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Федеральное государственное бюджетное образовательное учреждение высшего образования

«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН

на заседании кафедры иностранных языков

Протокол от « 24 » мая 2023 г., № 10

Зав. кафедрой



Сарычева Л.В.

## ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)  
Иностранный язык (английский язык)

Направление подготовки  
44.03.05 Педагогическое образование ( с двумя профилями подготовки)

Профиль:  
История и литература

Мытищи  
2023

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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<br>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<br>2. Самостоятельная работа | <p><b>Знать:</b> базовую лексику и выражения, а также лексику, связанную со специальностью</p> <p><b>Уметь:</b> общаться в большинстве типичных ситуаций, которые могут быть при поездке в</p> | Выполнение лексико-грамматических упражнений<br>Тестирование<br>Проект (защита презентации) | Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания |

|      |             |                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                        |                                                                                                                                                                                         |
|------|-------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |             |                                                                    | <p>страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции</p>                                                                                                                                                                            | <p>и)<br/>Аннотация<br/>Деловое письмо<br/>Устный ответ</p>                                                                                            | <p>я устного ответа, шкала оценивания проекта (защита презентации), шкала оценивания тестирования, шкала оценивания аннотации</p>                                                       |
| УК-4 | Продвинутый | <p>1. Работа на учебных занятиях<br/>2. Самостоятельная работа</p> | <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</p> | <p>Выполнение лексико-грамматических упражнений<br/>Тестирование<br/>Проект (защита презентации)<br/>Аннотация<br/>Деловое письмо<br/>Устный ответ</p> | <p>Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа, шкала оценивания проекта (презентации), шкала оценивания</p> |

|  |  |  |                                                                                                                                                                                                                                      |  |                                                 |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|
|  |  |  | <p>сообщение на разные темы;<br/>анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности</p> <p><b>Владеть:</b><br/>профессионально-ориентированной межкультурной компетенцией</p> |  | <p>тестирования, шкала оценивания аннотации</p> |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|

### ***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<br>ответов | 61-80 % верных<br>ответов | 81-100% верных<br>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<br>темы проекта                                                 | Тема раскрыта фрагментарно                                                                                | 2                   |
|                                                                                   | Тема раскрыта полностью                                                                                   | 4                   |
|                                                                                   | Знания автора проекта превзошли рамки<br>проекта                                                          | 6                   |
| Разнообразие<br>источников<br>информации,<br>целесообразность их<br>использования | Большая часть информации не относится<br>к теме                                                           | 2                   |
|                                                                                   | Использован незначительный объём<br>подходящей информации из ограниченного<br>числа однотипных источников | 4                   |
|                                                                                   | Представлена полная информация из<br>разнообразных источников                                             | 6                   |
| Соответствие<br>требованиям<br>оформления                                         | Отсутствует установленный правилами<br>порядок, структура<br>Внешний вид и речь автора не соответствуют   | 2                   |

|                                |                                                                                                                                                                                                                                     |                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| письменной части и презентации | правилам проведения презентации                                                                                                                                                                                                     |                         |
|                                | <p>Предприняты попытки оформить работу в соответствии с установленными правилами</p> <p>Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент</p> | <b>4</b>                |
|                                | <p>Чёткое и грамотное оформление</p> <p>Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес</p>                     | <b>6</b>                |
|                                | <b><i>ИТОГО</i></b>                                                                                                                                                                                                                 | <b><i>20 баллов</i></b> |

### ***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 | 2            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| количество ошибок, препятствующих коммуникации.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
| 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, затрудняющих коммуникацию. | 4 |
| 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,                         | 5 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| частично влияющих на процесс коммуникации.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
| <p>Коммуникативная задача в основном решена.</p> <p>Высказывание носит заверченный характер, но имеются нарушения логики и последовательности изложения.</p> <p>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.</p> <p>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.</p> <p>Высказывание носит заверченный характер, но имеются незначительные нарушения логики и последовательности.</p> <p>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.</p> <p>Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения.</p> <p>Допущены отдельные произносительные, лексические и грамматические ошибки.</p> | 7 |
| <p>Коммуникативная задача решена относительно полно.</p> <p>Высказывание носит заверченный характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации /</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 8 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>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>                                                                                                                                                                                                                    |    |
| <p>Коммуникативная задача решена полностью. Высказывание построено логично и связно и имеет завершенный 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 завершенный 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 |

| Критерий оценки                                                                                                                                                                                                 | Баллы     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Аннотация отражает полностью содержание текста.<br>Структура четкая, отражает логическое деление текста.<br>Использованы речевые клише. Грамматические и пунктуационные ошибки отсутствуют.                     | 10 баллов |
| Аннотация не совсем точно передает содержание текста.<br>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.<br>Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.     | 2 балла   |

### *Шкала оценивания делового письма*

| Критерий оценки                                                                                                                                                                                             | Баллы     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <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 Cathedral, \_\_\_\_\_ 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)..... ([ / 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 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.

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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.

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**Владеть:** профессионально-ориентированной межкультурной компетенцией

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

Reading.

Read the text and decide which of the following headings should go before each of the paragraphs in the text. There is one extra heading which you do not need to use.

1. Written records.
2. The evaluation of sources.
3. Learning from other cultures.
4. Scientific instruments.
5. Ancient maps.
6. Nonwritten sources.

The story of the past is hidden all around us in the world of the present. Where does information about the past come from? What are the secrets of how to find it? How do we learn about the things that happened centuries ago or continents away?

A. People have been making maps for thousands of years. One of the oldest existing maps is a clay map found in northern Iraq. It dates to around 2300 BC, and shows rivers, hills and settlements with measurements of farm plots. Ancient mapmakers were able to make fairly accurate maps of areas they knew well. When dealing with unknown lands, however they often left unexplored areas blank or filled them in with their imaginations. In his map of the world, Claudius Ptolemy showed Asia much closer to Europe than it actually is. This mistake led Christopher Columbus to attempt to reach Asia by sailing West from the coast of Spain in 1492. Columbus never reached Asia. Instead, he landed in the “New World” of the Americas.

B. Ancient people also learned how to use the planets and stars to help them determine location and distance on the earth. Two early scientific instruments that helped them were the astrolabe and the gnomon. An astrolabe is a disk with marks around its edge like a

ruler. Scholars and sailors used the astrolabe to sight the positions of the sun and stars and figure out their height in the sky. This information aided them in determining latitude. A gnomon is the blade that stands upright in the center of a sundial. When the sun shines, the gnomon casts a shadow, pointing to the hour. Early scholars learned they could use gnomons to find the height of the sun at different times during the day. Then they used this information to help them figure out the distance between two points. Today's cartographers rely on space-age technology. Like the ancient sailing ships, satellites now circle the earth, sending back information and adding to our knowledge of the world. Computers and radar also make the mapmaker's job easier.

C. As people traveled and learned about the world, they recorded their knowledge in writing, as well as on maps. Ancient historians also noted geographic information when recording events. In the 5th century BC, Herodotus included geographic descriptions in his history of the world. We know about ancient trade partly from written records. Early explorers and traders knew the importance of keeping careful records of their journeys so that more accurate maps might be made. In some cases, they took along historians and geographers to help them keep track of their travels. The oldest remaining record of a voyage refers to an Egyptian trading mission. According to the record, around 3200 BC, Egyptian traders sailed, forty ships of one hundred cubits with cedar wood from Byblos, one of Phoenicia's cities. Some early maps were based on records made during the conquests of Alexander the Great, one of history's most famous military leaders. Alexander ruled Macedonia, a kingdom that lay to the north of Greece. He had maps made as his huge army battled to victory from Egypt to India between 334 and 326 BC. On his marches Alexander took geographers, a historian, and astronomers. He also took "steppers," who measured distance by the steps they took. This army of soldiers and scholars covered 20,000 miles, fighting and conquering, but also recording and mapping. To most people written sources mean books. But to historians written sources might also be letters, diaries, speeches, popular songs, poems, business records or campaign slogans. They could be the marks of ancient tombs or old calendars and maps – anything with writing on it. Anything written down can give historians clues about the people and events of the past. However, written sources only go back to about 3,000 BC. That's when writing developed in Mesopotamia, an ancient country in what is now the Middle East.

