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Практикум з читання англomовних текстів
на основі країнознавчого матеріалу
«Практичного курсу англійської мови» для студентів
факультету початкової освіти

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Практикум ґрунтується на принципах інтенсивного навчання іноземних мов, які передбачають одночасний розвиток усіх видів мовленнєвої діяльності (аудіювання, говоріння, читання, письма) та забезпечує високий рівень знань з дисципліни «Практичний курс англійської мови».

Даний практикум є другою частиною Практикуму з читання англомовних текстів на основі країнознавчого матеріалу «Практичного курсу англійської мови» для студентів факультету початкової освіти, а також є складовою навчально-методичного комплексу «Практичний курс англійської мови». Друга частина практикуму складається із семи юнитів, які включають тексти, лексичні завдання, ідіоматичні звороти, фразові дієслова, елементи проблемного навчання відповідно до тематики робочої програми «Практичний курс англійської мови» і готує майбутніх випускників до здійснення комунікативної іншомовної діяльності.

Видання рекомендується для студентів II - III курсів педагогічних закладів вищої освіти.

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Вступ

Практикум з читання англомовних текстів на матеріалі країнознавства Великобританії являє собою збірку текстів та вправ з систематизованими даними про Великобританію. Метою практикуму є ознайомлення студентів з особливостями історичного та економічного розвитку країни, з її політичним ладом і сучасним культурним життям. Систематизовані знання про Великобританію послугують адекватному сприйняттю лінгвістичних дисциплін у процесі навчання. Основним завданням практикуму є набуття майбутніми фахівцями систематизованих знань, що відповідають сучасному рівню фундаментальних наук, досить повних і адекватних відомостей про Великобританію як про країну, мова якої вивчається, а також вдосконалення отриманих знань.

Матеріалом для складання практикуму слугувала певним чином відібрана і організована сукупність економічних, соціально-політичних, історичних, географічних та інших знань, пов'язаних зі змістом та формою мовного спілкування носіїв англійської мови. Така сукупність включається в освітній процес з метою забезпечення освітніх та виховних цілей і пов'язана із забезпеченням комунікативних потреб студентів.

У роботі з даного курсу рекомендується використовувати різні форми занять: лекції, конференції, презентації студентами реалій Великобританії, а також приділяти велику увагу самостійній роботі студентів.

Робота студентів полягає у вивченні ними рекомендованої основної та додаткової лексики з країнознавства Великобританії у процесі підготовки до занять, а також виконанні контрольних самостійних завдань.

В процесі роботи із практикумом студентам рекомендується:

- протягом усього курсу вести лінгвокраїнознавчий словник, що містить країнознавчу лексику, географічні назви та інші реалії Великобританії;
- використовувати Інтернет-ресурси;
- складати план-конспект відповіді;
- брати участь з доповідями в конференціях з окремих тем курсу;

- робити презентації (за вибором) з окремих тем курсу.

Велике значення у роботі з практикумом має самостійна робота студентів, яка допомагає їм бути успішними на заняттях.

Практикум ґрунтується на принципах інтенсивного навчання, а саме

- 1) взаємопов'язане і взаємозалежне навчання видам мовленнєвої діяльності;
- 2) використання перекладу як засобу, а письма як цілі навчання;
- 3) свідоме сприйняття і засвоєння мовного матеріалу, що пред'являється, і його багаторазове й систематичне повторення з раніше вивченим;
- 4) самостійне розширення словарного запасу і вдосконалення своїх мовних можливостей шляхом опанування додаткової інформації з різних наукових і літературних джерел.

Особлива увага в практикумі приділяється формі активації і способу запам'ятовування мовного матеріалу. Його необхідно засвоювати на такому рівні, щоб використовувати в активній, продуктивній мовленнєвій діяльності. Для цього він представляється в практикумі не тільки на занятті першого пред'явлення, але й на всіх подальших заняттях. Це означає, що кожне нове слово і вираз багато разів вживається при первинній активізації і обов'язково повторюється на всіх подальших заняттях в найрізноманітніших лінгвістичних і смислових конструкціях.

Очікувані результати та способи визначення їх результативності.

В результаті користування практикумом передбачається, що студенти знатимуть географічне положення, клімат, факти з історії, звичаї народів, а також відмінні риси повсякденного життя людей, що проживають в англійських країнах. Студенти будуть вміти:

- зіставляти традиції, народності, історичні факти Великої Британії;
- читати тексти з вибірковою розумінням інформації;
- орієнтуватися в іншомовному тексті;
- починати і закінчувати розмову в стандартних ситуаціях спілкування;

- розпитувати співрозмовника і відповідати на його питання, висловлюючи свою думку, прохання;

- розповідати про основні історичні події Великобританії;

- робити короткі повідомлення, описувати події, явища, передавати основний зміст.

Студент також зможе вирішувати такі практичні завдання:

- складати творчі звіти у вигляді доповідей, використовуючи сучасні інформаційні технології;

- створювати презентації на основі матеріалу, вивченого на заняттях;

- розпитувати співрозмовника і відповідати на його запитання, розповідати про англійські країни, робити короткі повідомлення, висловлювати своє ставлення до прочитаної інформації;

- читати тексти з розумінням основного змісту (визначати тему, основну думку, виділяти головні факти, висловлювати свою думку).

Практикум розвиває потребу до самоосвіти, пізнавальної діяльності, виховує повагу до людей різних національностей, їх звичаїв, культури, релігії. при засвоєнні матеріалу студент розширить свої уявлення про світову історію і культуру, закріпить вміння і навички говоріння, читання, письма.

UNIT 1

Lesson 1

Politics of the United Kingdom

1. Object the following statements.

Prove your point of view.

1. London is a simple city like many other in Great Britain.
2. You can visit only one or two sightseeing in London.
3. Only very few well known persons lived in London.

Vocabulary

a framework
a devolution
to vest *a merger*
to dissolve
hereditary
a bishop *to clash*
peculiarity
an agglomeration
a resurgence

2. Retell the content of the text

“London - The Capital of Great Britain”

using the questions of exercise 2 as a plan.

3. Present the additional material about London.

4. Read the sentences of the text with their interpretation.

Text

1. When we think of the whole of modern London, the capital city of England and the United Kingdom, that great area covering several hundred square kilometers, we do not think of it as a city. Not even as a city and its **suburbs**. Modern London is not one city that has **steadily** become larger through the centuries; it is a number of cities, towns, and villages that have, during the past centuries, grown together to make one vast urban area.

2. The West End can be called the center of London. Here are the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. In the West End there is **Buckingham Palace**, which is the Queen's residence, and the **Palace of Westminster** which is the seat of Parliament.

3. In the middle of **Trafalgar Square** named so in commemoration of Nelson's great victory stands the famous Nelson Column with the statue of Nelson 170 feet high so as to allow him a view of the sea. The column stands in the geographical centre of the city. It is one of the best open air platforms for public meetings and demonstrations.

4. Westminster Abbey is the crowning and burial place of British monarchs. It has its world famed Poet's Corner with memorials to Chaucer, Shakespeare, Milton, the Bronte's sisters, Tennyson, Longfellow, Wordsworth, Burns, Dickens, Thackeray, Hardy, Kipling and other leading writers. Only a few however, are actually buried there. A touching symbol of a nation's **grief** - The Grave of the Unknown Warrior – is also here.

Interpretation

1. The whole modern London is not only a city and its **suburbs**, not only the capital city of England and the United Kingdom, that great area covering several hundred square kilometers. It is a city that has **steadily** become larger through the centuries; it is a number of cities, towns, and villages that have, during the past centuries, grown together to make one vast urban area.

2. The West End can be called the center of London. Here are the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. **The Buckingham Palace** which is the Queen's residence and **the Palace of Westminster** which is the seat of Parliament are also here.

3. **Trafalgar Square** is named so in commemoration of Nelson's great victory. In the middle stands the famous Nelson Column with the statue of Nelson 170 feet high so as to allow him a view of the sea. The column stands in the geographical centre of the city. It is one of the best open-air platforms for public meetings and demonstrations.

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Here too is that touching symbol of a nation's **grief** - The Grave of the Unknown Warrior.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. a framework - ['freɪmwɜ:k] n1) рама, обрамлення; коробка; 2) структура; рамки;

2. a devolution - [di:və'lu:ʃn] n 1) передача (влади, обов'язків і т. п.); 2) перехід або передача по спадку (майна і т. п.); 3) *біол.* звиродніння, регрес;

3. to vest - [vest] v 1) вдягатися; to vest smb. with power вдягатися когоч. владою; to vest rights in a person наділяти когоч. Правами; 2) переходити (про майно, спадок і т. п.; in); 3) наділяти (майном і т. п.; with)

4. a merger - ['mɜ:dʒə] n 1) злиття, об'єднання (компаній, підприємств); 2) поглинання

5. to dissolve - [dɪ'zɒlv] v 1) розчиняти(ся); танути; розріджувати(ся); розкладати(ся) (на складові частини); 2) поступово зникати; випаровуватися; 3) розпускати (парламент і т. п.); 4) анулювати, розривати;

6. hereditary - [hə'redətəri] a 1) спадковий; передаваний по спадку, успадкований; 2) традиційний (у даній сім'ї)

7. a bishop - ['bɪʃəp] n єпископ

8. to clash - [klæʃ] v 1) стикатися, стукатися, ударятися один об одного (осіб. про зброю); 2) ударяти з гуркотом; виробляти гул, шум, дзвін; дзвонити у всі дзвони; 3) розходитися (про погляди); 4) стикатися (про інтереси); приходити в зіткнення; 5) дисгармоніювати; 6) збігатися в часі;

9. peculiarity - [pɪkju:lɪ'ærəti] n 1) странність; 2) особиста якість; властивість; характерна межа; 3) специфічність; особливість

10. an agglomeration - [æglɒmə'reɪʃn] n накопичення; скупчення

11. a resurgence - [rɪ'sɜ:dʒəns] n 1) відродження (надій і т. п.); 2) відновлення (сил)

12. gentry - ['dʒentri] n джентрі, нетитуловане дрібномаєтне дворянство

13. colloquial - [kə'lɒkwɪəl] а розмовний; нелітературний (про мову, слово, стиль)

7. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

A framework of this conception, the new decision's framework, the framework of social system, to approve the framework. **A devolution** of the power, a devolution of the system, a devolution of the social conception. The Politics of the United Kingdom of Great Britain and Northern Ireland takes place in the framework of a constitutional monarchy in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government. It is a pluriform multi-party system with a partial devolution of power in Scotland, Wales, and Northern Ireland.

To vest the President with power, to vest rights in a Prime Minister, to vest my friend with a big house. Legislative power is vested in both the government and the two chambers of Parliament, the House of Commons and the House of Lords.

A merger of a political system, to be a party's merger, to work with a merger of Democrats, to approve the Liberal merger' politic. The Liberal Democrats, a party formed by the merger of the former Liberal Party and Social Democratic Party in 1988, is the third largest party in the British parliament.

A dissolved political party; a school, dissolved only for summer, to dissolve a social organization, to dissolve a company. The British Sovereign possesses many hypothetical powers, including the right to choose any British citizen to be her Prime Minister and the right to call and dissolve Parliament whenever she wishes.

An hereditary disease, hereditary documents, hereditary qualities, hereditary problems. A new elected **bishop**, to invite a bishop, a great meeting of bishops, to have bishop's rights. The House of Lords was previously a hereditary, aristocratic chamber. Major reform has been partially completed and it is currently a mixture of hereditary members, bishops of the Church of England known as Lords Spiritual and appointed members.

To clash with troubles, to clash the cars with a big noise, two persons with clashing interest, their clashing opinions. Often governments will accept changes in legislation in order to avoid both the time delay, and the negative publicity of being seen to clash with the Lords.

A peculiarity of this system, a peculiarity of the character, a peculiarity of modern education, this person's peculiarity, to know all political peculiarities. The Lord Chancellor fell into all the three branches of government, taking roles in the executive, legislature and judiciary, which is a peculiarity among many liberal democracies in the world today.

The agglomeration of two big companies, the agglomeration of these scientists' work, the agglomeration of parties, the agglomeration of social structures. Elections and political parties in the United Kingdom are affected by Duverger's Law, which causes the agglomeration of related political ideologies into a few large parties with many small parties rarely winning representation.

A resurgence of power, a resurgence of political organization, a resurgence of social structure, the second resurgence of industry, legislature system's resurgence. In the 1980s, the Liberals merged with the Social Democratic Party and have recently experienced resurgence as the Liberal Democrats, enough so to again be considered a major party.

To ask **the gentry**, a local gentry, to be a part of gentry, to understand the position of gentry. Generally, the Tories were associated with lesser gentry and the Church of England, while Whigs were more associated with trade, money, larger land holders.

A **colloquial** speech, a colloquial manner of talking, to use the colloquial words, to enjoy his colloquial language. The term 'Liberal Party' was first used officially in 1868, though it had been in use colloquially for decades beforehand.

8. Read the following sentences paying attention to their translation

1. The Politics of the United Kingdom of Great Britain and Northern Ireland takes place in the **framework** of a constitutional monarchy in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government. It is a pluriform multi-party system with a partial **devolution** of power in Scotland, Wales, and Northern Ireland.

2. Executive power is exercised by the government. Legislative power is **vested** in both the government and the two chambers of Parliament, the House of Commons and the House of Lords. The judiciary is independent of the executive and the legislature.

3. The Liberal Democrats, a party formed by the **merger** of the former Liberal Party and Social Democratic Party in 1988, is the third largest party in the British parliament. It seeks a reform of the electoral system to address the dominance of the two-party system.

