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ПРАКТИКУМ ПО ОБУЧЕНИЮ МОНОЛОГИЧЕСКОМУ ВЫСКАЗЫВАНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ

Учебно-методический комплекс для формирования навыков построения монологического высказывания на основе аналитического чтения оригинальных текстов. Включает учебное пособие, программу дисциплины, вопросы для самоконтроля, методические указания, экзаменационные материалы, дидактические материалы.

Предназначен для студентов-бакалавров 1–2 курсов неязыковых специальностей.

ОГЛАВЛЕНИЕ

Предисловие	3
I. Учебные материалы	4
UNIT 1 The Geography of Britain.....	4
UNIT 2 British Industry	6
UNIT 3 The Political System	19
UNIT 4 Education in Britain.....	31
UNIT 5 English Literature	41
Sources of Information.....	60
II. Методические указания к выполнению заданий	61
Методические указания к освоению темы 1 «The Geography of Britain» ...	69
Методические указания к освоению темы 2 «British Industry»	70
Методические указания к освоению темы 3 «The Political System»	72
Методические указания к освоению темы 4 «Education in Britain».....	76
Методические указания к освоению темы 5 «English Literature».	78
III. Вопросы и задания для самоконтроля	81
IV. Экзаменационные материалы.....	85
V. Программа	89
1. Общая характеристика программы	90
2. Содержание курса	93
3. Распределение часов курса по темам и видам работы	95
4. Организация практических занятий, самостоятельной работы и аттестации по программе.....	96
5. Учебно-методическое и информационное обеспечение	98

VI. Дидактические материалы	102
The House of Lords.....	103
The House of Commons.....	110
Political Parties.....	112
UK Election 2015:.....	115
Winston Churchill	117
United Kingdom Economy Profile 2014	121
Education System in the UK	129

ПРЕДИСЛОВИЕ

Практикум создан в соответствии с требованиями университетской рабочей программы дисциплины *иностраный язык* института социальных и политических наук кафедры лингвистики и профессиональной коммуникации на иностранных языках. Умеренная сложность представленного в нем языкового материала делает данный практикум универсальным и позволяет его использовать для обучения студентов-бакалавров различных гуманитарных специальностей.

Практикум состоит из 5 разделов, посвященных географии, экономике, политическому устройству, системе образования и литературе Великобритании. Каждый раздел содержит фрагменты оригинальных текстов, предназначенных для аналитического чтения.

С учетом лингвометодических принципов современной теории преподавания иностранных языков к текстам дается лексический комментарий, поскольку при обучении монологическому высказыванию одной из самых важных его составляющих является лексическая работа, а именно: предварительный анализ слова в тексте, вдумчивое прочтение всей словарной статьи, попытка создать общее представление о смысле слова и сопоставление этого представления с конкретным использованием слова в тексте.

Система заданий, сопровождающих тексты, закладывает основу грамотного построения высказывания как в устной, так и в письменной форме. Все задания выполняются с опорой на текст, носят в основном творческий характер и построены таким образом, что максимально стимулируют навыки говорения, умение сворачивать, интерпретировать и резюмировать полученную информацию.

Облегчают построение монологических высказываний включенные в практикум различные таблицы, схемы и диаграммы. Практикум может быть использован как самостоятельное пособие, так и в качестве дополнения к любому учебнику английского языка.

I. УЧЕБНЫЕ МАТЕРИАЛЫ

UNIT 1 The Geography of Britain

The following text will introduce you to the topic of the Geography of Britain.

Pay attention to the English-English comment.

TEXT

The Geography of Britain

lie [laɪ] <i>v</i> – to be placed, to be situated comprise [kəm'praɪz] <i>v</i> – to be composed of, to contain, to include, to consist of, to be made up of, to form total ['təʊtl] <i>v</i> – to reach a total of, to amount of mild [maɪld] <i>adj</i> – soft, gentle, not severe temperate ['tempərət] <i>adj</i> – free from extremes of heat and cold frequent ['fri:kwənt] <i>adj</i> – often happening, habitual rarely ['reəli] <i>adv</i> – seldom exceed [ɪk'si:d] <i>v</i> – to be greater than... fairly ['feəli] <i>adv</i> – completely	Britain forms the greater part of the British Isles, which <i>lie</i> off the north-west coast of mainland Europe. The full name is the United Kingdom of Great Britain and Northern Ireland. Great Britain <i>comprises</i> England, Wales and Scotland. The area <i>totals</i> some 244,500 sq. km. Britain is just under 1,000 km long from the south coast of England to the extreme north of Scotland, and just under 500 km across in the widest part. The climate is generally <i>mild</i> and <i>temperate</i>. It is subject to <i>frequent</i> changes, but to few extremes, of temperature. Temperatures <i>rarely exceed</i> 32 °C or fall below – 10 °C. Rainfall is <i>fairly</i> well <i>distributed</i> throughout the year. Britain is a relatively densely populated country. England has the highest population density of the four lands and Scotland the lowest. Britain is one of the 12 member states of the European Community. Close links are
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distribute [dɪs'trɪbjʊtɪv] v – to spread out (over a larger area)	maintained with many other countries, notably within the Commonwealth, which links 50 independent nations.
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1. *What words have the same meaning as:*

lie, comprise, total, mild, temperate, frequent, rarely, exceed, fairly, distribute.

2. *Paraphrase some sentences summarize the material in your own words (you may use English-English comment).*

E.g. Britain forms the greater part of the British Isles which lie off the north-west coast of mainland Europe.

You may say or you may conclude	that	1. Britain is the greater part of the British Isles. 2. Britain is an island country. 3. It is situated to the north-west of the mainland Europe.
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3. *Discuss some geographical facts about the British Isles, using the following conversational phrases:*

As far as I know... – насколько мне известно...

As far as I can remember... – насколько я помню...

As to...; as for... – что касается...

I wouldn't say... – я бы не сказал...

In other words... – другими словами...

The point is... – дело в том...

to begin with... – прежде всего...

to come back to... – возвращаясь к...

to tell the truth... – по правде говоря...

I suppose that... – я полагаю, что...

If I am not mistaken... – если я не ошибаюсь...

They say... – говорят...

UNIT 2 British Industry

The following text will introduce you to the topic of British Industry. Pay attention to the English-English comment in the margins

TEXT

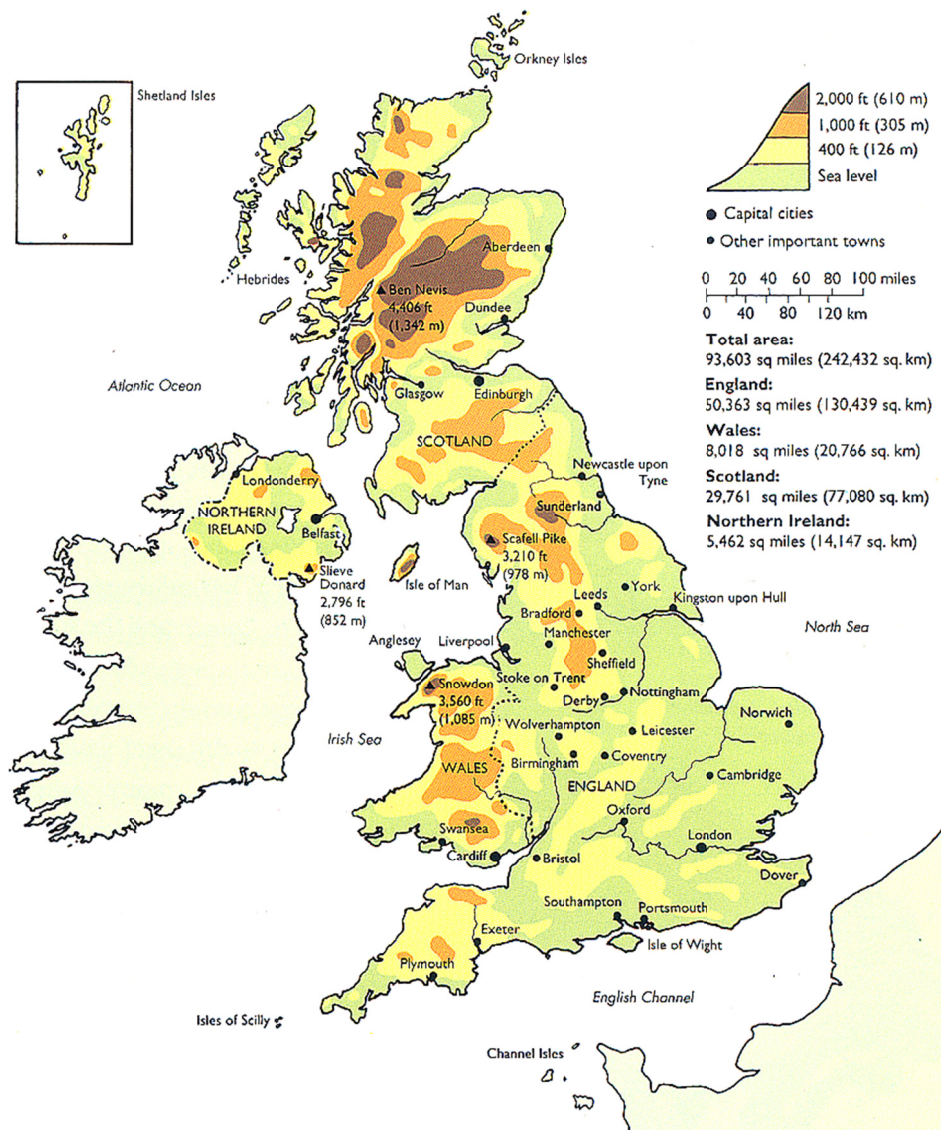
British Industry

owing ['əʊɪŋ] <i>prep.</i> – because of increase [ɪn'kri:s] <i>v</i> – to make or become greater in size, number, degree, etc. mill [mɪl] – building, factory, workshop for industry hedge [hedʒ] <i>n</i> – row of bushes, forming a boundary for a field, garden, etc.	Britain is an industrial country. It is rich in coal. Thousands of men in the towns and villages in South Wales, the North of England and in Scotland are miners, but <i>owing</i> to the <i>increasing</i> use of atomic energy, of natural gas and of oil for heating, more and more mines are closing and the miners are losing their jobs. The North is heavily industrialized. Sheffield (Yorkshire) is the centre of the steel industry. There are cotton <i>mills</i> and textile factories in Manchester. Liverpool is an important port. Clydeside near Glasgow and Belfast in Northern Ireland are big ship-building centres. The Midlands, too, in the heart of England, are an important centre of industry (iron, steel and pottery). However, they are an area of great contrasts. There is the Black Country round Birmingham, while not far away is the lovely plain around the historic town of Stratford-on-Avon – Shakespeare's birthplace – with its fields and <i>hedges</i> and beautiful gardens. Farming and fruit-growing are
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The Irish Republic ['aɪrɪʃrɪ'pʌblɪk]

2. *Show the major regions and cities discussed in the text.*

A Map of Great Britain



3. Show on the map where you might find agriculture, shipbuilding, oil production, natural gas production, chemical industry, wool textile industry.

4. Create as many sentences as you can related to these industries:

- agriculture;
- textile industry;
- tourism;
- computer industry;
- financed services.

5. Imagine yourself a head of a travel agency featuring tours of Great Britain.

Create some advertisements for areas which you feel would attract tourists (businessmen).

6. You are a British businessman, desiring to export products to Russia. Create some television advertisements presenting one of the products discussed in the text.

7. Suppose you work in each of the following cities or regions of Great Britain. What sorts of occupations would be common in each (refer to the text). Explain your variants.

- Northern Ireland;
- Manchester;
- Stratford-on-Avon;

- London;
- Belfast;
- Liverpool;
- Oxford;
- North Sea Coast.

8. *Decide which place you would prefer to live in.*

9. *Discuss your choice with any other students, who have chosen the same place and make a list of all your reasons for living there.*

The following text will introduce you to the topic of British Industrial Development. Make a headline to each paragraph. Outline the most important points in the text. Pay attention to the English-English comments.

British Industrial Development

wealth [welθ] <i>n</i> – (possession of a) great amount of property, money, etc. manufacturing – to make, to produce (goods, etc.) on a large scale by machinery excel [ɪk'sel] – to do better than others application [ˌæplɪ'keɪʃn] – putting to practical use, to be used assume [ə'sju:m] – to take, to appropriate to assume importance [ə'sju:m im'pɔ:tns] – принять (напустить на себя) важный вид	(1) Britain became the world's first industrialised country in the late eighteenth and early nineteenth centuries. <i>Wealth</i> was based on manufacturing iron and steel, heavy machinery and cotton textiles, and on coal mining, shipbuilding and trade. <i>Manufacturing</i> still plays an important role and Britain <i>excels</i> in high-technology industries like chemicals, electronics, aerospace and offshore equipment, where British companies are among the world's largest and most successful. The British construction industry has made its mark around the world and continues to be involved in prestigious building projects. (2) The most important industrial developments in the past 20 years or so in Britain have been the exploitation of North Sea oil and gas, and the rapid development of microelectronics technologies and their widespread <i>application</i> in industry and commerce. At the same time service industries have been <i>assuming</i> ever-increasing <i>importance</i> and now account for around two-thirds of output and employment. Financial and other business services have grown in significance. Britain, the world's fifth largest trading nation, belongs to the European Union (EU), the biggest established trade grouping in the world. The EU now has
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workforce [ˌwɜːkˈfɔːs] n. – all the workers of a business, factory or other activity; the total number, both employed and unemployed, of workers engage [ɪnˈɡeɪdʒ] – to employ, to occupy contribute [kənˈtrɪbjʊːt] – to give a part, to have a share in any act of effect self-sufficient [ˈself səˈfɪʃnt] – independent of the aid of others expect [ɪkˈspekt] – to suppose, to consider provable domestic [dəˈmestɪk] <i>adj</i> – not foreign; native vital [ˈvaɪtl] – necessary for living	15 member states, including Austria, Finland and Sweden, all of which joined in January 1995. (3) Britain's economy is based primarily on private enterprise, which accounts for 75 per cent of output and nearly 70 per cent of employment. (4) Just over 2 per cent of the British <i>workforce</i> is <i>engaged</i> in agriculture, a lower proportion than in any other leading industrialised country. Services <i>contribute</i> a growing proportion of production, 65 per cent, while manufacturing accounts for 21 per cent. (5) By successfully exploiting oil and natural gas from the North Sea, Britain has become <i>self-sufficient</i> in energy and <i>expects</i> to remain so for some years. Exports, mainly to other EC countries, are equivalent to over half of <i>domestic</i> oil production. International trade plays a <i>vital</i> role in Britain's economy.
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Look through the following additional texts. Find the places in the previous text, where this additional information may be used (illustrating the main facts). Pay attention to the English-English comments in the margins.

<u>Additional Text No 1</u> pharmaceutical [ˌfɑːmə'sjuːtɪkl]	Britain's chemical industry is the third largest in Europe. The most rapid growth in recent years has been in speciality chemicals, particularly pharmaceuticals and cosmetics. <i>Pharmaceutical</i> companies are mainly based in London and south-east England, where more than 40 per cent of production takes place.
<u>Additional Text No 2</u> extensive [ɪk'stensɪv] <i>adj</i> – making longer (in space) peripheral [pə'rɪfərəl] mini ['mɪnɪ] – prefix of small size	Britain has the fourth largest electronics industry in the world. The computer sector produces an <i>extensive</i> range of systems, central processors and <i>peripheral</i> equipment, from large computers for large-scale data-processing and scientific work to <i>mini</i> and microcomputers for control and automation system and for home, educational and office use. Armstrad is Britain's best-selling personal computer firm. Several leading overseas manufacturers – such as ICL, IBM, Unisys and Compaq – have manufacturing plants in Britain.
<u>Additional Text No 3</u> off-shore [ˌɒf 'ʃɔː] <i>adj</i> – in a direction away from the shore or land reservoir ['rezəvɔː]	Britain is the world's ninth largest oil producer and the fifth largest gas producer. Developing North Sea oil and gas has created a huge support industry offering equipment and services to oil and gas companies at home and abroad. The trend in <i>offshore</i> oil and gas is towards the exploitation of smaller

advance[əd'vɑːns]– progress Additional Text No 4 aviation [ˌeɪvɪ'eɪʃn] – (art and science of) flying in aircraft <u>Additional Text No 5</u> woven ['wəʊvən] – (weave <i>pp</i>) – make (by hand or by machine) into cloth <u>Additional Text No 6</u> recently ['riːntli] <i>adv</i> – not long ago substantial [səb'stænʃl] <i>adj</i> – solidly or strongly built or made	<i>reservoirs</i>, which <i>advances</i> in technology are making more economic. The two leading British oil companies are British Petroleum (BP) and Shell. Britain's aerospace industry is the third largest in the world. Over 70 per cent of production is exported. British <i>aviation</i> equipment companies have made significant technological advances. They supply navigation and landing system, engine and flightcontrols, power systems, flight deck control and information systems, including head-up displays, of which GEC Avionics is the world's largest manufacturer. The textile and clothing industry has around 15,000 firms, including two of the world's biggest firms – Coats Hyella and Courtaulds. Britain's wool textile industry is one of the largest in the world and is centred in northern England. The linen industry is based in Northern Ireland. Britain is one of the world's leading producers of <i>woven</i> carpets. Most construction work is carried out by private constructors, 98 per cent of whom employ fewer than 25 people. The most important construction projects in hand or <i>recently</i> completed are the Channel Tunnel – the largest civil engineering project ever
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<u>Additional Text No 7</u> insurance [ɪn'ʃʊərəns] – safeguard against loss security [sɪ'kjʊərətɪ] – something that provides safety, freedom from danger commodity [kə'mɒdətɪ] – useful thing, esp. in article of trade <u>Additional Text No 8</u> hardware – ['hɑ:dweə] <i>n</i> – (computer) mechanical equipment (contrasted with information and programmes, called software) defence [dɪ'fens] <i>n</i> – fighting against attack consumer [kən'sju:mə] – person who uses, buys, producer <u>Additional Text No 9</u> destination [ˌdestɪ'neɪʃn] <i>n</i> – place to which a person or thing is going or is being sent	undertaken in Europe. Both Stansted and Manchester airports have been <i>substantially</i> redeveloped. Britain is a major financial centre, housing some of the world's leading banking, <i>insurance, securities</i>, shopping, <i>commodities</i>, futures and other financial services and markets. The markets for banking, finance, insurance, business services have grown greatly over the past decade. The heart of the industry is the collection of markets and institutions in and around the «Square Mile in the City of London. The computer services industry is now as large as the <i>hardware</i> market and is expanding more rapidly. Important areas for software development are data and word processing, telecommunications, computer-aided design and manufacturing, <i>defence</i> and <i>consumer</i> electronics. The financial services sector is a major user of computer systems». Britain pioneered the development of a professional tourism industry. Britain is one of the world's six leading tourist <i>destinations</i> and by the year 2000 tourism is expected to be the biggest industry in the world. Business travel accounts for about a fifth of all overseas tourism revenue. Britain's tourist
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<u>Additional Text No 10</u> efficiency [ɪ'fɪjnsɪ] hectare ['hekteə] crops – agricultural plants in the fields salmon ['sæmən] – large fish carcasse ['kɑ:kəs] – dead body of an animal (esp. one prepared for cutting up as meat) assist – help <u>Additional Text No 11</u> supply [sə'plaɪ] – give or provide vehicle ['vi:ɪkl] – carriage (car, lorry, van, bus, etc; usually wheeled) for moving goods or passengers on land	attractions include theatres, museums, art galleries and historic houses, as well as shopping, sports and business facilities. British agriculture is noted for its <i>efficiency</i> and productivity. Britain is self-sufficient in 58 per cent of all types of food and animal feed. About 12 million <i>hectares</i> were under crops and grass. Britain is a major exporter of agricultural produce, machinery and agro-chemicals. About two-thirds of agricultural land is owner-occupied. Today Britain exports fresh <i>salmon</i>, scotch whisky, biscuits, jams and preserves, and beef and lamb <i>carcasses</i>. Food from Britain <i>assists</i> the British food and drink industry to improve its marketing at home and overseas. Britain is the fifth largest trading nation in the world and, as a member of the European Community, part of the world's largest trading block, accounting for 20 per cent of all trade in goods and services. It exports more per head than the United States and Japan. Britain is a major <i>supplier</i> of machinery, <i>vehicles</i>, aerospace products, electrical and electronic equipment and chemicals, and a significant oil exporter.
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1. Make a report about:

- a) Britain's offshore industries;
- b) Service industries;
- c) Britain's agriculture;
- d) British construction industries;
- e) Britain's textiles and clothing;
- f) Electrical, Electric and Instrumental Engineering;
- g) Britain's tourism industry;
- h) Britain's overseas trade;
- i) Britain's Manufacturing;
- j) Britain's Aerospace Industry.