D. History before the development of writing is called prehistory. To learn about prehistoric times historians must rely completely on nonwritten sources. Nonwritten sources include fossils – the remains or imprints of once-living plants or animals. Dinosaur fossils can tell about the kinds of dinosaurs that lived in a certain time and place. Other nonwritten sources are artifacts, or objects made by humans. Ancient jewelry, tools, coins, and toys teach about the customs and beliefs of people of the past. Still other nonwritten sources are tombs, monuments and even entire cities. The streets and buildings of Pompeii, preserved beneath the ashes, give a picture of life as it was in A.D. 79. Another important nonwritten source is a culture's oral tradition, the legends, myths and beliefs passed on by word of mouth from generation to generation. Over time many myths and legends have been written down. For example, the legend of King Odysseus was part of

the ancient Greek oral tradition. It was finally written down by the Greek poet Homer between 800 and 700 B.C., and it is Homer's version that is known today. Once something is written down it remains in that form without changing. An oral tradition, on the other hand, may change constantly from generation to generation. It changes as the interests, opinions, fears and needs of each generation change. How useful is oral tradition to historians if accounts told by word of mouth change and become inaccurate? Historians can't be sure that an oral tradition portrays events from long ago accurately. However, oral traditions do tell about the kinds of things that were important to people of the times. Through oral traditions the elders taught the younger members of the society about their culture. This is why historians are interested in ancient oral traditions. Historians must be careful when interpreting oral tradition. Nevertheless, oral tradition can be a useful source for information about people of the past.

E. Historians must keep in mind that everyone has his or her own point of view. Whether or not the author of a source is a man or a woman, rich or poor, or young or old will affect the way he or she sees and describes an event. Historians ask questions about a source to determine how accurate and useful it is. Different kinds of sources offer different kind of information. Letters and diaries may tell a great deal about people's daily lives. Political speeches, on the other hand, might help-explain a government's policies. People learn about the past in many ways. Written records, fossils, artifacts and oral traditions are all keys to understanding the past. By gathering and evaluating these sources, historians form their ideas about past events. As you study the past you also need to evaluate historical evidence. To do this you must be able to tell the difference between facts, reasoned judgments and opinions. A fact is a statement that can be proved. There are many forms of proof. The findings of archaeologists can be proof, or proof can come from written sources or direct observation. A reasoned judgment is a statement that is based on fact but has not been proved. An opinion is a statement of personal preference, feelings or ideas. An interpretation that depends on facts and reasoned judgments is likely to be correct. An explanation that offers only opinions has little value.

### **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. Этапы становления истории как науки. Течения.
2. Выдающиеся историки России и страны изучаемого языка.
3. Основные исторические события в Великобритании.
4. Основные исторические события в России.
5. Война и мир.
6. Жанры литературы. Поэзия. Известные писатели России и страны изучаемого языка.

## **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 in 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"**

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".

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 Routmasters 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. The Woman suffrage movement**

##### **The Most Significant Achievement of Women in the Progressive Era**

The woman suffrage movement actually began in 1848, when a women's rights convention was held in Seneca Falls, New York. The Seneca Falls meeting was not the first in support of women's rights, but suffragists later viewed it as the meeting that launched the suffrage movement. For the next 50 years, woman suffrage supporters worked to educate the public

about the validity of woman suffrage. Under the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and other women's rights pioneers, suffragists circulated petitions and lobbied Congress to pass a constitutional amendment to enfranchise women.

At the turn of the century, women reformers in the club movement and in the settlement house movement wanted to pass reform legislation. However, many politicians were unwilling to listen to a disenfranchised group. Thus, over time women began to realize that in order to achieve reform, they needed to win the right to vote. For these reasons, at the turn of the century, the woman suffrage movement became a mass movement.

In the 20<sup>th</sup> century leadership of the suffrage movement passed to two organizations. The first, the National American Woman Suffrage Association (NAWSA), under the leadership of Carrie Chapman Catt, was a moderate organization. The NAWSA undertook campaigns to enfranchise women in individual states, and simultaneously lobbied President Wilson and Congress to pass a woman suffrage Constitutional Amendment. In the 1910s, NAWSA's membership numbered in the millions.

The second group, the National Woman's Party (NWP), under the leadership of Alice Paul, was a more militant organization. The NWP undertook radical actions, including picketing the White House, in order to convince Wilson and Congress to pass a woman suffrage amendment.

In 1920, due to the combined efforts of the NAWSA and the NWP, the 19th Amendment, enfranchising women, was finally ratified. This victory is considered the most significant achievement of women in the Progressive Era. It was the single largest extension of democratic voting rights in our nation's history, and it was achieved peacefully, through democratic processes.

## 2. Democracy

Democracy is a form of government in which all eligible citizens have an equal say in the decisions that affect their lives. Democracy allows people to participate equally—either directly or through elected representatives—in the proposal, development, and creation of laws. It encompasses social, economic, and cultural conditions that enable the free and equal practice of political self-determination. The term originates from the Greek word: *δημοκρατία* (*dēmokratía*), which translates to “rule of the people”. This term was used

around 400 BCE to denote the political systems then existing in Greek city-states, notably Athens.

A democratic government contrasts two forms of government where power is either held by one, as in a monarchy, or where power is held by a small number of individuals, as in an oligarchy or aristocracy. Nevertheless, these oppositions, inherited from Greek philosophy, are now ambiguous because contemporary governments have mixed democratic, oligarchic, and monarchic elements. Several variants of democracy exist, but there are two basic forms, both of which concern how the whole body of citizens executes its will: direct democracy and representative democracy.

Direct democracy is a form of democracy in which people vote on policy initiatives directly. This is different from a representative democracy, in which people vote for representatives who then vote on policy initiatives. Depending on the particular system in use, it might entail passing executive decisions, making laws, directly electing or dismissing officials, and conducting trials. Two leading forms of direct democracy are participatory democracy and deliberative democracy.

The earliest known direct democracy is said to be the Athenian Democracy in the 5<sup>th</sup> century BCE, although it was not an inclusive democracy; women, foreigners, and slaves were excluded from it. In the direct democracy of Athens, the electorate did not nominate representatives to vote on legislation and executive bills on their behalf (as in the United States Congress), but instead voted on these items in their own right. Participation was by no means open, but the in-group of participants was constituted with no reference to economic class and they participated on a large scale. The public opinion of voters was remarkably influenced by the political satire performed by the comic poets at the theaters.

### **3. The Reformation**

The English Reformation started in the reign of Henry VIII. The English Reformation was to have far reaching consequences in Tudor England. Henry VIII decided to rid himself of his first wife, Catherine of Aragon, after she had failed to produce a male heir to the throne. He had already decided who his next wife would be – Anne Boleyn. By 1527, Catherine was considered too old to have anymore children.

However, a divorce was not a simple issue. In fact, it was a very complicated one. Henry VIII was a Roman Catholic and the head of this church was the pope based in Rome.

The Roman Catholic faith believed in marriage for life. It did not recognise, let alone support, divorce. Those who were widowed were free to re-marry; this was an entirely different issue. But husbands could not simply decide that their marriage was not working, divorce their wife and re-marry. The Roman Catholic Church simply did not allow it.

This put Henry VIII in a difficult position. If he went ahead and announced that as king of England he was allowing himself a divorce, the pope could excommunicate him. This meant that under Catholic Church law, your soul could never get to Heaven. To someone living at the time of Henry, this was a very real fear, and a threat which the Catholic Church used to keep people under its control.

Another approach Henry used was to make a special appeal to the pope so that he might get a special “Papal Dispensation”. This meant that the pope would agree to Henry’s request for a divorce purely because Henry was king of England but that it would not affect the way the Catholic Church banned divorce for others. The pope refused to grant Henry this and by 1533 his anger was such that he ordered the Archbishop of Canterbury to grant him a divorce so that he could marry Anne Boleyn.

The Archbishop granted Henry his divorce – against the wishes of the pope. But what else could the archbishop do if he wanted to remain on good terms with Henry?

This event effectively led to England breaking away from the Roman Catholic Church based in Rome. Henry placed himself as head of the church and in that sense, in his eyes, his divorce was perfectly legal. In 1533, few were brave enough to tell him otherwise!

Henry was made Supreme Head of the Church by an Act of Parliament in 1534. The country was still Catholic but the pope’s power had been ended.

#### **4. Economy in Ancient Rome**

Ancient Rome commanded a vast area of land, with tremendous natural and human resources. As such, Rome's economy remained focused on farming and trade. Agricultural free trade changed the Italian landscape, and by the 1st century BC, vast grape and olive

estates had supplanted the yeoman farmers, who were unable to match the imported grain price. The annexation of Egypt, Sicily and Tunisia in North Africa provided a continuous supply of grains. In turn, olive oil and wine were Italy's main exports. Two-tier crop rotation was practiced, but farm productivity was low, around 1 ton per hectare.

Industrial and manufacturing activities were smaller. The largest of such activities were the mining and quarrying of stones, which provided basic construction materials for the buildings of that period. In manufacturing, production was on a relatively small scale, and generally consisted of workshops and small factories that employed at most dozens of workers. However, some brick factories employed hundreds of workers.