4. The British Sovereign possesses many hypothetical powers, including the right to choose any British citizen to be her Prime Minister and the right to call and **dissolve** Parliament whenever she wishes.

5. The House of Lords was previously a hereditary, aristocratic chamber. Major reform has been partially completed and it is currently a mixture of **hereditary** members, **bishops** of the Church of England known as Lords Spiritual and appointed members (life peers, with no hereditary right for their descendants to sit in the House).

6. Often governments will accept changes in legislation in order to avoid both the time delay, and the negative publicity of being seen **to clash** with the Lords.

7. The Lord Chancellor fell into all the three branches of government, taking roles in the executive, legislature and judiciary, which is a **peculiarity** among many liberal democracies in the world today.

8. Unlike many European nations, the United Kingdom uses a first-past-the-post system to elect members of Parliament. Therefore, elections and political parties in the United Kingdom are affected by Duverger's Law, which causes **the agglomeration** of related political ideologies into a few large parties with many small parties rarely winning representation.

9. In the 1980s, the Liberals merged with the Social Democratic Party and have recently experienced **resurgence** as the Liberal Democrats, enough so to again be considered a major party.

10. Generally, the Tories were associated with lesser **gentry** and the Church of England, while Whigs were more associated with trade, money, larger land holders (or "land magnates"), expansion and tolerance.

1. Політика Сполученого Королівства Великобританії та Північної Ірландії відбувається в рамках конституційної монархії, в якій Монарх є главою держави, а Прем'єр-міністр Великобританії - главою уряду. Це багатопартійна система з частковою передачею влади в Шотландії, Уельсі та Північній Ірландії.

2. Виконавчу владу здійснює уряд. Законодавча влада формується як урядом, так і двома палатами парламенту - Палатою громад і Палатою лордів. Судова влада не залежить від виконавчої та законодавчої влади.

3. Ліберально-демократична партія, сформована в результаті злиття колишньої Ліберальної партії та Соціал-демократичної партії в 1988 році, є третьою за величиною партією у британському парламенті. Вона прагне реформувати виборчу систему для вирішення питання домінування двопартійної системи.

4. Британський суверен має багато гіпотетичних повноважень, включаючи право обирати будь-якого громадянина Великобританії своїм прем'єр-міністром та право закликати та розпустити парламент, коли вона цього забажає.

5. Палата лордів раніше була спадковою, аристократичною палатою. Основна реформа була частково завершена, і в даний час вона являє собою суміш спадкових членів, єпископів Англійської Церкви, відомих як лорд-духовник, і призначених членів (однолітки, що не мають спадкового права для своїх нащадків сидіти в Палаті).

6. Часто уряди приймають зміни в законодавстві, щоб уникнути як затримки часу, так і негативної публічності, коли бачать конфлікти з лордами.

7. Лорд-канцлер потрапив у всі три гілки влади, взявши на себе роль у виконавчій, законодавчій та судовій владі, що є особливістю серед багатьох ліберальних демократій у світі сьогодні.

8. На відміну від багатьох європейських держав, Сполучене Королівство використовує систему вибору членів Парламенту за попередньою посадою. Отже, на вибори та політичні партії у Сполученому Королівстві діє Закон Дювергера, який спричиняє агломерацію відповідних політичних ідеологій у декілька великих партій, причому багато малих партій не часто отримують представництво.

9. У 1980-х роках ліберали об'єдналися з соціал-демократичною партією і нещодавно пережили відродження як ліберальні демократи, достатньо для того, щоб їх знову можна було вважати головною партією.

10. Як правило, торі були пов'язані з меншою шляхтою та Англійською церквою, тоді як вігі були більше пов'язані з торгівлею, грошима, великими землевласниками (або "земельними магнатами"), експансією та толерантністю.

9. Home task.

- Cover the left side of exercise 8 and translate the sentences as quickly as possible.
- Do exercise 5 in written form.

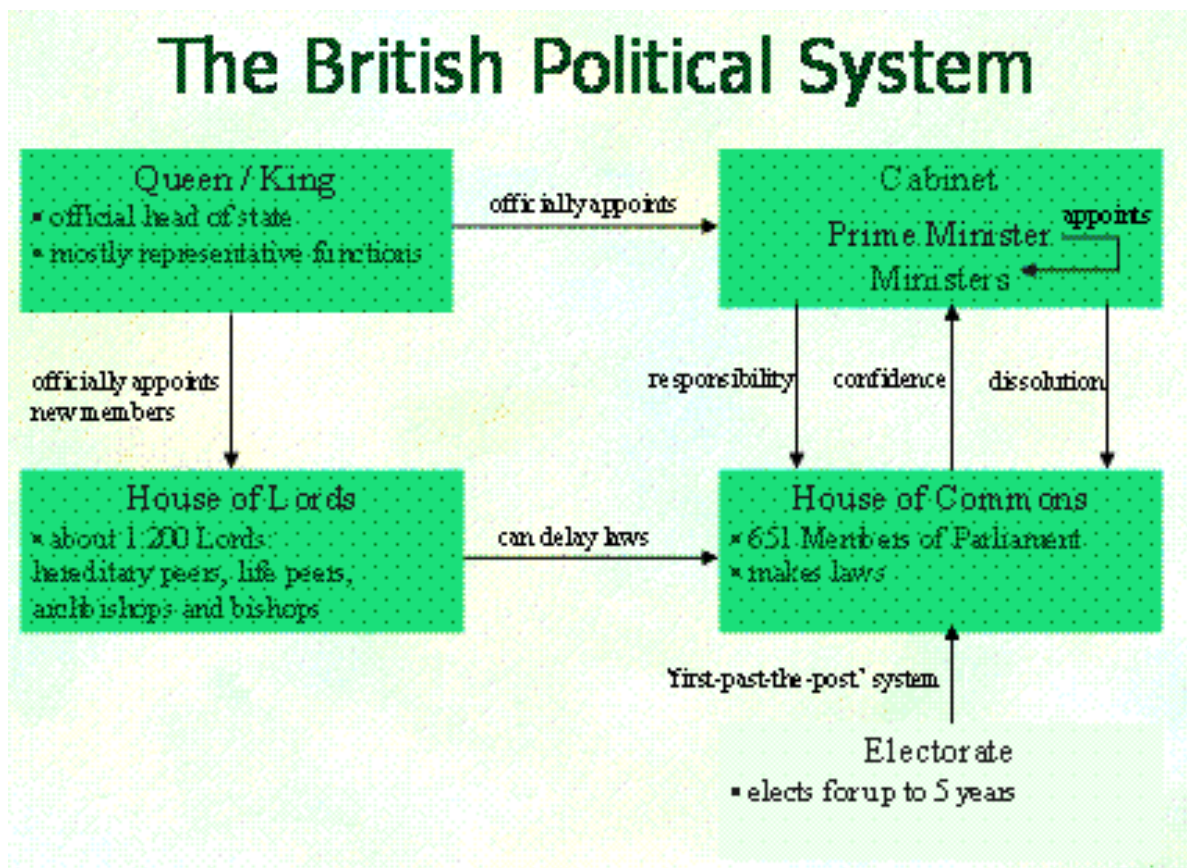
UNIT 1

Lesson 2

Politics of the United Kingdom

- Cover the left side of exercise 8 and translate the sentences as quickly as possible.

- Listen to the text and answer the questions.



The Politics of the United Kingdom of Great Britain and Northern Ireland takes place in the **framework** of a constitutional monarchy in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government. It is a pluriform multi-party system with a partial **devolution** of power in Scotland, Wales, and Northern Ireland. Executive power is exercised by the government. Legislative power is **vested** in both the government and the two chambers of Parliament, the House of Commons and the House of Lords. The judiciary is independent of the executive and the legislature.

Since the 1920s, the two largest political parties in British politics have been the Labour Party and Conservative Party. Though coalition and minority governments have been an occasional feature of Parliamentary politics, **the first-past-the-post** electoral system used for general elections tends to maintain the dominance of these two parties, though each has in the past century relied upon a third party to deliver a working majority in Parliament.

The Liberal Democrats, a party formed by the **merger** of the former Liberal Party and Social Democratic Party in 1988, is the third largest party in the British parliament. It seeks a reform of the electoral system to address the dominance of the two-party system. The Scottish Green Party and the Scottish Socialist Party have gained popularity in recent years but have not significantly dented the parliamentary dominance of the three main parties. The constitution is uncodified, being made up of constitutional conventions, statutes and other elements.

This system of government, known as the Westminster system, has been adopted by other countries as well, such as Canada, India, Australia, New Zealand, Singapore, Malaysia and Jamaica, countries which made up part of the British Empire.

The head of state, theoretical and nominal source of executive, judicial and legislative power in the UK is the British monarch, currently Queen Elizabeth II. However, sovereignty in the UK no longer rests with the monarch, since the English Bill of Rights in 1689, which established the principle of Parliamentary sovereignty. Nonetheless, the monarch is still known as the Sovereign.

The British Sovereign possesses many hypothetical powers, including the right to choose any British citizen to be her Prime Minister and the right to call and **dissolve** Parliament whenever she wishes. However, in accordance with the current uncodified constitution, the Prime Minister is the leader of the largest party in the House of Commons, and Parliament is dissolved at the time suggested by the PM. Other royal powers called royal prerogative, such as patronage to appoint ministers and the ability to declare war, are exercised by the Prime Minister and the Cabinet, with the formal consent of the Queen.

Today the Sovereign has an essentially ceremonial role restricted in exercise of power by convention and public opinion. However the monarch does continue to exercise three essential rights: *the right to be consulted, the right to advice and the right to warn*. As a consequence of these ideals, Prime Ministers hold weekly confidential meetings with the monarch in which the Sovereign holds the right to express her opinions.

House of Lords

The House of Lords was previously a **hereditary**, aristocratic chamber. Major reform has been partially completed and it is currently a mixture of hereditary members, **bishops** of the Church of England known as Lords Spiritual and appointed members (life peers, with no hereditary right for their descendants to sit in the House). It currently acts to review legislation formed by the House of Commons. Often governments will accept changes in legislation in order to avoid both the time delay, and the negative publicity of being seen **to clash** with the Lords.

Judiciary

The Lord Chancellor (prior to the Constitutional Reform Act 2005) was the head of the judiciary in England and Wales. He appointed judges and magistrates for criminal courts on behalf of the Sovereign. The Lord Chancellor fell into all the three branches of government, taking roles in the executive, legislature and judiciary, which is a **peculiarity** among many liberal democracies in the world today. However, the Constitutional Reform Act 2005 removes much of the power in this role and gives it to others in the British government, mainly the newly created post of Secretary of State for Constitutional Affairs. Another part of The Lord Chancellor's duties in the House of Lords has been replaced by a dedicated "Lord/Lady Speaker", who acts as a permanent **presiding** officer for the House of Lords.

Elections and parties

Elections and political parties in the United Kingdom are affected by Duverger's Law, which causes **the agglomeration** of related political ideologies into a few large parties with many small parties rarely winning representation.

Historically, the United Kingdom had two major political parties, though currently three parties dominate the political landscape. Originally, the Conservatives and the Liberals dominated British politics, but the Liberal Party collapsed in the early twentieth century and was largely replaced by the Labour Party. In the 1980s, the Liberals merged with the Social Democratic Party and have recently experienced **resurgence** as the Liberal Democrats, enough so to again be considered a major party. In addition to the three major parties, many minor parties contest elections. Of these, few except for regional parties such as the Scottish National Party and Democratic Unionist Party win seats in Parliament.

History of political parties

Conservatives (Tories): The Country Party soon became known as the Tories (now the Conservative party, still commonly referred to as "the Tories") and the Whigs. The two remained the main political parties until the 20th century.

The term "Tory" originates from the Exclusion Bill crisis of 1678-1681 - the Whigs were those who supported **the exclusion** of the Roman Catholic Duke of York from the thrones of England, Ireland and Scotland, and the Tories were those who opposed it. Both names were originally insults: a "whiggamor" was a cattle driver, and a "tory" was an Irish term for an outlaw.

Generally, the Tories were associated with lesser **gentry** and the Church of England, while Whigs were more associated with trade, money, larger land holders (or "land magnates"), expansion and tolerance. Both were still committed to the political system in place at that time. Neither group could be considered a true political party in the modern sense.

The term 'Liberal Party' was first used officially in 1868, though it had been in use **colloquially** for decades beforehand. The Liberal Party formed a government in 1870 and then alternated with the Conservative Party as the party of government throughout the late 19th century and early 20th century.

The Irish Parliamentary Party was set up to replace the Home Rule League in 1882. It remained the third-largest party in British politics until 1918, often holding the balance of power.

Labour: In 1900, the Labour Representation Committee was established and it changed its name to The Labour Party in 1906. After the First World War, this led to **the demise** of the Liberal Party as the main reformist force in British politics. The existence of the Labour Party on the left of British politics led to a slow waning of energy from the Liberal Party, which has consequently assumed third place in national politics. After performing poorly in the elections of 1922, 1923 and 1924, the Liberal Party was **superseded** by the Labour Party as the party of the left. Conversely, since the 2005 election the Labour Government has suffered from internal power-struggles over when Tony Blair would step down as Prime Minister and party leader, as well as the on-going issue of Iraq. Individual Labour government departments have also come under increasing criticism, especially the Home Office, which is in charge of U.K prisons, as well as the country's immigration and asylum policies. In June 2007 Gordon Brown took over from Tony Blair as leader of the Labour party.

