of the year, queues of visitors can be seen outside Madame Tussaud's, all wanting to get in and see some of the most famous people in the world - kings and queens, politicians, stars, and even famous criminals. They are all inside, just waiting to be looked at, or talked to.

If you like, you can talk to film stars, politicians and even tyrants in Madame Tussaud's, but they won't say anything to you, because they can't! Madame Tussaud's is a wax-works, and the "famous people" in the building are really made out of wax.

Judging by the popularity of Madame Tussaud's, that does not seem to be a problem! Ordinary people like looking at extraordinary people, even if they are only statues. It's better than nothing!

Marie Tussaud was born in Strasbourg in 1765. As a child she learned how to make wax models of people, and later went to Paris.

The most popular figures in the exhibition are royalty and stars. Princess Diana has been the overall favourite for several years, and other popular figures include Tony Blair, David Beckham, Brad Pitt and Elvis Presley.... to mention just a few of them.

Another popular part of the exhibition is the "chamber of horrors", with its famous murderers and its instruments of torture!

At Madame Tussaud's, it is only the very famous who get a place in the exhibition. That is not surprising really; it takes about six months to create a really lifelike wax model.

The sculptors use lots of photos and measurements, in order to obtain a perfect likeness. For example, it took 450 hours to re-create Spice Girl Mel G's famous curly hair! In all, a wax figure costs over £40,000 to make - a lot of money!

And, you ask, what happens to yesterday's famous people? Well, they are taken out of the collection, and their heads are stored for a while. Then, if it is clear that no one will ever want to see them again, they are melted down and re-used for another person!

Many people achieve passing fame; few achieve lasting fame!

### **3 Семестр. Тексты профессиональной направленности.**

#### **1. Stuttering**

Stuttering is a speech disorder characterized by repetition of sounds, syllables, or words; prolongation of sounds; and interruptions in speech known as blocks. An individual who stutters exactly knows what he or she would like to say but has trouble producing a normal flow of speech. These speech disruptions may be accompanied by struggle behaviors, such as rapid eye blinks or tremors of the lips. Stuttering can make it difficult to communicate with other people, which often affects a person's quality of life and interpersonal relationships. Stuttering can also negatively influence job performance and opportunities, and treatment can come at a high financial cost. Symptoms of stuttering can vary significantly throughout a person's day. In general, speaking before a group or talking on the telephone may make a person's stuttering more severe, while singing, reading, or speaking in unison may temporarily reduce stuttering.

Stuttering is sometimes referred to as *stammering* and by a broader term, *disfluent speech*.

Stuttering is usually diagnosed by a speech-language pathologist, a health professional who is trained to test and treat individuals with voice, speech, and language disorders. The speech-language pathologist will consider a variety of factors, including the child's case history (such as when the stuttering was first noticed and under what circumstances), an analysis of the child's stuttering behaviors, and an evaluation of the child's speech and language abilities and the impact of stuttering on his or her life.

When evaluating a young child for stuttering, a speech-language pathologist will try to determine if the child is likely to continue his or her stuttering behavior or outgrow it. To determine this difference, the speech-language pathologist will consider such factors as the family's history of stuttering, whether the child's stuttering has lasted 6 months or longer, and whether the child exhibits other speech or language problems.

#### **2. Types of stuttering**

Initial stunting or developmental stuttering

Stuttering that begins at an early age (between three and four years) and later disappears on its own, is considered a normal stage of language development and generally poses no problem. It is called initial or developmental stuttering.

Children of this age often make sentences mentally with a certain speed but still have difficulty pronouncing certain words, and it is natural that they pause or repeat syllables, but it is not dysphoria proper.

Most children do not feel shame or frustration when they repeat the syllables and often do not even realize what happens to them. This type of stuttering can appear and disappear during a certain time and then diminish and disappear definitively, without needing treatment.

Disorders of stuttering

On the other hand, stuttering that worsens over time, which presents a regular pattern, which makes the person tense and avoid speaking in public for fear of ridicule, is the real dysphoria.

This disorder also usually appears in childhood and affects four times more men than women.

These are your symptoms:

Repeat sounds, parts of words and sometimes whole words.

Make long pauses between words or within a single word.

Stress or discomfort when speaking, anxiety and anxiety.

Incomplete sentences.

Withdrawal, avoid public speaking, blushing, shyness.

Tics, involuntary movements in the muscles of the face when speaking.

Lack of respiratory coordination when speaking.

Symptoms worsen when the person is nervous, anxious, stressed, or tired.

According to the alterations that occur in speech , there are different categorizations of stuttering:

Tonic stuttering. In this case, the speech is completely interrupted. The person seems to need to take a breath and after a few minutes, pronounce words quickly. Then there is silence again.

At the organic level there is a muscular immobilization or a spasm. The diaphragm contracts and then releases the air as soon as verbal expression occurs.

Clonic stuttering. Here we see a repetition of certain syllables, completely involuntary. The person realizes that he repeats it but cannot control it. The words sound explosively.

Have you ever heard someone who tries three or four times to say a word and just a fourth or fifth time can express it? That kind of stuttering is cloned.

Tonic-clonic stuttering. This third class is a combination of the previous two. It is the most frequent.

### **3. Stuttering treatment**

Although there is currently no cure for stuttering, there are a variety of treatments available. The nature of the treatment will differ, based upon a person's age, communication goals, and other factors. If you or your child stutters, it is important to work with a speech-language pathologist to determine the best treatment options.

#### **Therapy for children**

For very young children, early treatment may prevent developmental stuttering from becoming a lifelong problem. Certain strategies can help children learn to improve their speech fluency while developing positive attitudes toward communication. Health professionals generally recommend that a child be evaluated if he or she has stuttered for 3 to 6 months, exhibits struggle behaviors associated with stuttering, or has a family history of stuttering or related communication disorders. Some researchers recommend that a child be evaluated every 3 months to determine if the stuttering is increasing or decreasing. Treatment often involves teaching parents about ways to support their child's production of fluent speech. Parents may be encouraged to:

Provide a relaxed home environment that allows many opportunities for the child to speak. This includes setting aside time to talk to one another, especially when the child is excited and has a lot to say.

Listen attentively when the child speaks and focus on the content of the message, rather than responding to how it is said or interrupting the child.

Speak in a slightly slowed and relaxed manner. This can help reduce time pressures the child may be experiencing.

Listen attentively when the child speaks and wait for him or her to say the intended word. Don't try to complete the child's sentences. Also, help the child learn that a person can communicate successfully even when stuttering occurs.

Talk openly and honestly to the child about stuttering if he or she brings up the subject. Let the child know that it is okay for some disruptions to occur.

Many of the current therapies for teens and adults who stutter focus on helping them learn ways to minimize stuttering when they speak, such as by speaking more slowly, regulating their breathing, or gradually progressing from single-syllable responses to longer words and more complex sentences. Most of these therapies also help address the anxiety a person who stutters may feel in certain speaking situations.

#### 4. Apraxia

Apraxia of speech (AOS)—also known as acquired apraxia of speech, verbal apraxia, or childhood apraxia of speech (CAS) when diagnosed in children—is a speech sound disorder. Someone with AOS has trouble saying what he or she wants to say correctly and consistently. AOS is a neurological disorder that affects the brain pathways involved in planning the sequence of movements involved in producing speech. The brain knows what it wants to say, but cannot properly plan and sequence the required speech sound movements.