The economy of the early Republic was largely based on smallholding and paid labor. However, foreign wars and conquests made slaves increasingly cheap and plentiful, and by the late Republic, the economy was largely dependent on slave labor for both skilled and unskilled work. Slaves are estimated to have constituted around 20% of the Roman Empire's population at this time and 40% in the city of Rome. Only in the Roman Empire, when the conquests stopped and the prices of slaves increased, did hired labor become more economical than slave ownership.

Although barter was used in ancient Rome, and often used in tax collection, Rome had a very developed coinage system, with brass, bronze, and precious metal coins in circulation throughout the Empire and beyond. Before the 3rd century BC, copper was traded by weight, measured in unmarked lumps, across central Italy. The original copper coins had a face value of one Roman pound of copper, but weighed less. Thus, Roman money's utility as a unit of exchange consistently exceeded its intrinsic value as metal. After Nero began debasing the silver denarius, its legal value was an estimated one-third greater than its intrinsic value.

Horses were too expensive and other pack animals too slow. Mass trade on the Roman roads connected military posts, not markets, and were rarely designed for wheels. As a result, there was little transport of commodities between Roman regions until the rise of Roman maritime trade in the 2nd century BC. During that period, a trading vessel took

less than a month to complete a trip from Gades to Alexandria via Ostia, spanning the entire length of the Mediterranean. Transport by sea was around 60 times cheaper than by land, so the volume for such trips was much larger.

## **5. The Magna Carta**

The Magna Carta was signed in June 1215 between the barons of Medieval England and King John. 'Magna Carta' is Latin and means "Great Charter". The Magna Carta was one of the most important documents of Medieval England. It was signed (by royal seal) between the feudal barons and King John at Runnymede near

Windsor Castle. The document was a series of written promises between the king and his subjects that he, the king, would govern England and deal with its people according to the customs of feudal law. Magna Carta was an attempt by the barons to stop a king – in this case John – abusing his power with the people of England suffering.

Why would a King- who was meant to be all powerful in his own country – agree to the demands of the barons who were meant to be below him in authority ?

England had for some years owned land in France. The barons had provided the king with both money and men to defend this territory.

Traditionally, the king had always consulted the barons before raising taxes (as they had to collect them) and demanding more men for military service (as they had to provide the men). This was all part of the Feudal System.

So long as English kings were militarily successful abroad, relations with the barons were good. But John was not very successful in his military campaigns abroad. His constant demands for more money and men angered the barons. By 1204, John had lost his land in northern France. In response to this, John introduced high taxes without asking the barons. This was against feudal law and accepted custom.

John made mistakes in other areas as well. He angered the Roman Catholic Church. The pope, vexed by John's behaviour, banned all church services in England in 1207. Religion, and the fear of Hell, were very important to the people including the barons. The Catholic Church taught the people that they could only gain entrance to Heaven if the Catholic Church believed that they were good enough to get there. How could they show their goodness and love of God if the churches were shut ? Even worse for John was the fact that the pope excommunicated him in 1209. This meant that John could never get to Heaven until the pope withdrew the excommunication. Faced with this, John climbed down and accepted the power of the Catholic Church, giving them many privileges in 1214. 1214 was a disastrous year for John for another reason. Once again, he suffered military defeat in an attempt to get back his territory in northern France. He returned to London demanding more money from taxes. This time the barons were not willing to listen. They rebelled against his power. The barons captured London. However, they did not defeat John entirely and by the Spring of 1215, both sides were willing to discuss matters. The result was the Magna Carta, which had clauses.

The document can be divided into sections :

The first clauses concern the position of the Catholic Church in England. Those that follow state that John will be less harsh on the barons.

Many of the clauses concern England's legal system. Magna Carta promised laws that were good and fair. It states that everyone shall have access to courts and that costs and money should not be an issue if someone wanted to take a problem to the law courts.

It also states that no freeman (i.e. a person who was not a serf) will be imprisoned or punished without first going through the proper legal system. In future years the word "freeman" was replaced by "no one" to include everybody.

The last few sections deal with how the Magna Carta would be enforced in England. Twenty five barons were given the responsibility of making sure the king carried out what

was stated in the Magna Carta – the document clearly states that they could use force if they felt it was necessary. To give the Magna Carta an impact, the royal seal of King John was put on it to show people that it had his royal support.

## **6. British Colonial Expansion in the 17th century**

When James VI of Scotland became also James I of England his actual dominion did not include a single acre of soil outside the British Isles. Ninety-nine years later, when William

III died, the whole of the North American seaboard between the French Acadia on the North and the Spanish Florida on the South was occupied by British colonists.

Still farther north, beyond the French Canada, England claimed possession of the Hudson Bay territory or Prince Rupert's Land. Also she was in possession of sundry islands, and the East India Company had established a footing on the Indian Peninsula. Her colonial system was in full play, and her Indian Empire was in the germ.

The conception of an Imperial England overseas, had been born in the brains of Humphrey Gilbert and Walter Raleigh while the Virgin Queen still sat on the throne of England and the world still counted Spain, which had annexed the Portuguese Empire, mistress of the seas. But Raleigh's attempts to found the colony which he called Virginia had failed woefully. The Elizabethans were still too eager in the pursuit of short cuts to wealth.

Those who were venturesome preferred preying upon Spanish galleons to settling down to a toilsome battle with nature in new lands which produced no gold nor silver nor precious stones. But, as in ancient days, the Dane, baulked of his robbing propensities, sought to satisfy his greed of gain by commerce, the Englishman, when he could no longer spoil the Spaniard, bethought himself of turning the New World to commercial account.

In 1606 a commercial company was formed, which procured a charter for the colonisation of Virginia; for, after a vague fashion, England had asserted a claim to the territories which lay north of the Spanish possessions. The company was granted what were practically sovereign rights over a vast and undefined region (subject to the English crown).

The company's settlement at Jamestown formed the nucleus of the colony of Virginia. Here there was no native empire to be subdued, such as the Spaniards had found in Mexico and Peru, or such as that which dominated India. The native tribes were elevated only a degree above barbarism; they knew no cities, were still half nomadic, and had no political organisation higher than that of the tribe. But such an experiment as this of the English had no precedent in the world's history.

## **7. The British Constitution**

A constitution is the political and ideological structure within which a system of law operates. Most countries have a formal written constitution describing how laws are to be made and enforced. A constitution is more than a mechanical set of ground rules. It is a

mirror reflecting the national soul. It reflects those values the country regards as important, and shows how these values will be protected.

The British constitution has evolved over many centuries. Unlike the constitutions of most other countries, it is not contained in any single document: there is no written constitution. Instead, it is made up of statute law, common law and conventions. The constitution can be altered by an Act of Parliament or by general agreement to alter a convention. It is thus adaptable to changing political conditions. One of the reasons for having special constitutional laws is to prevent governments from becoming too powerful.

Most modern constitutions have adopted the principle of separation of powers, developed in the eighteenth century by the French philosopher Montesquieu. In Britain Parliament is vested with legislative powers and is the supreme authority. Parliament makes laws. Executive branch is represented by the government, which executes laws, i. e. puts them into effect. Law courts constitute the judicial branch, they interpret and apply laws.

Parliament. The British Parliament, like parliaments in other countries, is often referred to as ‘the Legislature’ – the body which makes laws. Its essential function could probably be best described as ‘to discuss what the Government has done, is doing and intends to do, and on occasion to try to show up the Government’s errors and even try to persuade the Government to change or modify its policies’. Nevertheless, new laws can only come into force when they have passed through Parliament.

The three elements which make up British Parliament are the Queen, the House of Lords and the elected House of Commons. The agreement of all three is normally required for legislation.

To become an Act of Parliament a bill must be passed in the House of Commons, adopted in the House of Lords and finally signed by the Queen. Any member of the House of Commons may introduce a bill (a draft law). In the House a bill must pass three readings. There is no debate at the first reading. This is followed by a thorough debate on general principles at the second reading. A bill is then given detailed consideration, clause by clause, by a Commons committee and amended, if necessary, before a third and final reading. If a bill is passed by the Commons it goes to the Lords.

The House of Lords has similar procedures. Today the Lords cannot reject bills passed by the Commons but can only delay the passage of a bill. Until the early years of the 20<sup>th</sup> century, however, the House of Lords had the power to prevent legislation, as bills had to be passed by both Houses of Parliament (since 1949 four acts have been passed into law without the consent of the House of Lords: The War Crimes Act 1991; the European Parliamentary Elections Act 1999; the Sexual Offences (Amendment) Act 2000; the Hunting Act 2004).

## **8. Democracy**

Democracy is a form of government in which all eligible citizens have an equal say in the decisions that affect their lives. Democracy allows people to participate equally—either directly or through elected representatives—in the proposal, development, and creation of

laws. It encompasses social, economic, and cultural conditions that enable the free and equal practice of political self-determination. The term originates from the Greek word: δημοκρατία (*dēmokratía*), which translates to “rule of the people”. This term was used around 400 BCE to denote the political systems then existing in Greek city-states, notably Athens.