2. Ask 5–6 questions, concerning the main ideas of your report.

3. Note down the main points of the reports to which you have listened:

UNIT 3 The Political System

The following text will introduce you to the topic of The Political System of Great Britain. Make a headline to each paragraph. Outline the most important points in the text. Pay attention to the English-English comment in the margins.

TEXT

The Political System

parliamentary [ˈpɑːləˈmentrɪ] <i>adj</i> – from parliament monarch [ˈmɒnək] <i>n</i> – supreme ruler executive [ɪgˈzekjʊtɪv] <i>adj</i>, <i>n</i> – body charged with administrative work legislative [ˈlɛdʒɪslətɪv] <i>n</i> – law making body judiciary [dʒuːˈdɪʃərɪ] <i>n</i> – the system of law courts in a country advice [ədˈvaɪs] <i>n</i> about what to do comprise [kəmˈpraɪz] <i>v</i> – be composed of occasion [əˈkeɪʒn] <i>n</i> – time at which the particular event takes place hereditary [hɪˈrɛdɪt(ə)rɪ] <i>adj</i> – passed on from parents to child	(1) Britain is a <i>parliamentary</i> democracy with a constitutional <i>monarch</i> – Queen Elizabeth II – as the head of the state. In law the Queen is the head of the <i>executive</i>, an integral part of the <i>legislature</i>, head of the <i>judiciary</i>, the commander-in-chief of all the armed forces of the Crown and the «supreme governor of the established Church of England. As a result of a long process of evolution, during which the monarchy's absolute power has been progressively reduced, the Queen is a constitutional monarch who acts on the <i>advice</i> of her ministers. (2) Parliament, the Britain's legislature, <i>comprises</i> the House of Commons, The House of Lords and the Queen in her constitutional role. These meet together only on <i>occasions</i> of ceremonial significance. (3) The Commons has the 651 elected Members of Parliament (MPs), each representing a local constituency. The Lords is made up of 1185 <i>hereditary</i> and life <i>peers</i> and <i>peeresses</i>, and the two archbishops and the 24 most senior <i>bishops</i> of the established Church of England. Par-
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peer [pɪə] <i>n</i> – member of one of the degrees of nobility e.g. Baron peeress ['piərəs] <i>n</i> – woman, wife of a peer. bishop ['bɪʃəp] <i>n</i> – Christian clergyman of high rank MP – Member of Parliament (House of Commons) preside [prɪ'zaɪd] <i>v</i> – to be the head enforce [ɪn'fɔ:s] <i>v</i> – to give force or strength to abuse [ə'bjʊ:z] <i>n</i> – wrong use minority [maɪ'nɒrəti] <i>n</i> – the smaller number of part	liament has the following functions: making laws, controlling finance and examining the work of the government. The centre of parliamentary power is the House of Commons. Limitations on the power of the Lords are based on the principle that the House, as a revising chamber, should complement the Commons and not rival it. Once passed through both Houses, all legislation requires the formal approval of the Monarch, although in practice the Royal Assent has not been refused since 1707. The chief officer of the House of Commons is the Speaker, elected by <i>MPs</i> to preside over the House. The House of Lords is <i>presided</i> over by the Lord Chancellor. The main difference of procedure between the two Houses is that the Chairman in the Lords has no power of order; instead much matters are decided by the general feeling of the House. In the Commons the Speaker has full authority to <i>enforce</i> the rules of the House and must guard against the <i>abuse</i> of procedure and protect <i>minority</i> rights. General election to choose MPs must be held at least every five years. The simple majority system of voting is used. Most candidates in elections and almost all winning candidates belong to one or other of the main political parties. Since the Second World War the the great majority of MPs have belonged to either the Conserva-
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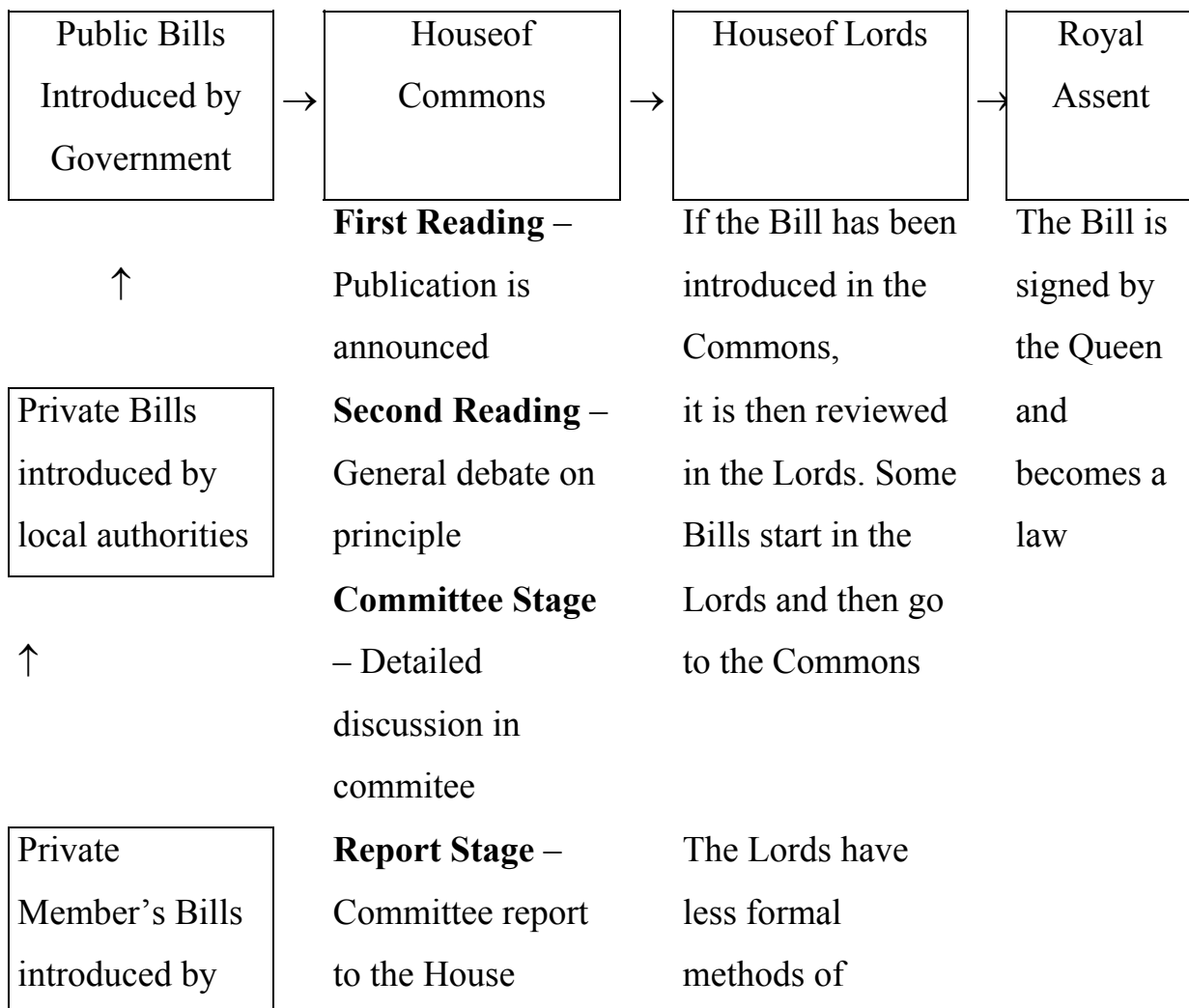
shadow ['ʃædəʊ] <i>n</i> – area of shade, dark shape, thrown on the ground, a wall etc. allocate ['æləkeɪt] <i>v</i> – to give, to put on one side as a share or for a purpose ensure [ɪn'ʃʊə] <i>v</i> – to make sure, guarantee proper <i>adj</i> – right, correct, suitable bench [bentʃ] <i>n</i> – long seat of wood, seat occupied by certain classes of members	tive or the Labour party. The leader of the party which wins most seats at a general election is invited by the Monarch to form a government. About 100 of its members in the House of Commons and the House of Lords receive ministerial appointments, including appointment to the Cabinet on the advice of the Prime Minister. The Cabinet is composed of about 20 ministers. The largest minority party becomes the official Opposition, with its own leader and <i>Shadow Cabinet</i>. By modern convention the Prime Minister always sits in the House of Commons. The Prime Minister presides over the Cabinet, is responsible for the <i>allocation</i> of function among ministers and informs the Queen at regular meeting of the general business of the Government. As members of the legislature, government ministers are answerable to Parliament for the activities of their departments and for the general conduct of national policies. The Prime Minister is questioned twice a week. The Commons can force a government to leave office. (7) Parliament has to <i>ensure</i> that the Government is working <i>properly</i> and its decisions are in the public interest. Every Member, no matter what party he or she belongs to, has the duty of examining the work of the Government but it is the Opposition which plays the leading part in this.
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refer to [rɪ'fɜ:] v – to turn to, to apply to challenge ['tʃælɪndʒ] n – invitation or call to have a fight to see who is better determine [dɪ'tɜ:'mɪn] v – to decide, to fix precisely	In both Chambers the two sides, Government and Opposition, sit facing one another. Government Ministers sit on the front <i>bench</i> on the Government side of the Chamber. They are therefore known as the Government front-benchers. Those MPs who belong to the same party as the Government but who do not hold a Government post are known as Government back-benchers. The Official Opposition is divided in the same way. On the Opposition front bench sit the Official Opposition spokesmen, e. g. on Education, Employment or Defence. Each of these spokesmen concentrates on studying the work of particular Government Department. The senior spokesmen from the Official Opposition are often <i>referred to</i> as the Shadow Cabinet because they shadow the work of the Government. Opposition spokesmen must keep themselves properly informed, not only to enable them to <i>challenge</i> the Government but also because one day, after an election, they might become Government Ministers themselves. (9) As to the judiciary, it <i>determines</i> common law and interprets Acts of Parliament. The House of Lords is a Court of Justice, the highest Court of Appeal in Britain. The House of Lords is the final court of appeal, but in practice appeals are heard by life peers who are senior judges or who have held high judicial office. Other peers do not take part in the judiciary work of the Lords.
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1. Explain (using the information from the text).

- MP;
- Member of the House of Lords;
- Government Minister;
- Member of the Shadow Cabinet;
- Member of the Opposition;
- The Prime Minister;
- The Lord Chancellor;
- The Speaker;
- Front benchers;
- Back benchers.

2. Explain how a law is introduced and finally passed in Britain, using this diagram.



MPs or peers not in the Government
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debating Bills.
Third Reading – They can delay but
 Formal review of not stop a Bill
 contents of the Bill

3. Draw a diagram of how you imagine Parliament might look given the text and diagram of how British government is structured.

4. Look at the following diagram. Compare your diagram with this one. Make a report «Political System of Great Britain» (using the diagram).

Sovereign				
the legislative		the executive		the judiciary
Parliament		↓ Government Prime Minister	Official Opposition	the House of Lords
the House of Commons	the House of Lords			Lord Chancellor
Speaker (a MP chosen by other MPs)	Lord Chancellor	32 ministers Cabinet	32 ministers Shadow Cabinet	30 Law Lords 10 of them – judges
		20MPs chosen		
650 elected MPs	763 peers	by the Prime Minister		

Put the paragraphs in the right order. Underline the main ideas contained in the text. Note down the key words in the margins. Limit your choice to a maximum of 10 words.

() The British monarchy is certainly the oldest institution of government in the United Kingdom. It existed some four hundred years before Parliament and three centuries before the first courts of law, and an almost unbroken line of kings and queens can be traced back for over a thousand years. Queen Elizabeth II herself is descended from the Saxon monarchs who united England in the ninth century and from William the Conqueror, whose victory at the battle of Hastings brought the Normans to power in 1066.

() The development of the royal style and the titles reflects the union of the kingdoms of England and Scotland in 1707, the union with Ireland in 1801 and, in the second half of the twentieth century, the transformation of the old British Empire into today's Commonwealth.

() The only break in the continuity of the monarchy occurred over three hundred years ago, when in 1649, the defeat of Charles I at the swords and guns of Oliver Cromwell's parliamentary army led to Britain becoming a republic.

() She has resigned for over forty years, epitomizing the role of a constitutional monarch in an age of republics and presidents.

() In 1660 Charles's son, Charles II, was restored to the throne and Britain has remained a monarchy ever since.

() Not, however, that it has remained unchanged. The late sixteenth century saw the establishment of a limited constitutional monarchy and though considera-

	ble executive power continued to be wielded through much of the eighteen century, the next one hundred years, including the hugely influential reign of Queen Victoria, saw the monarch's active role in politics reduced to the point where it can accurately be said: «The Queen reigns but she does not rule».
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1. Share the information from the reconstructed text and complete the following timeline:

1066 –

1649 –

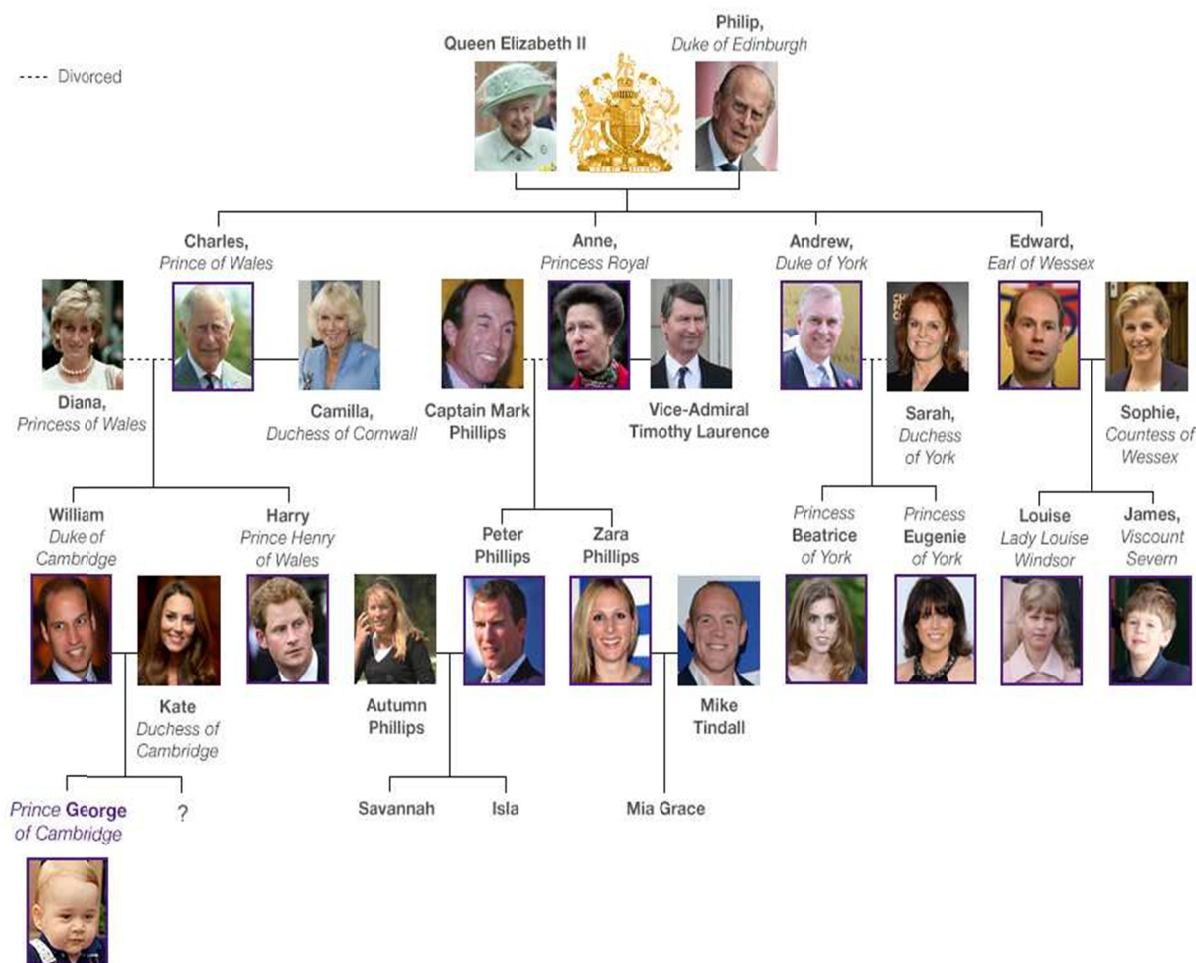
1660 –

1707 –

1801 –

2. Explain this statement: «The Queen reigns but doesn't rule». Study the royal family tree.

The Royal Family



(From BBC)

3. Continue the list of questions:

1. What relations is Queen Elizabeth II to Prince Harry of Wales?
2. How long has Queen Elizabeth II been reigning since 1952?
3. What are the names of all Queen's grandchildren?
4. _____
5. _____
6. _____
7. _____

4. Answer your friends' questions, looking at the royal family tree.

5. You are the Queen – write a letter to a noble friend describing activities in your typical day. Now imagine you are the following and do the same: Prime

[illegible]

[illegible]

7. Read the short biography of Winston Churchill from BBC below. If you had been a journalist at those times what kind of questions would you have asked the prominent politician?

Winston Leonard Spencer Churchill was born on 30 November 1874 at Blenheim Palace in Oxfordshire. His father was the prominent Tory politician, Lord Randolph Churchill. Churchill attended the Royal Military College, Sandhurst, before embarking on an army career. He saw action on the North West Frontier of India and in the Sudan. While working as a journalist during the Boer War he was captured and made a prisoner-of-war before escaping.

