

Е.А. Костина

**ПЕДАГОГИЧЕСКАЯ ТЕХНОЛОГИЯ  
ИНТЕГРИРОВАННОГО КУРСА  
«АНГЛИЙСКИЙ ЯЗЫК  
И СТРАНОВЕДЕНИЕ»**

**Новосибирский государственный  
педагогический университет**

**Факультет иностранных языков**

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«АНГЛИЙСКИЙ ЯЗЫК  
И СТРАНОВЕДЕНИЕ»  
(Учебно-методическое пособие)**

**Допущено Учебно-методическим объединением  
по направлениям педагогического образования  
Министерства образования и науки РФ  
в качестве учебно-методического пособия  
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Основной целью педагогической технологии интегрированного курса, включающего пропедевтический курс «Формирование межкультурной толерантности», страноведческий и культуроведческий аутентичный материал и комплекс упражнений и заданий, является развитие социокультурного компонента профессиональной компетентности учителя иностранного языка.

Технология предназначена для студентов педагогического вуза, изучающих английский язык как второй иностранный, а также для всех желающих получить культурно-страноведческие знания об Объединенном Королевстве Великобритании и Северной Ирландии и развить свою культурно-страноведческую компетенцию.

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# ВВЕДЕНИЕ

Предлагаемое Вашему вниманию учебно-методическое пособие «Педагогическая технология интегрированного курса «Английский язык и страноведение» нацелено на развитие социокультурной компетенции обучающихся.

Разработанный нами интегрированный курс «Английский язык и страноведение» для студентов старших курсов языкового факультета педагогического вуза, изучающих английский язык как вторую специальность (при первой специальности – французский язык), состоит из двух частей (этапов). Подготовительный этап (первая часть) представляет собой пропедевтический курс «Формирование межкультурной толерантности», организационно-процессуальный этап (вторая часть) – основной интегрированный курс, включающий материалы на английском языке из области географии, истории, культуры народов, населяющих Объединенное Королевство Великобритании и Северной Ирландии и комплекс упражнений и заданий. Все компоненты курса самостоятельны и важны для развития социокультурной компетенции студентов – будущих учителей английского языка.

В целом, интегрированный курс дает возможность согласовать содержание образования по различным учебным предметам, объединить в одном учебном предмете знания из определенных областей, что будет способствовать формированию обобщенной картины мира, а также систематизировать эти знания и приобретенные умения.

Е.А. Костина

# І. ИНТЕГРИРОВАННЫЙ ПОДХОД – НЕОБХОДИМОЕ И ОБЯЗАТЕЛЬНОЕ УСЛОВИЕ В ПОДГОТОВКЕ БУДУЩЕГО СПЕЦИАЛИСТА

Общепризнанной основой, позволяющей объяснить процесс интеграции, является материалистическая диалектика, одно из главных положений которой – принцип материального единства мира, предполагающий взаимосвязь и взаимозависимость всех явлений и областей действительности [23].

Обратимся к «Философскому энциклопедическому словарю»: «интеграция (от лат. *integer* – полный, цельный, ненарушенный) – процесс или действие, имеющий своим результатом целостность; объединение, соединение, восстановление единства; в философии Спенсера интеграция означает превращение распяленного незаметного состояния в концентрированное, видимое» [36. С. 181].

М.Г. Чепиков дает следующее определение: «Сущность интеграции наук и научных знаний (в философском понимании этой проблемы) есть все усиливающаяся их взаимосвязь, взаимодействие посредством широкого использования общих (порой заимствованных друг у друга) идей, средств, приемов и т.д. исследования окружающей действительности, есть уплотнение (конденсация) знаний в определенно сложившихся и постоянно совершенствующихся формах познания и выражения познанного» [37].

Таким образом, из этих двух определений следует, что термин «интеграция» рассматривается с двух позиций: 1) значение раскрывается через слово «взаимосвязь»; 2) целостность.

Э.С. Маркарян под интегрированным воздействием предлагает понимать особый вид именно взаимодействия, ведущего к сближению частных [22].

Однако наибольшее распространение получил подход, в котором интеграция рассматривается как целостность.

В «Словаре иностранных слов» это понятие трактуется как «объединение в целое каких-либо частей» [30. С 196].

В работе Б.М. Кедрова дается следующее объяснение: «интеграция состоит в объединении различных наук и научных дисциплин между собой, в их связывании в единое целое» [12].

К этой же группе относится определение, содержащееся в Логическом словаре-справочнике Н.И. Кондакова: «Интеграция – объединение в целое, в единство каких-либо элементов, восстановление какого-либо единства» [17. С. 38].

Б.В. Ахлибинский, рассматривая различные аспекты научной интеграции, также указывает на то, что «... под интеграцией в самом общем смысле понимается процесс становления целостности» [1. С. 51].

С.Ю. Страшнюк дает более широкое определение интеграции: «интеграция – это процесс и результат становления определенной целостности, отражение динамики взаимодействия синтезируемых компонентов, усиление взаимосвязи и взаимозависимости при уменьшении их относительной самостоятельности» [31. С. 10].

Таким образом, можно сделать вывод, что термин «интеграция» с равным основанием может описываться и как взаимосвязь, и как процесс становления целостности. Целостность, в свою очередь, может рассматриваться как завершающий этап интеграции, но не как равнозначное понятие.

В.В. Высоцкая видит отличие двух понятий – «целостность» и «интеграция» – в том, что первое более статично, обозначает результат, итог; второе – одновременно статично и динамично, обозначает результат – «объединение в целое», «восстановление единства» и процесс, его «обуславливающий» [5].

Важным дополнением, с точки зрения Н.Г. Тихонкиной [33], является уточнение понятия целостности как единицы самодостаточной и автономной.

Кроме того, само понятие интеграции входит в теорию систем. Здесь оно вновь встречается с понятиями целостности и взаимосвязи, но уже в другом качестве. Поиск целостностей и природы их образования является сущностью теории систем. Интеграция в данной теории обозначает состояние взаимосвязи отдельных компонентов системы в процесс, обуславливающий такое состояние [2].

Е.В. Кузеванова отмечает, что интеграция научных знаний является закономерностью развития современной науки, объективной основой которой выступают материальное единство мира, потребности социального развития и уровни развития самого научного познания [19].

Для педагогической науки рассматриваемое понятие является относительно новым. «Интеграция», а точнее «интегрирование», первоначально употреблялось только в математике [7. С. 46]. С тех пор оно использовалось специалистами в различных областях и со временем достаточно прочно обосновалось в педагогике.

Прогрессивные педагоги различных эпох – Я.А. Коменский, И.Г. Песталоцци, К.Д. Ушинский и др. – подчеркивали необходимость взаимосвязей между учебными предметами для отражения целостной картины природы «в голове ученика», для создания истинной системы знаний и правильного миропонимания.

«Все, что находится во взаимосвязи, должно и преподаваться в такой же связи» – Я. А. Коменский [16. С. 287]. Он подошел к идее всестороннего обобщения знаний, к их взаимосвязи, т.к. без этого невозможно познание причинно-следственных связей и отношений явлений и предметов объективного мира.

И.Г. Песталоцци настаивал на том, что необходимо «... объединить в нашем сознании сходные и родственные предметы, внося тем самым большую ясность в наши представления, и после полного их уяснения возвысить до четких понятий» [26. С. 278].

В классической педагогике наиболее полное психолого-педагогическое обоснование дидактической значимости межпредметных связей дал К.Д. Ушинский. В книге «Человек как предмет воспитания» [35] он выводит их из различных ассоциативных связей, отражающих объективные взаимосвязи предметов и явлений. Особо ценны его суждения о мировоззренческой роли межпредметных связей, способствующих формированию ясных, полных и целостных представлений об окружающем нас реальном мире. В теории этого педагога идея межпредметных связей выступает как часть более общей проблемы системности обучения.



В современных условиях обучения межпредметные связи необходимо рассматривать как средство отражения в содержании каждого учебного предмета и в учебной деятельности учащихся продуктов межнаучной интеграции. Эти связи повышают уровень научности обучения и его роль в формировании мировоззрения обучаемых [21]. Немаловажно и то, что на основе межпредметного изучения учебного материала учитель имеет благоприятные условия для развития приемов умственной деятельности (синтез-анализ, умения сравнивать, обобщать, классифицировать, делать выводы и т.п.).

В.В. Высоцкая считает, что «межпредметные связи» – более широкое понятие, чем «интеграция» [4]. Этимологически понятие «межпредметные связи» предполагает связи между предметами, сохраняющие их разграниченность, разделенность, имеющие точки соприкосновения, «узлы». Мысль о «точках соприкосновения» поддерживают современные ученые: К.А. Тимофеев [32], О.Е. Ольшанский и М.Ф. Скорнякова [24]. Связь компонентов при интеграции более тесная: это уже не «точки соприкосновения» между предметами, характеризующиеся понятием «взаимосвязь», а единое целое. Межпредметные связи и взаимосвязь обладают меньшим объединительным (синтетическим, интегративным) потенциалом, чем собственно интеграция. Как правило, осуществление межпредметных связей происходит на основе определенной темы или нескольких тем внутри одной дисциплины и часто носит эпизодический характер. При разработке интегрированного курса появляется новая дисциплина, которая имеет комплексный характер и решает комбинированные задачи.

Под педагогической интеграцией С.Ю. Страшнюк понимает процесс и результат объединения элементов содержания образования и процессуальных характеристик обучения для повышения уровня целостности системы знаний, умений и навыков обучаемых, в результате чего формируется единая научная картина мира [31. С. 10]. Кроме того, интеграция содержания образования способствует интенсификации процесса обучения, уплотнению содержания

учебного материала, установлению связей и зависимостей содержания обучения и методов учебной деятельности.

А.Д. Урсул рассматривает интеграцию как процесс, проходящий пять ступеней: совокупность, в которой элементы объединяются по некоторому общему признаку; комплексность, в которой реализуется начальная форма синтеза; упорядоченность, при которой появляется отношение последовательности и порядка между элементами; организация, при которой появляются новые свойства; система, при которой связи между элементами образуют целостное единство [34. С. 73 – 94].

Итак, результатом процесса интеграции является новое образование (система, интегративное целое) – интегрированный курс, урок и др. При этом элементы из разных систем, подчиняясь интегрирующей цели, начинают выполнять однородную функцию – «работают» на создание целостного представления о явлении культуры, на формирование качественно нового знания учащихся.

Благодаря интегрированному обучению, в сознании студентов формируется более объективная и всесторонняя картина мира, они начинают активно применять на практике свои знания, прикладной характер которых становится очевидным [15].

А.П. Ильенко считает, что интегрированное обучение является одновременно и целью, и средством обучения [10].

Как цель обучения интеграция помогает обучаемым целостно воспринимать мир, познавать красоту окружающей действительности во всем ее разнообразии. Как средство обучения она способствует приобретению новых знаний, представлений на стыке традиционных предметов, которые являются высшей формой воплощения межпредметных связей на качественно новой ступени.

Как целостная единая система интеграция является эффективным средством обучения на основе более совершенных методов, приемов, форм и новых технологий в учебно-воспитательном процессе. Эта система включает элементы различных предметов, соединение которых способствует рождению качественно новых знаний.

Интеграция в обучении осуществляется через интегрированные уроки и применение интегрированных курсов.

Интегрированный урок – это урок, в котором вокруг единой темы объединяется материал нескольких предметов. Очень важно определить его главную цель. Если она сформулирована, то из содержания предметов берутся только те сведения, которые необходимы для ее реализации.

Интегрированные курсы строятся на основе слияния двух-трех предметов или объединения отдельных тем в интегрированные блоки [27].

Интегрированные курсы, как отмечает И.А. Кренева, имеют очевидные преимущества: за определенную единицу времени студенты получают знания не только по иностранному языку, но и по нескольким предметам в комплексе, что позволяет формировать у них целостную картину мира во всех взаимосвязях и отношениях; при этом повышается мотивация и познавательный интерес учащихся к изучению предмета; снижается утомляемость за счет переключения их внимания на разнообразные виды деятельности на занятии; интегрированные уроки служат развитию памяти, внимания, воображения, мышления (в том числе логического) и речи обучаемых, их коммуникативных способностей, а также творческого потенциала преподавателя [18].

Интеграция неизбежно расширяет тематику изучаемого материала, вызывает необходимость более глубокого анализа и обобщения явлений, круг которых увеличивается за счет других предметов. Для этого следует сменить стандартный подход к обучению как «приобретению знаний о мире» на «освоение способов познания этого мира» [11].

Цель интеграции Н.Г. Тихонкина видит в усилении связей между составляющими содержания образования для взаимного их усиления [33].

Однако интегративные процессы в образовании неизбежно связаны с процессами дифференциации. Дифференциация научных дисциплин необходима до определенного предела, пока она выступает не как средство разрушения целостности учебного процесса, а как гарантия сохранения качества и самоценности различных составляющих

содержания образования. На этой основе можно дать будущему учителю иностранного языка автономное лингвистическое образование и автономное культурно-страноведческое. Но разорванные они не могут обеспечить гармоничное развитие профессионала. Целью их взаимодействия должно стать не достижение целостности как утраты автономности, а усиление всех компонентов за счет других составляющих.

В последнее время появился ряд интегрированных курсов с использованием иностранного языка как одного из компонентов (иностраный язык + экология; иностранный язык + изобразительное искусство; иностранный язык + музыка; иностранный язык + мировая художественная культура и т.п.), но полностью эта проблема применительно к иностранному языку не решена. Даже если межпредметная интеграция или межпредметные связи используются учителями иностранного языка на уроках, то это носит эпизодический характер. Однако, имеются большие возможности использования межпредметной интеграции как средства создания мотивации иноязычной речевой деятельности при правильной организации ознакомления, тренировки и применения языкового материала, а также своевременного контроля степени его усвоения. Мотивационные возможности иностранного языка кроются в самой специфике этого предмета. Усвоение иностранного языка не дает непосредственных знаний о реальной действительности. Язык – средство выражения мыслей об объективной действительности, а ее свойства, закономерности являются предметом других дисциплин. Эти дисциплины могут быть точными, гуманитарными, эстетическими науками, главное, чтобы они могли предоставить предмет для разговора в речевом общении, давали бы повод для коммуникации. Овладение речью в этом случае будет отвечать различным интересам обучаемых, позволит учитывать их индивидуальные особенности, а это создаст благоприятные условия для практического применения языка, т.е. межпредметная интеграция будет стимулировать интерес к изучению иностранного языка. Но для реализации этого условия следует определить тот материал из курса других дисциплин, который может служить предметом заинтересованного общения.

Поскольку иностранный язык выполняет не только коммуникативную, но и коммуникативно-познавательную функцию, он может занять достойное место в интегрированном курсе, т.к. язык в нашем мире является не только средством общения, но и познания. Кроме того, объединяя в себе воспитательные, образовательные и развивающие возможности различных предметов, интегрированный курс способствует разностороннему развитию студентов. Интегрированные курсы создают условия для мотивированного практического применения иноязычных знаний, навыков, умений и дают обучаемым возможность увидеть результаты своего труда, получить от него радость и удовлетворение.

Исходя из вышесказанного, цели создания интегрированного курса, одним из компонентов которого является иностранный язык, могут быть сформулированы следующим образом:

- расширение общего и языкового образования студентов;
- развитие их общих и специальных учебных умений;
- усиление мотивации к изучению иностранного языка за счет насыщения курса интересной информацией;
- ориентация приобретенных навыков и умений на конкретные области применения;
- обеспечение прочности знаний на основе увеличения объема речевой практики в различных видах речевой деятельности;
- расширение объема пассивного и активного словарного запаса обучаемых для решения коммуникативных задач;
- совершенствование навыков и умений самостоятельной работы обучаемых над иностранным языком.

Итак, понятие «интеграция» широко внедряется в педагогическую систему на современном этапе развития нашего общества. Европа в настоящее время находится на пути интеграции. Россия пытается найти свое место в объединенной Европе. Поэтому одной из целей обучения иностранному языку сегодня является освоение богатств европейской культуры через освоение языка. Реализации данной цели могут и должны способствовать различные интегрированные курсы, одним из компонентов которых является иностранный язык, поскольку они имеют неоспоримое преимущество: за определенную единицу времени учащиеся получают знания не только по

иностранному языку, но и по нескольким предметам в комплексе.

## **II. ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОЙ ТЕХНОЛОГИИ ИНТЕГРИРОВАННОГО КУРСА «АНГЛИЙСКИЙ ЯЗЫК И СТРАНОВЕДЕНИЕ»**

В соответствии с требованиями Государственного стандарта к выпускникам языкового факультета педагогического вуза специалист должен:

- продемонстрировать определенный уровень билингвальной коммуникативной компетенции, включающий лингвистическую, социолингвистическую, дискурсивную компетенции в соответствии с общеевропейской шкалой требований по всем видам речевой деятельности (говорение, аудирование, чтение и письмо);
- знать язык реалий, связанных с важнейшими историческими событиями, культурно-историческими ассоциациями, с особенностями общественно-политической жизни, государственным устройством, экономикой, традициями и обычаями стран изучаемого языка и уметь передавать эту информацию учащимся [6].

Формирование социокультурной компетенции студентов нацелено на достижение этих целей.

В общих чертах, процесс формирования социокультурной компетенции включает:

- 1) формирование у студентов определенного запаса фоновых знаний, составляющих основу межкультурного общения;
- 2) овладение студентами определенным лингвострановедческим минимумом, т.е. лексическими единицами, в которых вербализуются инокультурные понятия;
- 3) овладение студентами определенными вербальными и невербальными моделями поведения в ситуациях межкультурной коммуникации;
- 4) переработка и передача усвоенного содержания, реализуемые через упражнения, в результате выполнения которых формируются знания, умения, навыки и способность осуществлять иноязычное общение;
- 5) воспитание эмоциональной, эстетической и этической сторон личности будущих учителей, что будет способствовать

ориентации учебного процесса на формирование человека, обладающего межкультурным сознанием, стремящегося к достижению взаимопонимания и сотрудничества во всех сферах межкультурных отношений. Важной воспитательной задачей является формирование личности будущего учителя иностранного языка как представителя российской культуры, как связующего звена между родной культурой и культурой страны изучаемого языка.

Особо выделим профессиональные умения учителя иностранного языка, которые являются показателями сформированности культурно-страноведческой компетенции как компонента социокультурной компетенции у студентов старших курсов в условиях изучения второго иностранного языка. Итак, учитель иностранного языка должен владеть следующими умениями:

- учитывать уровень обученности и культуры учащихся;
- учитывать психологические особенности личности обучаемых;
- учитывать явления социокультурной интерференции и положительного переноса;
- использовать специальную литературу в своей профессионально-педагогической деятельности;
- планировать уроки и самостоятельную работу учащихся;
- владеть дидактической речью;
- использовать знания о стране для достижения взаимопонимания в ситуациях межкультурной коммуникации;
- адекватно использовать лексические единицы с культурным и страноведческим компонентами семантики в ситуациях межкультурной коммуникации;
- прогнозировать вероятные случаи нарушения межкультурного общения, определять причины нарушения межкультурной коммуникации;
- комментировать содержание культурно-страноведческой лексики на иностранном и родном языках;
- извлекать социокультурную информацию из различных типов аутентичных текстов и использовать ее в учебном процессе;
- адекватно понимать и реагировать на вербальное и невербальное поведение представителя иной лингвокультурной общности;



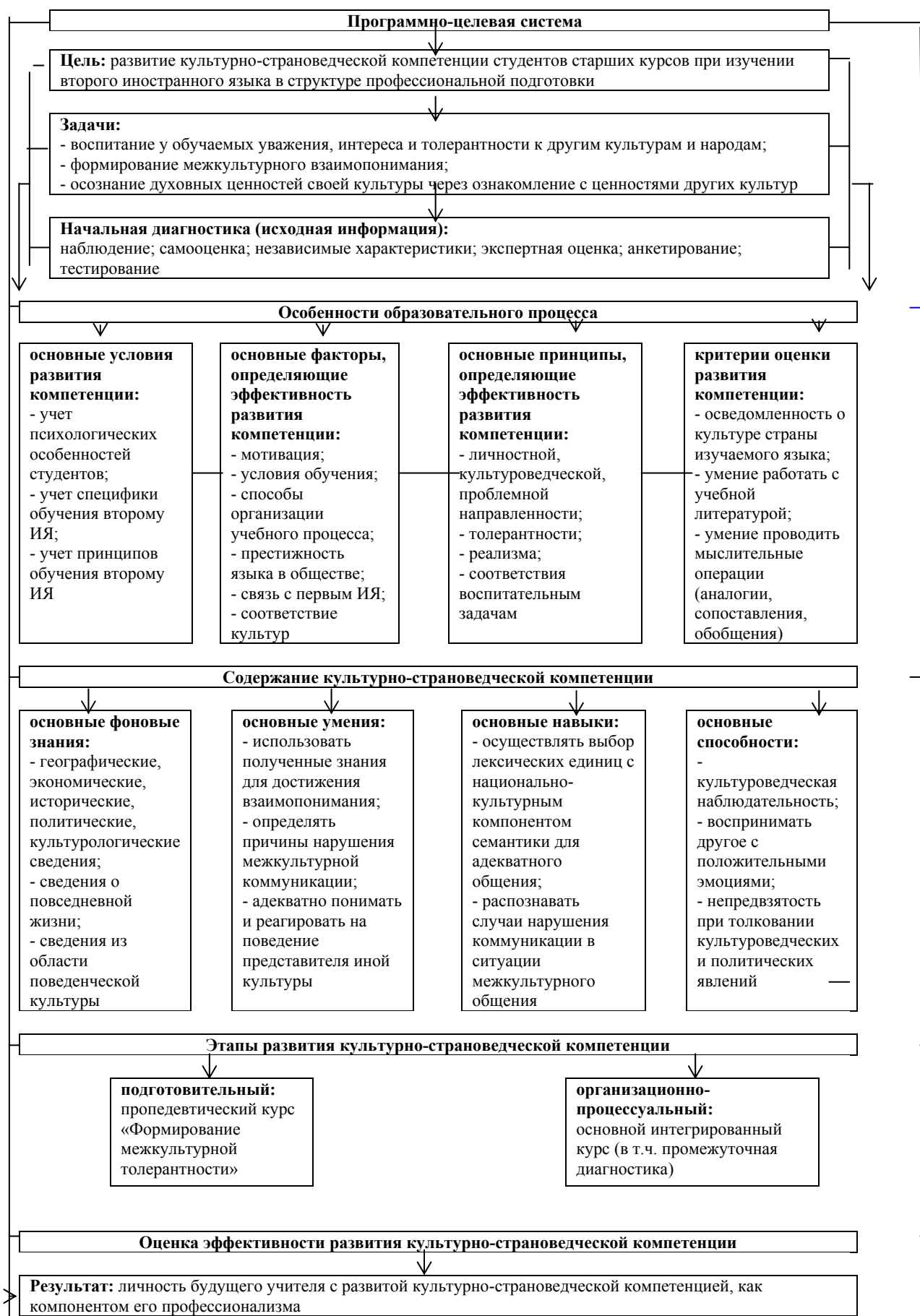
- строить иноязычное общение с учетом норм вербального и невербального коммуникативного поведения, принятых в изучаемой лингвокультурной общности;
- сравнивать явления двух культур, находить общее и различия;
- выбирать наиболее эффективные приемы и способы ознакомления учащихся с культурой страны изучаемого языка;
- формировать у учащихся умения самостоятельно познавать незнакомую культуру, используя лингвострановедческие словари, разнообразную справочную литературу, средства массовой информации.

Теоретическое осмысление и практические наработки позволили нам разработать модель развития культурно-страноведческой компетенции будущего учителя иностранного языка (см. рис. 1).

Говоря о модели, мы придерживаемся следующего определения: модель – это искусственно созданный объект в виде схемы, таблицы, чертежа и т.п., который, будучи аналогичен исследуемому объекту, отображает и воспроизводит в более простом, уменьшенном виде структуру, свойства, взаимосвязи и отношения между элементами исследуемого объекта, непосредственное изучение которого связано с какими-либо трудностями, большими затратами средств и энергии или просто недоступно, и тем самым облегчает процесс получения информации об интересующем предмете [14].

Разработанная модель, как правило, реализуется в педагогической технологии. Слово «технология» греческого происхождения: *techne* – искусство, мастерство, *logos* – понятие, учение, знание, наука. Совокупно оно отражает наивысший уровень знаний в конкретных видах человеческой деятельности. Понятие «педагогическая технология» пришло через технологии производственной деятельности, путем его трансформации и поиска аналогов применительно к процессам обучения. В известной педагогической литературе нет единых, унифицированных понятий и определений педагогической технологии.

Отечественная теория и практика осуществления технологических подходов к образованию отражена в трудах П.Я. Гальперина, Н.Ф. Талызиной, А.Г. Ривина, Л.Н. Ланда,



**Рис. 1.** Модель развития культурно-страноведческой компетенции

Ю.К. Бабанского, П.М. Эрдниева, И.П. Раченко, Л.Я. Зориной, В.П. Беспалько, М.В. Кларина, В.А. Сластенина и др.

В настоящее время педагогическую технологию понимают как последовательную, взаимосвязанную систему действий педагога, направленных на решение педагогических задач, или как планомерное и последовательное воплощение на практике заранее спроектированного педагогического процесса [29].

Такое представление о педагогической технологии предполагает:

- возможность разработки различных выверенных педагогических технологий специалистами, имеющими высокий уровень теоретической подготовки и богатый практический опыт;
- возможность свободного выбора педагогических технологий в соответствии с целями, возможностями и условиями взаимосвязанной деятельности учителя и учащихся.

Педагогическая технология, как указывает педагогический энциклопедический словарь, состоит из предписаний способов деятельности (дидактические процессы), условий, в которых эта деятельность должна воплощаться (организационные формы обучения), и средств осуществления этой деятельности. С дидактической точки зрения, педагогическая технология – это разработка прикладных методик, описывающих реализацию педагогической системы по ее отдельным элементам [25].

Педагогические технологии – это строго научное проектирование и точное воспроизведение гарантирующих успех педагогических действий [3]. Поскольку педагогический процесс строится на определенной системе принципов, то педагогическая технология может рассматриваться как совокупность действий, направленных на последовательное осуществление этих принципов в их объективной взаимосвязи, где всецело проявляется личность педагога. В этом состоит и отличие педагогической технологии от методики преподавания. Если понятие «методика» выражает процедуру использования комплекса методов и приемов обучения безотносительно к деятелю, их осуществляющему, то педагогическая технология предполагает присовокупление к

ней личности педагога во всех ее многообразных проявлениях. Отсюда очевидно, что любая педагогическая задача эффективно может быть решена только с помощью адекватной технологии, реализуемой квалифицированным педагогом-профессионалом [29].

Соответственно этапам решения педагогической задачи вне зависимости от их содержания и временных рамок можно различать взаимосвязанные общие и частные технологии. К общим относятся технологии конструирования, например процесса обучения и его осуществления. Частные – это технологии решения таких задач обучения и воспитания, как педагогическое стимулирование деятельности учащихся, контроль и оценка ее результатов, и более конкретных задач, к примеру, анализ учебной ситуации, организация начала урока.

Таким образом, в соответствии с целостным подходом при разработке и реализации проекта педагогического процесса как системы, необходимо стремиться к обеспечению органичного единства всех его компонентов, имея в виду, что изменения в одном из них автоматически вызывают изменения других. Педагогическая технология, в отличие от методики, предполагает разработку содержания и способов организации деятельности самих воспитанников. Она требует диагностического целеобразования и объективного контроля качества педагогического процесса, направленного на развитие личности обучаемых в целом.

Мы строили свою технологию, исходя из следующих о ней представлений:

- педагогическая технология – систематический метод планирования, применения и оценивания всего процесса обучения и усвоения знаний путем учета человеческих и технических ресурсов и взаимодействия между ними для достижения более эффективной формы образования [21];
- к признакам педагогической технологии относятся [13]:
  - 1) диагностичность описания цели;
  - 2) воспроизводимость педагогического процесса;
  - 3) воспроизводимость педагогических результатов.