A democratic government contrasts two forms of government where power is either held by one, as in a monarchy, or where power is held by a small number of individuals, as in an oligarchy or aristocracy. Nevertheless, these oppositions, inherited from Greek philosophy, are now ambiguous because contemporary governments have mixed democratic, oligarchic, and monarchic elements. Several variants of democracy exist, but there are two basic forms, both of which concern how the whole body of citizens executes its will: direct democracy and representative democracy.

Direct democracy is a form of democracy in which people vote on policy initiatives directly. This is different from a representative democracy, in which people vote for representatives who then vote on policy initiatives. Depending on the particular system in use, it might entail passing executive decisions, making laws, directly electing or dismissing officials, and conducting trials. Two leading forms of direct democracy are participatory democracy and deliberative democracy.

The earliest known direct democracy is said to be the Athenian Democracy in the 5<sup>th</sup> century BCE, although it was not an inclusive democracy; women, foreigners, and slaves were excluded from it. In the direct democracy of Athens, the electorate did not nominate representatives to vote on legislation and executive bills on their behalf (as in the United States Congress), but instead voted on these items in their own right. Participation was by no means open, but the in-group of participants was constituted with no reference to economic class and they participated on a large scale. The public opinion of voters was remarkably influenced by the political satire performed by the comic poets at the theaters.

## **9. State Opening of Parliament**

The State Opening of Parliament marks the formal start of the parliamentary year and the Queen's Speech sets out the government's agenda for the coming session, outlining proposed policies and legislation. It is the only regular occasion when the three constituent parts of Parliament – the Sovereign, the House of Lords and the House of Commons – meet.

State Opening happens on the first day of a new parliamentary session or shortly after a general election. The last State Opening of Parliament took place on 19 December 2019.

State Opening is the main ceremonial event of the parliamentary calendar, attracting large crowds and a significant television and online audience. It begins with the Queen's procession from Buckingham Palace to Westminster, escorted by the Household Cavalry.

The Queen arrives at Sovereign's Entrance and proceeds to the Robing Room. Wearing the Imperial State Crown and the Robe of State, she leads the Royal Procession through the Royal Gallery, packed with 600 guests, to the chamber of the House of Lords.

The House of Lords official known as Black Rod is sent to summon the Commons. The doors to the Commons chamber are shut in his or her face: a practice dating back to the Civil War, symbolising the Commons' independence from the monarchy. Black Rod strikes the door three times before it is opened. Members of the House of Commons then follow Black Rod and the Commons Speaker to the Lords chamber, standing at the opposite end to the Throne, known as the Bar of the House, to listen to the speech.

The Queen's Speech is delivered by the Queen from the Throne in the House of Lords. Although the Queen reads the Speech, it is written by the government. It contains an outline of its policies and proposed legislation for the new parliamentary session.

When the Queen leaves, a new parliamentary session starts and Parliament gets back to work. Members of both Houses debate the content of the speech and agree an 'Address in Reply to Her Majesty's Gracious Speech'. Each House continues the debate over the planned legislative programme for several days, looking at different subject areas. The Queen's Speech is voted on by the Commons, but rarely in the Lords.

Traditions surrounding State Opening and the delivery of a speech by the monarch can be traced back as far as the 16th century. The current ceremony dates from the opening of the rebuilt Palace of Westminster in 1852 after the fire of 1834.

## **10. The three major powers. US Constitution**

The Separation of Powers devised by the framers of the Constitution was designed to do one primary thing: to prevent the majority from ruling with an iron fist. Based on their

experience, the framers shied away from giving any branch of the new government too much power. The separation of powers provides a system of shared power known as Checks and Balances.

Three branches are created in the Constitution. The Legislative, composed of the House and Senate, is set up in Article 1. The Executive, composed of the President, Vice-President, and the Departments, is set up in Article 2. The Judicial, composed of the federal courts and the Supreme Court, is set up in Article 3.

Each of these branches has certain powers, and each of these powers is limited, or checked, by another branch.

**Executive power** is vested in the President, who serves a four-year term, renewable once. To qualify for the Presidency, an individual must be a natural born US citizen who has been a resident of the United States for at least fourteen years and is at least thirty-five years old. The President is the Head-of -State, Head-of-Government, and Commander-in-Chief of the Armed Forces. The President receives foreign diplomats and, with the consent of the Senate, makes treaties.

All **legislative power**, both enumerated and implied, granted to the federal government vest in the Congress comprised of the House of Representatives and the Senate. Representatives must be at least twenty-five years old, be a citizen of the United States for seven years, and live in the district they represent. Senators must be at least 30 years old, be a citizen for nine years, and live in the state they represent. Representatives are directly elected for a two-year term, while Senators serve six. The Vice President serves as the President of the Senate. An overturn of a President's veto requires a two-third majority from both Houses. Article I, Section 8 enumerates the legislative powers, which include: To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, to provide for the common welfare, to provide for and maintain the armed forces, to borrow money and to declare war. The Constitution also gives Congress the power to regulate foreign and interstate commerce.

The Constitution vests the **judicial power** of the United States in the Supreme Court and any other inferior courts that may be created. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state is a party, the Supreme Court has original jurisdiction. In all the other cases before mentioned, the Supreme Court has appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make. Because the Court has jurisdiction over issues arising under the Constitution, it has the power of judicial review. The court can decide whether the actions taken by the states, the executive, or the legislature are constitutional.

Supreme Court Justices are nominated by the President and confirmed by a majority of the Senate. Justices have a life tenure, unless he or she retires or is impeached.

## 11. The Great Fire of London

The Great Fire of London raged for four days in 1666, destroying much of the city and leaving some 100,000 people homeless. As the Museum of London prepares to mark the 350th anniversary of the inferno, BBC News looks at how it left a lasting impact on the capital.

When a fire began in Thomas Farriner's bakery in London's Pudding Lane in the early hours of 2 September, no-one could have foreseen the damage it would cause. In a city where open flames were used for heat and light, fires were common. In fact, when Lord Mayor Sir Thomas Bloodworth saw the flames, he was so unconcerned he went back to bed.

But the fire spread quickly - a combination of a strong wind, closely built properties and a warm summer which had dried out the wood and thatch used to construct homes meaning an area mile and a half wide along the River Thames was almost completely destroyed. But with that came the chance to rebuild the city.

A royal proclamation put a stop to construction until new regulations had been ushered in.

The 1667 Rebuilding Act aimed to eradicate risks which had helped the fire take hold, including restrictions on upper floors of houses no longer being permitted to jut out over the floor below.

Importantly, building materials also changed. The 1667 act stated: "No man whatsoever shall presume to erect any house or building, whether great or small, but of brick or stone."

Anyone found to be flouting the new rules would be punished by having their house pulled down.

Not only were houses made of wood in 1666, but so were water pipes, and much of the water supply infrastructure was destroyed.

There were no access points to get to the water without stopping the flow, and in the panic to try and extinguish the fire the pipes were broken and the water drained away. Steps were taken to rectify this and make the water easier to access - essentially the beginnings of a fire hydrant system.

## 12. History of Buckingham Palace

George III bought Buckingham House in 1761 for his wife Queen Charlotte to use as a comfortable family home close to St James's Palace, where many court functions were held. Buckingham House became known as the Queen's House, and 14 of George III's 15 children were born there.

George IV, on his accession in 1820, decided to reconstruct the house into a *pied-à-terre*, using it for the same purpose as his father George III.

As work progressed, and as late as the end of 1826, The King had a change of heart. With the assistance of his architect, John Nash, he set about transforming the house into a palace. Parliament agreed to a budget of £150,000, but the King pressed for £450,000 as a more realistic figure. Nash retained the main block but doubled its size by adding a new suite of rooms on the garden side facing west. Faced with mellow Bath stone, the external style reflected the French neo-classical influence favoured by George IV.

The remodelled rooms are the State and semi-State Rooms, which remain virtually unchanged since Nash's time.

The north and south wings of Buckingham House were demolished and rebuilt on a larger scale with a triumphal arch - the Marble Arch - as the centrepiece of an enlarged courtyard, to commemorate the British victories at Trafalgar and Waterloo.

By 1829 the costs had escalated to nearly half a million pounds. Nash's extravagance cost him his job, and on the death of George IV in 1830, his younger brother William IV took on Edward Blore to finish the work. The King never moved into the Palace. Indeed, when the Houses of Parliament were destroyed by fire in 1834, the King offered the Palace as a new home for Parliament, but the offer was declined.

Queen Victoria was the first sovereign to take up residence in July 1837 and in June 1838 she was the first British sovereign to leave from Buckingham Palace for a

Coronation. Her marriage to Prince Albert in 1840 soon showed up the Palace's shortcomings.