In 1900, Churchill became Conservative member of Parliament for Oldham. But he became disaffected with his party and in 1904 joined the Liberal Party. When the Liberals won the 1905 election, Churchill was appointed undersecretary at the Colonial Office. In 1908 he entered the Cabinet as president of the Board of Trade, becoming home secretary in 1910. The following year he became first lord of the Admiralty. He held this post in the first months of World War One but after the disastrous Dardanelles expedition, for which he was blamed, he resigned. He joined the

army, serving for a time on the Western Front. In 1917, he was back in government as minister of munitions. From 1919 to 1921 he was secretary of state for war and air, and from 1924–1929 was Chancellor of the Exchequer.

The next decade were his 'wilderness years', in which his opposition to Indian self-rule and his support for Edward VIII during the «Abdication Crisis» made him unpopular, while his warnings about the rise of Nazi Germany and the need for British rearmament were ignored. When war broke out in 1939, Churchill became first lord of the Admiralty. In May 1940, Neville Chamberlain resigned as prime minister and Churchill took his place. His refusal to surrender to Nazi Germany inspired the country. He worked tirelessly throughout the war, building strong relations with US President Roosevelt while maintaining a sometimes difficult alliance with the Soviet Union.

Churchill lost power in the 1945 post-war election but remained leader of the opposition, voicing apprehensions about the Cold War (he popularized the term 'Iron Curtain') and encouraging European and trans-Atlantic unity. In 1951, he became prime minister again. He resigned in 1955, but remained an MP until shortly before his death. As well as his many political achievements, he left a legacy of an impressive number of publications and in 1953 won the Nobel Prize for Literature.

Churchill died on 24 January 1965 and was given a state funeral.

8. *Continue the list of questions:*

1. Mr. Churchill, what period of your life do you consider to be the most important from the point of world policy?
2. _____
3. _____
4. _____
5. _____
6. _____

UNIT 4 Education in Britain

The following text will introduce you to the topic of Education in Britain. Make a headline to each paragraph. Outline the most important points in the text. Look the italicized words up in the English-English dictionary. Write down your comment in the margins

TEXT

Education in Britain

	(1) There are many different types of school in Britain. There are, however, only three main systems: the <i>comprehensive</i>, the selective and the independent. (2) <i>Compulsory</i> education begins at 5 in England, Wales and Scotland, and 4 in Northern Ireland, when children go to <i>infants'</i> schools or departments. (3) At 7 many children move to <i>junior</i> schools or department. The usual age for transfer from primary to secondary schools is 11 in England, Wales and Northern Ireland. However, «first» schools take pupils aged 5 to 8, 9 or 10 and pupils within the 8 to 14 age range go to «middle» schools. In Scotland <i>primary schools</i> take children from 5 to 12. (4) About of 90 per cent of state <i>secondary</i> school pupils in England, Wales and Scotland go to schools in the comprehensive system – a system introduced in the 1960s. The comprehensive system is non-selective. This means that all children go from one school to
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another without taking any exams, and without been selected according to their *abilities*. Comprehensive schools provide a wide *range* of secondary education for all or most of all the children in a district within the 11- to 18- year age range (12 to 18 in Scotland). Sixth-form colleges are schools *providing* academic and non-academic education for students over 16. *Tertiary* colleges offer a range of full-time and part-time *vocational* courses for those over 16, as well as more academic courses.

(5) In some areas of Britain, you can still find a different, and older, system of education (introduced in 1944). This is a selective system – children are selected for certain schools according to their *ability*. All children go to a primary until the age of 11. They then take an examination called the 11-plus. Those who are *successful* go to a *grammar* school. Grammar schools offer a mainly academic education for the 11 to 18 or 19-year age group. Those who *fail* the exam go to a secondary modern school, where they *receive* an education which is less academic, and more *intended* to *train* them for a job when they leave at the age of 16.

(6) About seven per cent of children go to *private* schools. There are three levels of private schools – primary schools (age four to eight) and preparatory (prep) schools (eight to 13). At

the age of 13, children take an examination. If they pass, they go on to public school, where they usually *remain* until they are 18. Many prep and most public schools are *boarding schools* – the children live at the school during the school terms. Be careful – although these schools are called – «public» they are, in fact, private, and it can be very *expensive* to send a child to such a school.

(7) Boys and girls are taught together in most primary schools, and more than 80 per cent of pupils in state secondary schools in England and Wales, and 67 per cent in Northern Ireland *attend* mixed schools. In Scotland nearly all secondary schools are coeducational. Most independent schools for younger pupils are mixed, and while the *majority* of private secondary schools are single-sex, the tendency is towards more mixed education.

(8) State schools are almost all day schools holding classes between Mondays and Fridays. The school year in England and Wales normally begins in early September and continues into the following July. In Scotland it runs generally from mid-August to the end of June and in Northern Ireland from mid-August to the end of June and in Northern Ireland from September to June. The year is divided into three terms of around 13 weeks each.

	(9) The Government wants all children to study a <i>broad</i> and balanced range of subjects and in 1989 it began introducing a statutory National <i>Curriculum</i> in state schools in England and Wales. The National Curriculum <i>defines</i> four key stage, and ten <i>statutory</i> subjects: key stage 1 – up to the age 7 (infants) key stage 2 – 7 to 11 (juniors) key stage 3 – 11 to 14 (pre <i>GCSE</i>) key stage 4 – 14 to 16 (preparation for <i>GCSE</i> and equivalent <i>vocational</i> pathways) (10) Key stage 1 and 2 are the primary phase and key stage 3 and 4 <i>constitute</i> the secondary phase. The three «<i>core</i>» subjects are English, Mathematics and Science and there are seven other «<i>foundation</i>» subjects – technology, history, geography, music, art, physical education (PE) and a modern foreign language. In addition in Wales, Welsh is a core subject in Welsh-speaking schools and a foundation subject in other schools. All children in key stages 1 to 3 must study the first nine of these subjects. In key stage 3 they also must study a modern foreign language. Pupils aged 14 to 16 must <i>currently</i> study the core subjects, <i>technology</i>, a modern foreign language and physical education, plus either history or geography or short courses in both. Programmes of study have been developed for the core subjects as well as for
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technology, history and geography, music, art and physical education for key stages 1 to 4.

(11) *Attainment targets* are set for each National Curriculum subject. In English, for instance, there are five basic targets: speaking and listening; reading; writing; spelling; and handwriting. For each attainment target, there are ten levels of attainment. Towards the end of each of the first three key stages, children are assessed against attainment targets with a combination of teacher *assessment* and nationally designed tests.

(12) At the end of key stage 4, GCSEs (the General Certificate of Secondary Education) are the principal means of the National Curriculum assessment in England, Wales and Northern Ireland. The General Certificate of Education (GCE) *advanced* (A) level is normally taken after two years of study. All grammar and most comprehensive schools have a sixth form, where pupils study for their «A» level. Any student who wants to go to university needs to pass at least two or three «A» levels.

(13) Britain has 89 universities, including the Open University, and 70 other higher educational institutions. Oxford and Cambridge Universities date from 12th and 13th centuries, and the Scottish universities of St. Andrew, Glasgow, Aberdeen and Edinburgh from the 15th to 16th centuries. All the other universities were founded in the 19th and 20th centuries.

1. Explain the following expressions:

- comprehensive education; _____
- selective education; _____
- independent education; _____
- compulsory education; _____
- national curriculum; _____
- core subjects; _____
- foundation subjects; _____
- a level exams. _____

2. Describe the differences between the following pairs

school	college
primary	secondary
state school	public school
day school	boarding school
comprehensive system	selective system
A-level student	O-level student
core subject	foundation subject

3. Draw a diagram of how you imagine any educational possibilities to a British child up to the age of 18.

4. Look at the following diagram taken from Paul Harvey and Rhadri Jones' book «Britain Explored». Compare your diagram with this one and give an oral summary «British school system».

The School System

University and other higher education

«A» level: 15 % pass two subjects or more

16–18

6 %	25 %	14 %
Independent	«A» levels can be studied:	Colleges of Further

Sixth form	(public) schools.	(a) in the sixth form of a secondary school (state or private).	Education
Only 45 % continue with full-time education after 16. The rest go to work or join employment training schemes	State schools.	(b) in a separate Sixth Form College.	

General Certificate of Secondary Education / Scottish Certificate of Education

11–16	<u>7 %</u>	<u>84 %</u>	<u>3 %</u>	<u>6 %</u>
Secondary School	Independent fee-paying (public) schools	State comprehensive schools. They take children of all abilities from their local area Some areas still select at 11+ Pass: go to grammar school Fail: go to secondary modern school	Grammar schools	Secondary modern schools
		<u>5 %</u>		
	Common Entrance		Eleven Plus	
5–11	Independent fee-paying (preparatory or prep)	<u>5 %</u>		<u>95 %</u>
Primary	Independent	Middle schools Can be either		

students) – residing in a college, etc. remainder [rɪ'meɪndə] <i>n</i> – that which remains; persons or things that are left over eligible ['elɪdʒəbl] <i>adj</i> (for) – fit, suitable, to be chosen grant [grɑːnt] <i>v</i> – consent to give or allow (what is asked for) grants <i>n</i> – smth granted e. g. money from government fail [feɪl] <i>v</i> – omit, neglect extend [ɪk'stend] <i>v</i> – reach, stretch award [ə'wɔːd] <i>v</i> – give or grant (by official decision) complete [kəm'pli:t] <i>v</i> – finish, bring to an end completion [kəm'pliːʃn] <i>n</i> – act of completing; state of being complete external [ɪk'stɜːnl] <i>adj</i> – outside; situated on the outside external examination – one conducted by authorities outside the college, university, etc of the person(s) examined	third are in privately rented accommodation, and the <i>remainder</i> live at home. (2) All students are <i>eligible</i> for <i>grants</i>, which are provided by local education authorities; the amount paid depends on the earnings of the parents, what are in many cases required to make a contribution. If the parents <i>fail</i> to contribute the student very often finds it difficult to cover the expenses for books, accommodation and meals. (3) At Oxford and Cambridge, considered the elite universities, students are now eligible for a somewhat larger grant. (4) Courses in arts and science are offered by most universities. Imperial College, London, the University of Manchester Institute of Science and Technology and some of the newer universities concentrate on technology, although they also offer a number of courses in social studies, modern languages and other non-technological subjects. About 47 per cent of full-time university students in Britain take arts or social studies courses and 38 per cent science and technology.
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external examiner – person (not on the staff of those setting the examination) conducting such an examining tutor ['tju:tə] <i>n</i> – private teacher; university teacher who guides the studies of a number of students tutorial – period of instruction given by a college tutor research [ri'sɜ:tʃ] <i>n</i> – investigation undertaken in order to discover new facts, get additional information engage [In'geɪdʒ] <i>v</i> (in) – take part in busy oneself with postgraduate [ˌpəʊst'grædʒʊət] <i>adj</i> – (of studies, etc.) done after taken a first academic degree; <i>n</i> – person engaged in ~ studies	(5) University degree courses generally extend over three or four years. The first degree of Bachelor of Arts or Science is awarded on the completion of such a course, depending on satisfactory examination results. (In the arts faculties of the older Scottish universities and Dundee the first degree is called Master of Arts.) Further study or <i>research</i> is required at the modern universities for the degree of Master and by all universities for that of Doctor. A uniform standard of degrees throughout the country is ensured by having external examiners on all examining boards. (6) University teaching combines lectures, practical classes (in scientific subjects) and small-group teaching in either seminars or tutorials. Most members of academic staff devote time to research and at all universities there are <i>postgraduate</i> students engaged in research.
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1. What information about British higher education was unknown for your?

2. Compare your studies with British ones. (Note main aspects you will compare):

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3. Give a summary «Higher education in Britain» (using notes prepared beforehand).

UNIT 5 English Literature

The following text will introduce you to the topic of English Literature. Make a headline to each paragraph. Outline the most important points in the text. Pay attention to the English-English comments in the margins.

TEXT

English Literature

the Renaissance [rɪ'neɪsəns] <i>n</i> – revival of literature, painting, etc. in Europe in the 14th, 15th and 16th centuries, based on ancient Greek learning; (<i>attrib</i>) ~art Jacobean [ˌdʒækə'biən] <i>adj</i> – of the reign of James I (1603–1625) of England: ~ literature/architecture the Restoration [ˌrestə'reɪʃn] <i>n</i> – (the period of) the reestablishment of the monarchy in England in 1660, when Charles II became king overflow [ˌəʊvə'fləʊ] <i>v</i> – (pp ~ ed) flow over the edges of limits diverse [daɪ'vɜ:s] <i>adj</i> – of different kinds	(1) English literature is traditionally divided into the Old English, Middle English, <i>Renaissance</i> and Elizabethan, <i>Jacobean</i>, <i>Restoration</i>, the 18th century, Romantic, Victorian, and Modern periods. Literary traditions often <i>overflow</i> such categories, however, and <i>diverse approaches</i> have always coexisted. Old English and, to lesser extent, Middle English appear to the modern reader to be foreign languages. (2) Old English is the first recorded English literature. The <i>alliterative</i> verse of <i>Caedmon</i> was mentioned in the <i>Venerable Bede's Historia ec-</i>
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approach [ə'prəʊtʃ] <i>v</i> – come near(er) to alliteration [ə,lɪtə'reɪʃn] <i>n</i> – repetition of the first sound or letter of a succession of words alliterative [ə'lɪtətɪv] <i>adj</i> Caedmon ['kædmən] venerable ['venərəbl] <i>adj</i> – deserving respect because of age, character, associations ecclesiastic [ɪ,kli:zɪ'æstɪkl] <i>adj</i> – of the Christian Church Beowulf ['beɪəwulf] plain [pleɪn] <i>adj</i> (-er, -est) – easy to see, hear or understand narrative ['nærətɪv] <i>n</i> – story or tale; orderly account of events <i>attr</i> – in the form of, concerned with, story-telling: ~literature, stories and novels. conquest ['kɒŋkwɛst] <i>n</i> – conquering (e.g. country and its people); the (Norman) C~, of England by the Normans in 1066. the Grene Knight – the Green Knight. Morte Darthur – Death of Arthur.	<i>clesiastica gentis Anglorum</i> («<i>Ecclesiastical History of the English People</i>») in the 8th century. Manuscripts from about AD 1000 contain the best known Old English work, <i>Beowulf</i>, a heroic poem written in about 700 to 750. Such poems were originally written to be sung, and the subject matter was generally religious or heroic. In prose there were <i>plain-narrative</i> historical chronicles such as <i>The Anglo-Saxon Chronicle</i>. (3) Middle English begins with the Norman <i>Conquest</i> of 1066. This brought both the French language, which in time combined with the Germanic Anglo-Saxon to form the basis of modern English, and a French literary influence. The Arthurian cycle became the central myth for English literature, as seen in works such as <i>Sir Gawayne and the Grene Knight</i>, an example of the alliterative revival of the 14th century, and Sir Thomas Malory's <i>Morte Darthur</i>. Geoffrey Chaucer, master of the complex <i>narrative</i> and sometimes presented as the first modern English writer, occupies the central
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J. Chaucer ['tʃɔ:sə] Troilus and Crisycde ['trəʊɪləs 'krɪzɪd] vernacular [və'nækjulə] <i>adj</i> – (of a word, a language) of the country in question: <i>the ~ newspapers in India</i>, those in the various languages (except English) of India; <i>a ~ poet</i>, one who uses a ~ language. <i>n</i>- language or dialect of a country or district: <i>the ~s of the USA</i> Canterbury Tales ['kæntəb(ə)rɪ] questioning ['kwɛstʃənɪŋ] something about which there is discussion; something which needs to be decided; inquiry; problem; affair assumption [ə'sʌmpʃn] <i>n</i> – something proposed but not proved neo ['ni:əʊ] <i>pref.</i> – new; modern emerge [ɪ'mɜ:dʒ] <i>v</i> – appear; become known glorious ['glɔ:rɪəs] – splendid; magnificent, honourable strife [straɪf] – quarrelling; state of conflict	position in Middle English literature. He combined the classical epic and European philosophical influence in his <i>Troilus and Crisycde</i> but also gave the <i>vernacular</i> a solid basis in his comic <i>Canterbury Tales</i>. (4) The European Renaissance had filtered into England by the 16th century and led to the <i>questioning</i> of the religious beliefs and <i>assumptions</i> of the Middle Ages. Literature began to look back beyond the medieval period to the classics for inspiration, and Neoplatonism, through Edmund Spenser and lyrical courtly poetry, became the dominant philosophical theme. Humanism <i>emerged</i> in Sir Philip Sidney's <i>Defence of Poesie</i> (the beginnings of English literary criticism), in Francis Bacon's prose essays, and particularly in the plays of William Shakespeare. As the central figure of the English Renaissance, Shakespeare expresses both its conflicts and its <i>glorious</i> energy and provides the basis for its reputation as the golden age of English literature and of English drama in particular.
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accession [ək'seʃn] <i>n</i> ~ to, – reaching a rank, position or state; the Queen's ~ to the throne strain [streɪn] <i>n</i> – condition of being stretched; force exerted puritanism ['pjʊərɪtənɪzəm] <i>n</i> – practices and beliefs of a P~ Paradise ['pærədəɪs] – the garden of Eden, home of Adam and Eve, Heaven. courtly ['kɔ:tlɪ] <i>adj</i> – (-ier, -iest) polite and dignified. W. Congreve ['kɒŋɡri:v] J. Dryden ['draɪdən] current ['kʌrənt] <i>n</i> – stream of water, air, gas; course or movement (of events, opinions, thoughts, etc.)	(5) The political <i>strife</i> accompanying the <i>accession</i> of James I in 1603 produced a <i>strain</i> of cynicism. There emerged at this time the intellectual passion of metaphysical poetry – with John Donne at its centre – containing the conflicts between love, religion, and the individual. Out of this grew a period of <i>Puritanism</i>, leading to the closure of all English theatres in 1642 and to Oliver Cromwell's Puritan regime. The dominant literary figure was John Milton, and his influential religious epic <i>Paradise Lost</i> (1667) provided a link between the Puritan era and the restoration of the monarchy. (6) The return of Charles II in 1660 brought the <i>courtly</i> Restoration period, characterized by the social drama of William <i>Congreve</i> and the satirical poetry of Andrew Marvell and John <i>Dryden</i>. The diary and biography forms emerged as useful genres in the works of Samuel Pepys and Izaak Walton particularly, and these forms reappeared in the beginnings of the novel during the 18th century. (7) The 18th century contains
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elite [eɪ'li:t] <i>n</i> – group in society considered to be superior because of the power, talent, privileges, etc of its members exemplify [ɪg'zemplɪfaɪ] <i>v</i> – illustrate by example; be an example mock [mɒk] make fun of; ridicule (esp. by copying in a funny or contemptuous way) allegory ['ælɪɡərɪ] US: ['ælɪɡɔːrɪ] <i>n</i> – story, painting or description in which ideas such as patience, purity and truth are symbolized by persons who are characters in the story flourish ['flʌrɪʃ] <i>v</i> – grow in a healthy manner; be well and active; prosper nurture ['nɜːtʃə] <i>v</i> – bring up, give D. Defoe [də'fəʊ] impose [ɪm'pəʊz] <i>v</i> – force (smth, oneself, one's company) rebellion [rɪ'beljən] <i>n</i> rebel [rɪ'bel] <i>v</i> – take up arms to fight (against ...); show resistance; protest strongly	two major literary <i>currents</i>. The first current was the Augustan age, or Neoclassical period, marked by the appearance of a literary <i>elite</i> and <i>exemplified</i> by the <i>mock</i>-heroic satires of Alexander Pope, the pamphleteering and <i>allegory</i> of Jonathan Swift (perhaps the greatest satirist in the language), and the criticism of Samuel Johnson. Journalism and the prose essay <i>flourished</i>, both influencing and being <i>nurtured</i> by this movement, as seen in Joseph Addison's periodical <i>The Spectator</i>. Of great importance is the rise of the novel as an independent literary form in the works of Daniel Defoe, Henry Fielding, and Samuel Richardson (8) The second current in 18th-century literature was Romanticism, which was in part a reaction against the elitism and self-imposed classical limitations of the Augustans. It began with William Blake's poetry of <i>rebellion</i> against convention and with the creation of a new mythology of the imagination. William Wordsworth and Samuel Taylor Coleridge were central to the movement, producing a
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W. Wordsworth ['wɜːdzwəθ] S.T. Coleridge ['kɒlərɪdʒ] manifesto [ˌmænɪˈfestəʊ] preface ['prefɪs] – author's explanatory remarks at the beginning of a book joint [dʒɔɪnt] <i>adj</i> – (attrib. only) held or done by, belonging to two or more persons together disparate ['dɪspərət] <i>adj</i> – that cannot be compared in quality, amount, kind, etc; essentially different baroque [bəˈrɒk] US: [bəˈrəʊk] <i>n</i>, <i>adj</i> – florid or extravagant style in the arts (esp. architecture) in Europe in the 17th and 18th centuries Gothic novel ['gɒθɪk] – “horror” novel, in which the subject matter and treatment are intended to arouse feelings of horror insight ['ɪnsaɪt] <i>n</i> – (into smth) understanding; power of seeing into smth with the mind; (often sudden) perception, glimpse polite [pəˈlaɪt] <i>adj</i> – having, showing the possession of good manners and consideration for other people; refined: ~ society, ~ literature	<i>manifesto</i> of Romantic beliefs in the <i>preface</i> to their <i>joint Lyrical Ballads</i> (1798). These poets concentrated on the universal power of nature and the imagination and turned away from the grayness of increasing industrialization. The Romantic movement includes widely <i>disparate</i> elements, however, from the lyrical sensuality of John Keats to the complex literary criticism in Coleridge's <i>Biographia Literaria</i>. (9) The novel, too, continued to gather strength in the <i>baroque</i> fantasies of the <i>Gothic novel</i> and in the <i>insight</i> into <i>polite</i> society shown by Jane Austen. The basic form of the historical novel was established by Sir Walter Scott in the 1820s. Scott was <i>succeeded</i> by Charles Dickens, <i>arguably</i> the most popular English novelist of the Victorian age, with his masterly <i>caricature</i> and scenes of <i>low</i> life. Following Dickens were Elizabeth Gaskell's novels of working-class life, George Eliot's portrayals of 19th-century society and its moral dilemmas, William Thackeray's varied <i>productions</i>, and Anthony Trollope's
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Austen ['dʌstɪn] succeed [sək'si:d] <i>v</i> (in) – do what one is trying to do; gain one's purpose; come next after and take the place of ; ~ (to) inherit; have (a title, position, etc) on the death of somebody arguably ['ɑ:gjuəblɪ] <i>adv</i> – that can't be argued about caricature ['kærɪkətʃʊə] <i>n</i> – picture of somebody or smth, imitation of a person's voice, behaviour, etc; stressing certain features; to amuse or ridicule low [ləʊ] <i>adj</i> – (-er, -est) not high E. Gaskell ['gæskəl] G. Eliot ['elɪət] W. Thackeray ['θækərɪ] production [prə'dʌkʃn] <i>n</i> – process of producing; thing produced A. Trollope ['trɒləp] depict [dɪ'pɪkt] <i>v</i> – show in the form of a picture; describe in words threshold ['θreʃhəʊld] <i>n</i> – entrance, start, beginning fervour ['fɜ:və] <i>n</i> – strength or warmth of feeling; earnestness bleakness ['bli:knəs] <i>n</i> – from bleak, <i>adj</i> – (of the weather) cold and cheerless; (of a place) bare, swept by cold winds	depictions of contemporary manners. Thomas Hardy marks the end of the Victorian era and the <i>threshold</i> of modernism, through his agnosticism and use of irony. (10) The Modern age began with World War I, which created a sense of disillusion manifested in the cynicism of the war poets Siegfried Sassoon and Wilfred Owen, as contrasted with the romantic <i>fervour</i> of Rupert Brooke. This disillusion became a sense of life's <i>bleakness</i> and lack of <i>promise</i>, as seen in the Modernist poetry of T. S. Eliot. There was an increasing concentration on form and language, as in the novels of James Joyce and those of Virginia Woolf and the Bloomsbury Group, and this continued into the second half of the 20th century with the poetry of W. H. Auden. <i>Peripheral</i> to the Modernist movement are D. H. Lawrence, whose novels examined the inner life of sexuality and the emotions, and the Irish poet W. B. Yeats, whose work moved from Symbolism to Modernism and who was a leading figure in the Irish literary renaissance.
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promise ['prɒmɪs] <i>n</i> – (smth that gives) hope of success or good results peripheral [pə'rɪfərəl] <i>adj</i> – from periphery. <i>n</i> – external boundary or surface W.B. Yeats [jeɪts] consciousness ['kɒnʃəsnɪs] <i>n</i> – being conscious; all the ideas, thoughts, feelings, wishes, intentions, recollections of a person or persons genre ['ʒɑ:nrə] <i>n</i> – (F) kind; style; category (esp. of literary form e.g. poetry, drama, the novel) E. Waugh [wɔ:]	(11) The second half of the 20th century has been characterized by no particular movement, although there has been significant development in drama, from Realism in John Osborne to Absurdism in Samuel Beckett. Since the revolutionary movement of the novel in the stream-consciousness technique of Joyce and Woolf, there has been no outstanding development in the <i>genre</i> as an art form, although it has found solid expression in the works of such writers as G. Greene, <i>E. Waugh</i>, W. Golding, and I. Murdoch.
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From «Britannica»