European Union

The United Kingdom is a member of the European Union (EU). As such, UK citizens elect Members of the European Parliament to represent them in the European Parliament in Brussels and Strasbourg. The UK elects 78 MEPs.

In recent years, there have been divisions in both major parties as to whether the UK should form greater ties within the EU, leave things as they are, or reduce the EU's supranational powers. Opponents of greater European integration are known as Eurosceptics, supporters Europhiles. Divisions over Europe run deep in both major parties, and though the Conservative Party is seen to split over this issue, whilst in Government up to 1997 and today in opposition. The Labour Party also faces conflicting views within Cabinet over UK adoption of the euro, and whether to ratify the new European Constitution. British nationalists have long campaigned against EU integration. The strong showing of the eurosceptic United Kingdom Independence Party (UKIP) in the 2004 European Parliament elections has **shifted** the debate over UK relations with the EU.

History of parties (II)

Appendix 3. Text for self-reading

Following two brief spells in minority governments in 1924 and 1929-1931, the Labour Party had its first true victory after World War II in the 1945 "khaki election". Throughout the rest of the twentieth century, Labour governments alternated with Conservative governments. The Conservatives were in power for most of the time, with the Labour Party suffering the "wilderness years" of 1951-1964 (three straight General Election defeats) and 1979-1997 (four straight General Election defeats).

During this second period, Margaret Thatcher, who became leader of the Conservative party in 1975, made a fundamental change to Conservative policies, turning the Conservative Party into an economic neoliberal party. In the General Election of 1979 she defeated James Callaghan's troubled Labour government after the winter of discontent.

For most of the 1980s and the 1990s under her successor John Major, Conservative governments pursued policies of privatization, anti-trade-unionism, and, for a time, Monetarism, now known collectively as Thatcherism.

The Labour Party elected left-winger Michael Foot as their leader after their 1979 election defeat, and he responded to dissatisfaction with the Labour Party by pursuing a number of radical policies developed by its grass-roots members. In 1981 several right-wing Labour MPs formed a breakaway group called the Social Democratic Party (SDP), a move which split Labour and is widely believed to have made Labour unelectable for a decade. The SDP formed an alliance with the Liberal Party which contested the 1983 and 1987 general elections as a centrist alternative to Labour and the Conservatives. After some initial success, the SDP did not prosper (partly due to its unfavorable distribution of votes in the FPTP electoral system), and was accused by some of splitting the anti-Conservative vote.

The SDP eventually merged with the Liberal Party to form the Liberal Democrats in 1988. Support for the new party has increased since then, and the Liberal Democrats (often referred to as LibDems) in 1997 and 2001 gained an increased number of seats in the House of Commons.

The Labour Party was badly defeated in the Conservative landslide of the 1983 general election, and Michael Foot was replaced shortly thereafter by Neil Kinnock as leader. Kinnock expelled the far left Militant tendency group and moderated many of the party's policies. Yet he was in turn replaced by John Smith after Labour defeats in the 1987 and 1992 general elections. Tony Blair became leader of the Labour party after John Smith's sudden death from a heart attack in 1994. He continued to move the Labour Party back towards the 'centre' by loosening links with the unions and embracing many of Margaret Thatcher's liberal economic policies. This, coupled with the professionalizing of the party machine's approach to the media, helped Labour win a historic landslide in the 1997 General Election, after 18 years of Conservative government. Some observers say the Labour Party had by then morphed from a democratic socialist party to a social democratic party, a process which delivered three general election victories but alienated some of its core base.

Current political landscape

In the 2005 General Election, Tony Blair's Labour Party won an unprecedented (for Labour) third consecutive term, albeit with a reduced majority. After the Labour victory senior Conservative figures indicated that their party needed to change both its outlook and, perhaps more importantly, its image. The Conservative Party's legacy of its difficulties in the early- and mid-1990s appeared to have alienated many middle-class voters, and its aging membership (average age 65) also posed problems. Leader Michael Howard tendered his resignation soon after the election, and his resigning was followed by a review of the leadership election rules and the leadership campaign. The campaign culminated with speeches by the two lead candidates, David Davis and David Cameron, at the 2005 party conference. Following his well received speech David Cameron was elected by the party membership with large majority of votes cast. The Conservatives under David Cameron have seen their popularity grow, as shown by their success at the Local Elections in May 2006 and May 2007 and opinion polls which have largely, but not always, shown a small lead over Labour since early 2006. These poll leads are their first since the early 1990s.

1. What kind of system is the politics of The United Kingdom?
2. What is the role of Queen in the political life of the country?
3. What is the House of Lords?
4. Who is the Lord Chancellor and what are his rights?
5. What is the procedure of elections in Great Britain?
6. What is the history of English parties?
7. What is place of the United Kingdom in the European Union?

3. Prove that:

1. Today the Sovereign has an essentially ceremonial role restricted in exercise of power by convention and public opinion;
2. The Government performs the executive functions of the United Kingdom ;
3. The UK is a unitary state with a devolved system of government.

4. Home task.

a) Prepare for the retelling of the content of the text “Politics of the United Kingdom” using questions of exercise 2 as a plan.

b) Find some additional information about the politics of the United Kingdom and be ready to represent it.

UNIT 2

Lesson 1

British education

1. Object the following statements.

Prove your point of view.

1. The only person having all political power in the United Kingdom is the Queen.
2. The political party can win the elections even having the minority of voices.
3. Lord Chancellor has only executive power.
4. The UK entered a European Union by a will of all the people.

Vocabulary

*a benefit
compulsory
to prescribe
curricular
tutorial
fee*

2. Retell the content of the text

“Politics of the United Kingdom” using the questions of exercise 2 as a plan.

3. Present the additional material about the politics of the United Kingdom.

4. Read the sentences of the text with their interpretation.

Text

1. The Politics of the United Kingdom of Great Britain and Northern Ireland takes place in the **framework** of a constitutional monarchy in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government. It is a pluriform multi-party system with a partial **devolution** of power in Scotland, Wales, and Northern Ireland.

2. Executive power is exercised by the government. Legislative power is **vested** in both the government and the two chambers of Parliament, the House of Commons and the House of Lords. The judiciary is independent of the executive and the legislature.

3. The Liberal Democrats, a party formed by the **merger** of the former Liberal Party and Social Democratic Party in 1988, is the third largest party in the British parliament. It seeks a reform of the electoral system to address the dominance of the two-party system.

4. The British Sovereign possesses many hypothetical powers, including the right to choose any British citizen to be her Prime Minister. The Parliament can be called and **dissolved** by the wish of the Queen.

5. Often changes in legislation are accepted by the governments in order to avoid both the time delay, and the negative publicity of **clashing** with the Lords.

6. The Lord Chancellor fell into all the three branches of government, taking roles in the executive, legislature and judiciary, today it is **peculiar** for many liberal democracies in the world.

7. Recently experienced **resurgence** of the Liberal Democrats, enough so to again be considered a major party took place in the 1980s when the Liberals merged with the Social Democratic Party.

8. Generally, we associate the Tories with lesser **gentry** and the Church of England, while Whigs were more associated with trade, money, larger land holders (or "land magnates"), expansion and tolerance.

Interpretation

1. We can examine the Politics of the United Kingdom of Great Britain and Northern Ireland in the **framework** of a constitutional monarchy in which the Monarch is head of state and the Prime Minister of the United Kingdom is the head of government. It is a pluriform multi-party system; Scotland, Wales, and Northern Ireland have a partial **devolution** of power.

2. Executive power is exercised by the government. Both the government and the two chambers of Parliament (the House of Commons and the House of Lords) **vest** legislative power. The judiciary is independent of the executive and the legislature.

3. **The merger** of the former Liberal Party and Social Democratic Party formed the Liberal Democrats in 1988, is the third largest party in the British parliament. It seeks a reform of the electoral system to address the dominance of the two-party system.

4. The British Sovereign possesses many hypothetical powers, including the right to choose any British citizen to be her Prime Minister and the right to call and **dissolve** Parliament whenever she wishes.

5. Often governments will accept changes in legislation in order to avoid both the time delay, and the negative publicity of being seen **to clash** with the Lords.

6. The Lord Chancellor fell into all the three branches of government, taking roles in the executive, legislature and judiciary, which is a **peculiarity** among many liberal democracies in the world today.

7. In the 1980s, the Liberals merged with the Social Democratic Party and have recently experienced **resurgence** as the Liberal Democrats, enough so to again be considered a major party.

8. Generally, the Tories were associated with lesser **gentry** and the Church of England, while Whigs were more associated with trade, money, larger land holders (or "land magnates"), expansion and tolerance.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. a benefit - ['benɪfɪt] n вигода; користь; прибуток;
2. compulsory - [kəm'pʌlsəri] а примусовий; обов'язковий;
3. to prescribe - [prɪ'skraɪb] v 1) прописувати (ліки; to, for — кому-л.; for — проти чого-л.); 2) наказувати
4. curricular - adj. from curriculum [kə'ɪkjʊləm] n (pl -la) курс навчання, учбовий план (школи, інституту, університету)
5. PT *abbrev.* – physical training – фізкультура
6. tutorial - [tju'tɔ:riəl] а 1) наставницький; tutorial system університетська система прикріплення студентів до окремих консультантів; 2) опікунський; n 3) консультація, зустріч студента зі своїм керівником; 4) період навчання в коледжі
7. fee – [fi:] n 1) гонорар, винагорода; 2) вступний або членський внесок; 3) pl плата за навчання

7. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

To receive **benefit**, our school's benefit, a big benefit from our work, to collect benefits, to make the organization to give benefit. British education helps to develop fully the abilities of individuals, for their own benefit and of society as a whole.

Compulsory education, a compulsory work, compulsory relations. To make somebody do something it means a compulsory action. Compulsory schooling takes place between the ages of 5 and 16, but some pupils remain at school for 2 years more, to prepare for further higher education.

To **prescribe** some rules, to prescribe a law; a document, prescribing to do so, a prescribed act. **Curriculum vitae**, a suggested **curricular**, a curricular from the Ministry of Education, to work on the new curricular. The department of education and science is responsible for national education policy, but it doesn't run any schools, if doesn't employ teachers, or prescribe curricular or textbooks.

To have a lesson of **PT**, to be fond of PT, to become a teacher of PT, to pass the exam on PT. Primary children do all their work with the same class teacher except for PT and music.

A **tutorial** work, a tutorial curricular, to do tutorial tasks, to know the tutorial system, to be in the tutorial program. Part of the teaching is by means of texts organized by the university. Teaching is also carried out by tutorial system.

To collect all **the fees**, to receive the fees for the book, to work only for the fees, the high fees of our tutor, the terrible fees for education. It should be mentioned that not many children from the working-class families are able to receive the higher education as the fees are very high (more than L1000 a year).

8. Read the following sentences paying attention to their translation

1. British education helps to develop fully the abilities of individuals, for their own **benefit** and of society as a whole. **Compulsory** schooling takes place between the ages of 5 and 16, but some pupils remain at school for 2 years more, to prepare for further higher education. Post school education is organized flexibly, to provide a wide range of opportunities for academic and vocational education and to continue studying throughout life.

2. Administration of state schools is decentralized. The department of education and science is responsible for national education policy, but it doesn't run any schools, it doesn't employ teachers, or **prescribe curricular** or textbooks. All schools are given a considerable amount of freedom.

3. Primary children do all their work with the same class teacher except for **PT** and music. The work is based upon the pupils' interests as far as possible.

4. Part of the teaching is by means of texts organized by the university. Teaching is also carried out by **tutorial** system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

5. It should be mentioned that not many children from the working-class families are able to receive the higher education as the **fees** are very high (more than L1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

1. Британська освіта допомагає повноцінно розвивати здібності людей на власну користь і для суспільства в цілому. Обов'язкове навчання в школі відбувається для дітей від 5 до 16 років, але деякі учні залишаються в школі ще 2 роки для підготовки до подальшої вищої освіти. Освіта в дошкільних закладах гнучко організована, щоб забезпечити широкий спектр можливостей для академічної та професійної освіти та продовжувати навчання протягом усього життя.

2. Адміністрація державних шкіл децентралізована. Департамент освіти і науки відповідає за національну освітню політику, але він не керує жодною школою, не наймає вчителів, не призначає навчальних програм чи підручників. Усі школи отримують значну кількість свободи.

3. Діти у початковій школі виконують всю свою роботу з одним і тим же класним керівником, крім занять фізкультурою та музикою. Робота, наскільки це можливо, базується на інтересах учнів.

4. Частина викладання здійснюється за допомогою текстів, організованих університетом. Викладання також здійснюється за допомогою навчальної системи. Це система індивідуального навчання, організована коледжами. Кожен студент раз на тиждень ходить до кімнати свого вихователя, щоб прочитати та обговорити есе, яке підготував студент.

5. Слід зазначити, що не так багато дітей із робітничих сімей можуть отримати вищу освіту, оскільки плата за них дуже висока (понад 1000 фунтів на рік). Крім того, беруться спеціальні збори за книги, лабораторні роботи, іспити тощо.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 2

Lesson 2

British education

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

British education helps to develop fully the abilities of individuals, for their own **benefit** and of society as a whole. **Compulsory** schooling takes place between the ages of 5 and 16, but some pupils remain at school for 2 years more, to prepare for further higher education. Post school education is organized flexibly, to provide a wide range of opportunities for academic and vocational education and to continue studying through out life.

Administration of state schools is decentralized. The department of education and science is responsible for national education policy, but it doesn't run any schools, if doesn't employ teachers, or **prescribe curricular** or textbooks. All schools are given a considerable amount of freedom. According to the law only one subject is compulsory. That is religious instruction.

