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ЛИНГВОСТРАНОВЕДЕНИЕ

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Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательным программам высшего образования по направлению подготовки 45.03.01 Филология

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В учебном пособии «Лингвострановедение» представлены упражнения и задания, необходимые для успешного и продуктивного знакомства бакалавров с одноименным курсом.

Учебное пособие предназначено для обеспечения аудиторной и самостоятельной работы бакалавров очной формы обучения по направлению подготовки 45.03.01 Филология, профиль «Зарубежная филология».

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Introduction

«Лингвострановедение» – учебное пособие по одноименной дисциплине, предназначенное для обеспечения аудиторной и самостоятельной работы студентов-бакалавров очной формы обучения по направлению подготовки 45.03.01 Филология, профиль Зарубежная филология.

Пособие в полной мере соотносится с рабочей программой дисциплины и включает такие темы как «Теоретические основы лингвострановедения», «Географическое положение Великобритании», «Государственное устройство Великобритании», «Основные районы Великобритании», «Население Великобритании», «Система образования», «Система здравоохранения», «Религия и общество», «Столица Соединенного Королевства – Лондон», которые составляют первую главу издания. Вторая глава содержит материал, обогащающий содержание вышеперечисленных тем и созданный на основе видео-фрагментов серии Britain is Great от Британского Совета.

Данное пособие, благодаря входящему в его структуру комплексу упражнений и заданий, знакомит студентов с политико-экономическим, административным устройством Великобритании, общественно-политической жизнью страны, достижениями и проблемами в области развития экономики и культуры, науки и образования, средств массовой коммуникации и высоких технологий, с особенностями менталитета населения. Данный комплекс включает ряд обязательных компонентов:

- 1) инфографика по теме;
- 2) статья из аутентичного источника (The Guardian; The BBC) и задания к ней;
- 3) проектная работа и\или задание творческого характера;
- 4) тест для контроля знаний по теме.

В структуру большинства тем также входит задание на прочтение глав из книги Карен Хьюитт «Understanding Britain Today», которая выступает современным достоверным источником сведений о разнообразных аспектах

жизни британцев и особенностях их национального характера.

Разнообразие заданий, их содержание и тематическая направленность обеспечивают формирование таких компетенций филолога как ОК-5, подразумевающей «способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия», а также ПК-4, отвечающей за «владение навыками участия в научных дискуссиях, выступления с сообщениями и докладами, устного, письменного и виртуального (размещение в информационных сетях) представления материалов собственных исследований».

Целью данного пособия является расширение культурно-исторического кругозора студентов; формирование навыков работы с этноспецифическими, лингвистическими и экстралингвистическими объектами; создание банка фоновых знаний, реалий страны изучаемого языка, а также терминов, которые необходимы для успешного межкультурного общения и развития культурной грамотности студентов; развитие навыков и умений чтения на базе современных аутентичных произведений на английском языке, а также формирование коммуникативных способностей на основе прочитанного материала.

Необходимость создания данного учебного пособия продиктована потребностью познакомить студентов с понятиями, концепциями и терминами лингвострановедения, вызвать интерес к культуре страны изучаемого языка и сформировать более высокий уровень самообразовательных навыков.

1 British Country Study

1.1 Insight into Country Study through Language

Task 1. Study the picture below (Picture 1) and explain what the terms in the word cloud mean; provide examples to prove your definitions.



Picture 1

Task 2. Read the article and do the assignments below.

WHY DOES BRITAIN HAVE SUCH BIZARRE PLACENAMES?

Bishop's Itchington, Westley Waterless: there is plenty to smile or snigger at on a map of the UK. But in fact, these names reveal a hidden – and fascinating – history.

By James Harbeck

9 March 2016

The drive from the town of Much Wenlock to Ashby-de-la-Zouch is 60 miles east across the English Midlands. Once you have crossed the River Severn and passed the Wrekin rising to the left – the last of the Shropshire Hills – you join the M54 at the Wrekin Retail Park. At Featherstone, you have a choice: north and then east past Lichfield and Tamworth, or southeast past Walsall, Wednesbury and Birmingham, south of Sutton Coldfield, and northeast to cross the River Tame. Either way, once you're past Appleby Magna and crossing the River Mease, you're almost

there. Be sure not to make a wrong turn and end up in Donisthorpe, Newton Burgoland or Snarestone.

And just like that, in an hour and a quarter, you will have covered the great sweep of British history: from the Celts through the Romans, Anglo-Saxons, Scandinavians, and Normans to modern times – all as displayed in Britain's place names.

British history didn't start with the Celtic peoples (Stonehenge didn't build itself, after all). But the Celtic tribes that arrived during the Iron Age, which started around 800BC, were the first to give a clear linguistic contribution that has lasted to modern times. They came in groups from the continent; those in the north spoke Goidelic (the source of Gaelic), while southerners spoke Brittonic.

Even today, many hills and rivers have kept their Celtic names – especially in the north and west. The Wrekin takes its name from Celtic. So do about two-thirds of England's rivers: Avon, Derwent, Severn, Tees, Trent, Tyne – and Itchen, which later lent its name to the town Bishop's Itchington. (Some of these names may even have come from the people who were here before the Celts). Often the names just meant 'river' or 'water', and sometimes no one knows what they originally meant; in the Oxford Dictionary of English Place-Names, AD Mills calls Severn "an ancient pre-English river name of doubtful etymology". The River Tame, which we cross on our trip to Ashby-de-la-Zouch, comes from the Celtic for 'dark one' or 'river' – as does the River Thames.

There is less Celtic influence in the south and east largely thanks to the Anglo-Saxons. When they invaded in the 6th Century AD, they pushed the Britons to the edges and into the hills. Those who stayed in England were gradually assimilated, rather like the name of the town we start our drive in, Much Wenlock. It gets its Much is from Anglo-Saxon mycel, meaning 'great' or 'much'. Wenlock comes from Celtic wininicas, 'white area', and the Anglo-Saxon loca, 'place'.

Fighting words

The Romans invaded Britain too, even before the Anglo-Saxons, first trying in 55 BC but at last succeeding in AD 43. But their linguistic influence, like their

culture, left less of a mark: they built towns and garrison outposts, but they never truly made Britain their home. Roman contributions to British place names come mainly through their Latinisation of pre-Roman names. A Celtic name that had been rendered by earlier Greek visitors as *Pretannikῆ* became the Roman *Britannia*; an ancient name of obscure meaning became *Londinium*. The other major Roman contribution comes from the Latin *castra* ('fort'). Taken into Anglo-Saxon, it became *ceaster* ('town, city', pronounced rather like 'che-aster') – which has mutated to *chester* (Chester, Manchester), *caster* (Lancaster, Doncaster) and *cester* (Leicester, Cirencester).

Unlike the Romans, however, the Anglo-Saxons did not come to establish an outpost or colony. They came to move in. The Anglo-Saxons did build forts – the word *burh* ('fortified place') gives Britain all of its –burghs and –burys – but what they really wanted to do was farm, build towns and conduct trade. If they encountered a forest (called a *wald*, *wold*, *weald*, *holt* or *shaw*) or a grove (*graf*, now –grove and –grave), they might clear it to make a *leah* (now –ly, –lay, –ley and –leigh). They would enclose land to make a *worthig* (–worth), *ham* (the source of 'home'), or *tun* (now –ton and the source of 'town'). Since *ham* was more common in the earlier years and *tun* later on, there are more –hams in the south, where the Anglo-Saxons first came, and more –tons in the north and west.

The Anglo-Saxons also liked to name things after themselves. The suffix –*ingas* (now shortened to –*ing(s)*) referred to the family and followers of some personage: for instance, *Hæsta's* folk settled at Hastings. Many a *ham* and *tun* was also named for a person, such as Birmingham, the *ham* of Beorma's people (*Beormingas*). They also named geographical features for themselves, like valleys (*denu*) such as Rottingdean (the valley of Rota's clan). And, before converting to Christianity, they named some places after their gods – *Wednesbury* is named after *Woden*.

Then the Scandinavians arrived. They started in the 8th Century with raids: Danes from the east and Norsemen, coming around Scotland by sea, from the northwest. In the mid-9th Century, they staged a full-scale invasion and began to

settle in the areas they controlled. At the height of Scandinavian power in Britain, they controlled an area known as the Danelaw that covered most of England north and east of a line from Liverpool to the Thames – a line you cross at Watling Street (an ancient road) as you drive northeast toward Ashby-de-la-Zouch.

Ashby, like Appleby, bears the quintessential mark of a Danish place name: – by, meaning ‘farmhouse’ or ‘village’. Both, however, also bear the marks of the Anglo-Saxons who were there first: the apple and ash trees. Also from the Danes came both (now booth), meaning ‘cattle shelter’; thorp, meaning ‘satellite farm’, now mostly with an excrescent e as in Donisthorpe; toft, meaning ‘homestead’; and thwait, meaning ‘clearing, meadow, or paddock’ – now also with that unnecessary e.

French connection

In 1066, the Normans came: Frenchmen, many of whom were descended from assimilated Viking invaders of France. William took over the government and gave ownership of many places to knights who had supported him. Ashby was given to the de la Zuche family; Newton (‘new town or enclosed settlement’) was given to the Burgilons (now Newton Burgoland). The invasion also led to French versions of English originals, such as Rievaulx, translated from Ryedale. There are pure French names that later were shaped by English influence, such as Beamish from beau mes (‘beautiful mansion’), Bewdley from beau lieu (‘beautiful place’) and Ridgemont from rouge mont (‘red hill’). The Normans’ scribes, educated in Latin, also gave Latin additions such as Appleby Magna and Lyme Regis – and even the occasional full name, such as Pontefract (pons fractus, ‘broken bridge’).

Under the Norman French, the commoners kept speaking English – which was still evolving and came to add many French words

But the Norman French did not settle in with the same comfort as the Anglo-Saxons and the Scandinavians, and certainly not in the same numbers. The commoners – made up of Anglo-Saxons, Scandinavians and remaining Celts – kept speaking English, which was still evolving and came to add many French words.

In time, English again became the language of rule. The court, which had increasingly intermarried with English speakers, resumed speaking English in the

14th Century; parliament returned to it in the 15th Century. Ultimately, the stubbornness of the Anglo-Saxon language conquered in the end. How else could a 'south-town coalfield' become Sutton Coldfield? Wet clearings (water leas) at the west clearing (west leah) become Westley Waterless? A muddy place (slohtre) turn to Slaughter (Upper and Lower)?

And so it is that you can, in 60 miles, go from the Celtic hills, through the Anglo-Saxon and old Celtic towns, across the pre-Celtic, Celtic, and Anglo-Saxon rivers, past faint traces of the Romans, cross into Danish territory, and find the French nobility.

Source: <https://www.bbc.com/culture/article/20160309-why-does-britain-have-such-bizarre-place-names>.

Assignments.

1. Define and transcribe the words: *bizarre*; *assimilate*; *a garrison outpost*; *to invade*; *a raid*; *to descend*; *a knight*; *nobility*.
2. Give Russian equivalents to the following words: *the English Midlands*; *the Celts*; *the Romans*; *the Anglo-Saxons*; *the Scandinavians*, *the Normans*; *the Iron Age*; *Goidelic*; *Gaelic*; *Brittonic*; *the Danelaw*; *William*.
3. Answer the questions below.
 - A. Enumerate the tribes and nations that influenced the formation of place names in Britain.
 - B. What are British place names with the Celtic origin?
 - C. What is the influence of Romans on British toponyms?
 - D. What are the Anglo-Saxon traces in British geographical names?
 - E. What innovations did the Danes bring into British placenaming?
 - F. How would you characterize the period of Norman French in relation to British toponyms?
4. Fill in the table (Table 1).

Toponym	Meaning	Origin
River Tame		
Much (Wenlock)		
(Much) Wenlock		
Chester (cester)		
–burghs \ –burys		
–grove \ –grave		
- wald \ wold		
–ly \ –lay \ –ley \ –leigh		
- ham		
- ton		
-ings		
-by		
-both		
-toft		
-thwait		

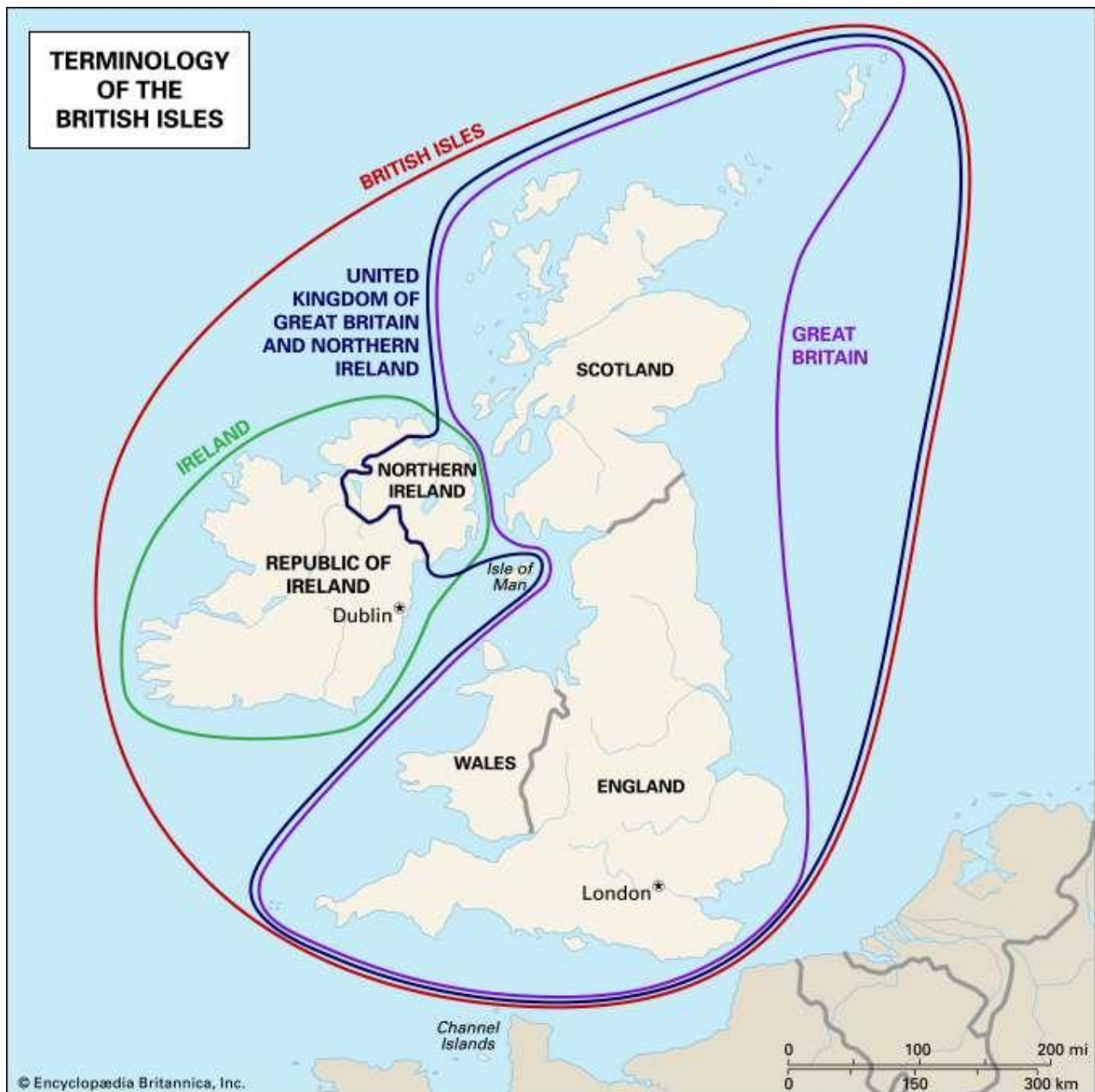
Table 1

Task 3. Have you ever heard about the Word of the Year award? Every year lexicographers scrupulously choose one (or sometimes more) words to determine the language. You may look through the list of such words compiled by the Oxford Dictionary if you follow the link <https://languages.oup.com/word-of-the-year/>. Or watch the video report on the similar issue by Merriam-Webster Dictionary https://www.youtube.com/watch?time_continue=3&v=5LVhf8eQXyM&feature=emb_logo. After reading and watching the sources dwell upon the following questions.

1. How do the words mentioned on the lists reflect the culture and social background of the nation?
2. Would you include any other words on this list? Share your examples.

1.2 Geographical Position of Great Britain

Task 1. Study the picture below (Picture 2) and explain how many names exist to refer to the country we study and what they mean.



Picture 2

Task 2. Read the article and fulfill the assignments below.

What makes the UK a good place to live and work?

By George Arnett

5 November 2013

The Better Life Index has described the UK as one of the best among developed countries for quality of life. How have they come to this conclusion? And in which areas does the UK do particularly well?

The UK is one of the best places to live and work, or so says the Organisation for Economic Co-operation and Development, who have released a report on how well-being has been affected by the financial crisis.

The report took into account 25 different factors within housing, income, jobs, community, education, environment, civic engagement and health to give a rough indication of well-being within each OECD country.

It concluded that the UK's high environmental quality, our social engagement, personal security and the chance for engagement with civic society was where it really excelled among developed countries. The UK was also in the top 20% of performers when it came to work life and wealth.

However, it did not do so well when it came to education or how satisfied we were with our own lives but it did beat the OECD average on both these counts.

How countries were measured

As mentioned above there were 25 different factors taken into account for each country that were then divided into 11 separate dimensions: education, work-life balance, subjective well-being, housing, health-status, income and wealth, jobs and earnings, civic engagement, personal security, social connections and environmental quality.

The education dimension, for example, looked at the following factors: educational attainment, student skills and years in education.

In each of these factors the country was given a red, yellow or green light. A red light indicated that they were in the bottom 20% of OECD countries, a green indicated they were in the top 20% and a yellow showed that they were somewhere in-between.

Using this traffic light system the UK was among the best performing countries, joined by the Nordic European countries, Canada, New Zealand and Australia.

The United States, Ireland, Germany, France and Japan were among countries that amassed a lot of yellow lights while Turkey, Greece, Brazil and Mexico were in the group with an overall low performance.

The UK: good at communicating

While British people may perceive themselves as over-polite and discreet, we are one of the nations with the best quality of social connections, according to the report.

Using data from the 2012 Gallup world poll, the report showed that 95% of people in the UK say they have friends that they can count on. Only Iceland and Ireland perform better at 98% and 96% respectively.

This put the UK five percentage points above the OECD average and 22 percentage points above the worst performing country Turkey where 23% of people did not think they had friends to count on.

Civic engagement

Perhaps surprisingly the UK did particularly well when it came to measuring civic engagement given that only 66% of the eligible population voted in the last general election, six percentage points fewer than the OECD average.

The reason it did so well was the consultation on rule-making that exists in the United Kingdom. The UK's score in this measure was 11.5, compared to the OECD average of 7.3. This score was based on a series of questions asked to public officials in each country.

Despite it involving the expenses scandal, the period between 2007 and 2011 saw British faith in public institutions and democracy grow quite tangibly. 47% of British people said they trusted the government in 2011 compared to 36% in 2007.

A happy environment

The United Kingdom, along with Iceland, were the best performing countries when it came to water quality. 97% of people in both countries appreciated the quality of the water that they had access to, which was 13 percentage points better than the OECD average.

Russia performed the worst in this category with just 49% of people happy with the water they had access to.

The UK also did noticeably better than the OECD average when it came to the other environmental factor: air pollution.

Measuring the effect of the financial crisis

The financial crisis has hit the average British person much less hard than it has for those in other OECD countries, according to the report's authors. While disposable income dropped by an average of 2% in European countries between 2007 and 2011, it grew, albeit marginally, by 1% in the United Kingdom.

However, the picture was much worse when it came to equality in the UK with market income inequality (before taxes and transfers) growing by 2% during the period, compared to the 1.2% OECD average. Both unemployment and long-term unemployment grew by almost 2% in the period too.

Despite the UK being, according to the report, one of the best countries for well-being, people do not think they are doing amazingly well here. The UK comes just above the OECD average on the life satisfaction index but way below Nordic countries such as Sweden.

However, the percentage of people declaring themselves very satisfied with their lives has actually increased during the financial crisis from 63% to 64%.

Why well-being is difficult to measure

The well-being of people has always been difficult to gauge, especially when choosing what to factor as more important. Many people, of course, will view their disposable income as more important to well being than their water quality.

There are also huge discrepancies when it comes to well-being for people in different sectors of society. For example, women do much worse than men in the UK on measures such as employment rates but are generally more satisfied with their lives than men. Similar discrepancies exist between the young and the old.

The OECD was aware of that and as a result they created this Better Life Index web application, which allows users to rank their own personal priorities and see how that compares with other countries.

Source: <https://www.theguardian.com/news/datablog/2013/nov/05/what-makes-uk-such-a-good-place-to-live-oecd>

Assignments.

1. Define and transcribe the words: *civic engagement; civic society; educational attainment; to amass; discreet; percentage points; eligible; general election; tangibly; disposable; income; albeit; to gauge; discrepancy.*

2. Give Russian equivalents to the following words: *Better Life Index; the Organisation for Economic Co-operation and Development (OECD); the Nordic European countries; an overall low performance; Gallup world poll.*

3. Answer the questions below.

A. Summarise the key points of the UK rating.

B. How did Russia fare in the rating outlined by the author?

C. What criteria in your opinion are missing from the study?

D. Would you like to install Better Life Index web application and rank your personal priorities? Why (not)?

Task 3. Project work. Follow the link <https://www.withnature.uk> to visit the site about the British nature. Talk about the British nature features (listed below). Supplement your speech with pictures and slides in PowerPoint Presentation.

1. UK rivers and chalk streams.
2. Britain's most breathtaking waterfalls.
3. Enchanting British canals and waterways.
4. UK's rarest animals – have you seen them?
5. The best places to see wildlife in the UK.
6. Threats to UK wildlife.
7. Britain's greatest beaches.
8. Trees and shrubs: native to the UK.
9. The stories of Britain's wildflowers.
10. UK tree identification: five common urban trees.

Task 4. Test your knowledge of the British geography.

A. Which countries occupy the island of Great Britain?

- England, Scotland, and Wales.
- England, Scotland, Wales, and Ireland.
- England, Scotland, Wales, and Northern Ireland.
- England, Scotland, Wales, and Eire.

B. What are “the Broads” of Norfolk, England?

- Inland waterways.
- Coral reefs.
- Railway tracks.
- A system of roads.

C. What is the highest mountain in the British Isles?

- Snowdon.
- Ben Nevis.
- Ben Macdui.
- Cairn Gorm.

D. Which lake in Scotland is said to be inhabited by an aquatic monster known as Nessie?

- Loch Ness.
- North Loch.
- Loch Torridon.
- Inverness.

E. Which is the largest lake in the British Isles?

- Windermere.
- Loch Ness.
- Loch Lomond.
- Lough Neagh.

F. Where in the United Kingdom are the Sperrin Mountains located?

- Northern Ireland.
- England.

- Southern Wales.

- Eastern Scotland.

G. Which uplands form the “spine” of northern England?

- Pennines.

- Chiltern Hills.

- Appalachian Mountains.

- Cumbrian Mountains.

H. What is the largest lake in England’s Lake District?

- Lake Victoria.

- Lake Superior.

- Coniston Water.

- Windermere.

I. In which historic county of England is the peninsula called Land’s End located?

- Cornwall.

- Kent.

- Stratford.

- Sunderland.

J. What are the Brecon Beacons of Wales?

- A waterfall.

- A mountain range.

- Lighthouses.

- Islands.