AOS is not caused by weakness or paralysis of the speech muscles (the muscles of the jaw, tongue, or lips). Weakness or paralysis of the speech muscles results in a separate speech disorder, known as dysarthria. Some people have both dysarthria and AOS, which can make diagnosis of the two conditions more difficult.

The severity of AOS varies from person to person. It can be so mild that it causes trouble with only a few speech sounds or with pronunciation of words that have many syllables. In the most severe cases, someone with AOS might not be able to communicate effectively by speaking, and may need the help of alternative communication methods.

What are the types and causes of apraxia of speech?

There are two main types of AOS: acquired apraxia of speech and childhood apraxia of speech.

Acquired AOS can affect someone at any age, although it most typically occurs in adults. Acquired AOS is caused by damage to the parts of the brain that are involved in speaking and involves the loss or impairment of existing speech abilities. It may result from a stroke, head injury, tumor, or other illness affecting the brain. Acquired AOS may occur together with other conditions that are caused by damage to the nervous system. One of these is dysarthria, as mentioned earlier. Another is aphasia, which is a language disorder. (For more information, see the NIDCD fact sheet Aphasia.)

Childhood AOS is present from birth. This condition is also known as developmental apraxia of speech, developmental verbal apraxia, or articulatory apraxia. Childhood AOS is not the same as developmental delays in speech, in which a child follows the typical path of speech development but does so more slowly than is typical. The causes of childhood AOS are not well understood. Imaging and other studies have not been able to find evidence of brain damage or differences in the brain structure of children with AOS. Children with AOS often have family members who have a history of a communication disorder or a learning disability. This observation and recent research findings suggest that genetic factors may play a role in the disorder. Childhood AOS appears to affect more boys than girls.

## **5. Apraxia – symptoms and diagnosis**

People with either form of AOS may have a number of different speech characteristics, or symptoms:

**Distorting sounds.** People with AOS may have difficulty pronouncing words correctly. Sounds, especially vowels, are often distorted. Because the speaker may not place the speech structures (e.g., tongue, jaw) quite in the right place, the sound comes out wrong. Longer or more complex words are usually harder to say than shorter or simpler words. Sound substitutions might also occur when AOS is accompanied by aphasia.

**Making inconsistent errors in speech.** For example, someone with AOS may say a difficult word correctly but then have trouble repeating it, or may be able to say a particular sound one day and have trouble with the same sound the next day.

**Groping for sounds.** People with AOS often appear to be groping for the right sound or word, and may try saying a word several times before they say it correctly.

**Making errors in tone, stress, or rhythm.** Another common characteristic of AOS is the incorrect use of prosody. Prosody is the rhythm and inflection of speech that we use to help express meaning. Someone who has trouble with prosody might use equal stress, segment syllables in a word, omit syllables in words and phrases, or pause inappropriately while speaking.

Children with AOS generally understand language much better than they are able to use it. Some children with the disorder may also have other speech problems, expressive language problems, or motor-skill problems.

How is apraxia of speech diagnosed?

Professionals known as speech-language pathologists play a key role in diagnosing and treating AOS. Because there is no single symptom or test that can be used to diagnose AOS, the person making the diagnosis generally looks for the presence of several of a group of symptoms, including those described earlier. Ruling out other conditions, such as muscle weakness or language production problems (e.g., aphasia), can help with the diagnostic process.

In formal testing for both acquired and childhood AOS, a speech-language pathologist may ask the patient to perform speech tasks such as repeating a particular word several times or repeating a list of words of increasing length (for example, love, loving, lovingly). For acquired AOS, a speech-language pathologist may also examine the patient's ability to converse, read, write, and perform nonspeech movements. To

diagnose childhood AOS, parents and professionals may need to observe a child's speech over a period of time.

## **6. Apraxia: therapy**

Researchers are searching for the causes of childhood AOS, including the possible role of abnormalities in the brain or other parts of the nervous system. They are also looking for genetic factors that may play a role in childhood AOS. Other research on childhood AOS aims to identify more specific criteria and new techniques to diagnose the disorder and to distinguish it from other communication disorders.

Research on acquired AOS includes studies to pinpoint the specific areas of the brain that are involved in the disorder. In addition, researchers are studying the effectiveness of various treatment approaches for both acquired and childhood AOS.

How to treat apraxia?

In some cases, people with acquired AOS recover some or all of their speech abilities on their own. This is called spontaneous recovery.

Children with AOS will not outgrow the problem on their own. They also do not acquire the basics of speech just by being around other children, such as in a classroom. Therefore, speech-language therapy is necessary for children with AOS as well as for people with acquired AOS who do not spontaneously recover all of their speech abilities.

Speech-language pathologists use different approaches to treat AOS, and no single approach has been proven to be the most effective. Therapy is tailored to the individual and is designed to treat other speech or language problems that may occur together with AOS. Frequent, intensive, one-on-one speech-language therapy sessions are needed for both children and adults with AOS. (The repetitive exercises and personal attention needed to improve AOS are difficult to deliver in group therapy.) Children with severe AOS may need intensive speech-language therapy for years, in parallel with normal schooling, to obtain adequate speech abilities.

In severe cases, adults and children with AOS may need to find other ways to express themselves. These might include formal or informal sign language; a notebook with pictures or written words that can be pointed to and shown to other people; or an electronic communication device—such as a smartphone, tablet, or laptop computer—that can be used to write or produce speech. Such assistive communication methods can also help children with AOS learn to read and better understand spoken language by stimulating areas of the brain involved in language and literacy.

Some adults and children will make more progress during treatment than others. Support and encouragement from family members and friends and extra practice in the home environment are important.

## **7. Autism spectrum disorder**

Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication, and behavioral challenges. The term “spectrum” refers to the wide range of symptoms, skills, and levels of impairment that people with ASD can have.

ASD affects people in different ways and can range from mild to severe. People with ASD share some symptoms, such as difficulties with social interaction, but there are differences in when the symptoms

start, how severe they are, the number of symptoms, and whether other problems are present. The symptoms and their severity can change over time.

The behavioral signs of ASD often appear early in development. Many children show symptoms by 12 months to 18 months of age or earlier.

Who is affected by ASD?

ASD affects people of every race, ethnic group, and socioeconomic background. It is four times more common among boys than among girls. The Centers for Disease Control and Prevention (CDC) estimates that about 1 in every 54 children in the U.S. has been identified as having ASD.

How does ASD affect communication?

The word “autism” has its origin in the Greek word “autos,” which means “self.” Children with ASD are often self-absorbed and seem to exist in a private world in which they have limited ability to successfully communicate and interact with others. Children with ASD may have difficulty developing language skills and understanding what others say to them. They also often have difficulty communicating nonverbally, such as through hand gestures, eye contact, and facial expressions.

The ability of children with ASD to communicate and use language depends on their intellectual and social development. Some children with ASD may not be able to communicate using speech or language, and some may have very limited speaking skills. Others may have rich vocabularies and be able to talk about specific subjects in great detail. Many have problems with the meaning and rhythm of words and sentences. They also may be unable to understand body language and the meanings of different vocal tones. Taken together, these difficulties affect the ability of children with ASD to interact with others, especially people their own age.