Children receive preschool education under the age of 5 in nursery schools or in infant's classes in primary schools. Most pupils receive free education financed from public funds and the small proportions attend schools wholly independent. Most independent schools are single-sex, but the number of mixing schools is growing. Education within the maintained schools system usually comprises two stages: primary and secondary education. Primary schools are subdivided into infant schools (ages 5 - 7), and junior schools (ages 7 - 11). Infant schools are informal and children are encouraged to read, write and make use of numbers and develop the creative abilities. Primary children do all their work with the same class teacher except for **PT** and music. The work is based upon the pupils' interests as far as possible. The junior stage extends over four years. Children have courses of arithmetic, reading, composition, history, geography nature study and others. At this stage of schooling pupils were often placed in A, B, C and D streams according to their abilities. The most able children were put in the A stream, the least able in the D stream. Till recently most junior school children had to seat for the eleven-plus examination. It usually consisted of an arithmetic paper and an intelligent test. According to the results of the exam children are sent to Grammar, Technical or Secondary modern schools. So called comprehensive schools began to appear after World War 2. They are mixed schools which can provide education for over 1000 pupils. Ideally they provide all the courses given in Grammar, Technical and Secondary modern schools.

By the law all children must receive full-time education between the ages of 5 and 16. Formally each child can remain a school for a further 2 or 3 years and continue his studies in the sixth form up to the age of 18 or 19. The course is usually subdivided into the lower 6 and the upper 6. The program is narrowed to 5 subjects of which a pupil can choose 2 or 3.

The main examinations for secondary school pupils are general certificate of education (the GCE) exam and certificate of secondary education (the CSE) exam. The GSE exam is held at two levels: ordinary level (O level) and advanced level (A level).

Candidates set for O level papers at 15 - 16 years away. GCE level is usually taken at the end on the sixth form. The CSE level exam is taken after 5 years of secondary education by the pupils who are of average abilities of their age.

Higher Education in the U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have fewer than 3000 students, some even less than 1500 ones. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor. At present in Britain besides universities there are 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is by means of texts organized by the university. Teaching is also carried out by **tutorial** system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

Some students get scholarship but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford. The most celebrating at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also numerous.

The work and games, the traditions and customs, the jokes and debates - all are parts of students' life there.

It should be mentioned that not many children from the working-class families are able to receive the higher education as the **fees** are very high (more than L1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

1. Is the education in Great Britain compulsory?
2. What educational system is better: Ukrainian or English? Why do you think so?
3. What could we do to improve our educational system?

3. Prove that:

1. British education helps to develop fully the abilities of individuals;
2. Post school education is organized flexibly, to provide a wide range of opportunities for academic and vocational education;
3. The organization system of Oxford and Cambridge differs from that of all other universities and colleges.

4. Home task.

- a) Prepare for the retelling of the content of the text “British education” using questions of exercise 2 as a plan.
- b) Find some additional information about British education and be ready to represent it.

UNIT 3

Lesson 1

The British Press

1. Object to the following statements.

Prove your point of view.

1. Education in Great Britain isn't compulsory.
2. There is no primary education in Great Britain.
3. Everybody is able to receive the higher education in Great Britain.

Vocabulary

*an advertisement
to feature
an aim
to entertain
bias*

2. Retell the content of the text “British education” using the questions of exercise 2 as a plan.

3. Present the additional material about British education.

4. Read the sentences of the text with their interpretation.

Text

1. British education helps to develop fully the abilities of individuals, for their own **benefit** and of society as a whole. **Compulsory** schooling takes place between the ages of 5 and 16, but some pupils remain at school for 2 years more, to prepare for further higher education. Post school education is organized flexibly, to provide a wide range of opportunities for academic and vocational education and to continue studying through out life.

2. Administration of state schools is decentralized. The department of education and science is responsible for national education policy, but it doesn't run any schools, it doesn't employ teachers, or **prescribe curricular** or textbooks. All schools are given a considerable amount of freedom.
3. Primary children do all their work with the same class teacher except for **PT** and music. The work is based upon the pupils' interests as far as possible.
4. Part of the teaching is by means of texts organized by the university. Teaching is also carried out by **tutorial** system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.
5. It should be mentioned that not many children from the working-class families are able to receive the higher education as the **fees** are very high (more than L1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

Interpretation

1. British education is organized by the way to develop fully the abilities of individuals with the **benefit** for the person and the society as a whole and is **compulsory** between the ages of 5 and 16, but some pupils remain at school for 2 years more, to prepare for further higher education. Post school education is organized flexibly, to provide a wide range of opportunities for academic and vocational education and to continue studying through out life.
2. Administration of state schools is decentralized. The department of education and science is responsible for national education policy, but it doesn't run any schools, it doesn't employ teachers, **curricular** or textbooks **are not prescribed**. All schools are given a considerable amount of freedom.
3. Primary children do all their work with the same class teacher, but there is another one for **PT** and music. The work is based upon the pupils' interests as far as possible.

4. Part of the teaching is by means of texts organized by the university. **Tutorial** system is also working there. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

5. It should be mentioned that not many children from the working-class families are able to receive the higher education because of high **fees** (more than L1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. an advertisement - [əd'vɜ:zɪsmənt] n оголошення; реклама; анонс
2. to feature - ['fi:tʃə] v 1) змалювати, малювати, накидати; 2) бути характерною межею; 3) показувати (на екрані); виводити в головній ролі; 4) робити цвяхом програми; 5) відводити найважливіше місце;
3. an aim - [eɪm] n 1) мета, намір; 2) приціл; мішень;
4. to entertain - [entə'teɪn] v 1) приймати, пригощати (гостей); 2) розважати, займати; 3) брати до уваги, обдумувати, враховувати
5. bias - ['baɪəs] n 1) упередження (against — проти кого-л.); упередженість (in favour of, towards — на користь кого-л.); упередженість; 2) *стат.* погрішність; зсув; помилка; 3) ухил, нахил, схил, спад

6. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

An interesting idea in **advertisement**, the biggest advertisement in our city, the advertisement agency, to work in the branch of advertisement, to offer a new advertisement to the client. The quality ones have different sections and a color magazine (usually full of advertisements).

To feature a new film, to feature this actress in the main role, to feature the place for this idea; to have **an aim** in the life, the aim of this person, the aim to master the language; **to entertain** the children, to feature an entertaining program, to entertain only the adults. Popular newspapers concentrate on more emotive reporting of stories often featuring sex, violence, The Royal family film and pop stars, and sport. It's often said that the popular press aims to entertain its readers rather than inform them.

To have **a bias** against medicine, a bias towards advertisement, to talk to him without bias. This is not to say that newspapers are without political bias.

8. Read the following sentences paying attention to their translation

1. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality ones have different sections and a color magazine (usually full of **advertisements**).

2. Popular newspapers concentrate on more emotive reporting of stories often **featuring** sex, violence, The Royal family film and pop stars, and sport. It's often said that the popular press **aims to entertain** its readers rather than inform them.

3. This is not to say that newspapers are without political **bias**. Papers like The Daily Telegraph, The Daily Express and The Sun, for example, usually reflect Conservative opinions in their comment and reporting, while the Daily Mirror and The Guardian have a more left-wing bias.

4. Besides, nearly every area in Britain has one or more local newspapers. The British are one of the biggest newspaper-reading nations in the world.

1. Недільні газети мають більший тираж, ніж щоденні. Як і у щоденних, є як популярні, так і якісні недільні газети. Якісні мають різні розділи та кольоровий журнал (зазвичай повний реклами).

2. Популярні газети концентруються на більш емоційних репортажах про історії, часто відображають секс, насильство, кінофільми, зірки поп-музики та спорту. Часто кажуть, що популярна преса має на меті розважати своїх читачів, а не інформувати їх.

3. Це не означає, що газети не мають політичного упередження. Наприклад, статті, такі як Daily Telegraph, The Daily Express та The Sun, зазвичай відображають думку консерваторів у своїх коментарях та звітах, тоді як Daily Mirror та The Guardian мають більш лівий ухил.

4. Крім того, майже у кожному районі Великобританії є одна або кілька місцевих газет. Британці - одна з найбільших країн світу, яка читає газети.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 3

Lesson 2

The British Press

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

The British press consists of several kinds of newspapers.

The national papers are the ones sold all over the country, with a large circulation, giving general news.

People in Britain buy more papers on Sunday than on weekdays. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality ones have different sections and a color magazine (usually full of **advertisements**).

Probably in no other country are there such great differences between the various national daily newspapers – in the type of news they report and the way they report it. Britain is still a nation of newspaper readers. In fact they buy 15 million newspapers every day and about 42 million people read them. There are the “populars” and “tabloids”, so-called because of their smaller size. The tabloids – the most widely read of which are The Daily Mail, The Daily Express, the Daily Mirror, The Sun and The Daily Star. Quality newspapers are more expensive, they concentrate on serious news, although they also have features, sports news and a guide to radio and TV programs. Popular newspapers concentrate on more emotive reporting of stories often **featuring** sex, violence, The Royal family film and pop stars, and sport. It’s often said that the popular press **aims to entertain** its readers rather than inform them.

The tabloids press is much more popular than the quality press.

In some countries, newspapers are owned by government or by political parties. This is not the case in Britain. Newspapers here are mostly owned by individuals or by published companies, and the editors of the papers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political **bias**. Papers like The Daily Telegraph, The Daily Express and The Sun, for example, usually reflect Conservative opinions in their comment and reporting, while the Daily Mirror and The Guardian have a more left-wing bias.

In addition to the 12 national daily newspapers there are nine national papers which are published on Sundays. Most of the “Sundays” contain more reading matter than daily papers, and several of them also include “color supplements” – separate color magazines which contain photographically-illustrated feature articles. Reading a Sunday paper, like having a big Sunday lunch, is an important tradition in many British households.

Besides, nearly every area in Britain has one or more local newspapers. The British are one of the biggest newspaper-reading nations in the world.

1. Is the press the political power? Why?
2. What are the most popular newspapers?
3. What kind of newspaper do you prefer to read? Why?

3. Prove that:

1. The British press consists of several kinds of newspapers;
2. In no other country are there such great differences between the various national daily newspapers;
3. Reading a Sunday paper is an important tradition in many British households.

4. Home task.

- a) Prepare for the retelling of the content of the text “The British Press” using questions of exercise 2 as a plan.
- b) Find some additional information about the British press and be ready to represent it.

UNIT 4

Lesson 1

Religion

1. Object to the following statements.

Prove your point of view.

1. The English people aren't fond of reading newspapers.
2. All newspapers are politically independent.
3. There is no difference between English and Ukrainian

Vocabulary

primarily
secular
Presbyterian
a split
to flourish
to estimate

newspapers.

2. Retell the content of the text “The British Press” using the questions of exercise 2 as a plan.

3. Present the additional material about the British press.

4. Read the sentences of the text with their interpretation.

Text

1. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality ones have different sections and a color magazine (usually full of **advertisements**).

2. Popular newspapers concentrate on more emotive reporting of stories often **featuring** sex, violence, The Royal family film and pop stars, and sport. It's often said that the popular press **aims to entertain** its readers rather than inform them.

3. This is not to say that newspapers are without political **bias**. Papers like The Daily Telegraph, The Daily Express and The Sun, for example, usually reflect Conservative opinions in their comment and reporting, while the Daily Mirror and The Guardian have a more left-wing bias.

Interpretation

1. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality newspapers give a big place to **advertisements**, having also different sections and a color magazine.

2. Popular newspapers concentrate on more emotive reporting of stories; they often **feature** sex, violence, The Royal family film and pop stars, and sport. The popular press is often presented with **an entertaining aim** for its readers rather than an informing one.

3. Political **bias** are peculiar to the newspapers. Papers like The Daily Telegraph, The Daily Express and The Sun, for example, usually reflect Conservative opinions in their comment and reporting, while the Daily Mirror and The Guardian have a more left-wing bias.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. primarily - ['praɪmrəli] adv 1) спочатку, спершу, перш за все 2) насамперед, головним чином

2. secular - ['sekjʊlə] a 1) мирський, світський; 2) *церк.* що живе у миру; 3) раз, що відбувається, в сто років; 4) віковий, вічний

3. a denomination – denomination [dɪnəmi'neɪʃn] n 1) віросповідання; 2) гідність, вартість;

4. Presbyterian - [prezbi'tɪəriən] n пресвітеріанин. а пресвітеріанський

5. a split - [split] n 1) розколювання; 2) тріщина, щілина, міжгір'я; проріз; 3) розкол

6. to flourish - ['flaʊɪʃ] v 1) пишно зростати; розростатися; 2) процвітати, досягати успіху; бути в розквіті ;3) жити, діяти (у певну епоху);

7. to estimate - v ['estɪmeɪt] 1) оцінювати, давати оцінку; 2) складати кошторис; підраховувати приблизно; прикидати

7. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

To be **primarily** a good person, to do primarily personal task, to become a primarily school teacher, primarily appreciate his work. The UK is primarily Christian with 71.6% of the total population identifying themselves as Christian in the 2001 UK Census.

To live a **secular** life, to believe but to be secular, a secular organization, a secular visit of that clerical person. The population however has become increasingly secular: only 38% of the population believes in a God and 66% have no church connections.

To find a comfortable **denomination**, to have no denomination, to be of a traditional denomination, to choose the denomination of all life. Christianity is the majority religion, and there is a wide variety of Christian churches, denominations, and sects. Each of the four countries of the United Kingdom has distinctive churches.