### **13. Constitutional history of the US (1)**

The United States of America consists of fifty states, one federal district and several territories. Forty-eight contiguous states sit between Mexico to the south and Canada to the north. Alaska, the forty-ninth state, is located to the west of Canada, and Hawaii, the fiftieth, is an island located in the Pacific Ocean.

Initially, the country was made up of a loose group of British colonies that had developed along the eastern shore of present day USA. The original thirteen colonies were New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. British rule within the colonies increased following the end of a six year war between Britain and the French in the northern territories. Relations between the colonies and Britain soon soured over lack of representation within the British Parliament and the increased taxation to pay for the war. The American Revolutionary War began in 1775. On July 4, 1776 the colonists adopted a Declaration of Independence from Britain. The short document had many innovations, such as the declaration that all men are created equal and that the people have the right to choose their governments. Needing a framework for a federal government to govern the thirteen independent states, the Second Continental Congress appointed a thirteen member committee to prepare a draft constitution.

After a year of debates, the Articles of Confederation were completed on November 15, 1777, with the last state signing on November 20, 1778. However, because they vested almost all power in the states and gave very little authority to the federal government, the Articles soon led to confusion and infighting among the states, especially once the Revolutionary War ended in 1783.

Recognizing the need for a new system, a constitutional convention was organized to revise the Articles in May 1787. It was attended by delegates from the different states,

drawn from all sectors of society. Despite its limited mandate to only revise the Articles of the Confederation, delegates decided to adopt a completely new instrument of government. Following further debates, the instrument was finally submitted to the states for ratification as a new Constitution in September 1787. One year later, in September 1788, the new Constitution came into effect.

## **14. Constitutional history of the US (2)**

Recognizing the need for a new system, a constitutional convention was organized to revise the Articles in May 1787. It was attended by delegates from the different states, drawn from all sectors of society. Despite its limited mandate to only revise the Articles of the Confederation, delegates decided to adopt a completely new instrument of government. Following further debates, the instrument was finally submitted to the states for ratification as a new Constitution in September 1787. One year later, in September 1788, the new Constitution came into effect.

A very short document consisting of seven articles, the Constitution was designed to set up a federal government of limited power and to protect the rights of the states. Articles I-III focus on the power and authority belonging to the three branches of the federal government: the Legislature, the Executive, and the Judiciary. Article IV addresses the relationship among the several states. Article V establishes the guidelines for amending the Constitution. Article VI declares the Constitution as the supreme law of the land, and Article VII describes the process of ratification. The Constitution, as ratified, did not provide for protection of civil liberties. These were established through the Constitution's first ten Amendments, known as the Bill of Rights, in 1789. These amendments limit the federal government's abilities to restrain or dictate the behavior of the individual.

Including the Bill of Rights, the Constitution has been amended twenty-seven times. The 17 additional amendments have addressed several issues, including criminalizing slavery, introducing female suffrage, and ensuring the protection of voting rights. The most

recent amendment, in 1992, established that any law changing the compensation of members of Congress would not take effect until after a new Congressional election had been held.

## 15. The Norman Conquest and its effect on the history of English.

1042-1066 – King Edward the Confessor: brought up in France; had lots of Norman advisors and favourites; spoke French and wanted his court to speak it; rumour had it that he appointed William, Duke of Normandy, his successor.

However, after the death of Edward in 1066 the government of the country was in the hands of the Anglo-Saxon feudal lords and they proposed their own king – Earl Harold Godwinson of Wessex. 1066 – Harold Godwinson became king of England. William was not satisfied with this fact. He gathered a big army, there happened the Battle of Hastings, William won it, became king and was called since then William the Conqueror. After the Norman Conquest of the British Isles the Normans occupied important positions in church, government and army. William strengthened feudal system and royal power (vassals were not allowed to have big armies so they could not oppose the king; with the Oath of Salisbury each vassal promised direct loyalty to king and military help in return for land; Domesday Book provided William with information about all people and lands he possessed, he proclaimed himself the owner of all the lands in the country). Centralization of the country:

- Wales – was the first to join England in the 13<sup>th</sup> – 16<sup>th</sup> c.;
- Scotland – remained independent until Queen Elizabeth the 1<sup>st</sup> of England died and as far as she was childless the throne passed to James the 4<sup>th</sup> of Scotland who became James the 1<sup>st</sup> of England and unified Scotland and England. Finally, in 1707 Great Britain appeared as a country consisting of England, Wales and Scotland;
- Ireland – the attempts to conquer Ireland were made in the 12<sup>th</sup> c. but they did not prove to be successful. In 1921, after a long fight, the UK managed to keep only a small part of Ireland – Northern Ireland.

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French borrowings started to penetrate from the South and spread northwards.

*Way of Borrowings:* French borrowings penetrated through oral and written speech and at first were adopted only by the high strata of the society (French was the L of the administration, king's court, law courts, church (as well as Latin) and army).

*Assimilation of Borrowings:* French borrowings were more difficult to assimilate as far as French was a Romance L while English was a Germanic one (they belonged to different L groups). So they two Ls differed in some essential features (stress/accent, vocalic system, etc.) and the assimilation was hard.

*Semantic Fields:* government and administration (assembly, authority, council, to govern, office, nation, etc.); feudal system (baron, countess, duke, feudal, noble, etc.); military (aid, arms, army, battle, defeat, force, etc.); law (crime, court, jury, justice, false, defendant, etc.); church (abbey, Bible, chapel,

clergy, grace, etc.); art, architecture (chimney, palace, colour, figure, design, etc.); entertainment (pleasure, leasure, sport, dance, cards, etc.); address (madam, sir, mister, etc.).

*Recognition in ModE:* French borrowings are often recognisable due to some phonetic, word-building and spelling peculiarities: oi, oy (point, joy, toy, etc.); initial v (very, voice, etc.); -age (village, carriage, etc.); c as [s] (pierce, city, etc.).

*Contributions:* French borrowings enlarged the English vocabulary (a lot of new words); Some French borrowings replaced the native words (very, river, easy, etc.); Some French affixes were borrowed into English (com-, sub-, dis-, -ment, -ish, -able, etc.); French borrowings enlarged the number of synonyms in English: native to hide – Fr. borr. to conceal, native wish – Fr. borr. desire, native smell – Fr. borr. odour, etc.

## **16. Geographical expansion of English in the 17<sup>th</sup> – 20<sup>th</sup> centuries and its effect on the language**

Up to the 17<sup>th</sup> century the English language was spoken by the people who lived only on the British Isles (at that time of William the Conqueror there were about 2 million people), but even there in the far-away mountainous parts of the country the people preserved their own Celtic dialects very long into the New English period. Thus in Cornwall the local dialect, Cornish died out in the 18<sup>th</sup> century. In Wales there arose a tendency to revive the local Celtic language. In 1893 the Welsh University was founded, and in 1961 the number of those speaking Welsh amounted to 650 thousand. In Ireland through centuries a struggle against English was fought. It reached its climax in 1916 with the Irish rebellion. In 1922 the Irish Free State was formed and in 1949 the new state – Eire – left the Commonwealth of Nations. Now Eire occupies the whole but the northern part of Ireland, which is a part of Britain. The number of people rose from 300 thousand to over 600 thousand, but the majority speak English.

The penetration of the English language to other parts of the globe mainly began in the 16<sup>th</sup> century together with the expansion of British colonialism. The 16<sup>th</sup> century was an age of great adventurers, and England's progress in the discovery and colonized field was tremendous. The first Virginian colony was founded; Drake circumnavigated the globe; the East India Company was established and English seamen left their mark in many parts of the world. In 1620 the famous ship *The Mayflower* reached North America in the region which is now the state of Massachusetts. This marked the beginning of English in the New World.

The 18<sup>th</sup> century witnessed the coming of English to India where nowadays the language is widely spread, although its sphere is limited to large cities and a certain social layer, and in today's India English is a state language together with the native languages of Hindi and Urdu.

In the 18<sup>th</sup> century England conquered Canada. During the 19<sup>th</sup> century the colonization of Australia took place. In the 20<sup>th</sup> century English penetrated into South Africa.

## **17. Pre-Germanic history of Britain. The Celts.**

Before Germanic invasion, Celtic tribes inhabited British Isles. The first Celtic comers were the Gaels, but the Brythons arrived some two centuries later and pushed the Gaels to Wales, Scotland, Ireland and Cornwall taking possession of the south and east. Then, after a considerable lapse of time somewhere about the 1<sup>st</sup> century B.C. the most powerful tribe, the Belgae, claimed possession of south-east while part of the Brythons was pushed on to Wales though the rest stayed in what is England today, and probably gave there name to the whole country. Thus the whole of Britain was occupied by the Celts who merged with the Picts and Scots, as well as with the Alpine part of the population; the latter predominantly in the West while the rest of the British Isles became distinctly Celtic in language and the structure of the society. The Gaelic form of the Celtic dialects was spoken in Caledonia (modern Scotland) and Ireland, the Bretonic form in England and Wales. The social unit of the Celts, the clans were united into large kinship groups, and those into tribes. The clan was the main economic unit, the main organizational unit for the basic activities.