TEASER

All you have to do is to find the surnames of five famous writers who can be found the wordgrid. Remember the spelling. Create your own wordgrid.

From «The Daily Express»

1. Explain the following words:

- Renaissance
- Elizabethan
- Restoration
- Romantic
- Victorian
- novel, novelist
- romance, romancer, romanticist
- play, play-book, player, playwright

2. Fill in this chart with information from the text «English Literature». Find some more information about every writer. Give an oral summary «English literature, its periods».

E. g.

Period	Writer		Works	
Middle English	Geoffrey Chaucer (1340?–1400)	Джеффри Чосер	Canterbury Tales (1478?) Troilus and Criseyde (1385)	Кентерберийские рассказы Троил и Хризеида

Old English				
Middle English				
Renaissance				
Elizabethan				

Jacobean				
Restoration				
18 th century				

Romantic				
Victorian				
Modern				

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*3. Insert articles where required. This text will help you to compose your own.
Use as many facts as you know about any British writer.*

[ˈɡɒlzwəði]

John Galsworthy

John Galsworthy was greatest English novelist of first half of the 20th century. He was son of rich country gentleman, was educated at Harrow and Oxford; but instead of practising law, devoted himself to literature. In 1932 he was awarded Nobel Prize. His most important work is «The Forsyte Saga», trilogy composed of novels «The Man of Property», «In Chancery» and «To Let». Trilogy shows Galsworthy as writer of deep psychological insight and remarkable artistic skill and gives proof to his mastery in constructing dramatic situation. In his novels, he gives realistic description of English bourgeoisie. He portrays very dramatically strong sense of property and ownership which underlies entire psychology of bourgeois class.

4. Look at the following table taken from G. S. Thornley and Gwyneth Roberts book «An Outline of English Literature». Compare the information taken from the text «English Literature» with the table information. Will you demonstrate your knowledge about Russian history and Russian literature using this table.

Sixteenth Century	1501-1520	1521-1540
Historical events	1517 Luther at Wittenburg	1534 The Church of England separated from Rome
Kings and Queens	Henry VII	Henry VIII
Writers, etc.	Coverdale Tyndale Wyatt	
In other countries	Erasmus Rabelais Ariosto Machiavelli	Ronsard Luis de Leon

in Russia

Seventeenth Century	1601-1620	1621-1640
Historical events	1603 England and Scotland united 1620 The Pilgrim Fathers reach America	1629 Trouble between Charles I and Parliament
Kings and Queens	Elizabeth I James I	Charles I
Writers, etc.	Fletcher Herrick Jonson Shakespeare Walton	Buckingham Bunyan Dryden Etherege Evelyn Locke Lovelace Milton Pepys
In other countries	Cervantes Calderón Lope de Vega Descartes Corneille	La Fontaine Molière

in Russia

1541-1560	1561-1580	1581-1600
1554 Mary marries Philip of Spain and reintroduces Roman Catholicism	1577-80 Drake sails round the world	1588 Spanish Armada
Edward VI Mary		Elizabeth I
	Bacon	Beaumont
	Drayton Donne	
	Robert Greene Fletcher	
Hakluyt		Herrick
Kyd	Jonson	
Lyly	Marlowe Nash	
Raleigh		
Sackville	Shakespeare	
Sidney Spenser		Webster Walton
Cervantes		

1641-1660	1661-1680	1681-1700
1642 The Civil War begins 1649 Charles I put to death	1665 The Great Plague 1666 The Great Fire of London	1688 James II fails to reintroduce Catholicism. William of Orange invited to England
no king	Charles II	James II William & Mary
	Addison	
	Congreve	
	Defoe	
	Swift Steele	
	Vanbrugh	
Wycherley		
Racine		

Eighteenth Century	1701-1720	1721-1740
Historical events	1702-13 War of the Spanish Succession 1715 Jacobite rising	
Kings and Queens	— Anne —	George I —
Writers, etc.	Congreve — Defoe — — Fielding — — Johnson — Richardson — Swift — Thomson —	— Burke — — Cowper — — Goldsmith — — Gray — — Smollett — — Sterne — — Walpole —
In other countries	— Voltaire — — Rousseau —	

in Russia

Nineteenth Century	1801-1820	1821-1840
Historical events	1815 Battle of Waterloo - defeat of Napoleon	1832 English Reform Act, a first step towards real democracy
Kings and Queens	— George III —	— George IV — — Wm. IV —
Writers, etc.	— Austen — — Brontë, C — — Byron — — Carlyle — — Coleridge — — de Quincey — — Dickens — — Gaskell — — Hazlitt — — Keats — — Macaulay — — Poe — — Scott — — Tennyson — — Thackeray — — Wordsworth —	— Browning, R — — Butler — — Carroll — — Eliot — — Rossetti, D G — — Ruskin — — Trollope —
In other countries	— Victor Hugo — — Pushkin —	— Tolstoy —

in Russia

Twentieth Century	1901-1920	1921-1940	1941-1960	1961-1980
<i>Historical events</i>	1914-18 World War I 1920 League of Nations	1929 World slump begins 1939 World War II begins	1941 Japan enters the war 1945 World War II ends; United Nations 1953 Everest climbed 1957 Sputnik I in space	1963 Death of President Kennedy 1969 US moon landing 1973 Britain joins EEC; Arab-Israeli war 1978 John Paul II first Polish Pope 1979 US embassy hostages
<i>Kings and Queens</i>	Edward VII	George V	George VI	Elizabeth II
<i>Writers, etc.</i>	Auden Beckett Bennett Brooke Burgess Compton-Burnett Eliot Galsworthy Golding Greene, Graham Huxley, Aldous Joyce Lawrence, D H Lawrence, T E Lessing Maugham Orwell Owen Priestley Shaw Sitwell, Edith Thomas, Dylan Waugh, Evelyn Wells Woolf Yeats		Osbourne Pinter Wesker	

in Russia

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II. МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ВЫПОЛНЕНИЮ ЗАДАНИЙ

Методические указания к выполнению заданий «Практикума по обучению монологическому высказыванию на английском языке на базе англоязычного текста» (для студентов-бакалавров 1–2 курсов неязыковых специальностей).

В своей работе с Практикумом по обучению монологическому высказыванию студенту-бакалавру, прежде всего, следует произвести самооценку своих знаний и умений по аспектам согласно Европейской системе уровней владения иностранными языкам. Документ известен под названием «Общеввропейские компетенции владения иностранным языком: изучение, преподавание, оценка» («Common European Framework of Reference: Learning, Teaching, Assessment»)

A1 (Уровень выживания):

Понимание	Аудирование	Я понимаю отдельные знакомые слова и очень простые фразы в медленно и четко звучащей речи в ситуациях повседневного общения, когда говорят обо мне, моей семье и ближайшем окружении
	Чтение	Я понимаю знакомые имена, слова, а также очень простые предложения в объявлениях, на плакатах или каталогах
Говорение	Монолог	Я умею, используя простые фразы и предложения, рассказать о месте, где живу, и людях, которых я знаю
	Диалог	Я могу принимать участие в диалоге, если мой собеседник повторяет по моей просьбе в замедленном темпе свое высказывание или перефразирует его, а также помогает сформулировать то, что я пытаюсь сказать. Я могу задавать простые

		вопросы и отвечать на них в рамках известных мне или интересующих меня тем
Письмо	Письмо	Я умею писать простые открытки (например, поздравление с праздником), заполнять формуляры, вносить свою фамилию, национальность, адрес в регистрационный листок в гостинице

A2 (Предпороговый уровень):

Понимание	Аудирование	Я понимаю отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных для меня тем (например, основную информацию о себе и своей семье, о покупках, о месте, где живу, о работе). Я понимаю, о чем идет речь в простых, четко произнесенных и небольших по объему сообщениях и объявлениях
	Чтение	Я понимаю очень короткие простые тексты. Я могу найти конкретную, легко предсказуемую информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях. Я понимаю простые письма личного характера

Говорение	Диалог	Я умею общаться в простых типичных ситуациях, требующих непосредственного обмена информацией в рамках знакомых мне тем и видов деятельности. Я могу поддерживать предельно краткий разговор на бытовые темы, и все же понимаю недостаточно, чтобы самостоятельно вести беседу
	Монолог	Я могу, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе
Письмо	Письмо	Я умею писать простые короткие записки и сообщения. Я могу написать несложное письмо личного характера (например, выразить кому-либо свою благодарность за что-либо)

В1 (Пороговый уровень):

Понимание	Аудирование	Я понимаю основные положения четко произнесенных высказываний в пределах литературной нормы на известные мне темы, с которыми мне приходится иметь дело на работе, в школе, на отдыхе и т.д. Я понимаю, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях в связи с моими личными или профессиональными интересами. Речь говорящих должна быть при этом четкой и относительно медленной
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	Чтение	Я понимаю тексты, построенные на частотном языковом материале повседневного и профессионального общения. Я понимаю описания событий, чувств, намерений в письмах личного характера
Говорение	Диалог	Я умею общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Я могу без предварительной подготовки участвовать в диалогах на знакомую мне/интересующую меня тему (например, «семья», «хобби», «работа», «путешествие», «текущие события»)
	Монолог	Я умею строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Я могу кратко обосновать и объяснить свои взгляды и намерения. Я могу рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение
Письмо	Письмо	Я умею писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях

B2 (Пороговый продвинутый уровень):

Понимание	Аудирование	Я понимаю развернутые доклады и лекции и содержащуюся в них даже сложную аргументацию, если тематика этих выступлений мне достаточно знакома. Я понимаю почти все новости и репортажи о текущих событиях. Я понимаю содержание большинства фильмов, если их герои говорят на литературном языке
	Чтение	Я понимаю статьи и сообщения по современной проблематике, авторы которых занимают особую позицию или высказывают особую точку зрения. Я понимаю современную художественную прозу
Говорение	Диалог	Я умею без подготовки довольно свободно участвовать в диалогах с носителями изучаемого языка. Я умею принимать активное участие в дискуссии по знакомой мне проблеме, обосновывать и отстаивать свою точку зрения
	Монолог	Я могу понятно и обстоятельно высказываться по широкому кругу интересующих меня вопросов. Я могу объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы «за» и «против»
Письмо	Письмо	Я умею писать понятные подробные сообщения по широкому кругу интересующих меня вопросов. Я умею писать эссе

		или доклады, освещая вопросы или аргументируя точку зрения «за» или «против». Я умею писать письма, выделяя те события и впечатления, которые являются для меня особо важными
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C1 (Уровень профессионального владения):

Понимание	Аудирование	Я понимаю развернутые сообщения, даже если они имеют нечеткую логическую структуру и недостаточно выраженные смысловые связи. Я почти свободно понимаю все телевизионные программы и фильмы
	Чтение	Я понимаю большие сложные нехудожественные и художественные тексты, их стилистические особенности. Я понимаю также специальные статьи и технические инструкции большого объема, даже если они не касаются сферы моей деятельности
Говорение	Диалог	Я умею спонтанно и бегло, не испытывая трудностей в подборе слов, выражать свои мысли. Моя речь отличается разнообразием языковых средств и точностью их употребления в ситуациях профессионального и повседневного общения. Я умею точно формулировать свои мысли и выражать свое мнение, а также активно поддерживать любую беседу
	Монолог	Я умею понятно и обстоятельно излагать сложные темы, объединять в еди-

		ное целое составные части, развивать отдельные положения и делать соответствующие выводы
Письмо	Письмо	Я умею четко и логично выражать свои мысли в письменной форме и подробно освещать свои взгляды. Я умею подробно излагать в письмах, сочинениях, докладах сложные проблемы, выделяя то, что мне представляется наиболее важным. Я умею использовать языковой стиль, соответствующий предполагаемому адресату

C2 (Уровень владения в совершенстве):

Понимание	Аудирование	Я свободно понимаю любую разговорную речь при непосредственно или опосредованном общении. Я свободно понимаю речь носителя языка, говорящего в быстром темпе, если у меня есть возможность привыкнуть к индивидуальным особенностям его произношения
	Чтение	Я свободно понимаю все типы текстов, включая тексты абстрактного характера, сложные в композиционном или языковом отношении: инструкции, специальные статьи и художественные произведения

Говорение	Диалог	Я могу свободно участвовать в любом разговоре или дискуссии, владею разнообразными идиоматическими и разговорными выражениями. Я бегло высказываюсь и умею выражать любые оттенки значения. Если у меня возникают трудности в использовании языковых средств, я умею быстро и незаметно для окружающих перефразировать свое высказывание
	Монолог	Я умею бегло свободно и аргументировано высказываться, используя соответствующие языковые средства в зависимости от ситуации. Я умею логически построить свое сообщение таким образом, чтобы привлечь внимание слушателей и помочь им отметить и запомнить наиболее важные положения
Письмо	Письмо	Я умею логично и последовательно выражать свои мысли в письменной форме, используя при этом необходимые языковые средства. Я умею писать сложные письма, отчеты, доклады или статьи, которые имеют четкую логическую структуру, помогающую адресату отметить и запомнить наиболее важные моменты. Я умею писать резюме и рецензии, как на работы профессионального характера, так и на художественные произведения

Аудиторная и самостоятельная работа студента при работе с «Практикумом» направлены на совершенствование своего уровня владения английским языком.