To be a good **Presbyterian**, a large Presbyterian confession, to become a Presbyterian. The Church of Scotland (known informally as the Kirk) broke with the Roman Catholic Church in 1560. Today it is a Presbyterian church, recognized as the national church of Scotland, and not subject to state control.

A terrible **split**, to find a big split, to have a reason for split; a split, approved by the clergy, a religion split. Further splits in the Church of Scotland, especially in the nineteenth century, led to the creation of various other Presbyterian churches in Scotland, including the Free Church of Scotland.

To flourish actively, to flourish in this ground, to flourish all around the world, to flourish only in our country. There are also growing Evangelical or Pentecostal churches, many of which have flourished with immigration from around the Commonwealth and beyond.

To estimate the price of the house, to estimate the results of the work, to estimate his decision, to estimate the scale of problem. One non-governmental organization estimates that there are 800,000 Hindus in the UK.

8. Read the following sentences paying attention to their translation

1. The UK is **primarily** Christian with 71.6% of the total population identifying themselves as Christian in the 2001 UK Census. The population however has become increasingly **secular**: only 38% of the population believes in a God and 66% have no church connections.

2. Christianity is the majority religion, and there is a wide variety of Christian churches, **denominations**, and sects. Each of the four countries of the United Kingdom has distinctive churches.

3. The Church of Scotland (known informally as the Kirk) broke with the Roman Catholic Church in 1560. Today it is a **Presbyterian** church, recognized as the national church of Scotland, and not subject to state control.

4. The Scottish Episcopal Church, which is part of the Anglican Communion, dates from the final establishment of Presbyterianism in Scotland in 1690. Further **splits** in the Church of Scotland, especially in the nineteenth century, led to the creation of various other Presbyterian churches in Scotland, including the Free Church of Scotland.

5. Other large Christian groups include the Methodists (founded by John Wesley in London) and the Baptists. There are also growing Evangelical or Pentecostal churches, many of which have **flourished** with immigration from around the Commonwealth and beyond.

6. One non-governmental organization **estimates** that there are 800,000 Hindus in the UK. Leicester houses one of the world's few Jain temples that are outside of India.

1. Великобританія є переважно християнською країною, 71,6% від усього населення визнали себе християнами під час перепису населення Великобританії 2018 року. Однак населення стає все більш світським: лише 38% населення вірить у Бога, а 66% не мають церковних зв'язків.

2. Християнство є релігією більшості, і існує велика кількість християнських церков, конфесій та сект. Кожна з чотирьох країн Сполученого Королівства має інші церкви.

3. Церква Шотландії (відома неофіційно як Кірк) порвала з Римо-Католицькою церквою в 1560 р. Сьогодні це пресвітеріанська церква, визнана національною церквою Шотландії і вона не підлягає державному контролю.

4. Шотландська єпископальна церква, яка є частиною англіканського об'єднання, датується остаточним встановленням пресвітеріанства в Шотландії в 1690 р. Подальші розколи в Церкві Шотландії, особливо в XIX ст., призвели до створення різних інших пресвітеріанських церков в Шотландії, включаючи Вільну церкву Шотландії.

5. До інших великих християнських груп належать методисти (засновані Джоном Уеслі в Лондоні) та баптисти. Є також зростаючі євангельські чи п'ятидесятницькі церкви, багато з яких процвітали імміграцією з країн Співдружності та не тільки.

6. За оцінками однієї неурядової організації, у Великобританії 800 000 індусів. У Лестері знаходиться один із небагатьох храмів джайнів у світі, що знаходиться за межами Індії.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 4

Lesson 2

Religion

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

The UK is **primarily** Christian with 71.6% of the total population identifying themselves as Christian in the 2001 UK Census. The population however has become increasingly **secular**: only 38% of the population believes in a God and 66% have no church connections. For cultural reasons, some non believers still identify themselves with a religion. The Church of England is the established church in England and the Church of Scotland the national church in Scotland.

Westminster Abbey is used for the coronation of all British Monarchs, who are also made the head of the Church of England.

Christianity is the majority religion, and there is a wide variety of Christian churches, **denominations**, and sects. Each of the four countries of the United Kingdom has distinctive churches.

The English Church split from Rome in 1534, during the reign of Henry VIII of England. Today, the Church of England is the officially established Christian church in England and senior branch of the worldwide Anglican Communion. The British monarch is required to be a member of the Church of England under the Act of Settlement 1701 and is the Supreme Governor. The senior bishop of the Church of England is the Archbishop of Canterbury.

The Church of Scotland (known informally as the Kirk) broke with the Roman Catholic Church in 1560. Today it is a **Presbyterian** church, recognized as the national church of Scotland, and not subject to state control. The British monarch is an ordinary member, and is required to swear an oath to "defend the security" of the Church at the coronation. The Scottish Episcopal Church, which is part of the Anglican Communion, dates from the final establishment of Presbyterianism in Scotland in 1690. Further **splits** in the Church of Scotland, especially in the nineteenth century, led to the creation of various other Presbyterian churches in Scotland, including the Free Church of Scotland.

In the 1920s, the Church in Wales was separated from the Church of England and became disestablished (lost its status as the state religion). However the Church in Wales remains in the Anglican Communion. Methodism and other independent churches are traditionally strong in Wales.

The Anglican Church of Ireland was disestablished in the nineteenth century. It covers the entire island of Ireland (both Northern Ireland and the Republic of Ireland). In Northern Ireland the Catholic Church in Ireland is the largest single denomination, although Protestants are in the majority overall. The Presbyterian Church in Ireland is the largest Protestant denomination and is in terms of theology and history closely linked to the Church of Scotland

The Roman Catholic Church is the second largest denomination of Christianity in the UK. After the Protestant Reformation, strict laws were passed against Catholics; these were removed by the Catholic Emancipation laws in 1829. There are separate Catholic hierarchies for England and Wales, Scotland and Ireland.

Other large Christian groups include the Methodists (founded by John Wesley in London) and the Baptists. There are also growing Evangelical or Pentecostal churches, many of which have **flourished** with immigration from around the Commonwealth and beyond.

After some years of decline in Christianity in the UK, a Tearfund Survey in 2007 suggests that numbers identifying themselves as Christian have stabilized at 53%, whereas in the 2001 census the proportion was 71% - note these numbers are not comparable because the phrasing of the question was different in each survey. According to the Tear Fund survey, 15% of people in the UK attend "church" at least once a month.

Islam

Muslims in the United Kingdom are believed to number 1.8 million. Mosques are present in most regions: The biggest groups are of Pakistani and Bangladeshi origin. More recently, refugees from Somalia, Northern Cyprus, the Balkans and Arab countries have increased Britain's Muslim population. The 2006 controversy over the burqa, brought up in comments by politician Jack Straw, reflects a split between some Britons questioning the extent to which traditionalist forms of Islam are compatible with British society, and others who believe that wearing the veil is compatible with Muslim integration in Britain.

Other religions

Religions of Indian origin, such as Hinduism, Sikhism, Buddhism and Jainism are followed in Britain. As of the 2001 census, there are about 560,000 Hindus and 340,000 Sikhs. Buddhism is practiced by about 150,000. It is likely that these figures have increased since 2001. One non-governmental organization **estimates** that there are 800,000 Hindus in the UK. Leicester houses one of the world's few Jain temples that are outside of India. There are approximately 260,000 Jews in England and Wales, according to the 2001 census. 390,127 individuals proclaimed themselves as "Jedi Knight" in the 2001 census, though this is likely to have coincided with the Star Wars film on release at the time.

1. What religions of the United Kingdom do you know?
2. Are all the religions in the UK in the same position?
3. Are they organized in groups?
4. Do you consider "the religion question" difficult? Why?

3. Prove that:

1. For cultural reasons, some non - believers still identify themselves with a religion;
2. Christianity is the majority religion, and there is a wide variety of Christian churches, denominations, and sects;
3. The Church of England is the officially established Christian church in England.

4. Home task.

- a) Prepare for the retelling of the content of the text "Religion" using questions of exercise 2 as a plan.
- b) Find some additional information about religion and be ready to represent it.

UNIT 5

Lesson 1

Holidays & Sports

1. Object to the following statements.

Vocabulary

Prove your point of view.

1. The English people have no cultural traditions related with religion.
2. All English churches are politically independent.
3. Christianity isn't the majority religion in the UK .

a coal
a gratitude
a ghost
a witch
a lantern
a pumpkin
a turkey

2. Retell the content of the text “Religion” using the questions of exercise 2 as a plan.

3. Present the additional material about religion in the UK.

4. Read the sentences of the text with their interpretation.

Text

1. The UK is **primarily** Christian with 71.6% of the total population identifying themselves as Christian in the 2001 UK Census. The population however has become increasingly **secular**: only 38% of the population believes in a God and 66% have no church connections.

2. Christianity is the majority religion, and there is a wide variety of Christian churches, **denominations**, and sects. Each of the four countries of the United Kingdom has distinctive churches.

3. The Church of Scotland (known informally as the Kirk) broke with the Roman Catholic Church in 1560. Today it is a **Presbyterian** church, recognized as the national church of Scotland, and not subject to state control.

4. The Scottish Episcopal Church, which is part of the Anglican Communion, dates from the final establishment of Presbyterianism in Scotland in 1690. Further **splits** in the Church of Scotland, especially in the nineteenth century, led to the creation of various other Presbyterian churches in Scotland, including the Free Church of Scotland.

5. Other large Christian groups include the Methodists (founded by John Wesley in London) and the Baptists. There are also growing Evangelical or Pentecostal churches, many of which have **flourished** with immigration from around the Commonwealth and beyond.

6. One non-governmental organization **estimates** that there are 800,000 Hindus in the UK. Leicester houses one of the world's few Jain temples that are outside of India.

Interpretation

1. **Primarily** the UK is considered to be Christian with 71.6% of the total population identifying themselves as Christian in the 2001 UK Census. The part of **secular** population however increases: only 38% of the population believes in a God and 66% have no church connections.

2. Christianity is the majority religion and Christian churches, **denominations**, sects varies very much. Each of the four countries of the United Kingdom has distinctive churches.

3. The Church of Scotland (known informally as the Kirk) broke with the Roman Catholic Church in 1560 to become a **Presbyterian** church, recognized as the national church of Scotland, and not subject to state control.

4. The Scottish Episcopal Church, which is part of the Anglican Communion, dates from the final establishment of Presbyterianism in Scotland in 1690. In the nineteenth century especially, there were some further **splits** in the Church of Scotland, which led to the creation of various other Presbyterian churches in Scotland, including the Free Church of Scotland.

5. Other large Christian groups include the Methodists (founded by John Wesley in London) and the Baptists. There are also growing Evangelical or Pentecostal churches, **flourishing** widely with immigration from around the Commonwealth and beyond.

6. According to the **estimations** of one non-governmental organization that there are 800,000 Hindus in the UK. Leicester houses one of the world's few Jain temples that are outside of India.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. a coal - [kəʊl] n 1) (кам'яне) вугілля; 2) вуглинка
2. a gratitude - ['grætɪtʃu:d] n вдячність
3. a ghost - [gəʊst] n 1) привид, примара; дух; 2) тінь, легкий слід (щол.);
4. a witch - [wɪtʃ] n чаклунка; відьма;
5. a lantern - ['læntən] n ліхтар
6. a pumpkin - ['pʌmpkɪn] n гарбуз (звичайний)
7. a turkey - ['tɜ:kɪ] n індик; індичка

7. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

To be rich in **coal**, to find a lot of coal, to have a private coal mine, to work in the coal enterprise, to cover to ground with coal. In Scotland people bring a piece of coal for good luck in the New Year.

To do something with **gratitude**, to cause gratitude, to feel a big gratitude, to believe in people's gratitude, to live without gratitude. In March there is Mother's Day. All the children, little or adult ones, come to their mothers on that day to express their love and gratitude.

To be afraid of **ghosts** and **witches**, to wear as ghosts and witches, to speak about ghosts and witches, to make up like ghosts and witches. A beautiful **lantern**, to switch on the lantern, to find a lantern in the darkness; a wonderful **pumpkin**, a delicious pumpkin, to use a pumpkin as a decoration. On the 31st of October there is a Halloween. They say ghosts and witches come out on Halloween. People make lanterns out of pumpkins. Some people have Halloween parties and dress as witches and ghosts.

To eat a well cooked **turkey**, to see a turkey on the farm, to have a lot of turkeys, to buy a turkey in the market, to bring a turkey for supper. The traditional Christmas meal is roast turkey and Christmas pudding.

8. Read the following sentences paying attention to their translation

1. One of the holidays is, of course, New Year's Day on the first of January. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. In Scotland people bring a piece of **coal** for good luck in the New Year.

2. In March there is Mother's Day. All the children, little or adult ones, come to their mothers on that day to express their love and **gratitude**.

3. On the 31st of October there is a Halloween. They say **ghosts** and **witches** come out on Halloween. People make **lanterns** out of **pumpkins**. Some people have Halloween parties and dress as witches and ghosts.

4. People say that at night Father Christmas puts presents into the stockings which children usually hang on their beds. The traditional Christmas meal is roast **turkey** and Christmas pudding.

5. Sports competitions get big crowds in Great Britain. All people in Great Brittan are fond of sport and Englishman knows is they train hard sport will make them strong and healthy.

1. Одне із свят - це, звичайно, Новий рік першого січня. Він не такий популярний в Англії, як у нас, але досить популярний у Шотландії. В цей день люди зазвичай відвідують своїх друзів, і там багато танцюють та їдять. У Шотландію люди приносять шматочок вугілля для удачі в Новому році.