Teaching children with ASD to improve their communication skills is essential for helping them reach their full potential. There are many different approaches, but the best treatment program begins early, during the preschool years, and is tailored to the child’s age and interests. It should address both the child’s behavior and communication skills and offer regular reinforcement of positive actions. Most children with ASD respond well to highly structured, specialized programs. Parents or primary caregivers, as well as other family members, should be involved in the treatment program so that it becomes part of the child’s daily life.

For some younger children with ASD, improving speech and language skills is a realistic goal of treatment. Parents and caregivers can increase a child’s chance of reaching this goal by paying attention to his or her language development early on. Just as toddlers learn to crawl before they walk, children first develop pre-language skills before they begin to use words. These skills include using eye contact, gestures, body movements, imitation, and babbling and other vocalizations to help them communicate. Children who lack these skills may be evaluated and treated by a speech-language pathologist to prevent further developmental delays.

## **8. Autism spectrum disorder symptoms**

There are some patterns of language use and behaviors that are often found in children with ASD.

Repetitive or rigid language. Often, children with ASD who can speak will say things that have no meaning or that do not relate to the conversations they are having with others. For example, a child may



count from one to five repeatedly amid a conversation that is not related to numbers. Or a child may continuously repeat words he or she has heard—a condition called echolalia. Immediate echolalia occurs when the child repeats words someone has just said. For example, the child may respond to a question by asking the same question. In delayed echolalia, the child repeats words heard at an earlier time. The child may say “Do you want something to drink?” whenever he or she asks for a drink. Some children with ASD speak in a high-pitched or sing-song voice or use robot-like speech. Other children may use stock phrases to start a conversation. For example, a child may say, “My name is Tom,” even when he talks with friends or family. Still others may repeat what they hear on television programs or commercials.

Narrow interests and exceptional abilities. Some children may be able to deliver an in-depth monologue about a topic that holds their interest, even though they may not be able to carry on a two-way conversation about the same topic. Others may have musical talents or an advanced ability to count and do math calculations. Approximately 10 percent of children with ASD show “savant” skills, or extremely high abilities in specific areas, such as memorization, calendar calculation, music, or math.

Uneven language development. Many children with ASD develop some speech and language skills, but not to a normal level of ability, and their progress is usually uneven. For example, they may develop a strong vocabulary in a particular area of interest very quickly. Many children have good memories for information just heard or seen. Some may be able to read words before age five, but may not comprehend what they have read. They often do not respond to the speech of others and may not respond to their own names. As a result, these children are sometimes mistakenly thought to have a hearing problem.

Poor nonverbal conversation skills. Children with ASD are often unable to use gestures—such as pointing to an object—to give meaning to their speech. They often avoid eye contact, which can make them seem rude, uninterested, or inattentive. Without meaningful gestures or other nonverbal skills to enhance their oral language skills, many children with ASD become frustrated in their attempts to make their feelings, thoughts, and needs known. They may act out their frustrations through vocal outbursts or other inappropriate behaviors.

## **9. Spasmodic dysphonia**

Spasmodic dysphonia, or laryngeal dystonia, is a disorder affecting the voice muscles in the larynx, also called the voice box. When you speak, air from your lungs is pushed between two elastic structures—called vocal folds—causing them to vibrate and produce your voice. In spasmodic dysphonia, the muscles inside the vocal folds spasm (make sudden, involuntary movements), interfering with vocal fold vibrations. Spasmodic dysphonia may occur along with other forms of dystonia that cause repeated spasms in other parts of the body, including the eyes, face, jaw, lips, tongue, neck, arms, or legs.

Spasmodic dysphonia causes voice breaks during speaking and can make the voice sound tight, strained, or breathy. In some people, the breaks occur once every few sentences. In more severe cases, spasms may occur on every word, making a person’s speech very difficult to understand. Some people with spasmodic dysphonia may also have vocal tremor—a shaking of the larynx and vocal folds that causes the voice to tremble.

Spasmodic dysphonia is a chronic condition that continues throughout a person’s life. Spasmodic dysphonia may develop suddenly, with severe voice symptoms present from the start of the disorder, or it

may start with mild symptoms and occur only occasionally before worsening and becoming more frequent over time.

Spasmodic dysphonia is a rare disorder. It can affect anyone, but the first signs occur most often in people between the ages of 30 and 50. It affects more women than men.

What are the types of spasmodic dysphonia?

Adductor spasmodic dysphonia is the most common form of spasmodic dysphonia. In this disorder, spasms cause the vocal folds to slam together and stiffen. These spasms make it difficult for the vocal folds to vibrate and produce sounds. The voice of someone with adductor spasmodic dysphonia may sound strained and strangled. The person's speech may be choppy, with words cut off or difficult to start because of muscle spasms. The spasms are usually absent—and the voice sounds normal—while laughing, crying, or whispering. Stress often makes the muscle spasms more severe.

Abductor spasmodic dysphonia is less common. In this disorder, spasms cause the vocal folds to remain open. The vocal folds cannot vibrate when they are open too far. The open position also allows air to escape from the lungs during speech. As a result, the voice often sounds weak and breathy. As with adductor spasmodic dysphonia, the spasms are often absent during activities such as laughing, crying, or whispering.

Mixed spasmodic dysphonia, a combination of the above two types, is very rare. Because the muscles that open and the muscles that close the vocal folds are not working properly, it has features of both adductor and abductor spasmodic dysphonia.

## **10. Spasmodic dysphonia causes and treatment**

Spasmodic dysphonia is thought to be caused by abnormal functioning in an area of the brain called the basal ganglia. The basal ganglia help coordinate the movements of muscles throughout the body. Recent research has found abnormalities in other regions of the brain associated with spasmodic dysphonia, including areas of the cerebral cortex that control commands to muscles and coordinate these commands with incoming sensory information.

In some cases, spasmodic dysphonia may run in families. Although a specific gene for spasmodic dysphonia has not yet been identified, a mutation in a gene that causes other forms of dystonia has also been associated with spasmodic dysphonia.

An otolaryngologist, a doctor who specializes in diseases of the ear, nose, throat, head, and neck. The otolaryngologist will pass a small lighted tube through the nose and into the back of the throat—a procedure called fiberoptic nasolaryngoscopy—to evaluate vocal fold anatomy and movements during speech and other activities of the larynx.

A speech-language pathologist, a health professional trained to evaluate and treat voice, speech, and language disorders. The speech-language pathologist will assess voice symptoms.

A neurologist, a doctor who specializes in nervous system disorders. The neurologist will evaluate for signs in the brain of dystonia and other movement disorders.

What treatment is available for spasmodic dysphonia?

There is currently no cure for spasmodic dysphonia, but treatment can help reduce its symptoms. The most common treatment is the injection of very small amounts of botulinum toxin directly into the affected muscles of the larynx. Botulinum toxin is produced by *Clostridium botulinum*, the same bacterium found in improperly canned foods and honey. The toxin weakens muscles by blocking the nerve impulse to the muscle. Botulinum toxin injections generally improve the voice for three to four months, after which voice symptoms slowly return. Reinjections are needed to maintain a good speaking voice. Initial side effects include a temporarily weak, breathy voice and occasional swallowing problems, but these usually improve after a few days to a few weeks. Botulinum toxin injections are more effective with adductor spasmodic dysphonia than with abductor spasmodic dysphonia. They do not help in every case.

Behavioral therapy (voice therapy) may reduce symptoms in mild cases. Voice therapy may work along with botulinum toxin injections to reduce voice strain. Some people may also benefit from psychological counseling to help them accept and live with their voice problems.