В основе предлагаемой технологии лежит интегрированный курс «Английский язык и страноведение».

### **III. ХАРАКТЕРИСТИКА ИНТЕГРИРОВАННОГО КУРСА «АНГЛИЙСКИЙ ЯЗЫК И СТРАНОВЕДЕНИЕ»**

Спецификой иностранного языка как учебного предмета является его ярко выраженный межпредметный характер особенно в настоящее время, когда ставятся задачи изучения языков и культур на всех ступенях и при всех вариантах обучения. Поэтому в качестве основных целей внедрения разработанного нами интегрированного курса мы предлагаем следующие положения: интегрированный курс «Английский язык и страноведение» должен содействовать:

- развитию лингвистического компонента коммуникативной компетенции студентов в условиях изучения второго иностранного языка;
- развитию культурно-страноведческого компонента социокультурной компетенции студентов языкового факультета педагогического вуза, изучающих английский язык как вторую специальность;
- формированию у обучаемых уважения, интереса и толерантности к другим культурам и народам;
- развитию творческих и интеллектуальных способностей студентов в ходе изучения иностранного языка и ознакомления с иноязычной культурой.

Разработанный нами интегрированный курс состоит из двух частей. Первая часть (подготовительный этап) представляет собой пропедевтический курс «Формирование межкультурной толерантности», вторая часть (организационно-процессуальный этап) – основной интегрированный курс, включающий изучение английского языка и приобретение знаний из области географии, истории, культуры народов, населяющих Объединенное Королевство Великобритании и Северной Ирландии, а также комплекс упражнений и заданий.

Единицей обучения при формировании социокультурной компетенции является текст. В центре основного курса «Английский язык и страноведение» находится учебная тема. Все тексты в данном курсе, содержащие сведения о стране

изучаемого языка, являются методически аутентичными. При необходимости к тексту даются комментарии. Страноведческие и культуроведческие сведения составляют содержательную основу курса. Привлечение подобных материалов резко повышает мотивацию учения, что чрезвычайно важно, т.к. научение без мотивации неэффективно. Кроме того, привлечение культуроведческих материалов при обучении иностранным языкам абсолютно необходимо для достижения основной практической цели – формирования способности к общению на изучаемом языке. Познание страны изучаемого языка происходит путем сравнения имевшихся ранее знаний и понятий с вновь полученными, со знаниями о своей стране и о самих себе. Это создает условия для переноса речевых навыков и умений на новые ситуации общения и, таким образом, способствует их дальнейшему совершенствованию.

Для работы с текстом и, соответственно, усвоения культурно-страноведческой информации в теме предлагаются упражнения (предкоммуникативные, условно-коммуникативные, коммуникативные) и профессионально-направленные задания. По мере нарастания сложности в учебный блок (тему) добавляется работа с газетными материалами, видеофильмами («Экскурсия по Британии», «Монархия», «Открытие парламентской сессии»), видеосюжетами («Шекспир», «Лондонские пабы») и с программами электронного учебно-методического комплекса «Открываем английский». Одной из черт основного курса является наличие в теме обобщающих упражнений коммуникативного характера.

Главной целью рассматриваемого курса выступает развитие компетенции в сфере социокультурного общения. Эта общая цель конкретно выражается в совокупности знаний, навыков, установок и моделей поведения, обеспечивающих эффективное взаимодействие с представителями других культур.

В программу пропедевтического курса входит формирование:

- системы знаний о составляющих культуры, их влиянии на личность и восприятие носителя культуры;
- стереотипных представлений о культуре;

- системы знаний о культуре Объединенного Королевства Великобритании и Северной Ирландии;
- системы знаний о Российской культуре и ее ценностях;
- представлений об относительности культурных ценностей;
- представлений о роли ценностей в культуре каждого народа;
- неречевых умений:
  - а) направленного наблюдения;
  - б) двойного видения;
  - в) контроля за собственным стереотипным восприятием;
  - г) разграничения фактов и мнений;
- речевых умений:
  - а) обсуждения и создания общего культурно-связанного значения речевых актов;
  - б) обсуждения и создания общего культурно-связанного значения собственных поведенческих действий и поступков собеседника, партнера;
  - в) обсуждения и создания общего культурно-связанного значения происходящего.

Пропедевтический курс по формированию межкультурной толерантности представляет собой последовательный цикл отдельных занятий, логически связанных между собой темой, целями и задачами. Поэтому каждое занятие должно быть тщательно спланировано и органично входить в единую структуру. Все занятия носят интерактивный характер. По ходу курса используются разнообразные задания в различных комбинациях [9, 28].

### III.1. ПРОПЕДЕВТИЧЕСКИЙ КУРС «ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ ТОЛЕРАНТНОСТИ»

В качестве вступления ко всему экспериментальному обучению, направленному на развитие культурно-страноведческого компетенции, используется отрывок из книги «Волшебник Изумрудного города» [38]:

“- I beg your Majesty’s pardon, – returned the Pumkinhead, – but I do not understand you.

- What don’t you understand? – asked the Scarecrow.

- Why, I don't understand your language. You see, I came from the country of the Gillikins, so I am a foreigner.

- Ah, to be sure! – exclaimed the Scarecrow, – I myself speak the language of the Munchkins, which is also the language of the Emerald City. But you, I suppose, speak the language of the Pumpkinheads?

- Exactly so, your Majesty – replied the other, bowing, – so it will be impossible for us to understand one another.

- That's unfortunate, certainly, – said the Scarecrow, thoughtfully.

- We must have an interpreter.

- What is an interpreter? – asked Jack.

- A person who understands both my language and your own. When I say anything, the interpreter can tell you what I mean; and when you say anything the interpreter can tell me what you mean. For the interpreter can speak both languages as well as understand them.”

Такое вступление настраивает студентов на то, что их способность говорить на иностранном языке не ведет автоматически к его пониманию в полном объеме, к адекватному восприятию заложенных в нем значений. Они, как собеседники в приведенном диалоге, могут использовать одну и ту же форму (язык), но быть, по сути, совершенно различными. Задача обучения – превратиться в «переводчика» между двумя культурами: собственной и иноязычной, т.е. медиатора культур.

На занятии, посвященном составляющим культуры и их влиянию на личность и восприятие носителя культуры, студенты выполняют следующие задания:

1. Студентам предлагается назвать составляющие культуры (в их понимании), разделить их на очевидные (еда, одежда, архитектура, поведение в транспорте, популярная музыка и др.) и на представленные в быту опосредованным путем (понятия красоты, верности, религиозные представления, этика отношения к работе, семейные отношения, отношение к детям и др.). Затем предлагается расположить все перечисленные участниками компоненты в определенной последовательности от фундаментальных к менее очевидным. Далее происходит обсуждение того, какие компоненты культуры могут быть представлены абсолютно во всех культурах.



2. Для демонстрации влияния культуры как скрытого от собственного сознания феномена предлагаются следующие упражнения:

а. «Возьмите стандартный белый лист бумаги и с закрытыми глазами выполните следующие команды: сверните лист пополам и оторвите правый верхний угол, полученное снова сверните пополам и оторвите правый верхний угол (команда повторяется еще два раза), разверните Ваш лист бумаги и откройте глаза. Сравните результат с результатами других участников». В итоге студенты получают из изначально одинаковых листов совершенно различные узоры и задаются вопросом: почему из идентичного материала при выполнении совершенно идентичных команд получились столь различные результаты? Обсуждение этого вопроса приводит к двум взаимосвязанным выводам:

1) в каждом из нас существуют некоторые неосознаваемые понятия, согласно которым мы бессознательно действуем в реальной действительности;

2) значение слов, даже таких простых и, казалось бы, однозначных, как «правый», «верхний» и др. у каждого из участников, даже принадлежащих к одной культуре и одним и тем же субкультурам (возраст, род занятий, близкая социальная группа), является разным, и для того, чтобы получить одинаковый, ожидаемый всеми участниками результат, необходимо обсуждение происходящего с целью осознания общего значения команд и ожидаемых от их исполнения результатов.

б. Для демонстрации расхождения в моделях поведения предлагается следующий прием. Студенты встают в круг и перебрасывают друг другу мяч. Ведущий предлагает им послушать его высказывание и построить собственное по аналогичной модели. Примерные высказывания ведущего сводятся к следующему: “My name is Maria. I like Mozart. My name is Maria. I like mushrooms. My name is Maria. I like Mongolia. My name is Maria. I like mornings”. На письме довольно просто установить закономерность: название любимого предмета, человека, страны или занятия должно начинаться с той же буквы, что и имя говорящего. Однако, воспринимая подобные высказывания на слух, студенты

стремятся построить собственные высказывания по категориальным признакам части предиката и называют либо страны, либо выдающихся людей, либо продукты и т.д.

Цель упражнения состоит в выработке умозаключения о том, что, как наши собственные действия, так и действия носителей культуры, могут носить бессознательный характер, и тогда бесполезно задавать вопросы «По какому принципу Вы строите свои высказывания?» или «Почему Вы так поступаете?» (например, задавать вопрос о структуре речевого акта просьбы об одолжении непродуктивно, поскольку большинство носителей не осознают его структуры и действуют определенным образом на основе бессознательно разделяемых культурных ценностей и их воплощений), а значит, нужно приобретать этнографические навыки установления значения происходящего посредством направленного наблюдения и проверки значения через поведение и опыт.

В итоге обсуждения отмечается, что если такие простые понятия (геометрические) и такие простые действия (назвать предмет с той же буквы, что и собственное имя) вызывают трудности восприятия и понимания, то насколько более трудным должно быть наполнение таких культурных универсалий, как отношение к природе, времени, пространству, автономности личности, дистанции власти, природе человека.

Примерами упражнений на тему «Культура и стереотипные представления о ней» являются следующие:

а. *«Какое слово здесь пропущено?»*

Участникам раздают бланки с идиоматическими выражениями, в которых пропущено одно слово, и предлагают заполнить пробелы:

Упрямы, как \_\_\_\_\_.

Горячие \_\_\_\_\_ парни.

\_\_\_\_\_ дело тонкое.

Чисто \_\_\_\_\_ юмор.

Какой \_\_\_\_\_ не любит быстрой езды.

Чисто \_\_\_\_\_ шарм.

Результаты выносятся на обсуждение, в ходе которого необходимо ответить на следующие вопросы:

- Часто ли употребляются данные выражения в разговорной речи?
- Какая оценка представителей других культур в них содержится?
- Приходилось ли Вам общаться с представителями упомянутых культур?
- Согласны ли Вы с приведенными выражениями?
- Знаете ли Вы подобные выражения у других народов?

Формирование способности к межкультурному общению подразумевает, среди прочего, и критическое отношение к подобным выражениям, исподволь формирующим установки и поведение. В результате этого упражнения межкультурная компетенция формируется в направлении расширения знаний о своей и другой культурах путем сопоставления знаний о своей и другой культурах в межличностном общении.

б. *«Отгадай, о ком идет речь»*

Каждому участнику группы дается лист с набором прилагательных, описывающих определенную нацию, причем все участники получают разные задания. Всем предлагается ответить на вопрос, поставленный в задании.

В другом варианте этого упражнения все участники получают полные наборы одинаковых характеристик и определяют, к каким национальностям они относятся. В этом случае можно провести соревнование, кто быстрее и точнее выполнит задание.

К числу характеристик представителей соответствующих национальностей относятся следующие:

- щедрый, простодушный, широкая натура, доброжелательный, эмоциональный, пассивный;
- вежливый, сдержанный, педантичный, малообщительный, невозмутимый, консервативный, аккуратный, добросовестный, изящный;
- элегантный, галантный, болтливый, лживый, обаятельный, развратный, скупой, легкомысленный, раскованный;
- аккуратный, педантичный, исполнительный, экономный, неинтересный, вьедливый, сдержанный, упорный, работоспособный.

При обсуждении результатов выполнения упражнения следует обратить внимание на следующие вопросы:

- Почему представители разных культур часто объясняют одно и то же поведение по-разному?
- Почему человек, попадая в другую культуру, зачастую оценивает ее особенности негативно?
- Почему непонимание причин поведения представителей другой культуры порождает противодействие, раздражительность, агрессивность?
- Какие чувства могут возникать у людей, испытывающих на себе нетерпимое отношение со стороны окружающих?

Цель данного упражнения – развивать умение понимать другого, осваивать способы преодоления конфликтных ситуаций.

На занятии по теме «Российская культура и ее ценности» студенты анализируют значение и употребление в русском и английском языках некоторых лексических единиц и грамматических конструкций; проводят дискуссию о такой ценности, как личное пространство в российской культуре; обсуждают ориентацию деятельности на процесс или результат; устанавливают модели российского речевого поведения.

Приведем примеры заданий по теме «Относительность культурных ценностей»:

1. Студентам предлагается история, направленная на достижение той же цели – релятивизации культурных ценностей и серия вопросов для обсуждения:

“Imagine you are on board a plane flying to the US. There is an unexpected landing on a very small island somewhere in the Pacific. The airport is very simple and the crew allows you to walk a little while they are solving an insignificant problem. You go outside and very soon you see men and women paired off in different locations. The behaviour is very similar. The men are sitting somewhere above the ground either on the thick branches of the trees or at least on some platform. The women are sitting at their feet holding some pans with what seems to be some food. From time to time a man starts touching a woman at his feet on the head and then the woman turns to him and begins to feed him with her hands choosing pieces of food and putting them into his mouth. After some time she returns to her initial position and begins to eat herself. The procedure described happens several times”.

- 1) What is the relationship between men and women there?  
Who is superior and who is inferior?
- 2) What society is the one that you witnessed?  
Who dominates it?  
What makes you think so?

Большинство студентов уверено, что в описанном обществе господствует патриархат, что мужчины занимают доминирующее положение, а женщины их обслуживают. Причина, по которой изложенным событиям приписывается такое значение, кроется в собственных представлениях, в том, что, наблюдая аналогичную ситуацию в родной культуре, студенты однозначно приписывают мужчинам доминирующее положение. После высказываний студентов следует комментарий ведущего:

In fact this is a woman dominated society. It is only the woman who is allowed to touch the land that is considered sacred as it provides food and existence. It is the woman who is allowed to touch food and to exercise control over the amount and the quality of food consumed by men. She is the only one who chooses the pieces for her man and herself. More than that she first tests the food on the man to avoid poisoning herself. That is the reality.

Why did you see the situation in a different way?

It happened because you applied your system of cultural values to another culture which lived according to its own standards; you perceived that culture through your own cultural glasses. Our cultural values are not universal. When you see something in a foreign culture try to refrain from judgment and keep in mind that there may be a different motivation and reason for the actions you see.

2. Студентам предлагается рассмотрение причин и реалий, порождающих культурно-своеобразные отношения.

В качестве примера приводится отношение к женщинам, обсуждение которого очень популярно в настоящее время. В американской культуре женщина тем выше ценит себя, чем более независимой она является. Многие проявления внимания (предложение помочь нести тяжелую сумку, объяснить трудный учебный материал и другие) расцениваются как индикаторы того, что мужчина считает женщину слабее его самого, а значит – не равной ему. Хорошо ли это для

американской культуры? Да, поскольку идея равенства всех личностей, независимо от пола, является ее национальной ценностью. Эту ценность необходимо признавать и уважать. Обстоятельства, при которых российская девушка тащит тяжелый чемодан, а молодой американец идет рядом с пустыми руками, необходимо рассматривать в американской системе ценностей и ценить уважение, которое он проявляет, удерживаясь от желания ускорить перемещение в пространстве, взяв груз, в пользу демонстрации уважения к личности российской девушки, заключающейся в признании ее равной ему во всех отношениях. Здесь же необходимо добавить, что такое положение хорошо поддерживается инфраструктурой американских городов. Необходимость перенесения тяжестей сведена к минимуму. Американская женщина водит собственный автомобиль. Тяжелые вещи переносятся в весьма ограниченных случаях: в аэропорту от ленты выгрузки багажа до тележки, в магазине от кассы расчета до машины и, пожалуй, все.

Хорошо ли подобное отношение к женщине в российской культуре? Думается, что нет. Физические нагрузки на женщину в наших условиях гораздо больше. Да и в морально-историческом плане многие, если не большинство, российских женщин предпочитают отношение к ним, как к более деликатным, а значит, более слабым, а значит, не равным с мужчинами, созданиям. Нормами российской жизни являются ситуации, в которых женщин пропускают вперед перед входом и выходом, уступают им места в помещениях и транспорте и предлагают помочь в затруднительных (например, поломка машины) ситуациях.

«Контрастирующие» отношения к женщинам (как и отношения, отражающие прочие культурные ценности) не могут сопоставляться по признаку «хороший»-«плохой». Каждое из них является «хорошим» для собственной культуры и просто «другим» с точки зрения иной культуры. Таким образом, продолжается развитие понятия «другого» применительно к ценностям и придерживающимся их людям и выработка эмпатического восприятия: чтобы понять, почему человек другой культуры действует именно так, необходимо

представить не себя, а его на его месте, пережить не собственные эмоции по обсуждаемому поводу, а его чувства.

При работе над темой «Роль ценностей в культуре каждого народа» участникам предлагается разделить на подгруппы, и каждой из них выдается одинаковый набор карточек, на которых написаны высказывания или выражения, отражающие различные культурные ценности. Участникам предлагается расположить карточки на столе в ряд, причем карточки с наиболее важными высказываниями должны располагаться в начале ряда, а с менее важными – замыкать ряд.

Для выполнения упражнения можно предложить два списка ценностей. Например, первый из них включает следующие высказывания:

1. Главное в жизни – материальное благополучие, а свобода – второстепенна.

2. Только на интересную работу можно потратить значительную часть жизни.

3. В жизни главное – хорошие семейные и дружеские отношения.

1. В своей жизни человек должен стремиться к тому, чтобы у него была спокойная совесть и душевная гармония.

2. Выделяться среди других и быть яркой индивидуальностью лучше, чем жить, как все.

3. Главное в работе – сколько за нее платят.

4. Смысл жизни человека в том, чтобы сделать свою собственную жизнь как можно лучше, и совсем необязательно думать о потомках.

Второй список ценностей включает:

1. Гостеприимство;

2. Открытость;

3. Патриотизм;

4. Душевная гармония;

5. Карьера;

6. Умение влиять на людей;

7. Честность;

5. Верность в дружбе;

6. Умение выделиться среди других.

Выполнив задание, участники аргументируют свой выбор.

Незадолго до завершения пропедевтического курса студенты получают задание, цель которого – формирование профессиональных умений учителя иностранного языка. Будущим учителям предлагается подобрать (составить) упражнения, подобные предложенным в курсе, с помощью которых они могли бы развивать и формировать межкультурную толерантность у своих потенциальных учеников. На последних занятиях обучаемые представляют свои упражнения и прорабатывают их в составе группы, тем самым обмениваясь друг с другом подготовленными заданиями.

Итак, вышепредставленный пропедевтический курс направлен на осознание культурной обусловленности коммуникации и поведения человека, преодоление культурной предубежденности, что в итоге должно способствовать формированию культурной толерантности в сфере повседневного межкультурного взаимодействия.

### III.2. ОСНОВНОЙ ИНТЕГРИРОВАННЫЙ КУРС «АНГЛИЙСКИЙ ЯЗЫК И СТРАНОВЕДЕНИЕ»

Неотъемлемой частью интегрированного курса является комплекс упражнений и заданий.

Разрабатывая интегрированный курс, мы учитывали, что он должен отвечать следующим требованиям:

- ориентированность упражнений на развитие культурно-страноведческого компонента социокультурной компетенции студентов;
- направленность на снятие психологических трудностей в области общения;
- иерархическая зависимость и скоординированность различных упражнений и заданий друг с другом;
- эффективность и экономичность комплекса упражнений и заданий.

В разработке и построении комплекса упражнений и заданий первостепенную роль играет вопрос об этапизации процесса развития социокультурной компетенции в заданных условиях. В решении данного вопроса нами учитывались следующие факторы:



- старшая ступень обучения (IV – V курсы языкового факультета) предполагает достаточно высокий уровень языковой подготовки студентов по второму иностранному языку, а также их готовность и способность реализовать себя в сфере иноязычного общения;
- постепенное продвижение в процессе совершенствования социокультурной компетенции, что требует соблюдения определенной последовательности в обучении: от предъявления и первичного ознакомления с материалом к учебно-имитативному общению и далее – к свободному естественно-аутентичному;
- совершенствование умений чтения, аудирования и говорения как составляющих процесса общения.

Принимая во внимание перечисленные выше факторы, мы выделяем два этапа в обучении иноязычному общению с целью развития социокультурной компетенции студентов:

I. Подготовительно-ориентировочный этап, включающий три стадии:

- а) ориентировка в предстоящем общении;
- б) подготовка содержательного плана общения, т.е. работа с текстами;
- в) подготовка практической реализации общения, т.е. выделение и осмысление культуроведческой информации.

II. Коммуникативный этап (практически-реализующий), предусматривающий две стадии:

- а) учебно-имитативное общение;
- б) естественно-аутентичное общение.

Каждый этап имеет свои задачи, непосредственно связанные друг с другом. От их последовательного решения зависит эффективность процесса обучения в целом.

Задачами I этапа являются:

- погружение в сферу общения, ориентировка в теме общения и развитие коммуникативной мотивации, т.е. стимулирование личностно-мотивационной сферы студентов;
- ознакомление студентов с информацией, которая послужит содержательной основой дальнейшего общения. Как мы уже упоминали, обработка и интерпретация информации на данном этапе предполагает параллельное решение задач по

совершенствованию коммуникативных умений чтения, аудирования и говорения;

- проведение работы с конкретным лингвистическим материалом на основе предкоммуникативных упражнений, снятие различного рода языковых трудностей.

Таким образом, на первом этапе осуществляется подготовка к общению – введение, проработка содержательной информации и ознакомление студентов со специфическими материалами, необходимыми для полноценного процесса общения, т.е. закладывается прочная основа его реализации.

К задачам второго этапа относятся:

- активизация культуроведческого материала в практике иноязычного общения;

- практика общения на собственно-коммуникативном этапе осуществляется в соответствии с двумя последовательными стадиями – по типу учебно-имитативного общения и далее по типу естественно-аутентичного общения;

- развитие творческой самостоятельности, инициативности каждого студента, благодаря которым поддерживается высокий уровень мотивационной сферы личности, активность в реализации общения и происходит формирование профессиональных умений учителя иностранного языка.

Итак, коммуникативный этап в совершенствовании социокультурной компетенции студентов является решающим в достижении поставленной цели.

В основе разрабатываемой нами модели обучения лежит комплекс коммуникативно-направленных упражнений и заданий, обеспечивающих практику общения на базе предложенного учебного материала и формирование профессиональных умений учителя иностранного языка. В комплекс входят предкоммуникативные, условно-коммуникативные и коммуникативные упражнения, а также задания, нацеленные на развитие культурно-страноведческой компетенции будущих учителей.

В целом, весь комплекс упражнений и заданий способствует формированию знаний, навыков, умений, а также способностей личности, составляющих культурно-страноведческий компонент социокультурной компетенции обучаемых, а именно:

- основных фоновых знаний типичного образованного представителя иноязычной культуры;
- знаний
  - а) страноведчески ориентированной лексики;
  - б) культурно-ориентированной лексики;
- навыков
  - а) распознавать в тексте лексические единицы с национально-культурным компонентом семантики, а также осуществлять выбор данных лексических единиц для речевого общения в ситуациях межкультурного общения;
- умений
  - а) использовать фоновые знания для достижения взаимопонимания в ситуациях межкультурной коммуникации;
  - б) адекватно использовать лексические единицы с культурным и страноведческим компонентами семантики в речи в ситуациях межкультурной коммуникации;
  - в) прогнозировать вероятные случаи нарушения межкультурного общения, определять причины нарушения межкультурной коммуникации;
  - г) комплекс профессионально-педагогических умений, позволяющий учителю наиболее эффективно работать с социокультурными материалами и обучать иностранному языку как средству межкультурного общения.
  - д) собственно методические умения;
  - б) распознавать случаи нарушения коммуникации в ситуации межкультурного общения;
- способностей личности
  - а) лингвострановедческая наблюдательность;
  - б) способность воспринимать другое с положительными эмоциями;
  - в) непредвзятость при толковании лингвострановедческих и политических явлений.

Предлагаемые упражнения имеют следующие характеристики:

- предварительно обеспечивают обучаемых содержательной основой общения (предметом-темой);
- создают мотивацию;
- четко ставят задачу;
- ориентируют в способах решения задачи;

- конкретизируют и обеспечивают проработку языкового материала;
- содержат вербальные стимулы и опоры (образец, ключевые слова, варианты решения задачи, план и т.п.);
- обеспечивают постепенное убывание опор;
- вызывают интерес к предметному содержанию;
- обеспечивают поэтапность и последовательность в овладении естественно-аутентичным общением через учебно-имитативное общение;
- способствуют постепенному овладению комплексом коммуникативных умений с целью развития культурно-страноведческой компетенции студентов-будущих учителей.

Рассмотрим предложенные в комплексе упражнения и задания в нескольких ракурсах.

I. Для обеспечения коммуникативной направленности обучения в комплекс включены *предкоммуникативные, условно-коммуникативные и коммуникативные упражнения.*

На первом этапе ведущими упражнениями являются предкоммуникативные (предтекстовые, притекстовые и послетекстовые), связанные с работой по материалам. Традиционный режим воздействия здесь – в составе учебной группы, т.е. фронтальная форма учебной деятельности. Ценность предкоммуникативных упражнений заключается в том, что благодаря им, студенты настраиваются на последующую работу с социокультурными материалами, вовлекаются в общение. Принципиально важным мы считаем то положение, что начальный этап занятия по развитию социокультурной компетенции должен выполнять свою главную функцию – погружение студентов в атмосферу иноязычного общения.

*Предтекстовые упражнения* могут быть следующих видов:

- 1) упражнения на снятие языковых трудностей:
  - a. Pronounce the words you will come across in the text correctly.
  - b. Read and translate the words and word combinations you will come across in the text below.
  - c. Translate the words from Russian into English.
  - d. Pronounce correctly, transcribe and translate the words.

e. Look through the words from the text below, pay attention to their Russian equivalents. Find the sentences with these words in the text and translate them from English into Russian.

f. Read the words that will help you to understand the article.

g. Read aloud the words below the text. Mind the stress in them.

2) упражнения на развитие языковой догадки:

a. Read and translate the title of the article. Try to guess what the article is about.

b. Read the newspaper article. Try to guess the meaning of the unknown words.

Цель *притекстовых упражнений* – усвоение содержания предлагаемого материала:

a. Read aloud and translate the underlined sentences into Russian.

b. Find in the text the sentences with the words below it. Translate the sentences from English into Russian.

c. Read the text and put the sentences in the correct order.

d. Divide the text into several parts and give a name to each of them.

e. Study the most important events of the British history. Fill in the table.

Period	Century, year	Event
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f. Mark the following statements T (true) or F (false), according to what is said or implied in the extract.

g. Read the text. Write out (or formulate) the main idea of each paragraph.

h. Complete these sentences to make a summary of the text.

i. Find the phrases with the following meaning in the text.

Густо/малонаселенный, угрожать, завоевывать, воевать с, система управления, суд, свой собственный, сохранять национальное своеобразие, быть специфичным для.

В силу исторического развития в лексическом составе современного английского языка имеется значительный слой единиц французского происхождения. Заимствования, следует признать, – это естественный процесс, неизбежный при столкновении языков. Следовательно, процесс чтения аутентичных английских текстов студентами, изучающими английский язык как второй иностранный при первом французском, можно сделать более эффективным, если научить

их узнавать в текстах заимствования французского происхождения. С этой целью в состав предкоммуникативных мы включаем предтекстовые и притекстовые упражнения на французские заимствования:

1) предтекстовое:

Many English words are of French origin. Try to guess the meaning of the following words.