2. У березні є День матері. Всі діти, маленькі або дорослі, приходять у цей день до своїх матерів, щоб висловити свою любов та подяку.

3. 31 жовтня відбувається Хелловін. Кажуть, на Хелловін виходять привиди та відьми. Люди роблять ліхтарі з гарбузів. Деякі люди влаштовують вечірки на Хелловін і одягаються як відьми та привиди.

4. Люди кажуть, що вночі Дідусь Різдво кладе подарунки в панчохи, які діти зазвичай вішають на своїх ліжках. Традиційною різдвяною трапезою є смажена індичка та різдвяний пудинг.

5. Спортивні змагання збирають великі натовпи у Великобританії. Всі люди у Великобританії захоплюються спортом, і англієць знає, що якщо він тренується, спорт зробить його сильними та здоровими.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 5

Lesson 2

Holidays & Sports

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

British Holidays

There are a number of holidays, which are celebrated in Great Britain every year.

One of them is, of course, New Year's Day on the first of January. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. In Scotland people bring a piece of **coal** for good luck in the New Year.

The next holiday of the year is St. Valentine's Day. It is on the 14th of February. People buy or make Valentine cards and send them to the people they love.

In March there is Mother's Day. All the children, little or adult ones, come to their mothers on that day to express their love and **gratitude**.

In April there is Easter. At Easter children eat chocolate Easter eggs. Sometimes parents hide them in the house or in the garden and children have to look for them.

In June there is Father's Day. On Father's Day children give or send their fathers and grandfathers cards and presents.

On the 31st of October there is a Halloween. They say **ghosts** and **witches** come out on Halloween. People make **lanterns** out of **pumpkins**. Some people have Halloween parties and dress as witches and ghosts.

The 25th of December is Christmas Day. It is one of the people's favorite holidays. People put Christmas trees in their houses and decorate them. There are beautiful Christmas decorations in the streets. On Christmas Eve everybody puts the presents under the Christmas tree. People say that at night Father Christmas puts presents into the stockings which children usually hang on their beds. The traditional Christmas meal is roast **turkey** and Christmas pudding.

Sports in Great Britain

The English are great lovers of sport; and they are neither playing nor watching games, they like to talk about them. However, there is important thing about sport in Britain which we must know. Today, a big sport is professional and famous players can make a lot of money.

Let's take football for example. It is the most popular team game in Britain. It is played in most of the schools, and there are thousands of amateur teams for young men in all parts of the country. But for most of the public, football is a professional's game which is watched on Saturday afternoons at the stadium.

Professional football is big business. Every large town has one or more professional clubs.

Rugby football is played with an oval ball which may be carried. The players in the other team try to stop the man running with the ball by frowning him to the ground. There are fifteen players in each team.

Sports competitions get big crowds in Great Britain. All people in Great Britain are fond of sport and Englishmen know that if they train hard sport will make them strong and healthy.

1. What are the most well-known English holidays?
2. What do they do for Mother's Day in England?
3. What do they do for Halloween in England?
4. What do they do for Easter in England?
5. How do they celebrate Christmas?
6. Do you think good to celebrate English holidays in Ukraine? Why?
7. What kind of sports are the Englishmen fond of?
8. What is your favourite holiday?
9. What is your favourite kind of sport?

3. Prove that:

1. The New Year's Day is not so popular in England as in our country;
2. Christmas Day is one of the people's favorite holidays;
3. The English are great lovers of sport.

4. Home task.

a) Prepare for the retelling of the content of the text "Holidays & Sports" using questions of exercise 2 as a plan.

b) Find some additional information about holidays & sports and be ready to represent it.

UNIT 6

Lesson 1

The English character

Vocabulary

<i>contradictory</i> <i>a facet traceable</i> <i>a self-satisfaction an</i> <i>arrogance</i> <i>a lightheartedness</i> <i>the sense of pride</i> <i>a trait to tend</i> <i>a prejudice</i> <i>a lack to boast</i> <i>a manhood</i> <i>faithfulness</i> <i>a mankind</i>
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1. Object to the following statements.

Prove your point of view.

1. The New Year's Day is as popular in England as in our country.
2. There are very few traditional holidays in England.
3. The English aren't very fond of sport.

2. Retell the content of the text "Holidays & Sports" using the questions of exercise 2 as a plan.

3. Present the additional material about holidays & sports in the UK.

4. Read the sentences of the text with their interpretation.

Text

1. One of the holidays is, of course, New Year's Day on the first of January. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. In Scotland people bring a piece of **coal** for good luck in the New Year.

2. In March there is Mother's Day. All the children, little or adult ones, come to their mothers on that day to express their love and **gratitude**.

3. On the 31st of October there is a Halloween. They say **ghosts and witches** come out on Halloween. People make **lanterns** out of **pumpkins**. Some people have Halloween parties and dress as witches and ghosts.

4. People say that at night Father Christmas puts presents into the stockings which children usually hang on their beds. The traditional Christmas meal is roast **turkey** and Christmas pudding.

Interpretation

1. One of the holidays is, of course, New Year's Day on the first of January. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. A piece of **coal** is a symbol of wishing good luck in the New Year in Scotland.

2. In March there is Mother's Day. Expressing all their love and **gratitude** the children, little or adult ones, come to their mothers on that day

3. On the 31st of October there is a Halloween. **Ghosts and witches** are saying to come out on Halloween. We can see plenty of **lanterns** made from **pumpkins** this day. Some people have Halloween parties and dress as witches and ghosts.

4. People say that at night Father Christmas puts presents into the stockings which children usually hang on their beds. People eat roast **turkey** and Christmas pudding this day.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. contradictory - [kɒntrə'dɪktərɪ] а той, що перечить; несумісний; суперечливий

2. a facet - ['fæsɪt] n 1) аспект; 2) грань

3. traceable – той, що просліджується; висхідний до певного джерела або періоду у минулому

4. a self-satisfaction - самодостатність

5. an arrogance - ['ærədʒəns] n 1) зарозумілість, гордовитість; 2) самовпевненість

6. a lightheadedness – безтурботність
7. the sense of pride – відчуття гордості
8. a trait - [treɪ] n 1) характерна риса, особливість; 2) штрих
9. to tend - [tend] v 1) мати тенденцію (до чого-л.); хилитися (до чого-л.); 2) мати схильність (до чого-л.)
10. a prejudice - ['preɪdʒudɪs] n 1) упередження, упереджена думка; 2) забобон; 3) збиток, шкода
11. a lack - [læk] n недолік, нужда; відсутність (що-л.);
12. to boast - [bəʊst] v 1) хвастати(ся) (of, about; that); 2) гордитися;
13. a manhood - ['mænhʊd] n 1) змужнілість, зрілість, зрілий вік; 2) мужність; 3) чоловіче населення країни
14. faithfulness - ['feɪθfʊlnəs] n вірність, лояльність
15. a mankind - [mæn'kaɪnd] людство; людський рід

7. a) **Read the word combinations and sentences; translate them into Ukrainian;**

b) **Make up sentences with the words in bold type and write them down.**

A **contradictory** decision, to have a contradictory opinion, to be always in the contradictory position; a definite **facet**, to find a new facet, to speak about the facets, to develop this facet; a **traceable** point of view, a traceable theory, a traceable period of life. The English character is, on the one hand, probably the most contradictory and paradoxical of all the European nations, and almost any element has an opposite facet. On the other hand it is very integrated and well defined, traceable back over many centuries.

To feel the **self-satisfaction**, to find the point of self-satisfaction, to keep the position of self-satisfaction; to speak about his **arrogance**, to behave with arrogance, a feeling of arrogance; a terrible **lightheadedness**, traces of her lightheadedness, to forgive their lightheadedness, to cause the **sense of pride**, to feel the sense of pride, to develop the sense of pride. The national character of the English has been very differently described, but most people agree to one quality, which they describe as self-satisfaction, arrogance, lightheadedness and sense of pride.

A very special **trait**, a trait of his character, to cause the terrible traits, to be fond of this trait; **to tend** to this trait, to tend to be a splendid person, to tend to that position, to tend to his opinion. Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English traits, way of life, and the character. Their authors are by no means always in agreement, but they tend to point out what puzzles them in the way the English behave. These points of view may serve to sum up how the world looks at the English.

To be a man with **prejudices**, to have no prejudices, to accept the prejudices, to cause the prejudices; to find a big **lack**, to fill a lack, a lack in the knowledge, a lack in her behavior. Foreigners always assume that the Englishmen have a prejudice against all things foreign, there is a lack of interest in foreign languages, and they have a kind of restraint and narrow-minded view of the world.

To find this person **boasting**, to be considered a boasting man, to become a boasting girl, a boasting feeling; a good sense of **manhood**, a developed manhood, a new grade of manhood; a great **faithfulness**, to relate with faithfulness, to approach with faithfulness. Boasting about it, serving in far off lands was always an honorable obligation for an Englishman. It was a particular test of strength, manhood and faithfulness to duty.

To love the **mankind**, to respect all the mankind, to fell a part of mankind, a bad quality of mankind. It seems that the English had believed that they, like all other white people, had a mission to save mankind, to help and educate the peoples who needed it.

8. Read the following sentences paying attention to their translation

1. The English character is, on the one hand, probably the most **contradictory** and paradoxical of all the European nations, and almost any element has an opposite **facet**. On the other hand it is very integrated and well defined, **traceable** back over many centuries.

2. The national character of the English has been very differently described, but most people agree to one quality, which they describe as **self-satisfaction, arrogance, lightheartedness** and **sense of pride**.

3. Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English **traits**, way of life, and the character. Their authors are by no means always in agreement, but they **tend** to point out what puzzles them in the way the English behave. These points of view may serve to sum up how the world looks at the English.

4. Foreigners always assume that the Englishmen have a **prejudice** against all things foreign, there is **a lack** of interest in foreign languages, and they have a kind of restraint and narrow-minded view of the world.

5. **Boasting** about it, serving in far off lands was always an honorable obligation for an Englishman. It was a particular test of strength, **manhood** and **faithfulness** to duty.

6. It seems that the English had believed that they, like all other white people, had a mission to save **mankind**, to help and educate the peoples who needed it.

1. Англійський характер, з одного боку, є, мабуть, найбільш суперечливим і парадоксальним серед усіх європейських держав, і майже будь-який елемент має протилежну грань. З іншого боку, він дуже інтегрований і чітко визначений, простежується протягом багатьох століть.

2. Національний характер англійців описували дуже по-різному, але більшість людей погоджуються на одну якість, яку вони описують як задоволення собою, зарозумілість, легковажність і почуття гордості.

3. Багато книг написано - навіть більше, можливо, французами, американцями, німцями та іншими іноземцями, ніж англійцями, - про англійські риси, спосіб життя та характер. Їх автори далеко не завжди погоджуються, але вони схильні вказувати, що їх бентежить у поведінці англійців. Ці точки зору можуть слугувати підсумком того, як світ дивиться на англійців.

4. Іноземці завжди припускають, що англійці мають упереджене ставлення до всього чужого, не вистачає інтересу до іноземних мов, вони мають якусь стриманість і вузькоглядний погляд на світ.

5. Хвалитися цим, служити в далеких країнах завжди було почесним обов'язком для англійця. Це було особливим випробуванням сили, мужності та вірності обов'язку.

6. Здається, англійці вірили, що вони, як і всі інші білі люди, мали місію врятувати людство, допомагати та виховувати народи, які цього потребували.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 6

Lesson 2

The English character

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

It is no secret that in order to learn how to communicate with the people of a country and, most importantly, to get some sort of pleasure out of doing so, you need to understand the peculiarities of their national character. The English character is, on the one hand, probably the most **contradictory** and paradoxical of all the European nations, and almost any element has an opposite **facet**. On the other hand it is very integrated and well defined, **traceable** back over many centuries. Much of the English character is put down to the fact that the country is an island, and there is even the term “island psychology”. But there are many island nations around the world, and only one England.

Obviously, there is a combination of various factors, the mixture into one melting pot of various peoples, the Celts, the Brits, the Picts, the Anglo-Saxons and many others, the fertilizing contribution of the Roman and Norman invaders, and the spice of close contacts with their continental neighbours seasoned with their own victories and conquests. All of this, when put into a certain climate and a specific geographic location has led to the appearance of the race that is so different from the other Europeans. The national character of the English has been very differently described, but most people agree to one quality, which they describe as **self-satisfaction, arrogance, lightheartedness** and **sense of pride**. Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English **traits**, way of life, and the character. Their authors are by no means always in agreement, but they **tend** to point out what puzzles them in the way the English behave. These points of view may serve to sum up how the world looks at the English. In a nation of many millions of people, there are many different kinds: good or bad, honest and dishonest, happy and unhappy. The British people, who live in their countries, are not fully typical of their nation. However, we can talk about some general things. The best-known quality of the English is, for example, reserve. A reserved person is one who does not talk too much to strangers, is not open, does not show his emotion, hides his face. He never tells you anything about himself. If English people are making a journey by train, they will try to find an empty compartment. In case they have to share the compartment with a stranger, they may travel many miles without even starting a conversation. If the conversation does start, personal questions like “How old are you?” or even “What is your name?” are not easily asked. Questions like “Where did you buy your watch?” or “What is your salary?” are impossible.

Thus, the coldness of Englishmen and their reserve has been noted by foreigners; but foreigners also confess that they find English reserve not unpleasant, and if one gets to know an Englishman, he turns out to be a very friendly fellow and soon they become good friends.