Augmentative and assistive devices can help some people with spasmodic dysphonia to communicate more easily. Some devices can help amplify a person's voice, whether in person or over the phone. Computer software and tablet or smartphone apps can be used to translate text into synthetic speech.

## **11. Developmental language disorder (DLD)**

Developmental language disorder is a communication disorder that interferes with learning, understanding, and using language. These language difficulties are not explained by other conditions, such as hearing loss or autism, or by extenuating circumstances, such as lack of exposure to language. DLD can affect a child's speaking, listening, reading, and writing. DLD has also been called specific language impairment, language delay, or developmental dysphasia. It is one of the most common developmental disorders, affecting approximately 1 in 14 children in kindergarten. The impact of DLD persists into adulthood.

What causes DLD?

DLD is a neurodevelopmental disorder. Neurodevelopmental disorders are caused by complex interactions between genes and the environment that change brain development. The exact causes of the brain differences that lead to DLD are unknown.

Neurodevelopmental disorders tend to run in families. Children with DLD are more likely than those without DLD to have parents and siblings who have also had difficulties and delays in language development. In fact, 50 to 70 percent of children with DLD have at least one family member with the disorder. In addition, other potentially related neurodevelopmental disorders, such as dyslexia or autism, are more common in the family members of a child with DLD.

Learning more than one language at a time does not cause DLD. The disorder can, however, affect both multilingual children and children who speak only one language. For multilingual children, DLD will impact all languages spoken by a child. Importantly, learning multiple languages is not harmful for a child with DLD. A multilingual child with DLD will not struggle more than a child with DLD who speaks only one language.

If a doctor, teacher, or parent suspects that a child has DLD, a speech-language pathologist (a professional trained to assess and treat people with speech or language problems) can evaluate the child's language skills. The type of evaluation depends on the child's age and the concerns that led to the evaluation. In general, an evaluation includes:

Direct observation of the child.

Interviews and questionnaires completed by parents and/or teachers.

Assessments of the child's learning ability.

Standardized tests of current language performance.

These tools allow the speech-language pathologist to compare the child's language skills to those of same-age peers, identify specific difficulties, and plan for potential treatment targets.

## **12. DLD symptoms**

DLD is a developmental disorder, which means that its symptoms first appear in childhood. This does not mean that, as children develop, they grow out of the problem. Instead, the condition is apparent in early childhood and will likely continue, but change, as they get older.

For instance, a young child with DLD might use ungrammatical sentences in conversation, while a young adult with DLD might avoid complex sentences in conversations and struggle to produce clear, concise, well-organized, and grammatically accurate writing.

Early treatment during the preschool years can improve the skills of many children with language delays, including those with DLD. Children who enter kindergarten with significant language delays are likely to continue having problems, but they and even older children can still benefit from treatment. Many adults develop strategies for managing DLD symptoms. This can improve their daily social, family, and work lives.

A child with DLD often has a history of being a late talker (reaching spoken language milestones later than peers). Although some late talkers eventually catch up with peers, children with DLD have persistent language difficulties.

Younger children with DLD may:

Be late to put words together into sentences.

Struggle to learn new words and make conversation.

Have difficulty following directions, not because they are stubborn, but because they do not fully understand the words spoken to them.

Make frequent grammatical errors when speaking.

Symptoms common in older children and adults with DLD include:

Limited use of complex sentences.

Difficulty finding the right words.

Difficulty understanding figurative language.

Reading problems.

Disorganized storytelling and writing.

Frequent grammatical and spelling errors.

Language difficulties may be misinterpreted as a behavioral issue. For example, a child who struggles with language may avoid interactions, leading others to think that the child is shy. A child may not follow directions because they don't understand the instructions, but others may interpret this as misbehavior. A child who struggles to communicate may become frustrated and act out. When a child is struggling at home or in school, it is important to determine if language difficulties may be part of the problem.

### **13. Correctional pedagogics**

Correctional pedagogy is an area of pedagogical science that develops methods of teaching individuals with socio-psychological and physical disabilities. In order to work in this field, you need special knowledge, good education and great diligence.

How to master the methodology of correctional pedagogy

The discipline itself arose in response to the need of society to develop ways of influencing problem children. In conditions when both parents are constantly at work, the child is actually left to himself, which often leads to asocial, deviant behavior. In such cases, the methods of correctional pedagogy are directly related to the techniques of special psychology.

For children who are lagging behind in development or have any physiological defects (for example, speech impairment), special training and education algorithms are also needed. Moreover, it is necessary to develop not only teaching methods, but also methods of monitoring the studied material, since a child who is far from always lagging behind in development can adequately answer whether the material has been mastered. One of the tasks of correctional pedagogy is the diagnosis of disorders and difficulties in teaching and upbringing of children. It is important that this diagnosis is carried out in a timely manner in order to have time to take action in time.

How can you master correctional pedagogy?

First of all, you need to know that the study of correctional pedagogy is based on several principles. The first of them is the use of a system of scientific research methods in the work of a correctional teacher. It is thanks to them that the necessary level of competence is achieved, which allows you to develop a training program for the child. Research is carried out in the child's family, at school, and even after school in the course of a person's further, already independent, life. The second principle follows from the first - this is the principle of the complexity of studying people with disabilities. It allows you to take data from different sources - educators, psychologists, teachers, doctors - and compare them with each other.

Research can take many different forms: observation, survey, conversation, questionnaire, activity analysis, etc. After analyzing the research results, it is worth determining which method is best for teaching and raising a child. This can be educational and cognitive activity (in the form of lectures, visual demonstrations, stories, conversations, experiments), which is certainly accompanied by motivation (games, encouragement, censure, etc.). An important point is the timely control over the education of an atypical child. It manifests itself in checking what has been learned orally or in writing.

#### **14. The symptoms of Asperger's syndrome**

Social-behavioral symptoms can begin as early as infancy. Characteristic differences are seen in social development, but these changes are hard to identify in toddlers and may be attributed to another condition or not perceived as abnormal. Most cases of Asperger's syndrome are identified when the child is school-aged or older; studies have shown an average age at diagnosis of 11 years.

Some of the symptoms that may be present are:

- lack of social awareness;
- lack of interest in socializing/making friends;
- difficulty making and sustaining friendships;
- inability to infer the thoughts, feelings, or emotions of others;
- either gazing too intently or avoiding eye contact;
- lack of changing facial expressions, or use of exaggerated facial expressions;
- lack of use or comprehension of gestures;
- inability to perceive nonverbal cues or communications;
- failure to respect interpersonal boundaries;
- unusually sensitive to noises, touch, odors, tastes, or visual stimuli;
- inflexibility and over-adherence to or dependence on routines; and
- stereotypical and repetitive motor patterns such as hand flapping or arm waving.

Another defining characteristic of Asperger's syndrome is the presence of perseverative and obsessive interests in special topics (such as cars or trains, or even more narrow topics such as vacuum cleaners), which may be of little interest to others.

These interests are unusually repetitive and intense when compared to other children's interests.

Specific or narrow interests remain the focus of the child's interest and conversation despite efforts to redirect the child's attention.

Language development in children with Asperger's syndrome is generally normal, in contrast to other autistic conditions. Children with Asperger's syndrome have normal scores on tests for language function involving vocabulary, syntax, and grammar. Some experts believe the presence of normal language development distinguishes Asperger's syndrome from high-functioning autism.