Beauty, beef, chivalry, choice, conquest, court, dinner, garden, govern, honest, interest, devout, volunteer, hotel, judge, loyal, mutton, noble, courage, place, poison, royal, sure, stuff, ticket, cafe, chef, coup d'etat, debut, elite, garage, hors d'oeuvre, limousine, morale, parole, prestige, regime, silhouette, souvenir.

2) притекстовое:

Are there words of French origin in the text? Point them out.

*Послетекстовые упражнения* мы делим на:

1) упражнения на усвоение культурно-страноведческого материала:

a. Look at the map of the United Kingdom of Great Britain and Northern Ireland and find on it:

- the British Isles, the UK, Great Britain, England, Wales, Scotland, Northern Ireland, their capitals;
- the cities: Manchester, Liverpool, Sheffield, Bristol, Bath, Oxford, Cambridge;
- the mountains: the Pennines, the Cheviot Hills, the Cambrian mountains, the Grampians;
- the rivers: the Thames, the Severn, the Clyde, the Trent, the Mersey;
- the oceans, the seas, the English Channel, the Strait of Dover;
- the biggest islands: the Isle of Man, the Isle of Wight, the Hebrides, the Shetland Islands, the Orkney Islands.

b. Find on the map the countries in the Queen's realm:

Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Britain, Canada, Fiji, Grenada, Jamaica, Mauritius, New Zealand, Papua New Guinea, St. Christopher and Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands.

c. Match the place and its link with the Royal Family.

Royal Sites

1) Buckingham Palace, London

2) Windsor Castle, Berkshire

- 3) Balmorals, Scotland
- 4) Westminster Abbey, London
- 5) the Tower of London
- 6) the Palace of Westminster, London
  - A. The church where most of the English Kings and Queens have had their coronation ceremonies
  - B. The castle which holds the Crown Jewels
  - C. The Queen's official London home
  - D. The main home of the Royal Family
  - E. The favourite holiday home of the Royal Family
  - F. The site of the Houses of Parliament – it was once the main palace of English Kings

2) упражнения на совершенствование лексических навыков по употреблению культурно-страноведческого вокабуляра:

- Translate the words into English.

Монархия, политик, диктатура, посол, королевский, царствование, империя, герцог, герцогиня, крестить, часовня, лейтенант, Эдинбург, монарх, Мальта, Величество.

Работа с текстовыми материалами не является, на наш взгляд, логически завершённой без лексико-грамматических упражнений, которые способствуют совершенствованию теоретико-лингвистических знаний студентов и упрочению содержательной базы последующего общения. Указанные упражнения входят в состав предкоммуникативных, им отводится вспомогательная роль в процессе развития социокультурной компетенции на первом этапе независимо от формы предъявления текста. Сопровождающие его упражнения представлены следующими подтипами:

1) подстановочные и конструктивные упражнения, нацеленные на сознательный выбор лексических и грамматических единиц в предлагаемом контексте:

a. Look through the text once again; write out in two columns the geographical names used with the definite article and without any article.

b. Complete the following text with the words below.

c. Ask your groupmates questions to the text and be ready to answer your groupmates' questions.

2) сопоставительно-аналитические упражнения, обеспечивающие внутриязыковое сопоставление в целях дифференциации различных лексических единиц:

a. Read and translate the definitions of the British realities.

b. Read the Russian definition of the British reality and express it in English.

c. Read the extract and say what the following words and expressions mean.

d. Read the paragraph and say what idiom is the synonym to “faux pas”.

3) переводные упражнения с изучаемого на родной язык и с родного на изучаемый: первые предполагают конкретизацию значений и понятий, передаваемых иноязычной лексикой в том или ином контексте, вторые предусматривают функционально-адекватное употребление лексики для передачи коммуникативного содержания.

Итак, предкоммуникативные упражнения активизируют речемыслительную деятельность обучаемых и одновременно погружают их в сферу общения. Данные упражнения строятся с учетом ранее усвоенного культурно-страноведческого материала. С их помощью предваряется содержание последующих текстов. Основная функциональная нагрузка этих упражнений заключается в извлечении обучаемыми необходимой информации из текста (в различной форме предъявления), в разработке смысло-содержательных аспектов текста.

В целом, упражнения для работы с текстовыми материалами носят аналитический характер и соотносятся с подготовительно-ориентировочным этапом. В основном, это следующие упражнения:

1) на определение темы текста и соотнесение заглавия и содержания предлагаемых материалов;

2) на выделение в тексте основных событий и идей, смысловых опор, ключевых слов и фраз;

3) на ознакомление и усвоение культурно-страноведческого материала с целью дальнейшего его использования в речи.

Упражнения второго – коммуникативного этапа – представлены двумя стадиями: учебно-имитативного и естественно-аутентичного общения. На учебно-имитативной



стадии используются условно-коммуникативные упражнения, на естественно-аутентичной стадии – (подлинно) коммуникативные упражнения. Оптимальным мы считаем последовательное прохождение двух стадий в рамках одного вида учебной деятельности. В таком случае условно-коммуникативные упражнения служат своеобразной тренировочной базой для дальнейшего выполнения коммуникативных упражнений и реализации самостоятельного естественно-аутентичного общения. Сущность коммуникативного этапа состоит в том, чтобы обеспечить использование культуроведческой информации в речи студентов.

Условно-коммуникативные упражнения рассчитаны на индивидуальную работу, в парах или в составе группы. В соответствии с нашей моделью мы предлагаем использовать следующие виды условно-коммуникативных упражнений:

1) вопросы личностно-направленного содержания, предваряющие вхождение в тему и стимулирующие мотивационную сферу обучаемых:

a. Have you had a chance to visit the United Kingdom of Great Britain and Northern Ireland? Do you know where the Kingdom is situated? Is it an island or a continent? Is it one island? How many countries does the Kingdom include?

b. What is the weather like today? Is it typical for this season? Do you like such weather? What's your favourite season? Do you like our Siberian climate? What can you say about the British weather?

c. Every country has its symbols. What are these symbols? What official symbols does the United Kingdom of Great Britain and Northern Ireland have?

2) упражнения на разработку определенной темы или понятия:

a. List in order the three things you most like doing when you go out at night "on the town". If you don't like going out, say why this is.

b. What is a British pub? How do you imagine it?

c. How do you translate the title of the newspaper article? What in your opinion is the topic of the article?

3) инициативно-респонсивные упражнения, представляющие собой вопросно-ответную реактивную форму деятельности. Эти упражнения разработаны с учетом социокультурных норм

употребления тренируемых явлений, что предполагает определенную степень актерской игры:

a. Act out a dialogue. It can be a phone talk. One of you is in Britain, the other one is in Russia. You are interested in the weather in both countries.

b. Make up a short dialogue. One of you is a member of the Royal family. Use some royal conversation starters in your talk.

c. Prepare an “excursion” around the famous London places. “Tourists” ask questions.

Режимы выполнения коммуникативных упражнений могут быть различными: в диадах, в подгруппах, в составе целой учебной группы. Материалы интегрированного курса по-прежнему выступают источником, обеспечивающим (в т.ч. корректирующим) содержательные и процессуальные аспекты обучения.

Среди (подлинно) коммуникативных упражнений мы, вслед за Е.В. Линченко [20], выделяем следующие виды:

1) коммуникативно-респонсивные упражнения, предполагающие самостоятельные мотивированные ответы обучаемых на вопросы в рамках темы и содержания конкретного занятия. Подготовительные вопросы носят личностно-направленный характер, что стимулирует ментальную активность и провоцирует студентов на развернутые высказывания, например, по теме “Monarchy”:

- What is the reason of the popularity of the British monarchy?

- Where can the British take any information about the Royal Family?

- Is it good or bad when the population of the country knows much about the personal life of the head of state? Why?

- Some people in Britain say that they don't need the Queen, that the Queen doesn't really rule the country. What is your opinion? Are there any advantages for Britain of being ruled by the Queen? Any disadvantages?

- Is the Russian President popular in Russia? Prove your opinion.

2) коммуникативные дискуссионные упражнения, в силу своих заданий вызывающие обучаемых на обмен собственными мыслями, идеями в форме дискуссии, обсуждения. Работа с данными упражнениями должна соответствовать определенному социокультурному контексту:

a. Prepare a talk “Scotland, Wales and Russia”. Divide into three groups: the Scots, the Welsh and the Russians. You are speaking about your countries (history, traditions, geography). Each group tells about the advantages of its country.

b. Make up a dialogue: a catholic and a protestant of Northern Ireland touch upon their religious problem.

3) коммуникативные композиционные упражнения, выполнение которых предполагает конструктивную творческую деятельность обучаемых с элементами проектирования и драматизации:

a. Act as a biographer of the Royal family. Tell about the British Queen’s life and family. Get ready to answer your audience’s questions.

b. Make up a list of the British Queen’s duties and the duties of the British Prime Minister. Speak on the duties and give your opinion on the questions:

- Who heads the country?

- Is it necessary for the country to have the Queen and the Prime Minister at the same time? Why?

c. You are a politician from Northern Ireland. Speak on the Irish problem. Try to explain the reasons of it.

4) коммуникативные игровые упражнения, объединяющие языковую, коммуникативную и деятельность задачи в ходе их выполнения:

- Role play the situation.

a. You are taking part in a TV programme “My Discovery of England”. Everyone is asked to speak about the place in England that he/she has discovered for himself/herself.

#### The List of Characters

1. The host or hostess of the programme. He begins and finishes the programme making it interesting, talking to guests, asking them questions. Remember: the programme should move fast.

2. A group of Russians who have just come back from England (they have been to different parts of the country).

3. A journalist who has written a lot of articles about the Royal Family.

4. An actress who is going to play in a historical film about William Shakespeare.

5. A geographer who is working on a book about the British Isles.

6. An archaeologist interested in the problem of Romans in Britain.  
b) Imagine you are taking part in a British TV programme “My Discovery of Russia”. What places in Russia would you describe?

II. Огромную роль в развитии культурно-страноведческой компетенции и формировании профессиональных педагогических умений играет *самостоятельная работа студентов*. В нашем комплексе мы предлагаем ряд заданий для самостоятельной работы на подготовительно-ориентировочном этапе:

- a. Look up the words in the dictionary. Pay attention to the transcription and translation of the words.
- b. Make a plan to retell the text.
- c. Point out the main steps on the history of curling.
- d. Find out newspaper articles or episodes in books connected or describing the events of the British history.
- e. Find out information about British realities.

Рассмотренные выше упражнения являются неотъемлемой частью предкоммуникативных упражнений и всего интегрированного курса в целом.

На коммуникативном этапе студенты выполняют проектное задание:

Divide into groups. Find out information on the project topic “British Culture”. Distribute the roles. Present your project in class at the end of the course. Give your opinions about your groupmates’ projects. Choose the best one.

III. Развитию культурно-страноведческого компонента социокультурной компетенции будущих учителей английского языка способствует *работа с видеоматериалами и на базе электронного учебно-методического комплекса «Открываем английский»*.

Работа:

с видеоматериалами:

- *предкоммуникативные упражнения:*

- a. Watch the video “Guide to Britain”.
  - Pay attention to the phrases on the screen. Use these phrases in your own sentences.
  - Name the geographical parts of Britain.
  - Give examples of British places of interest.
- b. Watch the film “Monarchy. Pomp and Popularity”.

- Say if the statements are true or false. Correct the false ones.
- Name the Royal Regalias.

- *коммуникативное задание:*

Make up a dialogue using as many phrases from the video as possible.

на базе электронного учебно-методического комплекса «Открываем английский»:

- *первый этап (подготовительно-ориентировочный):*

a. Work with the computer programme “English Discoveries” (Intermediate 3).

1. Read and translate the text “Quiz”.
2. Listen to the speaker following the text.
3. Listen to the speaker without the script.
4. Repeat each sentence after the speaker.
5. Record your speech, see the results.
6. Try to pronounce it as the speaker.

- *коммуникативный этап:*

a. Work with the computer programme “English Discoveries” (Intermediate 2).

1. Study all the information about London.
2. Choose and copy the information you like (2 points).
3. Tell your information in class.

IV. В комплексе представлены задания, стимулирующие самостоятельную работу, нацеленную на развитие культурно-страноведческой компетенции и *формирование профессиональных педагогических умений* студентов на коммуникативном этапе:

- a. Write out of the text the main points of the Queen’s life. Be laconic: write out just word-combinations. Use these points as a plan to tell about the British Queen’s life and family.
- b. Find out any information about the members of the Royal Family. Present it as a fragment of a school lesson (think of the age of your pupils).
- c. You are a teacher. Choose a project topic for schoolchildren of a certain age-group. Explain the task to your pupils. Taking into account the psychological peculiarities of your pupils distribute the roles in the group. Choose the best teacher from the point of view of the organization of the project.

d. Copy out of an encyclopedia articles about the British weather and the Siberian climate. Be ready to present the information in class. Compare your information with the one that your groupmates have got.

e. Choose one Russian symbol, find out some information about it and tell about the symbol to your groupmates. Combine the whole information of the group and prepare a school lesson “The state symbols of Russia”.

V. В комплексе упражнений и заданий также предлагаются *сопоставительные* условно-коммуникативные упражнения, направленные на сравнение событий, явлений в родной стране, стране первого и второго иностранных языков. Выполнение таких упражнений позволяет студентам обнаружить, проанализировать общие и отличительные особенности в социокультуре трех стран:

a. Compare the geographical position of the UK with that of your own country. Which is situated more conveniently, what are the advantages and disadvantages?

b. Make up a dialogue. One of you is a British tourist, the other one is a Russian student. Discuss the state systems of your countries and try to find out which is better: a parliamentary monarchy or a democratic republic.

c. Read the information to see what famous people were named “John”. Can you give any examples of Russian famous people with the name «Иван»? What can you say about the situation with the name «Иван» in our country? How can you explain it?

d. Compare the pub and the Russian beer bar. Have they got anything in common? What is the difference?

e. Read the text “Stereotypes and Change”. Write out in two columns:

- stereotypes that really exist;
- stereotypes that don't exist any more.

Compare each point with our country and France.

f. Read the paragraph and give examples of Russian and French taboos (if there are some).

Итак, мы рассмотрели комплекс упражнений и заданий, представленный в интегрированном курсе «Английский язык и страноведение» и обеспечивающий развитие культурно-страноведческого компонента социокультурной компетенции

студентов, изучающих английский язык как вторую специальность.

Обобщая вышесказанное, можно отметить, что совершенствование социокультурной компетенции есть процесс поэтапного формирования и развития коммуникативных умений обучаемых на основе насыщенной культуроведческой информации.

Ниже предлагаем Вашему вниманию полную детализированную методическую разработку основного интегрированного курса. Упражнения и задания, отмеченные значком \*, даны в качестве примеров работы с подобным языковым материалом.

## **THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND GEOGRAPHY, GENERAL FACTS**

### **Exercise 1.**

#### **a) Answer the questions.**

1. Have you had a chance to visit the United Kingdom of Great Britain and Northern Ireland?
2. Do you know where the Kingdom is situated?
3. Is it an island or a continent?
4. Is it one island?
5. How many countries does the Kingdom include?

#### **b) Pronounce the words correctly. You will come across these words in the text below.**

Island, Ireland, Wales, Cheviot, Pennines, Thames, Severn, Clyde, Mersey, lead (свинец), Sheffield, Birmingham, Manchester, Cardiff, Glasgow, wheat, barley, monarch, Conservative, isle, Greenwich.

#### **c) Read the text.**

Strictly speaking “Great Britain” is a geographical expression but “The United Kingdom” is a political expression. Great Britain is in fact the biggest of the group of islands, which lie between the North Sea and the Atlantic Ocean. The second largest is the island of Ireland; together they are called the British Isles. The British Isles today are shared by two separate and independent states. The smaller of these is the Republic of Ireland. The larger is the United Kingdom of Great Britain and Northern Ireland. Great Britain

contains England, Scotland and Wales. The UK has an area of 94,249 square miles.

The population of the United Kingdom is about 56 million people. The capital of the country is London. The official language is English. But some people speak Scottish in western Scotland, Welsh – in parts of northern and central Wales, and Irish – in Northern Ireland.

The surface of England and Ireland is flat, but Scotland and Wales are mountainous. England is separated from Scotland by the Cheviot Hills. Most of the mountains – the Pennines – are in the western part. The Cambrian Mountains are in Wales. The highest mountain top in the United Kingdom is Ben Nevis in Scotland (4,406 ft, in the Grampians). Many parts of the country have beautiful green meadows.

The chief rivers are the Thames, the Severn, the Clyde, the Trent and the Mersey. The longest river is the Severn. It is in the southwest of England. The seas round the British Isles are shallow. These shallow waters are important because they provide excellent fishing grounds.

The United Kingdom has few mineral resources, of which the most important are coal and oil. Other minerals are clay, chalk, iron ore, lead, zinc, etc.

The United Kingdom is one of the world's most industrialized countries. The main industrial centres are Sheffield and Birmingham where iron structures are made, also Manchester, the cotton centre of Great Britain, and Leeds, the country's wool producing centre. The largest cities of the country are London, Birmingham, Manchester, Cardiff and Glasgow. The important ports are London, Cardiff and Glasgow.

Though the United Kingdom is an industrialized country, agriculture remains a major sector of economy. Britain grows wheat, barley, oats, and vegetables. Over three-quarters of Britain's land are used for farming. Farms produce nearly half of the food Britain needs.

Great Britain is a high-technology country, with the world famous Royal Society or, more fully, the Royal Society of London for Improving Natural Knowledge, founded in 1660. It occupies a unique place in Britain's scientific affairs and is equivalent to national academies of sciences of other countries.



The United Kingdom is a parliamentary monarchy. The official head of the state is the monarch (at present Elizabeth II) whose powers are limited. British parliament consists of two houses: the House of Lords and the House of Commons. The Prime Minister is the head of the government. The main political parties of Great Britain are the Labour Party and the Conservative Party.

**Exercise 2. Look at the map and find on it.**

- the British Isles, the UK, Great Britain; England, Wales, Scotland, Northern Ireland, their capitals;
- the cities: Manchester, Liverpool, Sheffield, Bristol, Bath, Oxford, Cambridge;
- the mountains: the Pennines, the Cheviot Hills, the Cambrian mountains, the Grampians;
- the rivers: the Thames, the Severn, the Clyde, the Trent, the Mersey;
- the oceans and the seas mentioned in the text above; the English Channel, the Strait of Dover;
- the biggest islands: the Isle of Man, the Isle of Wight, the Hebrides, the Shetland Islands, the Orkney Islands.

**Exercise 3. Look through the text once again and write out in 2 columns geographical names used with the definite article and without any article.**

**Exercise 4. Explain the difference between the expressions:** Great Britain, the United Kingdom, the Republic of Ireland, the British Isles.

**Which of these people are British?**

An Englishman, a citizen of the Irish Republic, a Scot, a Welshman.

**Exercise 5. Fill in the table.**

Name of the country	Capital	Nationality	Language

### **Exercise 6. Translate it into English.**

1. Англия знаменита своими зелеными лугами.
2. Оксфорд расположен на Темзе.
3. На северо-востоке Великобритания омывается Северным морем.
4. Острова Великобритании и Ирландии разделены Ирландским морем.
5. Горные районы расположены в Уэльсе, Шотландии и на северо-западе Англии.
6. В Уэльсе официальными языками являются английский и валлийский.
7. Северное и Ирландское моря неглубокие.
8. Около Бирмингема добывают железную руду и уголь.
9. Настоящий шотландец говорит по-шотландски.
10. Лидс считается центром по производству шерсти, а Манчестер – по производству хлопка

### **Exercise 7. Compare the geographical position of the UK with that of your own country. Which is situated more conveniently, what are the advantages and disadvantages?**

### **Exercise 8. Complete the following text with the words below.**

#### **Physical Features**

Britain ... Great Britain and Northern Ireland. It ... the greater part of the British Isles which ... off the northwest coast of ... Europe. Britain's area is ... square kilometers which is about half the ... of France. No ... in Britain is as so much as ... km from the sea. The seas ... the British Isles are ... because the islands lie on the continental ... . The prime ... of 0 ... through the old observatory at ... (London). Britain has a ... climate which is somewhat warmer than that of the ... because of the warm ... of the Gulf Stream. The weather ... to frequent changes, but it is ... above 32C or below 10C. (mild, Greenwich, 120, shelf, rarely, to comprise, to surround, to pass, 244, to lie, to constitute, meridian, current, continent, shallow, size, to be subject, point, continental)

## **Exercise 9. Read the texts about some interesting places in Great Britain and say what you have known.**

### **Lake District**

The Country of Cumbria contains one of the most beautiful and famous districts in England, the Lake District. It consists of a mass of mountains, many valleys and 16 main lakes. The largest lake is Windermere. And up in the fells (the local name for the hills or mountains) there are many little lakes, which are called tarns. This place has the highest rainfall in England. The beauty of the Lake District was lovingly described by the Lake Poets William Wordsworth, Samuel Coleridge and Robert Southey. They lived and worked there and were deeply inspired by the country around them.

The Lake District has been made into a national park. This does not mean it belongs to the Government, it just means that there is very strict control over any new developments, alterations or buildings in the area. You cannot even cut down a tree without a special permission and any new building, which is allowed, must be in character with those around it.

Now that the Lake District can easily be reached by car, train or air, tourism has rapidly expanded. Many beauty spots become completely overcrowded in summer. People come to the lakes for rock-climbing, fell-walking, boating, yachting, swimming and water-skiing.

Many people in the Lake District work in sheep farming. Sheep wander freely on the fells. Farms are very small and isolated and are built from the local stone. A typical fell farmer speaks the Cumbrian dialect, which English people from other counties cannot understand. There is a society of people who wish to preserve the Cumbrian dialect.

### **Stonehenge**

In some parts of Britain one can see a number of huge stones standing in a circle. These are the monuments left by the earliest inhabitants of the country. The best-known stone circle named Stonehenge on Salisbury Plane dates back to about 4 thousand years ago, the Bronze Age. It is made of many upright stones, each weighing about 7 tons. Inside these are the two groups of stones in the shape of a horseshoe. No one can tell how these large stones were moved, from what places they were brought or what they were

used for – as a burial place or a sacred place where early men worshipped the sun. Stonehenge is still a mystery to scholars.

**Exercise 10. Divide into groups. Find out information on the project topic “British Culture”. Distribute the roles. Present your project in class at the end of the course. Give your opinions about your groupmates’ projects. Choose the best one.**

**Exercise 11. You are a teacher. Choose a project topic for schoolchildren of a certain age-group. Explain the task to your pupils. Taking into account the psychological peculiarities of your pupils distribute the roles in the group. Choose the best teacher from the point of view of the work organization at the project.**

## WEATHER

### Exercise 12.

#### a) Answer the questions.

1. What is the weather like today?
2. Is it typical for this season?
3. Do you like such weather?
4. What's your favourite season?
5. Do you like our Siberian climate?
6. What can you say about the British weather?

#### b) Read and translate the words and word combinations you will come across in the text below.

Black clouds, to pour down (about the rain), wintry, a dense blanket of fog, a spell of winter, the more predictable climate.

#### c) Why do you think Englishmen say “Other countries have a climate, in England we have weather”? The following text will help you to answer the question.

In no country other than England can one experience four seasons in the course of a single day! Day may break as a soft and warm spring morning, an hour or so later black clouds may appear from nowhere and the rain may be pouring down. At midday conditions may be really wintry with the temperature down, by about fifteen degrees. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer.

In England one can experience almost every kind of weather except the most extreme (some foreigners seem to be under the impression that ten months of the year the country is covered by a dense blanket of fog, this is not true). The problem is that we never can be sure when the different types of weather will occur. Not only do we get several different sorts of weather in one day, but also we may very well get a spell of winter in summer and vice-versa.

This uncertainty about the weather has had a definite effect upon the Englishman's character, it tends to make him cautious, for example.

And of course, the variety of the weather provides a constant topic of conversation. Even the most reserved of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not, even if he could, exchange it for the more predictable climate of other lands.

**d) Answer the questions.**

1. How could you experience “four seasons in one day”?
2. What is the constant characteristic of the English weather?
3. How has the English weather affected the Englishman’s character?
4. Why is the weather a constant topic of conversation in England?
5. What’s the Englishman’s attitude towards his weather?

**Exercise 13.**

- a) **Compare the British weather and the Siberian one. Which is better in your opinion?**
- b) **Copy out of an encyclopedia articles about the British weather and the Siberian climate. Be ready to present the information in class. Compare your information with the one that your groupmates have got.**
- c) **Act out a dialogue. It can be a phone talk. One of you is in Britain, the other one is in Russia. You are interested in the weather in both countries.**

**Exercise 14\*.**

**a) Answer the questions.**

1. What are the parts of the United Kingdom of Great Britain and Northern Ireland?
2. What are the capitals of these parts?
3. Do you know the parts of London?
4. What river is London situated on?

**b) Watch the video “Guide to Britain”. Pay attention to the phrases on the screen.**

**c) Answer the questions.**

1. What is the name of the airport in London?
2. How do they call the underground in London?
3. What is the Russian for “to be at a low budget holiday”?
4. What is the Russian for “a collect call”?

**d) Make up a dialogue using as many phrases from the video as possible.**

## SYMBOLS

### Exercise 15.

a) Every country has its own symbols. What are these symbols? What official symbols does the United Kingdom of Great Britain and Northern Ireland have?

b) Translate the words into English.

Святой покровитель, парад, знамя, крест, гимн, спасать, царствовать, лук-порей, нарцисс, чертополох, трилистник, шип.

c) Read the text.

Each part of the country has its patron saint: St. George in England, St. David in Wales, St. Andrew in Scotland and St. Patrick in Ireland. The Welsh, the Scots and the English don't really celebrate their national saint's days. But St. Patrick's Day is very important for the Irish people all over the world. For example in New York and other big cities the Irish people always have a big St. Patrick's Day parade.

The Union flag, approved in 1801, is a combination of the banners of England (St. George's flag which has a red cross with extended horizontals on a white field), Scotland (the Scottish flag which has a white diagonal cross of St. Andrew on a blue field), Ireland (the Irish flag which has a red diagonal cross of St. Patrick on a white field). The flag is known as the Union Jack.

The British national song or anthem is called "God Save the Queen". Here are its words:

God save our gracious Queen (King),

Long live our noble Queen,

God save the Queen –

Send her victorious,

Happy and glorious,

Long to reign over us,

God save the Queen.

Each part of the country also has a flower as its emblem: rose is the symbol of England, leek and daffodil – of Wales, thistle – of Scotland and shamrock – of Ireland.

Why did the Scottish people choose thistle, this thorny plant, as the national emblem?

People say that during a surprise night attack by foreign invaders the Scottish soldiers were awakened by the shouts of the invaders as their bare feet touched the thorns of the thistles in the

field they were crossing. So thistle saved their land from enemies. This, of course, was a good reason to choose the thistle as a national emblem!

As for the Welsh emblems a legend tells us how David, who was chosen as the patron saint of Wales, suggested that his people should wear a leek in their bonnets during battles so that they could be easily recognized. However, as St. David's Day is celebrated at the beginning of spring when daffodils are blooming, this flower has become the second, more graceful emblem of Wales.

There is another explanation: it's traditional to wear the emblem on the saint's day, but the leek doesn't go in a buttonhole, so the Welsh often wear a daffodil.

**d) Read aloud and translate the underlined sentences into Russian.**

**e) Ask your groupmates questions to the text and be ready to answer your groupmates' questions.**

**f) Choose one of the symbols of the country in the text and tell about it.**

**g) Choose one Russian symbol, find out some information about it and tell about the symbol to your groupmates. Combine the whole information of the group and prepare a school lesson "The state symbols of Russia".**



## MONARCHY

### Exercise 16.

#### a) Answer the questions.

1. Who is the head of the country in the United Kingdom of Great Britain and Northern Ireland?
2. Does she/he rule alone?
3. What is the governmental body in the country?
4. How is the state system called?
5. Who heads the Parliament?
6. What state system do we have in Russia?