But the people of the North and West of Britain, especially the Welsh, are less reserved than those of the South and East. Closely related to English reserve is English modesty. If a person is, let us say, very good at golf, and someone asks him if he is a good player, he will probably give an answer like “I’m not bad”, or “I think I’m quite good”, or “Well, I’m very keen on golf”.

The English are a nation of stay-at-home. “*There is no place like home,*” they say. And when the man is not working, he is at home in the company of his wife and children and busies himself with the affairs of the home. “*The Englishman’s home is his castle,*” is a saying known all over the world.

Foreigners always assume that the Englishmen have a **prejudice** against all things foreign, there is **a lack** of interest in foreign languages, and they have a kind of restraint and narrow-minded view of the world. There is an important factor which determines the unique nature of the British people. The idea that a small island could conquer a large superpower, the memory of the British Empire, an Empire which ruled the waves and controlled lands right around the world, is still strong and moreover, the idea can’t have left the English without a few moments of pride. **Boasting** about it, serving in far off lands was always an honorable obligation for an Englishman. It was a particular test of strength, **manhood** and **faithfulness** to duty. People returning from the colonies were looked upon with respect, they were considered to be men of honour, brave and upright, parents were proud of them, even if they had not seen them for decades. It seems that the English had believed that they, like all other white people, had a mission to save **mankind**, to help and educate the peoples who needed it. This was not conquering with weapons but peacefully, with education, belief, technical progress and state re-education (at least theoretically). It sometimes seems that in their heart of hearts the English still believe this to be just. Modern England has not forgotten its imperial past, although the feeling of responsibility for the surrounding world has grown noticeably weaker. The English have the past they can be proud of.

1. What are the main features of the English character?

2. What is the common opinion of foreigners about the English character?
3. Do you think the Englishman be a good friend for you? Why?
4. What is the difference between English and Ukrainian character, in your opinion?

3. Prove that:

1. The Englishman's home is his castle;
2. The English character is probably the most contradictory and paradoxical of all the European nations;
3. The English have the past they can be proud of.

4. Home task.

- a) Prepare for the retelling of the content of the text "English character" using questions of exercise 2 as a plan.
- b) Find some additional information about the English character and be ready to represent it.

UNIT 7

Lesson 1

Great British Tea

1. Object to the following statements.

Prove your point of view.

1. A real Englishman doesn't like to stay at home for a long time.
2. The English character isn't too complicated.
3. The English like all foreign things very much and usually bring foreign traditions to their culture.

Vocabulary

<i>an escalation</i>	
<i>to mirror</i>	<i>a triangle</i>
<i>a bullion</i>	<i>a treaty</i>
<i>a cabin</i>	<i>a caddy</i>
<i>a scale</i>	<i>to retain</i>
<i>to undergo</i>	

2. **Retell the content of the text “English character”**

using the questions of exercise 2 as a plan.

3. **Present the additional material about the English character.**

4. **Read the sentences of the text with their interpretation.**

Text

1. The English character is, on the one hand, probably the most **contradictory** and paradoxical of all the European nations, and almost any element has an opposite **facet**. On the other hand it is very integrated and well defined, **traceable** back over many centuries.

2. The national character of the English has been very differently described, but most people agree to one quality, which they describe as **self-satisfaction, arrogance, lightheartedness** and **sense of pride**.

3. Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English **traits**, way of life, and the character. Their authors are by no means always in agreement, but they **tend** to point out what puzzles them in the way the English behave. These points of view may serve to sum up how the world looks at the English.

4. Foreigners always assume that the Englishmen have a **prejudice** against all things foreign, there is **a lack** of interest in foreign languages, and they have a kind of restraint and narrow-minded view of the world.

5. **Boasting** about it, serving in far off lands was always an honorable obligation for an Englishman. It was a particular test of strength, **manhood** and **faithfulness** to duty.

6. It seems that the English had believed that they, like all other white people, had a mission to save **mankind**, to help and educate the peoples who needed it.

Interpretation

1. The English character is known as the most **contradictory** and paradoxical of all the European nations, and almost any element is considered to have an opposite **facet**. On the other hand, **traceable** back over many centuries, it is very integrated and well defined.

2. The national character of the English has been very differently described, but most people agree to one quality, described as **self-satisfaction**, **arrogance**, **lightheartedness** and **sense of pride**.

3. Perhaps, even more Frenchmen, Americans, Germans, and other foreigners than Englishmen wrote many books – on English **traits**, way of life, and the character. Their authors are by no means always in agreement, **tending** to point out what puzzles them in the way the English behave. These points of view may serve to sum up how the world looks at the English.

4. Foreigners always assume that the Englishmen have **prejudice** opinion against all things foreign, showing **a lack** of interest in foreign languages, and they have a kind of restraint and narrow-minded view of the world.

5. **Being boastful** about it, serving in far off lands was always an honorable obligation for an Englishman. Strength, **manhood** and **faithfulness** to duty were testes in such a way.

6. It seems that the English had believed that they, like all other white people, had a mission of saving **mankind**, through the help and education of the peoples who needed it.

5. Interpret the content of the text taking into account additional information.

6. Read the words with their translation. Pay attention to the spelling of these words.

1. an escalation - [eskə'leɪʃn] n ескалація, збільшення масштабів, розширення; загострення (конфлікту і т. п.);

2. to mirror - ['mɪrə] v відображати, відображувати

3. a triangle – ['traɪæŋɡl] n трикутник

4. a bullion - ['bʊliən] n злиток золота або срібла
5. a treaty - ['tri:tɪ] n 1) договір; 2) переговори
6. a cabin - ['kæbɪn] n 1) хати́на; 2) будиночок, котедж
7. a caddy – ['kædɪ] n чайниця
8. a scale - [skeɪl] n 1) чаш(к) а вагі́в; 2) рl ваги
9. to retain - [rɪ'teɪn] v 1) утримувати; підтримувати; 2) зберігати; 3) пам'ятати; 4) запрошувати, наймати
10. to undergo - [ʌndə'gəʊ] v (**underwent**; undergone) випробовувати; переносити, піддаватися (що-л.);

7. a) Read the word combinations and sentences; translate them into Ukrainian;

b) Make up sentences with the words in bold type and write them down.

A wide **escalation**, an escalation of conflict, to cause the escalation, to define a way of further escalation; **to mirror** the peculiarities, to mirror the correct position, to mirror the details of a conference, to mirror **a triangle**, a love triangle, a triangle in the relations between the countries, a hardly decided triangle. The escalation of tea importation and sales over the period 1690 to 1750 is mirrored closely by the increase in importation and sales of cane sugar: the British were not drinking just tea but sweet tea. Thus, two of Britain's trading triangles were to meet within the cup: the sugar sourced from Britain's trading triangle encompassing Britain, Africa and the West Indies and the tea from the triangle encompassing Britain, India and China.

To pay with **a bullion**, a gold bullion, a precious bullion, to keep money in bullions. Britain had to pay China for their tea but they had little need of British goods, so much of it was paid for with silver bullion.

A peaceful **treaty**, a treaty between parties, an important political treaty, a treaty contracted forever. As an alternative, Britain began producing Opium in India and forced China to trade tea for Opium as part of several treaties after the infamous Opium wars.

To find **a cabin** in the forest, a wide and comfortable cabin, to prefer a cabin to a big house, to plan to move into a cabin. From the 18th century onwards tea was increasingly a drink for the common people. It was time that it conquered not only the courts but also the cabins.

To serve tea in **a caddy**, a silver caddy, a very expensive family caddy, to sell a mother's caddy; to measure with **a scale**, to have a scale at home, to find a new scale in the market, a scale of that salesgirl. There is any number of museums which carefully store anything that has been associated with tea. Tea caddies and tea scales and of course tea services.

To retain this information well, to retain all necessary details, to retain some peculiarities of this country, to retain the problems of that man. The main essence of the tea-drinking has been retained.

To undergo new technical invention, to undergo big troubles, to undergo the events of this period, to undergo the political situation. Methods of tea preparation also underwent extensive changes in the twentieth century.

8. Read the following sentences paying attention to their translation.

1. The **escalation** of tea importation and sales over the period 1690 to 1750 is **mirrored** closely by the increase in importation and sales of cane sugar: the British were not drinking just tea but sweet tea. Thus, two of Britain's trading **triangles** were to meet within the cup: the sugar sourced from Britain's trading triangle encompassing Britain, Africa and the West Indies and the tea from the triangle encompassing Britain, India and China.

2. Britain had to pay China for their tea but they had little need of British goods, so much of it was paid for with silver **bullion**. Critics of tea at this time would point to the damage caused to Britain's wealth by this loss of bullion. As an alternative, Britain began producing Opium in India and forced China to trade tea for Opium as part of several **treaties** after the infamous Opium wars. Tea became an important lubricant of Britain's global trade, contributing to Britain's global dominance by the end of the eighteenth century.

3. There is any number of museums which carefully store anything that has been associated with tea. Tea **caddies** and tea **scales** and of course tea services. Morning, lunchtime and afternoon sets, special sets for master and servants, special sets for different times of the year.

4. The main essence of the tea-drinking has been **retained**. Tea-drinking is a series of actions as it always has been. The main principles of tea-drinking are alive and well. Tea should be drunk with milk, preferably from china cups. And the atmosphere is more important than the quality of the food and the tea. Finally, tea should not be drunk in a hurry and should be accompanied by friendly conversation.

5. Methods of tea preparation also **underwent** extensive changes in the twentieth century. One-technological development that had a major impact was the arrival of electricity in the home. With the advent of the electric kettle, however, water could be boiled quickly and conveniently. Electric kettles are now standard in British homes, though stovetop models remain popular elsewhere in Europe.

1. Ескалація імпорту та продажів чаю за період з 1690 по 1750 рр. тісно пов'язана із збільшенням імпорту та продажу тростинного цукру: британці пили не просто чай, а солодкий чай. Таким чином, два торгових трикутника Великобританії мали зустрітися в межах чашки: цукор, отриманий з торгового трикутника Великобританії, що охоплює Великобританію, Африку та Вест-Індію, та чай із трикутника, що охоплював Великобританію, Індію та Китай.

2. Британія повинна була платити Китаю за чай, але британські товари були їм мало потрібні, тому значна частина була оплачена срібними злитками. Критики чаю в цей час вказували б на шкоду, заподіяну багатству Великобританії цією втратою злитків. Як альтернативу, Великобританія почала виробляти опій в Індії і змусила Китай торгувати чаєм в обмін на опій, як частина декількох договорів після сумнозвісних війн з опіумом. Чай став важливим мастилом світової торгівлі Великобританії, сприяючи глобальному домінуванню Великобританії до кінця XVIII століття.

3. Існує будь-яка кількість музеїв, де ретельно зберігається все, що було пов'язано з чаєм. Чайні кади та чайні ваги та, звичайно, чайні послуги. Ранкові, обідні та післяобідні набори, спеціальні набори для господаря та слуг, спеціальні набори для різної пори року.

4. Основна суть пиття чаю збережена. Вживання чаю - це низка дій, як це завжди було. Основні принципи пиття чаю живі і здорові. Чай слід пити з молоком, бажано з фарфорових чашок. А атмосфера важливіша за якість їжі та чаю. Нарешті, чай не слід пити поспіхом, він повинен супроводжуватися дружньою розмовою.

5. Методи приготування чаю також зазнали значних змін у ХХ столітті. Водночас технологічним розвитком, який справив великий вплив, стало надходження електрики додому. Однак з появою електричного чайника воду можна було кип'ятити швидко та зручно. Зараз електричні чайники є стандартними для британських будинків, хоча моделі для плит залишаються популярними в інших місцях Європи.

9. Home task.

a) Cover the left side of exercise 8 and translate the sentences as quickly as possible.

b) Do exercise 5 in written form.

UNIT 7

Lesson 2

Great British Tea

1. Cover the left side of exercise 8 and translate the sentences as quickly as possible.

2. Listen to the text and answer the questions.

Tea and the National Character

Tea and the British have become almost synonymous. This is not just because far more tea was drunk in Britain than anywhere else in Europe almost since the beginning of its importation from the East. Tea also became associated with the wider Britain, namely the British Empire. Just as the British exported their other institutions as their Empire increased, their language, law, political system, games (cricket, football and many others) and associations (clubs, trusts etc.), so they spread tea.

The **escalation** of tea importation and sales over the period 1690 to 1750 is **mirrored** closely by the increase in importation and sales of cane sugar: the British were not drinking just tea but sweet tea. Thus, two of Britain's trading **triangles** were to meet within the cup: the sugar sourced from Britain's trading triangle encompassing Britain, Africa and the West Indies and the tea from the triangle encompassing Britain, India and China.

Britain had to pay China for their tea but they had little need of British goods, so much of it was paid for with silver **bullion**. Critics of tea at this time would point to the damage caused to Britain's wealth by this loss of bullion. As an alternative, Britain began producing Opium in India and forced China to trade tea for Opium as part of several **treaties** after the infamous Opium wars. Tea became an important lubricant of Britain's global trade, contributing to Britain's global dominance by the end of the eighteenth century.

From the 18th century onwards tea was increasingly a drink for the common people. It was time that it conquered not only the courts but also the **cabins**. Breakfast or supper, even ordinary English households, became unthinkable without the drink which is refreshing in the morning and relaxing in the evening.

Today much is being done to breathe new life into old traditions. Over the last few years tea and tea rooms have once again spread through the provinces with incredible speed. And in such places, they serve you tea according to all the traditional rules. There is any number of museums which carefully store anything that has been associated with tea. Tea **caddies** and tea **scales** and of course tea services. Morning, lunchtime and afternoon sets, special sets for master and servants, special sets for different times of the year.