Методические указания к освоению темы 1 «The Geography of Britain»

Продолжительность занятий – 6 часов Форма занятий – практические занятия.

Содержание темы и рекомендации студентам

Прежде всего, следует усвоить лексические комментарии, которыми сопровождается текст. Важно понимание слова, как отдельно взятой единицы, так и в контексте. Обратите внимание на правильное произношение в соответствии с указанной транскрипцией.

Прочитайте текст и постарайтесь понять его содержание.

В 1-м послетекстовом задании предполагается работа с лексикой текста.

Следующее задание требует от студента построения небольших высказываний с использованием подстановочной таблицы.

При создании развернутого высказывания студенту предлагается использовать приведенные выражения с тем, что бы его монологическое высказывание было логически связанным и завершенным.

Уместна работа с картой Великобритании при озвучивании своего монологического высказывания.

Приветствуется также использование студентом слайдов, фото или иллюстраций для наглядного сопровождения подготовленного выступления.

При демонстрации своей наглядности можно использовать следующие комментарии:

In fact, this next one is quite an interesting picture because...

Well, believe it or not, I took the next picture

Ah, this is another example of my photographic genius

If I remember correctly, this one was taken in Wales

Has anybody any idea what this (thing/person) is called?

Do you notice anything odd/strange/unusual about this picture? What time of day do you think it was taken? How can you know? In which season was this picture taken? How can you tell?

In passing, perhaps I ought to point out that climate in England...

If you look carefully to the right, you'll see...

Of particular interest in this picture is ...

What is interesting about this picture is the ...

On the left/right

On the far left/right-hand side

At the very edge of the picture

At the top/bottom

In the top/bottom left/right-hand corner

In the (very) middle/center of the picture

In the foreground/background

Методические указания к освоению темы 2 «British Industry»

Продолжительность занятий – 8 часов. Форма занятий – практические занятия.

Содержание темы и рекомендации студентам

Подобно работе с лексическими комментариями, как и в 1 теме студенту предлагается работа с текстовым материалом.

После освоения содержания текста студенту предлагается работа с картой Великобритании по поиску указанных в тексте районов изучаемой страны.

Обратите внимание на транскрипцию географических имен, приведенных в «Практикуме»

Послетекстовые задания предполагают построение промежуточных монологических высказываний по указанным тематическим направлениям.

Задание № 5 предлагает создание учебных рекламных блоков. Студент выступает в роли представителя туристического агентства Великобритании.

Цель подобного рекламного блока – привлечь туристов/бизнесменов в тот или иной район страны.

Студенту следует прокомментировать свою работу.

При подготовке своего монологического высказывания думайте об аргументации своего выступления.

В 6 задании студентам-бакалаврам предлагается построение монологического высказывания-презентации одного из продуктов, обсуждаемых в тексте. Возможна работа в мини-группах. После прослушивания презентаций уместно голосование за самую удачную/грамотную/аргументированную /эмоциональную работу.

В заданиях 7 и 8 от обучаемых требуется аргументированное выступление о своем предпочтении в выборе района/города в Великобритании для проживания и своего предполагаемого рода занятий этом районе/городе.

В этом разделе «Практикума» присутствуют 11 мини-текстов в дополнение к основному тексту «British Industrial Development».

Студентам предложено, используя информацию текстов, подготовить монологическое высказывание – доклад по следующим темам:

1. British offshore industries.
2. British service industries.
3. British construction industries.
4. Britain's agriculture.
5. Britain's textiles and clothing.
6. British electrical, electric and instrumental engineering.
7. Britain's tourism industry.
8. Britain's overseas trade.
9. Britain's manufacturing.
10. Britain's aerospace industry.

При построении монологического высказывания для правильности и связности выступления воспользуйтесь следующими выражениями в соответствии с целью каждого фрагмента своего выступления:

To present the information in a certain order *use first(ly), first of all, in the first place, to begin with, second(ly), third(ly), further, finally.*

To combine the two statements when the second sentence supplements the first use *besides, moreover, similarly, in addition, in fact, as a matter of fact.*

To give reference to the statement presented, repeating its basic idea use *as stated above, as mentioned previously, as emphasized, as shown.*

To develop further or expend the idea use *incidentally, in any case, in a sense, at least, at first sight, on second thought.*

To concretize the idea use *for instance, for example, namely, that is, among other things.*

To contradict the statements use *yet, however, nevertheless, instead, in spite of that, on the contrary, on the one side, on the other side.*

To restate briefly or summarize the information use *in short, in other words, on the whole, thus, to summarize, to be more exact.*

To draw conclusion use *therefore, consequently, as a consequence, as a result of our assumption.*

При подготовке доклада приветствуются использование студентом-бакалавром актуальных фактов, взятых из информационно-справочных и поисковых систем.

При прослушивании докладов выступающих студентам-бакалаврам предлагается составить 5–6 вопросов, отражающих основные идеи каждого выступления.

Методические указания к освоению темы 3 «The Political System»

Продолжительность занятий – 8 часов. Форма занятий – практические занятия.

Прежде всего, следует усвоить лексический комментарий к тексту, обращая внимание на значение каждой словарной единицы как отдельно взятого элемента, так и в контексте.

После освоения содержания текста студенту предлагается дать подзаголовки всем пронумерованным абзацам этого текста, отражая их основное содержание.

Задание № 2 предлагает студенту-бакалавру объяснить порядок принятия законов британским парламентом, учитывая информацию текста и приведенной диаграммы.

Следующее задание ставит перед студентом задачу нарисовать свой вариант диаграммы представляющей структуру британского парламента с учетом понимания прочитанного текста.

Задание № 4 предлагает студенту познакомиться с новой диаграммой, отражающей структуру трех ветвей власти Великобритании, и прокомментировать эту информацию максимально используя лексику текста и комментария к нему.

Следующий текст этой темы разбит на 6 параграфов и посвящен монархии Великобритании. Студенту-бакалавру требуется выделить ключевую лексику текста и поставить эти параграфы в правильном порядке в соответствии с логикой изложения материала.

Послетекстовое задание предлагает студенту изложить свое понимание английской поговорки «The Queen reigns but doesn't rule».

Студенту предлагается изучить генеалогическое древо английской монархии и продолжить список вопросов, который следует за ним. Приветствуются различные типы вопросов.

При работе над построением монологического высказывания для участия в дебатах воспользуйтесь следующими выражениями, отстаивая свои аргументы:

I'm convinced that...

Personally, I think... As I see it,

As far as I'm concerned, That's true, but...

Well, I agree to some extent – however,
I'm not sure I agree with that because...
Probably. But, on the other hand, if...
You are right. But does this mean...
I see. Could you tell me a bit more about...?
I see what you mean, but...
I'm not sure that's correct.
I'm not sure I can accept that.
I disagree.
You must be joking!
Surely you don't think that...
I'm afraid you are mistaken.
I can go along with that.
Right you are, but I suppose...
There might be some truth in that, but...
That's exactly what I think...

В рамках выполнения заданий практикума по построению монологического высказывания – письма, предлагаем познакомиться с примерами написания письма как неформального, так и формального варианта.

14, Lenin Avenue 32

Yekaterinburg

Russia

20 December 2007

Dear Alex,

Thanks a lot for your kind letter of November 18 and for sending me the English text of our joint paper. I have read it carefully, and it appears to be in excellent shape. I was pleased to note that you had improved the presentation in a number of places.

There are, however, a few points which I would like to raise. The first point concerns the discussion at the top of p. 6 which seems to be in disagreement with the statement at the end of Appendix A. This is a minor point and I rely on your judgment as to what can be done about it. Then I would like to know if you think it feasible to divide our paper into two parts. I have done some work on shortening my part, but this requires eliminating a lot of material which, I think, should remain.

I should like to thank you for all the efforts you have put into preparing the English text. It is a very fine job and I really appreciate it.

My hearty greetings to Mary, Bobby and Kitty. I hope this letter finds them in good health. My wife and son are fine, and they join me in sending you all best wishes.

Sincerely yours, Max

18, Kirov Street
Perm
Russia
30 June 2014

Jessica Campbell
Information Office
English Language Academy
99 Downs Road
Bristol BS6 OYW

Dear Ms Campbell,

I am writing with regard to the intensive English summer courses that you offer. I would be very grateful if you could send me some detailed information about the courses that will be held in your school in Bristol this summer, as well as what kind of accommodation you provide.

I am 18 years old and I have been learning English in Russia for seven years now. My written English is quite good but I would like to improve my speaking skills. Do you have any courses for teenagers which offer a lot of speaking practice in

a small group? As I am a student I would be interested in details of any discounts that are available, and the full price of the course including accommodation.

I look forward to receiving your reply.

Yours sincerely,

Anna Petrova

Методические указания к освоению темы 4 « Education in Britain».

Продолжительность занятий – 8 часов. Форма занятий – практические занятия.

Освоение темы следует начинать с составления лексического комментария к предложенному тексту. В работе с англо-английским словарем студенту полезно еще раз посмотреть на те комментарии, которые предлагались ему в предыдущих разделах. Надо помнить, что кроме первого значения той или иной словарной единицы требуется ее контекстуальное значение.

Очевидно, что изучающее чтение текста будет многократным.

В данном разделе методических указаний приводится авторский вариант лексического минимума к тексту «Education in Britain» (по параграфам).

(1) comprehensive (school)- large school that combines all types of secondary education, i.e. academic and technical;

(2) compulsory – adj. that must be done, required primary school – school for junior pupils (5–11 years) infant (school) – part of a primary school for children under 7;

(3) junior (school) – part of a primary school for children after 7 secondary (school) – school for children over 11 range – n. distance between limits middle (school) – type of school between elementary school and high school;

(4) ability – n. special natural power to do smth.. well; talent. provide – v. give, supply what is needed academic – adj. too much concerned with theory and logic; not sufficiently practical tertiary – adj. third in rank, order, importance vocation – n. person's trade or profession;

(5) success – n. good fortune successful – adj. having success grammar (school)- type of secondary school which provides academic (contrasted with technical) courses fail –v. be unsuccessful receive – v. accept, take, get intend – v. have in mind as a purpose or plan train – v. give teaching and practice;

(6) private (school) – one at which fees are paid (contrasted with a school financially supported by state, etc) remain – v. be still present after a part has gone or has been away board – n. food served at table, esp. meals supplied by the week or month (e.g. at a lodging house) or as part payment for service boarding school – n. schools where pupils receive board and lodging as well as lessons expensive – adj. high priced;

(7) attend – v. go to, be present at majority – n. the greater number of part;

(8) broad – adj. wide, large across curriculum – n. course of study in a school define – v. state or show clearly statutory – adj. fixed GCSE – the General Certificate for Secondary Education;

(9) constitute – v. make up (a whole); amount to; be the components of core – n. central or most important part of anything technology (which includes the craft and design subjects like home economics and metalwork, as well as electronics and information technology) current – adj. now passing; of the present time;

(10) attain – v. reach, arrive at target – n. any object aimed at assess – v. decide or fix the amount of;

(11) advance – n. forward movement; progress.

Важно, чтобы после работы с англо – английским словарем студент умел применить свой навык построения английского высказывания в объяснении значений ключевых понятий текста в послетекстовых заданиях практикума.

Задание № 3 ставит перед студентом задачу создания диаграммы, в которой бы отразились различные возможности в области образования в Великобритании у ребенка до 18 лет.

Практикум предлагает диаграмму из оригинального источника « Britain Explored». Студенту-бакалавру предлагается сравнить свою диаграмму с пред-

ложенной диаграммой и проанализировать эту наглядную информацию. Данный вид работы можно проводить в режиме малых групп. Итогом данной работы будет построение монологического высказывания – обсуждения.

Текст «Higher Education in Britain» только один из источников при подготовке высказывания в рамках «круглого стола». Предполагается самостоятельная поисковая работа в этом направлении.

Студентам предлагается освятить тему «Higher Education in the UK and Russia». При сравнении систем образования России и Великобритании уместно использовать следующие выражения:

- при описании схожести: *is rather like; appears similar to; seems like; resembles; shares characteristics with; reminds me of; has a lot in common with; is pretty much the same as; is comparable to;*
- при описании различия: *is nothing like; is totally different from; has very little in common with; varies greatly from; is quite unlike; bears little resemblance to; differs dramatically from.*

Методические указания к освоению темы 5 « English Literature».

Продолжительность занятий – 8 часов Форма занятий – практические занятия.

Студентам предлагается текст с параллельными лексическими комментариями. После освоения лексического материала и изучающего чтения текста от студента требуется сформулировать основную идею каждого раздела текста. Возможна развернутая формулировка с приведением фактического материала текста.

Практикум предлагает дать характеристику периодам развития литературы Великобритании с опорой на текстовой материал.

С целью усвоения правописания известных фамилий писателей страны изучаемого языка, студенты разгадывают головоломку, взятую из английской прессы «The Daily Express».

Автором практикума предложена таблица, при заполнении которой студент должен вспомнить содержание текста: периодизацию развития литературы, имена писателей каждого периода, годы жизни знаменитостей, название произведений.

При поиске правильных переводов на русский язык названий произведений английских авторов студент может воспользоваться каталогом библиотек, данными энциклопедий и различных справочников по персоналиям, а также информацией Интернета.

Очередной текст, посвященный Джону Голсуорси, может послужить примером составления монологического высказывания о творческом пути любого автора литературных произведений. Эту работу можно считать очередным этапом в подготовке монологического высказывания – реферата «English Literature, it`s Periods and Names».

Тема предлагаемого реферата – одна, но предполагается его индивидуальная трактовка. Возможны варианты исследования творчества одного писателя на фоне освещения вопроса развития литературы Великобритании в целом. Можно подробно осветить тот или иной период развития литературы в соответствии со своим предпочтением.

Итогом этой работы может явиться отдельное занятие, где студенту предлагают «защитить» свой реферат. Предполагаемое время не должно превышать 5 минут.

Практикум предлагает студентам познакомиться с таблицей, в которой нашли свое отражение исторические события в мире, данные о правлении монархов, информация о жизни и творчестве писателей Великобритании параллельно с информацией о писателях других стран. Таблица охватывает периоды развития литератур с VII по XX века. Данная таблица является приложением книги «An Outline of English Literature».

Думается, что информация о русской литературе могла бы быть значительно расширена. Возможно, студент изберет свою систему периодизации раз-

вития литератур. В рамках этой темы было предложено два варианта периодизации развития Английской литературы. Студенту-бакалавру следует аргументировать свою систему периодизации.

III. ВОПРОСЫ И ЗАДАНИЯ ДЛЯ САМОКОНТРОЛЯ

Задания для самоконтроля при обучении построению монологического высказывания на английском языке на базе англоязычного текста.

1. Определите тематическую принадлежность текста.
2. Скажите, кому адресован текст.
3. Определите характер текста (описание, повествование, сообщение, репортаж, рассуждение, воспоминание, изложение или монтаж разных структурных типов текста: диалог с читателем и др.).
4. Определите стиль текста (общественно-политический, научный, научно-популярный, художественный, документальный, разговорный, инструктивный и их варианты).
5. Просмотрите текст (используйте приемы просмотрового чтения) и сделайте вывод о том, чем интересен текст для составления монологического высказывания по изучаемой теме, по определенному плану, с определенной направленностью, ориентацией на соответствующего собеседника или аудиторию.
6. Прочтите текст и найдите предложение, в котором сформулирована тема.
7. Ответьте на вопросы к тексту.
8. Разбейте текст на смысловые части и озаглавьте их.
9. Расположите пункты плана, данного на доске, в соответствии с логикой изложения материала в тексте.
10. Сформулируйте и запишите тему, основные мысли (мысль каждой смысловой части) и главную мысль (основной смысл) данного текста.
11. Просмотрите текст и назовите слова, которые употребляются для обобщения сказанного или указывают на заключение, выводы.
12. Выпишите из текста слова, которые указывают на переход от одной законченной мысли к другой.

13. Найдите в тексте слова и выражения, которые указывают на авторское отношение к сообщаемым фактам и событиям.

14. Просмотрите текст и выберите ключевые слова для передачи его основного содержания.

15. Выпишите из текста предложения, которые передают основное содержание текста.

16. Составьте тезисы, передающие основные мысли (основной смысл) текста.

17. Расположите предложения из текста в нужной последовательности и употребите необходимые связующие средства.

18. Просмотрите план и подберите материал из текста, раскрывающий пункты плана.

19. Просмотрите приведенные утверждения и подберите иллюстрирующие их предложения из текста.

20. Выберите из текста ключевые слова к каждому пункту плана.

21. Соотнесите группу слов с пунктами плана.

22. Подберите к каждому пункту плана предложения с ключевыми словами.

23. Сформулируйте пункты плана, которые можно было бы еще включить в план.

24. Скажите, какие важные мысли не отражены в тезисах к тексту.

25. Скажите, какая информация, необходимая для вашего высказывания, есть в тексте, а какую необходимо найти.

26. Соотнесите план целевого монологического высказывания с возможностями данного текста.

27. Отметьте уже известную вам и новую информацию в тексте.

28. Просмотрите список предложений и фраз, оформляющих монологическую речь (вводные фразы, средства обращения к адресату, средства связно-

сти и т. д.) и подберите подходящие к каждому пункту плана или тезису высказывания.

29. Расширьте данное высказывание, используя текст.

30. Разверните данный тезис (пункт плана), найдите для этого соответствующий содержательный и речевой материал в тексте.

31. Просмотрите два первых абзаца текста и кратко расскажите о

32. Скажите, что вы знаете о ..., используя план.

33. Расскажите только о том, что подтверждает следующую мысль.

34. Составьте план к рассказу о ... , используя материал двух прочитанных текстов. Подумайте, где уместно ввести сведения о ... , чтобы не нарушить логику изложения.

35. Расскажите о ..., используя при этом рабочие материалы (наброски будущего высказывания, план, а также слова, словосочетания и целые предложения, отражающие ход развития мысли, служащие для связи, как отдельных предложений, так и целых смысловых частей).

36. Расскажите о поведении персонажа и выразите свое отношение к приводимым в тексте фактам и событиям.

37. Составьте письменный пересказ текста. Выберите для этого 7–8 предложений, передающих основное содержание текста. Добавьте к ним фразы речевого оформления монологического высказывания.

38. Передайте содержание текста. Используйте для этого замены слов, синонимы и перефразирование.

39. Истолкуйте выводы, изложенные в тексте, своими словами, приводя доказательства из текста и добавляя свои.

40. Перескажите изложенную в тексте информацию, добавляя известную вам ранее.

41. Составьте избирательный пересказ текста, отражая одну или ряд взаимосвязанных мыслей.

42. Составьте пословный, портретный пересказ текста, адресуя его определенной группе лиц и оформляя средствами монологической речи.

43. Составьте план монологического высказывания по определенной теме (проблеме), подберите к нему информацию из текста. Недостающую информацию подберите из дополнительных текстов.

44. Дополните материал текста необходимыми речевыми средствами монологического характера для сообщения его содержания разным лицам с учетом их интересов к этой информации, осведомленности в данной проблеме, возраста, опыта, характера, профессии.

45. Подготовьте развернутое монологическое высказывание с использованием текстовых материалов для определенной ситуации общения.