The Celts came to Britain in three waves. Economically and socially the Celts were a tribal society made up of kins, kinship groups, clans and tribes. They practiced a primitive agriculture and carried on trade with Celtic Gaul. The Celts created the great Iron cultures. The Romans invaded the Celts partially, so in Ireland and Scotland, Iron Age culture continued throughout the Roman and Anglo-Saxon conquest.

The Celtic tribes started to populate Britain in about 500 B.C. The Main wave of Celtic immigration began in about 300 B.C., from France and Brittany; they brought the so-called sophisticated La Tene culture to Britain. These people settled as miners and traders in southern part of Britain and as horse-breeders and cattle ranchers in the Highlands. In there farming they used a light plough that merely scratched the surface of their fields so they had to plough for the second time to deepen the furrow. The introduction of the iron axe opened up new possibilities; woods could be cleared and more areas put under cultivation.

A third wave of Celtic people came into southeast of Britain after 100 B.C. and they were Belgae who moved to Britain before the advancing Romans of Gaul. With arrival of the Belgic tribes to Britain the heavy plough was introduced, drawn by oxen, consequently the slopes of downs were used only as pastures, and fertile valleys were cleared from forests and the south east produced enough grain and food. It was a primitive patriarchal society based on common ownership of land. Afterwards the primitive tillage started to improve and the social differentiation began to develop. All these conditions provided the development of the class distinctions, it helped the tribal chiefs to use the labour of the semi-dependent

native population. Alongside with the accumulation of wealth the heads of clans and tribes started to use military forces to rob other tribes.

Fortresses were built on the tops of the hills, in fact they were tribal centers, and the first urban settlements began to appear in the wealthier south east. Actually they were the settlements with large groups of wattle-and-clay houses encircled by a sort of fortified fence. Among the first mentioned Celtic urban settlements are such as Verulamium, Camulodunum, Londinium.

At that time some continental Celts of Gaul who traded with British Celts came over to Britain and settled in Kent contributing to the civilization of that part of the island, teaching the local population some useful arts.

The British craftsmen perfected their skill mostly in bronze work and they tried to express their culture in circular shapes on weapons, vases, domestic utensils, etc.

The Celts were good warriors. The most popular of the Celtic armaments were war-chariots, which terrified the Celtic enemies and made them run. The war-chariots were reliably to hold one warrior standing up to drive and two more to do the fighting.

The war-chariot itself was a destructive force, the well-trained horses trampling down the enemy and the wheels fixed with sharp knives or swords, rotating with the wheel movement, a grave menace to everything living that chanted to be in the way.

## **18. Pre-Germanic history of Britain. The Celts (2).**

The first millennium B.C. was the period of Celtic migration and expansion. Traces of the Celtic civilization are still found all over Europe. Celtic languages were widespread almost all over Europe, later they were absorbed by other Indo-European languages. The Gaelic branch has survived as Irish (or Erse) in Ireland, has expanded to Scotland as Scotch-Gaelic of the Highlands and is still spoken by a few thousand people on the Isle of Man (the Manx language). The Brittonic branch is represented by Kymric or Welsh in Modern Wales and by Breton or Amoricain spoken by over a million people in France (in the area called Bretagne or Brittany, where the Celts came as emigrants from Britain in the 5<sup>th</sup> century), another Brittonic dialect in Britain, Cornish, was spoken in Cornwall until the end of the 8<sup>th</sup> century.

As we have already said, the forefathers of the English nation belonged to the western subdivision of old Germanic tribes, and the dialects they spoke later lay the foundation of English national language.

barbaric Germanic tribes of Angles, Saxons and Jutes and Frisians, who up to that time had lived in Western Europe between the Elbe and the Rhine, started their invasion of the British Isles.

At the time of invasion Britain was inhabited by the so-called “Romanized Celts”, that is, Celts who lived under the Roman rule for over four centuries and who had acquired Roman culture and ways of life and whose language had undergone certain changes mainly in the form of borrowings from the Latin language.

The Celtic tribes, whose languages, the same as Germanic belonged to the Indo-European language family, were at one time among its most numerous representatives. At the beginning of our era the Celts could be found on the territories of the present-day Spain, Great Britain, Western Germany and Northern Italy. Before that they had been known to reach even Greece and Asia Minor. But under the steady attacks of Italic and Germanic tribes the Celts had to retreat, so that in the areas where they were once dominant they have left but the scantiest trace of their presence.

The Celts who first came to Britain gradually spread to Ireland, Scotland and Isle of Man. Their languages are represented in modern times by Irish, Scottish Gaelic and Manx. A later wave of Celtic tribes, having occupied for some centuries the central part of England, was driven westwards by Germanic invaders, and their modern language representatives are Welsh, Cornish and Breton.

The Romans invaded Britannia as it was then called in 55 – 54 BC when the troops of Julius Caesar and others conquered the isles. No centralized government was formed, instead there existed petty principalities under the control of local landlords. In 407 AD, with the departure of the last Roman

emissary Constantine hostilities among the native tribes in Britain began anew. To normalize the situation the local chieftains appealed to influential Germanic tribes who lived on the continent inviting them to come to their assistance, and in 449 the Germanic troops led by Hengest and Horsa landed in Britain. The Roman occupation of Britain left little mark on its future. Most of what the Romans did perished after they left, so it is with the Germanic tribes that the history of England truly begins.

The invaders, or Barbarians, as they were generally called, who came to the British Isles were representatives of a by far inferior civilization than the Romans. A bulk of the invaders came from the most backward and primitive of the Germanic tribes. They were an agricultural rather than a pastoral people. Their tribal organization was rapidly disintegrating.

The invaders came to Britain in hosts consisting not only of warriors but also including laborers, women and children. They plundered the country, took possession of almost all the fertile land there and partly exterminated, and partly drove away the native population to the less inhabited mountainous parts of the country – Cornwall, Wales, Scotland. The rest of the natives became slaves to the conquerors.

## **19. Anglo-Saxon Civilization**

The religious beliefs of the Germanic tribes (Angles, Saxons and Jutes) had reflected the primitive man's fear of the incomprehensible forces of nature. Their highest heathen deity was Woden, the war god, since wars were so important things in those Dark Times of European history. The elements were commanded by Thor the god of thunder, Freia was the god of love and fertility, Tiu commanded the darkness. The names they gave to the week showed which day was sacred to the Sun, the Moon and the Night, and then it followed the day which devoted to the war god, then came the thunder god and after this the love goddess – appeared on the scene to restore the ravages of darkness and war and thunder, followed by Saturn the god of agriculture and merry-making, and then Sunday came again celebrating the life-giving Sun.

The Anglo-Saxons had no big cities, only scattered villages and townships that is the Lord's house surrounded with the wattle-and-mud huts of the villages. The huts of the Anglo-Saxons were very primitive made of wood and clay, with no chimney over the open hearth but a hole in the roof to let the smoke out and to let the light in. The hearth was usually nothing more complicated than just a large flat stone in the middle of the earthen floor.

The lord's house had a large yard with a lot of household buildings. It was protected by a stout fence supplemented by a sort of circular fortifications, or mound.

The interior of the lord's house was that, a spacious hall where the lord had his meal with his family and did a lot of entertaining, received guests and spent a social life. The light came through the small holes in the walls covered with oiled linen. The walls were hung with bright patterned curtains, it was only a part of the hall where the lord received the honoured guests, but other walls were bare.

The hearth was nothing but a broad flat stone and the blackened roofbeams were just as much the feature of the lord's hall. The food was very simple: salt meat, beef, pork or mutton, eaten off big dishes with no forks, but knives were used to help the fingers. Drinking was not mentioned at the early stage but it started at a much advanced society. The drinking table manners were that the Anglo-Saxons used drinking cups with rounded bottoms, to be held in the drinker's hands until quite empty. Their drinks were mead, fermented honey, malt brewed ale. The Anglo-Saxons had learned to make wine from Romans but it was sweetening with honey because on the mainland the wine was too sour to have it.

The ladies did not stay too long at table but withdrew to their part of the hall or to their room and the men stayed to drink more until there nothing left to drink. The ladies welcomed all sorts of wandering minstrels who would sing, play or tell stories.

After feast the guests stayed to sleep in the hall on the floor keeping their weapons close by for emergencies. The family went to their chambers.

When the Anglo-Saxons came to the British Isles they brought nothing except runic writing. They had no literature, their writings were a proverb or magic formula carved upon some ornaments or weapon in runes.