K. In which region are the English counties of Lincolnshire, Northamptonshire, and Derbyshire?

- Eire.

- East Midlands.

- East Anglia.

- Wales.

L. Where in England is the Black Country?

- Irish Sea coast.
- Midlands.
- Bath.
- Shropshire.

M. What are the Fens of eastern England?

- A silver mine.
- Reclaimed marshland.
- A river valley.
- A mountain range.

N. Near which city is the Neolithic site Stonehenge located?

- Dublin.
- Salisbury.
- York.
- Glasgow.

O. Which of these places in the Isle of Wight is an internationally famous yachting centre?

- Yarmouth.
- Cowes.
- Ryde.
- Newport.

P. What is the name of the raised tract of forest that separates the London basin from the English Channel?

- Exmoor.
- The Weald.
- Fens.
- Land's End.

Q. Which is considered the most famous and important river in Scotland?

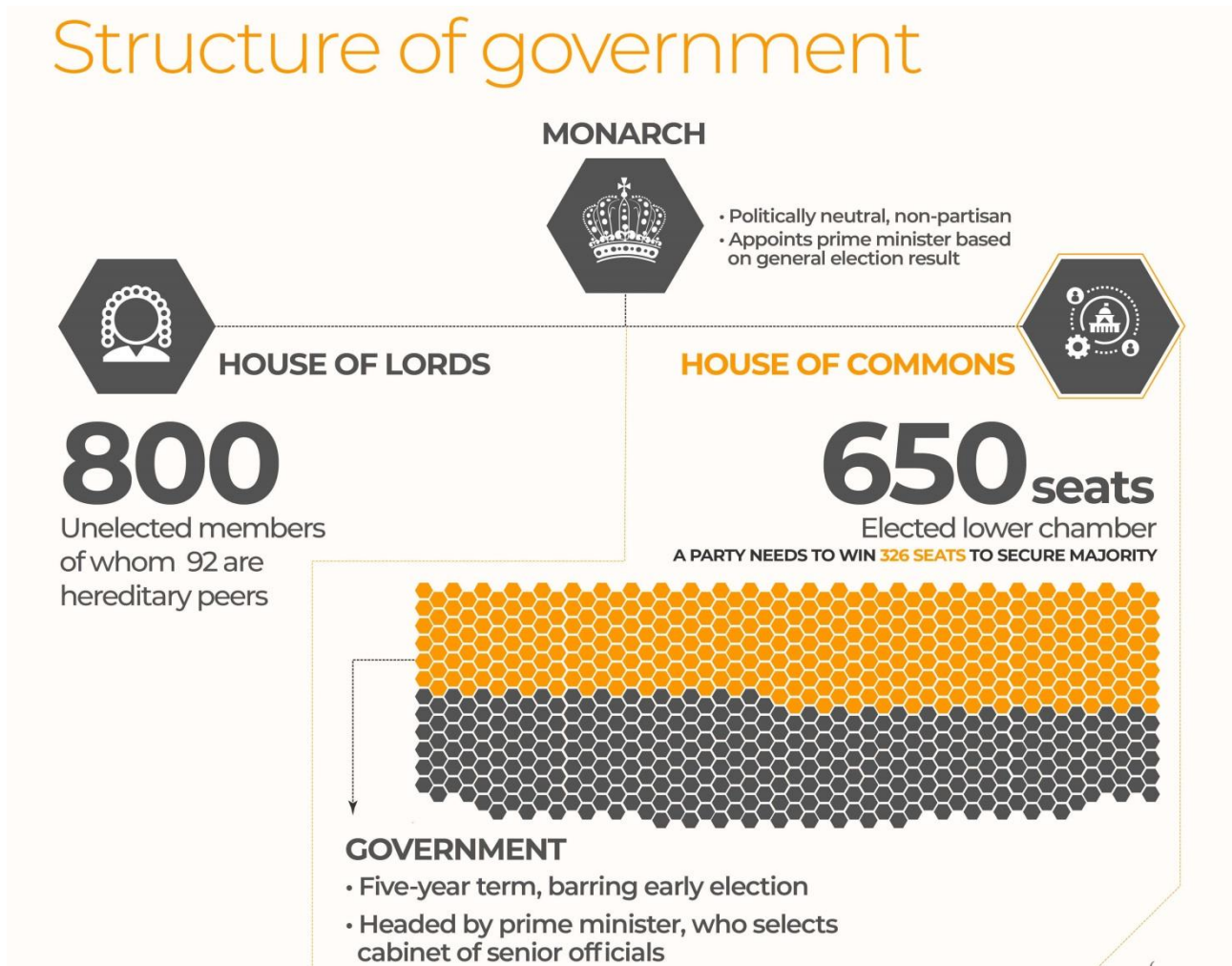
- River Clyde.
- River Eden.
- River Severn.

- River Thames.
- R. In which part of England does the River Avon (the Lower Avon) rise?
 - Dartmoor.
 - Cotswolds.
 - Midlands.
 - Chiltern Hills.
- S. Which river is known as the River Isis in Oxford, England?
 - River Tyne.
 - River Thames.
 - River Tay.
 - River Tweed.
- T. Which of these rivers does not flow into the English Channel?
 - River Exe.
 - River Severn.
 - River Tamar.
 - River Avon (East Avon).
- U. What is the largest river in Northern Ireland?
 - River Exe.
 - River Bann.
 - River Erne.
 - River Foyle.
- V. What is the second largest city of the United Kingdom?
 - Bristol.
 - Birmingham.
 - Manchester.
 - Glasgow.

Source: <https://www.britannica.com/quiz/know-your-uk-geography-quiz#>.

1.3 Government Structure of Great Britain

Task 1. Study the picture below (Picture 3) and explain the hierarchy of the British government and the peculiarities of each level.



Picture 3

Task 2. Check out how many questions on the British political system you can answer correctly. Below there are some true and false statements drawn from the test for would-be UK citizens. Do your best!

1. MP stands for member of politics.
2. MPs represent a particular area of the country (a constituency) because they are elected by the people who live in that constituency (the constituents).
3. Every problem a constituent takes to an MP will be debated by everyone in the House of Commons.
4. The House of Commons is one part of the Houses of Parliament.

5. MPs from all the different parties meet in the House of Commons to debate issues.
6. Anyone can try to become an MP.
7. The prime minister is not an MP.
8. There are 659 MPs in the House of Commons.
9. In parliament, all MPs are on the same side as the government.
10. All MPs are able to oppose the government by voting against its proposed law.

Source: <https://www.theguardian.com/politics/quiz/questions/0,9330,1605537,00.html>

Task 3. Read the chapter on politics in the book «Understanding Britain Today» by Karen Hewitt (pp.124-140) and do the assignments below.

1. Transcribe and translate the following words: *parliamentary institutions; Monarch; General Election; a constituency; the House of Commons; the House of Lords; Home Secretary; Foreign Secretary; Chancellor of the Exchequer; the Cabinet; policy; hereditary; an amendment.*
2. Match the collocations (Table 2).

Tax-raising	Carta
Constitutional	Station
Magna	Monarchy
Polling	of parliament
Act	Powers
Income	Peers
Life	Tax

Table 2

3. Answer the following questions

- A. What form of government does Britain have?
- B. Enumerate British political parties.
- C. How are MPs elected?

- D. How is the Prime Minister elected?
- E. What are the duties of the Parliament members?
- F. What is negative about:
 - British political parties?
 - election methods?
 - the Government powers?
 - local and central government ratio?

Task 4. Read the article and fulfill the assignments below.

The Queen at 90: the secret of one's success

By Tanya Gold

April 2016

Queen Elizabeth II knows the power of silence and perceived humility – in a way her heirs do not.

Elizabeth II is a good queen; monarchists have won this reign. To understand why – or how – she has succeeded, you must understand what the British monarchy is, and what it is not.

Reverence is not analysis – for that you must go to other newspapers, who prostrate themselves (and I love to read them). Do monarchists know, as they praise the Queen's personal qualities, and grope for the superlative, that they are only acknowledging the flaw in constitutional monarchy? The system, itself, is defective. They just got lucky with this one.

Monarchy is not a tourist attraction, any more than St Peter's in Rome is a tourist attraction; that is incidental. It is not soap opera, even if it sometimes seems like one, as when Diana and Camilla fought for Charles, for example. Nor is it a game, with pretty princesses and toy soldiers. Monarchy is a narcotic; Elizabeth II is not known or understood, she is imbibed. Ignore those who call her a living connection to the withered power of empire, and lay her popularity there. It is much deeper than that.

In 1936, during the abdication crisis, Elizabeth was 10, and this, I think, is why she is sane and resolute. As a young child, she did not know she would be queen; she

did not know if there would be any more queens at all. Her narrative was written for her in early adolescence, and she took it: dutiful Elizabeth, who left her bed at night to tidy her shoes.

She was 13 when the war began, and 19 when it ended; she may have been shrouded at Windsor with her sister Margaret, but she would have heard the aircraft heading for France, seen the bomb craters. I also suspect that, with the last Queen-Empress Elizabeth Bowes-Lyon (“the steel marshmallow”) for a mother, Elizabeth would never fall to narcissism, for there could only be one star in that household. (After her husband died, the Queen Mother asked to move from Clarence House to the far grander Lancaster House, but her daughter, who knew how it would look, would not allow it.)

Elizabeth succeeded her father George VI at 25; it was, to put it heartlessly, a good start to a reign, for a young and pretty woman is a good victim and monarchy is, explicitly, martyrdom. Her life may be gilded, but it is not her own; even her critics know that.

She has succeeded chiefly because, whatever she does not know – her mother had a horror of female intellectuals and her nanny, Marion Crawford, had to conspire with her grandmother Queen Mary to get Elizabeth any education worth the name – she knows the power of saying nothing, and of gesture. I have seen her book shelves at Sandringham House (Labrador Retriever, A Sloth In The Family, Gnomes); even so, she has a weighty silence, which can be considered wisdom in dim light. She has never given an interview (as of when this magazine went to press), or assisted personally with a biography.

Her manners are, in public, notable; contrast them with her husband and her children, who are often rude, and leak rage, and they grow even better. I remember the diamond jubilee when she stood, aged 86, on a silly golden boat on the River Thames. It was raining. Anyone else would have sat down, or gone inside, but not the queen of England; she stood, a victim of our subtle barbarism, for hours in the rain. This moved me, reluctantly and utterly; this is the awesome power of the silence and the martyrdom. It reminded me of the first Queen Elizabeth, who was sent to the

Tower of London by her half-sister Mary for perceived treason. She paused on the steps of Traitors' Gate in 1554 – it was raining – and refused to enter, until people had seen her refusal. Then she went in. I am innocent, said the first Elizabeth. I am grateful, said the second. I honour you by standing in the rain.

She has also, largely through intermediaries (I call them spokesfriends, or spokescousins) pretended, in an amazing contortion, to have practised thrift. This is ludicrous – consider the paintings, the horses, the jewels – but the story is deeply felt; the myth would be human and she tries, but she fails. She uses a small electric fire; she eats cereal from Tupperware. She turns off lights.

Her style is, again, an expression of humility; of clothes worn not for her sake, but our own. They are expensive and handmade but they are not fashionable or foreign; they are bright (she must be seen from far away); modest (myths have no thigh); almost dowdy (the queen who could be you). No woman wears her wealth so lightly.

Whatever her real thoughts, which I suspect tend to horses and dogs, and things that cannot speak, she projects, convincingly, that she cares for us; longevity, always a friend to famous queens, did the rest.

Who knows how long monarchy will outlive Elizabeth II? Charles may be a kind man (I do not know), but he is self-pitying and self-serving; his rudeness to the BBC royal correspondent Nicholas Witchell – “I can't bear that man,” he said on a ski slope in 2005, “he's so awful, he really is” – exposed how he misunderstands his role. Witchell is not a person to be loathed, but a conduit to people, who must be respected. (At the periphery, there is Prince Harry dressed in a Nazi uniform, as if he had forgotten the war, which was the foundation of his immediate dynasty's success; recently, Prince Andrew viciously assaulted a gate).

William, meanwhile, seems to both shrink from and exploit his destiny; he has, since his marriage, renovated two homes at vast expense, as if austerity is something he need not even acknowledge with tact. His interviews show an anxious man who seeks to keep something for himself, and this will not do, cruel though it is. Monarchy is a sacred contract; and a contract goes both ways.

Elizabeth's only mistake, in the eyes of monarchists, has been to fail to ready her heirs – a mistake to excite the psychologists. Could she not bear to lay them on the same pyre? Was her indulgence of her family the only form of rebellion she could allow? Can you be a good queen and a good mother, or does motherhood require something doughtier?

Some think the Queen is a jewelled blank, and maybe it is true. I recoil instinctively from a monarchy that insists, by its very existence, that a strict class system is the best way to unite a nation. I deny, utterly, the supposed political neutrality of the monarchy, because it is predicated on its own self-preservation; it is all conservative. But even a republican has to say, in the end – what a performance!

Assignments.

1. Define and transcribe the words: *an heir; monarchists; reverence; imbibed; withered; adolescence; shrouded; martyrdom; gilded; an intermediary; contortion; ludicrous; dowdy; conduit; austerity; pyre.*

2. Give Russian equivalents to the following words: *St Peter's in Rome; abdication crisis; Clarence House; Lancaster House; Sandringham House; Labrador Retriever; A Sloth In The Family; Gnomes; Queen-Empress; George VI; the diamond jubilee; Traitors' Gate; Nazi uniform.*

3. Answer the questions below.

A. Summarise the reasons for Queen Elizabeth's successful reign.

B. Explain what is meant by the following phrases:

- "monarchists have won this reign";

- "Her life may be gilded, but it is not her own".

C. Why was the last Queen-Empress nicknamed "the steel marshmallow"?

Source: <https://www.theguardian.com/uk-news/2016/apr/01/the-queen-90-the-secret-of-ones-success>.

Task 5. Project work. Follow the link <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Prime-Ministers-of-Britain/> to browse the list of the British Prime Ministers and their achievement. Talk about one PM of your choice. Supplement your speech with pictures and slides in PowerPoint Presentation.

Task 6. Test your knowledge of the British government system.

A. Great Britain is ...

- a parliamentary monarchy;
- a crowned republic;
- a dictatorship;
- an elective monarchy.

B. Officially the head of the British state is ...

- the king;
- the prime minister;
- the speaker;
- the queen.

C. The power of the monarch in Great Britain is ...

- absolute;
- constitutional;
- elected;
- unlimited.

D. The British monarch is ...

- the head of the executive body;
- the head of the British Commonwealth of Nations;
- the head of the judicial body;
- the commander-in-chief of the armed forces of the crown;
- the head of the Established Church of England.

E. The British Parliament consists of ...

- the Senate;
- the House of Lords;
- the House of Commons;
- the House of Ladies.

F. The “lords spiritual” include ...

- the Archbishop of Canterbury;
- the Archbishop of York;

- 24 bishops of the Church of England;
- the Queen.

G. The highest judicial body in the UK is ...

- the Supreme Court of Judicature;
- the High Court of Justice;
- the Court of Appeal;
- no correct answer.

H. The main political parties of Great Britain are ...

- the Conservative Party;
- the Labour Party;
- the Communist Party;
- the Democratic Party.

I. The Conservative Party is otherwise called ...

- the Tory Party;
- the Whig Party;
- the Gordon Party;
- the Thatcher Party.

J. The executive branch ...

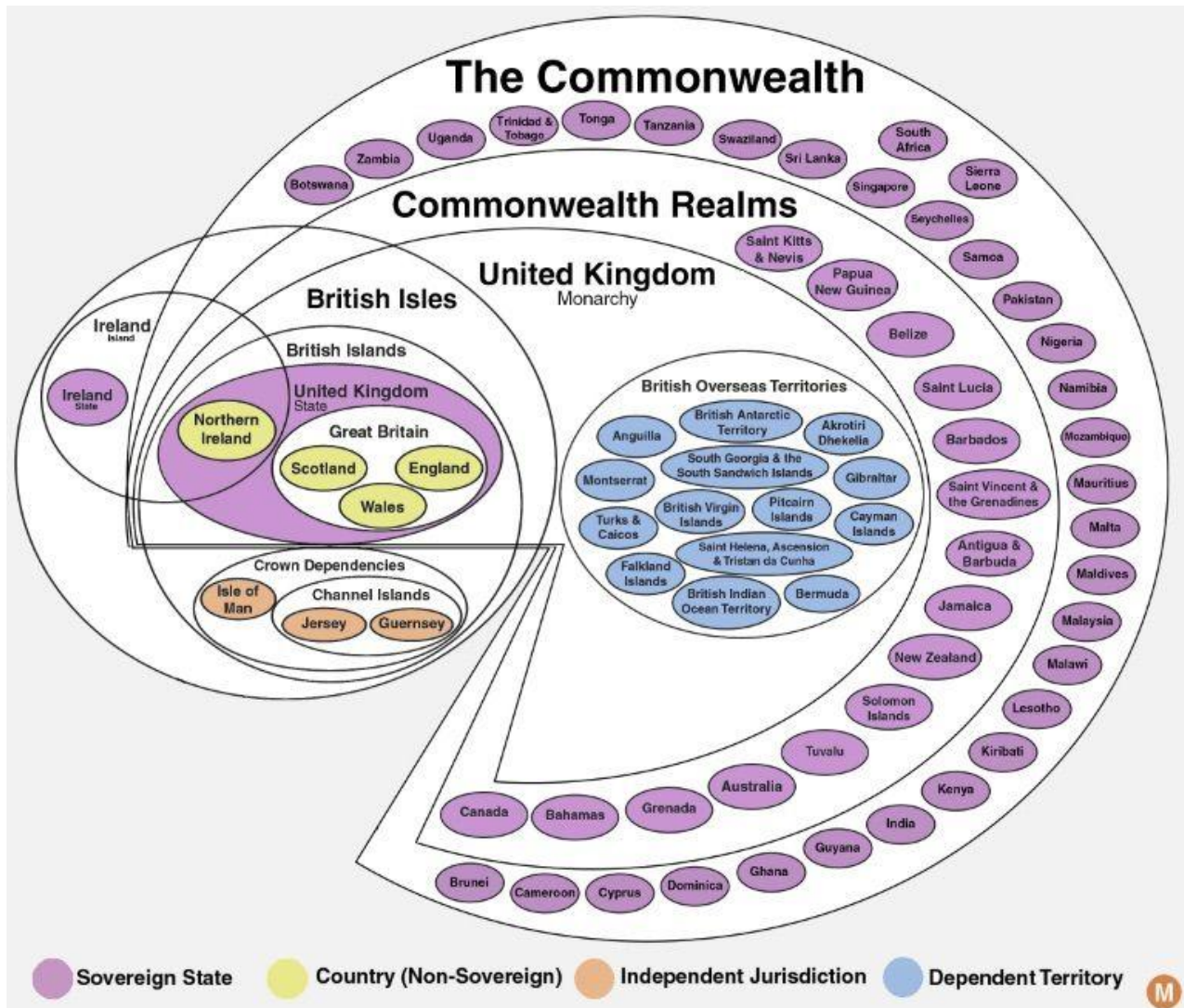
- makes laws;
- administers the laws;
- interprets the laws;
- follows the laws.

K. The British Prime Minister is appointed by...

- the king or queen;
- the Cabinet;
- the Prime Minister;
- the British citizens.

1.4 British territories and subdivisions

Task 1. Study the picture below (Picture 4) and explain what territories and in what status may be referred to the country we study.



Picture 4

Task 2. Read the article and fulfill the assignments below.

Why it's time to stop talking about English identity

By Alex Niven

July 15, 2020

Countering conservative patriotism with a liberal version is almost impossible unless England becomes independent.

Never underestimate the surreal wisdom of the great British public. That is the message to be gleaned from a recent YouGov survey, which showed that over a third

of adults living in England would vote yes to the question, “Should England be an independent country?” if a referendum were held tomorrow (the figure rises to nearly 50% among the over-65s).

These findings point to a key problem with the seemingly endless recent debate about English patriotism. Some participants no doubt held nuanced views about the uncertain future of the UK. But framing the question as one of “English independence” shows how hopelessly confused the discourse of nationalism has become over the last few years. Which imperial yoke would these hypothetical yes voters be throwing off in an English independence referendum? The United Kingdom – a nation state centred on, led by, and overwhelmingly dominated by England over the last three centuries? Or some other, imagined oppressor?

The dream of English independence is, on the whole, a rather murky business. From the 2016 Brexit vote and its aftermath to the ugly scenes involving far-right demonstrators in Trafalgar Square last month, “In-ger-land” has become a rallying cry for people whose sense of disgruntlement about a perceived lack of national empowerment borders on visceral rage. Even if this impulse is hard to understand in a country as powerful and privileged as ours, the underlying emotion is real enough.

It is easy to ridicule this tendency, as Stewart Lee did in 2013, in a famous standup routine with a recurring punchline (“These days you get arrested and thrown in jail if you say you’re English”) which has become a shorthand on social media for bogus forms of white victimhood. On the other hand, England is such a confused, confusing entity (a country but not quite a nation, a territory but not quite a sovereign state), that its current status as a receptacle for feelings of political disenfranchisement is hardly surprising.

One of the major problems with contemporary debates about “Englishness” is that England does not really exist as either a coherent idea or a concrete political reality. Because it has so few political institutions that are truly its own — no parliament, no legal system, few cultural references to distinguish it from Britain as a whole – England can mean pretty much whatever people want it to mean in any given circumstance.

The historian Benedict Anderson famously argued that all countries are “imagined communities” that develop their own fictional narratives over the years to create a sense of shared belonging. But in England’s case, because it has not been an actual nation state since at least as far back as the Act of Union with Scotland in 1707, its national community is more imaginary than usual.

When we consider how ridiculously long ago it was since England was an autonomous nation, and how completely its sense of identity was replaced by Britishness in the several centuries since the foundation of the United Kingdom, it’s not much of an exaggeration to say that England barely exists at all. At the very least, feeling any kind of nationalism or patriotism for a nation state that effectively disappeared a century before the invention of the steam engine seems deeply weird.

Because England is so lacking in constitutional substance, debates about its political and cultural identity tend to deteriorate very quickly into vagueness and cliché. While the populist right invokes distant memories of Churchill and empire to suggest that England must be rescued from modern interlopers such as Black Lives Matter or the EU (despite the fact that both Churchill and empire are really tokens of Britishness rather than Englishness), liberal commentators have been falling over themselves over the last decade or so to argue that the concept of England must be reclaimed for progressive ends.

This well-meaning trend, which began in earnest in the mid-00s with publications such as Billy Bragg’s book *The Progressive Patriot*, argues that we need to counter the nostalgia and racial divisiveness of the right by developing a vision of England that celebrates notions of diversity, multiculturalism and internationalism.

The problem with this liberal rearguard action is that – in common with its rightwing nationalist counterpart – it has so little to go on where England is concerned. It’s fairly easy to gesture at the importance of a tolerant, progressive culture in modern Britain. It is much harder to demonstrate what this might have to do with English nationalism per se, or how we should go about giving concrete expression to progressive patriotism in a context where English statehood remains a far-flung historical memory.

What, we might ask, does our modern, ethnically diverse population of 56 million really have in common with the 5 million or so white people who lived in England prior to its mutation into the United Kingdom in 1707? I would suggest very little – and even less which does not also apply to Scotland and Wales, not to mention many other countries throughout the world.

Nationalism has a dubious history when it comes to progressive causes. But in a half-nation like England, it cannot even begin to form part of a discussion about the reform of our cultural identity before it is backed up by the hard political reality of a fully sovereign English state, or at least the imminent prospect of English devolution.