46. Используя тексты и справочно-информационные материалы, подготовьте целевые тематические (проблемные) сообщения для организации учебно-речевого общения, дискуссии, пресс-конференции, “круглого стола”.

47. Просмотрите текст своего монологического высказывания, сформулируйте возможные вопросы – несогласия с изложенным. Продумайте аргументацию при ответе на данные вопросы, цитируя текстовый материал.

48. Подготовьте монологическое высказывание – сопровождение таблиц, диаграмм или схем, учитывая информацию текста.

49. Продумайте и изложите свои мысли на информацию текста в виде аннотации для студенческого научного журнала (в виде письма к другу).

50. Просмотрите текст. Выделите в нем тезисную информацию и информацию – доказательство.

51. Прочтите текст. Составьте резюме, используя фразы – клише, в соответствии с логикой изложения монологического высказывания.

IV. ЭКЗАМЕНАЦИОННЫЕ МАТЕРИАЛЫ

Примерный перечень заданий на экзамене по английскому языку (проверяющие навык построения монологического высказывания):

1. Прочитать оригинальный текст по специальности; составить резюме, поддержать беседу по проблемам, затронутым в тексте, с выражением отношения к прочитанному. Объем текста 1 500–1 800 печатных знаков.

2. Подготовить монологическое высказывание на одну из предложенных тем в соответствии с предметно-тематическим содержанием обучения с последующей дискуссией, инициируемой экзаменатором.

На экзамен в рамках усвоенной программы практикума выносятся пять базовых тем и три темы, отражающие специализацию студента-бакалавра.

Возможные формулировки тематических высказываний в рамках базовых тем по программе «Практикума по обучению монологическому высказыванию на английском языке на базе англоязычного текста» (для студентов-бакалавров 1–2 курсов неязыковых специальностей), которые связаны с пониманием содержания текста и запрашиваемой информацией:

- общественно-политические и публицистические тексты по обозначенной тематике;
- нелинейные тексты (социальный Интернет, чаты и др.);
- прагматические тексты справочно-информационного и рекламного характера (буклеты, проспекты, рекламные листовки и др.).

Репрезентация усвоенного содержания текста возможна в различной форме устного высказывания: монолога-описания; монолога-сообщения; монолога-размышления; а также возможно участие собеседника, где вероятен обмен мнениями по прочитанному.

Рекомендуемая тематика монологических высказываний, в соответствии с разделами практикума:

1. Let me introduce myself.
2. I am a student of the Ural Federal University
3. My course paper.
4. Our University and its faculties.
5. The UFU. Its past, present and future.
6. The Geography of Britain.
7. The UK. Its geographical location.
8. The map of the UK.
9. Geographical position of the British Isles.
10. Traveling around Britain.
11. Focus on the UK map.
12. Great Britain. Its parts: England, Scotland and Wales.
13. Views of Britain.
14. The UK. Its cities.
15. The UK. Its industries.
16. The UK. Economical development.
17. The UK. Historical Facts.
18. British state system.
19. The political system of the UK.
20. The British Monarchy in names and facts.
21. Great Britain. Its political parties.
22. Political life of the UK.
23. A current political event in Great Britain. Your comment.
24. The British Queens and Kings.
25. Elisabeth II – the UK Queen.
26. The Royal Family.
27. The British Parliament. Its structure.
28. A Prominent Politician.
29. British system of education.

30. British Society.
31. Higher education in the UK.
32. Educational peculiarities in England, Scotland, Wales and Northern Ireland.
33. British Colleges.
34. Cambridge. Its life.
35. Oxford. Its life.
36. Oxbridge.
37. British Literature. Its periods of development.
38. English and Scottish Literatures in names.
39. My favourite English author.
40. The Renaissance in British Literature.
41. The UK literature life.
42. A famous British writer.
43. The capital cities of the UK.
44. London. The capital city of the UK.
45. London. Main attractions.
46. London. Its sights.
47. Edinburgh. The capital city of Scotland.
48. London museums.
49. British history in names.
50. The UK customs and traditions.
51. The UK. Events through the year.
52. British society in faces and names.
53. London theatres. What is on?
54. A famous British person.
55. The UK. Historical Facts.
56. British Press.
57. British Mass Media.

58. British festivals.
59. My favourite book by British writer.
60. My favourite British film.

V. ПРОГРАММА

Программа «Практикума по обучению монологическому высказыванию на английском языке на базе англоязычного текста» составлена в соответствии с требованиями вузовского компонента к обязательному минимуму содержания и уровню подготовки студентов-бакалавров 1 и 2 курсов неязыковых специальностей:

41.03.04 – политология, профиль общий, квалификация «академический бакалавр»;

39.03.01 – социология, профиль общий, квалификация «академический бакалавр»;

39.03.02 – социальная работа, профиль общий, квалификация «академический бакалавр»; по циклу «иностранные языки» государственного образовательного стандарта высшего профессионального образования по следующим модулям:

Модуль: политология, практика профессиональной коммуникации, иностранный язык.

Модуль: социология, практика профессиональной коммуникации, иностранный язык.

Модуль: социальная работа, практика профессиональной коммуникации, иностранный язык.

Общая трудоемкость дисциплины: 48 часа (практических занятий – 38; самостоятельная работа – 10)

Автор (составитель, разработчик): Т. Н. Зубакина, ст. преподаватель кафедры лингвистики и профессиональной коммуникации на иностранных языках.

Рекомендовано к разработке на заседании УМС ИСПН, протокол № _____ от _____.

Председатель УМС ИСПН _____/Е. С. Черепанова/

Согласовано:

Зав. кафедрой лингвистики и профессиональной коммуникации на
иностранных языках _____/М. О. Гузикова/

«__»_____ 2014 г.

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1. Общая характеристика программы

Программа составлена в соответствии с Федеральными государственными образовательными стандартами высшего профессионального образования для направлений подготовки:

Код ООП	Направление/ специальность	Профиль/программа магистрату- ры/специализация	Код дисципли- ны по учебно- му плану
040400.62-01-2011	Социальная работа	Социальная работа в системе социальных служб	Б.1
030200.62-01-2011	Политология	Политическая комму- никативистика	Б.1
030200.62-02-2011	Политология	Социология и психо- логия политики; поли- тическая конфликто- логия	Б.1
040100.62-01-2011	Социология	Современные методы и технологии в изуче- нии социальных про- блем общества	Б.1

1.1. Целью данной программы является формирование знаний, умений и навыков к монологическому высказыванию на английском языке на базе извлечения информации из англоязычного текста.

В результате освоения содержания программы студент-бакалавр должен:

Знать:

- основы английского языка, способствующие развитию общей культуры и социализации личности;
- базовую лексику языка, основную терминологию в рамках своей специальности;
- наиболее употребительную грамматику и основные грамматические явления в рамках профессиональной коммуникации.

Уметь:

- использовать знание английского языка в профессиональной коммуникации и межкультурном общении;
- продуцировать *монологическое высказывание*, состоящее из связных, развернутых и логически организованных предложений, включающих
- изученную профессионально-ориентированную лексику, учитывая лингвистические и экстралингвистические особенности профессионально-ориентированных текстов.

Владеть:

- основными навыками публичной речи: выступать с докладами и презентациями (с предварительной подготовкой);
- навыками межкультурного диалога: вступать в контакт с собеседником, поддерживать и завершать беседу, вести диалог-расспрос, переходя с позиции спрашивающего на позицию сообщающего;
- способностью формулировать свое мнение и мнение группы, обмениваться мнениями по проблемам, фактам, ситуациям, а также в связи с содержанием прочитанного (увиденного, услышанного);

- навыками задавать вопросы выступающему с докладом, а также отвечать на вопросы относительно сделанного выступления, быстро и адекватно реагируя на сказанное, при этом в случае затруднения в ответе на вопрос выходить из положения путем просьбы повторить или пояснить сказанное;
- основными навыками выражать согласие/несогласие с представленным материалом, корректно аргументируя свое мнение;
- речевыми функциями перефразирования, заполнения пауз, быстрого и адекватного реагирования на сказанное;
- способностью выделять основные моменты в речи других и побуждать прокомментировать понятую информацию.

Методическая новизна курса

Программа ориентируется на современные методики, предполагающие активное включение студентов в продуктивную коммуникацию (моно- и диалогическая речь, работа в малых группах, организация круглых столов по мере увеличения объема знаний, навыков и умений у обучаемых). Программа предусматривает интерактивные практические занятия, дебаты, обсуждения, тренинги умений и навыков студентов-бакалавров, а также самостоятельную работу с различными источниками информации (как из бумажных источников, так и информацию на электронных носителях, Интернет-источниках и т. д.).

1.2. Место программы обучения монологическому высказыванию на английском языке в структуре модуля и основной рабочей программы дисциплины «Иностранный язык» в системе высшего профессионального образования.

Программа обучения монологическому высказыванию на английском языке является дополнением к типовой учебной программе обучения иностранному языку в классическом университете.

Данная программа уместна при обучении студентов – бакалавров 1–2 курсов неязыковых специальностей в системе высшего профессионального образования и является дополнением к рабочей программе «иностранный

язык», курс которой включен в цикл гуманитарных, социальных и экономических дисциплин базовой части Федерального государственного образовательного стандарта высшего профессионального образования по всем направлениям подготовки бакалавриата.

Программа обучения монологическому высказыванию ориентируется на такие дисциплины как социология, социальная работа, политология, экономика, литература, история и другие гуманитарные дисциплины.

В результате освоения программы обучения **монологическому высказыванию на английском языке**, студент – бакалавр демонстрирует все компетенции (ОК), предусмотренные рабочей программой дисциплины иностранный язык (ОК-1; ОК-2; ОК-3; ОК-4; ОК-5; ОК-6; ОК-8; ОК-9; ОК-10; ОК-11; ОК-12; ОК-13; ОК-14; ОК-18; ОК-2; ОК-22) [см. текст рабочей программы дисциплины «Иностранный язык» кафедры лингвистики и профессиональной коммуникации на иностранных языках института социальных и политических наук от 2013 г. стр. 4].

1.3. Трудоемкость освоения программы по очной форме обучения

Виды учебной работы	Всего час.	Учебные семестры			
		1	2	3	4
Аудиторные занятия, час.	38	8	8	10	12
Практические занятия, час	38	8	8	10	12
Самостоятельная работа студентов	10	2	2	2	4
Вид промежуточного/итогового контроля		зач.	зач.	зач.	экз
Общая трудоемкость по учебному плану, час.	48	10	10	12	16
Общая трудоемкость по учебному плану, з. е.	48	1	1	1	1

2. Содержание курса

Разделы курса и их краткое содержание.

Основной составляющей является текстовая информация о Великобритании, которая соотносится с профессиональной ориентацией студента-бакалавра

и которой он может овладеть в процессе коммуникативного иноязычного образования в классическом университете.

Раздел 1. *География Великобритании.*

Текст «The Geography of Britain».

Лексические комментарии к тексту предполагают использование их в учебных заданиях по построению монологических высказываний.

Работа с географической картой страны с использованием подстановочных таблиц.

Раздел 2. *Промышленность Великобритании.*

Текст «British Industry».

Лексические комментарии к тексту и учебные задания предполагают использование их для создания учебных рекламных блоков.

Работа над монологическим высказыванием – презентацией.

Текст «British Industrial Development».

К тексту прилагаются 11 дополнительных мини – текстов.

Работа над монологическим высказыванием – докладом предполагает аргументированное использование представляемого материала.

Раздел 3. *Политическая система Великобритании.*

Текст «The Political System».

Лексические комментарии к тексту, диаграммы, таблицы предполагают использования их в организации дебатов.

Работа над составлением монологического высказывания – письма, монологическим высказыванием – резюме.

Раздел 4. *Система образования Великобритании.*

Текст «Education in Britain».

Текст разбит на 13 подтекстов, предполагается работа по организации текстового материала и составлению монологического высказывания – обсуждения.

Текст «Higher Education in Britain».

Лексические комментарии к тексту, диаграммы, таблицы предполагают использование их в организации «круглого стола» при обсуждении систем образования Великобритании и России.

Раздел 5. Литература Великобритании.

Текст «English Literature».

Текст разбит на 11 подтекстов, предполагается работа с поиском дополнительной информации к каждому из них. Расширение информационной основы для последующего представления монологического высказывания – реферата.

Лексические комментарии к текстам, таблицы помогают в творческой работе студентов.

3. Распределение часов курса по темам и видам работы (возможна разбивка курса обучения монологическому высказыванию в пределах всего курса обучения иностранному языку)

п/п	Наименование разделов и тем	Всего часов	Лекции	Практич. занятия	Самост. работа
1	The Geography of Britain. Чтение текста. Работа над построением монологического высказывания, (используя лексический комментарий, Подстановочные таблицы, карту).	8		6	2
2	British Industry. Чтение текста. Работа над созданием учебных рекламных блоков. Работа над построением монологического высказывания-презентации. Чтение дополнительных мини-текстов.	10		8	2

	Работа над построением монологического высказывания-доклада.				
3	The Political System. Чтение текста. Работа над построением монологического высказывания для участия в дебатах. Работа над построением монологического высказывания-письма. Работа по построению резюме к текстам.	10		8	2
4	Education in Britain. Чтение текста. Работа над составлением монологического высказывания – обсуждения. Представление высказывания в рамках» круглого стола».	10		8	2
5	English literature. Чтение текста. Работа над составлением монологического высказывания-реферата.	10		8	2

4. Организация практических занятий, самостоятельной работы и аттестации по программе

«Практикума по обучению монологическому высказыванию на английском языке на базе англоязычного текста» соответствует содержанию основной рабочей программы дисциплины «Иностранный язык», где в рамках каждого раздела определены: тематика учебного общения, проблемы для обсуждения, типичные ситуации для всех видов устного и письменного речевого общения (см. пункт 4.2. Практические занятия).

Самостоятельная работа студентов-бакалавров (СР) и мероприятия текущего контроля являются эффективными видами самообучения, связанными с саморазвитием личности в процессе формирования активных методов и технологий познавательной деятельности.

Рекомендации по выполнению СР: изучение предлагаемых по теме источников; представление изученных проблем индивидуально или в группах по 2–3 чел.; оформление англоязычного высказывания в виде тезисов доклада в печатном и электронном виде.

Навык построения монологического высказывания контролируется в конце каждого семестра в рамках зачета и экзамена. Возможен промежуточный контроль по мере завершения работы. Монологическое высказывание должно быть представлено в рамках учебных занятий, оно может сопровождаться компьютерной презентацией.

Примерные задания на зачете и экзамене (проверяющие навык построения монологического высказывания):

1. Подготовить монологическое высказывание (продолжительность до 3 мин.) на одну из предложенных тем в соответствии с предметно-тематическим содержанием обучения с последующей дискуссией, инициируемой экзаменатором.

2. Прочитать оригинальный текст по специальности; составить резюме, поддержать беседу по проблемам, затронутым в тексте, с выражением отношения к прочитанному. Объем текста 1500–1800 печатных знаков.

3. Представить по схеме или тезисам проблему, связанную с профессиональной специализацией своего высказывания и предложить решение этой проблемы.

5. Учебно-методическое и информационное обеспечение

Рекомендуемая литература:

1. **Барановский Л. С., Козикис Д. Д.** Страноведение. Великобритания : учебное пособие / Л. С. Барановский, Д. Д. Козикис. – Минск: Высшая школа, 1990.
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14. **Britain 2006.** The Official Yearbook of the United Kingdom. London, 2007.

15. **Contemporary Britain.** An Annual Review, 1994, ed. by Catteral P. Institute of Contemporary British History, London, 1994.
16. **Dawson-Archo Tappan E. M.** A Short History of England's Literature. Boston, 1980.
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24. **Locke T.** Britain. Essential explorer. Hampshire. AA Publishing, 1996.
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26. **Lodge D.** The Art of Fiction: Illustrated from Classic and Modern Texts, 1992.
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28. **Ousby I.** Cambridge Guide to Fiction in English. Cambridge University Press, 1998.
29. **Pimolott B.** The Queen. A Biography of Elizabeth II. London, 1996.
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31. **Shattock J.** The Oxford Guide to British Women Writers. Oxford. Oxford University Press, 1993.
32. **The Anatomy of Britain in the 21st Centure.** London, 2004.
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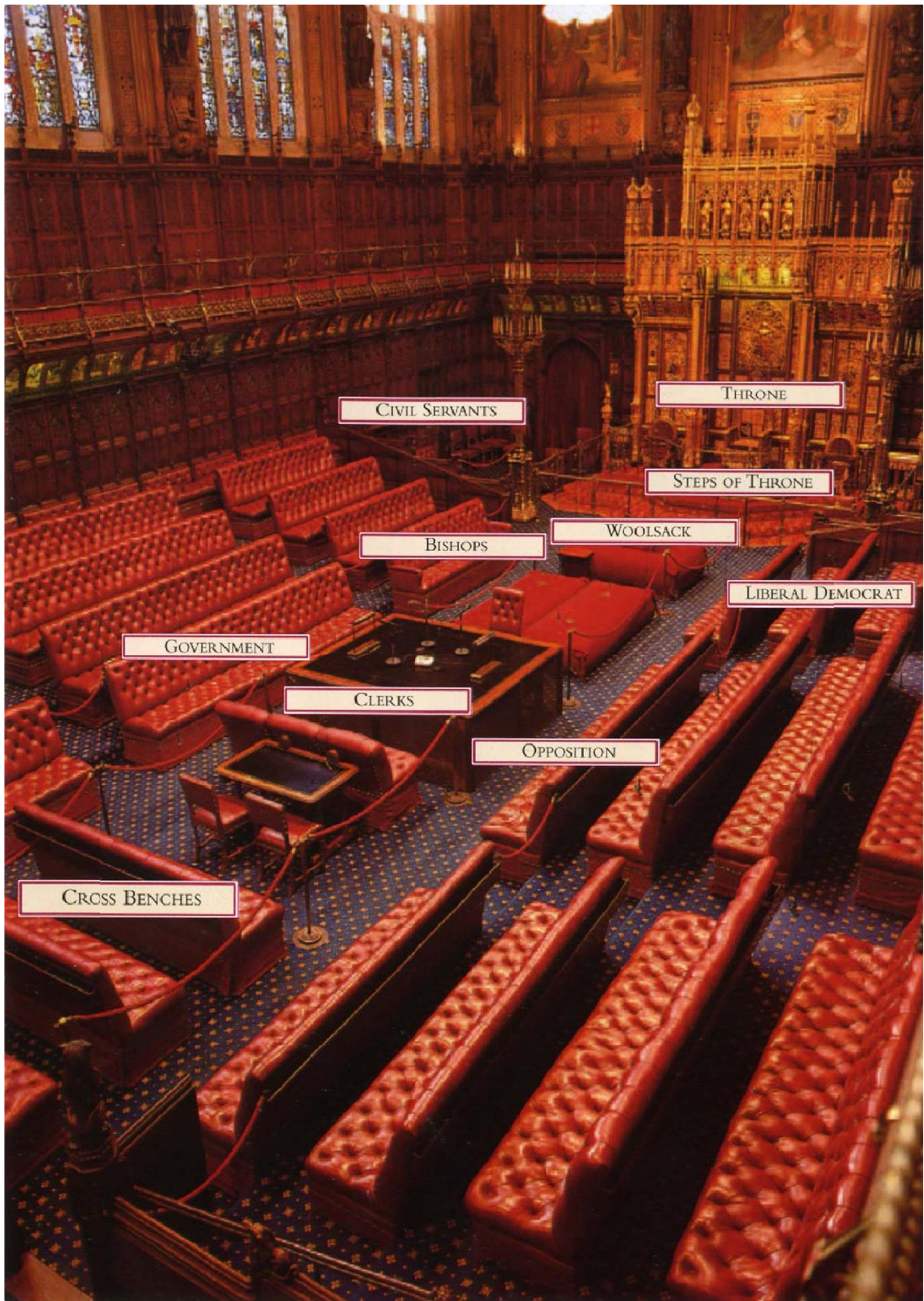
VI. ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