Long before the introduction of Christianity and even after, the Anglo-Saxons used pagan-sounding charms. The charms were practiced not only by professional witches and spellbinders whom the Anglo-Saxons fully trusted in controlling the natural elements and the Evil Spirit, but by ordinary peasants as well.

## **20. Introduction of Christianity**

The introduction of Christianity played a great role in the history of English. The first attempt to introduce the Roman Christian religion to Anglo-Saxon Britain was made in the 6<sup>th</sup> century. In 597 a group of missionaries from Rome dispatched by Pope Gregory the Great "St Augustine's mission" first landed on the shore of Kent. They made Canterbury their center and from that town the now faith expanded the English kingdoms: Kent, East, Anglia, Essex, Wessex and other places.

The new faith was supported from Ireland; they brought the Celtic variety of Christianity to Northumbria.

The Celts had converted to Christianity long before the Germanic tribes came to Britain, during the Roman occupation.

Less than a century practically all England was Christianized. The Christian faith and church helped the English kingdoms to unite and was the main factor in formation one centralized country. The introduction of Christianity influenced greatly the growth of culture and learning. Monasteries were founded all over the country. The openings of monasteries, influenced the education, many monastic schools were opened. Religious services and teaching were conducted in Latin.

A high standard of learning was reached in the best English monasteries, especially in Northumbria in early 8<sup>th</sup> and 9<sup>th</sup> centuries.

The most famous of all monasteries was the monastery of Lindisfarne, founded by Aidan who had come to Britain with the Irish missionaries, the monastery of Garrow, where the Venerable Bede, the first English historian lived and worked.

During the Scandinavian invasion the monastery at Lindisfarne was destroyed and most of Northumbrian culture came in decline at that time. English culture shifted to the southern kingdoms, most of all to Wessex, where a cultural florescence began during the reign of King Alfred (871-901). Since that time up

to the end of the Old English period Wessex remained the cultural center of England with its capital at Winchester.

## 21 Why Machiavelli Still Matters

*The New York Times*, By John T. Scott and Robert Zaretsky//Dec. 9, 2013

FIVE hundred years ago, on Dec. 10, 1513, Niccolò Machiavelli sent a letter to his friend Francesco Vettori, describing his day spent haggling with local farmers and setting bird traps for his evening meal. A typical day for the atypical letter writer, who had changed from his mud-splattered clothes to the robes he once wore as a high official in the Florentine republic.

Toward the end of the letter Machiavelli mentions for the first time a “little work” he was writing on politics. This little work was, of course, “The Prince.”

One of the remarkable things about “The Prince” is not just what Machiavelli wrote, but that he was able to write at all. Just 10 months earlier, he endured the “strappado”: Hands tied behind his back, he was strung to a prison ceiling and repeatedly plunged to the floor.

Having at the time just been given the task of overseeing the foreign policy and defense of his native city, he was thrown out of his office when the Medici family returned to power. The new rulers suspected him of plotting against them and wanted to hear what he had to say. Machiavelli prided himself on not uttering a word.

He may well have saved his words for “The Prince,” dedicated to a member of the family who ordered his torture: Lorenzo de Medici. With the book, Machiavelli sought to persuade Lorenzo that he was a friend whose experience in politics and knowledge of the ancients made him an invaluable adviser.

History does not tell us if Lorenzo bothered to read the book. But if he did, he would have learned from his would-be friend that there are, in fact, no friends in politics.

“The Prince” is a manual for those who wish to win and keep power. The Renaissance was awash in such how-to guides, but Machiavelli’s was different. To be sure, he counsels a prince on how to act

toward his enemies, using force and fraud in war. But his true novelty resides in how we should think about our friends. It is at the book's heart, in the chapter devoted to this issue, that Machiavelli proclaims his originality.

Set aside what you would like to imagine about politics, Machiavelli writes, and instead go straight to the truth of how things really work, or what he calls the "effectual truth." You will see that allies in politics, whether at home or abroad, are not friends.

Perhaps others had been deluded about the distinction because the same word in Italian — "amici" — is used for both concepts. Whoever imagines allies are friends, Machiavelli warns, ensures his ruin rather than his preservation.

There may be no students more in need of this insight, yet less likely to accept it, than contemporary Americans, both in and outside the government. Like the political moralizers Machiavelli aims to subvert, we still believe a leader should be virtuous: generous and merciful, honest and faithful.

Yet Machiavelli teaches that in a world where so many are not good, you must learn to be able to not be good. The virtues taught in our secular and religious schools are incompatible with the virtues one must practice to safeguard those same institutions. The power of the lion and the cleverness of the fox: These are the qualities a leader must harness to preserve the republic.

For such a leader, allies are friends when it is in their interest to be. (We can, with difficulty, accept this lesson when embodied by a Charles de Gaulle; we have even greater difficulty when it is taught by, say, Hamid Karzai.) What's more, Machiavelli says, leaders must at times inspire fear not only in their foes but even in their allies — and even in their own ministers.

Machiavelli has long been called a teacher of evil. But the author of "The Prince" never urged evil for evil's sake. The proper aim of a leader is to maintain his state (and, not incidentally, his job). Politics is an arena where following virtue often leads to the ruin of a state, whereas pursuing what appears to be vice results in security and well-being. In short, there are never easy choices, and prudence consists of knowing how to recognize the qualities of the hard decisions you face and choosing the less bad as what is the most good.

## 22. Londinium: Ancient Roman Outpost That Became Powerful City Of London

The Romans established Londinium on the current site of the City of London around 43 AD.

The first *definite mention* of the city refers to the year 60 AD and occurs in the writings of the Roman historian and senator, Tacitus, who wrote of a celebrated center of commerce filled with traders.

By the reign of Hadrian, Britannia was a fully developed province of the Roman Empire. One of the Roman outposts was Londinium, which eventually transformed into one of the world's most famous modern cities - London.

At the beginning, Londinium was just a small military outpost occupying rather small area of 1.4 km<sup>2</sup> (0.5 sq mi), but the city grew rapidly. By the turn of the century, Londinium had grown to about 60,000 people,

Its access to the River Thames and the North Sea, contributed also to the city's importance and turned it to a thriving and influential provincial capital and major port.

Londinium was not only the center of commerce but also the seat of government. By the 2nd century AD., Londinium was a large Roman city, with tens of thousands of inhabitants. Richer and noble people's homes had wall paintings and mosaic floors; many lived in villas, palaces.

They had to their disposal temples, large forum and baths. Ordinary people lived in small houses with front doors and workshops behind. Soldiers lived in the fort, outside the main part of the town.

The city was equipped with massive defenses: several forts were built along with the immense London Wall, remains of which are still recognizable in the city. The Romans also built heavy defenses for the city, constructing several forts and the massive London Wall, approximately 14.5 feet thick and at least 20 feet high.

Parts of this construction are still visible across the city today. Londinium's well-built roads linked it with several other, smaller cities and continued all the way to the borders of Britannia. The countryside's landscape dotted with well-developed farms, surrounded Londinium.

Around 350, a series of 22 solid, semi-circular towers were additionally constructed and these functioned as bases for *ballistae*, (an ancient form of large crossbow used to propel a spear). During the Roman times, several similar town and city walls were constructed by the Romans in England and Wales and their remains survived until now.

Londinium had been a Roman foundation and for almost four centuries it had its importance; later, the great city began to wither and trade, which was so important for the city, broke down.

According to many researchers, Londinium had always been much more Roman than British and in the 5th century, still many rich Roman families lived in Londinium. Archaeological excavations revealed their remains in form of large hidden hoards of Roman coins and diverse household remains.

The Romans had been troubled by serious barbarian raids since around 360 AD. The Irish, Scottish and Saxons from Germany all came to plunder the wealth of Roman Britain. The Roman legions began to withdraw from Britain in 383 AD to secure the Empire's borders in other places of Europe.

In 410 AD, Emperor Honorius finally had refused to send support to the British Romans and all Roman troops had been withdrawn, leaving the cities of Britain and the remaining Romano-British for themselves.

The Roman Empire's conquest of Britain finally ended and a new period of time known as the Dark Ages began.

### **23. Public libraries in England. XVII-XVIII centuries.**

In the early years of the 17th century, many famous collegiate and town libraries were founded throughout the country. Francis Trigge Chained Library of St. Wulfram's Church, Grantham, Lincolnshire was founded in 1598 by the rector of nearby Welbourne. Norwich City library was established in 1608 (six years after Thomas Bodley founded the Bodleian Library, which was open to the "whole republic of the learned" and 145 years before the foundation of the British Museum), and Chetham's Library in Manchester, which claims to be the oldest public library in the English-speaking world, opened in 1653. Other early town libraries of the UK include those of Ipswich (1612), Bristol (founded in 1613 and opened in 1615), and Leicester (1632). Shrewsbury School also opened its library to townsfolk.