The use or application of language skills is altered in people with Asperger's syndrome:

Their speech may be disorganized or not relevant to the discussion, or they may focus too intently on their defined area of interest (see above) in conversations. The child may switch topics for no apparent reason in conversation, often in an attempt to steer the conversation toward his or her area of interest.

Changes in voice and speaking (for example, speaking too loudly or dramatically, using an invariant tone or incorrect intonation, loud pitch, or speaking too rapidly or too slowly) can also be seen.

Language may be interpreted literally, and difficulties can arise with interpreting language in a specific context. There are difficulties with understanding the subtle use of language, such as irony or sarcasm.

In school, children with Asperger's syndrome tend to excel with the rote learning often required in the early grades. As they get older, they may have more difficulties in school due to the nature of reading

comprehension and written assignments. Special education support is sometimes, but not always, necessary. Sometimes, people with Asperger's disorder have other associated psychiatric conditions or may show behaviors that are typical for other conditions.

## **15. Asperger's syndrome**

Asperger's syndrome, also known as Asperger disorder or Asperger syndrome, is one of a group of neurodevelopmental disorders that have effects on an individual's behavior, use of language and communication, and pattern of social interactions.

Asperger's syndrome is named after Dr. Hans Asperger, an Austrian pediatrician, who first described the condition in 1944. Dr. Asperger described four boys who showed "a lack of empathy, little ability to form friendships, one-sided conversation, intense absorption in a special interest, and clumsy movements." Because of their obsessive interests in and knowledge of particular subjects, he termed the boys "little professors." The American Psychiatric Association (APA) recognized Asperger's disorder as a specific entity and published diagnostic criteria in the Diagnostic and Statistical Manual of Mental Disorders-IV (DSM-IV) in 1994. Most recently, after significant deliberation, the APA recommended "subsuming" Asperger's Disorder into Autism Spectrum Disorders for the next edition of the DSM-V.

Today, many experts in the field stress the particular gifts and positive aspects of Asperger syndrome and consider it to represent a different, but not necessarily defective, way of thinking.

Positive characteristics of people with Asperger syndrome have been described as beneficial in many professions and include:

- the increased ability to focus on details,
- the capacity to persevere in specific interests without being swayed by others' opinions,
- the ability to work independently,
- the recognition of patterns that may be missed by others,
- intensity, and
- an original way of thinking.

Dr. Temple Grandin, a noted engineer, author, and professor who suffers from Asperger's disorder believes that her condition has been an asset in her professional life. Her life and story were featured in a film that first aired in 2010.

Although the diagnosis of Asperger's syndrome is not possible without direct testing and observation of an individual, it has been suggested by some authors that many successful historical figures may have had Asperger's syndrome, including Mozart, Albert Einstein, Benjamin Franklin, Thomas Jefferson, and Marie Curie. Of course, a definitive diagnosis of historical figures with Asperger's syndrome is not possible, and many of the traits exhibited by people with Asperger's syndrome can also occur because of intellectual giftedness or even attention deficit disorder (ADD).

## **16. Tourette syndrome**

Tourette syndrome is a chronic neurodevelopmental disorder characterised by motor and phonic tics that can substantially diminish the quality of life of affected individuals. Evaluating and treating Tourette

syndrome is complex, in part due to the heterogeneity of symptoms and comorbidities between individuals. The underlying pathophysiology of Tourette syndrome is not fully understood, but recent research in the past 5 years has brought new insights into the genetic variations and the alterations in neurophysiology and brain networks contributing to its pathogenesis. Treatment options for Tourette syndrome are expanding with novel pharmacological therapies and increased use of deep brain stimulation for patients with symptoms that are refractory to pharmacological or behavioural treatments. Potential predictors of patient responses to therapies for Tourette syndrome, such as specific networks modulated during deep brain stimulation, can guide clinical decisions. Multicentre data sharing initiatives have enabled several advances in our understanding of the genetics and pathophysiology of Tourette syndrome and will be crucial for future large-scale research and in refining effective treatments.

Tourette syndrome, named after and described by Georges Gilles de la Tourette in 1885, is a childhood-onset neurodevelopmental disorder characterised by involuntary movements (motor tics) and vocalisations (phonic tics). An estimated 0.3–0.9% of school-aged children (4–18 years) and 0.002–0.08% of adults have a diagnosis of Tourette syndrome, although few adult epidemiological studies have been done globally. Tourette syndrome occurs more frequently in males, with a male-to-female ratio of 4:1, and males tend to have more severe symptoms than females. Tourette syndrome is often accompanied by comorbid behavioural disorders, including most prominently obsessive-compulsive behaviour and attention deficit disorders.

Diagnosis and treatment of and research into Tourette syndrome and its associated comorbidities is complex. Symptoms and comorbidities severities are highly heterogeneous, and fluctuate over time. Although the pathophysiology of Tourette syndrome is not fully understood, various genetic and neurophysiological factors are likely to contribute. Established treatments for Tourette syndrome include behavioural therapies and medications, and emerging treatments include non-invasive neuromodulation and deep brain stimulation. Many gaps in knowledge about Tourette syndrome remain, including the factors contributing to the variability in clinical manifestations and how to best treat tics and comorbidities. In this Review, we provide an overview of the latest evidence on the clinical features, diagnosis, genetics, pathophysiology, and treatment of Tourette syndrome. In particular, recent progress in the past 5 years has been made in refining the pathophysiological models and genetics of Tourette syndrome, and in the further development of pharmacological, behavioural, and neuromodulation interventions. We also highlight key questions and topics for future research.

## **17. Language Processing Disorder (LPD)**

LPD is a type of learning disability that affects an individual's ability to understand, express, and process language, even though they may have normal intelligence and no hearing or speech problems. People with LPD have difficulty in understanding and using spoken and written language, which can make communication and learning challenging.

LPD can affect various aspects of language, such as grammar, vocabulary, syntax, and semantics. The severity and type of LPD can vary widely from person to person, but early identification and appropriate treatment can help individuals with LPD to overcome their challenges and improve their language skills.

Language Processing Disorder is primarily concerned with how the brain processes spoken or written language, rather than the physical ability to hear or speak. People with LPD struggle to comprehend the



meaning of words, sentences, and narratives because they find it challenging to process the information they receive. This can make listening difficult and can sometimes feel like listening through water, as it requires significant effort and can result in an incomplete or inaccurate understanding of the message.

For example, a person with LPD may have trouble understanding a joke or a sarcastic comment. This can make things very frustrating for the individual especially when they find themselves unable to convey their thoughts and ideas to others.

The causes of Language Processing Disorder (LPD) are not yet fully understood, but research has identified several factors that may contribute to its development.

Some individuals are born with LPDs, while others may develop them throughout their lifetime. One of the most significant risk factors for LPD is genetic factors. Studies have shown that LPD tends to run in families, suggesting a genetic component. Individuals with a family history of LPD are more likely to develop the disorder themselves. Brain injury or damage is another potential cause of LPD. Traumatic brain injury, stroke, or other types of brain damage can affect the areas of the brain responsible for language processing, resulting in LPD. Similarly, environmental factors such as exposure to toxins, infections, or complications during pregnancy and childbirth can also contribute to LPD.