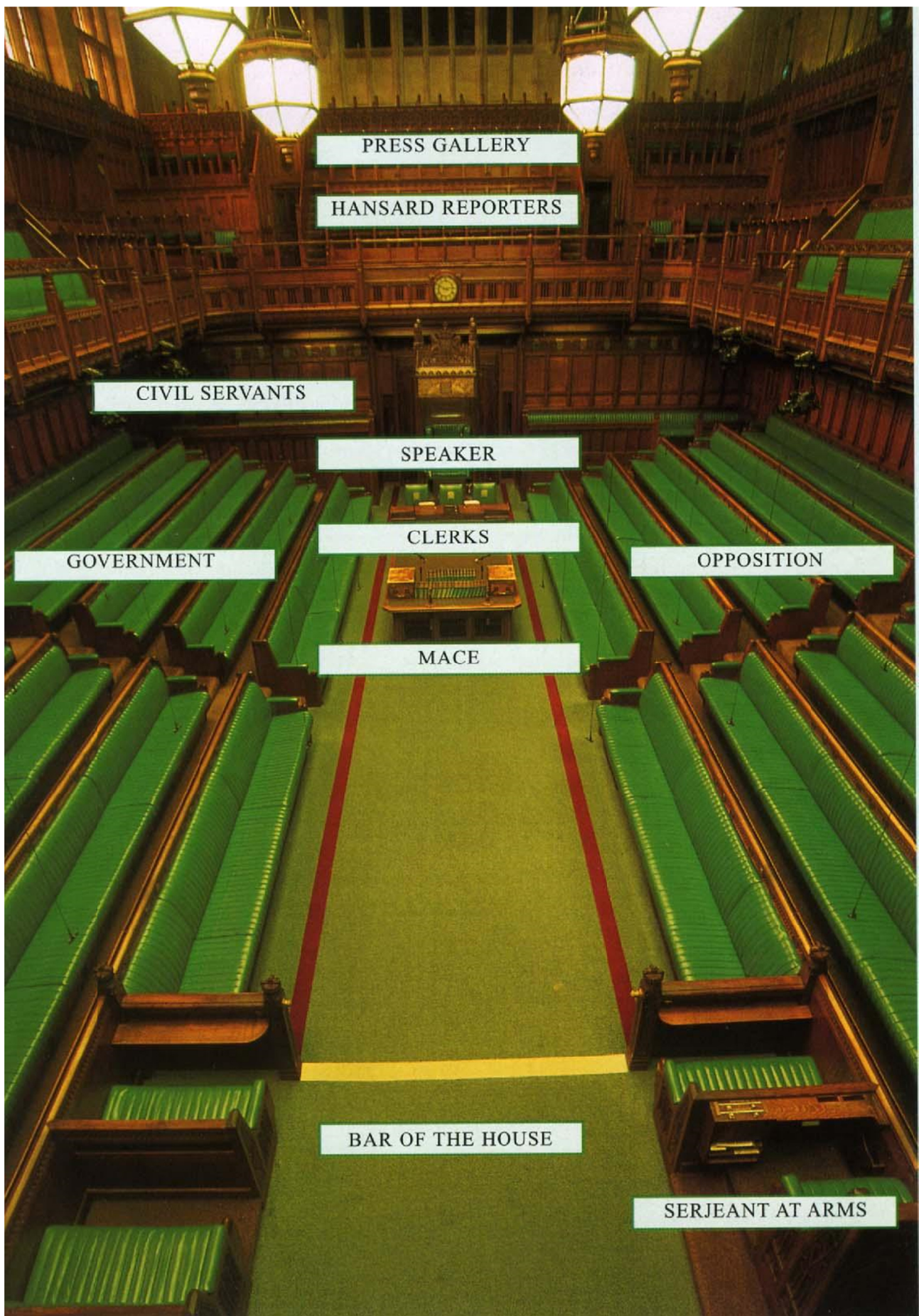


The House of Lords

A Brief Guide







One of the most familiar images of the House of Lords is the State Opening of Parliament by Her Majesty the Queen. This is a splendid and colourful ceremonial occasion. The Queen's Speech (written by the Government) sets out Parliament's working agenda for the coming year.

But the House is not just a place where grand ceremonies take place. The House has existed as a separate chamber of Parliament since the 14th century, and is part of the oldest parliamentary democracy in the world. It is also one of the busiest, second only to the House of Commons in the number of days and hours it sits.

A major task is to examine and pass legislation. The House plays a key role in revising legislation sent from the Commons. It also initiates legislation, and so shares the burden of the legislative load.

Another important function is to act as a check on Government by scrutinizing its activities. The House does this by asking questions, debating policy and, through its Select Committees, taking evidence from Ministers and others.

The House also has an important judicial role as the highest Court of Appeal in the land.

Members of the House, collectively, have an enormous breadth of Expertise and, individually, are characterized by independence of thought. They complement the work of the elected House of Commons, which reflects political and constituency interests and which, unlike the Lords, must spend a substantial amount of time on financial and public expenditure issues.

This brief guide gives a flavor of the House's work and its contribution to Parliament and the country.

The House of Lords – What it Does



The House of Lords is the second chamber of the UK Parliament. It is independent from, and complements the work of, the elected House of Commons. The Lords shares the task of making and shaping laws and checking and challenging the work of the government.

The Lords has three main roles:

1. Making laws.
2. In-depth consideration of public policy.
3. Holding government to account.

Legislation: Lords Stages

1st Reading: Formal announcement.

2nd Reading: Debate on general principles.

Committee: Detailed consideration of amendments in the Chamber but sometimes «off the floor» depending on nature of Bill

Report: Further chance for amendments.

3rd Reading: Last chance to amend.

Consideration of Commons Amendments

Royal Assent: By the Queen

A Typical Working Day

The Chamber of the House of Lords is the main focus for its work, particularly public legislation and debates, but much work, mainly by Select Committees and on private legislation, is done outside the Chamber in committee rooms in the mornings.

The House sits at 2.30 pm until not later than 10pm from Mondays to Wednesdays and at 11am on Thursdays. If it sits on a Friday it usually starts at 11 am.

NOTICES AND ORDERS OF THE DAY gives details of the daily business.

Introductions: Any new peers taking their seat are introduced in a special ceremony before business begins.

HL, 25th May **NOTICES AND ORDERS OF THE DAY** Items marked * are new or have been altered

Thursday, 26th May (Prayers will have been read)

The Lord Morris of Manchester – To ask Her Majesty’s Government what further consideration they are giving to providing financial help for the dependants of patients who have died in consequence of being infected with hepatitis “C” by contaminated National Health Service blood and blood products. (1)

1. The Lord Blaker – To ask Her Majesty’s Government what progress they expect to make in the near future in implementing the road map for peace in the Middle East. (2)

2. The Lord Roberts of Conwy – To ask Her Majesty’s Government whether the Chancellor of the Exchequer’s forecasts for growth are still achievable. (3)

3. The Baroness Williams of Crosby – To ask Her Majesty’s Government whether it is now their policy to deport non-British citizens charged with terrorist offences, even when, as in the recent case, the courts have found them innocent of the charges. (4)

4. The Lord Lipsey – To call attention to the workings of the British electoral system in the 2005 general election; and to move for papers. (Balloted debate) (5)

5. The Baroness Hooper – To call attention to recent developments in Latin America; and to move for papers. (Balloted debate) (6)

6. Insolvency (Northern Ireland) Order 2005 – The Lord Rooker to move. That the draft Order laid before the House on 24th January be approved. (7)

Company Directors Disqualification (Amendment) (Northern Ireland) Order 2005 – The Lord Rooker to move. That the draft Order laid before the House on 20th January be approved. (8).

(1–4) – Starred Questions: Oral questions to the Government lasting for 30 minutes.

(5–6) – Unstarred Questions: Short debates (up to VA hours) on important policy issues or matters of current concern.

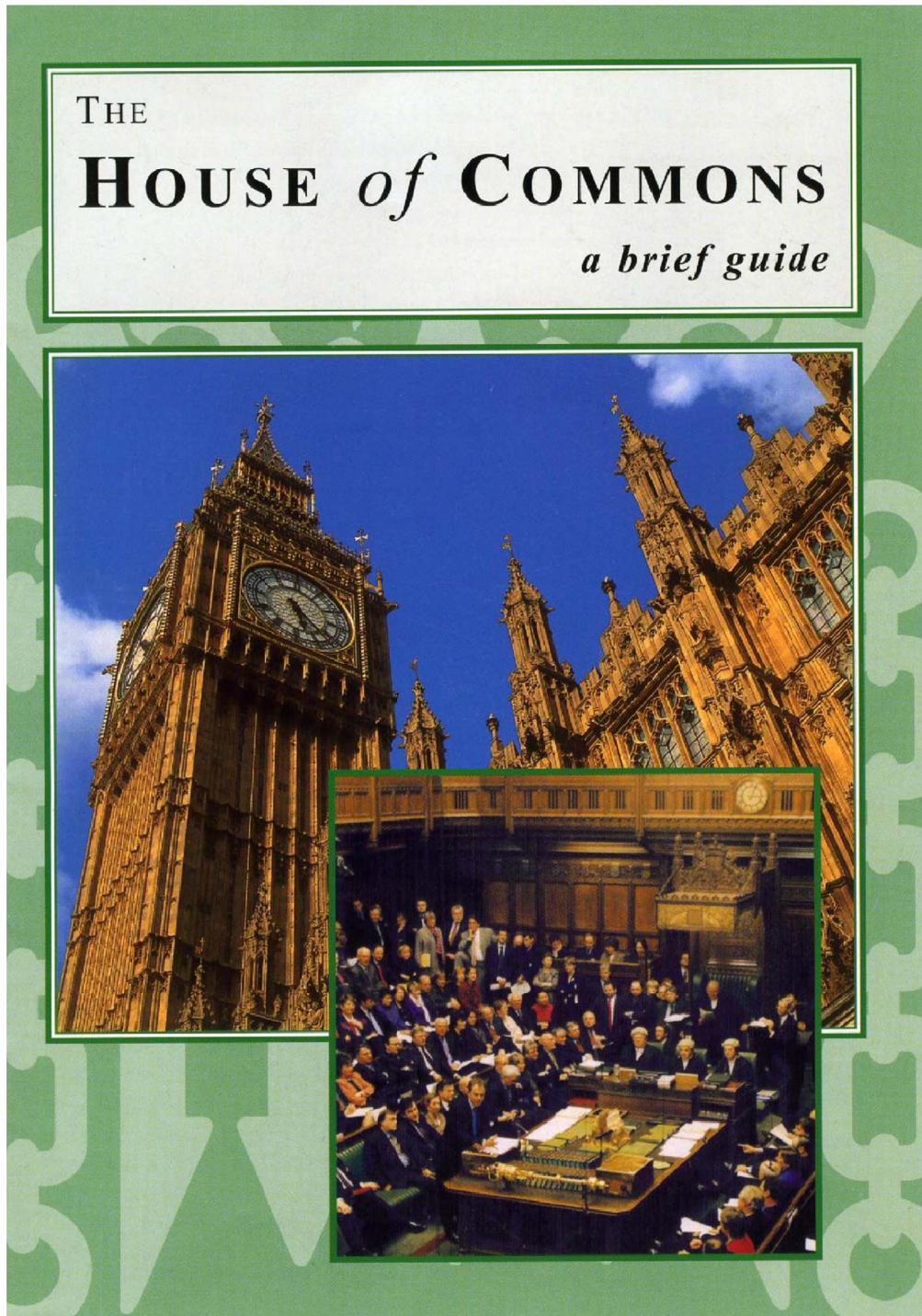
(7–8) – Legislation: This may be a debate on the Second Reading of a bill or the discussion of amendments in committee.

Debates: General debates on a wide range of subjects which help to shape public policy; held every week.

Statements: Business is sometimes interrupted at about 3.30 pm for ministerial statements followed by a period of questions.

The House of Commons

A Brief Guide



The Speaker



The Speaker of the House of Commons chairs debates in the Commons chamber. The holder of this office is an MP who has been elected to be Speaker by other Members of Parliament. During debates they keep order and call MPs to speak. The Speaker is the chief officer and highest authority of the House of Commons and must remain politically impartial at all times. The Speaker also represents the Commons to the monarch, the Lords and other authorities and chairs the House of Commons Commission. The current Speaker is Rt Hon John Bercow, MP for Buckingham.

The House of Commons

The UK public elects 650 Members of Parliament (MPs) to represent their interests and concerns in the House of Commons. MPs consider and propose new laws, and can scrutinise government policies by asking ministers questions about current issues either in the Commons Chamber or in Committees.

Prayers

Sittings in both Houses begin with prayers. These follow the Christian faith and there is currently no multi-faith element. Attendance is voluntary. The practice of prayers is believed to have started in about 1558, and was common practice by 1567. The present form of prayers probably dates from the reign of Charles II. Members of the public are not allowed into the public galleries during prayers.

A typical working day

When Parliament is in Session, the House of Commons generally meets from Mondays to Thursdays and on most Fridays.

The work of the House is regulated by an elaborate code of procedure. The Government determines the business and the order in which it is taken, although some specific slots and days are given over to Opposition parties and "backbench" Members.

In the Chamber the day's business always begins with prayers followed by any items of private business, which are taken formally (without debate). The main business of the day follows.

Oral questions

On Monday to Thursday Government Ministers from a particular Department or Departments answer questions. The Prime Minister has a weekly question time, on Wednesdays. At question time the Speaker calls the name of the person with the first question in the *Order of Business*. As the text of the question is already printed, the Member says simply (for example) «*Number one*». The relevant Minister reads a prepared reply, after which the Member is then allowed a «supplementary» question and the Minister again replies. Other MPs are then called to ask supplementary questions.

Political Parties

The UK has many political parties, the main three being Conservative, Labour and Liberal Democrat. These three work in both the House of Commons and House of Lords.

Political parties in the Commons

In addition to the main three parties, the Commons has a range of other political groups also elected by the public. This includes nationalist organizations like Plaid Cymru (Wales) and the Scottish National Party, Northern Ireland's various political parties and minority parties like the Green Party or Respect.

Political parties in the Lords

Outside of the main parties there are a small number of Members that are not affiliated with a main political party and those belonging to minority groups. In addition there are a limited number of Church of England archbishops and bishops and the Crossbench Peers group.

The Crossbench Peers group is currently the second largest group in the Lords (after Labour); and is formed by independent Members who don't take a party whip – which means that they are not told how to vote by a political party.

Conservative Party



Prime Minister David Cameron and his ruling Conservative Party.

Liberal Democrat Party



Clegg's Liberal Democrat Party is in a coalition government with the Conservatives

Labour Party



Leader: Ed Miliband



Leader: Nigel Farage

Green Party



Leader: Caroline Lucas

Scottish National Party



The Scottish National Party is to be led by Nicola Sturgeon following the resignation of Alex Salmond.

Plaid Cymru



Plaid Cymru is led by Leanne Wood.

British National Party



Leader: Adam Walker.

(From «The Telegraph»)

UK election 2015: state of the race in six trends



Prime Minister David Cameron accompanied by Labour Party Leader Ed Miliband and Deputy Prime Minister Nick Clegg (as they wait for the arrival of Irish President Michael D. Higgins to deliver a speech at the Houses of Parliament in London. Photograph: Lefteris Pitarakis/PA

Very few events significantly shift public opinion in the immediate term. Change tends to be slow and gradual. A year ago, Labour held a 10-point lead over the Conservatives. That is clearly not the case any longer. While Ed Miliband's party has enjoyed a spike in support in most polls released over the past time, the trend over the past month has remained relatively stable, with the two main parties virtually tied.

1. Support for the main parties is on record lows

Recent polls show the combined support for Labour and the Conservatives hovering around 60 % – down by about 10 points on January. In elections since 1979, Britain's two main parties won a combined 81 %, 70 %, 73 %, 76 %, 74 %, 73 %, 67 %, and 65 % in 2010.

The depth of the trend is better highlighted once we take a step back to look at the changes among other parties too. In 2010 for example, the Lib Dems won 23 % of vote, leaving all other parties on a combined 12 %.

2. Britain has gone from a two-three party system to a six party system

Based on these polls, neither the Conservatives nor Labour are likely to win an outright majority next May. Yet, who between Miliband and David Cameron leads the largest party once all votes are counted matters greatly of course – it will determine who has first dibs at forming the next government.

As things stand, normally Labor would be seen to have a slight advantage due to the electoral geography of Britain's voting system, but in today's context, uniform swing calculations aren't enormously useful.

There is not only a rise in support for the 'others', but there is also far greater fragmentation across the electorate. Britain has gone from a two-three party system to a six party system.

Recent polls have SNP, Ukip and the Greens, together above 25 %. In 2010 the three parties won 6 % of the vote. The fact is all the more remarkable considering that the SNP is a Scottish party, and that both the Greens and Ukip don't even contest all seats.

In electoral terms, this means that how votes flow between parties will impact the outcome of races at a constituency-level in ways that isn't always uniform with the overall nationwide vote share. 2015 will be an electoral Russian doll – there are hundreds of individual votes within the bigger general election.

(from The Guardian)

Winston Churchill



Winston Churchill is one of the best-known, and some say one of the greatest, statesmen of the 20th century. Though he was born into a life of privilege, he dedicated himself to public service. His legacy is a complicated one—he was an idealist and a pragmatist; an orator and a soldier; an advocate of progressive social reforms and an unapologetic elitist; a defender of democracy as well as of Britain’s fading empire—but for many people in Great Britain and elsewhere, Winston Churchill is simply a hero.

Winston Churchill’s early life

Winston Churchill came from a long line of English aristocrat-politicians. His father, Lord Randolph Churchill, was descended from the First Duke of Marlborough and was himself a well-known figure in Tory politics in the 1870s and 1880s. His mother, born Jennie Jerome, was an American heiress whose father was a stock speculator and part owner of The New York Times. (Rich American girls like Jerome who married European noblemen were known as «dollar princesses».)

*Sir Winston Churchill won the Nobel Prize
for Literature in 1953 for his six-volume history of World War II.*

Churchill was born at the family's estate near Oxford on November 30, 1874. He was educated at the Harrow prep school, where he performed so poorly that he did not even bother to apply to Oxford or Cambridge. Instead, in 1893 young Winston Churchill headed off to military school at Sandhurst.

Churchill: battles and books

After he left Sandhurst, Churchill traveled all around the British Empire as a soldier and as a journalist. In 1896, he went to India; his first book, published in 1898, was an account of his experiences in India's Northwest Frontier Province. In 1899, the London Morning Post sent him to cover the Boer War in South Africa, but he was captured by enemy soldiers almost as soon as he arrived. (News of Churchill's daring escape through a bathroom window made him a minor celebrity back home in Britain.) By the time he returned to England in 1900, the 26-year-old Churchill had published five books.