#### b) Many English words are of French origin. Try to guess the meaning of the following words.

Beauty, beef, chivalry, choice, conquest, court, dinner, garden, govern, honest, interest, devout, volunteer, hotel, judge, loyal, mutton, noble, courage, place, poison, royal, sure, stuff, ticket, cafe, chef, coup d'etat, debut, elite, garage, hors d'oeuvre, limousine, morale, parole, prestige, regime, silhouette, souvenir.

#### c) Pronounce correctly, transcribe and translate the words.

Monarchy, Sovereign, politician, dictatorship, commonwealth, ambassador, royal, realm, Empire, Duke, Duchess, christen, chapel, Lieutenant, Edinburgh, monarch, Malta, Majesty.

#### d) Read and translate the text.

The British monarchy is an interesting institution. This is due to the fact that it does not actually govern. The country is governed in the Queen's name by ministers, who are responsible to the House of Commons, which is elected by the people. Although the Sovereign has very wide theoretical powers, they are seldom, if ever, used. The Queen is really a figure representing the country, but she has the power to prevent any politician establishing a dictatorship. She is also Head of the Commonwealth, and Head of State in 14 of its 41 member countries. The Queen and her family are a symbol that people can identify with. The British public is obsessed with the details of the royal family life, and when people feel that the Queen has problems with her children, or her sister, they see her as a "real person" with the same worries and anxieties as themselves.

The monarchy has not always been popular. During the late 19<sup>th</sup> century there was a growing republican sentiment, but the personality and family image of the Queen, her father and grandfather have removed that feeling. The Queen is probably the wealthiest woman

in the world, most of the money coming from family investments rather than the state. Her state salary (the Civil List) pays for her servants and transport. In recent years the Queen has become a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

**e) Translate the words into English.**

Монархия, политик, диктатура, посол, королевский, царствование, империя, герцог, герцогиня, крестить, часовня, лейтенант, Эдинбург, монарх, Мальта, Величество.

**f) Give the main idea of each paragraph of the text.**

**g) Answer the questions.**

1. Is it good or bad when the population of the country knows much about the personal life of the Head of State? Why?
2. Some people in Britain say that they don't need the Queen, that the Queen doesn't really rule the country. What is your opinion? Are there any advantages for Britain of being ruled by the Queen? Any disadvantages?

**Exercise 17. Make up a dialogue. One of you is a British tourist, the other one is a Russian student. Discuss the state systems of your countries and try to find out which is better: a parliamentary monarchy or a democratic republic.**

**Exercise 18.**

**a) Read the text.**

The Queen of Great Britain Elizabeth II was born in London on the 21<sup>st</sup> of April 1926, the first daughter of the Duke and Duchess of York, subsequently King George and Queen Elizabeth. Five weeks later she was christened Elizabeth Alexandra Mary in the chapel at Buckingham Palace. The Princess married Lieutenant Philip Mountbatten in Westminster Abbey on the 20<sup>th</sup> of November 1947. Lieutenant Mountbatten, now his Royal Highness Prince Philip, Duke of Edinburgh was the son of a Greek Prince and a great great grandson of Queen Victoria.

The Royal couple has four children, and so far has six grandchildren. Prince Charles, now the Prince of Wales, heir<sup>1</sup> to the

throne, was born in 1948, and his sister, Princess Anne, now the Princess Royal, two years later. After Princess Elizabeth became Queen their third child, Andrew, arrived in 1960 and the fourth, Prince Edward, in 1963. Prince Andrew and Prince Edward were the first children born to a reigning monarch since Queen Victoria gave birth to her youngest child, Princess Beatrice, in 1857.

After her marriage Princess Elizabeth paid formal visits with the Duke of Edinburgh to France and Greece, in autumn 1951 they toured Canada. She also visited Malta four times while the Duke was stationed there on naval duties; in 1952, King George VI's illness forced him to abandon his proposed visit to Australia and New Zealand. The Princess, accompanied by Prince Philip, took his place. On 6 February, during the first stage of this journey, in Kenya, she received the news of her father's death and her own accession<sup>2</sup> to the throne.

Her Majesty's Coronation took place in Westminster Abbey on 2 June 1953. Representatives of the peers, the Commons and all the great public interests in Britain, the Prime Ministers and leading citizens of the other Commonwealth countries, and representatives of foreign states were present. The ceremony was broadcast on radio around the world and, at the Queen's request, on television. It was television, then in its relative infancy that brought the splendour<sup>3</sup> and the deep significance of the coronation to many hundreds of thousands of people in a way never before possible. The coronation was followed by drives through every part of London, a review of the fleet at Spithead, and visits to Scotland, Northern Ireland and Wales.

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<sup>1</sup>heir [εð] – наследник

<sup>2</sup>accession [æk'seɪ(ð)n] – вступление (на престол)

<sup>3</sup>splendour [ˈsplendə] – великолепие, пышность

**b) Write out of the text the main events of the Queen's life. Be laconic: write out just word-combinations.**

**c) Use these events as a plan to tell about the British Queen's life and family.**

### **Exercise 19.**

a) **Read aloud the words below the text. Mind the stress in them. Pay attention to their Russian equivalents.**

b) **Read the text.**

Many people in the UK also believe that the Prime Minister (PM) exercises more power and authority than the Queen. The Queen is the titular Head of State and she nominally carries out many formal duties, which might seem as though she has power. For example, she opens and dissolves Parliament, authorizes Acts of Parliament, which makes them into laws of the land, etc, but these are largely ceremonial duties. Parliament is called “her” Parliament and the Members (MPs) must swear or affirm allegiance<sup>1</sup> to her, but effectively they then do their own thing! The Queen actually appoints the PM, but she must always choose the person who is the leader of the party with the greatest number of MPs. If the PM wishes to resign<sup>2</sup> he takes his letter of resignation to the Queen and she will accept it. She then chooses another PM, but it will be the man the last one told her to choose and will be only a temporary measure until Parliament itself chooses a new one, usually following a General Election<sup>3</sup>. Incidentally, the PM is really the “First Lord of the Treasury<sup>4</sup>”.

The Queen is nominally the Head of the Church of England (C of E), but again this is a mere formality. She appoints the Archbishop<sup>5</sup> of Canterbury, the senior cleric in the Church, but she simply accepts the person proposed to her by the PM and even he simply endorses the choice of the bishops. She is head of the armed forces and even the ceremonial Colonel of some regiments, but she has no say in how they are formed or what they do – it is the PM, hopefully but not necessarily, with the approval of Parliament who sends them off to fight wars. The present Queen is reputed to take a keen interest in the affairs of state and in foreign events, but not all monarchs have done so. The PM reports to her once a week in what is called “an audience” when he is supposed to listen to what she has to say, but it is more often the case that she listens to what he has to say! This, like so many other duties, is supposed to show the authority of the Queen, but again the PM does not need to take any notice of what she tells him.

There are some things, which only the Queen can do, such as exercising the Royal Prerogative, which is theoretically subject to

no restriction. This means that she can do anything she likes! Actually, in many cases, the PM exercises it “on her behalf” and in effect, abrogates<sup>6</sup> that authority, taking it upon himself to act as he wishes, but always “in the Queen’s name”.

Civil order is maintained by the police and similar bodies, but is known as “the Queen’s peace” in acknowledgement that they act in the name of, and with the authority of, the Queen. In practice, the authority is the Home Secretary<sup>7</sup> who reports to the PM.

The heads of state of other countries are generally received formally by the Queen, but any real business is done with them by the Foreign Secretary<sup>8</sup> and/or the PM. Similarly, foreign ambassadors will present their credentials<sup>9</sup> to the Queen, but then deal with the government. The Queen may hold state dinners in honour of certain guests, but always on the advice of the PM.

It is the Queen who presents medals and gives honours to people deemed worthy of receiving them, but it is doubtful whether she has any choice about who those people are. The lists will be prepared by the Civil Service<sup>10</sup> and given to the PM for approval and only then given to the Queen to “choose”. Medals are often presented by the Queen or one of her family standing in for her at garden parties held in Buckingham Palace, her house in London.

On State occasions<sup>11</sup>, the Queen has precedence – she walks first, she sits first at dinner, etc, and the PM trails along behind. There have been occasions when it is reported that the PM wished to have a more prominent position and has been snubbed<sup>12</sup>, but these are matters of show, not the exercise of authority.

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<sup>1</sup>swear allegiance [ˈswɛððˈli:dʒ(ə)ns] – клясться в верности

<sup>2</sup>resign [riˈzain] – уходить в отставку

<sup>3</sup>General Election – всеобщие выборы

<sup>4</sup>First Lord of the Treasury [ˈtreʒ(ə)ri] – государственный казначей

<sup>5</sup>Archbishop [ˈɑ:tʃbiʃəp] – архиепископ

<sup>6</sup>abrogate [ˈæbrʊgeit] – отменять

<sup>7</sup>Home Secretary – министр внутренних дел Великобритании

<sup>8</sup>Foreign Secretary – министр иностранных дел Великобритании

<sup>9</sup>credentials [kriˈdenʃ(ə)lz] – мандат

<sup>10</sup>Civil Service – (зд.) государственные служащие

<sup>11</sup>State occasions – торжественная церемония (в связи с событием государственного масштаба)

<sup>12</sup>snub [snʌb] – осадить, поставить на место

c) **Find in the text the sentences with the words below it. Translate the sentences from English into Russian.**

d) **Say if the statements are true or false. Correct the false ones.**

1. The Prime Minister exercises more power and authority than the Queen.
2. The Prime Minister is elected by the members of Parliament.
3. If the Prime Minister wishes to resign he asks parliament for permission to do so.
4. The Archbishop of Canterbury is the head of the Church of England.
5. The Queen is the head of the armed forces.
6. Everything in the country is done in the name of the Queen.
7. The Queen is the final authority in the case of presenting medals and giving honours to people.

e) **Look through the text and write out in 2 columns the duties of the Queen and the duties of the Prime Minister. Be ready to tell some words about their duties. Who, in your opinion, heads the country? Is it necessary for the country to have the Queen and the Prime Minister at the same time? Why?**

## **Exercise 20.**

a) **Read the text and say what you have learnt from it.**

### **Members of the Royal Family**

#### ***Queen Elizabeth II***

The Queen has always been very popular with the British people. The first big royal television event ever was her coronation in 1953. The ceremony was a fantastic spectacle in Westminster Abbey. Twenty million people watched it. The Queen works very hard, with a busy programme of engagements every year.

#### ***Prince Philip***

The Queen's husband is the son of Prince Andrew of Greece, who spent years of exile in England. But Philip changed his surname to Mountbatten when he became a British citizen. He was a Navy officer when he first met Princess Elizabeth. She was only twenty-one when they married. Prince Philip is also called The Duke of

Edinburgh. He has always been famous for talking openly about his very strong views on many subjects.

### *Prince Charles*

Traditionally, the eldest son of the British monarch has the title the Prince of Wales. Prince Charles went to school in England, Scotland and Australia, went to Cambridge University and later also went to a Welsh University. He has many intellectual interests but also loves adventure. He has trained as a diver, parachuted from aeroplanes, climbed mountains and served in the Navy.

### *How They Begin a Conversation*

The Queen meets thousands of people every year. She has to shake hands with each of them, and she has to find something interesting to say. If you meet the Queen you should call her “Your Majesty”, then “Ma’am”. The other Princes and Princesses are “Your Highness”, then “Sir” or “Madam”. When she wants to end a conversation, she takes a half step backwards, smiling broadly, then moves on. Here are some favourite royal conversation starters:

“How long have you been waiting?” (The Queen)

“Where have you come from?” (The Queen)

“What exactly are you doing?” (Prince Charles)

“Pay you enough, do they?” (Prince Charles)

“Keep you busy, do they?” (Prince Charles)

“How long have you been working here?” (Princess Anne)

“What’s your job?” (Prince Philip). At the reply: “I’m a postman,” he will say: “Oh, you’re a postman, are you?”

**b) Make up a short dialogue. One of you is a member of the Royal Family. Use some royal conversation starters in you talk.**

**c) Find out any information about the members of the Royal Family. Present it as a fragment of a school lesson (think of the age of your pupils).**

**Exercise 21. Fill in the gaps with the words given below.**

### *Wallis Collection Dazzles Bidders*

The collection of (a)\_\_\_\_\_jewels being sold by Sotheby’s for “over £10m” is (b)\_\_\_\_\_for a queen. For their owner, the Duchess of Windsor, however, they could only ever be a substitute for the crown. Although she demanded that her servants (c)\_\_\_\_\_her as “Your Royal Highness”, she became instead a larger-than-life queen of 1940s fashion and style.

It was in 1936 that King Edward VIII sensationally (d)\_\_\_\_\_ from the throne to marry Wallis Simpson, an American divorcee. They left for Paris in 1937.

The Duke was a man with a (e)\_\_\_\_\_ eye for gems and style; he (f)\_\_\_\_\_ Wallis with ostentatious gifts that celebrated events in their life together.

It is sad to reflect that the Duke (g)\_\_\_\_\_ in his will that his wife's jewels should never adorn another woman. He would have been horrified to learn that more than 3,000 people had booked a place for the sale.

"Thousands have been (h)\_\_\_\_\_ the items each day, both in New York and Geneva," one overwhelmed Sotheby's representative reported. Among the rich and fashionable who are believed to have been dazzled into (i)\_\_\_\_\_ are the queen of television soap, Joan Collins, and the pop musician, Elton John.

This seems to be the closing (j)\_\_\_\_\_ in the romance, and like all good stories, it combines history, money and love. Many of the 200 jewels are unique ones with personal and now historic inscriptions (k)\_\_\_\_\_ particular events.

"Historical events can be followed through inscriptions on a remarkable number of pieces," the sale catalogue says. "In this respect, the Duke was himself following a family (l)\_\_\_\_\_."

One hundred years earlier, Prince Albert had dates and messages (m)\_\_\_\_\_ on some of the jewelry that he gave to Queen Victoria.

Sotheby's experts believe the three elements of history, quality and design make the collection altogether (n)\_\_\_\_\_. There is, for example, the Duchess's favourite Van Cleef and Arpels necklace with intertwined rows of rubies and diamonds. It was commissioned by the Duke of Windsor as her 40<sup>th</sup> birthday present, and is engraved: "My Wallis from her David 19/6/36" – the year of the abdication (estimate £500,000 –£620,000).

The (o)\_\_\_\_\_ of the sale will be donated towards medical research. The beneficiary is the Pasteur Institute in Paris.

*(discerning, sparkling, chapter, showered, proceeds, recording, abdicated, fit, bidding, stipulated, unique, tradition, address, viewing, inscribed)*



**Exercise 22. Find on the map the countries in the Queen's realm.**

Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Britain, Canada, Fiji, Grenada, Jamaica, Mauritius, New Zealand, Papua New Guinea, St. Christopher and Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands.

**Exercise 23. Match the place and its link with the Royal Family.**

**Royal Sites**

- 1) Buckingham Palace, London
  - 2) Windsor Castle, Berkshire
  - 3) Balmoral, Scotland
  - 4) Westminster Abbey, London
  - 5) the Tower of London
  - 6) the Palace of Westminster, London
- A. The church where most of the English Kings and Queens have had their coronation ceremonies
  - B. The castle which holds the Crown Jewels
  - C. The Queen's official London home
  - D. The main home of the Royal Family
  - E. The favourite holiday home of the Royal Family
  - F. The site of the Houses of Parliament – it was once the main palace of English Kings

**Exercise 24. Render the text in English (see the reference material below).**

Англия является конституционной монархией, и королевская власть осуществляется только через парламент и кабинет министров. Королева (или король), в соответствии с результатами выборов в парламент, назначает премьер-министра. Королева информируется обо всех решениях кабинета министров. В королевские прерогативы входит также роспуск парламента (правда, по представлению премьер-министра), созыв нового парламента. Монарх формально является главнокомандующим вооруженными силами. От его имени происходит награждение орденами, пожалование титулов и т.д.

Королева Елизавета II получает большие суммы из государственного бюджета по так называемому гражданскому листу (а также ее муж, старший сын, другие близкие родственники).

В Англии, в отличие от большинства других стран, нет конституции, составленной в форме единого основного закона страны. Под английской конституцией имеется в виду комплекс различных обычаев, прецедентов и законов, изданных на протяжении веков. К их числу относятся Великая хартия вольностей (1215), Петиция о правах (1628), Акт о правах личности (1679), Билль о правах (1689), Акты о парламенте (1911 и 1949).

### **Reference material**

**Magna Carta (лат.)** – Великая хартия вольностей, грамота, подписанная в 1215 г. королем Иоанном Безземельным под давлением баронов. Ограничивала королевскую власть и предоставляла более широкие права крупным феодалам.

**The Petition of Rights** – петиция о правах, утверждена в 1628 г. Требовала значительного ограничения королевской власти, закрепляла роль и права парламента и судов, ограждала собственность буржуазии от посягательств абсолютизма.

**Habeas Corpus Act** – закон о неприкосновенности личности, принят в 1679 г. Предписывал представление арестованного в суд в течение установленного срока для надлежащего судебного разбирательства.

**Bill of Rights** – Билль о правах, принят в 1689 г. Был направлен против восстановления абсолютизма, юридически оформил итоги «Славной революции», значительно ограничив власть короны и гарантировав права парламента, заложил основы английской конституционной монархии.

### **Exercise 25\*.**

a) **Read and translate the words and expressions.**

Survive, recover, a visible symbol, funeral, the unique monarchy, coronation, ordinary, extraordinary.

b) **Watch the film “Monarchy. Pomp and Popularity”.**

c) **Say if the statements are true or false. Correct the false ones.**

1. The British monarchy is the unique institution.

2. King James recovered the image of the King.
3. Monarchy should be seen as a visible symbol.
4. King Edward was the founder of traditional spectacles: parades, royal ceremonies, etc.
5. The last performance where King Edward took part was his wedding.
6. King Edward planned his funeral himself.
7. George VI turned his marriage to Elizabeth into a real spectacle.
8. The first royal event shown on TV was the wedding of Queen Elizabeth the second.
9. The British are proud of their monarchy.

**d) Answer the questions.**

1. What is the reason of the popularity of the British monarchy?
2. Where can the British take any information about the Royal Family?
3. Is the Russian President popular in Russia? Prove your opinion.

**Exercise 26\*. Work with the computer programme “English Discoveries” (Intermediate 3).**

1. Read and translate the text “Quiz”.
2. Listen to the speaker following the text.
3. Listen to the speaker without the script.
4. Repeat each sentence after the speaker.
5. Record your speech, see the results.
6. Try to pronounce it as the speaker.

## CITIES

### Exercise 27.

#### a) Answer the questions.

1. What is the capital of the United Kingdom of Great Britain and Northern Ireland? Show it on the map.
2. What do you know about this city?
3. How old is it?
4. What was the very first name of the settlement?

#### b) Pronounce correctly the names of the famous places of London.

Fleet Street, Harley Street, Oxford Street, Downing Street, Westminster, Whitehall, Buckingham Palace, the Shambles, Smithfield, Covent Garden, Billingsgate.

#### c) Read the words below the text paying attention to their Russian equivalents. Find the sentences with these words in the text (mind the numbers of the words) and translate them from English into Russian.

#### d) Read the information about the famous London's places:

**Fleet Street** is located in the middle of the City of London and leads on to Ludgate Hill which goes up to the front of St Paul's Cathedral. St Paul's was designed and built by Sir Christopher Wren after the Great Fire of London in 1666. Fleet Street itself is famous because the main offices of most of the important national newspapers used to be there, although they have now moved to other places around the edge of the city. The term "Fleet Street" is still commonly used to mean the press, i.e. the newspaper industry. The name comes from the River Fleet, which runs underneath it in great pipes down to the River Thames.

Fleet Street is not the only place to be used metaphorically to represent an activity. It could be used in a sentence such as: "If Fleet Street got hold of<sup>1</sup> this news, they would splash it all over<sup>2</sup> the front pages of the newspapers".

Other places include:

**Harley Street** – a place in London where many eminent doctors have their offices (incidentally, many of the popular examples are from London, because it is such a large and influential city and England is not a very big country).

**Oxford Street** – also in London where there are many large (and expensive) department stores. *Marks & Spencer, John Lewis,*

*Selfridges, Debenhams, C & A Topman* and many others can be found there.

**Downing Street or No. 10** – where the Prime Minister (PM) lives and has his offices. Actually, the Chancellor of the Exchequer<sup>3</sup> also lives there at No. 11. When the PM or Chancellor changes, the old one has to leave immediately to make way for the new one! There are doors between the houses so that the PM does not have to go out into the street to talk to his neighbour. Many years ago anybody could walk down Downing Street, but now there are big security gates at the entrance. There is always a policeman outside No. 10. Another interesting thing because the PM has a family and the Chancellor doesn't, they changed living quarters<sup>4</sup>, but they still call the PM's office "No. 10".

**The City** – the square mile that is the original location of old London and where there are many banks, insurance offices and other financial institutions. You might hear a sentence like: "The City reacted well to the news of a cut in interest rates<sup>5</sup>."

**Westminster** – this used to be a separate town from London, but is now part of the city. It is where the Houses of Parliament are and the name is used to represent the Government.

**Whitehall** – this is a street where there are many government departments and the name is used collectively to denote them.

**Buckingham Palace** – this is where the Queen lives when she is in London. Sometimes people just say "the Palace" and mean this one, although there are many others.

All these places are in London, but there is one place in the City of York that is also very commonly used – **the Shambles**. In York, it used to be a narrow street used by the butchers of the town and because it was always so congested<sup>6</sup>, it became a generic term for anything that is in a muddle<sup>7</sup> or largely destroyed.

When London was much smaller than it is now (but it was still the largest city in the world at that time), there were many markets around the edges. As people did not have refrigerators then, produce was brought in daily from the countryside to feed the Londoners. As the city grew, these markets found themselves boxed in<sup>8</sup> by the houses and streets so that it was hard to get the food there in time. So the markets were moved to new places on the edges. About fifty years ago the markets were still in their old places and some of the most famous ones were:

**Smithfield** – for meat. Originally, the animals were taken alive right to the market, but later only the carcasses<sup>9</sup>. This has quite gone now as it was very unhygienic and full of flies!

**Covent Garden** – for fruit and vegetables. This still exists in its new place called “New Covent Garden”. In the old place, there is the main opera; so the term “Covent Garden” now refers more usually to the opera house than to the market.

**Billingsgate** – for fish. This was on the edge of the river Thames and this has almost gone now<sup>10</sup> as refrigeration eliminates the need for it. Years ago, the men there worked as porters, carrying boxes of fish. It was very heavy, wet, cold and dirty work, also infested<sup>11</sup> with flies. Only the poorest would do it. Often women would help cleaning the fish, etc. They all had a bad reputation and we still have the expression, “to swear like a Billingsgate fishwife<sup>12</sup>”. Like all markets, if you wanted the best things, you had to get there early. They mostly opened at about 3 or 4 a.m.

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<sup>1</sup> get hold of – суметь схватить

<sup>2</sup> splash over – печатать аршинными буквами

<sup>3</sup> Chancellor of the Exchequer [ˈtʃɑːnsəɪdʒ əv ði ɪksˈtʃeɪkə] – канцлер казначейства (министр финансов Великобритании)

<sup>4</sup> living quarters – жилое помещение

<sup>5</sup> cut in interest rates – снижение процентных ставок

<sup>6</sup> congested - [kɒŋˈdʒestɪd] – перенаселенный

<sup>7</sup> muddle [ˈmʌdl] – беспорядок

<sup>8</sup> boxed in – окружать, огораживать

<sup>9</sup> carcass [ˈkɑːkəs] – туша

<sup>10</sup> Другие источники утверждают, что рыбный рынок Billingsgate все еще работает

<sup>11</sup> infested – кишасший

<sup>12</sup> fishwife – торговка рыбой

e) Prepare “an excursion” around the famous London’s places. Each guide tells about a certain place. “Tourists” ask questions.

**Exercise 28\*. Work with the computer programme “English Discoveries” (Intermediate 2).**

1. Study all the information about London.
2. Choose and copy the information you like (2 points).
3. Tell your information in class.

## **Exercise 29.**

### **a) Answer the questions.**

1. What cities and towns of the United Kingdom of Great Britain and Northern Ireland do you know? Show them on the map.
2. What are these cities and towns famous for?

### **b) Read the text.**

#### **Oxford**

Oxford was an important town even before the University came into existence.

The University was established in 1214 and by the end of the 13<sup>th</sup> century four colleges were founded. Oxford University continued to expand and develop throughout the medieval and Renaissance periods. The thirteen and fourteen centuries saw many quarrels between the students and the townsfolk culminating in the riots. The King gave his support to the University, which gained considerable influence over the town and its trade.

There are now 39 colleges there. They all are situated in wonderful buildings, for example Magdalen College, Pembroke College, Queen's College, All Souls' College. Many distinguished people studied in Oxford, for example, William Harvey, the scientist who discovered the circulation of blood.

Sir Christopher Wren was a professor of astronomy at Oxford and they once asked him to design a theatre where the University's public ceremonies could take place. The Sheldonian Theatre, completed in the 1660s, was the result. It can seat up to 1,500 people and is still used today for concerts and for the annual ceremony of conferring degrees.

Academic life in Oxford is full and varied. The three principal annual events are Commemoration, Congregation and Convocation meetings. The first is the biggest holiday in the University, it is held in June and is devoted to the memory of the founders of the colleges, and there is the ceremony of conferring Degrees and the commem ball. Congregation is the ruling body of the University; it consists of all teachers and administration. Convocation is the highest governing body in the University. Meetings of Congregation and Convocation are conducted with all ceremony which tradition demands.

Oxford is not only a learned and historic city; it is also one of great beauties. Here almost every period of architecture is

represented with outstanding examples of the works of such masters as Sir Christopher Wren and Nicholas Hawksmoor. The ground on which Oxford is built is actually a peninsula; there are rivers in the west and south. The Isis, a branch of the Thames, flows through the heart of the town and is joined by the River Cherwell. Both rivers provide marvelous opportunities for punting, boating, fishing and riverside walks. Punting as sport is taken very seriously by many undergraduates and there is big competition between college crews. There are annual contests on the Thames with Cambridge.

**c) Put the sentences in the correct order.**

- \_ The University was established in 1214.
- \_ Sir Christopher Wren was a professor of Astronomy at Oxford.
- \_ Meetings of Congregation and Convocation are conducted with all ceremony which tradition demands.
- \_ Oxford was an important town even before the University came into existence.
- \_ By the end of the 13<sup>th</sup> century 4 colleges were founded.
- \_ There are now 39 colleges there.
- \_ The King gave his support to the University, which gained considerable influence over the town and its trade.
- \_ Many distinguished people studied at Oxford.
- \_ Academic life in Oxford is full and varied.
- \_ There are annual contests on the Thames with Cambridge.
- \_ Oxford is also one of great beauties.
- \_ The ground on which Oxford is built is actually a peninsular.
- \_ Sir Christopher Wren and Nicholas Hawksmoor built the city.

**d) Translate the sentences from Russian into English.**

1. Оксфорд – очень старый город.
2. Город известен во всем мире своим университетом.
3. Университет был основан в 1214 году.
4. Сейчас в университете 39 колледжей.
5. Все колледжи расположены в прекрасных зданиях.
6. Многие выдающиеся люди учились в Оксфорде.
7. Оксфорд – центр образования и исторический город.
8. Оксфорд – один из красивейших городов.
9. Христофор Рен и Николас Хоксмур представили в Оксфорде все архитектурные периоды.