Maybe this reality will materialise at some point in the near future, if Scottish independence provides the shock necessary for a truly new and politically viable England to come into being. At that point, a more meaningful debate can begin. But until that happens, there is not much that can be said about England and Englishness that will not quickly fall victim either to conservative myths of national greatness, or hazy liberal platitudes about multicultural tolerance.

For well over a decade now, commentators from across the political spectrum have endlessly repeated the idea that “we need to talk about England”. Having published a book on the subject last year, I count myself among the guilty. But increasingly, it seems that until England is forced to reinvent itself in radical constitutional ways, we need to stop talking about the chimera that is English identity, and focus on more urgent, more tangible political projects.

Source: <https://www.theguardian.com/commentisfree/2020/jul/15/english-identity-patriotism-england-independent>.

Assignments.

1. Define and transcribe the words: *surreal*; *glean*; *nuanced*; *yoke*; *murky*; *disgruntlement*; *visceral*; *a recurring punchline*; *a receptacle*; *coherent*; *an exaggeration*; *a clich *; *an interloper*; *per se*; *viable*; *platitudes*; *chimera*; *tangible*.

2. Give Russian equivalents to the following words: *YouGov survey*; *Brexit*; *Trafalgar Square*; *Stewart Lee*; *political disenfranchisement*; *Benedict Anderson*; *the Act of Union*; *Black Lives Matter*; *Churchill*.

3. Answer the questions below.

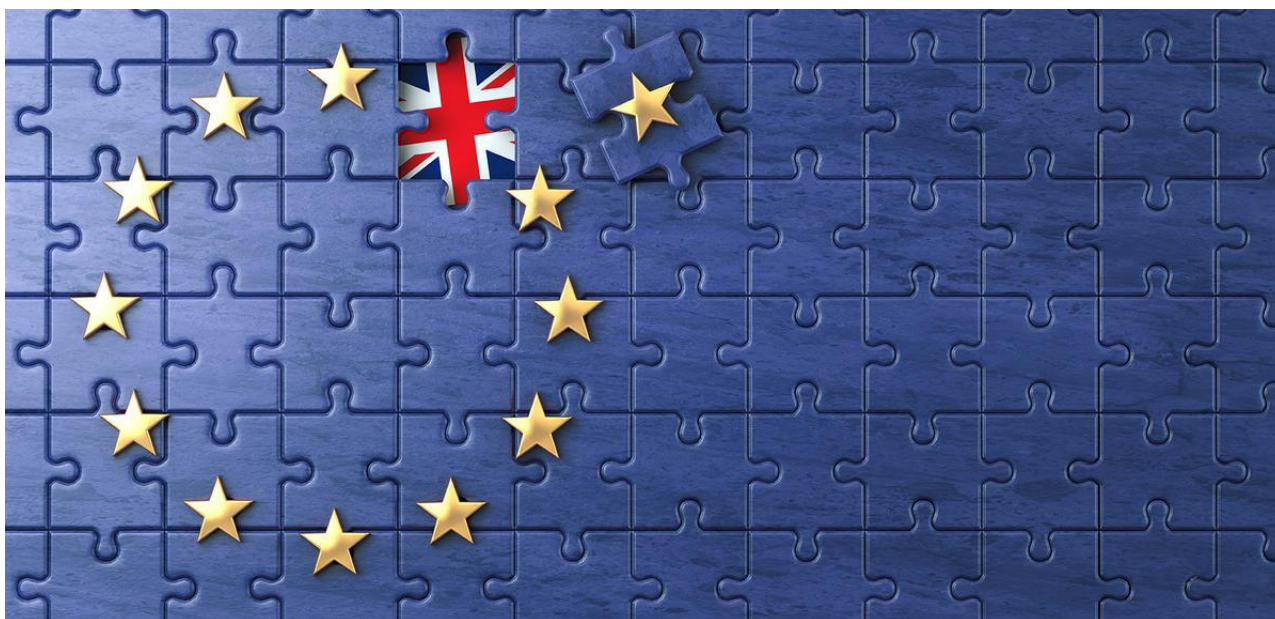
A. If you were to answer the question: “Should England be an independent country?”, what would be your decision?

B. What are the prerequisites for England’s independence?

C. Why is English identity referred by the author as chimera?

D. Have any other British countries ever expressed the desire to become independent? Share the facts you know or have found out.

Task 3. Look at the picture below. What event in the UK history does it depict?



Picture 5

Follow the link <https://www.bbc.com/news/uk-politics-32810887> to learn some new facts about this process. Share the information in class.

Task 4. Project work. Talk about the British territory subdivisions. Follow the plan given below. Supplement your speech with pictures and slides in PowerPoint Presentation.

A. The name of the territory.

B. The brief historic outline.

C. The symbols and traditions.

D. The contemporary state.

Task 5. Test your knowledge of the British territories.

A. The largest part of the United Kingdom is ...

- England;
- Scotland;
- Wales;
- Northern Ireland.

B. The most northern of the parts that constitute the United Kingdom is ...

- England;
- Scotland;
- Wales;
- Northern Ireland.

C. Geographically the territory of Scotland can be divided into ...

- the Northern Highlands;
- the Central Lowlands;
- the Southern Uplands;
- the Central Plain.

D. The cradle of the Scottish nation is considered to be in ...

- the Lowlands;
- the Highlands;
- the Uplands;
- the Plain.

E. In the south-west Northern Ireland borders on ...

- Wales;
- England;
- Scotland;
- the Irish Republic.

F. Northern Ireland is mostly an\ a ... district.

- industrial;
- agrarian;
- financial;

- independent.

G. The capital of Northern Ireland is ...

- Belfast;
- Glasgow;
- Birmingham;
- Edinburgh.

H. The capital of Wales is ...

- Cardiff;
- Belfast;
- Glasgow;
- Edinburgh.

I. The capital of Scotland is ...

- Edinburgh;
- Cardiff;
- Belfast;
- Glasgow.

J. The patron saint of England is ...

- Saint Andrew;
- Saint George;
- Saint David;
- Saint Patrick.

K. The red cross of the Union Flag represents

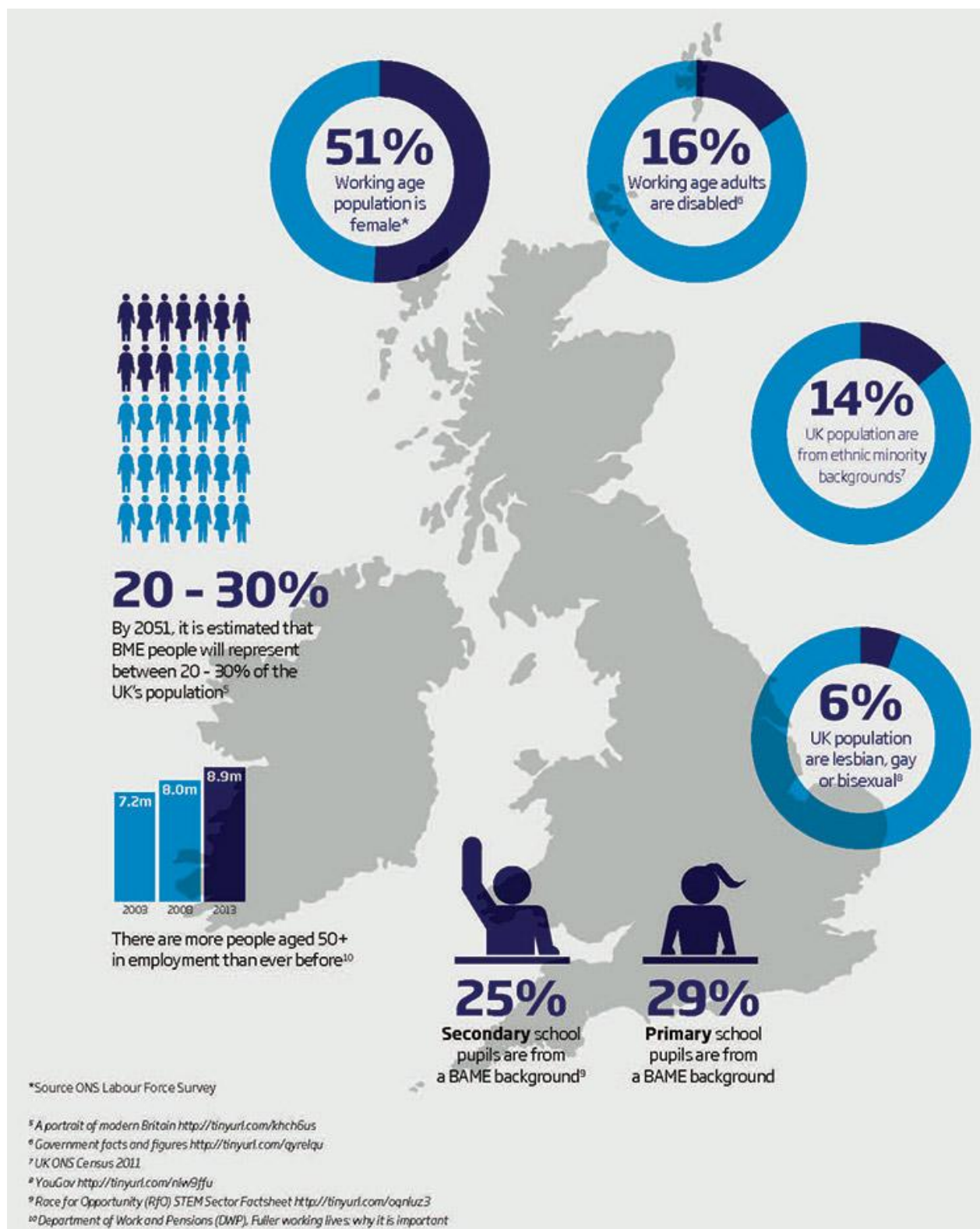
- Ireland;
- England;
- Scotland;
- Wales.

L. The national symbols of Wales include ...

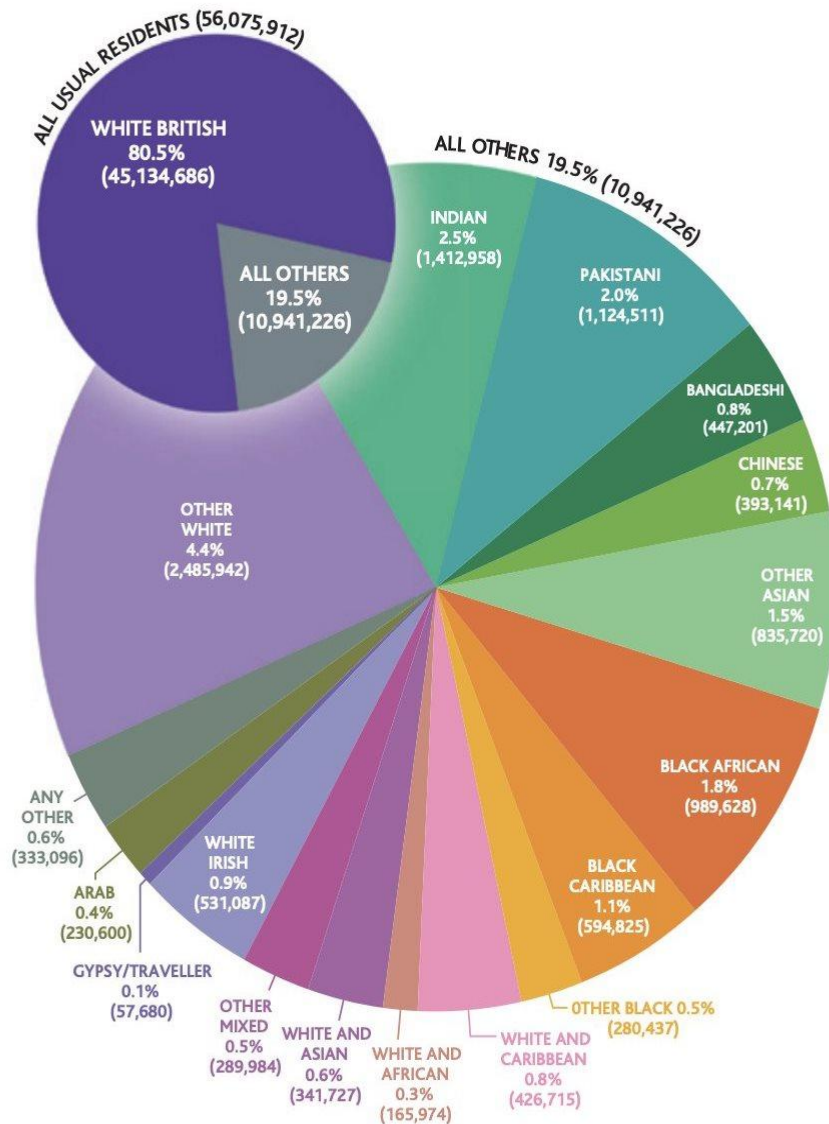
- the daffodil;
- the leek;
- the Red Dragon.

1.5 Population of Great Britain

Task 1. Study the pictures below (Picture 6-7) and explain the population trends that may be observed in the country.



Picture 6



Picture 7

Task 2. Read the article and fulfill the assignments below.

UK population expected to pass 70 million by 2031

By Aamna Mohdin

21 October 2019

Growth rate slower than projected in 2016 due to fertility rates and slower rise in life expectancy.

The UK population is projected to exceed 70 million by mid-2031, according to the Office for National Statistics.

In the next decade, the population is expected to increase by 3 million, from an estimated 66.4 million in mid-2018 to 69.4 million in mid-2028.

England's population is projected to grow 5% in the next decade, a faster rate than Northern Ireland (3.7%), Scotland (1.8%) and Wales (0.6%).

During the next 10 years, the projections for the UK as a whole suggest 7.2 million people will be born, 6.4 million people will die, 5.4 million people will migrate long-term to the UK, and 3.3 million people will emigrate long-term from the UK.

Net international migration is expected to account for 73% of the UK population growth over the next decade, while more births than deaths could account for 27%.

Overall, the UK's population growth rate is slower than in projections made in 2016, with the expected population anticipated to be 400,000 less in mid-2028 and 900,000 less in mid-2043.

The pace of growth is expected to slow based on assumptions that fewer children will be born, in light of recent falls in fertility rates, and a slower rate of increase in life expectancy.

The proportion of people aged 85 years and over is projected to almost double during the next 25 years.

The projected population growth is less than that over the past 25 years. Between mid-1993 and mid-2018, the population increased by 9 million (15.1%), but between mid-2018 and mid-2043, it is projected to grow by 6 million (9%).

Anna Dixon, the chief executive at the Centre for Ageing Better, said the figures showed the age of the population was "dramatically shifting".

She added: "These longer lives are a huge opportunity but big changes are needed to our workplaces, homes, health services and communities if we are to ensure everyone is able to age well.

"We also need to rethink our attitudes to age and tackle the ageist attitudes which hold back too many people from enjoying a good later life."

Andrew Nash, who works in the population projections unit at the Office for National Statistics, said: “The UK population is projected to grow by 3 million people by 2028. This assumes migration will have a greater impact on the size of the population than the combination of births and deaths.

“Although migration declines at first and the number of births is stable, the number of deaths is projected to grow as those born in the baby boom after world war two reach older ages.

“The population is increasingly ageing and this trend will continue. However, because of the expected rise in the state pension age to 67, it is projected that slightly fewer than one in five people will be of pensionable age in 2028, a similar proportion to today.”

Assignments.

1. Define and transcribe the words: *fertility rate; life expectancy; a decade; net international migration; anticipate; pensionable age.*

2. Give Russian equivalents to the following words: *the Office for National Statistics, the Centre for Ageing Better; ageist attitudes.*

3. Answer the questions below.

A. What are the trends of population rate in contemporary Britain?

B. Enumerate the reasons for population growth.

C. Do we face a similar situation with population rate in Russia?

D. Is the population growth considered to be a problem for the country? What are the ways to solve it?

E. What is the UK children's policy? Are there any measures taken to increase the fertility rate?

F. What is the UK migration policy? How are the people coming to live in Great Britain normally treated?

G. What is the UK policy towards ageing population? What are the elderly people's opportunities and typical lifestyle?

Source: <https://www.theguardian.com/world/2019/oct/21/uk-population-expected-to-pass-70-million-by-2031>

Task 3. Read the chapters on British people and their relationship in the book «Understanding Britain Today» by Karen Hewitt (pp. 14-38; 61-105) and do the assignments below.

1. Transcribe and translate the following words: *census; identity; law-abiding; an anthem; Hadrian's Wall; indigenous; ethnicity; Commission for Racial Equality; a riot; a refugee; citizenship; civic responsibility; adoption; slums; maroon.*

2. Match the collocations (Table 3); give their Russian equivalents.

devolved	minority
religious	power
racial	parents
ethnic	affiliation
extended	home
adoptive	hatred
residential	family

Table 3

3. Answer the following questions.

A. Explain what the phenomenon of “Englishness” presupposes.

B. What is the attitude of British people to ethnic diversity in the country?

C. What are the relationship between the British countries: England, Wales, Scotland and Northern Ireland?

D. What does an immigrant have to do in order to become a British citizen?

E. What do British people know about their history? How do the study it?

F. Describe a typical British family. Are there any less common trends in family life?

G. Is adoption widely-spread in Britain?

H. What is the attitude of the British to elderly people?

Task 4. Read the chapter on culture and the arts in the book «Understanding Britain Today» by Karen Hewitt (pp.245-250) and do the assignments below.

1. Transcribe and translate the following words: *a philistine; amateur; an orchestra; a choir; repertoire; the Albert Hall; National Theatre; Royal Shakespeare Company; the British Museum; the National Gallery; an exhibition; Tate Modern; an installation.*

2. Match the collocations (Table 4); give their Russian equivalents.

Promenade	hall
concert	art
choral	attendant
modern	artist
experimental	art
contemporary	music
museum	concerts

Table 4

3. Answer the following questions.

- A. Is Britain a cultured country, according to the author's opinion?
- B. Why may one get a wrong impression of the British culture level?
- C. Is music taught at British schools?
- D. What radio station is considered to be a classical music channel in the UK?
- E. What are the Proms?
- F. Can schoolchildren be seen in the British art galleries?
- G. What is the entrance fee in the British museums?
- H. Are British people interested in modern art?
- I. Are the British a literate nation?
- J. What is meant by 'a reading group'?

Task 5. Read the chapter on mass media in the book «Understanding Britain Today» by Karen Hewitt (pp. 207-217) and do the assignments below.

1. Transcribe and translate the following words: *tabloid paper; dailies; a supplement; a subscriber; BBC; to broadcast; editorial; arms' length principle; censorship; freedom of the press; Press Code of decency; impartial.*

2. Match the collocations (Table 5); give their Russian equivalents.

daily	tycoon
news	channel
licence	blower
commercial	newspaper
whistle	fee

Table 5

3. Answer the questions.

A. What is the historical view on newspaper reading in Britain?

B. Are British newspapers different from Russian ones?

C. Are newspaper official sites popular among the British people?

D. Who owns British newspapers?

E. What is special about the BBC status?

F. What are the principles of the BBC?

G. Why do people need to listen to BBC Radio 4?

H. What is the view of British people on freedom of the press?

I. Can British media criticize the government?

Task 6. Project work. Talk about the stereotypes concerning the British society. Choose one topic given below. Supplement your speech with pictures and slides in PowerPoint Presentation.

A. English humour.

B. Politeness.

C. Cuisine.

D. Weather.

Task 7. Test your knowledge of the British population aspects.

A. ... has a significantly higher population density than other British countries.

- Wales;
- Scotland;
- England;
- Northern Ireland.

B. The UK population is predominantly ...

- White British;
- Asian British;
- Black British;
- Arab British.

C. The Edinburgh International Festival is annually held in ...

- August;
- May;
- April;
- September.

D. Another popular name for football in Britain is ...

- rugby;
- cricket;
- soccer;
- bowling.

E. The boat race between teams from Oxford and Cambridge Universities is held on ...

- the Severn;
- the Clyde;
- the Eyre;
- the Thames.

F. The urban areas that exceed 500,000 inhabitants include ...

- London;
- Birmingham;

- Oxford;
- Glasgow;
- Stratford-upon-Avon;
- Liverpool;
- Manchester.

G. Unemployment rate is higher among ...

- male;
- female;
- both answers are correct;
- no correct answer.

H. The UK regional languages include ...

- English;
- Irish;
- Ulster-Scots;
- Welsh;
- Scottish Gaelic;
- Cornish.

I. After English, ... is the second most common language spoken in the UK.

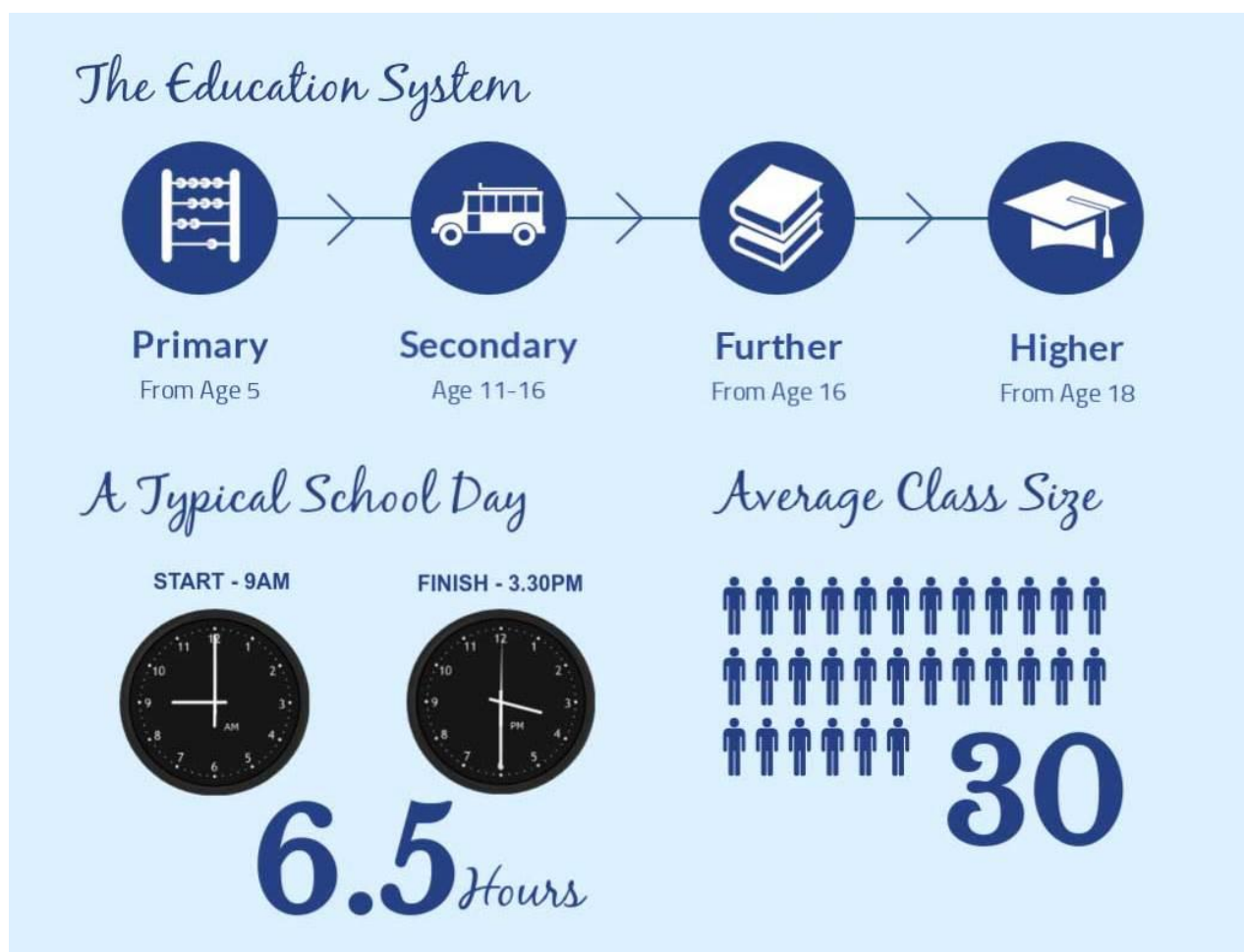
- French;
- Russian;
- Polish;
- Chinese.