## 18. Types of Language Processing Disorder

There are two types of language disorders: expressive and receptive. Expressive language disorders affect the ability to express thoughts using language. It occurs when people find it difficult to find the right words to articulate feelings and ideas and be able to communicate coherently using language tools in the right way.

Receptive language disorders affect a person's ability to comprehend accurately what is being said and make it hard to understand what others are saying or to follow a conversation. A child with a receptive language processing disorder may find it difficult to understand instructions or interpret what is told to them or process the words normally. It's common for both types to be present making it difficult and communicate and socialize normally.

Speech therapy is a common method that is used to treat LPD. The successful treatment is higher with early detection. However, the success rates for older children and even adults can be as high as 70%, so it's never too late to treat those who are affected.

Speech therapists can work with individuals with LPD to help them improve their ability to comprehend spoken language. This may involve exercises to help them identify keywords, understand complex sentences, and infer meaning from context.

Speech therapists can also help individuals with LPD to improve their expressive language skills, including their ability to express their thoughts and ideas clearly and concisely. This may involve exercises to help them organize their thoughts, use appropriate grammar and syntax, and expand their vocabulary.

## Accommodations and Assistive Technology

Assistive technology can be a powerful tool in helping individuals with Language Processing Disorder (LPD) to overcome their challenges and communicate more effectively. Here are some ways assistive technology can help with LPD:

Speech-to-text software:

Speech-to-text software allows individuals to speak into a computer or mobile device and have their words translated into text. This can be especially helpful for individuals with LPD who have difficulty expressing themselves through writing.

Text-to-speech software

Text-to-speech software allows individuals to have written text read aloud to them. This can be helpful for individuals with LPD who have difficulty reading or comprehending written text.

Word prediction software

Word prediction software can help individuals with LPD to complete sentences more quickly and accurately by suggesting words as they type.

Visual aids

Visual aids, such as a picture or symbol cards, can help individuals with LPD to understand and communicate information more effectively.

Multimedia presentations

Multimedia presentations, such as videos or interactive software, can help individuals with LPD to learn and retain information more effectively by engaging multiple senses.

Electronic organizers

Electronic organizers, such as digital calendars or reminder systems, can help individuals with LPD to stay organized and manage their time more effectively.

## **19. Attention deficit hyperactivity disorder (ADHD)**

Attention-deficit/hyperactivity disorder (ADHD) is a developmental disorder marked by persistent symptoms of inattention, hyperactivity, and impulsivity. Some people mostly have symptoms of inattention. Others mostly have symptoms of hyperactivity and impulsivity. Some people have both types of symptoms.

Symptoms begin in childhood and can interfere with daily life, including social relationships and school or work performance. ADHD is well-known among children and teens, but many adults also have the disorder. Effective treatments are available to manage symptoms.

What are the symptoms of ADHD?

People with ADHD may experience an ongoing pattern of:

Inattention: Difficulty paying attention

Hyperactivity: Showing too much energy or moving and talking too much

Impulsivity: Acting without thinking or having difficulty with self-control

Signs of inattention can include frequent difficulty with:

Paying attention to details, leading to careless mistakes at school, work, or during other activities

Concentrating on tasks or activities, for instance, while having conversations, taking tests, completing assignments, or reading papers

Listening when spoken to directly

Following instructions or finishing tasks at school, work, or home

Organizing tasks and activities, managing time, and meeting deadlines

Completing tasks that require sustained attention, such as homework, large projects, and complicated forms

Losing things, such as backpacks, books, keys, wallets, and phones

Getting easily distracted by unrelated thoughts or stimuli

Forgetting about daily activities, such as chores, errands, and events, or other important things, like assignments, appointments, and phone calls

Signs of hyperactivity and impulsivity can include often:

Fidgeting, tapping hands or feet, or squirming while seated

Moving around when expected to remain seated, such as in the classroom or office, or feeling restless in these situations

Running, climbing, or moving around at times when it is not appropriate

Being constantly “on the go” and acting as if driven by a motor

Being unable to quietly play or take part in hobbies and activities

Talking excessively

Answering questions before they are fully asked or finishing other people’s sentences

Struggling to wait or be patient, such as when playing a game or waiting in line

Interrupting or intruding on others, for example, in conversations, games, or meetings

What causes ADHD?

Researchers are not sure what causes ADHD, although many studies suggest that genes play a large role. Like many other disorders, ADHD probably results from a combination of factors.

In addition to genetics, researchers are looking at differences in brain development and neurobiology among people with ADHD compared to those without the disorder. They are also studying environmental factors that might increase the risk of developing ADHD, including brain injuries, nutrition, and social environments.

## **20. How is ADHD diagnosed?**

Attention-deficit/hyperactivity disorder (ADHD) is a developmental disorder marked by persistent symptoms of inattention, hyperactivity, and impulsivity. Some people mostly have symptoms of inattention. Others mostly have symptoms of hyperactivity and impulsivity.

Based on their specific symptoms, a person can be diagnosed with one of three types of ADHD:

Inattentive: Mostly symptoms of inattention but not hyperactivity or impulsivity

Hyperactive-impulsive: Mostly symptoms of hyperactivity and impulsivity but not inattention

Combined: Symptoms of both inattention and hyperactivity and impulsivity

ADHD symptoms must begin in childhood (before age 12). Symptoms often continue into the teen years and adulthood. The criterion for a diagnosis differs slightly based on age.

Children up to 16 years must show at least six symptoms of inattention, hyperactivity and impulsivity, or both. Adults and youth over 16 years must show at least five symptoms of inattention, hyperactivity and impulsivity, or both.

To be diagnosed with ADHD, a person's symptoms must also:

Occur for at least 6 months

Be present in two or more settings (for example, at home, at work, in school, or with friends)

Interfere with or impair social, school, or work functioning

Stress, sleep disorders, anxiety, depression, and other physical conditions or illnesses can cause similar symptoms to those of ADHD. A health care provider needs to do a thorough evaluation to determine the cause of symptoms, make a diagnosis, and identify effective treatments.

Primary care providers sometimes diagnose and treat ADHD, or they may refer the person to a mental health professional. During an evaluation, a provider usually:

Examines the person's mental health and medical history, including their mood and past or current health conditions.

Looks at the person's current or, if an adult, childhood behavior and school experiences. To obtain this information, the provider may ask for permission to talk with family, friends, partners, teachers, and others who know the person well and have seen them in different settings to learn about behaviors and experiences at home, school, or elsewhere.

Uses standardized behavior rating scales or ADHD symptom checklists to determine whether the person meets the criteria for a diagnosis of ADHD.

Administers psychological tests that look at cognitive skills, such as working memory, executive functioning (abilities such as planning and decision-making), visual and spatial abilities, or reasoning. Such tests can help identify psychological or cognitive (thinking-related) strengths and challenges and identify or rule out possible learning disabilities.

## 21. ADHD treatment

Although there is no cure for ADHD, current treatments may help reduce symptoms and improve functioning. Common treatments for ADHD are medication, psychotherapy, and other behavioral interventions. For children, treatment often includes parent education and school-based programs.

Researchers are studying new treatments for people with ADHD, such as cognitive training and neurofeedback. These options are usually explored only after medication and psychotherapy have already been tried. For many people, treatment involves a combination of elements.

## Medication

Stimulants are the most common type of medication used to treat ADHD, and research shows them to be highly effective. They work by increasing levels of brain chemicals involved in thinking and attention.