**e) Are there words of French origin in the text? Point them out.**

**f) Tell about Oxford.**



**Exercise 30. Make a report about a town (city) in Great Britain. Present it as a school lesson.**

**Exercise 31\*.**

**a) Study the words.**

- moniker – кличка (sl.)
- poll tax – подушный налог
- Peasants' Revolt – восстание крестьян
- enforce – навязывать, насаждать
- crusader – крестоносец
- Holy Land – святая земля
- godfather – крестный отец
- to be in the cold (*an idiom*) – оставаться в одиночестве
- Hebrew – (древне)еврейский, иудейский
- gracious – милостивый, милосердный
- Jehovah – Иегова (*протестантская церковь*)
- favour – благоволить
- forerunner – предтеча, предвестник
- to play second fiddle (*an idiom*) – играть вторую скрипку

**b) Read the newspaper article. Try to guess the meaning of the unknown words.**

**Hello, John, Got a New Moniker?**

*Rummaging through records from the Middle Ages, a historian has charted the fall of the nation's favourite, reports **Jack Malvern***

JOHN may no longer be the name of choice for today's new parents, who seem to prefer Jack or Alfie, but 800 years ago baby boys were unlikely to be called anything else.

Fresh research into naming patterns in the Middle Ages shows that 35 per cent of men in 1377 were called John. The dominance of a handful of names was so strong that more than half of men and boys were named John or William. A further quarter was divided between Thomas, Richard and Robert.

The supremacy of John persisted for centuries. He was knocked from the top spot by William only in the 19<sup>th</sup> century. The pattern emerged when George Redmonds, a historian from Huddersfield, combed through lists of men, women and children registered to pay the poll tax, the national tax that was so rigorously enforced that it caused the Peasants' Revolt in 1831.

The name first became popular among the upper classes after a religious revival in the early 13<sup>th</sup> century when John the Baptist became a favourite saint. As crusaders returned from the Holy Land, churches bearing the names of St John the Baptist and St John the Evangelist sprang up. Today they account for around 700 churches.

The name spread to the lower classes because children tended to be named not by their parents but by their godfathers, usually the local landowner. Once the name became established it proliferated and remained in families as traditions changed and boys were named after their fathers.

Leslie Dunkling, a name expert who compiled the *Guinness Book of Names* series, said that the philosophy of naming a boy after his father guaranteed John's supremacy.

“Unlike the naming of girls, the naming of boys was considered a very serious business,” he said. “It remained popular up until the 1950s, when suddenly people decided that their children should not inherit their fathers' names.” John, which had only ever been second to William and David until 1950, fell out of fashion and was ranked twelfth among boys named in 1965. In 1975 it was at number 25 and ten years later number 30. By 1995 it was no longer in the top 50.

Mr Dunkling added: “John and William were left out in the cold. They conjured up a rather middle-aged image and fell out of fashion.”

John in its various forms has also been consistently popular in Europe. Ian (Scotland), Sean (Ireland), Ieuan (Wales), Yann (Brittany), Jean (France), Giovanni (Italy), Juan (Spain), Jens (Denmark), Ivan (Russia), Johann or Hans (Germany) have all dominated their countries' top ten names. The name also filtered into surnames, creating Joneses and Johnsons. It derives from *johanan*, a Hebrew word meaning “God is gracious” or “Jehovah has favoured”.

Names were at their most diverse in the late 1100s, but hundreds were eradicated as the Saxon custom of giving each child a unique name was replaced by Norman traditions, under which children could share the same first name but would be distinguished by a surname.

Other now common names nearly became extinct in the Middle Ages. In the poll tax records there were no mentions of

Charles, Arthur or Leonard, which had been commonplace in the 13<sup>th</sup> century. Arthur resurfaced in the 1400s when there was a revival of the Arthurian legend. The story of the Knights of the Round Table was also responsible for a regional outcrop of Lancelots in the 1400s.

Other names strictly limited to regions include Digory, named after Degare, the son of a Breton princess, which was confined to Cornwall and Devon. Robson was overwhelmingly popular in Durham and Northumberland.

Academics have long assumed that Mary was the female equivalent of John and enjoyed dominance throughout the Middle Ages. However, despite ranking first from 1650 until the 18<sup>th</sup> century and beyond, it was ranked 49<sup>th</sup> in the 14<sup>th</sup> century poll tax records behind now extinct names such as Godelena and Helwise. The discovery challenges the assumption that Maid Marion, Robin Hood's lover, was actually called Mary. The name Mariot was three times as popular in 1377.

The top girls' name was Alice, shared by 17 per cent of the population, followed by Agnes and Joan. Records from 1379 also show one girl called "Diot Coke", derived from the name Dionisia.

The survey, published in Dr Redmond's book *Christian Names in Local and Family History*, was based on a sample of 10,000 men's names contained in Poll Tax records for ten counties in England between 1377 and 1381.

(The Times, March 11, 2004)

c) **Read aloud the underlined sentences and translate them.**

d) **Read aloud the information to see what famous people were named "John".**

### **Common Name, Uncommon Men**

**John the Baptist** – the cousin and forerunner of Jesus

**King John** – King of England from 1199 – 1216

**John of Salisbury** – the English priest who supported Thomas Becket against Henry II

**John of Gaunt** – the Duke of Lancaster and virtual ruler of England during last years of reign of Edward III, his father

**John Milton** – the Puritan poet and author of *Paradise Lost*

**John Wesley** – the founder of the Methodist Church

**John Constable** – the English Romantic painter

**John Keats** – the Romantic poet

**John F. Kennedy** – the American President

**John Betjeman** – the Poet Laureate

**John Lennon** – the Beatles singer and songwriter

**John Wayne** – the actor whose real name was Marion

**John Major** – the Conservative Prime Minister (1990 – 1997)

e) **Can you give any examples of Russian famous people with the name «Иван»?**

f) **What can you say about the situation with the name «Иван» in our country? What about other male and female names? How can you explain it?**

# SCOTLAND

## Exercise 32.

### a) Answer the questions.

1. What are the parts of the United Kingdom of Great Britain and Northern Ireland?
2. Where is Scotland situated?
3. What is the capital of Scotland?

### b) Show the United Kingdom and Scotland with its capital on the map.

### c) Pronounce the words.

Hebrides, Orkneys, Shetlands, Grampians, Ben Nevis; Forth, Clyde, Loch Lomond, Loch Ness; Edinburgh, Glasgow; Picts, Scots, Britons, Angles, Vikings; legal, administrative, Kirk, Presbyterian, Gaelic, Celtic.

### d) Read the text, study the map of Scotland.

#### Geography

In area, Scotland is more than half as big as England. Besides the mainland, it includes several islands: the Hebrides, Orkneys and Shetlands. The highest mountains are the Grampians, which include Ben Nevis. The chief rivers are the Forth and the Clyde. There are many mountain lakes in Scotland, including Loch Lomond and Loch Ness. The capital of Scotland is Edinburgh; the chief centre of commerce and industry is Glasgow, on the Clyde. Scotland's most important industries are shipbuilding, iron and steel, heavy and light engineering and coal mining.

#### Regions

Since 1975, the mainland of Scotland has been divided into 9 regions.

But another division is well-known: the Border country (which is close to England), the Lowlands (the relatively flat region of central Scotland with about three quarters of the population) and the Highlands (with a harsh climate, which include the highest mountains, the wildest lochs and most of the islands). The Highlanders consider themselves superior to the Lowlanders. The Lowlands are densely populated and heavily industrialized. The Highlands, on the contrary, are sparsely populated and devoted to crofting.

## **History**

First Scotland was inhabited mainly by the Picts. In the 6<sup>th</sup> century Scots (from Ireland or “Scotia”) settled in the west, Britons in the southwest, and Angles in the south-east. In the 9<sup>th</sup> century the Scots and Picts were united into a kingdom (called Scotia in medieval Latin), and fought the Vikings. The monarchy which existed at that time in England threatened Scottish independence – English tried to conquer Scotland throughout the Middle Ages.

Scotland was an independent kingdom, often at war with England, until 1603 when King James VI of Scotland became King of England. In 1707 the Act of Union was passed under which Scotland and England became a united part, but the Scots kept their own legal system, religion and administrative systems and still keep them now. It still has her own law and lawcourts, her own banks and banknotes and her own system of education.

Scotland has no Parliament of its own, but has a number of seats in the United Kingdom Parliament. The majority of Scots, about 65%, are members of the Kirk, the Presbyterian Church of Scotland. Every village has a kirk.

## **Population, Language**

Its population is only one eighth as great as that of England and is a little over 5 million people. The inhabitants of Scotland, especially the Highlanders, are originally Celts. The few thousand Scots who live by the lonely lochs (lakes) still speak Scottish Gaelic, an ancient Celtic language, with a variety of regional accents. There are many words and phrases, which are peculiar to Scottish use thus maintaining national distinctness. Many Scottish people still use some Scottish words when they speak English.

“Wee”, meaning small, is often heard in such expressions as “wee laddie” – a small boy. “A bonnie lass” is a pretty girl and a “bairn” is a young child. If someone answers your questions with “aye” they are agreeing with you: “aye” means yes. Finally, if you are offered a “wee dram” be careful: you’ll be given some whisky to drink and you will probably have to drink it all in one go!

**Exercise 33. Find the phrases with the following meaning in the text.**

Густо/малонаселенный, угрожать, завоевывать, воевать с, система управления, суд, свой собственный, сохранять национальное своеобразие, быть специфичным для.

**Exercise 34. Answer the questions.**

1. What is the political status of Scotland at present?
2. What made Scotland and England a united part?
3. What language do the Scots speak?
4. Explain why, in your opinion, some regions in Scotland are called the Highlands.
5. Find examples how Scotland remains different from England.

## **Traditions**

**Exercise 35.**

**a) Answer the questions.**

1. What Russian traditions do you know?
2. Do you know any Scottish traditions?

**b) Read and translate the underlined sentences in the text.**

Scotland is a land of tartans and fine whisky, of romantic castles and the melodies of bagpipes. The history and atmosphere of Scotland as well as the character of its people have been expertly portrayed by such famous Scottish writers as Robert Burns, Sir Walter Scott, Robert Louis Stevenson and Archibald Cronin.

Every year on January 25 a celebration called Burns Night is held. That's the date of Burns' birthday. In spring and summer many towns hold cultural festivals. Summer is also the season for Highland Gatherings (Highland games) – a traditional annual festival of Scottish sports and music held at a centre in the Highlands. Scottish people like to dance very much. Glasgow has more dancing schools than any other European city.

The Scots, particularly the “Highlanders” from the mountainous north, try to maintain their separate identity. They object to being called “English”. The Scottish Highlander considers himself the “true” Scot and wears his national dress, the kilt, with pride. The kilt, a knee-length-pleated skirt worn by men

is made of the material with a squared, coloured design and is called tartan. Each Scottish clan (a Gaelic word for “tribe” or “family”) has its own tartan with specific colours and design. The kilt is worn with a tweed jacket, plain long socks, a beret and a leather sporran, that is a pouch hanging from a narrow belt round the hips. The Scottish beret – tam-o’-shanter – is a woolen cap with a pompon or a feather on top, traditionally worn pulled down at one side. It got its name after Tam o’Shanter, the hero of that name of the poem by Burns.

Every Scotsman belongs to a clan. There are about 300 different clans. Many people in Scotland have the name **MacDonald** or **MacKenzie**. “Mac” means “son of” and people with this name usually tell they belong to the same family or clan. Campbell and Cameron are other common surnames. Common boys’ names are **Angus, Donald** or **Duncan**, and girls’ names are **Morag, Fiona** or **Jean**. The names **James** and **John** are so common that many English people call a man from Scotland “a Jimmy” or “a Jock”!

### **The Bagpipe**

The Scottish Highland bagpipe we know today – played in Britain, Canada, the United States, and other English speaking countries – is barely 300 years old. We can, however, trace the origins of the instrument back thousands of years to the ancient city of Ur, the home of Abraham, and also to ancient Egypt. In both places simple reed<sup>1</sup> pipes have been found that are viewed by scholars<sup>2</sup> as forerunners of the modern bagpipe. But at what time and by whom the air bag was added is not known.

In the Bible book of Daniel, written more than 500 years before the birth of Jesus Christ, six Babylonian musical instruments are specifically mentioned. Included in this list is the Aramaic word “sumponyah”, rendered “bagpipe” in many Bible translations.

Although we cannot be sure what this ancient Babylonian instrument was like, it probably resembled one of the bagpipes still found in the Orient. Records<sup>3</sup> reveal that in Persia (Iran), India, and China, bagpipes were used in various forms, some of which still exist.

Roman Emperor Nero, during his reign in the first century C.E., promised that if he kept his throne, he would play



“successively on water-organ, flute, and bagpipes”, wrote Roman historian Suetonius. Some 50 years before Nero’s birth in 37 C.E., a poem attributed<sup>4</sup> to the poet Virgil mentions “the pipe, which twitters<sup>5</sup> sweetly”.

From early times France, Germany, Ireland, Italy, Poland, and Spain all had bagpipes, as did the Balkans and Scandinavia. By what route did the bagpipe come to Britain? It is known that about 500 B.C.E., migrating Celts brought a form of bagpipe to the country and that many counties in England had their own different forms of bagpipe early on, as did Scotland. The Oxford Companions to Music even suggests that “the bagpipe was popular in England some centuries earlier than in Scotland”.

Roman infantry had their pipers, but whether the Romans introduced a bagpipe following their conquest of the British Isles in 43 C.E. or simply augmented what was already there, nobody can be sure.

If you visit Scotland today and chance to hear the sound of the Highland bagpipe echoing through the glens<sup>6</sup>, you will agree it is an experience not easily forgotten.

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<sup>1</sup>reed – 1. тростник 2. (муз.) язычок

<sup>2</sup>scholar [ˈskɔlə] – ученый (гуманитарий)

<sup>3</sup>record [ˈrekɔ:d] – исторический документ

<sup>4</sup>attributed – приписываемый

<sup>5</sup>twitter [ˈtwɪtə] – щебетать

<sup>6</sup>glen – узкая горная долина

**c) Read the text, write out some key-words or key-phrases that will help you to tell about these traditions.**

**d) Chose a tradition from the text and tell about it.**

**e) Have we got similar Russian traditions?**

**f) Make up a dialogue: you are speaking about traditions. One of you tells about some Russian traditions, the other – about the Scottish ones.**

**g) Try and find out any information about other Scottish traditions and tell about them.**

**Exercise 36\*. Work with the computer programme “English Discoveries” (Intermediate 2).**

**1. Read and translate the text “Music”.**

2. Listen to the speaker following the text.
3. Listen to the speaker without the script.
4. Repeat each sentence after the speaker.
5. Record your speech, see the results.
6. Try to pronounce it as the speaker.

**Exercise 37\*. Work with the computer programme “English Discoveries” (Intermediate 1).**

1. Study all the information about Edinburgh.
2. Choose and copy the information you like (2 points).
3. Tell your information in class.

## WALES

### **Exercise 38.**

#### **a) Read the text. Study the map of Wales.**

##### **Geography**

Its surface is largely mountainous, with the highest peak at Snowdon. 6% of Wales is covered by forest, and much of the country is pastureland for sheep and cattle. The sheep provide wool for local weaving industries, and the wood is used for beautiful hand-made furniture.

##### **Regions**

Wales is divided into thirteen counties, but 70 % of the population lives in the 3 industrial counties of the South – Glamorgan, Monmouth and Carmarthen. The ancient capital of Wales is Caernarvon, where the British monarch's eldest son is traditionally crowned Prince of Wales. At present the capital is Cardiff.

##### **History**

Wales began with the Anglo-Saxon victories in the 6<sup>th</sup> and 7<sup>th</sup> centuries, which isolated the Welsh from the rest of their fellow-Britons. Until the 11<sup>th</sup> century the Vikings made frequent raids on the coast. Then came the Normans in spite of strong resistance of the Welsh. The subjection of the people was completed by Edward I who in 1301 after defeating the native Prince of Wales made his own son, afterwards Edward II, the first Prince of Wales. But frequent wars and rebellions against the English continued into the fifteenth century. In 1536 Wales was brought into the English system of national and local governments by the Act of Union.

##### **Population, Language**

The population totals about 3 million people. This part of Britain is almost a separate nation, with its own language, music and Celtic culture. The Welsh language is commonly spoken by about 20% of the population. Welsh and English are both official languages. The Welsh call their country Cymru, this word has the same root as “comrade, friend”.

The Welsh people are originally Celts, and many of their traditions date back to the pre-Christian times of the Celts and the Druid religion. The Celtic people were short, strong and dark-haired. They had a reputation of being good fighters.

**b) How do the Welsh call their country? What does it mean?**

**Exercise 39. Find the English equivalents in the text.**

пастбища, ткацкая промышленность, ручной работы, отделять, набеги, несмотря на, восстания, насчитывать, считаться.

**Exercise 40. Ask questions to the text about Wales. Let your groupmates answer your questions.**

**Exercise 41. Translate the sentences.**

1. Поверхность Уэльса гористая.
2. Высочайший пик Уэльса – Сноудон.
3. Уэльс состоит из 13 графств, но 70% населения живет в трех промышленных графствах юга.
4. В 1536 году Уэльс был объединен с Англией.
5. Население страны насчитывает около трех миллионов человек.
6. Валлийский и английский – официальные языки Уэльса.
7. На валлийском языке говорит около 20% населения страны.
8. Валлийцы по происхождению кельты.

**Exercise 42.**

**a) Read the text. Translate the underlined sentences in the text.**

**Traditions**

There is no other part of the British Isles where national spirit is stronger, national pride more intense or national traditions more cherished than in Wales.

Although not many Welsh words are well-known in England, the word “eisteddfod” is understood by almost everybody – this is the Welsh name for the annual competition where people meet to dance, sing and read poems. The Royal National Eisteddfod of Wales is held annually early in August, in North and South Wales alternately. It attracts Welsh people from all over the world. The programme includes male and mixed choirs, brass-band concerts, many children’s events, drama, arts and crafts and, of course, the ceremony of the Crowning of the Bard. Usually, only Welsh is spoken and in recent years they

have attracted people who wish to protest against the influence of English on the Welsh language and culture.

In addition to the Eisteddfod, about thirty major Welsh Singing Festivals are held throughout Wales from May until early November.

Welsh family names are very often Jones, Williams, Morgan, Evans, and Owen. That is why Welsh people in villages often call people by their jobs together with their family names. Then everybody knows which Jones or which Williams they are speaking about. You can understand what Jones the Meat, Williams the Bread and Morgan the Fish do. The Welsh living in England are often called by the nickname "Taffy". This may come from the River Taff, which runs through Cardiff.

Rugby is the national game of Wales. It's a form of football and was named after Rugby School in Warwickshire where it was developed. When the Welsh side are playing at home at Cardiff Arms Park their supporters often sing the Welsh National anthem "Land of My Fathers".

**b) Answer the questions.**

1. Who is the Prince of Wales now? Why? Where is he crowned?
2. How do the Welsh call their country?
3. What do people do at Eisteddfod? When is it held?
4. What's the national game in Wales?

**Exercise 43. Prepare a talk "Scotland, Wales and Russia". Divide into three groups: the Scots, the Welsh and the Russians. You are speaking about your countries (history, traditions, geography). Each group tells about the advantages of its country.**

# IRELAND

## Exercise 44.

### a) Read the text.

#### Geography

There is an old Irish saying that Ireland must be the cleanest place in the world, because God washes it every day. Ireland is also called the Emerald Isle because of its beautiful green fields. Northern Ireland occupies northeastern part of the island.

#### Regions

The island of Ireland is politically divided into two parts: Northern Ireland (Ulster), which forms part of the United Kingdom of Great Britain, capital Belfast, and the Republic of Ireland – a separate state named Eire in Irish; its capital is Dublin.

Northern Ireland is a unique region within the United Kingdom, for in addition to economic problems similar to those seen in other national outlying regions there are political divisions, which reflect the unsettled Irish issue. At present Northern Ireland in the political sense comprises six counties of Ulster, which was one of the four provinces of ancient Ireland. Three other provinces of Ulster form part of the Irish Republic.

Population totals 1,5 million people.

#### History

In 1160 the Anglo-Norman conquest of Ireland began. Frequent and fierce rebellions took place. In early seventeenth century English and Scottish Protestants were sent by kings to settle among Catholics in Northern Ireland.

In 1921 – 1922 Ireland was divided by agreement into Irish Free State (Eire) and Northern Ireland (Ulster). Protestants of Ulster chose union with Britain. Britain became officially known as the United Kingdom of Great Britain and Northern Ireland.

#### The Irish problem

The history of Anglo-Irish relations began when in 1155 King Henry II of England was made King of all Ireland by the Pope. There were still native Irish kings of the parts of Ireland. Over the next two centuries these Norman settlers became “more Irish than the Irish”, and it is possible that Ireland might have ended up under the British Crown. However, in the 16<sup>th</sup> century Henry VIII quarreled with Rome and declared himself head of the Anglican Church. Resistance from Irish Catholics was strong, but

was put down by Henry's armies. And so by trying to force Irish Catholics to become Anglican and by taking a lot of their land, Henry began the two lasting problems of Anglo-Irish relations – religion and land.

What he started was continued by his daughter Elizabeth I. Ulster was an especially difficult area to bring under her rule. The soldiers of the province of Ulster successfully fought against Elizabeth's armies until 1603, but were finally defeated. Then the "Plantation of Ulster" began. "Plantation" meant that Irish land was given to tens of thousands of Protestants from England and the Scottish Lowlands. Ulster soon had more Protestants than Catholics. Twenty-three new towns were built in Ulster to protect the needs of 170,000 new Protestant settlers known as "planters", most of whom came from Scotland. By 1703 Protestants in Ulster owned 95% of the land.

Religion separated the planters and native Irishmen. The Scottish planters were Presbyterians, a form of Protestantism, and they were deeply suspicious of Catholics and Catholicism. But they brought with them their own laws and customs, attitude to land, which encouraged greater social stability and economic growth. The Scots also placed great emphasis on education and hard work, and they were good at business. All this sowed the seeds of Ulster's 19<sup>th</sup> century industrialization, which made it different from the rest of Ireland.

In 1800 there was signed the Act of Union between Great Britain and Ireland.

Nevertheless the Irish continued to fight for independence and in 1921 after a mass uprising Great Britain was forced to grant independence to the south. Ulster chose to remain part of the United Kingdom of Great Britain and Northern Ireland.

The Irish Free State declared itself a republic in 1949 and is now known as the Irish Republic, or Eire (an old Irish word for Ireland). It is completely separate and independent from Britain and Northern Ireland, and its government is in the capital city, Dublin.

In 1969 there was rioting in Northern Ireland between Catholics and Protestants. By 1972 the hostility between the two groups was so bad that Britain suspended the Northern Irish Parliament at Stormont and sent in the British army to keep peace.

The soldiers were welcomed at first by the Catholics as protectors from Protestant violence, but when the army began house-to-house searches of Catholic areas for men with guns, the welcome soon turned to bitterness.

There have been many deaths since 1969. In 1972, on what became known as “Bloody Sunday”, British soldiers opened fire on Catholic demonstrators in Londonderry and thirteen people were killed. In addition, many British soldiers were killed.

Both the Protestant and the Catholic communities have illegal secret armies fighting a bloody war. On the Catholic side are the IRA (Irish Republican Army, developed from the Irish nationalist party Sinn Fein – Gaelic for “Ourselves Alone”) and INLA (Irish National Liberation Army). Both these organizations want to achieve a united Ireland by violent means, but they are condemned today by the government of the Irish Republic. On the Protestant side are the UDA (Ulster Defence Association) and the UVF (Ulster Volunteer Force).

**b) Give the English equivalents of the words.**

Изумрудный остров, нерешенный ирландский вопрос, в политическом смысле, завоевание, сопротивление, подавить (сопротивление), колонизация, колонизатор, социальная стабильность (стабильность в обществе), экономический рост, делать особое ударение (уделять большое внимание), массовое восстание, даровать независимость, быть в меньшинстве, равные возможности, «кровавое воскресенье», открыть огонь.

**c) Find the sentences with the words above in the text and translate them from English into Russian.**

**d) Show on the map.**

Ireland (island), Northern Ireland, the Republic of Ireland, Belfast, Dublin.

**e) Divide the text into several parts and give names to each of them.**

**f) Make a plan to retell the texts.**

**g) Speak on the Irish problem.**

**h) Answer the questions.**

1. What part of the island of Ireland belongs to the United Kingdom?
2. What is the majority religion in the Republic of Ireland?
3. What is the majority religion in the United Kingdom and, consequently in Northern Ireland?



4. What is the problem in Northern Ireland?

i) **Make up a dialogue: a catholic and a protestant of Northern Ireland touch upon their religious problem.**

# HISTORY

## Exercise 45.

a) **British history is very rich in events and names. Study the information.**

### **Ancient Times**

- 6<sup>th</sup> – 3<sup>rd</sup> centuries BC – the Celts invade Britain
- 1<sup>st</sup> – 5<sup>th</sup> centuries AD – Britain is a Roman province
- 55 BC – Julius Caesar lands in Britain
- 407 AD – the Romans leave Britain

### **The Middle Ages (feudal society)**

- 5<sup>th</sup> – 7<sup>th</sup> centuries – the Anglo-Saxon period (King Arthur)
- 6<sup>th</sup> – 7<sup>th</sup> centuries – conversion of Anglo-Saxons to Christianity
- 8<sup>th</sup> – 10<sup>th</sup> centuries – invasion of the Danes (or “Vikings”)
- 829 – unification of the Anglo-Saxon kingdoms into the Kingdom of England
- 1066 – the Normans, under William the Conqueror, invade and conquer England at the battle of Hastings
- 1215 – Magna Carta; the First English Parliament
- 1381 – Wat Tyler’s Revolt
- 1455 – 1485 – the Wars of Roses

### **The Modern Age. New History (17<sup>th</sup> – 20<sup>th</sup> centuries: development of capitalist society)**

- 1529 – 1536 – English Reformation
- 1642 – 1649 – the Civil War
- 1649 – 1660 – Oliver Cromwell; the Republic (parliamentary monarchy)
- 1665 – Great plague
- 1689 – Bill of Rights
- 1707 – Act of Union: England, Scotland and Wales become Great Britain
- 19<sup>th</sup> century – British colonial Empire
- 1837 – 1901 – Queen Victoria’s reining
- 1838 – 1850 – the Chartist movement

**b) Study the most important events of the British history. Choose a period of the British history and tell your groupmates about it. Ask your groupmates 2 – 3 questions about what they've heard.**

## **1 BC – 4 AD**

### ***Roman Times***

During the period from the 6<sup>th</sup> to the 3<sup>rd</sup> century BC a people called the Celts spread across Europe. Several Celtic tribes invaded and settled in Britain.

At the end of the 1<sup>st</sup> century BC while the Celts were still living in tribes the Romans were the most powerful people in the world. It was a slave society with 2 main classes: the slaves and the slave-owners.

The Romans remained in Britain for about four centuries and during that time Britain was a Roman province ruled by Roman governors and protected by Roman legions. As a result of that, signs of Roman civilization spread over Britain. There had been no towns in Britain before the Romans conquered it. The civilized Romans began to build towns, roads, bridges, splendid villas, public baths as in Rome itself. York, Gloucester, Lincoln and London became the chief Roman towns. The town of Bath became famous for its hot springs. Among the Celts there appeared some nobility: the tribal chiefs became richer than other members of the tribes.

Early in the 5<sup>th</sup> century the Roman legions were recalled from Britain to defend the central provinces. They did not return to Britain, and the Celts were left alone on the land.

## **5 CENTURY**

### ***The Anglo-Saxon Times***

In the 5<sup>th</sup> century, first the Jutes and then the other Germanic tribes – the Saxons and the Angles – began to migrate to Britain. It took them more than 150 years to conquer the country. The resistance of the Celts was very strong. The last refuge for them was Cornwall and the mountainous districts of Wales and Scotland where later on some independent states were formed.

By the end of the 6<sup>th</sup> century several kingdoms were formed on the territory of Great Britain (Sussex, Wessex, Essex, Northumbria, and Mercia) which were hostile to one another.

As a result of the conquest the Anglo-Saxons made up the majority of the population in Britain and their language became

predominant. In the course of time all the people of Britain were referred to as the English after the Angles and the new name of England was given to the whole country. The Anglo-Saxon language, or English, has been principal since then.