J. 87% of the UK population is represented by the following ethnic group ...

- white British;
- black British;
- Asian British;
- African British.

1.6 Education in Great Britain

Task 1. Study the picture below (Picture 8) and explain the education stages that are established in the country.



Picture 8

Task 2. Read the article and fulfill the assignments below.

‘I will never return to teach in England’: the UK teachers finding refuge abroad

By Donna Ferguson

October 2, 2018

An estimated 15,000 teachers are snapped up overseas each year, driven away by the stress in British schools.

The English education system is broken, says Freya Odell, a state secondary school teacher with 18 years’ experience. This month, she followed in the footsteps of thousands of other talented, fed-up teachers and moved abroad – in her case, to St George’s British International School in Rome.

“It wasn’t a difficult decision. My job in England took over my life. Over the past year, I had stopped laughing and smiling. I had lost all sense of who I am.”

Despite being director of learning, literacy lead and director of English at her previous school, Odell, 38, had to teach 20 out of 30 lessons and mentor three new staff. “I had to get up at 4.30am to get everything done, returning home at 7pm and working for another hour before bed, as well as at weekends.” She offered to take a pay cut to reduce her teaching load, but was refused.

In Italy, she has been allocated the same amount of teaching but none of the responsibilities – and she will teach a class of 16 children, instead of 34. “If St George’s will have me for ever, I will never return to teaching in England,” she says.

As the new school year gets under way, an Education Policy Institute report has highlighted how the government’s failure to recruit enough trainee teachers to stem the flow of experienced staff leaving the profession has led to a “severe shortage” in England’s schools.

It is estimated around 15,000 teachers leave the UK each year to join an international school – and nearly half (47%) are dissatisfied with the British education system, according to a recent survey of 1,600 teachers at British international schools by the Council of British International Schools (Cobis). Around a third (32%) were thinking about leaving the profession altogether before they took on an international job.

“There’s a toxic mix of factors, created by this government, that is making teachers decide they cannot teach in England in particular any more,” says Mary Bousted, general secretary of the National Education Union. “The low net pay of teachers means many cannot even afford rent. There is systemic overworking, with teachers routinely working 55 hours a week, and a vicious accountability system, which means teachers are not given the time and support to get better at what they do.” It reflects badly on the government, she says, that so many highly qualified teachers are going abroad. “It’s not that they don’t want to teach, it’s that they don’t want to teach in the context we’ve created in this country, and the government is

responsible for that. We are haemorrhaging teachers, particularly at secondary school level.”

Teaching timetables in the UK are similar to the OECD average. “But our teachers spend twice as long as other teachers in high-performing OECD countries preparing lessons, assessing and looking at data. It is that, combined with low pay, which is driving teachers away. The very measures the government has taken to police standards are decimating the numbers of teachers in the classroom and lowering educational standards.”

Meanwhile, four in five British international school teachers say they are happy or very happy with their new jobs, according to the Cobis survey. “Other countries exercise much more trust in their teachers,” says Bousted. “They enable their teachers to concentrate on what’s important.”

Over the next 10 years, it is expected that international schools will require up to 230,000 more teachers to meet staffing needs – 145,000 of them will be recruited from the UK, ISC Research predicts. If so, according to Schools Week, international schools could snap up more than half of all the UK’s trainee teachers over the next 10 years to meet their targets.

According to Nick Gibb, the schools minister, more than 14,000 teachers returned to teaching last year, many of whom had been working abroad. “A period teaching in another country has always been an option which adds to a teacher’s experience,” he said.

In Italy, Odell enjoys lower living costs and free lunches, so expects to be better off despite a lower salary. “I feel optimistic that I’ll develop as a teacher here while still maintaining a healthy work-life balance.”

This was partly why Binks Neate-Evans moved to Jeddah, Saudi Arabia, this month as head of prep for a prestigious fee-paying school. In the UK she worked 65 to 70 hours a week as the head of an outstanding infants’ school in Norfolk, where 90% of the children came from the poorest 10% of postcodes in the county.

She says: “We had very limited resources. If you have a child with significant behaviour challenges because of childhood trauma, you need access to a clinical

psychologist. For example, there was a child we worked with tirelessly to keep in school, to keep him safe. He absolutely needed specialist support but children's mental health services said they were taking only life-threatening cases."

The child was later excluded from junior school. "Despite government spouting off about the importance of early intervention, it wasn't there. Due to this lack of resources, the needs of very young children at my school were not being met."

The job left her with high blood pressure and, like her colleagues, she suffered chronic stress and insomnia. "I feel like I've done my bit and I was not prepared to compromise my personal health."

With 23 years' experience as a teacher, 12 as a head, she found it easy to get a job abroad, choosing Jeddah because the teaching profession seemed highly valued there. Now her earnings are tax-free, her transport to work is paid for, and she has a complimentary two-bedroom flat. "It's the equivalent of getting a six-figure salary in the UK." She is not sure she will work in Britain again.

Jenny Anderton (not her real name), 51, who taught at state primary schools in southern England for more than 10 years, says that in the UK she was "more of a social worker than a teacher". She is now teaching in Seville. "I love teaching, but it was frustrating at my UK school – there was a lot of paperwork and meetings for the sake of meetings," she says.

The last straw came when a child who had severe emotional issues was excluded. "I had flagged up that he needed help. He was a child in crisis." Instead of supporting him, the school involved the police when he bit another teacher.

Anderton's wages are £500 less a year but she is confident she will be better off because of the lower cost of living. "I'm looking forward to being appreciated, rather than having the whip cracked over me all the time, and enjoying my job again, rather than being comatose at the end of every half term. The focus in the UK on attainment, when social services is on the brink, is bonkers and exhausting. I'm not planning to ever go back."

"Teaching in the UK is a thankless task," says Victoria Mitchell, 39, who has taught at state primary schools in Nottingham for 11 years. She took a job at an

English language school in Puglia, Italy, this month. “In the UK we’re set unrealistic targets and, compared to when I started, there’s little support. Things just get swept under the carpet.”

She left a previous school after she discovered a leader from the academy chain lurking in the corridor, monitoring her teaching through a window. “I felt I was constantly being watched.” Her GP advised her to get a new job and, along with 11 other experienced teachers at that school, she did. But her new school was equally stressful. “Everybody was still under immense pressure. I love teaching PE, music and art and am passionate about languages. But in the UK, the focus is entirely on maths and English.”

After holidaying in Puglia, she decided to send her CV to all the language schools there and received three job offers. “I chose the one that seemed the best fit for me.”

On her last day of the UK summer term a parent yelled in her face. “I drove home from my final ever day in a primary school in this country in tears.”

Assignments.

1. Define and transcribe the words: *refuge; literacy; to recruit; a trainee teacher; net pay; haemorrhage; decimate; living costs; work-life balance; a head of prep; comatose; attainment.*

2. Give Russian equivalents to the following words: *Education Policy Institute; the National Education Union; the OECD; ISC Research; GP.*

3. Answer the questions below.

A. What is the reason for a “severe shortage” of teachers in England’s schools?

B. Why do teachers quit their jobs in the UK?

C. Enumerate the reasons for teachers’ dissatisfaction with their job in Britain.

D. What is the government’s reaction to the problem with school teachers in the country?

Source: <https://www.theguardian.com/education/2018/oct/02/never-return-teach-england-refuge-abroad>.

Task 3. Read the chapter on education system in the book «Understanding Britain Today» by Karen Hewitt (pp. 162-194) and do the assignments below.

1. Transcribe and translate the following words: *curriculum; bullying; a truant; Juniors; Primary School; Secondary School; Comprehensive School; grammar school; state school; private (independent) school; nursery; cruche; GCSE; A-levels; CFE; apprenticeship; an undergraduate; degree; a post-graduate; PhD; a Chancellor; a Vice Chancellor.*

2. Match the collocations (Table 6); give their Russian equivalents.

boarding	fee
mandatory	education
Hall	assistant
Head	school
obligatory	teacher
classroom	subject
Tuition	of residence

Table 6

3. Answer the questions

A. The chapter starts with the question “What is education for?” What variant resonates with you most?

B. What is meant by “liberal education”?

C. Who controls school education in the UK?

D. Who pays for school education in Britain?

E. When are the stages of British school education?

F. Describe a typical school day in Britain.

G. When do British schoolchildren have their holiday?

H. What exams do British schoolchildren pass?

I. What is special about teachers in British schools?

J. How can one enter a British university?

K. What is special about student life in the UK?

L. What is meant by “loans for students”?

M. What is necessary to get a degree?

N. Can adult people become students in the UK?

Task 4. Project work. Talk about the British universities. Choose one establishment given below and provide its detailed outline with reference to its traditions and status. Supplement your speech with pictures and slides in PowerPoint Presentation.

A. Ancient Universities.

B. University of Oxford.

C. University of Cambridge.

D. Red Brick Universities.

E. Plate Glass Universities.

F. New Universities.

G. The Open University.

Task 5. Project work. Talk about the British system of education for language learners.

A. Follow the link <https://www.britishcouncil.org/english/study-english-uk> to find out the options of studying English in the UK suggested by the British Council.

B. Follow the link <https://www.ef.com/wwen/> to find out the options of studying English in the UK suggested by the English First Centre. Share the information in class. If you have your personal experience of studying English abroad, feel free to tell about it. Supplement your speech with pictures and slides in PowerPoint Presentation.



Picture 9

Task 6. Test your knowledge of the British education aspects.

A. There are four principal stages of education in Great Britain ...

- primary;
- secondary;
- tertiary;
- higher;
- vocational;
- further.

B. Children start their primary education at the age of ...

- 5 years old;
- 7 years old;
- 6 years old;
- 4 years old.

C. A primary school is subdivided into ...

- an infant school;
- a grammar school;
- a toddler school;
- a junior school.

D. What stages of education are mandatory in the UK?

- primary;
- secondary;
- tertiary;
- higher.

E. Students of British secondary schools study ...

- English;
- Maths;
- Russian;
- Science;
- Design and Technology;
- Engineering;
- Citizenship.

F. An undergraduate degree may be ...

- a BA (Bachelor of Arts);
- a BPh (Bachelor of Physics);
- a BEng (Bachelor of Engineering);
- a BSc (Bachelor of Science);
- a BM (Bachelor of Maths).

G. On completion, a university student may apply for ...

- a postgraduate programme;
- a PhD;
- citizenship;
- no correct answer.

H. GCSE must include exams in ...

- English;
- Maths;
- Science;
- Computer Programming;
- Physical Education;
- Music.

I. The compulsory school age is ...

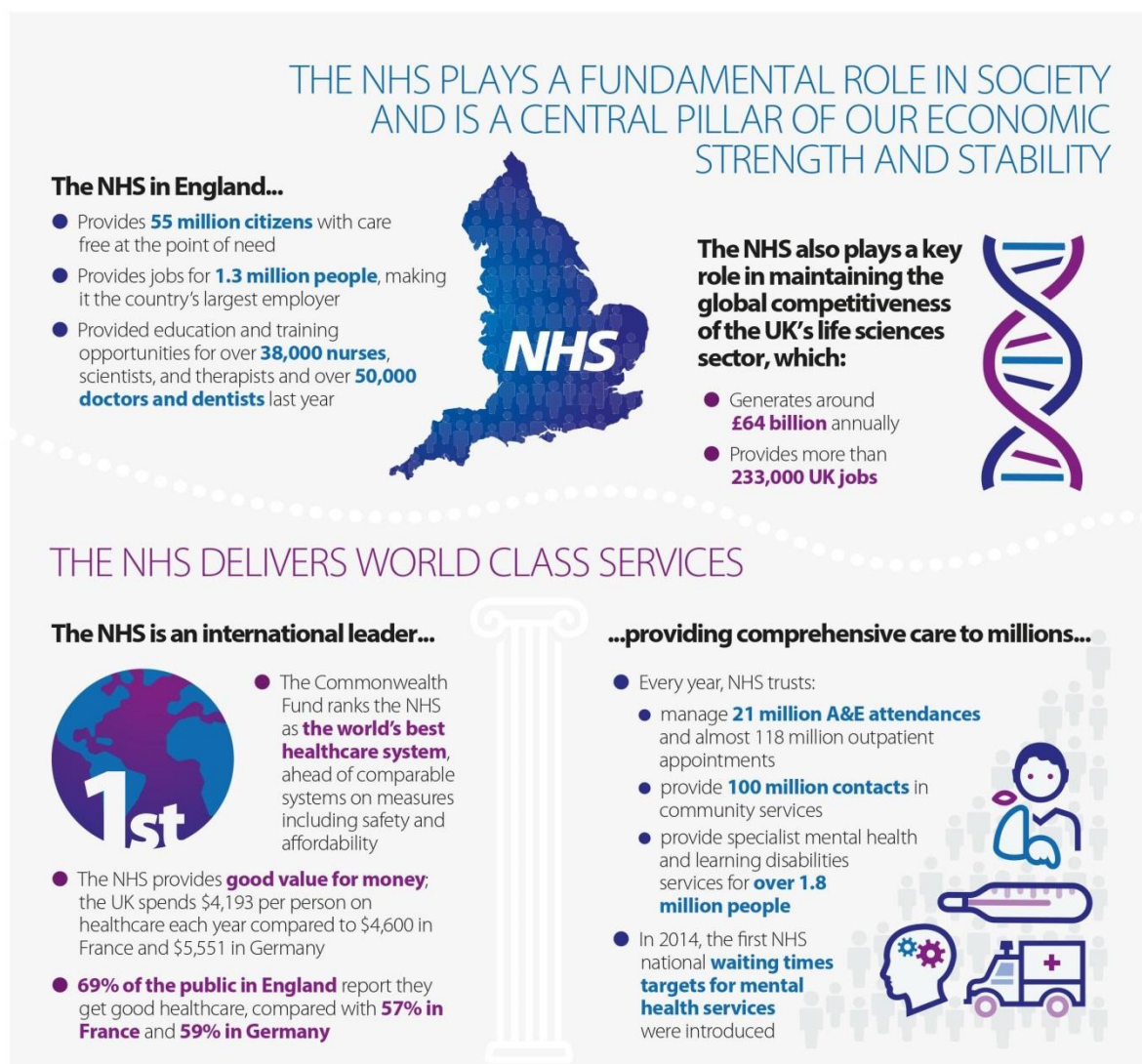
- from 3 to 17 years old;
- from 3 to 15 years old;
- from 5 to 16 years old;
- from 7 to 18 years old.

J. Vocational education is provided at ...

- technical schools;
- colleges of higher education;
- accredited independent colleges;
- grammar schools.

1.7 Healthcare in Great Britain

Task 1. Study the picture below (Picture 10) and explain the healthcare system features in the country.



Picture 10

Task 2. Read the article and fulfill the assignments below.

The last decade of health and social care in England – in 10 charts

By Ara Darzi

Published on 1 May 2018

Despite warnings of a crisis, the quality of care and patient outcomes have improved. But the NHS still needs a pragmatic plan to secure its future.

This year is one of anniversaries. It's 70 years since the NHS was created and 10 years since my last review of the service, which focused on the quality of

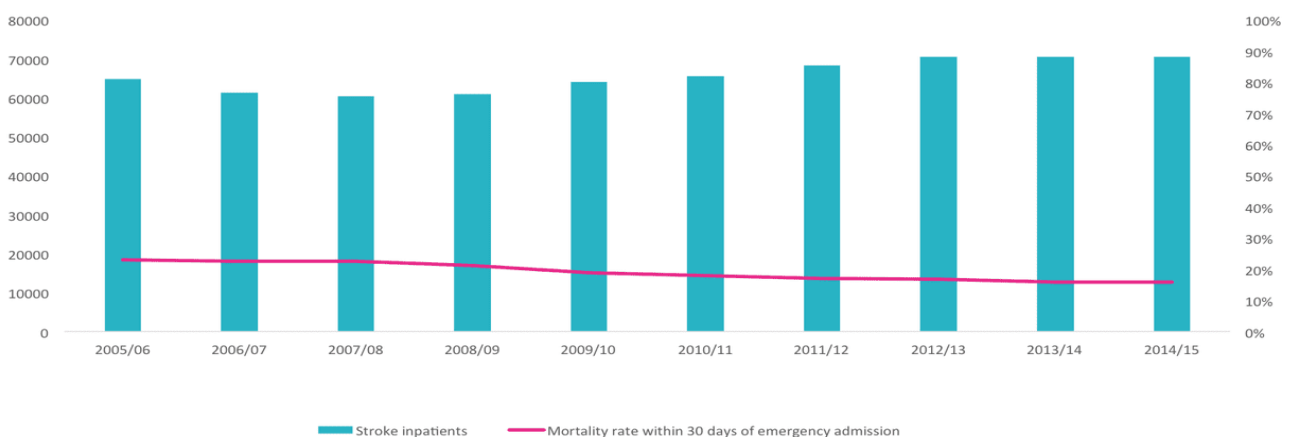
healthcare. It seems, therefore, like the perfect moment to step back and reflect on where we find ourselves today.

With this in mind, I recently launched another review, commissioned by the Institute for Public Policy Research (IPPR) and with analytical support from management consultancy Carnall Farrar. The review aims to assess the progress we have made and the challenges we face in the future. Telling the story of the last decade in the NHS, our interim findings are both interesting and important.

Quality has improved

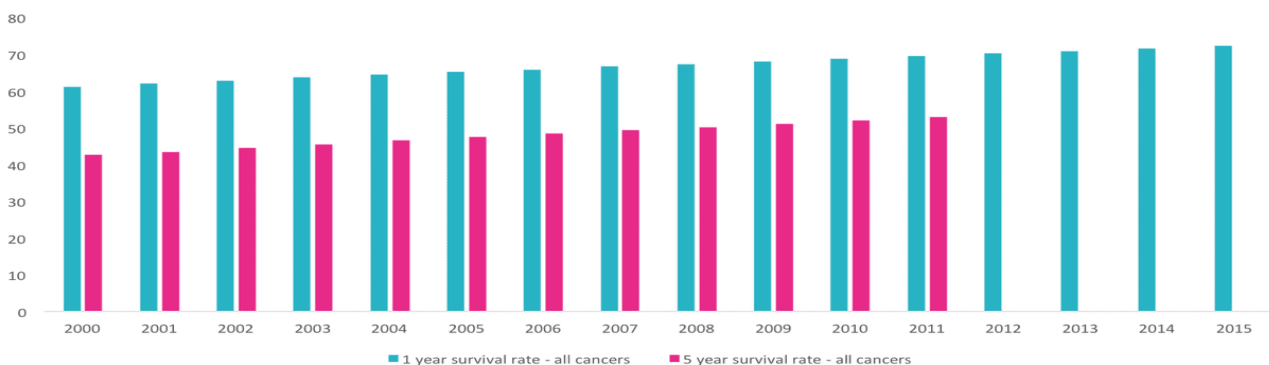
It is impossible to pick up a newspaper without seeing a story about the crisis in the NHS. But behind the headlines resides a fascinating story. Despite the gloom – and ever rising numbers of patients – the quality of care has improved, from cancer to trauma, stroke to diabetes, mental health to maternity.

1. Despite higher numbers of stroke patients, mortality rates have gone down.



Picture 11

2. Cancer survival rates have improved – albeit from a low base.



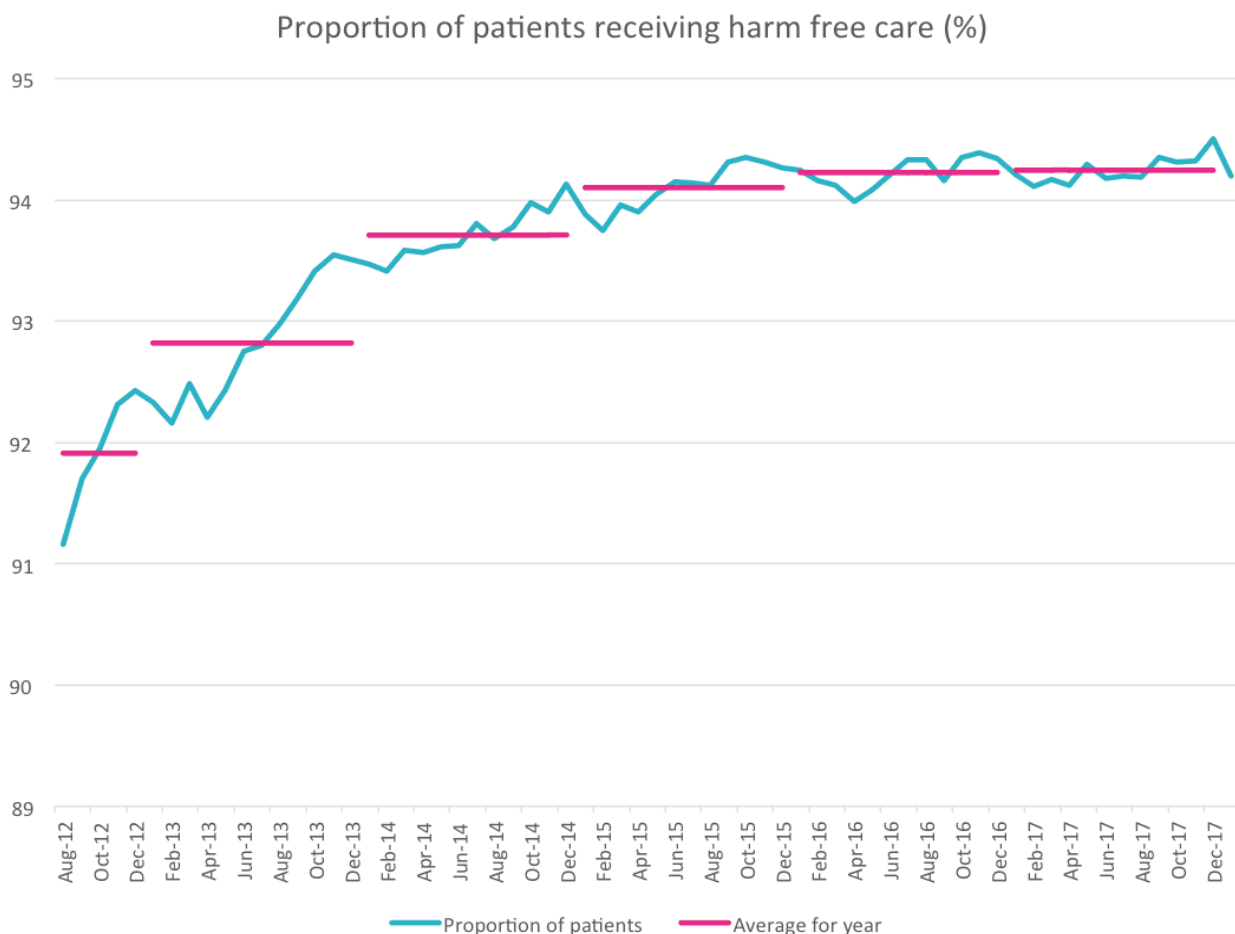
Picture 12

Yet we must not get complacent. There is still too much variation in the quality of care: the distance between the best and the rest remains far too wide. And in too many areas – cancer and mental health services, in particular – progress has been from a low base while other countries perform significantly better. High quality care for all is still not a reality.