At the turn of the 18th century, libraries were becoming increasingly public and were more frequently lending libraries. The 18th century saw the switch from closed parochial libraries to lending libraries. Before this time, public libraries were parochial in nature and libraries frequently chained their books to desks.

Libraries also were not uniformly open to the public. In 1790, The Public Library Act would not be passed for another sixty-seven years. Even though the British Museum existed at this time and contained over 50,000 books, the national library was not open to the public, or even to a majority of the population.

Access to the Museum depended on passes, of which there was sometimes a waiting period of three to four weeks. Moreover, the library was not open to browsing. Once a pass to the library had been issued, the reader was taken on a tour of the library. Many readers complained that the tour was much too short. At the turn of the century, there were virtually no public libraries in the sense in which we now understand the term i.e. libraries provided from public funds and freely accessible to all. Only one important library in Great Britain, namely Chetham's Library in Manchester, was fully and freely accessible to the public. However, there had come into being a whole network of library provision on a private or institutional basis. Subscription libraries, both private and commercial, provided the middle and middle to upper class with a variety of books for moderate fees. The increase in secular literature at this time encouraged the spread of lending libraries, especially the commercial subscription libraries. Commercial subscription libraries began when booksellers began renting out extra copies of books in the mid-18th century. Steven Fischer estimates that in 1790, there were 'about six hundred rental and lending libraries, with a clientele of some fifty thousand. The mid to late 18th century saw a virtual epidemic of feminine reading as novels became more and more popular. Novels, while frowned upon in society, were extremely popular. In England there were many who lamented at the 'villanous profane and obscene books' and the opposition to the circulating library, on moral grounds, persisted well into the 19th century. Still, many establishments must have circulated many times the number of novels as of any other genre. In 1797, Thomas Wilson wrote in *The Use of Circulating Libraries*: "Consider, that for a successful circulating library, the collection must contain 70% fiction".

However, the overall percentage of novels mainly depended on the proprietor of the circulating library. While some circulating libraries were almost completely novels, others had less than 10% of their overall collection in the form of novels. The national average at the turn of the century hovered around novels comprising about 20% of the total collection. Novels varied from other types of books in many ways. They were read primarily for enjoyment instead of for study. They did not provide academic knowledge or spiritual guidance; thus, they were read quickly and far fewer times than other books.

## **24. History of Stonehenge**

The current site, awe-inspiring as it is, is only part of the original Stonehenge. The original construction has suffered a great deal from both weather damage and human pillage of its rock over the millenia. Stonehenge has been the subject of much archaeological and scientific inquiry and research, especially in the last century. The modern account of the construction of Stonehenge is based primarily on excavations done since 1919 and especially since 1950.

Archaeologists believe the construction of the site was carried out in three main stages, which have been labeled Stonehenge I, Stonehenge II and Stonehenge III.

The native Neolithic people of England began construction of Stonehenge I by digging a circular ditch using deer antlers as picks. The circle is 320 feet in diameter, and the ditch itself was 20 feet wide and 7 feet deep.

Next, they used the chalky rubble taken from the ditch to built a steep bank circle just inside the outer circle. Inside the bank circle, they dug 56 shallow holes known as the Aubrey holes (named after their discoverer, 17th century scholar John Aubrey).

Finally, two parallel stones were erected at the entrance to the circle, one of which, the Slaughter Stone, still survives. Also surviving are two Station Stones, positioned across from each other on opposite sides of the circle, which may also have been erected during this time. Stonehenge I seems to have been used for about 500 years and then abandoned.

Construction of Stonehenge II began around 2100 BC. In this phase, a semicircle of granite stones known as bluestones (from their original coloring) was assembled within the original bank and ditch circles. Several aspects of this phase are intriguing.

First, the bluestones come from the Preseli Mountains in South Wales, nearly 250 miles away. There were about 80 of them, weighing up to 4 tons each. How they were transported is not known, although scholars don't regard the feat as impossible and various theories have been presented.

It is intriguing to wonder, however, what makes the Stonehenge site so special that so much effort would be expended to drag the giant stones 250 miles instead of constructing the monument near the quarry.

Second, the entranceway to the semicircle of bluestones is aligned with the midsummer sunrise. The alignment was continued by the clearing of a new approach to the site, "The Avenue," which has ditches and banks on either side like the original outer circle. Two Heel Stones (so-named from the shape of the one that remains) were placed on the Avenue a short distance from the circle (and, today, very close to Highway A344).

Stonehenge III is the stone circle that is still visible today. During this phase, which was started in about **2000 BC**, the builders constructed a circle of upright sarsen stones, each pair of which was topped with a stone lintel (horizontal capstone). The lintels are curved to create a complete circle on top.

There were originally 30 upright stones; 17 of these still stand. These stones came from the Marlborough Downs, 20 miles to the north, are 7 feet tall and weigh 50 tons each. The outside surfaces of all these stones were pounded smooth with hammers, and dovetail joints fasten the lintels to their uprights.

Within this stone ring was erected a horseshoe formation of the same construction, using 10 upright stones. Here the trilithons (set of two uprights plus the lintel) stand separated from one another, in 5 pairs. Eight of the original ten stones remain. The horseshoe shape opens directly towards the Slaughter Stone and down the Avenue, aligned with the summer solstice sunrise.

About a century later, about 20 bluestones gathered from Stonehenge II were placed in a horseshoe shape inside the sarsen horseshoe. Less than half of these remain. Some shuffling around of the bluestones and digging of holes (probably in preparation for placing the bluestones, which was not completed) occurred around 1500 BC. The Altar Stone is the biggest of these newly-arranged bluestones that remains. Around 1100 BC, the Avenue was extended all the way to the River Avon (over 9,000 feet from Stonehenge), indicating that the site was still in use at that time.

## **25. The Ancient Bath**

Bath, the famous spa town in Somerset England, has attracted people from near and far for centuries to its healing springs and baths. Today the city is known for its beautiful Georgian architecture and as the destination for the wealthy elite of the 18th and 19th centuries CE. The rich and powerful visited the beautiful city to drink the warm, strange tasting water, but the use of the hot spring water also has a much older history.

In the center of the UNESCO world heritage city, you can visit the Romans Baths.

Entering the Roman Bath Museum, the first thing you lay your eyes upon is the Great Bath, the largest attraction in this huge complex. You will first get a good view of the now roofless pool as you walk along the high walls and terraces built so that the public could visit the site. Here you can learn some general

information about the discovery of the bath in the 18th century CE and the museum. Information is available to read at the information boards all through the museum, but you will also have been given a free audio guide at the entrance, which will give you additional exciting information.

As mentioned, the bath complex was built around the middle of the 1st century CE, and the Great Bath, together with the temple and the sacred spring would have been the main attractions in Aquae Sulis. The Great Bath hall was a marvelous example of Roman architecture and engineering as the roof would have been 20 meters above the bath. There is no roof now and so the water is green due to algae that grow in the sunlight, which would not have been the case in ancient times. You can also see statues of the Roman generals and emperors whose policies and strategies impacted on the British Isles. The statues were fashioned by British sculptor George Anderson Lawson (1832-1904 CE) and are positioned on the terrace overlooking the bath.

After enjoying watching the Great bath from the terrace for a while, you move on to the main part of the site: the Hot Spring. The Hot Spring is what made the site so important and mysterious to the Britons and Romans, as the water in the spring rises at a rate of 1,170,000 liters each day with a temperature of 46°C. Watching the water, you can see the damp and gas bubbles leaving the surface, and it is not hard to understand why the ancient inhabitants saw this as the work of the supernatural world. Surely the water's healing power was a gift from the goddess Sulis.

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

Основными формами текущего контроля являются: выполнение лексико-грамматических упражнений, тестирование, проект (защита презентации), аннотация, деловое письмо, устный ответ, текст с социокультурной и профессионально-ориентированной направленностью.

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

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.

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 направленности. (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 профессиональной 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</li></ul> |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|    | <p>коммуникативных намерений.</p> <ul style="list-style-type: none"> <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> <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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <p>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> |
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### **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    | <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> </ul> |

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|    | <ul style="list-style-type: none"> <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>                  |
| 14 | <p>Студент демонстрирует отдельные речевые навыки и умения:</p> <ul style="list-style-type: none"> <li>• делает ошибки в произношении и речевой интонации;</li> <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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Баллы, полученные по текущему контролю и промежуточной аттестации | Оценка в традиционной системе |
|-------------------------------------------------------------------|-------------------------------|
| 81-100                                                            | отлично                       |
| 61-80                                                             | хорошо                        |
| 41-60                                                             | удовлетворительно             |
| 0-40                                                              | не удовлетворительно          |