## 6 – 7 CENTURIES

### *Conversion of the Anglo-Saxons to Christianity*

Conversion of the Angle-Saxons to Christianity began at the end of the 6<sup>th</sup> century and was completed, in the main, in the second half of the 7<sup>th</sup> century. Before that the Angles, Saxons and Jutes had been pagans. They believed in many gods, worshiped the sun and the moon, the sea, trees and other pagan gods.

In 597 the Roman Pope sent about forty monks to Britain to convert the Anglo-Saxons. The monks landed in Kent and it became the first Anglo-Saxon kingdom to be converted. The first Church was built in the town of Canterbury, the capital of Kent. Then Christianity spread among the Anglo-Saxons of the other kingdoms.

Christianity brought about important changes in the life of the Anglo-Saxons. It helped the growth of culture in Britain. Monasteries became centres of knowledge and learning in those early times. The first libraries and schools were set up in monasteries.

**c) Fill in the table with the names of those who came to the British land and their influence.**

Century	People	Influence
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## 13 CENTURY

### *Magna Carta*

Richard I the Lion Heart spent all but 6 months of his reign abroad. John Lackland, his brother, was ruling in his stead. Richard was a poet; he became a hero of legends after his death.

It was under John that the great contract between the King and his vassals was signed in 1215. It was called Magna Carta and it meant great changes in the feudal system. The power of the king was limited. In spite of the contract the king and the barons lived in conflict for a few decades, which led to a civil war. And under these circumstances the first English parliament (1264) was summoned. It was under Henry III's reign. The initial function of Parliament was

to tell leading people of towns what new taxes to expect. In the course of time Parliament became a fiscal body responsible for taxation. In the course of the 14<sup>th</sup> century Parliament took its modern shape: the House of Commons and the House of Lords. The 1<sup>st</sup> Parliament was represented by the knights.

## **14 CENTURY**

### ***Wat Tyler's Revolt (1381)***

People revolted against heavy taxes. The rioters killed the Archbishop of Canterbury and the Treasurer who had proposed the hateful poll-tax. The King promised to abolish feudal dues, anti-labour laws and privileges for the titled nobility and establish freedom of trade for all towns and free pardon for all the participants in the revolt. The rebels also demanded an enlargement of peasants' land plots.

But Wat Tyler, the leader, was treacherously killed; the King didn't fulfil any of his promises.

## **15 CENTURY**

Feudal relations in all spheres of life were dying, bourgeois relations and the bourgeois mode of production were rapidly developing.

The wars of Roses 1455 – 1485. The Wars of Roses started on the background of England's defeat in the Hundred Years War between England and France. Nobles fought for power at the King's court. Two most powerful feudal families struggled with each other: the house of Lancaster, which had the emblem of the red rose and the house of York with the emblem of the white rose.

## **16 CENTURY**

The Anglican Church was recognized as the official Church of England with the King at its head. Hatred of everything Catholic became an important political force.

Colonial expansion. The Tudors, especially Queen Elisabeth assisted merchants and sea-pirates. The English were, as foreigners used to say, "good sailors and better pirates, cunning, treacherous and thievish".

The war with Spain. The Spanish Armada was defeated by the English.

The first links were established with Russia.

## 17 CENTURY

### *Civil War and Oliver Cromwell*

Charles I tried to make Parliament do what he wanted. The country was thrown into a civil war. In 1645 the royalists were defeated by the parliamentary army led by Oliver Cromwell. Charles was captured and beheaded in 1649 for treason.

1649 – 1660 Britain was a republic, but it was not a success. Cromwell and his government were even more severe than King Charles. Parliament was dissolved in 1653 and from this time Britain was governed by Cromwell alone. He had far greater power than King Charles had had. After his death the republic collapsed and Charles II was invited to return to his kingdom.

Appearance of the 1<sup>st</sup> political parties in Britain the Liberal Party and the Conservative Party. The Liberals were nicknamed “whigs” – a rude name for cattle drivers. They were afraid of catholic faith and of absolute monarchy. The Conservatives were nicknamed “tories” – an Irish name for thieves. They upheld the authority of the crown and the Church, were natural inheritors of the “Royalist” position. These 2 parties became the basis of the 2-party parliamentary system of government.

## 18 CENTURY

The industrial revolution – by the end of the 18<sup>th</sup> century.

## 19 CENTURY

Britain in the 19<sup>th</sup> century was the most powerful and self-confident. British factories were producing more than any other country in the world. Towns and cities grew rapidly.

The Chartist movement. In 1824 workers were allowed to join together in unions. Their aim was to make sure employers paid reasonable wages. In 1838 people’s charter was adopted, a 6-point programme, which demanded rights that are now accepted by everyone: to vote for all adults, for a man without property of his own to be an MP, voting in secret. All these demands were refused by the House of Commons. The Chartists flourished around 1838 – 1850.

Taking of land, the creation of colonies. Britain led wars with Russia, modern Pakistan, and northwest India. It defended its interests by keeping ships of its navy in almost every ocean of the world. It had occupied a number of places during the war against Napoleon (the Ionian Islands, Sierra Leone, Cape Colony, Ceylon and

Singapore). Many unknown to the Europeans African areas were discovered, Africa was divided into “areas of interest”. Britain succeeded in taking most land in Africa, it had ambitions in Egypt, and it bought a large number of shares in the Suez Canal Company. Britain invaded Egypt, saying to the world this occupation was only for a short time, but it didn’t leave until forced to do so in 1954.

Many people settled in Canada, Australia, and New Zealand. The white colonies were soon allowed to govern themselves and no longer depended on Britain. By the end of the 19<sup>th</sup> century Britain controlled the oceans and much of the land areas of the world. The colonies were too expensive to keep, they became a heavy load and in the 20<sup>th</sup> century they began to demand their freedom.

By the end of the century it had become clear that Britain was no longer as powerful as it had been. Germany and the USA began to compete with Britain. They produced more iron, coal. Britain was behind in science and technology. It realized that it no longer ruled the world and that others had more powerful armies and more powerful industry.

**d) Fill in the table.**

Period	Century, year	Event
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**Exercise 46. Find out newspaper articles or episodes in books connected or describing the events of the British history.**

**Exercise 47\*.**

• **Watch the video “State Opening of Parliament”.**

• **Answer the questions.**

1. Where does the State Opening of Parliament take place?
2. Who was the Crown made for?
3. Where do they carry the Crown?
4. What is one more Royal regalia?
5. What precious stones decorate the Crown?
6. When can one see the Crown?
7. Who was the Royal Coach built for?
8. Who is represented in the House of Lords?
9. When were the Royal Thrones made?
10. What is the function of the Black Rod? When and why did the Black Rod appear in the House of Lords?
11. What does the Speaker sit on? What does it symbolize?

## BRITISH REALITIES

### Exercise 48. Read and translate it into Russian.

baked beans – 1. in Britain, baked HARICOT BEANS (= a kind of white bean) in a tomato sauce, sold in tins. Baked beans are a favourite food of many children in Britain. 2. also Boston baked beans AmE in the US, beans cooked with pork and brown sugar.

cab – 1. a taxi 2. the part of a bus, railway engine, etc., in which the driver sits or stands 3. (in former times) a horse-drawn carriage for hire.

cooked breakfast – (in Britain) breakfast consisting of cooked food, usu. including eggs, often together with bacon, sausages, or tomatoes. It is usu. followed by toast and tea or coffee.

ferry (also ferryboat) – a boat that goes across a river or any other esp. narrow stretch of water, carrying people and things.

New Forest – an area with many oak and beech trees in Hampshire, Southern England. Many people spend holidays there, riding horses or walking in the woods.

New Forest Pony – a type of pony (= small horse) which lives half-wild in the New Forest.

paisley – [ˈpeizli] cloth with curved coloured patterns from the town Paisley in Scotland, where the pattern was first made on a large scale.

punt – a long narrow flat-bottomed river boat with square ends, moved by someone standing on it and pushing a long pole against the bottom of the river.

stand-up comedian – a comedian telling jokes standing up.

swimming bath (BrE) – a public swimming pool, usu. indoors.

sycamore [ˈsɪkəmə:] – a European tree with fairly large five-pointed leaves and seeds that float to the ground on wing-like parts.

wellington also wellington boot, welly, wellie (infml) // rubber boot (AmE) – a rubber boot which keeps water from the lower part of the legs.

### Exercise 49. Read and explain it in English.

apple strudel [æplˈstru:dl] яблочный струдель, яблочный слоеный рулет (яблоки, запеченные с пряностями в слоеном тесте)



Ascot [ˈæskət] 1. «Аскот» (ипподром близ г. Виндзора, где в июне проходят ежегодные четырехдневные скачки, являющиеся важным событием в жизни английской аристократии. Впервые были проведены в 1711) <полн. Ascot meeting или Ascot course> 2. 1) аскотский галстук, галстук «Аскот» (с широкими концами, наложенными друг на друга и обыкновенно сколотыми декоративной булавкой) 2) аскотский шарф, шарф «Аскот» (двойной; мужской или женский; завязывается под подбородком) <часть костюма, который по традиции носят зрители, находящиеся на королевской трибуне [Royal Enclosure] на скачках в Аскоте>.

bagpipe(s) [ˈbæɡpaɪp(s)] волынка (шотландский народный музыкальный инструмент; состоит из трубок, вделанных в кожаный мешок).

Boots [bu:ts] 1) аптека Бута (кроме аптекарских товаров продает некоторые предметы домашнего обихода, канцелярские принадлежности, книги и грампластинки; такие однотипные аптеки принадлежат компании «Бутс») 2) фармацевтическая компания; выпускает и продает через широкую сеть собственных аптек и магазинов аптекарские товары, предметы личной гигиены и косметики, а также некоторые предметы домашнего обихода. Основана в 1888 <полн. The Boots Co>.

caff [kæf] разг. (дешевое) кафе; забегаловка.

conkers [ˈkɒŋkəz] «чей крепче?», «каштаны» (детская игра; конским каштаном бьют по каштану противника, пытаясь его разбить).

Coronation Street [kɒrəˈneɪʃən stri:t] «Улица коронации» (популярный многосерийный телевизионный фильм о повседневной жизни нескольких семей с одной улицы в промышленном городе на севере Англии. Передается по независимому телевидению [Independent Television] с 1960 года).

cricket [ˈkrikit] крикет (английская национальная спортивная игра; проводится на травяном поле командами по 11 человек. Цель игры – разрушить бросками мяча [bow] калитку [wicket] команды соперника и, таким образом, вывести из игры ее игроков. Игроки другой команды, стоя перед

калиткой, по очереди отбивают битой [bat] мяч как можно дальше, чтобы набрать больше очков. Отдаленно напоминает русскую лапту. Известна с середины 18 в.).

croft [krɔft] 1) небольшой участок (пахотной) земли 2) небольшая ферма; мелкое хозяйство <древнеанглийское «огороженное поле»> .

Devonshire cream [devnʃiəˈkri:m] «девонширские сливки» (то же, что clotted cream).

double-decker [dʌblˈdeɪkə] двухэтажный автобус (городской, в Лондоне – красный) <букв. двухпалубный>.

East-Enders [i:stˈendə] 1) житель или уроженец лондонского Ист-Энда [East End] 2) житель восточного, рабочего района [East End] (в некоторых городах).

fish and chips [fɪʃənˈtʃɪps] рыба с картофелем во фритюре (обыкновенно треска или камбала; популярное дешевое блюдо; подается в небольших специализированных кафе; если покупатель берет рыбу с собой, она, по традиции, завертывается в газетную бумагу).

gin [dʒɪn] джин (можжевельная водка; используется обыкновенно для приготовления коктейлей).

Harrods [ˈhærədz] «Харродз» (один из самых фешенебельных дорогих универсальных магазинов Лондона; контролируется торговой компанией «Хаус оф Фрейзер» [House of Fraser]).

Harvey Nichols [ha:viˈnikəlz] «Харви Николз» (фешенебельный универмаг в Лондоне в районе Найтсбриджа [knightsbridge], принадлежит фирме «Дебнемз» [Debenhams]).

Hogmanay [ˈhɔgməneɪ] хогманей, канун Нового года; встреча Нового года (торжественно отмечается в Шотландии <от ст.-фр. канун Нового года >).

HP sauce [eɪtʃ piˈsɔ:s] соус «Эйч-пи» (фирменное название пикантного соуса к мясу производства одноименной фирмы) < H.P. от H/ouses of P/arlliament; на этикетке изображено здание парламента >.

Jersey [ˈdʒɜːzi] джерсейская порода (молочного скота, преимущественно темно-красной или светло-бурой масти; отличается высокой жирностью молока; выведена на острове Джерси, нормандские острова) <полн. Jersey cattle >.

jumble sale [ˈdʒʌmblseɪl] дешевая распродажа (различных, часто подержанных, вещей в благотворительных целях).

Kew Gardens [ˈkjuːgɑːdnz] Кью-Гарденз (большой ботанический сад; находится в западной части Лондона. Основан в 1759) <полн. Royal Botanic Gardens, Kew>.

kilt [kɪlt] 1) килт, юбка шотландского горца (в складку; из шерстяной шотландки [tartan]; часть шотландского костюма [Highland costume]);

2) клетчатая юбка в складку (женская или детская).

King Edward [kɪŋˈedwəd] «Кинг Эдвард» (популярный сорт среднеспелого картофеля; клубни преимущественно овальные; кожура белая с красными пятнами).

Liberty's [ˈlɪbətɪz] «Либертиз» (большой лондонский универсальный магазин преимущественно женской одежды и принадлежностей женского туалета одноименной фирмы).

Marks and Spencer [mɑːkspənˈspensə] «Маркс энд Спенсер» (одноименный фирменный магазин по торговле преимущественно одеждой и продовольственными товарами одноименной компании).

marmalade [ˈmɑːməleɪd] апельсиновый или лимонный конфитюр (часто с цедрой; подается к утреннему завтраку).

Marmite [ˈmɑːmaɪt] «Мармайт» (фирменное название питательной белковой пасты производства одноименной компании; используется для бутербродов и приготовления приправ) <от фр. котелок, кастрюля>.

maypole [ˈmeɪpəʊl] майское дерево (столб, украшенный цветами, разноцветными флажками и т.п., вокруг которого танцуют на майском празднике [May Day]).

Morgan [ˈmɔːgən] «Морган» (марка спортивного автомобиля одноименной фирмы. Первая модель была выпущена в 1909).

National park [næʃənl 'pa:k] национальный парк (открытый для туристов заповедник, охраняемый государством).

National Theatre [næʃənl ɔiətə] Национальный театр (основан в 1963 году под руководством Лоренса Оливье [Laurence Olivier]); с 1976 года имеет постоянное помещение в районе Саут-Банк [South Bank] в Лондоне; получает правительственную субсидию; в 1989 году переименован в Королевские Национальный театр [Royal National Theatre].

National Trust [næʃənl 'trʌst] Национальный трест (организация по охране исторических памятников, достопримечательностей и живописных мест; финансируется преимущественно за счет частных пожертвований и небольших государственных ассигнований. Основана в 1895) <полн. The National Trust for England, Wales and Northern Ireland>.

NHS [en eɪʃ 'es] сокращенно от National Health Service.

package holiday [pækɪdʒ 'hɒlɪdeɪ] = package tour комплексная туристическая поездка или экскурсия (с одновременной оплатой полного обслуживания, включая проезд, гостиницу, питание, посещение зрелищных мероприятий и т.п.).

Penguin Books ['penɡwɪn buks] «Пенгуин букс», издательство «Пингвин» (одно из крупнейших издательств; первым начало широкое издание книг в мягкой обложке; выпускает литературу широкого профиля. Основано в 1936 <марка издательства изображает пингвина>.

Proms [prɒms] разг. променад (сокращенно от promenade concerts) променадные концерты (классической музыки с участием видных дирижеров и исполнителей, в т.ч. зарубежных. Проводятся с 1840 года, чаще летом; в настоящее время устраиваются Би-би-си [BBC] в Лондонском Ройял-Алберт-Холле [Royal Albert Hall]) <от promenade – прогулка; первоначально публика во время концерта могла прогуливаться по залу>.

pub [pʌb] разг. паб (от public house) пивная, трактир, таверна (торгует преимущественно пивом, а также другими алкогольными и безалкогольными напитками и закусками; при

некоторых пабах имеется и ресторан; является местом встреч жителей данного района; открыт обыкновенно с 11 ч. до 15 ч. и с 18 ч. до 23 ч., как правило, принадлежит крупным пивоваренным компаниям; в большинстве таких заведений раньше имелись общий бар [public bar] и бар-салон [saloon bar], в некоторых дополнительно – частный бар [private bar] и лаундж [lounge]: бар более высокого класса, чем бар-салон).

Radio 4 [reɪdiəʊ'fɔ:] «Радио 4» четвертая программа радио (одна из основных программ внутреннего радиовещания Би-би-си [BBC]; передает беседы на текущие политические темы, радио спектакли, детские передачи и др. Работает с 1967 года).

Richmond Park ['rɪtʃmænd pa:k] Ричмонд-Парк (самый большой городской парк Великобритании; расположен на юго-западной окраине Лондона; площадь 1000 га).

Roman road ['rəʊmən rəʊd] римская дорога (одна из дорог, построенных в период римского завоевания Британии в I – IV вв. н.э.).

Royal Ballet, The [rɔɪəl 'bæleɪ] королевский балет (создан в 1956 году из балета «Садлерз-Уэллз» [Sadler's Wells] и балета театра «Садлерз-Уэллз» [Sadler's Wells Theatre Ballet]); выступал обыкновенно в Лондонском Королевском оперном театре [Royal Opera House]; в 1990 году переехал в Бирмингем и переименован в Бирмингемский королевский балет [Birmingham Royal Ballet].

Samaritans [sə'mærɪtnz] «Самаритяне», «Самаряне» (благотворительное общество помощи людям в бедственном положении, особенно замышляющим самоубийство. Основано в 1953 году <название по евангельской притче о милосердном самарянине>).

Scotch [skɒtʃ] скотч, шотландское виски [whisky].

Stratford-(up)on-Avon [strætʃəd(əp)ɒn'eɪvən] Стратфорд-он-Эйвон (город в графстве Уорикшир; место рождения и смерти У. Шекспира [William Shakespeare, 1564-1616]; ряд зданий связан с его жизнью и деятельностью; на берегу р. Эйвон находится Королевский шекспировский театр [Royal Shakespeare Theatre]).

VAT [vi:ei'ti:, væt] сокращенно от value added tax.

Whiskey ['wiski] виски (ирландское; крепкий спиртной напиток; обыкновенно вырабатывается из ячменя; ср. whisky ['wiski] виски (шотландское; крепкий спиртной напиток; вырабатывается из ячменя).

Wimbledon ['wimbldən] 1) Уимблдон (предместье Лондона, в котором находится всеанглийский теннисный и крокетный клуб [All England Lawn Tennis and Croquet Club]) 2) Уимблдон (разговорное название международного турнира по теннису, который проводится на кортах Всеанглийского теннисного и крокетного клуба).

Yorkshire pudding [jɔ:kʃiə'pu:diŋ] йоркширский пудинг (жидкое пресное тесто, которое запекается под куском мяса на рашпере и впитывает стекающий сок и растопленный жир).

**Exercise 49. Find out some more information about British Realities. Tell the class about them.**

## FAMOUS PEOPLE

### Exercise 50.

#### a) Answer the questions.

1. What famous people do you know?
2. What are they famous for?

#### b) Watch a video about Shakespeare.

#### c) Read these facts.

### William Shakespeare

Shakespeare was born on St. George's day (April 23), 1564, in Stratford-(up)on-Avon. He was the eldest son and third child of his parents. In his childhood he studied for 6 years in a grammar school. At the age of 18 he married Anne Hathaway and had three children. At 21 he left for London where he worked in a theatre and became famous as an actor and later as a playwright. He wrote dramas, comedies, poems and sonnets. When he became successful in London he bought the biggest house in Stratford. He died in 1616, like he was born, on the saint's day, April 23.

### Henry Raeburn (1756 – 1823)

Henry Raeburn was born in Edinburgh on March 4, 1756. Although he was trained as a jeweller he began early to paint; and it seems probable that as an oil painter he was largely self-taught. He had a natural gift for bold and vigorous modelling, and he very rapidly established a personal style and a local reputation.

In 1780 Raeburn married Anne Leslie, a widow of independent means.

In 1785 he went to Rome, returning to Edinburgh in 1787. Raeburn worked directly on the canvas without making preliminary drawings or studies. Raeburn first exhibited in London in 1793, when "Sir John and Lady Clerk of Penicuik" was shown at the Shakespeare Gallery in Pall Mall.

Raeburn established a steady practice at his studio in York Place, Edinburgh. In 1810 he considered moving to London but decided against it. In 1812 he became president of the Society of Artists of Edinburgh and was subsequently elected to the Royal Academy. In 1815 he became a full academician, and on the occasion of the visit of George IV to Edinburgh in 1822 he was knighted. He was sometimes called the "Scottish Reynolds" or the "Reynolds of the North" which is misleading as his work has neither the intellectual content nor the variety of Reynolds, but it has

purpose, a very considerable sympathy and understanding of character.

**d) Divide into two groups. One group prepares a school lesson about William Shakespeare, the other one – about Henry Raeburn.**

**Exercise 51. Find out information and make reports about other famous British people.**



## BRITISH HOLIDAYS

### Exercise 52.

#### a) Answer the questions.

1. What French holidays do you know?
2. What British holidays do you know?

#### b) Look through the calendar of special British occasions.

The holidays marked “\*” are public holidays.

***New Year's Day\**** (1 January)

2 January is also a public holiday in Scotland.

***St Valentine's Day*** (14 February)

***Shrove Tuesday*** (Forty-seven days before Easter)

***St Patrick's Day*** (17 March)

This is a public holiday in Northern Ireland.

***Mother's Day*** (The fourth Sunday in Lent)

£50 million worth of flowers are bought for this day. Cards are also sent.

***April Fools' Day*** (1 April)

It is traditional for people to play tricks or jokes on each other on this day. Children are the most enthusiastic about this custom, but even the BBC and serious newspapers sometimes have “joke” (i.e. not genuine) features on this day.

***Good Friday\****

The strange name in English for the day commemorating Christ's crucifixion.

***Easter Monday\**** (The day after Easter Sunday)

***May Day\**** (The first Monday in May)

In Britain this day is associated more with ancient folklore than with the workers. In some villages the custom of dancing round the maypole is acted out.

***Spring Bank Holiday\**** (The last Monday in May)

There used to be a holiday on “Whit Monday” celebrating the Christian feast of Pentecost. Because this is seven weeks after Easter, the date varied. This fixed holiday has replaced it.

***Father's Day*** (The third Sunday in June)

This is probably just a commercial invention – and not a very successful one either. Millions of British fathers don't even know they have a special day.

***Queen's Official Birthday*** (The second or third Saturday in June)

It is “official” because it is not her real one. Certain public ceremonies are performed on this day.

***Orangemen’s Day*** (12 July)

This is a public holiday in Northern Ireland only. In this way, the holiday associated with the Catholic part of the community (St Patrick’s Day) is balanced by one associated with the other part, the Protestants.

***Summer Bank Holiday\**** (The last Monday in August)

***Halloween*** (31 October)

This is the day before All Saints’ Day in the Christian calendar, and is associated with the supernatural. Some people hold Hallowe’en parties, which are fancy-dress parties (people dress up as witches, ghosts, etc.). However, this day is observed much more energetically in the USA than it is in Britain.

***Guy Fawkes’ Day*** (5 November)

***Remembrance Sunday*** (Second Sunday in November)

This day commemorates the dead of both World Wars and of more recent conflicts. On and before this day, money is collected in the street on behalf of charities for ex-servicemen and women. The people who donate money are given paper poppies to pin to their clothes. No politician would be seen on this day without a poppy!

***Christmas Eve*** (24 December)

***Christmas Day\**** (25 December)

***Boxing Day\**** (26 December)

Explanations for the origin of this name vary. One is that it was the day on which landowners and householders would present their tenants and servants with gifts (in boxes), another is that it was the day on which the collecting boxes in churches were opened and the contents distributed to the poor.

***New Year’s Eve*** (31 December)

**c) Answer the questions.**

1. Which of these holidays are celebrated in Russia?
2. Which of these holidays are celebrated in France?
3. Which of these holidays are celebrated only in the United Kingdom of Great Britain and Northern Ireland?

**Exercise 53. Look through the holidays. Divide into groups, choose one of the holidays and present it to the rest of the group (include some vocabulary and exercises). You can find out and**

**add some details to it. Be ready to answer you groupmates' questions.**

### **Burns' Night**

The 25<sup>th</sup> of January is celebrated all over the world by Scotsmen wherever they are, as it is the birthday of Robert Burns. As at Hogmanay, a special meal of haggis, potatoes and turnip is eaten, washed down by lots of whisky! The haggis is carried into the dining room behind a piper wearing traditional dress. He then reads a poem written especially for the haggis!

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haggis [ˈhæɡɪs] – a Scottish dish made from sheep's or calf's offal and oatmeal

### **Ancient Traditions**

Easter is also a time when certain old traditions are observed, whether it is celebrated as the start of spring or a religious festival. In England it is a time for the giving and receiving of presents which traditionally take the form of an Easter egg. Nowadays Easter eggs are usually made of chocolate, but the old custom of dyeing or painting eggshells is still maintained in some country districts. The Easter egg is by far the most popular emblem of Easter, but fluffy little chicks, baby rabbits and springtime flowers like daffodils, dangling catkins and the arum lily are also used to signify the Nature's reawakening.

### **Merry England and London May Queen Festival**

Visitors from many parts of the world are among the thousands of people who gather near Bromley, Kent, to witness the Crowning of London's May Queen. It is the largest May Queen Festival in Britain and over a thousand children take part. The date is the second Saturday in May. The procession forms up in the village about 1.30 p.m. The actual crowning takes place about 3 p.m. As many as forty May Queens from different parts of the country are present, and with their attendants present a colourful spectacle. Their dresses are beautifully made, with a distinctive colour scheme for almost all the different "Realms". The Festival has been held since 1880.

### **Edinburgh Festival**

August is festival time in Edinburgh. The population of the capital city of Scotland is set to double this month as tourists and performers flock<sup>1</sup> in from all over the world. It is the huge range and

number of artistic events, performances and exhibitions happening throughout the city which makes Edinburgh unforgettable.

Everything from theatres to circuses, orchestras to book-readings, stand-up comedy<sup>2</sup> to experimental dance is featured on the programme, making the festival the largest celebration of the arts anywhere in the world – it is listed as such in *The Guinness Book of Records*. “It’s a truly wonderful occasion,” said Eric Milligan, Edinburgh’s Lord Provost<sup>3</sup>. “For four weeks Edinburgh becomes the cultural capital of the world. Other cities have great festivals, but nowhere else can you get the same breadth<sup>4</sup> of cultural experience in a single place. It’s unique.”

The International Festival is in fact an umbrella title for the six arts festivals which take place in Edinburgh during August and September: the **Edinburgh Festival Fringe**<sup>5</sup>, **Edinburgh Military Tattoo**<sup>6</sup>, **Edinburgh Film Festival**, **Edinburgh Jazz Festival**, **Television Festival**, and the biennial<sup>7</sup> **Edinburgh Book Festival**.

The event began in 1947 with the first Edinburgh International Festival as a stage for peace and unity in Europe after the Second World War.

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<sup>1</sup>flock [flɒk] – стекаться

<sup>2</sup>stand-up comedy – сольное выступление юмориста

<sup>3</sup>Lord Provost [ˈlɔ:dˈprɒvəst] – лорд-мэр

<sup>4</sup>breadth [bredθ] – широкий размах

<sup>5</sup>fringe [frɪndʒ] – периферия, задворки

<sup>6</sup>tattoo [təˈtuː] – (зд.) сигнал вечерней зари

<sup>7</sup>biennial [baɪˈeniəl] – происходящий раз в два года

### **Remembrance Day (Poppy Day)**

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day special services are held in the churches and wreaths are laid at war memorials throughout the country and at London’s Cenotaph, where a great number of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben booming 11 o’clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. When the two-minute silence is over, members of the Royal Family or their

representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their button-holes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants.