Like all medications, stimulants can have side effects and must be prescribed and monitored by a health care provider. Tell the provider about other medications you or your child are taking. Medications for common health problems, such as diabetes, anxiety, and depression, can interact with stimulants, in which case, a provider can suggest other medication options.

Health care providers sometimes prescribe nonstimulant medications like antidepressants to treat ADHD. However, the U.S. Food and Drug Administration (FDA) has not approved these medications specifically for ADHD. Sometimes, a person must try several different medications or dosages before finding the one that works for them.

## Psychotherapy and behavioral interventions

Psychological interventions for ADHD can take many forms and be combined with medication and other elements for parents, families, and teachers. Adding therapy to an ADHD treatment plan can help some people better cope with daily challenges, gain confidence, or manage impulsive and risky behaviors.

Therapy is especially helpful if ADHD co-occurs with other mental disorders, such as anxiety, depression, conduct problems, or substance use disorders. Learn about other mental disorders.

Several psychosocial interventions have been shown to help manage symptoms and improve functioning.

Behavioral therapy helps a person change their behavior. It might involve practical assistance, such as organizing tasks or completing schoolwork, learning social skills, or monitoring one's behavior.

Cognitive behavioral therapy helps a person become aware of attention and concentration challenges and work on skills to improve focus and organization and complete daily tasks (for instance, by breaking large tasks into smaller, more manageable steps).

Family and marital therapy helps family members learn to handle disruptive behaviors, encourage behavior changes, and improve interactions with children and partners.

Some people find it helpful to get support from a professional life coach or ADHD coach who can teach them skills to improve daily functioning.

## **22. Individualized Educational Plan for ADHD**

An Individualized Education Plan (IEP) is a personalized plan that outlines the educational goals and support services for students with special needs, such as ADHD. An IEP helps ensure the student receives an inclusive and tailored education.

An IEP is a critical tool in supporting the unique educational needs of students with ADHD. It provides the student with specific accommodations, strategies, and support services that can help them overcome challenges associated with ADHD so that they can maximize their learning potential and thrive academically.

An IEP for ADHD is a customized roadmap for a student with ADHD that accompanies them on their academic journey. Students with ADHD are at risk for poor school performance, as they typically struggle with attention, focus, and memory. An IEP outlines certain accommodations and services that take the student's unique needs into account to support their academic performance.

An IEP specifies the support services that the child will receive, such as classroom accommodations, behavioral interventions, specialized instruction, and therapy services.

The Individuals with Disabilities Education Act (IDEA) is a federal law that mandates special education services and supports for students with disabilities in the U.S. IDEA sets guidelines for developing IEPs for children and encourages collaboration between schools, families, and other service providers. A goal of an IEP is to ensure the best possible educational outcomes for students with disabilities.

Does ADHD Qualify for IEP?

ADHD qualifies for an IEP under the Individuals with Disabilities Education Act (IDEA). In order to qualify, students are required to undergo a comprehensive evaluation to determine whether their ADHD impacts their educational performance.

Various factors such as academic performance, social interactions, behavior, and the need for specialized instruction or related services are considered when determining eligibility for an IEP for a student with ADHD.

Components and Examples of ADHD IEPs

An ADHD IEP typically consists of specific key components which are customized to meet the unique needs of the student. Common components and examples for students with ADHD include:

**Present Levels of Performance.** This section will outline the current academic and functional abilities of the students, including their strengths and challenges associated with ADHD.

**Example:** The student demonstrates challenges sustaining attention during classroom lessons or independent work, which results in incomplete assignments and missed instructions.

**Measurable Goals.** Goals tailored to address the unique needs of the student with ADHD are outlined. They should be specific, measurable, achievable, relevant, and time-bound (SMART).

**Example:** By the end of the academic year, the student will independently complete and submit at least 90% of assigned homework tasks across all subjects.

**Accommodations and Modifications.** Specific adjustments to the child's learning environment, curriculum, or expectations are outlined here.

**Behavior Intervention and Support.** Strategies that address behavior challenges related to ADHD are outlined here. This can include positive support plans that are designed to reinforce desired behaviors. This section may also outline techniques that will be implemented to manage the student's attention difficulty and impulsivity.

## **23. Social Skills Deficit**

There are many reasons why a person may have a social skills deficit. It could occur because of a lack of knowledge, such as the inability to acquire new skills, or because of a competency deficit. Sometimes, the person may know how to perform the social skill, but they may struggle to perform because of limited practice or inadequate feedback. There may also be internal or external factors that interfere with the person performing the social skill, such as anxiety or chaotic surroundings. Here are five common types of social skills deficits.

### Basic Communication Skills

These include the ability to listen, follow directions and refrain from speaking. For example, listening skills involve the abilities of concentration and ignoring distractions. Good listening skills are demonstrated through indicating attention, such as nodding and smiling, and giving feedback on what has been said or discussed. It also includes the ability to refer to past comments, such as tying a current statement to a previous one, or query about potential, future ideas, actions and events. Basic communication skills include body language and behaviors, like eye contact, physical stillness and emotional attentiveness while the other person is talking.

### Empathy and Rapport Skills

Certain cognitive, behavioral and mental health conditions may limit an individual's ability to feel empathy and connect with others. This includes Autism, which comes with documented social impairments, and Borderline Personality Disorder. Those who suffer from severe social anxiety and those who are highly self-conscious may display either too little or too much focus on someone else. This means that some people with anxiety are desperate to please others and avoid confrontation, so they will pay close attention to what others say, or always volunteer to help or do favors. Opposite of this, some people will feel overwhelmed by their social environment and simply shut down around others.

### Interpersonal Skills

Interpersonal skills include the abilities of sharing, joining activities, asking for permission and waiting turns. Those who have a social skill deficit may struggle with asking accurate and concise questions. Being unable to ask a simple question creates barriers to obtaining information and initiating a conversation. Those who struggle to ask questions will appear disinterested and even anti-social. Those with poor social skills may prefer to ask closed questions because these elicit brief and controlled responses. For adults with limited social skills, they may struggle to understand proper manners in different social contexts and settings.

### Problem Solving Skills

Problem solving involves asking for help, apologizing to others, deciding what to do and accepting consequences. Some people may struggle to identify the root causes of problems, so they can't fully understand potential solutions or strategies. Those who struggle with solving problems may be morbidly shy or clinically introverted. They may prefer to avoid problems because it makes them feel uncomfortable. Those who struggle with solving problems will most likely have poor conflict resolution skills. Some children struggle to appropriately deal with teasing, while some adults have difficulties dealing with losing to competition.

## **24. School adaptation**

In essence, adaptation is the process of becoming familiar with the new school environment, getting used to a structured learning routine, and adjusting to the unique conditions of the school.

According to psychologists, this adaptation period can vary from days to weeks or even months, depending on the child's situation. The length of this process varies due to several factors, including the family environment, the personality of the child, the level of his or her knowledge and skills, the type of educational institution, the complexity of the curriculum, etc.

The adaptation process is usually divided into three main stages, each has its own characteristics.

### **The Orientation phase**

The child is facing new conditions, studying the situation, boundaries, norms, etc. That's really hard for some children. That's why the kid is often tense: both physically and psychologically.

Duration: Typically two to three weeks.