Focusing on patient safety has paid off.

In the wake of a number of high profile patient safety controversies in recent years, the health secretary has rightly made patient safety a priority. This would appear to be paying off: harm free care is increasingly the norm, instances of pressure ulcers are down, and most healthcare-associated infections are falling. While we can still do better, we have made progress.

3. Harm free care is increasingly the norm.

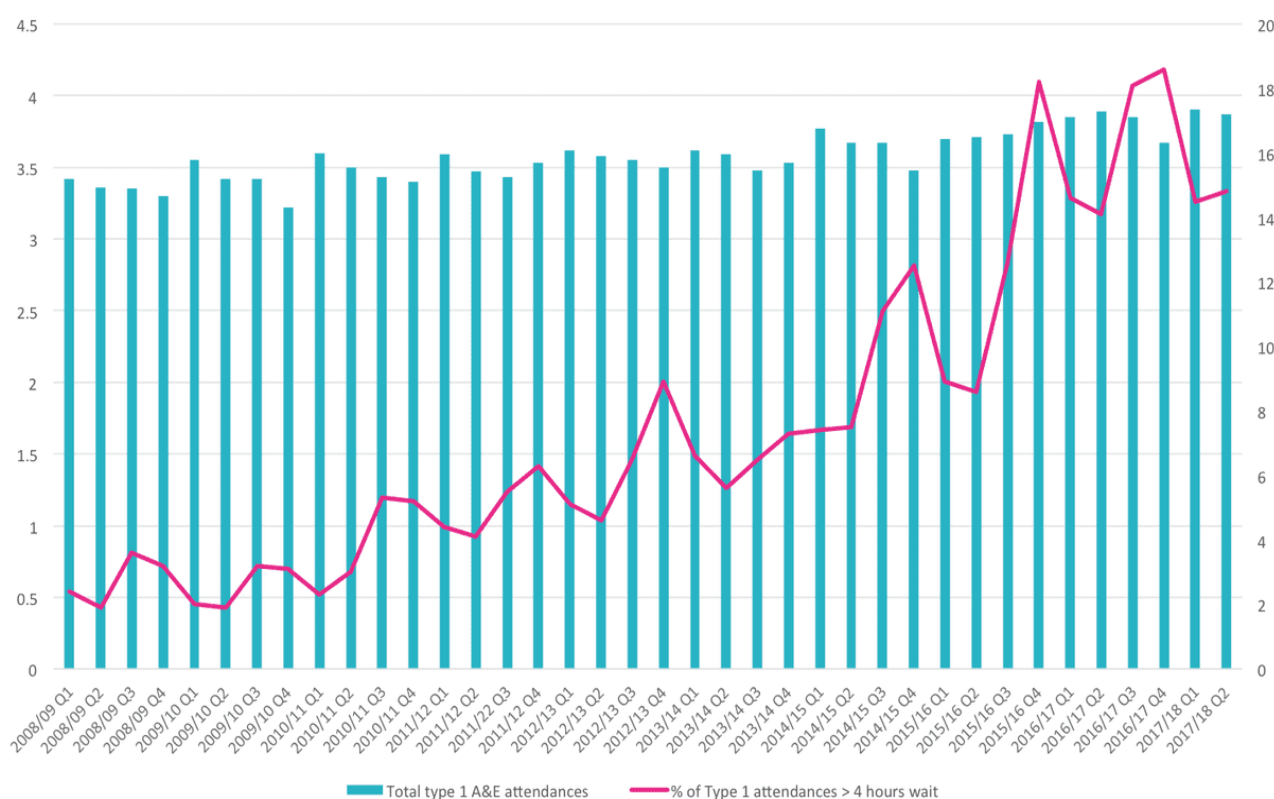


Picture 13

Rationing has returned.

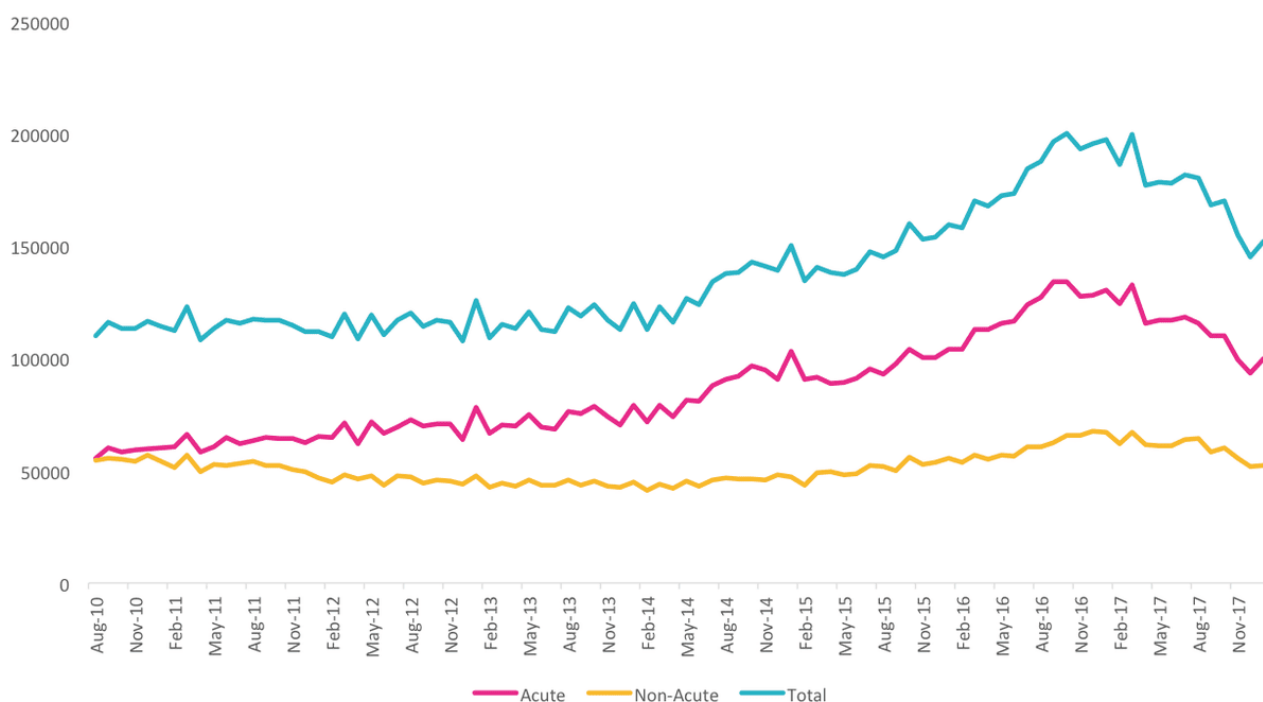
If quality has been maintained or improved, the same is not true for access to services. In the NHS, the timeliness of everything from ambulance response times, to A&E waiting times, to getting a GP appointment has deteriorated. But the most shocking example is in social care where, despite a significant increase in the number of people in need of care, there has been a decline in the number of people accessing the support they need, with a corresponding rise in informal care.

4. The proportion of patients waiting for more than four hours in A&E has increased.



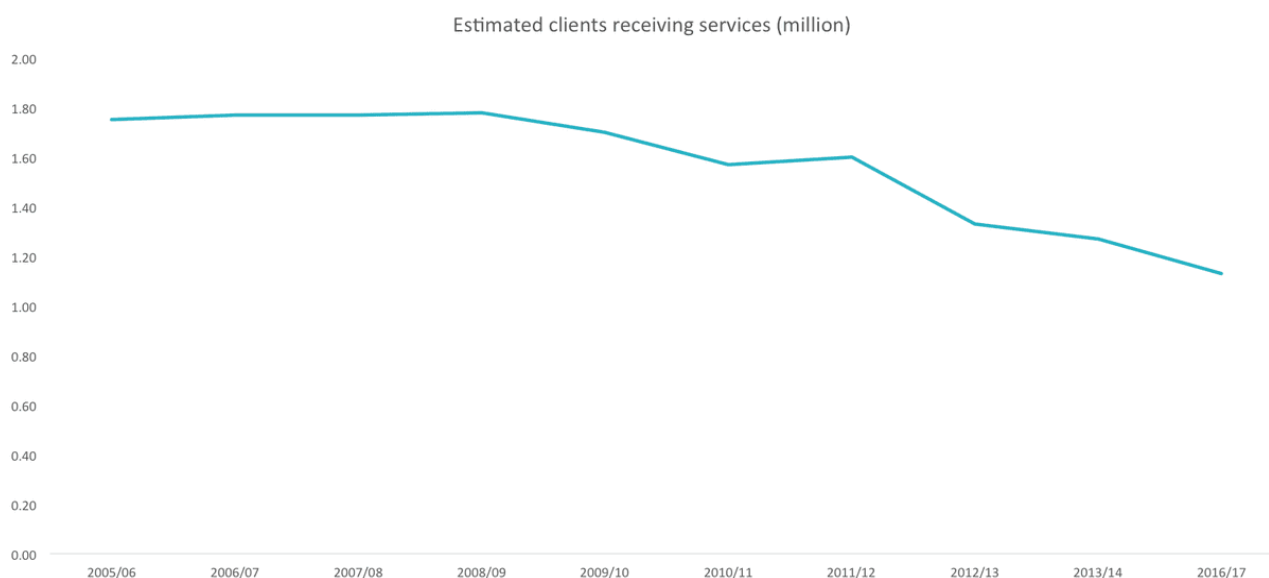
Picture 14

5. The number of people stuck in hospital beds (delayed transfers of care) has increased.



Picture 15

6. There has been a steep decline in the number of people receiving state funded adult social care.



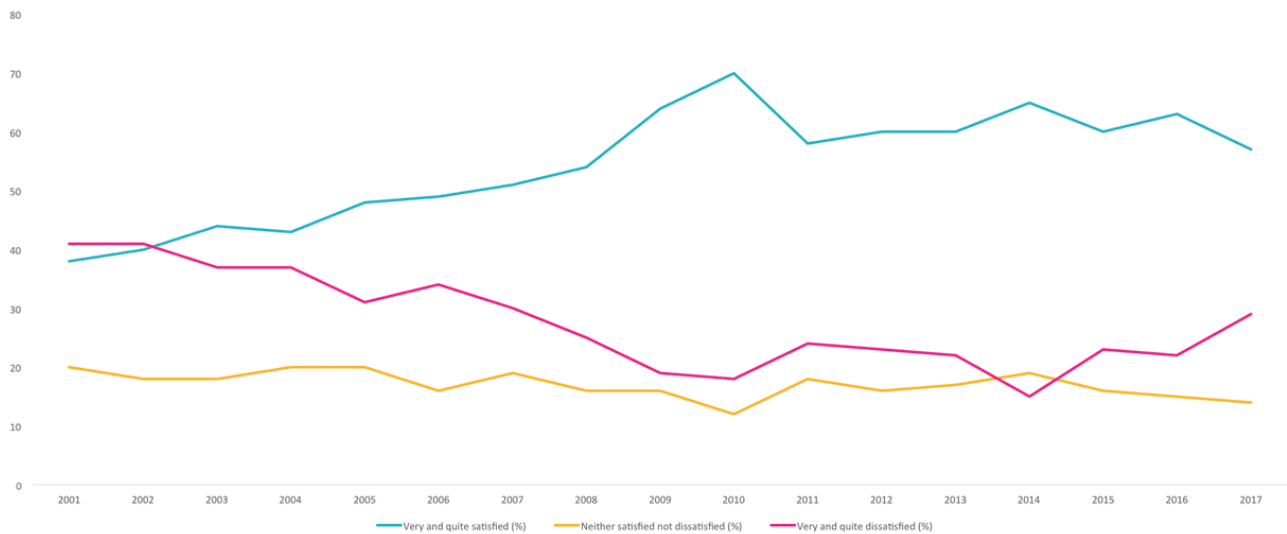
Picture 16

Public satisfaction is declining.

Patient satisfaction in the NHS has held up well over the last decade but public satisfaction has started to fall. Just 57% of the population is satisfied with the NHS – down 6% since 2016 – and just 23% are satisfied with social care, according to King’s Fund analysis of the 2017 British Social Attitudes survey. This is probably

partly a reflection of ongoing media coverage of the so-called crisis in health and care.

7. Public satisfaction with the NHS has started to fall.

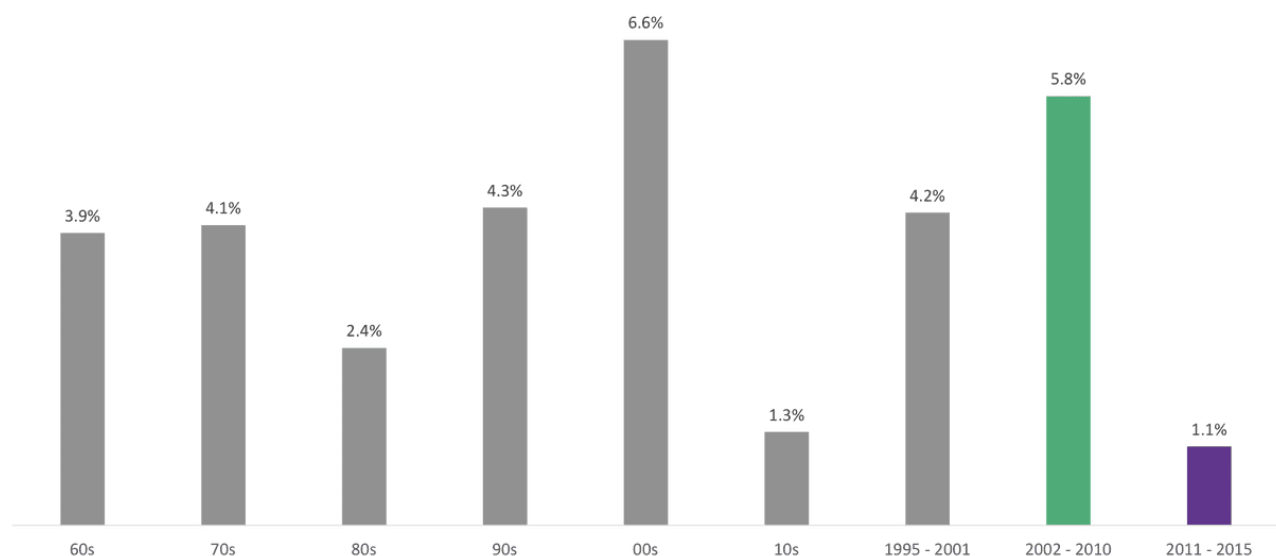


Picture 17

The most austere decade.

It has been a decade of austerity for healthcare: the service has had to make do with slower funding growth – or cuts in the case of social care – despite a growing and ageing population. This has put huge pressure on the frontline.

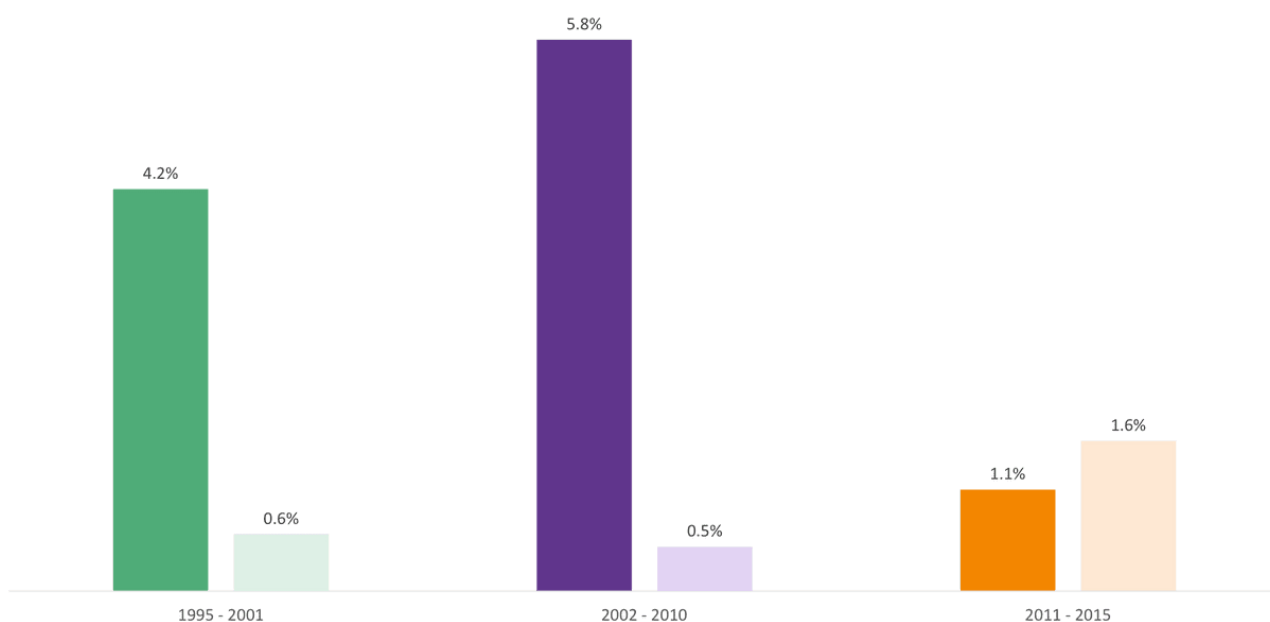
8. In real terms NHS funding growth has been the lowest on record since 2010.



Picture 18

The NHS has, somewhat successfully, tried to manage this through increased efficiency.

9. NHS efficiency has been significantly higher than in other periods.



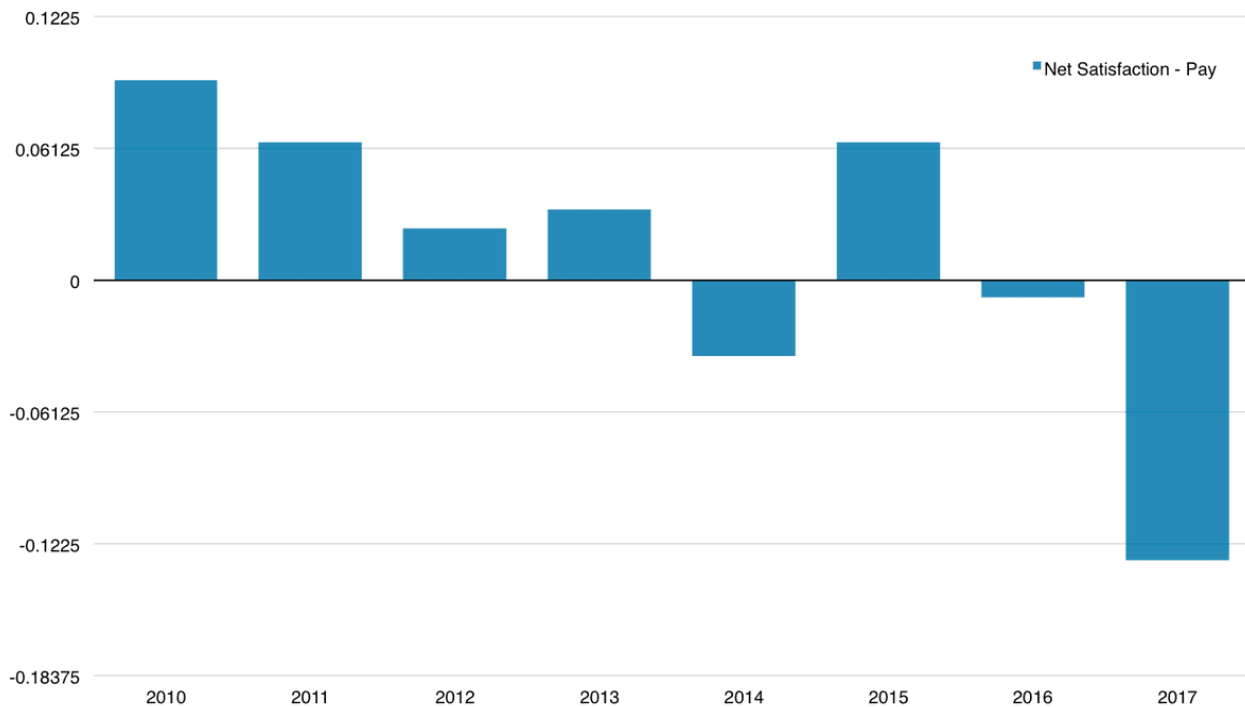
Picture 19

The NHS has tried to manage this slow-down in funding growth by delivering “more for less”. This has – to some degree – been successful: efficiency in the NHS is higher than its historic rate, achieved by holding down costs – such as staff pay – and by reforming the way the service works – particularly a focus on prevention, and the integration of health and social care.

Running out of road.

However, there is growing evidence that the sources of efficiency the NHS has relied on over the last decade are unlikely to yield the scale of gains needed in the future. The most significant of these is staff pay, which will rightly start to grow again after seven years of the public sector pay gap. Another source of efficiency has been the reduction in the amount of money paid to hospitals for each procedure they undertake, which is now resulting in significant deficits.

10. Net staff satisfaction with pay and rising inflation has put an end to the public sector pay cap.



Picture 20

A long-term funding and reform plan.

The pressures we have seen in health and care over the last decade – in particular, an ageing and growing population – will continue over the years to come. But the 2020s will also be a decade of opportunity, with technology opening up exciting new possibilities for human health. However, the health and care system can only run if it is able to walk. In its current state, we risk the opportunities of the 2020s passing us by.

The time has come for the government to abandon austerity and put forward a long-term funding plan for health and social care. But money alone will not be enough; we will need a bold reform plan for the NHS and social care to be fit for the 21st century. With this in mind, we turn our attention to the future in the form of detailed funding and reform plan, which will be published in the coming months. On its 70th birthday, the gift the NHS needs most is a pragmatic plan to secure it for future generations.

Source: <https://www.theguardian.com/healthcare-network/2018/may/01/decade-health-social-care-uk-10-charts-lord-ara-darzi>.

Assignments.

1. Define and transcribe the words: *interim; albeit; complacent; ulcer; rationing; austere; efficiency; pay cap; net staff satisfaction.*

2. Give Russian equivalents to the following words: *NHS; the Institute for Public Policy Research (IPPR); A&E; British Social Attitudes survey.*

3. Answer the questions below.

A. Does the general outline of the British NHS seem to be positive or negative?

B. Summarise the positive aspects of the NHS in Britain.

C. Enumerate the negative factors from the UK NHS review.

D. What is the perspective for the British NHS?

E. What is necessary to upgrade the NHS in Great Britain?

Task 3. Read the chapter on healthcare system in the book «Understanding Britain Today» by Karen Hewitt (pp. 195-206) and do the assignments below.