Churchill: «Crossing the chamber»

That same year, Winston Churchill joined the House of Commons as a Conservative. Four years later, he «crossed the chamber» and became a Liberal. His work on behalf of progressive social reforms such as an eight-hour workday, a government-mandated minimum wage, a state-run labor exchange for unemployed workers and a system of public health insurance infuriated his Conservative colleagues, who complained that this new Churchill was a traitor to his class.

Winston Churchill and World War I

In 1911, Churchill turned his attention away from domestic politics when he became the First Lord of the Admiralty (akin to the Secretary of the Navy in the U.S.). Noting that Germany was growing more and more bellicose, Churchill began to prepare Great Britain for war: He established the Royal Naval Air Service, modernized the British fleet and invented one of the earliest tanks.

Despite Churchill's prescience and preparation, World War I was a stalemate from the start. In an attempt to shake things up, Churchill proposed a military campaign that soon dissolved into disaster: the 1915 invasion of the Gallipoli Peninsula in Turkey. Churchill hoped that this offensive would drive Turkey out of the war and encourage the Balkan states to join the Allies, but Turkish resistance was much stiffer than he had anticipated. After nine months and 250,000 casualties, the Allies withdrew in disgrace. After the debacle at Gallipoli, Churchill left the Admiralty.

Churchill: between the wars

During the 1920s and 1930s, Churchill bounced from government to government job, and in 1924 he rejoined the Conservatives. Especially after the Nazis came to power in 1933, Churchill spent a great deal of time warning his countrymen about the perils of German nationalism, but Britons were weary of war and reluctant to get involved in international affairs again. Likewise, the British government ignored Churchill's warnings and did all it could to stay out of Hitler's way. In 1938, Prime Minister Neville Chamberlain even signed an agreement giving Germany a chunk of Czechoslovakia – «throwing a small state to the wolves», Churchill scolded—in exchange for a promise of peace.

A year later, however, Hitler broke his promise and invaded Poland. Britain and France declared war. Chamberlain was pushed out of office, and Winston Churchill took his place as prime minister in May 1940.

Churchill: the «British bulldog»

«I have nothing to offer but blood, toil, tears and sweat», Churchill told the House of Commons in his first speech as prime minister. «We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of

all terror, victory, however long and hard the road may be; for without victory, there is no survival».

Just as Churchill predicted, the road to victory in World War II was long and difficult: France fell to the Nazis in June 1940. In July, German fighter planes began three months of devastating air raids on Britain herself. Though the future looked grim, Churchill did all he could to keep British spirits high. He gave stirring speeches in Parliament and on the radio. He persuaded U.S. President Franklin Roosevelt to provide war supplies—ammunition, guns, tanks, planes—to the Allies, a programme known as Lend-Lease, before the Americans even entered the war.

Though Churchill was one of the chief architects of the Allied victory, war-weary British voters ousted the Conservatives and their prime minister from office just two months after Germany's surrender in 1945.

Churchill: fighting communism

The now-former prime minister spent the next several years warning Britons and Americans about the dangers of Soviet expansionism. In a speech in Fulton, Missouri, in 1946, for example, Churchill declared that an anti-democratic «Iron Curtain», «a growing challenge and peril to Christian civilization», had descended across Europe. Churchill's speech was the first time anyone had used that now-common phrase to describe the Communist threat.

In 1951, 77-year-old Winston Churchill became prime minister for the second time. He spent most of this term working (unsuccessfully) to build a sustainable détente between the East and the West. He retired from the post in 1955.

In 1953, Queen Elizabeth made Winston Churchill a knight of the Order of the Garter. He died in 1965, one year after retiring from Parliament.

(<http://www.history.com/topics/british-history/winston-churchill>)

United Kingdom Economy Profile 2014 (Index Mundi)

Economy overview	The UK, a leading trading power and financial center, is the third largest economy in Europe after Germany and France. Over the past two decades, the government has greatly reduced public ownership. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60 % of food needs with less than 2 % of the labor force. The UK has large coal, natural gas, and oil resources, but its oil and natural gas reserves are declining and the UK became a net importer of energy in 2005. Services, particularly banking, insurance, and business services, are key drivers of British GDP growth. Manufacturing, meanwhile, has declined in importance but still accounts for about 10 % of economic output. After emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion on record during which time growth outpaced most of Western Europe. In 2008, however, the global financial crisis hit the economy particularly hard, due to the importance of its financial sector. Falling home prices, high consumer debt, and the global economic slowdown compounded Britain's economic problems, pushing the economy into recession in the latter half of 2008 and prompting the then BROWN (Labour) government to implement a number of measures to stimulate the economy and stabilize the financial markets; these included nationalizing parts of the banking system, temporarily cutting taxes, suspending public sector borrowing rules, and moving forward public spending on capital projects. Facing burgeoning public deficits and debt levels, in 2010 the CAMERON-led coalition govern-
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	ment (between Conservatives and Liberal Democrats) initiated a five-year austerity program, which aimed to lower London's budget deficit from about 11 % of GDP in 2010 to nearly 1 % by 2015. In November 2011, Chancellor of the Exchequer George OSBORNE announced additional austerity measures through 2017 largely due to the euro-zone debt crisis. The CAMERON government raised the value added tax from 17,5 % to 20 % in 2011. It has pledged to reduce the corporation tax rate to 21 % by 2014. The Bank of England (BoE) implemented an asset purchase program of £375 billion (approximately \$605 billion) as of December 2013. During times of economic crisis, the BoE coordinates interest rate moves with the European Central Bank, but Britain remains outside the European Economic and Monetary Union (EMU). In 2012, weak consumer spending and subdued business investment weighed on the economy, however, in 2013 GDP grew 1,4 %, accelerating unexpectedly in the second half of the year because of greater consumer spending and a recovering housing market. The budget deficit is falling but remains high at nearly 7 % and public debt has continued to increase.
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Economy overview	The UK, a leading trading power and financial center, is the third largest economy in Europe after Germany and France. Over the past two decades, the government has greatly reduced public ownership. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60 % of food needs with less than 2 % of the labor force. The UK has large coal, natural gas, and oil resources, but its oil and natural
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	gas reserves are declining and the UK became a net importer of energy in 2005. Services, particularly banking, insurance, and business services, are key drivers of British GDP growth. Manufacturing, meanwhile, has declined in importance but still accounts for about 10 % of economic output. After emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion on record during which time growth outpaced most of Western Europe. In 2008, however, the global financial crisis hit the economy particularly hard, due to the importance of its financial sector. Falling home prices, high consumer debt, and the global economic slowdown compounded Britain's economic problems, pushing the economy into recession in the latter half of 2008 and prompting the then BROWN (Labour) government to implement a number of measures to stimulate the economy and stabilize the financial markets; these included nationalizing parts of the banking system, temporarily cutting taxes, suspending public sector borrowing rules, and moving forward public spending on capital projects. Facing burgeoning public deficits and debt levels, in 2010 the CAMERON-led coalition government (between Conservatives and Liberal Democrats) initiated a five-year austerity program, which aimed to lower London's budget deficit from about 11 % of GDP in 2010 to nearly 1 % by 2015. In November 2011, Chancellor of the Exchequer George OSBORNE announced additional austerity measures through 2017 largely due to the euro-zone debt crisis. The CAMERON government raised the value added tax from 17,5 % to 20 % in 2011. It has pledged to reduce the corporation tax rate to 21 %
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	by 2014. The Bank of England (BoE) implemented an asset purchase program of £375 billion (approximately \$605 billion) as of December 2013. During times of economic crisis, the BoE coordinates interest rate moves with the European Central Bank, but Britain remains outside the European Economic and Monetary Union (EMU). In 2012, weak consumer spending and subdued business investment weighed on the economy, however, in 2013 GDP grew 1,4 %, accelerating unexpectedly in the second half of the year because of greater consumer spending and a recovering housing market. The budget deficit is falling but remains high at nearly 7 % and public debt has continue to increase.
GDP (purchasing power parity)	\$2,387 trillion (2013 est.) \$2,343 trillion (2012 est.) \$2,341 trillion (2011 est.) note: data are in 2013 US dollars
GDP (official exchange rate)	\$2,49 trillion (2013 est.)
GDP – real growth rate	1,8 % (2013 est.) 0,1 % (2012 est.) 0,9 % (2011 est.)
GDP – per capita (PPP)	\$37,300 (2013 est.) \$37,100 (2012 est.) \$37,300 (2011 est.) note: data are in 2013 US dollars
Gross national saving	10,5 % of GDP (2013 est.) 11 % of GDP (2012 est.) 13,7 % of GDP (2011 est.)

GDP – composition, by end use	household consumption: 66,5 % government consumption: 21,4 % investment in fixed capital: 13,8 % investment in inventories: 0,4 % exports of goods and services: 31,1 % imports of goods and services: 33,2 % (2013 est.)
GDP – composition by sector	agriculture: 0,7 % industry: 20,5 % services: 78,9 % (2013 est.)
Population below poverty line	16,2 % (2011 est.)
Labor force	30,15 million (2013 est.)
Labor force – by occupation	agriculture: 1,4 % industry: 18,2 % services: 80,4 % (2006 est.)
Unemployment rate	7,2 % (2013 est.) 7,8 % (2012 est.)
Unemployment, youth ages 15–24	total: 21 % male: 23,8 % female: 17,9 % (2012)
Household income or consumption by percentage share	lowest 10 %: 1,7 % highest 10 %: 31,1 % (2012)
Distribution of family income – Gini index	32,3 (2012) 34 (2005)

Budget	revenues: \$1,023 trillion expenditures: \$1,112 trillion (2013 est.)
Taxes and other revenues	41,1 % of GDP (2013 est.)
Budget surplus (+) or deficit (–)	–3.6 % of GDP (2013 est.)
Public debt	91,1 % of GDP (2013 est.) 88,7 % of GDP (2012 est.) note: data cover general government debt, and include debt instruments issued (or owned) by government entities other than the treasury; the data include treasury debt held by foreign entities; the data include debt issued by subnational entities, as well as intra-governmental debt; intra-governmental debt consists of treasury borrowings from surpluses in the social funds, such as for retirement, medical care, and unemployment; debt instruments for the social funds are not sold at public auctions
Inflation rate (consumer prices)	2 % (2013 est.) 2,7 % (2012 est.)
Central bank discount rate	0,5 % (31 December 2013 est.) 0,5 % (2012 est.)
Commercial bank prime lending rate	4,4 % (31 December 2013 est.) 4,22 % (31 December 2012 est.)
Stock of narrow money	\$111,6 billion (28 February 2014 est.) \$101,8 billion (31 December 2012 est.)
Stock of broad money	\$2,881 trillion (28 February 2014 est.) \$3.401 trillion (31 December 2012 est.)

Stock of domestic credit	\$3,636 trillion (31 December 2013 est.) \$3,756 trillion (31 December 2012 est.)
Market value of publicly traded shares	\$3,019 trillion \$2,903 trillion (31 December 2011) \$3,107 trillion (31 December 2010 est.)
Agriculture – products	cereals, oilseed, potatoes, vegetables; cattle, sheep, poultry; fish
Industries	machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles and parts, electronics and communications equipment, metals, chemicals, coal, petroleum, paper and paper products, food processing, textiles, clothing, other consumer goods
Industrial production growth rate	–0.3 % (2013 est.)
Current Account Balance	–\$93,6 billion (2013 est.) –\$93,6 billion (2012 est.)
Exports	\$813,2 billion (2013 est.) \$801,7 billion (2012 est.)
Exports – commodities	manufactured goods, fuels, chemicals; food, beverages, tobacco
Exports – partners	Germany 11,3 %, US 10,5 %, Netherlands 8,8 %, France 7,4 %, Ireland 6,2 %, Belgium 5,1 % (2012)
Imports	\$782,5 billion (2013 est.) \$777,6 billion (2012 est.)
Imports – commodities	manufactured goods, machinery, fuels; foodstuffs

Imports – partners	Germany 12,6 %, China 8 %, Netherlands 7,5 %, US 6,7 %, France 5,4 %, Belgium 4,4 %, Norway 4 % (2012)
Reserves of foreign exchange and gold	\$87,48 billion (31 December 2013 est.) \$105,1 billion (31 December 2012 est.)
Debt – external	\$9,577 trillion (31 December 2013 est.) \$9,457 trillion (31 December 2012 est.)
Stock of direct foreign investment – at home	\$1,557 trillion (31 December 2013 est.) \$1,321 trillion (31 December 2012 est.)
Stock of direct foreign investment – abroad	\$1,884 trillion (31 December 2013 est.) \$1,81 trillion (31 December 2012 est.)

(http://www.indexmundi.com/united_kingdom/economy_profile.html)

Education system in the UK

Across the UK there are five stages of education: early years, primary, secondary.

Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

Early Years Education

In England since September 2010, all three and four year olds are entitled to 15 hours of free nursery education for 38 weeks of the year. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or childminders. In recent years there has been a major expansion of Early Years education and childcare. The Education Act 2002 extended the National Curriculum for England to include the Foundation Stage which was first introduced in September 2000, and covered children's education from the age of 3 to the end of the reception year, when children are aged 5. The Early Years Foundation Stage (EYFS) came into force in September 2008, and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early years settings between birth and the academic year in which they turn 5. The EYFS Profile (EYFSP) is the statutory assessment of each child's development and learning achievements at the end of the academic year in which they turn 5.

In Wales, children are entitled to a free part-time place the term following a child's third birthday until they enter statutory education. These places can be in a maintained school or a non-maintained setting such as a voluntary playgroup, private nursery or childminder which is approved to provide education. The Foundation Phase is a holistic developmental curriculum for 3 to 7-year-olds based on the

needs of the individual child to meet their stage of development. Statutory rollout of the Foundation Phase framework started in September 2008 and the process was completed in the 2011/12 school year.

In Scotland, education typically starts with pre-school. Local authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday. Pre-school education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement. In Scotland, early years education is called ante-pre-school education for those who start receiving their pre-school education in the academic year after their 3rd birthday until the end of that academic year (note: depending on when the child turned 3 years of age, some children may only receive part of an academic year's worth of ante-pre-school education (e.g. 1 term), whereas other children may receive an entire academic year of pre-school education). All children are entitled to receive a full academic year's worth of pre-school education in the academic year before they are eligible to, and expected to, start primary school.

The commitment in the Northern Ireland Executive's Programme for Government is to 'ensure that at least one year of pre-school education is available to every family that wants it.' Funded pre-school places are available in statutory nursery schools and units and in those voluntary and private settings participating in the Pre-School Education Expansion Programme (PSEEP). Places in the voluntary/private sector are part-time whilst, in the statutory nursery sector, both full-time and part-time places are available. Pre-school education is designed for children in the year immediately before they enter Primary 1. Taking into account the starting age for compulsory education in Northern Ireland this means children are aged between 3 years 2 months and 4 years 2 months in the September in which they enter their final pre-school year. The Programme incorporates a number of features designed to promote high quality pre-school education provision in all settings including a curriculum which is common to all those involved in pre-school education.

Primary

The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12) (Key Stage 2) but in Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, primary schools generally cater for 4–11 year olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11 (in England, Wales and Northern Ireland) or 12 (in Scotland), but in England some children make the transition via middle schools catering for various age ranges between 8 and 14. Depending on their individual age ranges middle schools are classified as either primary or secondary.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. Children in England and Northern Ireland are assessed at the end of Key Stage 1 and Key Stage 2. In Wales, all learners in their final year of Foundation Phase and Key Stage 2 must be assessed through teacher assessments.

Secondary in England, public provision of secondary education in an area may consist of a combination of different types of school, the pattern reflecting historical circumstance and the policy adopted by the local authority. Comprehensive schools largely admit pupils without reference to ability or aptitude and cater for all the children in a neighbourhood, but in some areas they co-exist with other types of schools, for example grammar schools. Academies, operating in England, are publicly funded independent schools. Academies benefit from greater freedoms to help innovate and raise standards. These include freedom from local authority control, the ability to set their own pay and conditions for staff, freedom around the delivery of the curriculum

and the ability to change the lengths of terms and school days. The Academies Programme was first introduced in March 2000 with the objective of replacing poorly performing schools. Academies were established and driven by external sponsors, to achieve a transformation in education performance. The Academies Programme was expanded through legislation in the Academies Act 2010. This enables all maintained primary, secondary and special schools to apply to become an Academy. The early focus is on schools rated outstanding by Ofsted and the first of these new academies opened in September 2010. These schools do not have a sponsor but instead are expected to work with underperforming schools to help raise standards.

In Wales, secondary schools take pupils at 11 years old until statutory school age and beyond 3.

Education authority secondary schools in Scotland are comprehensive in character and offer six years of secondary education; however, in remote areas there are several two-year and four-year secondary schools.

In Northern Ireland, post-primary education consists of 5 compulsory years and two further years if students wish to remain in school to pursue post GCSE / Level 2 courses to Level 3. Ministerial policy is that transfer should be on the basis of nonacademic criteria, however legally post primary schools can still admit pupils based on academic performance. At the end of this stage of education, pupils are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) in England, Wales and Northern Ireland and Standard Grades in Scotland, although a range of other qualifications are available. In Scotland pupils study for the National Qualifications (NQ) Standard grade (a two-year course leading to examinations at the end of the fourth year of secondary schooling) and NQ Higher grade, which requires at least a further year of secondary schooling. From 1999/00 additional new NQ were introduced in Scotland to allow greater flexibility and choice in the Scottish examination system. NQ include Intermediate 1 & 2 designed primarily for candidates in the fifth and sixth year of

secondary schooling, however these are used in some schools as an alternative to Standard Grades.

Further Education

Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. It is post-compulsory education (in addition to that received at secondary school), that is distinct from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education such as City and Guilds or Foundation Degree.

A distinction is usually made between FE and higher education (HE). HE is education at a higher level than secondary school. This is usually provided in distinct institutions such as universities. FE in the United Kingdom therefore includes education for people over 16, usually excluding universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at higher education (HE) colleges (which also teach degree-level courses) and at some universities.

Colleges in England that are regarded as part of the FE sector include General FE (GFE) and tertiary colleges, Sixth form colleges, Specialist colleges (mainly colleges of agriculture and horticulture and colleges of drama and dance) and Adult education institutes.

In addition, FE courses may be offered in the school sector, both in sixth form (16–19) schools, or, more commonly, sixth forms within secondary schools.

In England, further education is often seen as forming one part of a wider learning and skills sector, alongside workplace education, prison education, and other types of non-school, non-university education and training. Since June 2009, the sector is overseen by the new Department for Business, Innovation and Skills, although some parts (such as education and training for 14–19 year olds) fall within the remit of the Department for Education.

Higher Education

Higher education is defined as courses that are of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma. There are three main levels of HE course:

(i) Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.

(ii) Undergraduate courses which include first degrees (honours and ordinary), first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (where first degree students, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic).

(iii) Other undergraduate courses which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

As a result of the Further and Higher Education Act 1992, former polytechnics and some other HEIs were designated as universities in 1992/93. Students normally attend HE courses at HEIs, but some attend at FE colleges.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf)

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