## ENTERTAINMENT

### Exercise 54. Discuss the points.

- List in order the three things you most like doing when you go out at night “on the town”. If you don’t like going out, say why this is.
- Why do people go out at night?
- What factors are important in deciding which restaurant, discotheque, etc. to go to? Say what matters to you and what matters to most people (in your opinion).
- If you have been to London, what did you do at night while you were there? What recommendations can you make?
- If you have not been to London, is there anything you would like to do or to see if you did go?

### Exercise 55.

#### a) Read the extract.

#### The Theatre

London offers play-going in its most exciting, comfortable and inexpensive form. At least forty plays or musicals are always running and all but the top two or three hits have available seats up to five minutes of curtain time, which is 7.30 or 8 p.m. in most London theatres. The highest-priced orchestra seats (here they’re called “stalls”) in the best theatres rarely cost more than £16 (\$25.60), but you needn’t pay more than \$18 in the “upper circle” (first balcony); and you can do it for less. “Slip seats” (side circle) for performances at the new National Theatre on the South Bank can be had for as little as £8. My idea of a London vacation is to see a play a night. They’re the city’s top attraction, and they can be managed on the lightest budget.

In fact, if you are extreme theatre buffs you can hustle to as many as three plays in one day in London. That’s because on certain matinee days, some London theatres schedule their afternoon performances for 3 p.m., others for 5.30 or 6 p.m. On one memorable Saturday in London, we saw Alec Guinness in *Ross* at 2 p.m., Ralph Richardson in *The Complacent Lover* at 5 p.m. and Sir John Gielgud in *The Ages of Man* at 8 p.m. We did it by eating sandwiches at numerous intermissions throughout the day and evening (sandwiches and tea are sold in most London theatres), and by then taxiing to the next theatre in the five-or-so minutes between performances. I certainly don’t recommend this tiring fanaticism, but merely set it forth, as an

example of the attraction that London theatre can have. Try to avoid buying your tickets at brokers. Since nearly all theatres have available seats, there's no need to incur the added commissions.

And do use the half-price ticket offerings of the **Leicester Square Theatre Ticket Booth** in a Jack-and-Judy-puppet-show-type structure in the park area of the square. They sell day-of-performance seats at all London theatres (subject to availability) for 50% off from noon to 2 p.m. for matinees, from 2.30 to 6.30 for evening performances, Monday through Saturday. Students and senior citizens with identification can also receive large discounts by presenting themselves half an hour before performance time at the theatres which identify themselves with a circled "S" in their ads. That's also subject to availability, of course.

**A READER'S COMMENT:** "Any bright tourist should take advantage of the British theatres — every night! You can appear 10 or 15 minutes before curtain time at any theatre of your choice and you can always find a "single" priced at just about £9 or often less." (Anne Fomin, Dearborn Heights, Michigan).

**DISCOTHEQUES AND DANCING:** London's inexpensive night life is centered in a number of rock clubs which sprout and die much too rapidly. They're listed in a weekly magazine called *Time Out* (80p), to be picked up at any London news-stand. For disco dancing, you ought definitely to make at least one visit to the phenomenal **Empire Ballroom** on Leicester Square (get off at the Leicester Square or Piccadilly tube station), a gigantic dance hall and legitimate pick-up spot for London's unmarried young people. This is one of the top tourist attractions of London: hundreds and hundreds of single men and women (on a Saturday night), flashing colored lights, a famous revolving globe of light-reflecting mirrors, continuous bands on a revolving stage. The action extends from 8 p.m. to 2 a.m., Monday through Thursday (admission is £3 before 10 p.m., £4 thereafter); on Friday and Saturday, from 8 p.m. to 3 a.m. (£5 before 10 p.m., £7 after). Sunday hours are 8 p.m. to 1.30 a.m., with an admission fee of £3.50 for the entire evening. You're under no obligation to pay a single thing more, after you've purchased your entrance. A somewhat older crowd patronizes the **Hippodrome**, corner of Charing Cross Road and Cranbourn Street (nearest tube stop is Leicester Square). The self-styled "greatest disco in the world", it boasts seven revolving speakers descending

from the ceiling, smoke machines, lasers, a revolving stage, impressive lighting, and admission of £5 (Monday through Thursday), £9 on Friday and Saturday nights. Closed Sunday.

**b) What do the following words and expressions mean?**

- running (para. 1)
- hits (para. 1)
- curtain time (para. 1)
- theatre buffs (para. 2)
- matinee days (para. 2)
- intermissions (para. 2)
- brokers (para. 2)
- subject to availability (para. 3)
- patronizes (para. 5)

**c) Mark the following statements T (true) or F (false), according to what is said or implied in the extract.**

- You can get seats for the most successful plays a few minutes before curtain time.
- You will never need to pay more than £16 to sit near the stage in the best theatres.
- Balcony seats are cheaper than seats at ground level.
- At the Leicester Square Ticket Booth you will be able to buy a cut price ticket for any London theatre which has tickets available, if you buy on the day of the performance.
- At the Leicester Square Ticket Booth, a £10 ticket would be sold for £4.20.
- Students with identification can get cut price tickets, if tickets are available, from theatres marked “S” in ads, if they buy on the day of the performance.
- The writer recommends no rock clubs because he can’t update his information quickly enough.
- Young single people go to the Empire Ballroom in search of romance.
- The music there is live.
- There is a globe made of mirrors on a revolving stage.
- Drinks are free at the Empire Ballroom.
- The Hippodrome is the greatest disco in the world.

**d) Decide these questions as a group.**

- For whom is the extract intended? Note down the evidence for your answer.



- What is the purpose of the extract? Choose one or more of the following aims: to entertain, to warn, to inform, to advertise, to complain, to recommend, to express a personal point of view.
- Have you found any of the information in the extract useful? What?
- How do you think the author spends most of his time? Would you like to do what he does? Why/Why not?

### **Exercise 56.**

- a) What is a British pub? How do you imagine it?**
- b) Watch a video episode about pubs in London to realize better what it is.**
- c) Compare the pub and the Russian beer bar. Have they got anything in common? What is the difference?**
- d) Look through the words from the text below.**
  - public houses = pubs;
  - conviviality – веселость, праздничное настроение;
  - egalitarian – поборник равноправия;
  - contrive – придумывать, изобретать;
  - ferment – бродить;
  - cask – бочка;
  - barley – ячмень;
  - hops – хмель;
  - carbon dioxide – углекислый газ;
  - lager – лагер (пиво);
  - flat – выдохшийся (о пиве);
  - brewery – пивоваренное предприятие;
  - keg – бочонок;
  - pasteurise – пастеризовать;
  - brew – напиток;
  - publican – трактирщик;
  - rip out – выдирать;
  - refurbish – полировать, чистить;
  - appeal – привлекательность;
  - efficiency – производительность;
  - efficient – продуктивный;
  - preserve – заповедник;
  - impact – влияние;
  - twofold – двойной;

- cosy – уютный;
- clientele – клиентура;
- profit – доход;
- from far and wide – отовсюду;
- fare – пища;
- counterfeit – поддельный;
- conform – соответствовать;
- understatement – сдержанное высказывание;
- stridency – резкость.

**e) Read the text. Write out (or formulate) the main idea of each paragraph.**

### **Time for a Drink: the British pub**

The British pub exercises a special fascination for foreigners. In fact it is so popular that many imitations exist around the world, some relatively successful, others less so.

Public houses date back to the inns and taverns of the Middle Ages, places where local people met and where travellers stayed. They have always been characterised by conviviality, intimacy and an egalitarian atmosphere. They have always been immensely popular, as Dr Samuel Johnson, the eighteenth-century writer, remarked: “No, Sir, there is nothing which has yet been contrived by man, by which so much happiness is produced, as by a good tavern or inn.”

Traditional English ale or beer rapidly disappeared from most pubs during the 1960s and 1970s. This “real ale” required special care, for it remained alive and continued to ferment in its wooden cask in the pub cellar, beneath the bar. It was made from barley, hops and pure water and required storage at a constant cool temperature. It was not refrigerated and contained no carbon dioxide gas. To those used to drinking refrigerated lager, real ale can taste flat, warm and weak. To many British, it is the only beer with real taste. The big breweries found it easier to produce “keg” beer, a pasteurised brew, containing carbon dioxide that required no special care. It was stored in metal barrels under pressure. It was easier for the manufacturer and for the publican who served the beer to the customer. But it did not compare with the real thing.

The big breweries, in fierce competition with each other, each tried to create their own “house” style by ripping out the

interiors of old pubs and refurbishing them according to a standard appearance which they believed would attract most customers. In so doing they destroyed an essential appeal of many pubs, their individuality. They also tried to improve efficiency and reduce the number of staff required to serve drinks. Most pubs had at least two different rooms for drinking, the public bar and a smarter and slightly more expensive “saloon” bar.

It was only to saloon bars that women were taken until the greater social liberalisation of the 1960s. Pubs, it should be noted, are still essentially male preserves. Although the days are long past when a woman entering a pub alone was disapproved of, there are still a few pubs particularly in socially conservative areas where women are not welcome, and it is still true that men use pubs far more than do women.

The impact of big brewery control, therefore, is primarily twofold. The quality of the beer has gone down, and large open rooms have replaced two or three less efficient but more cosy rooms, thereby destroying the intimacy which made pubs attractive. The pubs owned by big breweries have also tried to concentrate on a particular clientele. In particular they have tried to appeal to younger people in their twenties. This was not a new development. Many pubs were known for their special character. For example in socially mixed parts of town one pub might be proudly working class and another might attract middle-class people. In Kilburn in London where a large Irish community exists a number of pubs had a strong Irish character. But by the mid-1990s “Irish” pubs had become widespread, with the popularity of all things Irish. Some pubs have become favoured by particular sub-cultures: motorbikers, students, and so forth.

Today an increasing number of pubs serve food, and coffee or tea as well as alcoholic drinks. Food, which accounted for only 10 per cent of profits in 1980 now accounts for more like 30 per cent. Providing good cheap food is now an important source of profit. The best also, even if they attract people from far and wide, still rely on a reliable local clientele who give the pub its basic atmosphere. The worst pubs remain impersonal and only serve mass-produced food, which is often more expensive and less tasty than homemade fare. The greatest threat to pub quality by the mid-1990s was the noise of loud

music, making conversation harder with a counterfeit atmosphere of conviviality.

It is also in the pub that people are usually unafraid to express their views, whether these conform to traditional British characteristics of understatement and moderation or whether they reflect a new stridency. For anyone interested in understanding Britain better, the pub is not a bad place to start.

**f) Choose a paragraph.**

- ask 2 – 3 questions to it. Let your groupmates answer your questions;
- put right and wrong statements to your paragraph and ask your groupmates to say if they are true or false;
- retell your paragraph.

**g) Answer the questions.**

1. Do women in Russia attend beer bars?
2. Is it a usual thing?
3. What is the attitude of men to women attending beer bars?

## EVERYDAY LIFE

**Exercise 57. Look through the information. Divide into 5 groups. Choose one episode and present it in class comparing with the reality of any country to your choice (Russia, France, etc.).**

### The Family

In comparison with most other places in the world, family identity is rather weak in Britain, especially in England. Of course, the family unit is still the basic living arrangement for most people. But in Britain this definitely means the nuclear family. There is little sense of extended family identity, except among some racial minorities. This is reflected in the size and composition of households. It is unusual for adults of different generations within the family to live together. The average number of people living in each household in Britain is lower than in most other European countries. The proportion of elderly people living alone is high.

Significant family events such as weddings, births and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as “best man” at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people, they are confined to the Christmas period.

Even the stereotyped nuclear family of father, mother and children is becoming less common. Britain has a higher rate of divorce than anywhere else in Europe except Denmark and the proportion of children born outside marriage has risen dramatically and is also one of the highest (about a third of all births). However, these trends do not necessarily mean that the nuclear family is disappearing. Divorces have increased, but the majority of marriages in Britain (about 55%) do not break down. In addition, it is notable that about three-quarters of all births outside marriage are officially registered by both parents and more than half of the children concerned are born to parents who are living together at the time.

### The Love of Nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has

almost none of the negative associations, which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning a living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a “village green”. Nearby, there would be a pond with ducks on it. Nowadays such a village is not actually very common, but it is a stereotypical picture that is well-known to the British.

Perhaps this love of the countryside is another aspect of British conservatism. The countryside represents stability. Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a privilege to be able to go “into the country” whenever they want to. Large areas of the country are official “national parks” where almost no building is allowed. There is an organization to which thousands of enthusiastic country walkers belong, the Ramblers’ Association. It is in constant battle with land-owners to keep open the public “rights of way” across their lands. Maps can be bought which mark, in great detail, the routes of all the public footpaths in the country. Walkers often stay at youth hostels. The Youth Hostels Association is a charity whose aim is “to help all, especially young people of limited means, to a greater knowledge, love and care of the countryside”. Their hostels are cheap and rather self-consciously bare and simple. There are more than 300 of them around the country, most of them in the middle of nowhere!

Even if they cannot get into the countryside, many British people still spend a lot of their time with “nature”. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlucky people who do not have a garden can participate. Each local authority owns several areas of land, which it rents very cheaply to these people in small parcels. On these “allotments”, people grow mainly vegetables.

### **The Love of Animals**

Rosendale Pet Cemetery in Lancashire is just one example of an animal graveyard in Britain. It was started by a local farmer who ran over his dog with a tractor. He was so upset that he put up a headstone in memory of his dog. Now, Rosendale has thousands of graves and plots for caskets of ashes, with facilities for every kind of animal.

Many people are prepared to pay quite large sums of money to give their pets a decent burial (a trait they share with many Americans). As this example shows, the British tend to have a sentimental attitude to animals. Nearly half of the households in Britain keep at least one domestic pet. Most of them do not bother with such grand arrangements when their pets die, but there are millions of informal graves in people's back gardens. Moreover, the status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and then keep on driving. You have to stop and inform the owner.

But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programmes are by far the most popular kind of television documentary. Millions of families have "bird-tables" in their gardens. These are raised platforms on which birds can feed, be safe from local cats during the winter months. There is even a special hospital (St Tiggywinkles), which treats injured wild animals.

Perhaps this overall concern for animals is part of the British love of nature. Studies indicating that some wild species of bird or mammal is decreasing in numbers become prominent articles in the national press. Thousands of people are enthusiastic bird-watchers. This peculiarly British pastime often involves spending hours lying in wet and cold undergrowth, trying to get a glimpse of some rare species.

### **Housing**

Almost everybody in Britain dreams of living in a detached house; that is, a house which is a separate building. The saying "An English man's home is his castle" is well known. It illustrates the desire for privacy and the importance attached to ownership, which seem to be at the heart of the British attitude to housing.

A large, detached house not only ensures privacy. It is also a status symbol. At the extreme end of the scale there is the aristocratic "stately home" set in acres of garden. Of course, such a house is an unrealistic dream for most people. But even a small detached house, surrounded by garden, gives the required suggestion of rural life which is dear to the hearts of many British people. Most people would be happy to live in a cottage, and if this is a thatched cottage, reminiscent of a pre-industrial age, so much the better.

Most people try to avoid living in blocks of flats (what the Americans call "apartment blocks"). Flats, they feel, provide the least amount of privacy. With a few exceptions, mostly in certain

locations in central London, flats are the cheapest kind of home. The people who live in them are those who cannot afford to live anywhere else.

The dislike of living in flats is very strong. In the 1950s millions of poorer people lived in old, cold, uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom. During the next twenty years many of them were given smart new “high rise” blocks of flats to live in which, with central heating and bathrooms, they were much more comfortable and were surrounded by grassy open spaces. But people hated their new homes. They said they felt cut off from the world all those floors up. They missed the neighbourliness. They couldn’t keep a watchful eye on their children playing down there in those lovely green spaces. The new high-rise blocks quickly deteriorated. The lifts broke down. The lights in the corridors didn’t work. Windows got broken and were not repaired. There was graffiti all over the walls.

In theory (and except for the difficulty with supervising children), there is no objective reason why these high-rise blocks (also known as “tower blocks”) could not have been a success. In other countries millions of people live reasonably happily in flats. But in Britain they were a failure because they do not suit British attitudes. The failure has been generally recognized for several years now. No more high-rises are being built. At the present time, only 4% of the population live in ones. Only 20% of the country’s households live in flats of any kind.

### **Shop Opening Hours**

The normal time for shops to open is nine in the morning. Large out-of-town supermarkets stay open all day until about eight o’clock. Most small shops stay open all day (some take a break for lunch, usually between one and two) and then close at half-past five or a bit later. In some towns there is an “early closing day” when the shops shut at midday and do not open again. In fact, in the last quarter of the twentieth century, shop opening hours have become more varied. Regulations have been relaxed. It is now much easier than it used to be to find shops open after six. In these areas the local authorities are encouraging high street shops to stay open very late on some evenings as a way of putting life into their “dear” town centres.



But the most significant change in recent years has been with regard to Sundays. By the early 1990s many shops, including chain stores, were opening on some Sundays, especially in the period before Christmas. In doing this they were taking a risk with the law. Sometimes they were taken to court, sometimes not. The rules were so old and confused that nobody really knew what was and what wasn't legal. It was agreed that something had to be done. On one side were the "Keep Sunday Special" lobby, a group of people from various Christian churches and trade unions. They argued that Sunday should be special, a day of rest, a day for all the family to be together. They also feared that Sunday-opening would mean that shop workers would be forced to work too many hours. On the other side were a number of lobbies, especially people from women's and consumer groups. They argued that working women needed more than one day (Saturday) in which to rush around doing the shopping. In any case, they argued, shopping was also something that the whole family could do together. In 1993 Parliament voted on the matter. By a small majority, the idea of a complete "free-for-all" was defeated. Small shops are allowed to open on Sundays for as long as they like, but large shops and supermarkets can only open for a maximum of six hours.

**Exercise 58\*. Work with the newspaper article "Health Claim for Retain Therapy".**

**a) Answer the questions.**

1. How do you translate the title?
2. What in your opinion is the topic of the article?

**b) Read the words that will help you to understand the article.**

- retail – розничная продажа;
- accurate – правильный;
- benefit – польза;
- on a regular basis – постоянно;
- safeguard – гарантировать;
- wellbeing – здоровье;
- spree – кутеж;
- unfit – нездоровый;
- BHF = British Health Federation;
- spokesman – представитель;
- early evidence – первые данные;

- clock up – хронометрировать, отмерять;
- distress – утомление, истощение;
- methodical – систематический;
- corporate – общий;
- High Street – Главная улица (название главной улицы или бывшей главной улицы во многих городах, иногда также главных улиц городских районов в пределах того же города; на них обыкновенно расположено большое число торговых предприятий, зрелищных заведений и т.п.).

**c) Read the article and say what the topic of the article is. Were you right?**

### **Health Claim for Retail Therapy**

Retail therapy is a more accurate description of shopping than previously thought according to new research which shows it really does have health benefits.

Spending hard-earned cash on a regular basis may not seem like the obvious way to safeguard physical wellbeing. But a study has found that a two-hour spree can lighten a lot more than a wallet.

Most British women cover an estimated 133 miles a year by going to the shops – equivalent to walking from London to Nottingham, according to research by Woolworths, published today.

Walking is recognised as one of the best therapies for unfit people and is recommended by the British Heart Foundation as an ideal way to help avoid coronary heart disease.

“It is a relaxing way to keep healthy, and, as it requires no equipment or expense, is the perfect way to get more exercise,” a BHF spokesman said. “Early evidence suggests people are taking between 3,000 and 4,000 steps per day, whilst 10,000 steps is a healthy ideal.”

The study found the average woman clocks up 2.77 miles every time she goes on a two-hour shopping trip, burning 193 calories and covering 4,059 steps in that time.

The research also found that more than a fifth of British women make a “distress” shopping trip at least once a week, when they have forgotten a particular item, and more than two-thirds go on a “destination” shopping trip for a specific purpose at least once a month.

Going with a friend was found to be even more beneficial than solo shopping, according to the study, which found people tended to stay out longer and cover more distance in pairs.

More than 50% of the 4,500 women interviewed admitted they were not methodical when it came to planning the big shop.

Nicole Lander, head of the company's corporate affairs, said: "We were surprised to hear high-street shopping is clocking up so many miles and helping to keep customers staying healthy."

*(Rebecca Allison)*

**d) Read aloud the underlined sentences and translate them into Russian.**

**e) Render the article.**

**f) Answer the questions.**

1. Do you agree with the author of the article about the benefit of going shopping?
2. Do you like going shopping?
3. How often do you go shopping?
4. Do you go shopping alone?
5. Is shopping useful and good for you?

**Exercise 59.**

**a) Read the text.**

### **Stereotypes and Change**

Societies change over time while their reputations lag behind. Many things, which are often regarded as typically British, derive from books, songs or plays, which were written a long time ago and which are no longer representative of modern life. One example of this is the popular belief that Britain is a "land of tradition". This is what most tourist brochures claim. The claim is based on what can be seen in public life and on centuries of political continuity. And at this level – the level of public life – it is undoubtedly true. The annual ceremony of the state opening of Parliament, for instance, carefully follows customs, which are centuries old. So does the military ceremony of "trooping the colour". Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private everyday lives, the British as individuals are probably less inclined to follow tradition than are the people of most other countries. There are very few ancient customs that are followed by the majority of families on special occasions. The country

has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic video-watching people in the world – the very opposite of a traditional pastime!

There are many examples of supposedly typical British habits, which are simply not typical any more. For example, the stereotyped image of the London “city gent” includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional “British” (or “English”) breakfast is a large “fry-up” preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10% of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call a “continental” (i.e. European) breakfast than it is to a “British” one. The image of the British as a nation of tea-drinkers is another stereotype, which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country’s shops. As for the tradition of afternoon tea with biscuits, scones, sandwiches or cake, this is a minority activity, largely confined to retired people and the leisured upper-middle class (although preserved in tea shops in tourist resorts).

Even when a British habit conforms to the stereotype, the wrong conclusions can sometimes be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds, and that the average waiting to be served in a bank was two minutes and thirty-three seconds. You might think that these times sound very reasonable. But *The Sunday Times* newspaper did not think so. It referred to these figures as a “problem”. Some banks now promise to serve their customers “within two minutes”. It would therefore seem wrong to conclude that their habit of queuing shows that the British are a

patient people. Apparently, the British hate having to wait and have less patience than people in many other countries.

**b) Write out in 2 columns:**

**- stereotypes that really exist;**

**- stereotypes that don't exist any more.**

**c) Speak on each point in your columns.**

**d) Compare each point with our country and France.**

**Exercise 60.**

**a) Read the text.**

### **Formality and informality**

The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behaviour. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends on whether a person is playing a public role or a private role. When people are “on duty”, they have to obey some quite rigid rules. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. There was once a mild scandal during the 1980s because the Leader of the Opposition wore clothes on a public occasion which were considered too informal.

On the other hand, when people are not playing a public role – when they are just being themselves – there seem to be no rules at all. The British are probably more tolerant of “strange” clothing than people in most other countries. You may find, for example, the same bank employee, on his lunch break in hot weather, walking through the streets with his tie round his waist and his collar unbuttoned. He is no longer “at work” and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Perhaps because of the clothing formalities that many people have to follow during the week, the British, unlike the people of many other countries, like to “dress down” on Sundays. They can't wait to take off their respectable working clothes and slip into something really scruffy. Lots of men who wear suits during the week can then be seen in old sweaters and jeans, sometimes with holes in them. And male politicians are keen to get themselves photographed not wearing a tie

when “officially” on holiday, to show that they are really ordinary people.

This difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title (Mr, Mrs, Professor, etc.), not dressing smartly when entertaining guests, not shaking hands when meeting and not saying “please” when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category “friend”, and so all the rules can be ignored. To address someone by his or her title or to say “please” is to observe formalities and therefore to put a distance between the people involved. The same is true of shaking hands. Although this sometimes has the reputation of being a very British thing to do, it is actually rather rare. Most people would do it only when being introduced to a stranger or when meeting an acquaintance (but not a friend) after a long time. Similarly, most British people do not feel welcomed if, on being invited to somebody’s house, they find the hosts in smart clothes and a grand table set for them. They do not feel flattered by this, they feel intimidated. It makes them feel they can’t relax.

It is probably true that the British, especially the English, are more reserved than the people of many other countries. They find it comparatively difficult to indicate friendship by open displays of affection. For example, it is not the convention to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in a British person’s house, and you are told to “help yourself to something, your host is not being rude or suggesting that you are of no importance – he or she is showing that you are completely accepted and just like “one of the family”.

In the last decades of the twentieth century, the general amount of informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (women and women, and men and women, but still never men and men!).

**b) Point out informal British things.**

c) **Compare informalities in Britain with Russian and French behaviour.**

**Exercise 61.**

a) **Read the words under the line paying attention to their meaning.**

b) **Read the first two paragraphs of the text and explain what “culturally aware” means.**

c) **Read paragraph A and give examples of Russian and French taboos (if there are some).**

d) **Read paragraph B and explain what is considered rude in Britain and America.**

e) **Read paragraphs C and D. Give examples of impoliteness and tactlessness from the text.**

f) **Read paragraph E.**

- What does “faux pas” mean?

- What idiom is the synonym to “faux pas”?

- Give some examples of *faux pas*.

g) **Read paragraphs F and G.**

- Do we have such a phenomena as political incorrectness in Russia? Give some examples.

- What does “bon ton” mean?

- How is “bon ton” translated from French?

- Is the phenomena *bon ton* a characteristic of our society?

h) **Read the conclusion and say what cultural awareness includes.**

**Cultural Awareness**

Suppose you went to England or America. You have learned about the country in school, from television, from the Internet, and so forth. You also know the language. You don't want to offend the people there. However, you might offend the people there without wanting to. In your language courses, you cannot learn all the latest idioms. Knowing all about Buckingham palace will not help you in everyday life in London. News programs do not tell you about the subtle<sup>1</sup> meanings of gestures<sup>2</sup>. TV serials do not tell you what is acceptable in Samara but insulting in New York.

**Being** “culturally aware” means to know enough about a society so that you can act in that society without offending others unintentionally. This means that you need to familiarize<sup>3</sup> yourself with

that society's norms. Going against these norms can have various names. We list a few of them, from the strongest to the weakest:

- a** breaking a taboo,
- b** being rude,
- c** being impolite,
- d** being tactless,
- e** committing a faux pas<sup>4</sup>
- f** being politically incorrect (the USA only),
- g** not setting the bon ton<sup>5</sup> (cultured society).

Let us examine each one of these categories.

- A. Taboos** are things you do not talk about or do without strong social condemnation. Some taboos are the same in Russia and abroad. There are some examples that are so taboo that should not even be mentioned. For a tamer<sup>6</sup> example: in America it is taboo to ask someone about his or her personal income<sup>7</sup>.
- B. Rudeness.** The attitude towards queues (British English) or lines (American English) is quite different between the British-based cultures (Britain, America, Canada, Australia, and New Zealand) and the rest of the world.

Queues are everywhere a synthesis of competition and cooperation. However, in most cultures, it is the competition that is most important. It is often considered justified to get in front of others because of their hesitation or slowness. In British-based cultures, the attitude of cooperation is stronger, and such behaviour is considered rude. Observe, as an example, British bus queues.

Another, more subtle difference is "personal space". This is the space that a person wishes to have around him or her without anyone else in that space except for intimate situations, sport, handshakes, and the like. There are great differences between cultures in this regard. For example, waiting in a queue, a Russian will usually get within a few centimetres of the person in front; the Americans will leave a much larger distance. The same applies to talking to someone: how close do you approach the other person's face? To violate this "personal space" is considered rude. A Russian in America inadvertently<sup>8</sup> offends simply by standing in a queue in a standard Russian fashion.

- C. Impoliteness.** This can simply be by not observing some custom of politeness. For example, in Britain and in America, a gentleman



should open the door for a lady when the opportunity permits. Not to do so is impolite.