1. Transcribe and translate the following words: *surgery; insurance; Outpatient Department; Inpatient Hospital Ward; General Practitioner; a community nurse; out-of hours service; maternity hospital; a midwife; prescription charge.*

2. Match the collocations (Table 7); provide their equivalents in Russian.

Blood	rate
Mortality	an appointment
Maternity	transfusion
Summon	ward
Make	treatment
Prescription	the ambulance
Health	for medicine
Medical	care
Emergency	provision

Table 7

3. Answer the following questions.

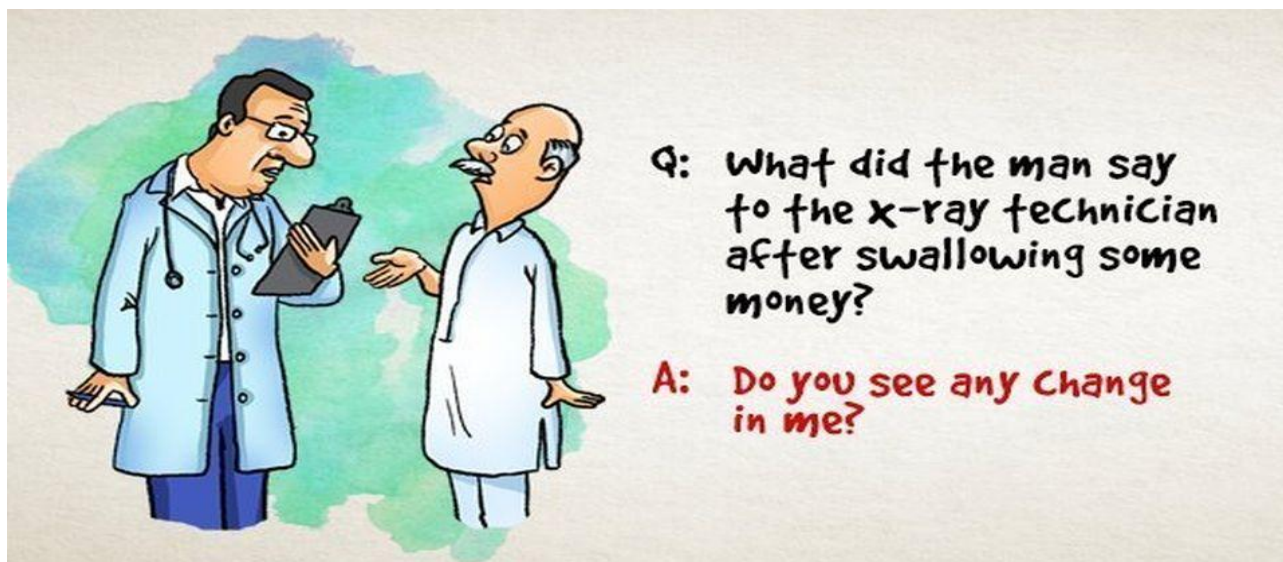
A. Provide the historical outline of the British NHS.

B. How do people get medical help in case of emergency?

- C. Do British people pay for the medical services they get?
- D. Describe the structure of the British health service.
- E. In case one has a heart problem, can they apply to a cardiologist directly?
- F. Are British people prone to visit hospitals and stay there?
- G. Are British hospitals considered to be good?
- H. What are the NHS responsibilities?
- I. Do British people get their medicines (drugs) for free?
- J. What is special about dentistry in Britain?
- K. Does private healthcare exist in Britain? What are its peculiarities?
- L. What does NICE deal with in healthcare?
- M. What is a typical attitude of British doctors and nurses to their patients?

Task 4. Project work. Follow the link <https://www.theguardian.com/lifeandstyle/health-and-wellbeing> and talk about the health issues in the UK. Choose one article on the newspaper site and render it. Supplement your speech with pictures and slides in PowerPoint Presentation if necessary.

Task 5. Project work. Search the Internet to find out what “Doctor-doctor jokes” mean. Share the examples of such humour in class.



Picture 21

Task 6. Test your knowledge of the British healthcare system.

A. The British NHS provides the following services free for everyone, including visitors.

- treatment of infectious diseases;
- dental care;
- childbirth;
- emergency treatment;

B. The British NHS normally does not provide the following services for free, except for low-income and vulnerable patients.

- eye tests;
- dental care;
- prescriptions;
- long-term care;
- emergency care.

C. People in England and Scotland can access non-emergency medical services by dialling the free-to-call number ...

- 111;
- 911;
- 03;
- 01.

D. What services do the private sectors provide for the NHS?

- psychiatric care;
- residential care;
- primary care;
- social care.

E. Who are the largest suppliers of private healthcare in the UK?

- General Healthcare Group;
- Spire Healthcare;
- Nuffield Health;
- HCA International;
- Ramsay Healthcare;
- General Practitioners' Group.

F. What is percentage of those employed by the private medical sector in the UK?

- 50%;
- 15%;
- 21%;
- 7%.

G. How many people are covered by the private healthcare in the UK?

- 12 million;
- 20 million;
- 2 million;
- no correct answer.

H. The British NHS is ...

- the largest organization in the world;
- the largest organization in Europe;
- one of the best health service in the world;
- one of the worst health service in the world.

I. The British NHS is funded by ...

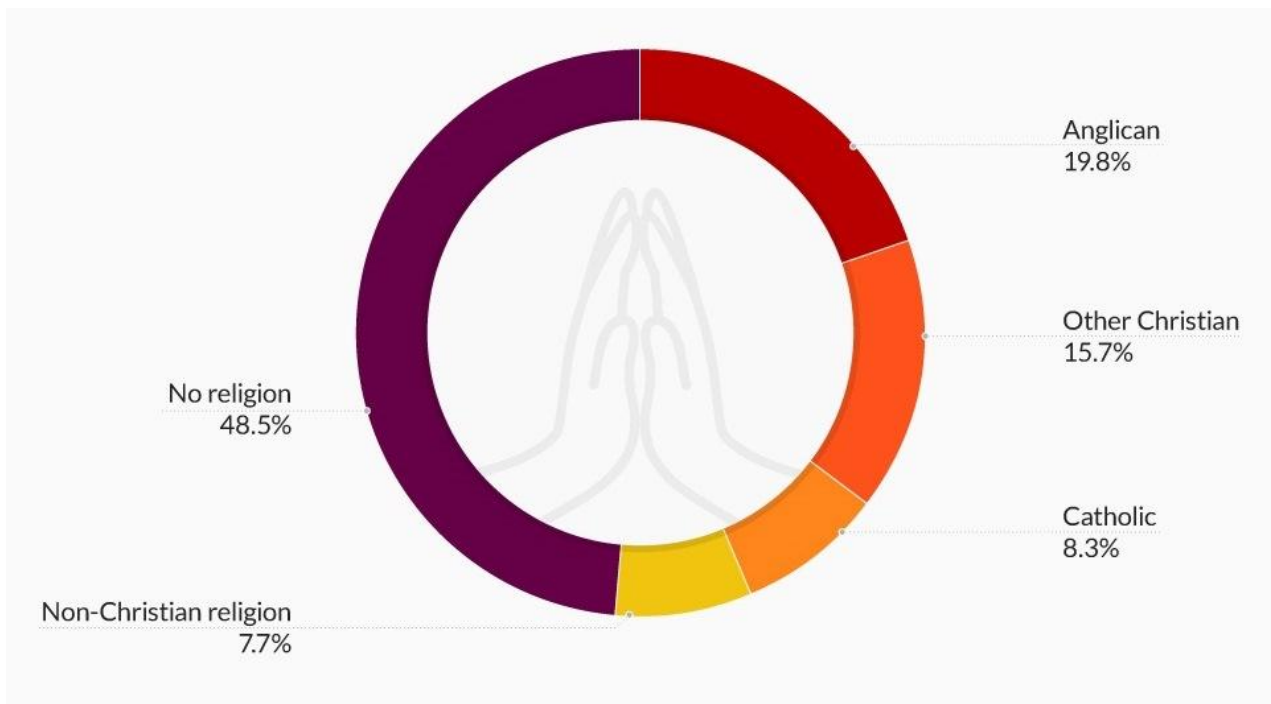
- the government;
- mandatory salary contributions;
- the upper class;
- no correct answer.

J. ... provide primary healthcare in the UK.

- General Practitioners;
- hospitals;
- community pharmacies;
- nurses.

1.8 Religion in Great Britain

Task 1. Study the picture below (Picture 22) and outline the religion profile of the country.



Picture 22

Task 2. Read the article and fulfill the assignments below.

Religion through time in the UK

Religion has had a significant impact on lives of people in the UK, with many changes to the Church over the years. British society has more recently become more liberal, secular and materialistic.

Middle Ages the Catholic Church dominated the thinking of people who lived their lives genuinely believing that when they died, they might go to hell. The building of monasteries, taking part in pilgrimages and the Crusades were all examples of the effect this had on people's lives.

In the 16th and 17th centuries, Britain broke free from the Roman Catholic Church. There was a period of religious conflict. Penal laws were passed that restricted what Catholics and other Non-conformists could do and the Act of Settlement (1701) made it law that the monarch had to be a Protestant.

The Victorians were generally very religious people and often appear to be very prim and proper. There were religious meetings called 'revivals' and religion inspired many of the great 19th century social reformers such as William Wilberforce and Dr Barnardo. British Protestant missionaries travelled all over the world.

At the same time, however, there were developments in science, such as Darwinism; politics, such as Marxism and theology. By the 20th century, religion had declined in importance for many people – although there have been significant political events related to religion over the last century.

Britain was a fiercely Protestant country from the Reformation until the early 20th century. Many British historians have tended to portray the medieval Catholic Church as corrupt and wicked and to suggest that 'the Reformation' was the beginning of Britain's greatness.

Gradually historians have revised these ideas. Revisionist historians have portrayed the Catholic Church as better than it was previously painted and questioned the impact that Protestantism had on people's lives and beliefs. In particular, historians have shown that behind the Victorians' veneer of respectability, there was the 'other' Victorian world of drinking, drugs, prostitution and pornography.

Religion in the Middle Ages.

Most people in the Middle Ages lived their lives fully believing in the reality of a spiritual realm all around them and in heaven or hell when they died. At this time, the people of the British Isles were Roman Catholic and the majority of people strongly believed in this religion and its values.

In the Middle Ages, the Church provided for the religious aspects of people's lives – baptism of babies, marriages, confession, the last rites for the dying and burying the dead.

But the Church did much more than this:

Monasteries and nunneries looked after the old and sick, provided somewhere for travellers to stay, gave alms to the poor and sometimes looked after people's money for them.

Monks could often read and write when many other people could not, so they copied books and documents and taught children. Monasteries often had libraries.

Church festivals and saints' days were 'holy days', when people didn't have to work. The Church put on processions and 'miracle plays'.

The Church played a big part in government. Bishops sat in the House of Lords. They could raise an army for the king in times of war. It was a mistake for a king to fall out with the Church – King John was excommunicated, and King Henry II was whipped after the death of Thomas Becket.

Religion played an important part in people's lives:

Many people chose a career in the Church or in a monastery. In 1300 one in twenty townspeople was a cleric.

Many knights tried to earn forgiveness for their sins by going on a Crusade.

Many people went on a pilgrimage to try to reduce the time they thought they would spend in purgatory. A person who had been on pilgrimage would wear a badge to show which shrine he had visited.

Each shrine would have a different symbol that could be understood even by people who couldn't read or write. The symbols were:

- a small bottle of oil (St Thomas Becket at Canterbury);
- a shell (St James of Compostela in Spain);
- a palm leaf (Jerusalem);
- cross keys (Rome).

Anybody who was not a Roman Catholic Christian was persecuted. Jewish people were often attacked and in 1290 were expelled from England. Many poor people still believed in pagan superstitions. If they were caught, they were burned as a witch or sorcerer.

In the 15th century, the Lollards believed that people ought to be able to pray and hear the Bible in English rather than Latin. Many were burned as heretics.

Religion in the Middle Ages – monks and nuns. The monasteries.

Monks and nuns took vows of poverty (no money), chastity (no sex) and obedience (obeying the Abbot or Abbess).

There were many different orders of monks, e.g. Benedictines, known as 'black monks' and Cistercians, known as 'white monks', named after the colour of the habits they wore. Monks usually live in closed communities. Some orders, such as the Franciscans, have members known as friars who work in the wider community.

Monks built huge monasteries, such as Fountains Abbey in Yorkshire. Monasteries had running water and good toilet facilities and were much healthier places than medieval towns and villages.

Places in a monastery.

Church: where worship took place at regular times during the day and throughout the week.

Cloister: a covered walkway round a courtyard, where the monks copied books, studied and exercised.

Warming House: where a monk could go to warm his hands.

Chapter House: where the monks met every day to listen to readings from the rule book and Bible.

Lavatory: where the monks washed themselves.

Reredorter: the monastery toilets.

Infirmary: where the monks looked after the old and sick.

Hospital: where the monks looked after travellers and the almoner gave alms to the poor.

Dormitory: where the monks slept.

Refectory: where the monks ate.

Cellarium: where the cellarer looked after the wine and beer.

Religion in Tudor and Stuart times.

As the Early Modern era started, the way people looked at life and the world around them began to change. Some began to question traditional beliefs. For example, many Catholic churches suggested that people could pay indulgences in order to buy their way into heaven. Some felt that this was just a way for the church to make money. This led to conflicts about religion and many people died because of their views.

Attempts to reform the Catholic Church and the development of Protestant Churches in western Europe are known as 'the Reformation'.

The Reformation began in 1517 when a German monk called Martin Luther protested about the Catholic Church. Protestants believed in worshipping God more

simply, without the need for beautifully decorated churches and lots of money. They felt that there should be no distractions and it should just be God and his people. Catholics, on the other hand, always believed in making a church look divine in order that people could feel closer to God there. They also had different ideas on liturgy, prayer and communion. His followers became known as Protestants.

Many people and governments adopted the new Protestant ideas and found themselves attacked by those who remained faithful to the Roman Catholic religion. This led to a split in the Church.

The Reformation in England.

In England, the people must have become quite confused about what religion they were supposed to be following:

Henry VIII – split the English Church away from the Pope, but this was an argument about the succession and power and not a move towards Protestantism. Henry remained a Catholic to the end of his life.

Edward VI – Henry VIII's son, was a Protestant.

Mary I – Henry VIII's daughter, tried to restore the Catholic Church.

Elizabeth I – another daughter of Henry VIII, was a Protestant but at first tried to follow a 'middle way' in religion in order to steady England after periods of religious change. She later began to persecute Catholics and by the end of her reign England was a Protestant country.

James I – son of Mary Queen of Scots, was tolerant towards the Catholics, but introduced strict anti-Catholic laws after the Gunpowder Plot.

Charles I – son of James I, tried to introduce Arminian changes. Arminianism is a type of Protestantism that has a lot in common with Catholicism. Charles ended up fighting a civil war against Oliver Cromwell – who was a Puritan.

Charles II and James II – sons of James I, were Catholics. They tried to relax the laws against Catholics.

William III – was a Calvinist Protestant from Holland.

Religion in the 19th century.

Throughout the Victorian age, religion was a dominant force in the lives of many. However, there was a growing seam of doubt.

The Protestant church of England was very powerful. The parson dominated the village. Until 1836 he received a tithe from villagers.

Social life for ordinary people revolved around choir and Sunday School outings. Many employers insisted that their employees go to church.

Most people were members of the Anglican or Presbyterian Church, although there were some Catholics and increasing numbers of Non-conformists for example, Quakers and Methodists.

Until 1829, anybody holding public office had to make a public oath denying Catholic doctrines, which meant that Catholics could not be civil servants, Justices of the Peace or judges.

Religion still had a great influence over people's lives. After 1738, when John Wesley founded the Methodist Church, there were many other enthusiastic 'revivals' in the 19th century when communities 'revived' religious fervour. Religion inspired reformers such as William Wilberforce and Dr Barnardo.

After 1833, 'High Churchmen' restored the churches, decorated them with flowers and candles, and held services with lots of colourful ritual. On Census Day, 30 March 1851, 7 million people – that's 40 per cent of the population – went to church.

In 1865, William Booth formed the Salvation Army, and set up hostels and a scheme to help the unemployed. By 1900, the Salvation Army had served 27 million meals and lodged 11 million homeless people. By 1900, a tenth of adults had 'signed the pledge' to abstain from alcohol. By 1900, there were more than 60,000 missionaries from Britain working overseas.

The Victorian era is famous for being prim and proper, even though there was a seedy 'underworld' of prostitution, drugs and crime in the 'wrong' parts of town. The book *Das Leben Jesu* (1835), by the German theologian David Strauss, which denied the miracles of Jesus, damaged the faith of many Victorians. Karl Marx, who wrote the *Communist Manifesto* described religion as "the opiate of the masses" i.e. a trick

to keep the poor in their place. Charles Darwin's *On the Origin of Species* (1859) seemed to disprove creation (the belief that God created the world and that it had started with Adam and Eve), and substituted the new idea of 'evolution'.

Religion in the 20th and 21st centuries.

The number of regular Christian worshipers began to decline in Britain in the 20th century. British society became more liberal, secular and materialistic:

- many people did not believe in God;
- many people – particularly amongst the immigrant communities – believed in religions other than Christianity;
- for many people, religion was increasingly irrelevant to their way of life.

Christianity struggled to come to terms with modern social developments, including the ordination of women, contraception and abortion. In the 1960s some Christians denied the miracles and said 'God is Dead'. At the same time, 'born again' Christians preached the need to believe the Bible literally. In the 1950s and 1960s the American preacher Billy Graham ran a number of large 'Crusades' in Britain and 'Pentecostal' Christianity became popular after the 1970s.

Muslim faith was also changing, as some young Muslims became 'radicalised', choosing to reject, sometimes violently, a western way of life which they perceived as evil and against the teachings of the Qur'an. Instead, some Muslims wanted to bring a Muslim way of life and 'Sharia' law into Britain.

Issues such as forced marriage and whether British Muslim women should wear the niqab, which is the cloth that covers the face, became issues of debate within their faith community and in society in general.

Religion in 21st-century Britain.

In the 2011 Census, 37.5 million people - that's 59.5 per cent of the population – gave their religion as 'Christian'. But there were also:

- no religion: 16.2 million;
- refused to say: 4.5 million;
- Islam: 2.7 million;
- Hindu: 835,934;

- Sikh: 432,429;
- Jewish: 269,568.

176,632 people declared themselves 'Jedi', the religion that features in the Star Wars films. Many people did this as a form of protest at having to answer the question, or as a joke.

Source: <https://www.bbc.co.uk/bitesize/guides/znjnb9q/revision/1>.

Assignments.

1. Define and transcribe the words: *secular; pilgrimages; 'revivals'; veneer; a spiritual realm; baptism; confession; alms; excommunicate; purgatory; shrine; pagan superstitions; a sorcerer; heretics; chastity; friars; Cloister; Reredorter; Infirmary; Dormitory; Refectory; indulgences; liturgy; communion; parson; a tithe; public oath; niqab.*

2. Give Russian equivalents to the following words: *the Crusades; Catholics; Non-conformists; the Act of Settlement; Protestant; 'the Reformation'; the Lollards; Abbot; Abbess; Benedictines; Cistercians; Franciscans; the Gunpowder Plot; Arminianism; Puritan; Quakers; Methodists; Justices of the Peace; Census Day; the Salvation Army; On the Origin of Species; 'Pentecostal' Christianity; Muslim faith; Qur'an; 'Sharia' law; 'Jedi'.*

3. Answer the test questions below.

A. When did the Catholic Church dominate people's lives?

- Middle Ages.
- Early Modern Age.
- The Victorian Age.

B. Which of the following descriptions of modern Britain is untrue?

- Liberal.
- Religious.
- Materialistic.

C. Monasteries provided assistance in other ways. Which of these was unlikely to have been provided by a monastery?

- Alms for the poor.

- Copying books and documents.

- Raising an army for the king.

D. Which churchmen sat in the House of Lords?

- Abbots.

- Parish priests.

- Bishops.

E. In the Middle Ages, what percentage of townspeople was a cleric?

- 1%.

- 5%.

- 10%.

F. How did many knights try to earn forgiveness for their sins.

- By going on Crusade.

- By going on pilgrimage.

- By serving the king.

G. Which order of monks have members who work in the wider community?

- Benedictines.

- Franciscans.

- Cistercians.

H. How many people went to church on 30 March 1851?

- 3 million.

- 7 million.

- 18 million.

I. Who formed the Salvation Army in 1865?

- William Booth.

- William Wilberforce.

- William Blake.

J. Who wrote On the Origin of Species in 1859?

- Dr Barnardo.

- Charles Darwin.

- David Strauss.

Task 3. Read the chapter on religion issues in the book «Understanding Britain Today» by Karen Hewitt (pp. 251-258) and do the assignments below.

1. Transcribe and translate the following words: *virtuous; devout; census; a poll; an atheist; Noah's Ark; Orthodoxy; Cathedral choir; congregation; a sermon; a chapel; Presbyterian; a bishop; Islam; to fast; a mosque; secular.*

2. Match the collocations (Table 8); give their Russian equivalents.

ardent	adherence
religious	community
choral	a pilgrimage
parish	group
to perform	Christians
religious	tolerance
secular	singing

Table 8

3. Answer the following questions

A. What general trend is observed in the modern British society concerning religious beliefs?

B. Define the term “the Church of England”.

C. Who is the Head of the Church?

D. Are services held in English churches nowadays?

E. What is special about the church in different parts of the UK?

F. Are there many Muslims in Britain? Are they assimilated into the British society?

1.9 London, the British capital

Task 1. Study the picture below (Picture 23) and dwell upon some strangest facts about London that you have never heard of.



Picture 23

Task 2. Read the article and fulfill the assignments below.

Tired of London: thousands flee capital for a quieter life

By James Tapper

More than a third of a million people moved out of the city last year, suggesting a historic turning point.

In the leafy village of Essendon, just outside Potters Bar in Hertfordshire, florist Denise Moore is contemplating the reasons she left London five years ago. “I wasn’t really looking to move,” she said. “But my next-door neighbour moved to this village and I came to visit her and really liked it. It’s a lovely place. It suits my needs.”

Moore is one of a growing number of people who are leaving the capital each year. Figures from the Office for National Statistics released last week showed that 340,500 people moved out in the 12 months before June 2018, the largest number since the ONS began collecting data in 2012. London is now the only region of England where more people are leaving than arriving from other parts of the country – only international arrivals are keeping the population steady.

The exodus is having a noticeable impact on the city: 40% of places are unfilled at St Aloysius primary school in Camden, so officials have earmarked it for closure. Stamford Hill primary will probably merge with its neighbour, Tiverton primary school in south Tottenham, and other schools are likely to follow. A declining birth rate is one reason. Parents are leaving London faster than at any time in recent memory.

Everyone thinks they know why: knife crime, outrageous house prices, pollution that blackens your nostrils ... But are these the real reasons for the unprecedented exodus?

“It’s quite tricky to give an honest answer to that question,” said Stephen Clarke of the Resolution Foundation thinktank. “Is it graduates leaving the capital because it’s too expensive to live there? Or is it young families being squeezed out by high house prices? Or is it older people who are sick of London? We don’t really have the data. It could be that these things happen when the economy is doing well, and when it’s doing badly people stay put.”

An easier question to answer is where people are going. The ONS figures show that big cities such as Birmingham, Manchester and Bristol get a fair share, but the largest proportion choose places close by: Dartford, Epsom and Ewell, Hertsmere, Epping Forest, Thurrock, Broxbourne – all on the fringes of London either within the M25 or just outside.

In Thurrock and Dartford, nearly two-thirds of all people arriving last year came from London. To the north, more than half of arrivals to the Hertfordshire districts of Broxbourne and Hertsmere were Londoners. Which raises the question: are people leaving London, or is London simply growing beyond the green belt and the M25, swallowing up villages the way it once swallowed the fields around Islington Green or the valley of Peckham Rye?