### **The Adjustment phase**

The name speaks for itself: the child begins to adjust. They begin to find optimal behavior. Behavioral patterns are built in young kids' heads, this allows the body to spend less energy than in the first stage. Reactions are already less emotionally colored.

Duration: about two to three weeks.

### **The Consolidation phase**

At this stage, the children gain confidence in their new environment. This is a final assessment of the concept "I am a schoolboy, and what does it mean"

Duration: Five to six weeks to 1 year.

There are two main types of adaptation of the child to school.

### **Social and Psychological Adaptation**

Entering first grade signifies a new status as a school student, accompanied by a reappraisal of values. Educational activities become paramount. The child falls into a new social group surrounded by unfamiliar faces. Both the teacher and the parent play an important role in cultivating a positive emotional attitude towards school.

During the adaptation period, it is vital to focus on the following skills:

#### **Cognitive abilities**

For most kids, the development of cognitive abilities is a natural process. But this does not mean that you should not pay attention to the more successful development of this skill. In older preschool age, this skill develops in parallel with memory, attention, thinking, and cognitive interests. If all of these processes develop harmoniously, adaptation will take place faster.

#### **Creative thinking**



Nowadays, it's important not to think like "everyone else." The attitude towards people with bright creative thinking is also changing. Parents should not be scared if their child knows how to "be creative" and think outside the box. This is a great skill for the future and in overcoming some critical situations.

#### Self-organization

Starting school introduces structured schedules with lessons, breaks, and extracurricular activities, emphasizing the need for time management, a vital skill for first-graders. Additionally, developing logic, imagination, and social skills is important.

## 25. Alalia

Alalia (from other Greek  $\alpha$  - negative particle and  $\lambda\alpha\lambda\acute{\iota}\alpha$  - speech) - absence or severe systemic underdevelopment of speech in children caused by organic lesions of cortical speech centers during fetal development or in the first three years of life. Alalia is characterized by a child's lack of speech without any physical or mental disabilities. Alalia is diagnosed annually in 1% of preschoolers, and it occurs in boys about twice as often as in girls. Thanks to qualified speech therapy assistance, the prevalence of alalia in children among primary schoolchildren is reduced to 0.2-0.6%. In the light of modern concepts, alalia is considered as a consequence of organic damage to the speech zones of the cerebral cortex, which inhibits the development of young nerve cells at the neuroblast stage.

In domestic speech therapy, the classification of alalia according to V. A. Kovshikov is adopted, according to which motor and sensory forms of speech impairment are distinguished. In the WHO classification, the motor form of alalia corresponds to the expressive form, the sensory form to the impressive one.

The sensory form of alalia, which occurs against the background of the defeat of the speech-auditory analyzer - Wernicke's center and its pathways, deprives the child of the ability to understand speech, since the functions of analysis and synthesis of sounds and the formation of connections between the sound image of a word and its meaning are disrupted.

The motor form of alalia has a more favorable prognosis for the development of the baby, since the speech-motor structures are damaged, as a result of which the child, even in the absence of his own speech, has an understanding of the speech of others. Depending on the localization of pathological changes, two subspecies of motor alalia are distinguished - afferent and efferent. In the first case, the inferior parietal regions of the left hemisphere are affected, as a result of which the reproduction of sounds suffers while the ability to articulate is preserved. Children find it difficult to distinguish controversial sounds, which is why speech is replete with substitutions and displacements of phonemes.

With efferent motor alalia, the Broca's center, which is responsible for articulation, is damaged, which makes it difficult for the child to perform articulatory movements. Outwardly, this is expressed by a distortion of the syllabic structure of words, up to stuttering. Due to the close connection of the speech-motor and speech-auditory analyzers, a mixed form of alalia often develops, in which sensory and motor symptoms are simultaneously observed with a predominance of one or another component.

#### **4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.**

Основными формами текущего контроля являются

Зачет и экзамен проводится по результатам выполнения всех видов учебной работы, предусмотренных рабочей программой дисциплины, при этом учитываются результаты текущего контроля успеваемости в течение семестра.

Максимальное количество баллов, которое может набрать магистрант в течение семестра за текущий контроль, равняется 80/70 баллам.

Максимальная сумма баллов, которые бакалавр может получить на зачёте, равняется 20 баллам.

Максимальная сумма баллов, которые бакалавр может получить на экзамене, равняется 30 баллам

Формой промежуточной аттестации является экзамен, который проходит в форме устного собеседования по вопросам.

Зачёт может проводиться по билетам. Вопросы охватывают все содержание программы учебной дисциплины. Зачёт состоит из двух вопросов.

За семестр студент может набрать максимально 100 баллов.

#### **Содержание зачета (1 семестр 80 баллов текущий контроль, 20 баллов зачет)**

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию. (10 баллов)
2. Беседа по одной из пройденных тем. (10 баллов)

#### **2.Содержание зачета( *II семестр (80 баллов — учебный процесс, 20 баллов — зачет)*)**

1. Чтение и написание аннотации к тексту социокультурной тематики. (10 баллов)
2. Устное монологическое высказывание на одну из изученных тем. (10 баллов)

#### **3.Содержание экзамена( *III семестр (70 баллов — учебный процесс, 30 баллов — экзамен)*)**

- 1) Чтение и беседа по тексту социокультурной направленности. (10 баллов)
- 2) Написание аннотации по тексту профессионально-ориентированной направленности. (10 баллов)
- 3) Беседа по одной из пройденных тем. (10 баллов)

#### ***Шкала оценивания зачета***

Баллы	Критерии оценивания
20	<p>Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной):</p> <ul style="list-style-type: none"> <li>• произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.</li> <li>• умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления.</li> <li>• при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения.</li> <li>• способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.</li> </ul>
16	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"> <li>• произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной;</li> <li>• демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений;</li> <li>• владеет навыками письменной речи.</li> <li>• способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.</li> </ul>
10	<p>Студент демонстрирует отдельные речевые навыки и умения:</p> <ul style="list-style-type: none"> <li>• делает ошибки в произношении и речевой интонации;</li> </ul>

	<ul style="list-style-type: none"> <li>• не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки;</li> <li>• при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи.</li> <li>• может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.</li> </ul>
6	<p>Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:</p> <ul style="list-style-type: none"> <li>• при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; не способен вести беседу. При ответах на вопросы использует заученные фрагменты тем. Не владеет достаточным количеством устойчивых фраз и выражений для ведения беседы. Не умеет адекватно реагировать на вопросы собеседника. Владеет минимальным запасом лексики, но не умеет его использовать</li> </ul>

### **Итоговая шкала оценивания результатов освоения дисциплины**

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации

Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	зачтено
61-80	зачтено
41-60	зачтено
0-40	не зачтено

### **Шкала оценивания экзамена**

Баллы	Критерии оценивания
30	Студент демонстрирует отличное знание предмета

	<p>(сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной):</p> <ul style="list-style-type: none"> <li>• произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.</li> <li>• умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления.</li> <li>• при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения.</li> <li>• способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.</li> </ul>
22	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"> <li>• произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной;</li> <li>• демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений;</li> <li>• владеет навыками письменной речи.</li> <li>• способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.</li> </ul>
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	<p>грамматические ошибки;</p> <ul style="list-style-type: none"> <li>• при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи.</li> <li>• может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.</li> </ul>
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Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
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61-80	хорошо
41-60	удовлетворительно
0-40	не удовлетворительно