- D. Tactlessness.** There are often words or actions which, in general situations, are not considered offensive, but in a special situation might offend. To talk about suicide is usually acceptable – but can be tactless if someone present has just lost a dear one who committed suicide. To know what is tactful and what is not, one must know both the society's norms and the situation of those around you. Generally, tactlessness includes the concept of “you should have known better”.
- E. Faux pas,** from the French for “false step”, is a social mistake committed by carelessness or sometimes by ignorance. If this is by speech, it is also called “to put one's foot in one's mouth.” For example, a colleague once gave a French lesson about a typical French dinner, with tasty pork and a good wine. Then she realized that her students were Moslems, for whom such food is forbidden. This was a faux pas.
- F. Political incorrectness** is an American term, although some instances of its usage are adopted in England. Briefly, certain words or actions are considered to promote the oppression<sup>9</sup> of certain groups: words concerning women, racial or ethnic groups, homosexuals, prostitutes (“sex workers”), handicapped (“physically challenged”, “mentally challenged”, “differently abled”), the aged (“in the golden age”) and so forth, must be carefully chosen. Actions that might imply the possibility of sexual harassment<sup>10</sup> must be avoided.
- G.** Not observing the **bon ton** of a situation is a concept unique to high society. “Bon ton”, from French, literally means “a good tone”. Here it means the appropriate speech and behaviour expected of a cultured person in a given situation. What is talked about at a Texan barbecue is unlikely to be bon ton in a ball given by Her Majesty the Queen of England. Stories told in an English pub may be inappropriate at a Church gathering.

Getting a feel for a society is not easy. The language, history, and basic customs are not enough. Anyone who has lived abroad can tell you that. Cultural awareness includes a flexibility and an openness to others' ideas and even to their prejudices.

By **David Reid**

- <sup>1</sup>subtle [ˈsʌtl] – тонкий, едва различимый
- <sup>2</sup>gestures [ˈdʒestʃə] – жест, мимика
- <sup>3</sup>familiarize [fəˈmɪljəraɪz] – знакомить
- <sup>4</sup>faux pas [ˈfəʊˈpɑː] – (*фр.* ложный шаг) ошибка, поступок
- <sup>5</sup>bon ton [bɒˈtɒn] – (*фр.*) хорошие манеры
- <sup>6</sup>tame [teɪm] – культурный
- <sup>7</sup>income [ˈɪnkʌm] – доход, заработок
- <sup>8</sup>inadvertently [ɪnədˈvɜːt(ə)ntli] – непреднамеренно
- <sup>9</sup>oppression [əˈpreʃ(ə)n] – притеснение
- <sup>10</sup>sexual harassment [ˈseksjuəl ˈhærsmənt] – сексуальные домогательства

## ENGLISH CHARACTER

### Exercise 62.

a) **What do you think about the character of people in Great Britain?**

b) **Pay attention to the following words.**

- snobbish – прилагательное от «сноб» (explain how you understand the word “snob”);
- aloof – надменный;
- apparent – видимый;
- reverence – почтение, благоговение;
- prudent – предусмотрительный;
- crop – подстригать;
- assign – закреплять (за кем-то);
- rigorously – строго.

c) **Read the text.**

Great Britain is an island and its geographical position has produced a certain spirit among its inhabitants. They tend to regard their own community as the centre of the world. The national character of the British has been very differently described, but most commentators agree over one quality – sense of superiority, or insular pride. British vanity and arrogance grew as England fought off the competition from other European countries and became the world’s leading trading nation.

The British have also been known as snobbish, aloof and unsociable. Snobbery is not so common in England today as it was at the beginning of the century.

The apparent coldness of Englishmen and their reserve has been almost universally noted by foreigners, but foreigners also confess that they find English reserve not unpleasant, and that once one gets to know an Englishman he turns out to be a very companionable fellow. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could afford to travel, diplomats and merchants.

Englishmen tend to be rather conservative, they love familiar things. Conservatism on a national scale may be illustrated by the public attitude to the monarchy, an institution which is held in affection and reverence by nearly all English people.

The British people are prudent and careful about almost everything. Their lawns are cropped; their flower beds are primly cultivated. Everything is orderly. Drinks are carefully measured, seats in a cinema are carefully assigned, and closing hours are rigorously observed.

On Sundays most British people do some fairly light activities such as gardening, washing the car, taking the dog for a walk. Another most popular activity is a visit to a “pub”. The national drink in England is beer, and the “pub”, where Englishmen go to drink to is a peculiarly English institution.

**d) Answer the questions.**

1. Why do some people tend to regard their own community as the centre of the world?
2. How do you understand the British snobbery?
3. How do Britons like to spend their weekends?
4. What is the most popular leisure time for most British people?

**Exercise 63. Translate the text.**

Одна из самых поразительных черт английской жизни – самодисциплина, учтивость, вежливость людей всех классов. Здесь практически нет шумных дискуссий на улицах. Люди не бросаются, чтобы занять свободное место в автобусе, а спокойно встают в очередь на остановке.

Англичане по природе вежливы и никогда не устают говорить «спасибо», «извините», «простите». Если вы входите

за кем-то в здание или комнату, он всегда придержит для вас дверь.

Англичане не любят показывать свои эмоции даже в опасных и трагических ситуациях, и обычно кажется, что люди остаются бодрыми, и когда у них неприятности.

Англичане не любят хвастовства в манерах, одежде или речи. Иногда они скрывают свои знания: например, они могут не сказать о своем понимании иностранных языков.

Англичанин предпочитает собственный дом многоэтажным домам, т.к. не хочет, чтобы соседи видели его жизнь (дом англичанина – его крепость). Многие англичане помогают женам по дому – моют окна в субботнее утро, посуду и т.д.

## THE MEDIA

### Exercise 64.

#### a) Study the table.

#### National Newspapers

Title and foundation date	Circulation average Jan – June 1989	Title and foundation date	Circulation average Jan – June 1989
<b>National dailies</b> <u>“Populars”</u>		<b>National Sundays</b> <u>“Populars”</u>	
<i>Daily Express</i> (1900)	1,589,306	<i>News of the World</i> (1843)	5,294,317
<i>Daily Mail</i> (1896)	1,750,303	<i>Sunday Express</i> (1918)	1,943,089
<i>Daily Mirror</i> (1903)	3,199,103	<i>Sunday Mirror</i> (1963)	3,012,143
<i>Daily Star</i> (1978)	912,372	<i>Sunday Sport</i> (1986)	530,090
<i>Morning Star</i> (1966)	28,000	<i>The Mail on Sunday</i> (1982)	1,961,506
<i>The Sun</i> (1964)	4,173,267	<i>The People</i> (1881)	2,606,177
<i>Today</i> (1986)	588,653		
<u>“Qualities”</u>		<u>“Qualities”</u>	
<i>Financial Times</i> (1886)	199,275	<i>Sunday Telegraph</i> (1961)	656,120
<i>The Daily Telegraph</i> (1885)	1,113,033	<i>The Observer</i> (1791)	693,939

<i>The Guardian</i> (1821)	438,732	<i>The Sunday Times</i> (1822)	1,317,865
<i>The Independent</i> (1986)	405,423	<i>The Sunday</i> <i>Correspondent</i> (1989)	n/a
<i>The Times</i> (1785)	441,342		

Source: *Audit Bureau of Circulation*

**b) Read the text.**

The British are a great nation of readers and, with sales of national newspapers averaging around 15 million copies on weekdays and almost 18 million on Sundays (besides the provincial daily newspapers and the daily evening newspapers that most towns and cities have), only in Japan are more newspapers sold per person than in Britain. The term “newspaper” can only be loosely applied to the top-selling dailies, however, as these tabloids contain mainly coverage of “human” news and scandals, particularly sexual, as opposed to political and economic matters, which are covered in depth in the larger quality newspapers. Several of the tabloids even contain pictures of nude girls on page three (Samantha Fox is a famous “Page Three Girl”). An interesting recent development has been the launching of two “quality” weekly newspapers – *The Indy* and *The Early Times* – especially for younger readers.

Newspapers in Britain are not subsidized (although the greatest source of income is advertising) and there is no fixed price. They are financially independent of any political party and any political bias results from traditional positions and the influence of the owner. A worrying development has been the concentration of many of the newspapers in the hands of the two owners – Rupert Murdoch and Robert Maxwell – especially as a result of the former’s evident bias in favour of Mrs Thatcher.

**c) Complete these sentences to make a summary of the text.**

1. On average, more than one in four people in Britain ...
2. Newspapers in Britain are classified as either ...
3. Popular dailies deal with ...
4. Quality papers cover ...
5. Recently two newspapers came out intended for ...
6. The price of newspapers ...
7. The political position of a newspaper ...
8. Many people are worried about ...

**Exercise 65\*. Work with the newspaper article “Short reprimanded for attacks on Blair”.**

**a) Answer the questions.**

1. Who is Tony Blair?
2. What party does he head?

**b) Look through the words and expressions.**

- reprimand – делать / объявлять выговор;
- Intelligence Service – сеть разведывательных и контрразведывательных служб Великобритании;
- whip (party whip) – парламентский организатор партии;
- defiance – вызывающее поведение, открытое неповиновение;
- with impunity – безнаказанно;
- Hilary – Хилари (женское имя);
- exacerbate – усиливать, обострять;
- loyalists – «лоялисты» (последователи правозэкстремистского протестантского деятеля И. Пейсли [Ian Paisley], выступающие за укрепление связей Северной Ирландии с Великобританией; отличаются крайней реакционностью, прикрываемой социальной демагогией);
- timing – выбор определенного времени;
- Iraqi – иракский.

**c) Read and translate the title of the article.**

**d) Try to guess what the article is about.**

**e) Read and translate the article.**

**Short Reprimanded for Attacks on Blair**

*Patrick Wintour*

Clare Short, the former international development secretary, is to receive a formal written warning over her attacks on Tony Blair and claims that British intelligence bugged the offices of the UN secretary-general Kofi Annan, Labour officials said yesterday.

At one point some MPs were so furious at her repeated attacks on the prime minister's personal integrity that they wanted the whip withdrawn from here. Some loyalists have been furious that several rebels have been allowed to get away with repeated defiance of the party whip with impunity.

Labour's parliamentary committee, chaired by Mr Blair, decided yesterday that her mutinous behaviour could go unpunished but not unremarked.

As a result, chief whip Hilary Armstrong will write to Ms Short to remind her of her “responsibilities”, a party spokesman said.

However Downing Street and other senior party figures have decided that severe disciplinary action against the former cabinet minister would turn her into a martyr and exacerbate internal division over Iraq. She has a strong following with the public, but is rapidly losing friends on the Labour backbenches.

A Labour spokesman added: “The chief whip will be writing to Clare Short to reflect the views of Labour’s parliamentary committee and remind Clare of her responsibilities under the code of conduct.”

The spokesman insisted that no one was trying to silence her expression of her anti-war views.

Loyalists were furious at the timing of Ms Short’s claims about British bugging at the UN since they were made on the eve of the prime minister’s last press conference when he was due to announce his commission of Africa. Mr Blair dismissed her claims as typical, but refused to discuss whether they were true.

Subsequently Ms Short appeared to be less certain that she had seen transcripts of Mr Annan’s conversations as a result of British bugging. The home secretary David Blunkett had raised doubts about her claims pointing out that he had higher security clearance than her, but had not seen any such transcript evidence during the war.

This week she caused more controversy when she attacked the labour-controlled defence select committee for its claim that the preparations made by her department ahead of the Iraqi invasion were hampered by her anti-war views.

She said she would be writing to the defence select committee to complain.

(The Guardian, March 18, 2004)

f) **Render the article.**

### **Exercise 66.**

a) **Pay attention to the words.**

- denomination – вероисповедание;
- schism – раскол, ересь;
- adhere – придерживаться.

b) **Read the preface to answer the questions.**

1. What are the basic religions of the countries in the United Kingdom of Great Britain and Northern Ireland?

2. How is the number of Muslims estimated?

c) **Study the tables. Answer the questions in the tables.**

### Religion

The various Christian denominations in Britain are the result of the various schisms (beginning with Henry VIII) that divided the Church. It is possible to make a very general distinction on a geographical basis between England, which is Anglican; Scotland, which is Presbyterian; Wales, which is Calvinistic Methodist; and Northern Ireland, which is Protestant. Obviously, there are large minority groups adhering to other Christian groups in each country. There are also large Jewish communities, while immigrants from India, Pakistan and the Middle East have also introduced Eastern religions. Indeed, it is now estimated that there are more practising Muslims than members of any Christian faith in Britain.

### What the Survey Shows

		<i>Which, if any, of the following do you believe in?</i>					
		June 1968	June 1975	Mar 1979	Apr 1981	July 1986	Today
<i>The Devil</i>	Yes	21	20	22	21	21	26
	No	60	72	68	73	74	65
	Don't know	19	8	10	7	5	9
<i>Hell</i>	Yes	23	20	22	21	21	24
	No	58	71	66	72	73	65
	Don't know	19	9	12	7	6	11
<i>Heaven</i>	Yes	54	49	57	53	52	55
	No	27	36	31	37	42	34
	Don't know	19	14	12	10	6	11
<i>God</i>	Yes	77	72	76	73	68	64
	No	11	17	15	19	26	24
	Don't know	12	11	9	8	6	12
<i>Reincarnation</i>	Yes	18	28	28	28	25	27



	No Don't know	52 30	58 20	51 11	57 15	62 13	56 17
<i>Which of these statements comes closest to your beliefs?</i>							
		Feb 1957	Mar 1963	Mar 1979	Apr 1981	July 1986	Today
There is a personal God		41	38	35	36	31	30
There is some sort of spirit or life force		37	33	41	37	41	39
I don't know what to think		16	20	14	15	11	19
I don't think there is any sort of spirit or life force		6	9	8	12	16	12

<i>Do you believe that Jesus Christ was the son of God or just a man?</i>							
		Feb 1957	Mar 1963	Mar 1979	Apr 1981	July 1986	Today
<i>Son of God</i>		71	60	55	52	48	46
<i>Just a man</i>		9	16	25	31	32	30
<i>Just a story</i>		6	7	7	5	8	9
<i>Don't know</i>		14	17	13	11	11	15

<i>Which of these comes nearest to expressing your views about the Old Testament?</i>						
		Jan 1960	Mar 1979	Apr 1981	July 1986	Today
It is of divine authority and its commands should be followed without question		19	12	14	10	9
It is mostly of divine authority but some of it needs interpretation		41	39	34	38	34
It is mostly a collection of		22	33	42	45	43

stories and fables					
Don't know	18	16	10	8	14

<i>Which of these comes nearest to expressing your views about the New Testament?</i>					
	Jan 1960	Mar 1979	Apr 1981	July 1986	Today
It is of divine authority and its commands should be followed without question	25	13	14	13	10
It is mostly of divine authority but some of it needs interpretation	43	42	39	39	37
It is mostly a collection of stories and fables	13	28	34	39	38
Don't know	19	17	14	9	15

<i>Thinking about the Gospel miracles, do you believe that they are mostly historical facts, mostly the Gospel writers' interpretation of certain events or mostly legends?</i>		
	Oct 1984	Today
Historical facts	25	15
Gospel writers' interpretation	38	42
Legends	26	28
Don't know	10	14

<i>Do you think that the Church should or should not take sides in political issues?</i>		
	Oct 1984	Today
Should	25	25
Should not	69	67
Don't know	6	8

<i>At the present time, do you think religion as a whole is increasing its influence on British life or losing its influence?</i>				
	Feb 1957	May 1967	June 1975	Today

Increasing	17	9	12	12
Losing	52	65	70	69
No change	18	19	12	14
Don't know	13	7	6	6

**d) Answer these questions.**

1. Does the survey show any change in people's attitude to the Church?
2. Do Britons want an atheist society?
3. What is the attitude of British people towards the Church's involvement in politics?
4. Who are generally the most religious people in the British society now?

**Exercise 67.**

**a) Look through the words and expressions.**

- provide for – предусматривать;
- stock – основной капитал, фонды;
- charter – грамота, право;
- governor – (зд.) управляющий;
- vaults – подвал;
- on behalf – в интересах;
- by design – намеренно;
- withdraw – уходить;
- within the framework – в рамках;
- intervention – вмешательство;
- statutory – установленный законом;
- supervision – надзор;
- oversee – наблюдать;
- promote – поощрять;
- efficiency – рентабельность;
- competitiveness – конкурентоспособность;
- endeavour – прилагать усилия;
- ensure – обеспечивать, гарантировать;
- settlement – уплата, расчет;
- sound – платежеспособный;
- impediment – препятствие.

**b) Read the preface and say if the activity of the central bank is important or not in any country. Why?**

c) **Read the text and dwell upon the main idea of each paragraph.**

### **The Bank of England**

The Bank of England is Britain's central bank. It looks after the nation's money, and its work has a direct influence on many aspects of everyday life.

#### **1694 – the Beginning**

The first step towards central banking was taken with the creation of the Bank of England in 1694, when the Government of the day needed money to pay for the war against France. William Paterson, a Scottish merchant, suggested founding a bank, which could then lend its capital to the Government. In the spring of 1694, Parliament gave its approval to an Act, which provided for the setting up of a company under the title of "The Governor and Company of the Bank of England". The public were invited to invest in the company and £1,200,000 was very quickly subscribed to what became known as Bank of England Stock.

The Bank was granted a Royal Charter on 27 July 1694 and Sir John Houblon was appointed the first Governor. It opened its books for business in the Mercers' Hall, Cheapside, with a staff of 19. The first notes to bear the name of the Bank of England appeared within a few months of its foundation.

The Bank moved to its present site in Threadneedle Street in 1734.

#### **Banker to the Nation**

Probably the best known function of the Bank of England is to design, print and issue banknotes in England and Wales, and to store gold in its vaults on behalf of its customers. It does however, have many other responsibilities and functions.

Many of these arose from the Bank's historical development rather than by design. As the Bank gradually withdrew from commercial banking, it extended its role as banker to other banks and to the Government. As the Government's banker, the Bank now acts for the Treasury in raising finances and managing the government debt.

#### **Monetary Policy**

Monetary policy is directed by the Bank and the Treasury within the policy framework agreed with the Government. The bank cannot act independently of the Government, but it plays an important role as adviser on policy and is closely involved in key

decisions. Monetary policy operates in the UK mainly through short-term interest rates, which are influenced through the Bank of England's daily operations in the money markets.

### **Foreign Exchange**

Foreign exchange market intervention is the other principal instrument of monetary policy, which has become more prominent since sterling joined the Exchange Rate Mechanism of the European Monetary System in October 1990. Management of the foreign exchange reserves is carried out by the Bank as agent of the Treasury.

### **Maintaining a Sound Financial System**

One of the Bank of England's most important tasks in maintaining a sound financial system is the supervision of banks operating in the UK, in order to protect depositors. This became a statutory responsibility in 1979 and the powers then granted were strengthened by the Banking Act 1987, which now governs banking supervision.

### **Helping Companies**

The Bank's position in the City goes wider than its relationship with banks. It has a responsibility for overseeing the general welfare of the financial services industry. It has also, periodically, acted to help companies with liquidity difficulties to meet with their bankers to see whether a solution can be found.

### **Promoting Efficiency and Competitiveness**

Finally, in promoting the efficiency and competitiveness of the UK financial system, the Bank endeavours to ensure that payment and settlement systems and other parts of the market infrastructure are sound. The Bank works to remove impediments to the efficient functioning of markets, so that the City can serve industry at home and maintain its place as the world's leading financial centre.

**d) Speak on the functions of any Bank.**

### **Exercise 68.**

**a) Answer the questions.**

1. Do you like sport?
2. Do you go in for sport?
3. What sport or game interests you most?
4. What kinds of sport or sports games are popular in Russia?
5. What kinds of sport or sports games are popular in Britain?

6. Have you heard anything about curling?

7. Do you know the rules of curling?

b) **Pay attention to the words and expressions below the text.**

c) **Read the text.**

### **Curling**

Curling is one of the fastest growing winter sports and a recent addition to the Winter Olympics. Shrouded<sup>1</sup> in nearly 500 years of history, curling is a social sport of fitness. It's one of the few games that can be played at all age levels and physical abilities.

As curling gained popularity in Scotland in the early 1800s, a uniform set of rules became necessary. Subsequently, as more clubs formed, a governing body was established to promote the sport and streamline<sup>2</sup> the rules. In 1843, Prince Albert granted patronage of the Grand Caledonian Club (Edinburgh, Scotland) forming a centralized focal point<sup>3</sup> for the sport.

Scottish immigrants introduced curling to Canada. In the early 1800s clubs began to form in the Maritime Provinces, Montreal, Albany, New York, and Portage (Wisconsin). Curling slowly expanded westward until the late 1800s when clubs reached the Pacific shoreline.

With the advent of artificial refrigeration, curling facilities nearly doubled in size. As of 1998, curling is played in 33 countries and by over two million people.

The recent involvement in the Winter Olympics, a growing professional cash-circuit<sup>4</sup>, and booming television ratings in Canada, Asia and Europe has only boosted the sport's potential in the "sporting mainstream".

Curling, in its basic form, is a game combining the attributes of bowling, shuffleboard<sup>5</sup>, billiards and chess. The playing surface is a sheet of ice. Before each game, the ice surface is sprinkled<sup>6</sup> with a layer of pebbles<sup>7</sup>. It is these pebbles that the curling stone rides upon.

The main piece of curling equipment is the stone. Curling stones are made of a very special granite called Blue Hone, which is known for its toughness and resiliency<sup>8</sup>. Blue Hone granite only comes from one location, Ailsa Craig, Scotland.

Another important piece of curling equipment is the broom<sup>9</sup>. In the early days, curling brooms were nothing more than twigs<sup>10</sup>

wrapped with twine<sup>11</sup>. Today, brooms have taken a high-tech evolution. Sweeping<sup>12</sup> today is not so much to clear away debris but to slightly melt the ice forming a frictionless<sup>13</sup> barrier.

The last piece of equipment is the slider. Historically speaking, sliders are a new addition to the game. The slide makes it possible for a long, smooth, consistent<sup>14</sup> slide, which results in better accuracy.

The curling team is composed of four players; the lead, second, third and skip. Each member has a specific duty and must be in sync<sup>15</sup> with his fellow players.

Curling matches (called “draws”) pit<sup>16</sup> two teams against each other. Both teams have eight stones (two per person) with each team alternating their shots. After all sixteen stones have been thrown, the score is calculated and the end is complete. Most draws last six to eight ends. Formal competitions have ten ends. Scoring is determined by the team whose stone(s) is (are) closest to the center of the target. For each stone that is closer, one point is scored. Only one team can score per end.

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<sup>1</sup>shrouded [ˈʃraʊdɪd] – покрытый завесой

<sup>2</sup>streamline – очертить

<sup>3</sup>focal point – фокусная точка

<sup>4</sup>cashcircuit [ˈsæ:kɪt] – оборот денежных средств

<sup>5</sup>shuffleboard [ˈʃʌf(ə)l bɔ:d] – шаффлборд (игра с передвижением деревянных кружков по размеченной доске при помощи кия)

<sup>6</sup>sprinkled - посыпать

<sup>7</sup>pebbles – голыш, галька

<sup>8</sup>resiliency [rɪˈsɪliənsi] – упругость

<sup>9</sup>broom – метла

<sup>10</sup>twig – веточка, прут

<sup>11</sup>twine – бечевка

<sup>12</sup>sweeping – подметание

<sup>13</sup>frictionless – лишенный трения

<sup>14</sup>consistent [kənˈsɪst(ə)nt] – стойкий

<sup>15</sup>in sync [ɪnˈsɪŋk] – (разг.) согласованно

<sup>16</sup>pit – (зд.) противопоставлять

**d) Read the sentences with the words under the line and translate them.**

**e) Point out the main steps of the curling history and speak on the history of curling.**

**f) Answer the questions.**

1. What is the equipment of curling?
2. Is it a team game?
3. What is a curling team like?
4. How does the game end?

**g) Make up a dialogue “Curling”. Try to present in your dialogue everything you can about curling.**

**Exercise 69. Prepare a report about a British kind of sport or sports game.**

**Exercise 70. Present your projects “British culture” (see exercise 10).**



## ЗАКЛЮЧЕНИЕ

Современное состояние системы российского образования характеризуется своеобразным позитивным кризисом, вызванным радикальными переменами в жизни нашего общества. Такие явления последнего десятилетия, как открытость границ государства, причастность России к процессам глобализации в Европе и во всем мире, расширение мобильности во всех смыслах этого слова, развитие современных технологий, обеспечивающих доступ к информации и связь с удаленными объектами, осознание рубежа тысячелетий как знакового события, требующего качественного прорыва в жизнеустройстве, и, особенно, вступление России в Болонский процесс вызвали изменения как в образе жизни россиян, так и в их мироощущении. В своем стремлении соответствовать современным требованиям система образования характеризуется поиском и утверждением новых подходов к обучению различным дисциплинам, которые призваны наиболее полно отвечать насущным потребностям как реформируемого российского общества, так и каждого индивида. Само признание удовлетворения индивидуальных потребностей как приоритетного направления системы образования является свидетельством пересмотра целевых ориентиров. Высшая школа призвана создать качественно новую образовательную систему, способную обеспечить реальное взаимодействие специалистов в глобальном пространстве, включающем в себя конгломерат культур.

Цели, поставленные современными условиями существования, вызвали к жизни новые взгляды на природу языка и на методику его преподавания. Распространенные в России в последние десятилетия коммуникативные подходы в методике преподавания иностранных языков обеспечили высокую степень владения языковой формой на всех уровнях языка и речи. Российские студенты и выпускники ценятся иноязычными собеседниками за грамотность, насыщенность и беглость речи на иностранном языке. Однако, новые условия использования языков продемонстрировали и недостатки отечественной системы. Беглость и правильность в лексико-грамматическом аспекте не гарантируют взаимопонимания и,

далее, результативной совместной деятельности в процессе реального общения. Проблема состоит в том, что традиционные подходы недостаточно учитывают специфику языка как отражения системы культурных ценностей, на основе которых строятся конкретные общества и модели поведения их членов, и специфику речевой деятельности как культурно-обусловленного поведения. Следовательно, для обеспечения адекватной подготовки выпускников, способных к продуктивному общению, необходимо изменить целенаправленность обучения: заменить цель формирования и развития навыков и умений, необходимых для преимущественно учебной коммуникации с ориентацией на процесс – образцовую учебную речь на иностранном языке, – на цель, заключающуюся в подготовке к реальному общению с представителями других культур в бытовой и профессиональной сфере с ориентацией на результат такого общения. Критерием эффективности реального общения является его продуктивность, достижение взаимовыгодных результатов.

Вузовское образование должно быть направлено на подготовку специалистов, осознающих растущую взаимозависимость между народами и нациями, готовых к участию в диалоге культур. Достоверное знание страны, ее культуры, традиций, обычаев, как и высокий уровень владения языком, помогает правильно понять и реализовать информацию о стране. Часто успешность профессиональной деятельности также зависит от адекватного общения с иностранными партнерами. Чем лучше человек знает иностранный язык, тем больше можно ожидать от него в плане понимания чужой культуры, традиций, норм поведения в стране изучаемого языка.

Отсюда становится понятной актуальность приобщения изучающих иностранный язык к культуре страны изучаемого языка, вовлечение в сферу анализа опыта другого народа. Весь процесс обучения должен иметь социокультурную направленность.

Включение в целевую установку обучения иностранному языку, а, следовательно, и в содержание обучения культуроведческих знаний в качестве полноценного

компонента призвано обеспечить усвоение учащимися реалий другой страны, расширение их общего кругозора, приобщение к мировой культуре, повышение интереса к предмету и стойкую мотивацию к изучению иностранного языка.

Завершая книгу, хотелось бы обратить внимание на следующее: предложенная педагогическая технология интегрированного курса «Английский язык и страноведение» – не панацея от всех бед, но – один из вариантов развития культурно-страноведческой компетенции будущих специалистов, который, надеемся, окажется полезным как обучаемым, так и обучающим.

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