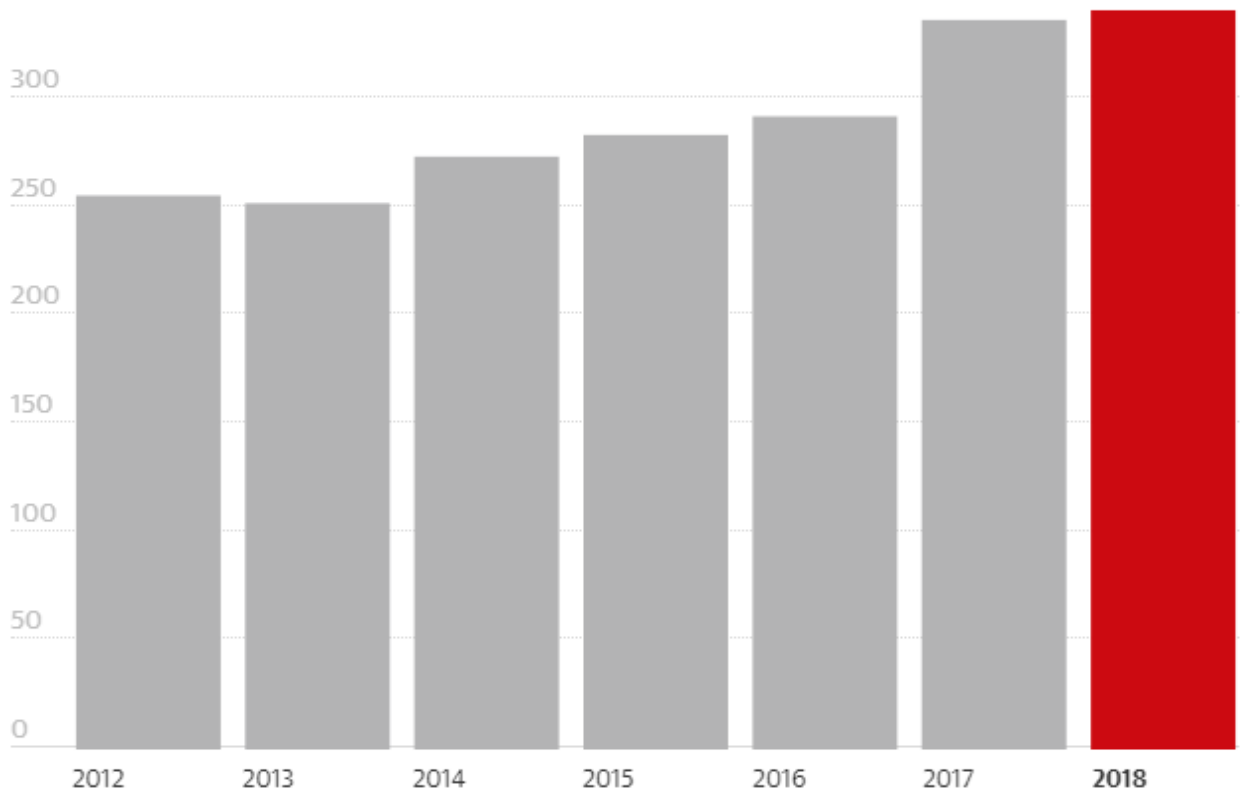
Essendon is on the menu for Londoners. The hilltop village, most famous for being the victim of a zeppelin bombing raid that destroyed its church in 1916, is a collection of finely manicured cottages, with trailing lobelia at every turn. Many homes here are owned by the estate of the novelist Barbara Cartland, who lived nearby, while outside the village the roads are dotted with estates owned by footballers and pop stars such as Tulisa Contostavlos, an X Factor judge who lived there until 2014.

It no longer has a shop, but otherwise Essendon retains most of the things a rural community needs: a pub (being refurbished), a church, a hall and a school that demonstrates a thriving future generation – it takes 15 pupils a year and has no shortages that threaten its existence.

Vanessa McCallum, a local estate agent, says the number of London families moving to the area around Brookmans Park and Potters Bar has been growing for the past few years. “There’s a real mix,” she said. “People who can’t afford a house in London, families who want more space, people downsizing. It’s such an easy journey into London, so it’s very popular.”

340,500 people moved out of the capital in the 12 months before June 2018

Thousands



Picture 24

Essendon even has a family blacksmith, a near-forgotten staple of rural life, but the youngest members of the family at Mill Green Forge are facing the same frustrations as their counterparts in the city.

“There’s no way I could afford to live here,” Lewis Penstone-Smith said. The 24-year-old lives in Welwyn Garden City, but even that would be out of reach. “Everything went crazy a few years ago. The only choices now are Hatfield and Stevenage and even they are going up and up.”

There is a risk for London’s constellation of satellites that they become dormitory villages for commuters, who are too exhausted by their jobs and travelling to take part in village life. Essendon seems to have escaped that fate, according to Michael Weir, a shopkeeper who has lived there for 50 years.

“There’s a lot of families in the village that go back a long way,” he said, reeling off the names of several who live in the former council estate in the glebe

roads, former church houses built nearly 100 years ago for farmhands who harvested wheat with sickles and scythes. “I don’t think the village has changed all that much. There are a few more houses now. But people want to come back here.” The pattern of people leaving London in large numbers is something that has happened before, and for a long time was a symptom of its decline. When the population hit 8.6 million in 2015, it merely recovered the size it had in 1939.

This was deliberate, according to Richard Brown, research director of the Centre for London thinktank. “It was largely driven by public policy – the foundation of new towns focused industrial investment outside London – and to a certain extent by the general global move away from living in suburbs,” he said.

The revival began in the 1980s, when the government scrapped office-development permits that effectively prevented businesses from setting up offices in the capital.

“Things like the ‘big bang’ in the city started to bring a more global population into London, the rebirth of Docklands created big space for offices, you had freedom of movement across the EU, and there was a growing cachet and cultural cool.”

So could London return to the doldrums of the 70s? There are risks, Brown says. “Because London has so self-evidently been the financial capital and business capital of Europe, and in some ways the world, people put up with the inconveniences of life. If it stops having that ease of access to European markets and international markets, then whether people are prepared to put up with things becomes more questionable.”

If Brexit leads to fewer jobs, if there are tougher immigration controls – about a third of London’s workforce was born outside the UK – if houses continue to be unaffordable and if the quality of life worsens, then “they could have a strong mutually reinforcing impact”, Brown said.

He is optimistic, though. He cites new registrations of national insurance numbers, showing how many foreigners come to work in London, which had been gradually decreasing since peaking in 2014, but picked up at the end of last year.

In fact he thinks people leaving the capital could be good news. “If people moving out of London are also choosing to move to Birmingham or Leeds, as well as Crawley or Brighton, I think that’s very positive.”

Because although more people are leaving London, more people are arriving too.

“We want to make it possible for people across the UK to come and spend time in London, work for a few days, a week or a few years, and feel that the capital city is something for them.”

Source: <https://www.theguardian.com/uk-news/2019/jun/29/tired-of-london-thousands-flee-capital-for-a-quieter-life>.

Assignments.

1. Define and transcribe the words: *a historic turning point; exodus; to earmark; a thinktank; fringes; trailing lobelia; rural; refurbished; thriving; downsizing; a blacksmith; sickles and scythes; cachet.*

2. Give Russian equivalents to the following words: *the Office for National Statistics; the Resolution Foundation; Birmingham; Manchester; Bristol; Dartford; Epsom; Ewell; Hertsmere; Epping Forest; Thurrock; Broxbourne; the green belt; M25; Islington Green; the valley of Peckham Rye; Essendon; a zeppelin bombing raid; X Factor; Mill Green Forge; constellation of satellites; dormitory villages; council estate; glebe roads; the Centre for London; Docklands; doldrums of the 70s.*

3. Answer the questions below.

A. Summarise the reasons for people’s fleeing London.

B. Enumerate the places where Londoners move.

C. Do you sympathize with the former London residents interviewed in the article?

D. Is the trend outlined in the article considered to be a feature of the current moment? Can it be traced back in history?

E. Does the future stay positive for London population density still?

Task 3. Project work. Talk about London landmarks. Choose one attraction on the list. Supplement your speech with pictures and slides in PowerPoint Presentation if necessary. Visit the site of these sights and check out if it is possible to book the tickets online in advance and if there is any discount in this case.

- A. Big Ben.
- B. The Houses of Parliament.
- C. Buckingham Palace.
- D. Trafalgar Square.
- E. Piccadilly Circus.
- F. The London Eye.
- G. The Tower of London.
- H. Tate Modern.
- I. The Gherkin.
- J. The Royal Observatory, Greenwich.
- K. Tower Bridge.
- L. The British Museum.
- M. The South Kensington Museums.
- N. Westminster Abbey.
- O. St Paul's Cathedral.
- P. The Shard.
- Q. The Thames.

Task 4. Project work. Follow the link <https://theculturetrip.com/europe/united-kingdom/england/london/articles/17-unusual-things-you-should-do-in-london/> to discover some unusual activities for London visitors. Choose one (or more) and justify your decision.

Task 5. Project work. Follow the link <https://www.hop-on-hop-off-bus.com/london-bus-tours> to learn about one of the most convenient ways to go sightseeing. Choose one (or more) itineraries and justify your decision. Supplement your speech with pictures and slides in PowerPoint Presentation if necessary.

Task 6. Test your knowledge of London, its present and past.

A. London was founded by ...

- the Romans;
- the Normans;
- the Vikings;
- the Greek.

B. The Great Fire of London happened in ...

- 1666;
- 1660;
- 1606;
- no correct answer.

C. The Central Criminal Court is situated in ...

- the Old Bailey;
- Threadneedle Street;
- Leadenhall Street;
- Fleet Street.

D. The street associated with the press is called ...

- Fleet Street;
- the Old Bailey;
- Threadneedle Street;
- Leadenhall Street.

E. The East End is the ... part of London.

- financial;
- governmental;
- shopping;
- industrial.

F. London accent is called ...

- Cockney;
- Midland;
- Eire;

- Central.

G. The West End is the ... part of London.

- financial;

- governmental;

- shopping;

- glamorous.

H. The Statue of Admiral Lord Nelson stands in the middle of ...

- Trafalgar Square;

- Parliament Square;

- Berkeley Square;

- Grosvenor Square.

I. What stands behind Nelson's Column?

- the National Gallery;

- the Royal Albert Hall;

- Tate Modern;

- the Globe Theatre.

J. The foreign district of London since the 17th century situated to the north of Piccadilly Circus is ...

- Soho;

- City;

- China town;

- no correct answer.

K. The Houses of Parliament occupy a magnificent building on the ... bank of the Thames.

- right;

- left;

- central;

- no correct answer.

Task 7. Look at the picture below (Picture 25) to find out what questions foreigners may ask about Britain. Can you answer any? What questions would you ask a British citizen?



Picture 25

Source: https://www.dailymail.co.uk/travel/travel_news/article-5167273/The-questions-UK-world-asks-Google.html.

2 Britain is Great

2.1 Countryside is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/countryside-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/countryside-is-great-part-2> to watch the video clips about the magnificent British nature.

Task 2. Note down the following proper names from the video clips: *the Lake District; Lake Windermere; Snowdonia; Cairngorm; Loch Morlich; Ben Nevis; Ben Hope; Loch Ness; The Giant's Causeway; Jurassic coast in Dorset; Durdle Door; Lulworth Cove; World Heritage*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *sweeping (coastlines); rolling (hills); scenic (mountains); picturesque (lakes); slate; timber; stunning (scenery); tranquility; sheltered harbor; funicular; ptarmigan; iconic; dotterel; species; to enthuse; column; eruption; variety; limestone arch*.

Task 4. Recall what the following numbers mentioned in the video refer to: 7; 18; 6; 15; 2; 1.35; 66; 3; 2000; 37; 239; 40; 12; 153.

Task 6. Dwell upon the following issues and questions.

1. What places in Great Britain attract you more, countryside areas or urban spaces? What are the reasons?

2. What place from those mentioned in the video clips would you like to visit? Justify your choice.

3. Project work. Talk about the National Parks of Great Britain (listed below). Supplement your speech with photographs or slides in PowerPoint Presentation.

- a) Peak District;
- b) Lake District;
- c) Snowdonia;
- d) Dartmoor;

- e) Pembrokeshire Coast;
- f) North York Moors;
- g) Yorkshire Dales;
- h) Exmoor;
- i) Northumberland;
- j) Brecon Beacons;
- k) The Broads;
- l) Loch Lomond and The Trossachs;
- m) Cairngorms;
- n) New Forest;
- o) South Downs.

4. Project work. Talk about the British sites included on the World Heritage list (listed below). Supplement your speech with photographs or slides in PowerPoint Presentation.

- a) Blaenavon Industrial Landscape;
- b) Blenheim Palace;
- c) Castles and Town Walls of King Edward in Gwynedd;
- d) City of Bath;
- e) Frontiers of the Roman Empire;
- f) Ironbridge Gorge;
- g) Maritime Greenwich;
- h) New Lanark;
- i) Old and New Towns of Edinburgh;
- j) Palace of Westminster and Westminster Abbey including Saint Margaret's Church;
- k) Pontcysyllte Aqueduct and Canal;
- l) Stonehenge, Avebury and associated sites;
- m) The Forth Bridge;
- n) Tower of London;
- o) Dorset and East Devon Coast;

- p) Gough and Inaccessible Islands;
- q) Henderson Island;
- r) Cornwall and West Devon Mining Landscape;
- s) Derwent Valley Mills;
- t) Durham Castle and Cathedral;
- u) St Kilda;
- v) Canterbury Cathedral, St Augustine's Abbey, and St Martin's Church;
- w) Gorham's Cave Complex;
- x) Heart of Neolithic Orkney;
- y) Royal Botanic Gardens, Kew;
- z) Saltaire.

2.2 Creativity is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/creativity-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/creativity-is-great-part-2> to watch the video clips about the gorgeous British creators.

Task 2. Note down the following proper names from the video clips: *London Film Museum; the Pinewoods; Sheppertons; the Leavesdens; the West End; the Edinburgh Festival; Tate Britain; Millbank; Henry Tate; Blitz Games Studios; Leamington Spa; Puss in Boots; Karaoke Revolution; The Biggest Loser*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *props; archive; artefacts; facilities; thriving; visual arts; hooked*.

Task 4. Recall what the following numbers mentioned in the video refer to: 300; 1500; 100; 1/4; 8; 220; 21.

Task 5. Dwell upon the following issues:

1. Have you ever visited any galleries or museums in the United Kingdom? How much is the entrance fee there?

2. What British museum would you like to visit? Justify your choice.
3. What British film stars and directors can you name? Are they among your favourites?
4. Compile a list of top 10 British films. Explain your ranking.
5. Do you consider graffiti to be a form of art? What can you say of Banksy?
6. Project work. Talk about the British artists (listed below). Supplement your speech with photographs or slides in PowerPoint Presentation.
 - a) Thomas Gainsborough;
 - b) John Constable;
 - c) John William Waterhouse;
 - d) John Everett Millais;
 - e) Jack Vettriano;
 - f) George Stubbs;
 - g) William Hogarth;
 - h) William Turner.
7. Project work. Talk about the most famous British paintings (listed below). Supplement your speech with photographs or slides in PowerPoint Presentation.
 - a) Beer Street by William Hogarth;
 - b) Haywain by John Constable;
 - c) Cornfield by John Constable;
 - d) One of the Family by John Cotman;
 - e) Blue Boy by Thomas Gainsborough;
 - f) Mr and Mrs Andrews by Thomas Gainsborough;
 - g) Whistlejacket by George Stubbs;
 - h) God Speed by Edmund Blair Leighton;
 - i) Gin Lane by William Hogarth;
 - j) Singing Butler by Jack Vettriano;
 - k) Young Fortune Teller by Joshua Reynolds;

- l) Lady Godiva by John Collier;
- m) Monarch of the Glen by Sir Edwin Landseer;
- n) Accolade by Edmund Leighton;
- o) Coming Home from the Mill by L.S. Lowry;
- p) Ophelia by Sir John Everett Millais;
- q) Crescent Moon by Montague Dawson;
- r) Drum Horse by Sir Alfred Munnings;
- s) Bay Horse and White Dog by George Stubbs;
- t) Fighting Temeraire by William Turner;
- u) Rain Steam and Speed by William Turner;
- v) Boreas by John William Waterhouse;
- w) Hylas and the Nymphs by John William Waterhouse;
- x) Lady of Shalott by John William Waterhouse;
- y) Mermaid by John William Waterhouse.

2.3 English is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/english-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/english-is-great-part-2> to watch the video clips about the English language.

Task 2. Note down the following proper names from the video clips: *the British Library; the Industrial Revolution; William Caxton; Chaucer's Canterbury Tales; the British Council; Cantonese; Venezuela; Malaysia*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *a manuscript; consistent; a foreword; to coin; genuine*.

Task 4. Recall what the following numbers mentioned in the video refer to: 54; 150 million; 250; 3 million; 12; 1867; 600,000.

Task 5. Dwell upon the following issues:

1. Why do you think the English language has become the global language?
2. Outline briefly the evolution of the English language. Pay attention to its morphology, syntax and vocabulary.
3. What changes in the English language have you already witnessed while learning it?
4. What further changes in the English language can you predict?
5. Project work. Talk about the accents of the English language (listed below). Supplement your speech with examples of phonetic peculiarities and slides in PowerPoint Presentation.
 - a) Received Pronunciation (RP);
 - b) Cockney;
 - c) Estuary dialect;
 - d) Midlands English;
 - e) West Country dialect;
 - f) Northern England dialect;
 - g) Welsh English;
 - h) Scottish English,
6. Project work. Talk about the variants of the English language (listed below). Supplement your speech with examples of phonetic\lexical\grammatical peculiarities and slides in PowerPoint Presentation.
 - a) American English;
 - b) Australian English;
 - c) Russlish (Runenglish);
 - d) Frenglish (Franglais);
 - e) Dunglish;
 - f) Spanglish;
 - g) Germlish.

2.4 Entrepreneurs are Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/entrepreneurs-are-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/entrepreneurs-are-great-part-2> to watch the video clips about the adorable British business people.

Task 2. Note down the following proper names from the video clips: *Oxford*; *Sir Richard Branson*; *Oxford Street*; *Virgin Records*; *Virgin Atlantic Airways*; *Yarm High Street*; *Business Link*; *Darlington*; *Duncan Bannantyne*; *Jersey*; *The Apprentice and Dragons' Den*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *entrepreneur(ship)*; *to launch*; *estimated*; *a venture*; *to fall flat on face*; *screw it*; *high-flying*; *a trend-setter*; *profits are booming*; *exponentially*; *pinch yourself*; *sheer*; *the entire empire*; *a beach bum*; *car auction*; *entrepreneurial*; *facilities*.

Task 4. Recall what the following numbers mentioned in the video refer to: 1971; 4.2; 90; 20s; 61; 3; 28; 29; 31.

Task 5. Dwell upon the following issues:

1. What in your opinion makes a good entrepreneur?
2. Should successful business people be respected and admired?
3. If you initiate a start-up, what sphere would you choose?
4. What are the most prospective business domains nowadays?
5. Project work. Talk about the famous British business people (listed below). Supplement your speech with pictures and slides in PowerPoint Presentation.
 - a) Simon Cowell;
 - b) James Dyson;
 - c) Victoria Beckham;
 - d) Denise Coates;
 - e) Mahmud Kamani;
 - f) Stelios Haji-Ioannou;

- g) Philip Green;
 - h) Margaret and Helen Barbour;
 - i) Edwina Dunn and Clive Humby.
6. Project work. Talk about the famous British companies (listed below).

Supplement your speech with pictures and slides in PowerPoint Presentation.

- a) The Royal Mint (founded in 886 AD);
- b) Trinity House (founded in 1514);
- c) The Royal Mail (founded in 1516);
- d) Cambridge University Press (founded in 1534);
- e) Oxford University Press (founded in 1586);
- f) The London Gazette (founded in 1665);
- g) Hoare's Bank (founded in 1672);
- h) Barclays (founded in 1690);
- i) Twinings (founded in 1706);
- j) The Times (founded in 1785);
- k) The Observer (founded in 1791);
- l) Schroders (founded in 1804);
- m) The Guardian (founded in 1821);
- n) Cadbury (founded in 1824);
- o) Clarks (founded in 1825);
- p) Harrods (founded in 1834);
- q) Tetley (founded in 1837);
- r) Pearson (founded in 1844);
- s) Next (founded in 1864);
- t) Marks & Spencer (founded in 1884);
- u) Daily Mail (founded in 1896);
- v) Castrol (founded in 1899);
- w) Rolls-Royce (founded in 1904);

2.5 Green is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/green-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/green-is-great-part-2> to watch the video clips about the British environment-friendly policy.

Task 2. Note down the following proper names from the video clips: *Olympic Park; the Eden Project; Cornwall; Big Ben; Hetty Ninnis; the Philippines; WEEE man; Quiet Revolution; Solar Century; David Stubbs; Head of Environment and Sustainability for LOCOG*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *carbon footprint; indoor rainforest; environmental; sustainable; clay pit; biome; a greenhouse; recycle; pit; pollinate; jade vine; fruit bats; pollen; efficient; seeds; self-sufficient; renewable energy; a wind turbine; to harness; an upright axis; the sun's rays; legacy; contaminated land; a vast area; across the board*.

Task 4. Recall what the following numbers mentioned in the video refer to: 2012; 10; 3; 2nd.

Task 5. Dwell upon the following issues:

1. Are you keen on green issues? What environmental aspects make you anxious?
2. Are you environment-friendly? What is your personal input to make our planet cleaner?
3. Is the environment policy of Great Britain similar to that one of our country?
4. Are you surprised or shocked when you look at the WEEE man?
5. Follow the link <https://www.theguardian.com/uk/environment> to browse the articles in the Guardian concerning the environment. Choose one and render it in English.

2.6 Heritage is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/heritage-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/heritage-is-great-part-2> to watch the video clips about the splendid British architecture.

Task 2. Note down the following proper names from the video clips: *Buckingham Palace; Tower Bridge; Big Bus tour; the Houses of Parliament; Regent Street; Mayfair; Soho; The River Thames; London Eye; 30 St Mary Axe; London Gherkin; Warwick Castle; William the Conqueror; Edward the Fourth; Royalist soldiers; the English Civil War; Elizabeth the First; Queen Victoria; Canterbury and Exeter cathedrals; Stonehenge; the Neolithic period; Ireland; wizard Merlin*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *an open-top London bus; to hop on and hop off; a gear; a man-at-arms; gnarly; jaw-dropping; medieval; moats; sewage; a sword; on guard stance; a myth*.

Task 4. Recall what the following numbers mentioned in the video refer to: 30 million; 3; 5; 14; 8; 1800; 2,000; 200; 135; 3.5; 1100; 1400s; 1620s; 400; 15; 600.

Task 5. Dwell upon the following issues:

1. What historical site attracts you most in Britain? Justify your choice.
2. What British monument or building is overestimated by tourists in your opinion? Would you still like to visit it one day?
3. What ancient monuments except Stonehenge can be found on the territory of the United Kingdom? What do you know about them?
4. What is the best way for a tourist to move around London? What is your view on hop-on\hop-off buses that offer tours for visitors?
5. Project work. Talk about the famous British tourist sights (listed below). Supplement your speech with pictures and slides in PowerPoint Presentation.
 - a) the Tower of London;
 - b) Edinburgh Castle;

- c) St.Paul's Cathedral;
- d) Natural History Museum;
- e) Hadrian's Wall;
- f) the Kelpies in Falkirk;
- g) London Eye;
- h) the Needles, Isle of Wight;
- i) Warwick Castle;
- j) Kew Gardens, London;
- k) the Smallest House in Britain, Conwy;
- l) Glenfinnan Viaduct, Inverness-shire;
- m) Fourth Plinth, London;
- n) Radcliffe Camera, Oxford;
- o) Scott Monument, Edinburgh;
- p) Shakespeare's Birthplace, Stratford-upon-Avon;
- q) Roman Baths, Bath.

2.7 Innovation is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/innovation-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/innovation-is-great-part-2> to watch the video clips about the British innovative ideas.