The main essence of the tea-drinking has been **retained**. Tea-drinking is a series of actions as it always has been. The main principles of tea-drinking are alive and well. Tea should be drunk with milk, preferably from china cups. And the atmosphere is more important than the quality of the food and the tea. Finally tea should not be drunk in a hurry and should be accompanied by friendly conversation.

Prior to the introduction of tea into Britain, the English had two main meals breakfast and dinner. Breakfast was ale, bread and beef. Dinner was a long, massive meal at the end of the day. It was no wonder that Anna, the Duchess of Bedford (1788-1861) experienced a "sinking feeling" in the late afternoon. She invited friends to join her for an additional afternoon meal at five o'clock in her rooms. The menu centered around small cakes, bread and butter sandwiches, assorted sweets, and, of course, tea. This summer practice proved so popular, the Duchess continued it when she returned to London, sending cards to her friends asking them to join her for "tea and a walk in the fields." (London at that time still contained large open meadows within the city.) The practice of inviting friends to come for tea in the afternoon was quickly picked up by other social hostesses.

Methods of tea preparation also **underwent** extensive changes in the twentieth century. One-technological development that had a major impact was the arrival of electricity in the home. With the advent of the electric kettle, however, water could be boiled quickly and conveniently. Electric kettles are now standard in British homes, though stovetop models remain popular elsewhere in Europe.

Perhaps the most significant development in modern tea culture however, has been the tea bag. In use in the United States since the 1920s, the tea bag has made the process of infusing tea supremely clean and easy. Initially confined to public eating places, tea bags became increasingly popular in American homes during the 1930s. They took longer to gain acceptance in Britain, however, and it is only since the 1960s that they have been commonplace.

1. What do you know about the history of tea?
2. What were the ways of the establishment of tea traditions?
3. How can you describe the tea ceremony?
4. What are the modern changes in the tea traditions?
5. Is the traditional tea popular in Ukraine? Why?

3. Prove that:

1. The main principles of English tea-drinking are alive and well;
2. The most significant development in modern tea culture is the tea bag;
3. Tea and the British have become almost synonymous.

4. Home task.

a) Prepare for the retelling of the content of the text “Great British Tea” using questions of exercise 2 as a plan.

b) Find some additional information about the English tea traditions and be ready to represent it.

Тести для самоконтролю

Тестове завдання №1

Знайдіть необхідну інформацію та позначте коректну відповідь:

Level 1.

Task 1. Choose the correct answer.

1. Anne Hathaway's Cottage is the old house near in which Shakespeare's wife was born.

a) London; b) Oxford; c) Cardiff; d) Stratford-upon-Avon.

2. The highest mountain in Wales is called

a) Snowdon; b) Ben Nevis; c) Skiddaw; d) High Willhays.

3. Hadrian's Wall is an ancient wall built by order of the Roman emperor Hadrian in the century AD to defend the northern border of England against attacks by Celtic tribes.

a) 1st; b) 4th; c) 2nd; d) 3rd.

Task 2. Mark the true position.

What is the Queen's name?

a. Queen Victoria I;

b. Queen Elizabeth II;

c. Queen Margaret IV.

Task 3. Mark the true position.

Where does the Changing of the Guard take place?

a. Buckingham Palace;

b. Downing Street;

c. Victoria and Albert Museum.

Level 2.

Task 1. Write in the missing dates.

1. The Armada is the name of the Spanish fleet that was defeated by the English navy in

2. The Act of Supremacy was passed in and declared the sovereign to be the secular head of the Church of England.

3. The Titanic was a British passenger liner which collided with an iceberg on her maiden voyage to New York in

Task 2. Fill in the gaps.

1. The highest mountain in the UK is in the Highlands of Scotland, at 1,343 m.
2. The longest river is the, 354 km long.
3. The population of the UK is about million.

Level 3.

Task 1. Fill in the gaps with the right answer.

Great Britain comprises England, and The full, official name of the country is the United Kingdom of Great Britain and Ireland. The national flag of the UK is the Jack. The United Kingdom is a member of the Union. The capital of the UK, London, lies on the river

Task 2. Choose the right word out of those given in brackets while reading about the earliest days of Britain.

In the 1st century AD at the time of (Viking, Norman, Roman) conquest of Britain, Wales was inhabited by (Celts, Celtic Britons, Beaker Folk). When the Roman legions were withdrawn from Britain in the early (4th, 5th, 6th) century, the people of Wales were much as they were before the Romans came. Christianity was introduced in the (3rd, 4th, 6th) century. St. David, one of the many monasteries they founded, became a center of (Celtic, Norman, English) culture.

Level 4.

Give the information you can about the Geographical position of the United Kingdom of Great Britain & Northern Ireland. The main features of the South.

Тестове завдання №2

Знайдіть необхідну інформацію та позначте коректну відповідь:

Level 1.

Task 1. Choose the correct answer.

1. The wars in between the house of York and the house of Lancaster are called the Wars of the Roses.

- a) the first half of 15th century; b) the second half of 15th century;
- c) the first half of 14th century; d) the second half of 14th century.

2. The English Civil War is the war between the Cavaliers and the Roundheads in

- a) the mid-17th century; b) the mid-18th century;
- c) the mid-16th century; d) the mid-15th century.

3. The Battle of Trafalgar was a decisive naval battle that took place off Cape Trafalgar on

- a) 06/06/1944; b) 21/10/1805; c) 11/11/1918; d) 05/11/1605.

Task 2. Mark the true position.

Where does the Changing of the Guard take place?

- a. Buckingham Palace;
- b. Downing Street;
- c. Victoria and Albert Museum.

Task 3. Mark the true position.

What is Harrods?

- a. A kiosk;
- b. A department store;
- c. A language school.

Level 2.

Task 1. Write in the missing dates.

1. The final battle of the Napoleonic Wars, which was in, is called the Battle of Waterloo.

2. A famous battle in English history, in which William the Conqueror defeated the Anglo-Saxon King Harold near Hastings in, is called the Battle of Hastings.

3. Magna Carta is the charter granted by King John in, which recognized the rights and privileges of the barons, the Church and the freemen.

Task 2. Fill in the gaps.

1. The national symbol of Scotland is a
2. In 1215 the nobles forced King John to accept, which took away some of the king's powers.
3. In Scotland people bring a piece of for good luck in the New Year.

Level 3.

Task 1. Fill in the gaps with the right answer.

The two largest islands in the English Channel are: and The most important British government offices are situated in the City of, a borough of Greater London. The British Parliament consists of the House of and the House of..... The.....of London is one of the most important financial centres in the world.

Task 2. Choose the right word out of those given in brackets while reading about the earliest days of Britain.

In the 6th – 7th centuries the invading (Vikings, Anglo-Saxons, Normans) drove across England and reached the western coast at Chester and the Bristol Channel. They cut off the Welsh from their fellow Celts in Cumbria and Cornwall. Late in the 11th century the Normans conquered (northern, southern, western) Wales, but the rest of the country maintained its independence until the reign of Edward I. Campaigns in 1276 and 1282 finally brought the Welsh land under (Norman, English, French) rule. The last great effort to overthrow English power in Wales came in the (13th, 14th, 15th) century. In 1535 Wales was united with (Scotland, Ireland, England) by the Act of Union, passed by Parliament in that year.

Level 4.

Give the information you can about the Geographical position of the United Kingdom of Great Britain & Northern Ireland. The main features of the Midlands.

Тестове завдання №3**Знайдіть необхідну інформацію та позначте коректну відповідь:****Level 1.****Task 1. Choose the correct answer.**

1. The Golden Age took place in
a) the mid-15th century; b) the second half of the 17th century;
c) the second half of the 16th century; d) the mid-18th century.
2. D-day was on when Anglo-American troops landed in Normandy.
a) 06/06/1944; b) 05/11/1605; c) 11/11/1918; d) 15/09/1940.
3. The Globe Theatre was built in on the South bank of the Thames,
London.
a) 1666; b) 1707; c) 1588; d) 1599.

Task 2. Mark the true position.

What is a double-decker?

- a. A bus;
- b. A chocolate bar;
- c. A taxi.

Task 3. Mark the true position.

What is the national symbol of Scotland?

- a. A leek;
- b. A thistle;
- c. An oak.

Level 2.**Task 1. Write in the missing dates.**

1. The present sovereign, Queen Elizabeth, had her Coronation in
2. An epidemic of bubonic plague in London in, when more than 70,000 people died, out of an estimated population of 460,000 is called the Great Plague of London.

3. The Battle of Britain was the battle between British and German aircraft over London and the south of England in

Task 2. Fill in the gaps.

1. The fell into all the three branches of government, taking roles in the executive, legislature and judiciary.

2. The United Kingdom is divided into four home nations or constituent countries:,, and

3. In the West End there is, which is the Queen's residence.

Level 3.

Task 1. Fill in the gaps with the right answer.

Palace is the official residence of the Queen., a county in the south east, is called the Garden of England because it produces a lot of fruit and vegetables. The is the central part of England, important for light engineering industries. is the second-largest city in Britain. In the past it was known as the industrial heart of England; now it is becoming popular as a centre of music and the arts. is the birthplace of William Shakespeare.

Task 2. Choose the right word out of those given in brackets while reading about the earliest days of Britain.

One of the most important dates in British history is 1066, the year of the Battle of (Hastings, Waterloo, Trafalgar), during which the (Norman, Viking, Anglo-Saxon) Duke William invaded the island and conquered the (English, Celtic, Roman) army. Since that time England has never been invaded. Henry VIII, who had six wives, was the founder of the Church of (Anglican, Catholic, Methodists). His daughter, Elizabeth I, gave her name to a golden era of English (culture, theatre, literature). Her successor was James I, the son of Mary Queen of (Scots, Irish, France). His son Charles I was executed during the Civil War.

Level 4.

Give the information you can about the Geographical position of the United Kingdom of Great Britain & Northern Ireland. The main features of the North.

б) перелік зразков творчих завдань:

1. Підготовка візитних карток Великобританії до конкурсу.
2. Підготовка до конкурсу національної символіки Великобританії.
3. Підготовка до конкурсу святкових виробів Великобританії (великодніх, різдвяних, св. Валентина та ін.).
4. Випуск колажу «Я і Великобританія».

в) приблизна тематика проєктів:

1. Соціальна політика Великобританії.
2. Сімейна політика Великобританії.
3. Королівська родина.
4. Останні парламентські вибори.
5. Іноземці Великобританії.
6. Сучасні музичні групи Англії.
7. Підготовка вчителя в Великобританії.
8. Політичні партії.
9. Молодь Великобританії.

г) Dwell upon the topics:

1. The Geographical position of the United Kingdom of Great Britain & Northern Ireland.
2. Climate and Wildlife.
3. Prehistoric society.
4. General features of the history of Great Britain up to nowadays.
5. Tell about the administrative subdivision of Great Britain.
6. Tell about the Britain constitutional monarchy.

7. Describe the capital of Great Britain. Which part of London would you like to live in? Why?
8. Tell some interesting facts you know about London.
9. Tell about the politics of the United Kingdom. Compare two political systems: British and Ukrainian.
10. Tell about the education in Great Britain.
11. Tell about the press in Great Britain.
12. Tell about the religion in Great Britain.
13. Tell about the holidays and sports in Great Britain.
14. Describe the English character.
15. Tell about the tea traditions in England.

Додаткові завдання

(інформація для поглибленого вивчення матеріалу)

You've been in Britain too long when...

- You start to accept queuing (standing in line) as a way of life.
- You routinely order rounds of pints when you walk into a pub with friends or colleagues.
- After a big night out you find yourself looking for an Indian restaurant, not a 24-hour McDonald's.
- You start thinking English cuisine isn't all that bad after all, I mean, it's hard to beat a full English breakfast.
- You go outside to 'take in the sun' whenever there is a bit of sunshine.
- You don't even bother looking out of the window when you get up in the morning to check what the day is like. You know it is overcast.
- You finish every sentence with 'Cheers' or "Innit?", and start every conversation with 'Hiya' or 'Alright'.
- You think that wearing a suit in a pub is relatively normal attire.

- You think that coming to work with a hangover is entirely acceptable and indeed expected at least once a week.
- You think other countries electrical plugs are tiny and fiddly, and probably not very safe.
- You don't rush to the front seats on the upper level of a double-decker bus anymore.
- You enjoy watching snooker competitions on BBC2.
- You know what a grammar school is and know the difference between a public school and a state school.
- You know exactly to which social class you belong, and what social class other people belong just from their accent, attitude, opinions and way of dressing.
- You don't say that something is 'nice' anymore but 'lovely', and not that it is 'really good' but 'absolutely fantastic'.
- You can understand anything a "Northerner" is saying.
- You can recognise the theme tune to "Eastenders".
- You begin to take clever British advertising for granted.
- You have an opinion on whether the UK should join the euro or even quit the EU altogether.
- You begin to describe people you dislike as "twats", and your preferred expletive is "bollocks!"
- You ask other people in which part of the world they went backpacking during their 'gap year'.
- You know your own weight in stones.
- You have taken up playing cricket, field hockey, badminton, golf and/or rugby.
- You have your favourite holiday spot in southern France or in Spain and plan to buy a house there when you retire.

- You automatically book a package trip to Hungary when you need dental surgery.
- You start referring to the French as the 'Frogs' and the Germans as the 'Krauts'.
- You fancy eating Fish'n Chips wrapped in an old newspaper as a snack on a cold evening.
- When travelling overseas you intuitively look for a Bed & Breakfast rather than a hotel.
- You think that all countries should replace as many road junctions as possible by roundabouts

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