Task 2. Note down the following proper names from the video clips: *James Dyson; Bagless Vacuum Cleaner; Tom Crawford; Dyson Airblade; Formula 1; Dyson Digital Slim; Bristol; OC Robotics; Dr Rob Buckingham; NASA; Mars; McLaren; the MP4-12C; David Cameron; Rolls-Royce; Goodwood Estate; Ghost; Matt Smith; V12 twin-turbo*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *cutting-edge technology; headquarters; hygienic; a bladeless fan; non-buffeting airflow; cordless; on the*

loose; maintenance; a hub; console controller; easy-peasy; low-emissions; chassis; carbon fibre composite; affordable; an icon; craftsmanship; an apprentice; lane departure; suspension system.

Task 4. Recall what the following numbers mentioned in the video refer to: 54; 5,000; 650; 50; 400; 10; 20; 100; 2,000; 60; 6.6; j.

Task 5. Dwell upon the following issues.

1. What items or technologies are considered innovative nowadays?
2. What innovative gadget are you dreaming of?
3. Project work. Talk about the famous British inventions (listed below).

Supplement your speech with pictures and slides in PowerPoint Presentation.

- a) thermos flask;
- b) lawnmower;
- c) float glass;
- d) light bulb;
- e) chocolate bar;
- f) electric telegraph;
- g) pneumatic tyre;
- h) modern fire extinguisher;
- i) catseye;
- j) carbon fibre;
- k) steam engine;
- l) worldwide web;
- m) soda water;
- n) telephone;
- o) television;
- p) passenger railway;
- q) military tank;
- r) toothbrush;
- s) jet engine;
- t) cement;

- u) stainless steel;
- v) electric motor;
- w) photography;
- x) ATM;
- y) electronic programmable computer.

2.8 Knowledge is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/knowledge-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/knowledge-is-great-part-2> to watch the video clips about the brilliant British science.

Task 2. Note down the following proper names from the video clips: *Oxford University; the Old Schools Quad; Bodleian Library; Dr Sally Mapstone; Pro-Vice-Chancellor of Education; Margaret Thatcher; Harold Wilson; David Cameron; Bill Clinton; Oscar Wilde; Hugh Grant; the Science Museum; Roger Highfield; V2 rocket; Watson and Crick's model of DNA; Model T Ford; Stephenson's Rocket; Sir Isaac Newton; Charles Darwin; Paul Dirac; Stephen Hawking; Sir John Pendry; the Wellcome Collection; Sir Henry Wellcome; a Victorian collector; Napoleon; Sir Mark Walport; the Medicine Now gallery; Star Wars*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *establishment; a quad (quadrangle); enquiry; a fraction; iconic; a pioneer; antimatter; invisibility cloak; avid; pelvis*.

Task 4. Recall what the following numbers mentioned in the video refer to: 4; 38; 20,000; 150; 900; 230,000; 3 million.

Task 5. Dwell upon the following issues:

1. What scientific breakthrough of the 20th century do you consider to be the greatest one?
2. What scientific discovery can you imagine your life without?

3. What scientific innovation is indispensable for you at present time?
4. What would our life be like without electricity\telephone\Internet\computers?
5. Project work. Talk about the famous British scientists (listed below).
Supplement your speech with pictures and slides in PowerPoint Presentation.
 - a) Dorothy Hodgkin;
 - b) Alexander Fleming;
 - c) Isaac Newton;
 - d) Ada Lovelace;
 - e) Rosalind Franklin;
 - f) Charles Darwin;
 - g) Alan Turing;
 - h) Stephen Hawking;
 - i) Jane Goodall;
 - j) Joseph Lister;
 - k) Mary Anning;
 - l) Sir Tim Berners-Lee.

2.9 Literature is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/literature-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/literature-is-great-part-2> to watch the video clips about the magnificent British literature.

Task 2. Note down the following proper names from the video clips: *Chaucer's 'Tales'; J.K. Rowling's Harry Potter; the Bard; William Shakespeare; Shakespeare's Globe; the River Thames; Romeo and Juliet; Hamlet; Macbeth; Henry VIII; Dominic Dromgoole; Dorset; Thomas Hardy; Wordsworth's the Lake District; Charles Dickens; Doughty Street; The Charles Dickens Museum; Oliver Twist; Nicholas Nickleby; Julia Ziemer; The Pickwick Papers; R.W. Buss; George Orwell; C.S.*

Lewis; Tolkien; The Chronicles of Narnia; The Lord of the Rings; Leadenhall Market; Diagon Alley; Amanda Craig; The Times; Philip Pullman; Dark Materials; Anthony Horowitz; James Bond; Cressida Cowell's How to Train your Dragon. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *a playwright; extraordinary; auditorium; frons scenae; a variety; bereavement; contemporary; plight; a manuscript; inequality; an icon; Evanesco.*

Task 4. Recall what the following numbers mentioned in the video refer to: 1613; 15; 1599; 300; 1,500; 48; 100,000; 2; 10; 200; 1984; 450; 72; 600.

Task 5. Dwell upon the following issues:

1. What classic British writer appeals to you most? Justify your choice.
2. What modern British writer appeals to you most? Justify your choice.
3. What literary character resonates with you most of all? Explain why.
4. What place described or created by British authors would you like to visit?
5. What question would you like to pose to any one of British authors?

6. Project work. Create a social network account of any British writer of your choice. You may opt for a definite period of his or her life. Add at least 5 posts and supplement them with photos if possible.

2.10 Music is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/music-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/music-is-great-part-2> to watch the video clips about the magnificent British music.

Task 2. Note down the following proper names from the video clips: *The Premises; Lana del Rey; The Arctic Monkeys; Viv Broughton; Rihanna; Adele; Ronnie Wood; the Rolling Stones; The Beatles; Bestival; the Isle of Wight; Royal Albert Hall; Aida; Queen Victoria; Verdi; Raymond Gubbay Ltd; the Royal Philharmonic Orchestra; Jasper Hope; Edward Elgar; Yehudi Menuhin;*

Southampton; SoCo; The Hub; Matt Salvage. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *rehearse; storage facilities; a mixture; a melting pot; ceremonial entrance; disadvantaged*.

Task 4. Recall what the following numbers mentioned in the video refer to: 25; 26; 4; 1871; 140.

Task 5. Dwell upon the following issues.

1. What British singers and bands do you listen to?
2. Create Top 10 list of British musicians according to your personal music taste. Explain the reasons for your ranking.
3. Project work. Talk about the famous British musical landmarks (listed below). Supplement your speech with pictures and slides in PowerPoint Presentation.
 - a) Heddon Street, London;
 - b) Cavern Club, Liverpool;
 - c) The Brixton Bowie mural, Tunstall Road, London;
 - d) Leeds University Refectory, Leeds;
 - e) Abbey Road, London;
 - f) Knole Park, Kent;
 - g) Penny Lane, Liverpool;
 - h) Battersea Power Station, London;
 - i) Aldwych Tube station, London;
 - j) Stephen Joseph Theatre, Scarborough;
 - k) Quadrophenia Alley, 71 East Street, Brighton;
 - l) Grove Passage (aka «Up The Bracket» Alley), London;
 - m) Berwick Street, London;
 - n) Boardwalk, Sheffield;
 - o) Worthy Farm, Somerset;
 - p) 100 Club, London;
 - q) The Troubadour, London.

4. Project work. Talk about the famous British musical festivals (listed below). Supplement your speech with pictures and slides in PowerPoint Presentation.

- a) Glastonbury Festival;
- b) Fusion Festival;
- c) Download Festival;
- d) The Reading and Leeds Festivals;
- e) TRNSMT Festival;
- f) Wireless Festival;
- g) Creamfields Festival;
- h) Camp Bestival;
- i) We Are FSTVL.

2.11 Shopping is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/shopping-is-great-part-1> and <https://learnenglish.britishcouncil.org/general-english/britain-is-great/shopping-is-great-part-2> to watch the video clips about the British shopping.

Task 2. Note down the following proper names from the video clips: *Harrods; Knightsbridge; Harvey Nichols (Harvey Nicks'); Hamleys; Oxford Street; Selfridges; Westfield; Stratford; Lock's; Piccadilly; Sue Simpson; Thomas Coke; Ascot Voyager; The Lanes; Brighton; Piccadilly Market; St James' Church; Simon Weinstock; St James' Market; Outer Mongolia; Covent Gardens*. Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *upmarket; ultimate; a bowler hat; a 'coke hat'; a classic top hat; a tweed cap; trilby; a deerstalker; a country cap; a fastening; quirky; accessories; spree; a hidden gem; a variety*.

Task 4. Recall what the following numbers mentioned in the video refer to: 2; 300; 1679; 1850; 15; 40.

Task 5. Dwell upon the following issues:

1. Would you like to go shopping in London? Where would you go first?
2. What items would your London shopping list include?
3. Do you like markets? What makes them special?
4. What are the most popular chain stores in Great Britain?
5. What is a corner shop? What can we buy there?
6. Is online shopping popular in Britain?
7. Project work. Talk about the famous London stores (listed below).

Supplement your speech with pictures and slides in PowerPoint Presentation.

- a) Marks & Spencer;
- b) Fenwick of Bond Street;
- c) Fortnum & Mason;
- d) Selfridges;
- e) Harvey Nichols;
- f) John Lewis;
- g) Harrods;
- h) House of Fraser;
- i) Debenhams;
- j) Liberty London;
- k) Burberry;
- l) Camden Market;
- m) Portobello Road;
- n) Carnaby Street;
- o) Hamleys.

2.12 Sport is Great

Task 1. Follow the links <https://learnenglish.britishcouncil.org/general-english/britain-is-great/sport-is-great-part-1> and **Ошибка! Недопустимый объект гиперссылки.** to watch the video clips about the splendid British sports.

Task 2. Note down the following proper names from the video clips: *Formula 1; Olympic village; Silverstone Circuit; the Silverstone Wing; Richard Phillips; Grand Prix; Nigel Mansell; Lewis Hamilton; Jenson Button; Ferrari; Bobby Moore; Wembley Stadium; the England National Football Team; the FA Cup Final; the Press Conference Room; Weymouth and Portland Bay; Weymouth and Portland National Sailing Academy; Peter Allam LOCOG, the Olympic Organisers; Portland Harbour; the Official Test Centre; Tris Best.* Make sure you can pronounce them correctly and explain what they refer to.

Task 3. Define and transcribe the following words: *iconic; a sporting venue; a circuit; an arena; new pit and paddock; throttle; rev; change gear; tribute; pitch; an arch; dinghy racing; state-of-the-art facility; a carve gybe; a flare gybe.*

Task 4. Recall what the following numbers mentioned in the video refer to: 60; 320,000; 90,000; 133; 315; 190; 10; 1984; 1992; 180.

Task 5. Dwell upon the following issues:

1. What sports originated in the United Kingdom?
2. What sport are the British really good at?
3. What sports do the British enjoy watching most of all?
4. How many times has Britain hosted the Olympic Games?
5. What sport venue would you like to visit in Britain?
6. Project work. Talk about the famous British sportsmen (listed below).

Supplement your speech with pictures and slides in PowerPoint Presentation.

- a) David Beckham;
- b) Sir Steve Redgrave;
- c) Lewis Hamilton;
- d) Ellen MacArthur;
- e) Andy Murray;
- f) Sir Alex Ferguson;
- g) Paula Radcliffe;
- h) Mark Cavendish;
- i) Lennox Lewis.

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Appendix A

(obligatory)

British geography test key

A. Which countries occupy the island of Great Britain?

England, Scotland, and Wales.

Great Britain comprises England, Wales, and Scotland, while the United Kingdom also includes Northern Ireland.

B. What are “the Broads” of Norfolk, England?

Inland waterways.

The Broads, also called the Norfolk Broads, are a system of inland waterways in the administrative and historic county of Norfolk, England. This system consists of shallow lakes formed by the broadening of the Rivers Bure and Yare, which connect many of the waterways. The Broads are flooded peat diggings excavated in the Middle Ages when the sea level was appreciably lower than it is today.

C. What is the highest mountain in the British Isles?

Ben Nevis.

Located in Scotland, Ben Nevis is the highest mountain in the British Isles, rising to an elevation of 4,406 feet (1,343 metres).

D. Which lake in Scotland is said to be inhabited by an aquatic monster known as Nessie?

Loch Ness.

Loch Ness in Scotland has a depth of 788 feet (240 metres) and a length of about 23 miles (36 km). It contains the largest volume of fresh water in Great Britain. Like some other very deep lochs in Scotland and Scandinavia, Loch Ness is said to be inhabited by an aquatic monster. Many sightings of the so-called Loch Ness monster (“Nessie”) have been reported.

E. Which is the largest lake in the British Isles?

Lough Neagh.

Lough Neagh, located in east-central Northern Ireland, is the largest lake in the British Isles, covering 153 square miles (396 square km), with a catchment area of

2,200 square miles (5,700 square km). Lough Neagh averages 15 miles (24 km) in width, is 18 miles (29 km) long, and is for the most part 40 feet (12 metres) deep.

F. Where in the United Kingdom are the Sperrin Mountains located?

Northern Ireland.

The Sperrin Mountains are about 20 miles (32 km) southeast of the city of Londonderry (Derry), Northern Ireland. The highest peaks – Sawel, Mullaclogher, and Mullaghaneany – all exceed 2,000 feet (600 metres) and are capped with crystalline limestone.

G. Which uplands form the “spine” of northern England?

Pennines.

The Pennines form the “spine” of northern England. These uplands extend southward from Northumberland into Derbyshire; they have a short, steep western slope and dip gently eastward.

H. What is the largest lake in England’s Lake District?

Windermere is the largest lake in England’s Lake District and in England as a whole.

I. In which historic county of England is the peninsula called Land’s End located?

Cornwall.

Land’s End is the westernmost peninsula of the unitary authority and historic county of Cornwall, England. Composed of a granite mass, its tip is the southwesternmost point of England.

J. What are the Brecon Beacons of Wales?

A mountain range.

Brecon Beacons National Park, in southern Wales, occupies 519 square miles (1,344 square km) of mountains, moors, forests, pastureland, lakes, and the broad Usk valley. The mountains centrally located within the park, south of Brecon, are the Brecon Beacons (also Old Red Sandstone), including Pen y Fan, the highest peak in southern Wales.

K. In which region are the English counties of Lincolnshire, Northamptonshire, and Derbyshire?

East Midlands.

The East Midlands includes the historic and geographic counties of Lincolnshire, Northamptonshire, Derbyshire, Nottinghamshire, Leicestershire, and Rutland.

L. Where in England is the Black Country?

Midlands.

The Black Country is the industrial region closely corresponding to the small south Staffordshire coalfield in the Midlands region of England. Its name is derived from its pollution-coated industrial landscape. The Black Country extends immediately to the west of the city of Birmingham.

M. What are the Fens of eastern England?

Reclaimed marshland.

The Fens are a region of about 15,500 square miles (40,100 square km) of reclaimed marshland in eastern England that extends from north to south between Lincoln and Cambridge.

N. Near which city is the Neolithic site Stonehenge located?

Salisbury.

Situated about 18.5 miles (30 km) south of another Neolithic site known as Avebury, Stonehenge is about 8 miles (13 km) northwest of Salisbury, in Wiltshire, England. Built in prehistoric times beginning about 3000 BCE, Stonehenge is a monumental circular setting of large standing stones surrounded by an earthwork.

O. Which of these places in the Isle of Wight is an internationally famous yachting centre?

Cowes.

The Isle of Wight has a warm, mild climate and is one of the sunniest areas in the British Isles. Cowes is the principal port and an internationally famous yachting centre.

P. What is the name of the raised tract of forest that separates the London basin from the English Channel?

The Weald.

Nearly 40 miles (64 km) wide, the Weald the raised tract of forest that separates the London basin from the English Channel in southeastern England.

Q. Which is considered the most famous and important river in Scotland?

The River Clyde, the most famous and important river in Scotland, is about 106 miles (170 km) in length.

R. In which part of England does the River Avon (the Lower Avon) rise?

Cotswolds.

The River Avon rises on the southeastern slope of the Cotswolds in England and flows through Gloucestershire, Wiltshire, and Somerset.

S. Which river is known as the River Isis in Oxford, England?

River Thames.

The chief river of southern England, the Thames rises in the Cotswold Hills. In the area of Oxford, it is also known as the River Isis.

T. Which of these rivers does not flow into the English Channel?

River Severn.

Britain's longest river from source to tidal waters (about 180 miles [290 km]), the Severn rises near the River Wye on the northeastern slopes of Plynlimon, Wales, and follows a semicircular course basically southward to the Bristol Channel and the Atlantic Ocean.

U. What is the largest river in Northern Ireland?

The River Bann is the largest river in Northern Ireland. Its total length is 80 miles (129 km).

V. What is the second largest city of the United Kingdom?

Birmingham is the second largest city of the United Kingdom and the largest city of the West Midlands conurbation.

The British government system test key

A. Great Britain is ...

- a parliamentary monarchy.

B. Officially the head of the British state is ...

- the king;
- the queen.

C. The power of the monarch in Great Britain is ...

- constitutional.

D. The British monarch is ...

- the head of the executive body;
- the head of the British Commonwealth of Nations;
- the head of the judicial body;
- the commander-in-chief of the armed forces of the crown;
- the head of the Established Church of England.

E. The British Parliament consists of ...

- the House of Lords;
- the House of Commons.

F. The “lords spiritual” include ...

- the Archbishop of Canterbury;
- the Archbishop of York;
- 24 bishops of the Church of England.

G. The highest judicial body in the UK is ...

- the Supreme Court of Judicature.

H. The main political parties of Great Britain are ...

- the Conservative Party;
- the Labour Party.

I. The Conservative Party is otherwise called ...

- the Tory Party.

J. The executive branch ...

- makes laws;

- administers the laws;
- interprets the laws.

K. The British Prime Minister is appointed by...

- the king or queen.

The British territories test key

A. The largest part of the United Kingdom is ...

- England.

B. The most northern of the parts that constitute the United Kingdom is ...

- Scotland.

C. Geographically the territory of Scotland can be divided into ...

- the Northern Highlands;
- the Central Lowlands;
- the Southern Uplands.

D. The cradle of the Scottish nation is considered to be in ...

- the Lowlands.

E. In the south-west Northern Ireland borders on ...

- the Irish Republic.

F. Northern Ireland is mostly an\ a ... district.

- agrarian.

G. The capital of Northern Ireland is ...

- Belfast.

H. The capital of Wales is ...

- Cardiff.

I. The capital of Scotland is ...

- Edinburgh.

J. The patron saint of England is ...

- Saint George.

K. The red cross of the Union Flag represents

- England;.

L. The national symbols of Wales include ...

- the daffodil;
- the leek;
- the Red Dragon.

The British population test key

A. ... has a significantly higher population density than other British countries.

- England.

B. The UK population is predominantly ...

- White British.

C. The Edinburgh International Festival is annually held in ...

- August.

D. Another popular name for football in Britain is ...

- soccer.

E. The boat race between teams from Oxford and Cambridge Universities is held on ...

- the Thames.

F. The urban areas that exceed 500,000 inhabitants include ...

- London;
- Birmingham;
- Glasgow;
- Liverpool;
- Manchester.

G. Unemployment rate is higher among ...

- male.

H. The UK regional languages include ...

- Irish;
- Ulster-Scots;
- Welsh;
- Scottish Gaelic;
- Cornish.

I. After English, ... is the second most common language spoken in the UK.

- Polish.

J. 87% of the UK population is represented by the following ethnic group ...

- white British.

The British education test key

A. There are four principal stages of education in Great Britain ...

- primary;

- secondary;

- higher;

- further.

B. Children start their primary education at the age of ...

- 5 years old.

C. A primary school is subdivided into ...

- an infant school;

- a junior school.

D. What stages of education are mandatory in the UK?

- primary;

- secondary.

E. Students of British secondary schools study ...

- English;

- Maths;

- Science;

- Design and Technology;

- Citizenship.

F. An undergraduate degree may be ...

- a BA (Bachelor of Arts);

- a BEng (Bachelor of Engineering);

- a BSc (Bachelor of Science).

G. On completion, a university student may apply for ...

- a postgraduate programme;

- a PhD.

H. GCSE must include exams in ...

- English;
- Maths.

I. The compulsory school age is ...

- from 5 to 16 years old.

J. Vocational education is provided at ...

- technical schools;
- colleges of higher education;
- accredited independent colleges.

The British healthcare test key

A. The British NHS provides the following services free for everyone, including visitors.

- treatment of infectious diseases;
- emergency treatment;

B. The British NHS normally does not provide the following services for free, except for low-income and vulnerable patients.

- eye tests;
- dental care;
- prescriptions;
- long-term care.

C. People in England and Scotland can access non-emergency medical services by dialling the free-to-call number ...

- 111.

D. What services do the private sectors provide for the NHS?

- psychiatric care;
- residential care.

E. Who are the largest suppliers of private healthcare in the UK?

- General Healthcare Group;
- Spire Healthcare;
- Nuffield Health;

- HCA International;
- Ramsay Healthcare.

F. What is percentage of those employed by the private medical sector in the UK?

- 21%.

G. How many people are covered by the private healthcare in the UK?

- 12 million.

H. The British NHS is ...

- the largest organization in Europe;
- one of the best health service in the world.

I. The British NHS is funded by ...

- mandatory salary contributions.

J. ... provide primary healthcare in the UK.

- General Practitioners.

UK Religion test key

A. When did the Catholic Church dominate people's lives?

The Catholic Church dominated people's lives in the Middle Ages.

B. Which of the following descriptions of modern Britain is untrue?

Modern Britain is, for the most part, secular and many people reject any religious influence on their way of life.

C. Monasteries provided assistance in other ways. Which of these was unlikely to have been provided by a monastery?

Monasteries could not raise an army for the king, but bishops could.

D. Which churchmen sat in the House of Lords?

Bishops sat in the House of Lords. Parish priests were commoners and did not sit in the House of Lords.

E. In the Middle Ages, what percentage of townspeople was a cleric?

In the Middle Ages, one in twenty, or 5%, of townspeople was a cleric.

F. How did many knights try to earn forgiveness for their sins.

Many knights tried to earn forgiveness for their sins by going on Crusade.

G. Which order of monks have members who work in the wider community?

The Franciscans have members known as friars who work in the wider community. The Cistercians live in a closed community.

H. How many people went to church on 30 March 1851?

On 30 March 1851, 7 million people (40% of the population) went to church. The entire population of Scotland was 3 million people.

I. Who formed the Salvation Army in 1865?

William Booth formed the Salvation Army in 1865. William Wilberforce presented a bill for the abolition of the slave trade to Parliament every year from 1791 to 1807, until slavery was abolished.

J. Who wrote On the Origin of Species in 1859?

Charles Darwin wrote On the Origin of Species in 1859. David Strauss wrote Das Leben Jesu, which denied the miracles of Jesus, in 1835.

London, its present and past test key

A. London was founded by ...

- the Romans.

B. The Great Fire of London happened in ...

- 1666.

C. The Central Criminal Court is situated in ...

- the Old Bailey.

D. The street associated with the press is called ...

- Fleet Street.

E. The East End is the ... part of London.

- industrial.

F. London accent is called ...

- Cockney.

G. The West End is the ... part of London.

- glamorous.

H. The Statue of Admiral Lord Nelson stands in the middle of ...

- Trafalgar Square.

I. What stands behind Nelson's Column?

- the National Gallery.

J. The foreign district of London since the 17th century situated to the north of Piccadilly Circus is ...

- Soho.

K. The Houses of Parliament occupy a magnificent building on the ... bank of the Thames.

- left.